New and Adjunct Faculty Handbook

April 2011
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Introduction to Andrews University

History of Andrews University

Andrews University was established over a century ago, in 1874, as Battle Creek College in Battle Creek, Michigan—a collegiate program that offered literature, languages, science and mathematics, training for teachers, and theology. Its founders, the visionaries of the young Seventh-day Adventist denomination, believed they should use every avenue to spread the gospel and serve the world, including higher education.

On the brink of a new century, seeking room for expansion and a fresh start, the school moved in 1901 to a beautiful site near the banks of the St. Joseph River in Berrien Springs and was renamed Emmanuel Missionary College. From woods and farmland on which faculty and students built three wooden frame buildings to hold their new school, the campus has grown to a property of 1,600 acres and a complex of academic buildings, residence halls and apartments, and service buildings.

The vision blossomed still further when, in 1959, the Seventh-day Adventist Theological Seminary and a school of graduate studies, together known as Potomac University and located in Washington, D.C., were moved to the campus of Emmanuel Missionary College. The following year the three entities united under one charter bearing the name Andrews University—with an integrated board of trustees, administration and faculty. The name honors John Nevins Andrews (1829–83), pioneer Adventist theologian and intellectual and the denomination’s first official missionary to serve outside North America.

In 1974, the undergraduate division of Andrews was organized into two colleges—the College of Arts and Sciences and the College of Technology. The School of Business Administration, which evolved from the Department of Business Administration, was established in 1980. In a similar move, the Department of Education became the School of Education in 1983. In 1993, the Department of Architecture became the Division of Architecture, and is now the School of Architecture. The present organizational structure of the School of Graduate Studies was adopted in 1987. All of the colleges and schools offer both undergraduate and graduate degrees. The Seventh-day Adventist Theological Seminary maintains graduate and professional programs only. The only Seventh-day Adventist doctoral research university, Andrews University is also a comprehensive institution of higher learning integrating an exemplary liberal arts and sciences core with five powerful professional schools and several excellent graduate programs.

Rooted in a tradition of visionaries who saw what was possible and enriched by an international and diverse faculty and student body, Andrews University now offers a wealth of choices in degree and certificate programs to prepare its graduates for life in the new century. The mission of this distinguished institution, however, remains the same—to serve God and
humankind in the spirit of generous service while truly ushering in a New Andrews for a New Century.

Mission Statement

Andrews University, a distinctive Seventh-day Adventist institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world.

Andrews University students will:

<table>
<thead>
<tr>
<th>Seek Knowledge as they...</th>
<th>Affirm Faith as they...</th>
<th>Change the World as they go forth to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Engage in intellectual discovery and inquiry</td>
<td>• Develop a personal relationship with Jesus Christ</td>
<td>• Engage in creative problem-solving and innovation</td>
</tr>
<tr>
<td>• Demonstrate the ability to think clearly and critically</td>
<td>• Deepen their faith commitment and practice</td>
<td>• Engage in generous service to meet human needs</td>
</tr>
<tr>
<td>• Communicate effectively</td>
<td>• Demonstrate personal and moral integrity</td>
<td>• Apply collaborative leadership to foster growth and promote change</td>
</tr>
<tr>
<td>• Understand life, learning, and civic responsibility from a Christian point of view</td>
<td>• Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development</td>
<td>• Engage in activities consistent with the worldwide mission of the Seventh-day Adventist Church</td>
</tr>
<tr>
<td>• Demonstrate competence in their chosen disciplines and professions</td>
<td>• Apply understanding of cultural differences in diverse environments</td>
<td></td>
</tr>
</tbody>
</table>

Accreditation

Recognizing that students benefit from studying in accredited programs, Andrews University is accredited by the Higher Learning Commission and a member of the North Central Association and the Adventist Accrediting Association of the General Conference of Seventh-day Adventists for programs through the doctoral level. Professional organizations have accredited specific degree programs of the University, and other programs are moving toward accreditation.

Travel Information

Arriving by Car

From the North
- Take I-196 (south) to I-94 (west) to Exit 30
- Take US 31 S about 11 miles to Exit 15
- Turn left at the stop sign on Old 31—go 1 mile to J. N. Andrews Blvd.

From the East (Detroit)
- Take I-94 (west) to Exit 30
- Take US 31 south about 11 miles to Exit 15
- Turn left at the stop sign on Old 31—go 1 mile to J. N. Andrews Blvd.

From the East (Ohio & PA) and West (Illinois)
- Take the Indiana Toll Road (I-80/90) to Exit 72
• Take US 31 N 17 miles to Berrien Springs, Exit 15A
• Turn right at the stop sign on Old 31—go about 0.7 miles to J. N. Andrews Blvd.

From the South
• Take US 31 N to Berrien Springs, Exit 15A
• Turn right at the stop sign on Old 31—go about 0.7 miles to J. N. Andrews Blvd

Arriving by Air
The closest major airport to Andrews University is South Bend Regional Airport, located in South Bend, Indiana. It is approximately 16 miles from the university. The following airlines fly in and out of South Bend Regional Airport.

**Allegiant Air** (1-800-432-3810)
(Las Vegas, Nevada, and Orlando, Florida, connections)

**Continental Connection** (1-800-523-FARE)
(Cleveland, Ohio, connection)

**Delta Connection** (1-800-221-1212)
(Cincinnati, Ohio, and Atlanta, Georgia, connections)

**Northwest/KLM Airlines** (1-800-225-2525)
(Detroit, Michigan, and Minneapolis/St. Paul, Minnesota, connections)

**United Express** (1-800-241-6522)
(O'Hare Airport, Chicago connection)
The airport’s contact number is: (574) 233-2185
The e-mail address is: www.sbnair.com

Arriving by Train
Amtrak
Niles, Michigan
South Bend, Indiana
South Shore Line
Michiana Regional Transportation Center (airport) to Chicago (downtown)
1-800-356-2079

Arriving by Bus
Benton Harbor, Michigan
(Greyhound, Indian Trails)
Michiana Regional Transportation Center (airport)
(Greyhound)
(574) 287-6541
Airport Connections
Coach USA United Limo—O’ Hare and Midway
To/From South Bend and Benton Harbor (1-800-833-5555)
Welcome to Andrews University

Parking passes are required. Please pick up your free visitor parking pass at the Department of Public Safety.
General Academic Information

Students are expected to know the rules that govern academic matters. The current Andrews University bulletin presents answers to general questions regarding academic policies. Students with special problems and circumstances should consult the dean or program coordinator of the school that interests them. Responsibility for meeting degree requirements rests upon the student. Each student is expected to be aware of all relevant requirements published in the bulletin under which he/she plans to graduate. The bulletin in force when one first registers is the binding document between the student and the university. However, a student may request permission to meet the requirements of another bulletin in force during his/her years at the university. The student's freedom to choose the bulletin under which he/she will graduate is limited.

