



The University

Admissions and Academics

John Nevins Andrews Honors Program

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SCHOOL OF EDUCATION 981, the department of education

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elementary and secondary principals' programs, and programs to prepare school guidance counselors and school psychologists, are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Michigan Board of Education and the North American Division Board of Education.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Post-secondary Accreditation (COPA), has conferred accreditation to the following program areas in the Department of Educational and Counseling Psychology at Andrews University: Community Counseling (MA) and School Counseling (MA). The National Association of School Psychologists has approved the EdS program in School Psychology.

Element

FACULTY

The School of Education has selected a faculty based on diversity of experience and professional expertise. Equipped with advanced degrees, all have extensive experience in the areas in which they teach. They have authored books and published in professional journals. They are regularly sought as researchers, lecturers, and consultants.

CONCEPTUAL FRAMEWORK

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

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

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

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

MISSION

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

To Educate Is to Redeem

Element I: Worldview

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

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

- God calls students to be worthy scholars in their chosen

Application Procedure. In addition to meeting the general requirements for graduate admission as listed on pp. 46–48, applicants to the School of Education should note the following GRE requirements.

- Official scores from the Graduate Record Examination (GRE) General Test taken within the last five years must be submitted. MA, MAT, and EdS students may be considered for provisional admission without these scores. School Psychology Program students must submit GRE scores before they are considered for any type of admission.

SCHOLARSHIPS/FINANCIAL AID

Named scholarships are allocated in the spring semester for the following school year. Students wishing to apply for scholarships should obtain an application form from the School of Education dean's office. The deadline for submitting applications is March 1. Application forms for regular grants are also available from the dean's office. Applications for graduate assistantships should be submitted to the Dean's Office. Applications for loans must be made through the Student Financial Services Office by April. See Financial Information section of this bulletin for further information.

GENERAL ACADEMIC INFORMATION

Academic Advisement. A student's initial contact is with the department chair/program coordinator. Normally during the first semester of registration, a permanent advisor is selected. The advisor's major tasks are to counsel with the student about academic requirements and expectations, and to help develop a course plan which meets these requirements.

Student Responsibilities. Students are expected to know the regulations governing academic matters. This bulletin covers general questions relating to academic policies. Although the policies in this bulletin have the weight of faculty action, practice, and precedent, special circumstances may occasionally warrant an exception. In such circumstances, students may use the petition process coordinated by the Graduate Programs Office, Room 164.

Procedures to follow in meeting the degree requirements are detailed in the handbooks which have been prepared for the master's, specialist, and doctoral programs.

Responsibility for meeting degree requirements and following the specified procedures rests with the student. Each student is expected to be aware of the various requirements and procedures as published in both the bulletin under which he/she proposes to graduate and the handbook for the program in which he/she is studying. A student may choose to meet the requirements of any bulletin in force while he/she is continuously enrolled as defined for each degree program.

Student Grievance Procedure. Andrews University has a grievance (appeal) procedure for students who may oppose or question any practice, decision, and/or policy. The details of this procedure are found in each of the School of Education graduate handbooks and in the undergraduate *Student Handbook*.

Inactive Status. A student is considered inactive if he/she has not written to or had a personal visit with his/her advisor or the director of graduate programs for more than two years.

Doctoral students are placed on inactive status if either of the following occurs:

- Before passing the comprehensive examination the student fails to register for six consecutive semesters (including summers).

- After passing the comprehensive examination no progress is made toward completion of the degree (as determined by the student's advisor, dissertation chair, or department chair) for six consecutive semesters (including summers).

For students in the Department of Educational and Counseling Psychology to maintain active status in any of the MA or EdS programs, they must enroll for classes two out of three semesters (including summers) during the school year. Students pursuing a degree during summer sessions only must be enrolled every summer in order to maintain active status in the program. If a doctoral student in the department does not make any progress on his/her dissertation for a period of 12 months, the dissertation chair and committee may reconsider their commitment to the student's dissertation.

After being deactivated, one must make a request to the Graduate Programs Office for reinstatement before continuing in the program. If it is granted, the student must meet the requirements of the bulletin in force at the time of reinstatement. Doctoral students may be required to select a new dissertation committee and/or topic.

