



*Andrews University*  
*College of Education & International*  
*Services*

PROGRAM HANDBOOK

MA



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-

## 5. *Research and Evaluation*

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

### **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.

program, qualifying students are eligible for a Graduate Scholarship to reduce tuition, based on their GRE scores and admission GPA. Please [visit here](#) for more information. GRE exam scores must be less than 5 years old at time of admission. The GRE Psychology Subject Test is not required.

### **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.

Transfer courses will be accepted for up to 20% of the program-

**MA Educational Psychology - Research Concentration - 33 credits**

*Foundations/Research/Statistics 9 credits*

EDRM505 Research Methods

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## MA Educational Psychology - Instructional Psychology Concentration - 30 credits

This concentration is specifically designed for teachers who wish to broaden their understanding of the teaching & 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*

EDRM505 Research Methods	3
EDFN500 Philosophical Foundations for Professionals	2

### *Concentration (Instructional Psychology) 22 credits*

GDPC525 Psychology and Education of Exceptional Children	3
GDPC642 Behavioral and Emotional Problems of Children	3
GDPC614 Human Development	3
GDPC634 Cognitive & Biological Psychology	3
GDPC635 Theories and Techniques of Counseling	3
GDPC644 Psychological Testing	3
GDPC617 Seminar in Professional School Psychology:	3

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

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## **Plan of Actio**

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 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).

Faculty:

- a. **Recommend actions** to be taken by faculty and student
- b. Identify immediate and/or future **consequences**
- c. Identify the **timeline**

section of the Notice of Concern, the faculty discuss the concern with the student and work toward remediating the situation.

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

3. **Case review.** If indicated, the concern will be reevaluated according to the timeline presented in the Notice of Concern. This review process follows the same procedures outlined in steps 1 and 2 above. **Further actions may be voted, or, the case may be considered closed.** If the case is



### ***Grade Complaint***

A student may request an investigation of a grade through a written grade complaint to the supervisor of

**carelessness, arbitrariness, or capriciousness.** If the chair is also the instructor in question, the chair should direct the grade complaint to the next highest officer for processing. The written grade complaint must be filed within the semester (not counting the summer terms) after the grade was given and/or a grade report card had been issued. Complaints filed after a full semester has elapsed since a grade was given and/or a report card issued, or a written grade complaint that does not detail the evidence called for above, shall not be investigated. A department chair or the instructor can recommend or make a grade adjustment only if his/her findings reveal clear evidence of carelessness, arbitrariness, or capriciousness on the part of the instructor. The department chair or the 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.

### ***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 provost. 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

dismiss must be filed with the minutes of the department faculty meeting in which the student s case was discussed.

***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 Provost.

For those students doing the MA Educational Psychology Instruc

or written derogatory or discriminatory statements, which may result in decisions affecting status, promotions, raises, favorable work assignments, recommendations, class assignments or grades. Such behavior, or tolerance of such behavior, on the part of an administrator, supervisor, faculty or staff member violates the policy of the university and may result in disciplinary action including termination. The conduct herein described is contrary to university policy and may be illegal under b(r)3(, )-435ne. 329ol ion.



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 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.

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 in

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

Dean of CEIS	Alayne Thorpe	
Executive Assistant to Dean	Rose Warner	6281
Graduate Services Coordinator	Anna Piskozub	3109
Department Chair	Carole Woolford-Hunt	3346
Administrative Assistant	Monica Cervantes	3473
Accreditation Coordinator		

**Program Coordinators**

MA/PhD Educational Psychology	Nadia Nosworthy	6175
MA Clinical Mental Health Counseling	Brad Hinman	3466
MA School Counseling	Nadine Isaac-Dennis	3472
EdS School Psychology	Renette Portecop-Prentice	3567
PhD Counseling Psychology	Carole Woolford-Hunt	6074
Research/Statistics Consultant	Michael Milmine	3476

**Academic Issues**

Scheduling/questions about classes

Your academic advisor

**Andrews University**  
**Graduate Psychology & Counseling – *MA Educational Psychology***  
**CEIS Candidate Disposition Evaluation**

**Candidate's Name:**

**DATE:**

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<b>6. Values personal and professional growth</b>						
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	<b>Comments:</b>					
<b>7. Is committed to inquiry</b>						
Manifests inquisitiveness and academic curiosity Initiates participation in class discussion and experiential learning activities Demonstrates ability to engage in research and track down information	<b>Comments:</b>					
<b>8. Is committed to service</b>						
Engages in activities that support and benefit others Seeks to understand and respond to the needs of others Is involved in professional organizations	<b>Comments:</b>					
<b>9. Values ethical behavior</b>						
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	<b>Comments:</b>					
<b>10. Is committed to team/group relations</b>						
Engages effectively in group situations and works well with others Works collaboratively on group projects	<b>Comments:</b>					
<b>11. Written Communication</b>						
Is able to integrate assessment information and other knowledge bases and present a clear, concise and grammatically correct reports; research papers	<b>Comments:</b>					
<b>12. Professional Demeanor and Appearance</b>						
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)	<b>Comments:</b>					

Student feedback and recommendations for program improvement:

Signature of Advisor: \_\_\_\_\_ Date \_\_\_\_\_

Signature of Student: \_\_\_\_\_ Date \_\_\_\_\_

**Andrews University**  
**Graduate Psychology & Counseling**  
**MA Educational Psychology Program**  
*Post-Coursework Program Evaluation*

**Student's Name:**

**DATE:**

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*Student progress through the MA Educational Psychology 3(y9.963500129[P]-2(o3(yc)-3(h)-5(o)-5(lo)-4(g)-5(y[Gry(o)-5cko)-4dET*





**MA Educational Psychology Program**  
*Notice of Concern*

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Student

Date

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Program Coordinator