Students may graduate under the bulletin for any school year they attend Andrews as long as that bulletin was published no more than ten years before the planned date of graduation. If students leave the university after earning at least 8 semester credits and then try to transfer more than 12 credits earned in the interim from another college, they are governed by the bulletin for the school year in which they return. The dean of the college in which the student is enrolled may permit exceptions.

The university reserves the right to require students (1) to take another course when a course required under an earlier bulletin is no longer offered, and (2) to graduate under a recent bulletin if they are working for certification by a governmental or professional agency.

Attendance at the University

The admission of candidates, their remaining as students, their status, the awarding of academic credits and the granting of degrees, are all subject to the ordinary regulatory powers of the university. It reserves the right to cancel, at its discretion, any of these privileges for reasons considered sufficient by the administration.

School deans reserve the right to review their students' grades periodically. Together with the faculty, they may also recommend that students performing unsatisfactorily should discontinue their degree programs.

The disciplinary authority of the university president is absolute. The vice presidents, deans, and other officers are responsible for specific cases and in restricted areas.

Changes in Bulletin Requirements

The provisions of the Andrews University bulletin are not to be regarded as an irrevocable contract between the student and the university. The university reserves the right to change any provision or requirement at any time within the student's term of residence. All regulations adopted and published by the Board of Trustees or the faculty after publication of the bulletin, have the same force as those published here.
Registration

Students should plan to register during the days assigned to registration on the official academic calendar. Registration is not official until all parts of the registration process have been completed, including financial arrangements.

Matriculation of First-year Students

Documentation of readiness to matriculate is required before admitted students will be allowed to register: official high school transcript or GED certificate, ACT or SAT scores, and for international students, minimum TOEFL scores.

Late Registration

Students who fail to register during the regular registration period must pay a late-registration fee. Students may not register after the last official day to enter classes.

Changes in Registration

A course may be dropped or added by means of a Change of Registration form or via the web during the drop/add period. This Drop/Add form is obtained from the Academic Records Office. After completing the form, the student must get all needed signatures and return the form to the Academic Records Office. The official academic calendar lists the deadline each semester for dropping or adding classes without an entry on the permanent academic record. It also notes the deadline to withdraw from a class with a “W” (Withdrawal) on the permanent record.

Transcripts

The Office of Academic Records issues transcripts of the student's academic record upon written request by the student. Requests should reach the Academic Records Office at least ten days before the transcripts are needed. (For restrictions, costs and exceptions, see the Financial section of the current bulletin.)

Student Responsibilities

Examinations

Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time.

Class Attendance

Regular attendance at all classes, laboratories and other academic appointments is required of each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements.
Class Absences
Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence. Registered students are considered class members until they file a Change of Registration form in the Office of Academic Records.

Excused Absences
Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly from the dean's office.

Excused absences do not remove the student's responsibility to complete all requirements of a course. Class work is made up by permission of the teacher.

Performance in Related Non-academic Areas
Professional programs sometimes require certain personality traits, lifestyles, clinical aptitudes, or other special competencies. For programs in which such items are specified, students are evaluated in terms of these requirements. These requirements are described in departmental handbooks or in course syllabi.

Academic Integrity
In harmony with the mission statement (see above), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts:

- Falsifying official documents;

- Plagiarizing, which includes copying others' published work and/or failing to give credit properly to other authors and creators;

- Misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University);

- Using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud;
• Presenting another's work as one's own (e.g., placement exams, homework assignments);

• Using materials during a quiz or examination other than those specifically allowed by the teacher or program;

• Stealing, accepting, or studying from stolen quizzes or examination materials;

• Copying from another student during a regular or take-home test or quiz;

• Assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee on Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university.

Departments and faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses.

Human Subjects Research
All students and faculty conducting any research involving human subjects must apply for approval from the Institutional Review Board. Application forms are available in the Office of Scholarly Research, Room 210, Administration Building (e-mail: irb@andrews.edu).

Introduction to the School of Education

History of the School of Education
The School of Education (SED) has its roots in the Normal Department of Battle Creek College, the progenitor of Andrews University, established in 1874 in Battle Creek, Michigan.

In 1901, Battle Creek College moved to Berrien Springs and became Emmanuel Missionary College (EMC). The Department of Education at EMC took on formal structure in the early 1900s. The preparation of church-school teachers gained importance as the church placed
greater emphasis on Christian elementary and secondary schools. During those years it was not unusual for one third of the college graduates to complete programs qualifying them to teach elementary or secondary school.

In 1956, responding to the need for graduate education within the church, the Autumn Council of the Seventh-day Adventist General Conference authorized the organization of a university-type educational institution. In 1958 the School of Graduate Studies and the Seventh-day Adventist Theological Seminary merged with EMC in Berrien Springs to become Andrews University.

By 1960 the Education Department offered master's degree programs. Curriculum development was rapid with frequent changes in the course offerings and programs to keep up with the demands of students, society, and the church.

During the late 1960s, Andrews University began to consider application for National Council for the Accreditation of Teacher Education (NCATE) accreditation. The council considered and approved the university's request for accreditation of its elementary and secondary teacher-education programs at both the baccalaureate- and master's-degree levels beginning September 1, 1970.

The North Central Association of Colleges and Schools approved the introduction of doctoral programs (1973), and granted accreditation to Andrews University as a doctoral-degree granting institution in 1979. This included the new EdD degree.

In 1981, the department reorganized into three areas: Educational Leadership and Management, Educational and Psychological Services, and Teacher Education. The following year, the PhD degree was introduced with approval of the North Central Association. In June 1983, the various undergraduate and graduate programs merged into a School of Education.

The School of Education currently consists of three academic departments:

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

**Accreditation**

Andrews University is accredited by the North Central Association of Colleges and Schools to confer degrees at the bachelor’s, master’s, specialist, and doctoral levels.

The teacher-preparation and school-service personnel programs, which include teacher education programs, MAT programs, the elementary and secondary principals’ programs, and programs to prepare school psychologists, are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Michigan Board of Education, and the North American Division Board of Education.
The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Post-secondary Accreditation (COPA), has conferred accreditation to the following program areas in the Department of Educational and Counseling Psychology at Andrews University: Clinical Mental Health Counseling (MA) and School Counseling (MA).

The National Association of School Psychologists (NASP) has approved the EdS program in School Psychology. The Michigan Department of Education has approved the MS program in Special Education.

**Philosophy**

We believe that God is the ultimate reality and that He has chosen to reveal Himself through His created universe and through His Word. God created human beings in His image and for relationship with Him. When they rebelled against Him, they entered a state of brokenness that extends to every dimension of life. Through His love and mercy, God has provided in His Son Jesus Christ the means to redeem human beings from their brokenness, to restore in them His image, and to reestablish their relationship with Him.