Standards of Scholarship

- To remain in regular standing and to graduate, students must maintain the minimum GPA (on a 4.00 system) required below:

Time Limits. A student must complete the requirements for a master's degree normally within six years, but no more than ten years from the beginning of the first semester of class work irrespective of admission classification. Course work taken more than six years but less than ten years prior to the graduation year must be updated in order to apply to the degree, if taken at Andrews University. Transfer courses for which advanced credit is requested must be taken within six years of the graduation year.

MASTER'S DEGREES (MA/MAT)

The master's degrees (MA and MAT) prepare personnel for leadership and specialized positions in education beyond the bachelor's degree. While additional specific departmental requirements are described under the different departments, some general requirements are indicated below. Students are responsible for reading the Academic Information section of this bulletin. Also, students should consult the *Handbook for Master's Students* or the *Handbook for Master of Arts in Teaching (MAT) Students and Faculty*.

Admission to MA/MAT Programs. See the General Admission Requirements and the Minimum Academic Standards for Admission to Graduate Programs sections of this bulletin on pp. 46–48.

General Requirements (MA/MAT)

- Students are responsible to note the requirements in the Academic Information section of this bulletin on pp. 49–54.
- The candidate's undergraduate background for advanced study must be approved by the department in which enrollment is sought. An applicant who receives provisional admission while having undergraduate deficiencies must remove these deficiencies with approved undergraduate or graduate credits before completing 50% of his/her course work. *These credits do not apply to the degree program.*
- Students must satisfactorily complete a minimum of 32–48 credits (as determined by the program chosen). One-half of these credits must be in courses numbered 500 or above.
- MAT students must satisfactorily complete at least 12 credits in the area of emphasis required by their chosen program.

General Requirements (MA/MS ONLY)

- The program must include EDFN500 and EDRM505.
- All MA students must pass a comprehensive examination after they are advanced to degree candidacy. The examination, which is scheduled on specific dates each semester (see the School of Education academic calendar), consists of one 3-hour session and one 2-hour session. An *Application for Advancement to Candidacy* form is filed upon completion of 50% of the student's course work.
- All MS students—If you want to add this endorsement to your Michigan Teaching Credential you must successfully complete the Michigan Teach 6TTT*feach semCicTur4e the requirements in the 1h.8(eamCmenc-ts are responsible to note the re)18D-p5Mptntsesedi(A)110.8(T)-2-

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Admission to the EdS Program. Admission to a specialist program is based on the total profile of the student. To qualify for regular admission, the student must

- Have a master's degree or its equivalent from an accredited university (see Department of Educational and Counseling Psychology for possible exceptions).
- Give evidence of ability to pursue advanced study in graduate-level work with a cumulative graduate GPA of 3.20 (4.00 system).
- Meet all other admission standards listed in the Graduate Programs under the Admissions and Academic Information sections of this bulletin beginning on pp. 46, 49.

General Requirements. General program requirements are indicated below. Additional program-specific requirements are described in the departmental sections which follow.

- The program requires a minimum of 64 semester credits of post-baccalaureate study.
- At least 24 semester credits must be completed within the EdS program at Andrews University. This course plan must include at least two-thirds of the required minimum of credits in course work numbered 500 and above.
- Major requirements for the completion of the program are

designed to enable doctoral students to critique journal articles that use common methodologies, statistics, and techniques; conduct research using appropriate methodologies; write research reports, including the dissertation; and continue scholarly research activity beyond the dissertation.

Comprehensive Examination. A written comprehensive examination is scheduled for specific dates each semester as noted in the academic calendar. Normally the *Application for the Comprehensive Examination* form and the *Application for Advancement to Degree Candidacy* form are filed together during the semester prior to the comprehensive examination. All course work and the comprehensive examination must be completed within six years of initial registration for Andrews University doctoral course work.

Advancement to Degree Candidacy. An *Application for Advancement to Degree Candidacy* form is filed after the student

- Applies for the comprehensive examination
- Completes all course requirements or registers for them
- Removes all curriculum deficiencies
- Removes any language deficiency.