As Christian educators supporting the world mission of the Seventh-day Adventist Church, we conceptualize the task of education to be a partnership with God in His work of redemption and restoration. Our role in this partnership is to facilitate the spiritual, mental, physical, and social development of our students through modeling and exhortation. Accordingly, we hold that:

- God calls students to recognize Jesus Christ as Savior and Lord and through His Spirit to use principles of Scripture as a guide in their relationships with others.
- God calls students to be worthy scholars in their chosen academic discipline and to contribute to that discipline as responsible practitioners and researchers.
- God calls students to live by principles of good health as stewards of His gift of life.
- God calls students to develop and maintain supportive personal and professional relationships and to use their talents in generous service to the church and society in a culturally diverse world. To these ends, we work for the glory of God.

**Conceptual Framework**

Andrews University was founded as Battle Creek College in 1874. One of the founders, Ellen G. White, presented a compelling vision for education.

“True education means more than the pursual of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and the whole period of existence possible to man. It is the harmonious development of the
physical, mental, and spiritual powers. It prepares the student for the joy of service in this world and the higher joy of wider service in the world to come.

In the highest sense the work of education and the work of redemption are one.” (Ellen G. White, 1903, Education, Mountain View, CA: Pacific Press, pp. 13, 30.)

Andrews University School of Education embraces this vision as the organizing theme for its conceptual framework, “To Educate is to Redeem,” and the inspiration for its mission.

The Conceptual Framework is composed of the following six elements:

**Element I: Worldview**
This element addresses appreciation of the perspectives of others and development of a personal philosophy from which action and service arise. Graduates will be able to...
I.A. Explain worldviews and trace their historical development
I.B. Critique worldviews from a Christian perspective
I.C. 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...
II.A. Describe human development
II.B. Apply current theories of learning

**Element III: Groups, Leadership, and Change**
This element addresses principles of group behavior and the use of these principles to effect positive change for individuals and organizations. Graduates will be able to...
III.A. Facilitate change in groups and organizations
III.B. Relate effectively with various cultural, racial, and special interest groups
III.C. Identify political and legal issues
III.D. Manage human, financial, and material resources
III.E. 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...
IV.A. Communicate effectively in written, verbal, and non-verbal forms
IV.B. 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...
V.A. Read and evaluate research
V.B. Conduct research
V.C. Report research findings

Element VI: Personal and Professional Growth
This element addresses commitment to holistic personal and professional growth.
Graduates will be able to...
VI.A. Demonstrate continuing professional development
VI.B. Demonstrate ethical behavior in all professional activities
VI.C. Demonstrate balanced physical, mental, spiritual, and social development

The six elements of the Conceptual Framework can also be seen in this graphic representation of the Conceptual Framework. A separate document describes the complete Conceptual Framework, including its significant knowledge base.

All programs, curricula, and courses in the School of Education are guided by this Conceptual Framework. The Conceptual Framework is reviewed as needed. Additions, deletions, or changes are made only by approval at an SED-wide faculty meeting.

Because it is important for SED candidates to be aware of how their coursework is guided by the SED Conceptual Framework, it is SED policy that it be referenced in every SED syllabus.

Professional Dispositions
The School of Education seeks to prepare candidates with essential dispositions for successful professional work. All candidates for professional fields in education will be evaluated on the following eight professional dispositions as determined by the SED faculty:

The Educational Professional:

1. **Believes that all students can learn**, demonstrated by actions such as showing respect, supporting incremental learning, speaking often of students’ ability to learn, ensuring that each student is given reasonable opportunities to learn, supporting teachers in their efforts to help students learn, and showing patience and seeking support for even the most difficult student or for teachers who are dealing with them.

2. **Values fairness**, demonstrated by actions such as treating others equitably, seeking to understand others’ needs, trying to respond to requests, showing no discrimination, and using consistent processes and policies to ensure fair treatment of others.

3. **Values respectful communication**, demonstrated by actions such as using appropriate oral or written communication skills; listening thoughtfully to others’ views, including opposing ones; modifying writing and speaking to be more accurate and effective; using appropriate tone and affect in communication; demonstrating appropriate levels of self-
disclosure; interacting positively with others, with corresponding body language; and initiating communication to resolve conflict.

4. **Values diversity**, demonstrated by actions such as building trust between students and colleagues, interacting in ways that recognize the worth of all individuals, validating the uniqueness and strengths of each individual, soliciting those who may be underrepresented, welcoming and trying to understand diverse views to gain a more comprehensive understanding, and using diverse views and differences to facilitate group growth.

5. **Recognizes personal leadership responsibility**, demonstrated by actions such as being aware of one’s positional and personal influence on others; taking initiative; following up well; developing one’s own voice and opinion; planning, prioritizing tasks, and managing time effectively; pursuing excellence for self and others; and demonstrating flexibility.

6. **Values personal and professional growth**, demonstrated by actions such as seeking opportunities to learn new skills and knowledge; wanting to improve performance; seeking and using feedback; demonstrating spiritual, physical, mental and emotional balance; securing and using a range of personal and professional resources (books, Internet, articles, etc.); and reflecting on professional experiences.

7. **Is committed to inquiry**, demonstrated by actions such as manifesting inquisitiveness and academic curiosity, asking questions, soliciting opposing views, tracking down information, and engaging in research (primary and secondary).

8. **Is committed to service**, demonstrated by actions such as engaging in activities that will benefit others, seeking to understand others’ needs, trying to respond to requests, and being involved in professional organizations.

Candidates will be oriented to professional dispositions in the earliest introductory coursework in their programs (e.g., EDTE165 Philosophical and Social Foundations of Education, EDAL500 Administration Orientation), and will be made aware that they will be assessed on these dispositions multiple times throughout their programs. In addition to these eight dispositions, School of Education programs may choose to add other relevant dispositions on which to evaluate their candidates.

**Evaluation of Professional Dispositions**

To assist candidates’ growth in these dispositions, all candidates are regularly assessed. The timing of these assessments varies by program. Generally, candidates are assessed at program entry, at regular intervals throughout the program, and at program completion. In addition, dispositions may be assessed and reported on when candidates have engaged in specific instances of unprofessional behavior.
Integration of Faith and Learning

Andrews University is a faith-based institution founded and commissioned to carry out the worldwide mission of the Seventh-day Adventist Church. All faculty are expected to demonstrate in word and deed their harmony with the core tenets of the church. The university supports the values and lifestyles endorsed by the Seventh-day Adventist Church, as well as the integration of faith and learning in the curriculum and co-curriculum.

Center for Teaching and Learning Excellence

The Center for Teaching and Learning Excellence (CTLE) advances the ongoing professional growth of Andrews University faculty members related to their primary campus duty—teaching. By helping faculty members focus on student learning through various lenses—scholarship of teaching and learning, faith learning integration, diversity, assessment and service, among others—the CTLE promotes pedagogies of engagement that enrich the learning environment and lead to transformational teaching.

The CTLE has several campus partners, including the Center for College Faith, the Center for Distance Learning and Instructional Technology, the Office of Research and Creative Scholarship, the Office of Service Learning, and the Office of University Assessment. The CTLE is located on the top level of the James White Library. For additional information, you may contact Dr. Larry Burton at burton@andrews.edu.

Commitment to Diversity

The School of Education (SED) values diversity among its candidates and the students, families, schools and communities that they serve and will serve. SED candidates are expected to respect diversity among their fellow candidates, faculty, staff, and the students they serve. See section 1:103 of the Andrews University Working Policy (AUWP).

In matters of recruitment, admissions, and evaluation of candidate performance, the SED does not discriminate against any candidate on the grounds of race, color, creed, national or ethnic origin, gender, marital status, or physical challenge. (See AUWP 2:425:1.)

Because Andrews University and the SED serve very diverse constituencies (the worldwide Seventh-day Adventist church, conferences across North America, and local communities, both within the church and in the public sector), the SED is committed to preparing diverse candidates to serve in diverse school settings, both within the Adventist church and in the public sector. In keeping with the Andrews University Statement of Mission (see above), faculty will be expected to demonstrate respect for ethnic and cultural diversity in all interactions with candidates, staff, colleagues, and students, in all settings, including in field experience and clinical practice settings.
Assessment Policies

Assessment Validation Process
The unit’s assessment processes are created to be linked to outcomes, goals, and objectives as summarized in the conceptual framework. Faculty members or core program faculty create assessments and evaluate them using four criteria: reliability, content validity, usability, and fairness of the assessment.

Annual Assessment Cycle and Data Collection
The assessment of candidates, programs, and the unit follows a regular cycle. Throughout the year faculty evaluate assessment rubrics and do gateway progress checks of candidates. Candidate dispositions are evaluated either at key gateways or annually, depending on the program. Data for each program are aggregated and compiled at the end of each school year. The SED Annual Assessment Report is produced by the end of the summer and shared with faculty. Any changes for program and unit improvement are drafted and voted on by SED faculty in early fall in time for inclusion in the new Andrews University Bulletin. (See the SED Annual Assessment Cycle, SED Policy Manual 003.2.)

Feedback Loop Process
The feedback loop consists of formative feedback, plans for improvement, summative feedback, evaluation decisions, and revision and renewal. The sequence of the elements should always lead toward improved candidate outcomes, and may be recursive. For example, summative feedback leads to making evaluation decisions, which may lead back to further plans for improvement. The decisions may also lead to candidates’ advancement through program gateways, full-time faculty and staff members’ advancement on the salary scale or in rank, administrators’ advancement on the salary scale, or revisions of SED programs. In any case, these evaluation decisions are treated as stepping stones to re-visions and renewing the unit’s persons and programs. After proposals are developed for re-visionsing or renewing the unit’s programs, these plans are shared with key stakeholders in the programs. These stakeholders may provide corrective feedback that leads to rethinking these plans. Eventually the feedback from the unit’s partners helps ensure that the unit maintains quality programs for the preparation of teachers and other school personnel.

Follow-up Studies
The SED gathers follow-up information on all programs and their candidates by conducting exit interviews or surveys, alumni surveys, and employer surveys. Exit interviews or surveys are conducted by some programs or departments prior to candidates’ graduation. (See SED Policy Manual 003.4 for further information on this section.)

Assessment of Unit Operations
Three different entities are responsible for managing the assessment of unit operations: the Provost, the SED Dean, and the Director of Human Resources. The Provost is responsible for
managing the processes related to the evaluation of the Dean. The official records for the Administrator Performance Review are kept in the Office of the Provost. The SED Dean is responsible for managing the processes related to budget accountability and chair evaluations. Official budget records and the Faculty Annual Report documentation for chairs are kept in the office of the SED Dean. The Director of Human Resources is responsible for managing the processes related to support staff evaluations. Official records of support staff evaluations are kept in the Office of Human Resources. (See SED Policy Manual 003.5 for further information on this section.)

Employment Information and Academic Qualifications

Equal Employment Opportunity Policy

In keeping with Andrews University policy on equal rights for hired personnel (See AUWP 2:110), the School of Education hires, promotes, compensates, and provides benefits for all employees without discrimination because of race, color, creed, ethnic background, country of origin, age, gender, height, weight, physical handicap, marital status, political or gender preference or past military service.

Application and Hiring

New and adjunct faculty are to have similar academic and/or professional qualifications as full-time faculty, i.e., at least a Master of Arts degree in their area of specialty. For some departments, a PhD or EdD are the minimum academic qualifications for teaching. In cases where faculty members do not hold terminal degrees in their discipline, their exceptional expertise (skills, knowledge, and experience) may be considered in determining their qualifications. Prospective faculty must submit an application, a resume, and official transcripts to the Human Resources Department at Andrews University. The best qualified applicants will be offered the position. Additional information on application and hiring will be provided by the Office of the Dean of the School of Education (See AUWP 2:310).

School faculty (appropriately licensed practitioners in P-12 schools who provide instruction, supervision, and direction for candidates during field-based assignments, i.e., mentor teachers, internship and/or clinical supervisors) must meet the qualifications applicable to the program(s) for which they teach or supervise (see SED Policy Manual, 008.6). As with regular and adjunct faculty, school faculty may be considered qualified based on exceptional expertise in their discipline.

Appointment Procedure

Short-term faculty appointments are given on a contract basis to adjunct faculty whose teaching or other academic assignments last for a limited period, usually less than one year. Remuneration is provided without regular employee benefits. Such contract appointments specify precisely the tasks and responsibilities to be performed. Contracts are reviewed each term and may be terminated on one month’s paid notice.
Preparation for Teaching

Conceptual Framework and Assessment System

Before classroom instruction begins, adjunct and new faculty need to become knowledgeable about how the Conceptual Framework and the Assessment System are aligned with teaching, learning outcomes, and program accreditation. This information is available during the School of Education faculty orientation process in August of each academic year.

Textbooks

Textbooks and other materials to be used in each course or section are to be chosen by the faculty member and/or the department as a whole. Order forms for textbooks (textbook adoption forms) are sent by the university bookstore directly to faculty members. After securing the department chair’s signature of approval, the faculty member returns the completed adoption forms to the bookstore 60 or more days before the beginning of the term in which the books are to be used. Orders not placed on the proper adoption forms cannot be accepted. The following are the current requirements of the bookstore:

1. An order form must be filled out for the total number of books needed in any given class regardless of the number of books on hand at the bookstore.

2. Reorders requiring immediate attention will be telephoned to the publishers at the bookstore’s expense. The telephone expense of all other late book orders and United Parcel Service expenses will be charged to the department.

3. When a new textbook is being adopted for a class, the faculty member should ascertain whether or not the text is under revision.

4. Faculty desk copies are ordered by contacting the publisher directly.

5. Since it is imperative that all textbooks not being used be returned to the publisher, the faculty member or the department chair must notify the bookstore (a) when a class is canceled, or (b) when a faculty member has over-ordered.

6. Please let students know they must purchase all required textbooks by the first 4 weeks of class, as the bookstore will return overstock books at that time.

7. Syllabi, course outlines, student manuals, etc. to be sold in the bookstore must be ordered on a regular book order.

8. Syllabus course outlines and similar materials prepared on campus for sale to students are to be sold at the university bookstore. Prices for such materials are to be determined by the faculty member (who prepared the material) and the bookstore.
Inasmuch as the production of such materials for one’s own class is a part of the faculty member’s preparation for and procedure in teaching, no royalties are paid.

The bookstore will endeavor to have available any special supplies for class use upon a faculty member’s request. The supplies buyer must be notified 60 days before the beginning of the semester so that supplies will be available for students. Due dates for adoptions are as follows:

1. Fall Semester—second week of April
2. Spring Semester—last week of September
3. Summer Semester—first week of February

Re-adoption forms will be sent out 1 month prior to the due date. The bookstore can only order the latest edition of a textbook from the publisher. In order to verify that your textbook orders have been processed, you need to:

- On blue tool bar select textbooks.
- Scroll down to find class prefix then select class prefix.
- Scroll down again and select Continue to get course materials.
- Select course number and Continue.
- Your order will be displayed.

You are to inform students to purchase all their books within the first week of class. If your syllabus/course materials are sold at the bookstore, these need to be included on your adoption form with the quantity listed. Then you need to fill out a syllabus form with the quantity and the price you want to be paid, and take it to the bookstore. Students will purchase a form with a receipt stapled to it. Student will receive their syllabi/course materials after submitting the form and receipt to you.

The bookstore hours are:
- Monday –Thursday (9am-5pm)
- Friday (9am-1pm)
- Sunday (9am-1pm)

**Online Instruction**

The criteria and guidelines for teaching online and/or distance courses are the same as those for the traditional instructional format. New and adjunct faculty are to consult with department chairs and/or program coordinators for additional guidelines on online delivery.

**Orientation**

New and adjunct faculty must be adequately oriented to the policies and procedures of the SED and the department or program to which they have been appointed. They are required to attend University-wide new faculty orientation in August of each academic year. In addition,
they will complete the online School of Education New Faculty Orientation or Adjunct Faculty Orientation process. This process includes (1) viewing an introductory PowerPoint presentation on SED departments and programs, the Conceptual Framework, program dispositions, and the SED Policy Manual; (2) reviewing the Adjunct and New Faculty Handbook; (3) completing the “Preventing Workplace Harassment” module; and (4) printing out, signing, and submitting the “Acknowledgement of Completion of Faculty Orientation” form.

The chair of the department in which new and/or adjunct faculty members will be teaching is responsible for orienting them to the department and the School of Education. Orientation may involve (1) meeting the Dean, faculty, and staff; (2) visiting classrooms; and (3) reviewing guidelines for using and/or operating instructional facilities/equipment and accessing office supplies.

School faculty members (those licensed practitioners in P-12 schools not employed by Andrews University who provide instruction, supervision, and direction for candidates during field-based assignments) will complete the online School of Education school faculty orientation process.

Departments and programs may conduct further orientation for all faculty members, including adjuncts and school faculty members, at their discretion.

**Evaluation of Teaching**

The teaching of all new and adjunct faculty members in the School of Education will be comprehensively and systematically evaluated in the following ways:

1. “Student Opinion of Teaching” data will be collected, aggregated, and disaggregated every semester for each course that is taught. Approximately two weeks before the end of a semester, the SED Dean’s Office will provide each faculty member with “Student Opinion of Teaching” evaluation forms to be filled out by students anonymously. On completion, the forms are to be returned to the Dean’s Office. Dean’s Office personnel will then forward them to the Office of Institutional Research for analysis. Faculty members will be provided with personal copies of their evaluation. More specific instructions can be found on the front of the envelope in which the evaluation forms are delivered.

2. A teaching evaluation of a new and adjunct faculty member may be conducted by the faculty member’s Chair (or designee) during each of the first two semesters that he or she teaches, and at least annually thereafter. This evaluation will focus on syllabus preparation, instructional materials, teaching strategies, and formative and summative evaluation of students. The results of the evaluation will be documented. One copy will be given to the teacher, one will be kept in the office of the department chair and/or program coordinator, and one will be filed in the office of the SED Dean. If the faculty member teaches online courses, or if only online courses are available for observation, an appropriately modified observation and evaluation may be conducted.
Clinical Faculty Evaluation
The effectiveness of all SED clinical faculty members (mentor teachers and clinical supervisors) may be comprehensively and systematically evaluated in the following ways:

1. For every clinical faculty member, “student opinion of mentoring/supervising” data may be collected every semester that the clinical faculty member is engaged in providing instruction, supervision, and direction for candidates during field-based assignments.
2. The effectiveness of the mentoring and/or supervision of each clinical faculty member may be evaluated by an appropriate full-time SED faculty member during every semester that the clinical faculty member is engaged in mentoring or supervising field experience and/or clinical practice.

Security
All faculty members who are scheduled to teach during the evening hours (usually 6:30pm-9:30pm) are to ensure that the classrooms are locked after the session ends. Instructional equipment should be safely stored.

Attendance at Departmental Meetings
All faculty members are expected to attend departmental meetings, School of Education faculty meetings, and professional development workshops and seminars. Adjunct faculty members are expected to attend whenever possible.

Syllabus Guidelines
Course syllabi must be available to students on or before the first period of instruction, and must contain the following information:

1. Name of the University
2. Name of the School
3. Name of the Department
4. Current Semester and Year
5. Instructor’s Name, Title, Office Number, Office Hours, Phone Number, E-Mail Address, Instructional Days and Times
6. Course Number, Title, Description
7. Knowledge Base
8. Philosophy and Integration of Faith and Learning
9. Reference to the SED Conceptual Framework Elements
10. Course Objectives
11. Alignment of SED Conceptual Framework Elements with Course Objectives
12. List of Textbook(s) and Supplementary Instructional Materials
13. Schedule of Course Activities
14. Course Requirements and Assignments
A template for syllabi is available in each department. Please contact the secretary or the department chair for further information.

Class Schedules
The current class schedules for any semester are always available on the Andrews University web site.

Accessing Class Lists
1. Go to the university website (www.andrews.edu).
2. Click “Faculty and Staff.”
3. Click “iVue” (under “Quick Links”).
4. Select “Teacher.”
5. Click “View Class Rosters.”

Grades and Quality Points
The right to assign grades rests with the teacher of the course. Quality points (on a 4.00 scale) are given to each letter grade (A–F) for use in figuring a student’s grade-point average (GPA). The GPA is the average number of quality points earned per credit hour in all courses which are assigned grades A–F.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
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<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
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<tr>
<td>B-</td>
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<td>C+</td>
<td>2.33</td>
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<td>2.00</td>
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<td>C-</td>
<td>1.67</td>
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<tr>
<td>D</td>
<td>1.00</td>
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<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

The following are additional grades that may appear on a student's academic record:

1. A grade of AU is given for an audited course if the student has met the obligations of the audit agreement. It is possible to audit any class except private music lessons and independent study courses provided (1) there is room in the class, (2) the student has an appropriate background, and (3) the instructor gives permission to attend. The term audit refers to registration for attendance only. All auditors, including honors auditors (HN), are expected to attend all class appointments as agreed upon when the instructor granted auditing privileges. Auditors must attend at least 80% of the class periods. Those who fail to
do so are given a grade of UA (Unsatisfactory Audit); honors auditors a UH. A student may change from “credit” to “audit” registration and vice versa within the published time limits. To make this change the student must present the Academic Records Office with a change of Registration form with the required signatures. The tuition charge for an audited course is the same as a course taken for credit. Full-time honors students may audit one course per semester free of charge.

2. A DG (Deferred Grade) may be given in certain courses recognized to be of such a nature that all the requirements are not likely to be completed within one semester. It may be given for tours, field/clinical experiences, internships, project and independent study courses, courses requiring research and courses where mastery-level learning is required. The Academic Records Office records a DG only for courses previously recommended by a department and approved by the dean of the appropriate school and/or graduate program committee. An instructor may designate a time limit for a given course or for a specific situation for the DG to be changed to a letter grade. An instructor may change the DG to a DN—Deferred and Not Completable, meaning that the course has not been completed and no longer can be completed because time has run out. A DG may remain on a student’s transcript at graduation if the course does not count toward the degree.

3. An Incomplete (I) indicates that the student’s work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. An (I) may be given when the instructor and the student agree to terms stated in an Incomplete Contract. The Incomplete is given to a student when the major portion of the work for the course has been completed. The contract states (1) the remaining work to be completed, (2) a plan with timelines for completion of the work, (3) the time limit, and (4) the grade the student will receive if the work is not completed by the agreed-upon time. Ordinarily, an Incomplete shall be removed during the following semester. However, an Incomplete contracted in the spring semester may be extended to the autumn semester. Any request for an extension of time beyond the contracted time shall be made in writing before the end of the contracted date and approved by the dean of the college/school in which the course is offered. The number of Incompletes on a student’s record affects the student’s class and workload.

Undergraduate restrictions: Students with 8 credits of Incompletes may not register for more than 12 credits of new courses; for those with 12 or more credits of Incompletes the number of new credits is limited by the dean of the respective college/school. Incompletes must be removed before graduation.

4. An R (Reregistered) is assigned only for designated remedial courses. Students who obtain this grade are required to reregister for the course in question.

5. An S/U (Satisfactory/Unsatisfactory) is used for designated courses, such as independent/individual study/readings, independent research, research projects, workshops, seminars, field/clinical experiences, and practica. These may be graded with either an S/U or A–F
pattern as the college/school decides. When more than one grading pattern is possible, the determination of which pattern shall be used for a given class shall be made at the beginning of the class. Completed theses/dissertations (except for undergraduate theses) are always graded on an S/U basis. Grading patterns may not be mixed within a given course for any grading period except for independent study courses, as in next paragraph. An S means, for an undergraduate, that a C (2.00) or higher has been earned; for a graduate, a B (3.00) or higher. The letter grade U signifies unsatisfactory performance. Credit is earned only if an S is received. No quality points are assigned S/U courses and an S/U notation does not affect the GPA.

By definition, independent/individual study/reading/research courses imply potentially a different set of purposes, goals, objectives, activities and outcomes for each student. They are not intended to serve as a substitute for a required class or for canceled classes, and they must have an evaluation plan. All students taking one of these courses with the same acronym, course number and section number under the same instructor are typically listed on the same grade sheet, and therefore mixing grading patterns for these courses in a given term is permitted.

6. A W (Withdrawal) is recorded when a student withdraws within the date limitations indicated by the academic calendar. Under certain circumstances the institution may initiate the withdrawal.

Repeating Classes

Students may repeat a course in which they receive an unsatisfactory grade. In such a case, the record of the first attempt is not erased. However, in the case of undergraduate students only, the credits and quality points earned in the course with the higher grade are used to calculate the GPA. In the case of graduate students the course may be repeated once. The credits and quality points earned in the most recent course will be used to calculate the GPA. Course grades may be replaced only by grades for course work repeated on campus. When a course with a laboratory is repeated, the laboratory part also must be repeated.

In sequence-type courses (course numbers ending in 1, 2, or 3) a student who earns an F for one semester automatically must repeat that course before being permitted to enroll or remain enrolled in courses that follow in that sequence. A student who earns a D in such a course should counsel with the teacher as to the wisdom of continuing the course.

Factors Influencing Grades

Several factors are used to compute the final grade in a particular course. These include such items as scores in oral or written examinations, quizzes, practical and written projects, papers, reports, laboratory experience, skill demonstration, clinical performance and class attendance/participation. The teacher selects the grading components for a given course according to the nature of that course. The course outline (syllabus) clearly outlines how the students’ final grades shall be figured.
Grade Reports
No hard copies of grades are mailed to students because they can view and print their grades via the web. Students who want a parent or organization to receive a printed grade report may request this via the web or at the Academic Records Office.

Submitting Grades
All teaching faculty, including adjuncts, will receive e-mail correspondence from the Academic Records Office on the dates for submission of grades, and instructions for entering them. All grades are submitted online, and are usually due approximately 4-5 days after the last day of scheduled exams.

Tardiness
Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean.

Distance Learning and Instructional Technology
The Center for Distance Learning and Instructional Technology (DLiT) at Andrews University serves students by providing information and support for online and other non-traditional courses, and assists faculty in the development and implementation of learning and teaching through technology-enhanced delivery methods. Additional resources available are Connect Pro for online web conferencing, media streaming services, and Respondus Lockdown browser.

Moodle
Moodle is the learning management tool that is being implemented by Andrews University. If you need assistance in developing and teaching your courses on Moodle, you may go to Moodle’s help page. You may also contact the DLiT for personalized one-on-one assistance. The skills that you will acquire are (1) how to upload and maintain the course content page, (2) how to create and maintain the discussion board, (3) how to create and maintain the grade book, (4) how to deliver online quizzes and tests, (5) how to create and grade from the dropbox tool, (6) how to create and maintain the news section, and (7) how to create and maintain attendance records.

LiveText
During the 2007-2008 school year, the faculty of the School of Education sought to enrich its assessment plan by improving program effectiveness and enhancing candidate learning within all SED programs. This assessment plan extends to the mission of the SED to prepare educators to make a difference by its commitment to fostering values of scholarship, leadership and Christian service with students.
In addition, this assessment plan is integral to meeting standards for the Michigan State Board of Education and several specialized professional associations, as well as achieving accreditation from NCATE (National Council for Accreditation of Teacher Education), CACREP (Council for the Accreditation of Counseling and Related Educational Programs), and NASP (National Association for School Psychologists).

In keeping with these goals and projections, the SED implemented LiveText, an extremely flexible web-based/online tool to enhance educational experiences and professional opportunities. The most basic uses for LiveText are as an organization and productivity tool, a collaboration tool, a portfolio tool, an assignment creation and assessment tool that supports data-driven decision-making, and as a course management tool including lesson planning and access to online video resources.

In essence, LiveText can be described as a boundless “My Documents” that lives on the web. You can store whatever you like there, organize it however you wish, access it any time from any computer with Internet access anywhere in the world, and know that your work is backed up at least daily. LiveText requires your computer (either PC or Mac) to have a web browser (Internet Explorer or Firefox) and an Internet connection.

SED faculty may use LiveText in their classes for students to submit assignments. Assessment and grading in LiveText will be set up to blend seamlessly with NCATE guidelines. Students who are pursuing programs in the SED are required to purchase LiveText software. New and adjunct faculty are advised to check with their department chairs for additional information on using LiveText. Access the SED’s LiveText information page, LiveText Central, to learn more about this utility.

Logging into LiveText is a process very similar to logging into your Andrews account. Before logging in, you must have a LiveText account. To log in, go to the LiveText website. Enter your username and LiveText password in the appropriate fields. Click the Login button.

**Writing Center**

The Writing Center provides students with individualized instruction by fellow students on basic writing skills and strategies. Services of the center include computer-assisted tutorial sessions, drop-in help, and a library of rhetoric and usage texts. The Writing Center also offers occasional review sessions on general writing problems. It is located on the main floor of Nethery Hall.
Technology (Equipment and Resources)

Computers and Networks Usage Policy

University-owned personal computers are to be used for university business. In computing laboratories, academic work of students and faculty takes precedence over personal use. Use of university computers for commercial activities is prohibited. The dial-up lines may also be used for personal communications, but other university policies apply, and available resources may restrict personal use. Generally university work should be done on computer or communications equipment provided by the university. Where personally owned equipment is used for university business, the university assumes no obligation to maintain or replace this equipment unless arrangements are made in advance. Individual access passwords should be carefully guarded, changed frequently, and treated as a signature (not shared with anyone else, including fellow employees or family members).

Providing and financing computing and data communication services on the Andrews University campus is shared by different groups and individuals:

1. Information Technology Services (ITS) provides and maintains the university-owned data network and building connections, administrative and academic computing servers, email and Web servers, and general computing laboratories. ITS organizes additional services for the campus for which the consumers pay, including sales of computing hardware, and the installation and maintenance of university-owned computers and software.

2. Administrative and academic departments budget their own resources for purchasing and maintaining their computing and are encouraged to obtain the services of ITS.

3. ITS sets policies for the installation and maintenance of standard and non-standard software packages on university-owned computers. These policies are described on the ITS-Client Services web site.

4. To avoid duplication of administrative data and/or systems, to ensure data and network compatibility and to maximize opportunities for technical support, all software that uses or interfaces to institutional data must be approved by the Director of Administrative Systems in ITS, prior to purchase or development. The term “institutional data” includes data held at the school or department level as well as data on the central server. Schools or departments where a violation of this policy is found will be asked to convert to an approved system.

5. To ensure compatibility with our environment and the availability of on-campus support, schools and departments should consult with the Director of Client Services in ITS prior to the purchase of all other software.
6. All students have access to computers and data communication through general and departmental laboratories on campus. Access to the campus network through direct or dial-up connections is made available to students with personal computers who live in university facilities. Help desk assistance and maintenance are not provided for student-owned computers unless they are purchased through ITS.

7. A limited number of dial-up lines are provided by ITS for the use of off-campus students and university employees. Although there is no charge for using these lines, availability is not guaranteed. University policies governing computing on campus apply to the use of these lines.

(See AUWP 1:762 to 1:765 for additional information on computers and networks usage policy.)

SED Technology Services

Andrews University and the School of Education provide a variety of technology services for students, faculty and staff. Resources include a large computer lab, three mini-labs, smart-classrooms, wireless service, computer repair, and software training. Our goal is to support the mission of the university and the SED and to promote excellence in teaching, learning, research, and service.

SEDtech is the School of Education’s one-stop shop for all things which are computer, hardware and AU Internet related. If faculty or staff members have a problem with their computer, Internet, or e-mail, they may e-mail personnel at sedtech@andrews.edu.

Dial-up Access

Students, faculty or staff residing off campus may connect to campus resources and the Internet through the use of a standard phone modem (56K recommended). Dial-up Access must be added to your AU computer User account for permission to login through the AU Dial-up modems. To have Dial-up Access added to your account, call the main ITS client Services phone number (269-471-6016), or send an email to helpdesk@andrews.edu.

Wireless

Wireless access is available in almost every building on campus. For more information on access to the Andrews University wireless network, including a map showing building coverage, visit the “Wirelesszone” homepage.

Setting Up E-mail Accounts and Passwords

Departments will assist their new and adjunct faculty in setting up e-mail accounts and passwords, through Information Technology Services (ITS), located on the campus. The e-mail address for ITS is helpdesk@andrews.edu.
Network Access
Faculty or staff connecting from an Andrews University-owned computer system are connected to resources on-and off-campus through the AU Administrative Ethernet Network. Access to this network is restricted to computer systems owned by Andrews University and/or connected for official campus business. If you need to have a University-owned computer system connected to the AU Ethernet, you must submit a request to ITS through the online Work Order system.

Copying and Fax Machines
These machines are located near the Office of the Dean. You will be issued operating codes and passwords from the Dean’s Office.

The James White Library

Mission
The mission of the James White Library is to support the mission of Andrews University by providing bibliographic, physical and intellectual access to recorded knowledge and information. Library service is part of the university goal of developing the whole being of students and faculty. The library has a primary responsibility to support instructional service and research programs of Andrews University through the acquisition, organization, and maintenance of appropriate information resources, including access to appropriate electronic resources. The Library also accepts a broad responsibility for the support and upgrading of the libraries of Adventist educational institutions around the world.

Holdings
The James White Library and its two branches hold print books, bound periodical volumes and multimedia materials totaling more than 1.6 million items. The 100,000 square-foot main library provides study and research facilities and the library faculty provide reference and consultation and a library instruction program, a library liaison program for collection development, and interlibrary loan services.

The strongest collections are in religion, education, architecture and Adventist publications and resources. The library’s automated catalog, JeWeL, can be accessed through the campus computer network as well as globally through the Internet. Through the library website 155 major electronic databases can be accessed through the Internet and from any of the 70 public computer stations located in the main library and its branches. Linking software provides links from the database search results to the library's over 39,000 print and electronic periodical titles.

Through the Michigan Library Consortium, the library provides access to MeLCat, a statewide union catalog, patron-initiated interlibrary loan service and book delivery system. Students, faculty and staff can access over 7.8 million unique books and other materials through MeLCat.
In the three years since implementation, MeLCat has provided students and faculty with materials valued at an estimated $877,300.

The library also has access to the OCLC Online Computer Library Center for cataloging and interlibrary loan information based on data from 69,000 libraries in 112 countries representing over 470 languages and dialects.

The Seminary Library, the Center for Adventist Research and the Mary Jane Mitchell Multimedia Center are housed in the main library. The Architecture Resource Center and the Music Materials Center are located in their respective departmental buildings on campus.

Library Services

The library offers support services for current, new, and adjunct faculty, among which are:

1. A link to the calendar of events and workshops.
2. Guidelines and information on selecting and ordering materials.
3. Policies and procedures for borrowing materials from other libraries.
4. Offering assistance to faculty incorporating multimedia into their courses.
5. Location and other information concerning photocopiers.
6. Links to article indexes arranged by topic, plus links to helpful web sites.
7. Accessing the library online.
8. Securing password access to library catalogues, article indexes, and more.

For a listing of other support services, you may access the James White Library links from the AU homepage.

Media Center (TMC)

The Mary Jane Mitchell Multimedia Center (TMC) is the primary James White Library location for microforms, audiovisual materials (cassettes, videotapes, DVDs, etc.), multimedia, and pamphlets; it serves the entire university.

It also includes a textbook collection for the School of Education, houses small collections of children’s and young adult literature and a small computer lab for general patron use. The Media Center also contains a computer lab with computers available for general use. One computer also has an attached flatbed scanner for scanning documents, photographs, etc.

A computer workstation is dedicated to serve disabled students. The Clear View magnifying reading machine and the Kurzweil 3000 program are available.

The Multimedia Center also houses the Center for Distance Learning and Instructional Technology (DLiT), where faculty members receive training and support in the production and delivery of instructional technology.
The Media Center is located on the north side of the top floor of the James White Library (turn left at the top of the stairs).

**Miscellaneous**

**Parking Privileges/Parking Decal**

- All vehicles operated by students, faculty or staff on Andrews University property are to be registered within ten (10) days of arrival on campus. All exceptions to the registration of vehicles are made through the Department of Public Safety.
- To register a vehicle, the person must have current:
  - Andrews ID Card
  - Valid Driver's License
  - Current Vehicle Registration
  - Current Proof of Insurance (motor vehicle insurance is required on Andrews University property, regardless of residency status)
- The registration fee is part of the general fees.

If a vehicle is to be used only temporarily on campus, the driver of such vehicle needs to obtain a temporary parking permit from Public Safety Office during regular business hours.

Should the windshield of a vehicle need to be replaced, the prior registration is negated. The vehicle must be re-registered within ten (10) business days from the date the windshield is replaced.

Decals are registered to specific vehicles and are not transferable from one vehicle to another vehicle.

Persons who own, possess, or operate a vehicle on Andrews University property are obliged to know the regulations of the Vehicle Code Book. Ignorance does not constitute a valid defense for failing to observe any of the regulations, or absolve violators from any penalties described herein.

With rare exception the penalty for violations of regulations are imposed against the vehicle rather than against its operator and the owner of the vehicle in violation becomes responsible for the payment of fines. It is, therefore, very important that the person in whose name a vehicle is registered exercises great care in supervising its use.

For additional information, go to [http://www.andrews.edu/services/safety/](http://www.andrews.edu/services/safety/).

**Keys**

Department Chairs and/or Program Coordinators will assist new and adjunct faculty in securing keys for their classrooms, offices, and instructional equipment.
Mailboxes
Mailboxes are located in each department. Each new and adjunct faculty member will be provided with a mailbox.

Food Service
There are many different options for dining located in the Campus Center of Andrews University. Dining Services provide food ranging from snack options to ethnic entrees to some small grocery items. The Dining Center, Gazebo, and Cardinal’s Nest are all different locations to choose from within the Campus Center. The Dining Hall provides various types of foods to suit the needs of many.

Emergency Procedures

**KEEP CALM, KEEP OTHERS CALM**

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<tr>
<td>Police</td>
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<td>Ambulance</td>
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<tr>
<td>AU Public Safety Non-Emergency</td>
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</table>

1. The quickest and easiest way to obtain professional help for any type of emergency is to phone Public Safety (x3321).
2. When calling, stay calm and carefully explain the problem and location to the Public Safety Dispatcher. Do not hang up until told to do so.
3. Notify the Building Manager. For additional Emergency Procedure information, speak with your Building Manager.

Early Warning System
The University has an emergency siren located in the center of campus. This siren will sound whenever there is a confirmed report of a LIFE-THREATENING situation, whether it is weather-related, a chemical spill, or any other situation that threatens lives or property, including hostile shooter. Public Safety can activate it as needed. In case of an emergency the siren will sound continuously for three (3) minutes followed by one (1) minute of silence and will be repeated as needed. When this happens:

- **SEEK SHELTER IMMEDIATELY**
- Basements and reinforced concrete buildings are your best protection.
- Go to the lowest part of the building, stay away from outside walls and windows. (Hallways and small rooms provide good protection.)
- For buildings without basements, go to the ground floor. Take cover under heavy furniture in the central part of the building, or in a small room, hallway or bathroom AWAY FROM WINDOWS.
The siren DOES NOT sound an all-clear. To obtain all-clear information and any further information regarding the reason of the siren’s activation, call the campus information line or listen to local media:

- Call x3321 for phones on the campus phone system.
- Call 471-3321 from phones outside of the campus phone system.
- Tune into WAUS (90.7 FM).
- Go to the University’s website (www.andrews.edu).

This system will be TESTED the first Sunday of each month. A warning siren will sound at 12:00 p.m. (noon). THIS IS ONLY A TEST.

**Andrews University Information Directory**

The Andrews University Information Directory is available to all new and adjunct faculty members. It may be collected in the Office of the Dean. Information inside includes (1) on-campus schools and departments, (2) emergency numbers, (3) building code list, (4) dialing instructions, (5) telephone system, (6) voice mail, and (7) emergency service.

**Academic Calendar**

The university’s academic calendar is posted in the “academics” section of the university website.
## School of Education Dean’s Office

<table>
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Stephen Joseph
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