

**Andrews University**



**Educational Psychology Program**

**Self-Study**

**Submitted by the Educational Psychology Program**

**August 2016**

## Criterion 1: Mission, History, Impact and Demand

### 1. Mission

**Review Question #1:** How does the program contribute to the mission of Andrews University and the Seventh-day Adventist Church?

All academic programs in the Department of Graduate Psychology and Counseling (including the MA and PhD programs in Educational Psychology) are driven by the following four-part mission statement:

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

To get a clearer understanding of how GPC department's mission statement is aligned with the mission statements of the School of Education (SED) under which the GPC is housed, and Andrews University, one has to firstly reflect on the compelling vision for education espoused by Ellen G. White, one of the founders of Battle Creek College in 1874, which is now known as Andrews University. She emphasized that:

“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” (White, 1903, pp. 13, 30).

The Andrews University School of Education embraces this vision as the organizing them for its conceptual framework and mission. A *conceptual framework* is a way of looking at the world that affects our values, goals, and practices. It influences our work and how we think about what we do.

The School of Education as part of Andrews University, has developed its conceptual framework by considering the University's mission statement---*Seek Knowledge. Affirm Faith. Change the World*---with respect to its specific task in training educational professionals. The six elements of the conceptual framework outline the principles driving its instruction, and articulate particular dispositions and skills that its graduates will take with them into the workplace. These elements and dispositions which are described below, are incorporated into all courses and activities.

### Element One: Worldview

Appreciation of the perspectives of others and valuing the development of a personal philosophy from which action and service arise. SED graduates will:

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

Disposition: Fairness and diversity are valued.

### Element Two: Human Growth and Change

Growth, development, and learning are used to effect position change. SED graduates will:

- \*Describe human development.
- \*Apply current theories of learning.

Disposition: The belief that all students can learn.

### Element three: Groups Leadership and Change

Principles of group behavior that effect positive change for individuals and organizations, are encouraged. SED graduates will:

- \*Facilitate change in groups and organizations.
- \*Relate effectively with various cultural, racial and special interest groups.
- \*Identify political and legal issues.
- \*Manage human, financial, and material resources.
- \*Demonstrate servant leadership.

Disposition: Personal leadership responsibility is recognized.

### Element Four: Communication and Technology

Technology is used to enhance communication, whether oral, written, intrapersonal or interpersonal. SED graduates will:

- \*Communicate effectively in written, verbal, and non-verbal forms.
- \*Use electronic tools effectively for professional communication, teaching, and research.

Disposition: Respectful communication is valued.

### Element Five: Research and Evaluation

Disciplined inquiry for decision making, is conducted and valued. SED graduates will:

\*Read and evaluate research.

\*Conduct research.

\*Report research findings.

Disposition: A commitment to inquiry.

#### Element Six: Personal and Professional Growth

A belief in holistic personal and professional growth. SED graduates will:

\*Demonstrate continuing professional development.

\*Demonstrate ethical behavior in all professional activities.

\*Demonstrate balanced physical, mental, spiritual, and social development.

Disposition: Personal and professional growth are valued.

Both the vision and mission statements were fleshed out and constructed from the SED's '*Statement of Philosophy*' which reads:

"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 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 disciplines 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" (Andrews University School of Education, 2010).

The GPC's mission statement was constructed from the SED's conceptual framework, and philosophical statement. See diagrammatic representation below of the alignment of the respective mission statement themes (GPC; SED; & AU).

**AU**

Seek Knowledge

**SED**

Students called to be worthy scholars

**GPC**

Students committed to excellence

**AU**

Affirm Faith

**SED**

Partnership with God in His work of redemption and restoration

**GPC**

Provides training inclusive of the Christian world view and philosophy

Uphold the Scriptures as a guide for interpersonal relations

**AU**

Change the World

**SED**

Using talents in generous service to the church and society in a culturally diverse world

**GPC**

Prepares practitioners/learning specialists who are committed to excellence and worldwide service

Respect human diversity and the uniqueness of each person as one created by God

The educational psychology programs are fulfilling the mission of Andrews University, and the Seventh-day Adventist Church, through the utilization and incorporation of the SED conceptual framework (including elements and dispositions) into all courses and activities.

## 2. History

**Review Question #2:** How does the history of the program define the contributions of the program to Andrews University?

The beginning of Andrews University was in 1874 when the Seventh-day Adventist denomination founded Battle Creek College at Battle Creek, Michigan. The School of Education had its roots in the Normal Department of Battle Creek College. Enrollment in the Battle Creek College Teacher Training program rose from 123 in 1875 to 264 in 1880. When the leaders of the denomination failed to establish a wide-spread system of Church schools, despite a pleading resolution to that effect by the educational society in 1880, most of the people trained for teaching at the College went into non-denominational employment.

The preparation of Church school teachers gained importance as the Church placed greater emphasis on Christian elementary and secondary schools in 1901, when Battle Creek College was moved to Berrien Springs, and became Emmanuel Missionary College. The first significant event at the new location was a denomination-wide teachers' institute. Nearly 200 prospective Church school teachers attended this institute.

When the Department of Education at Emmanuel Missionary College took on formal structure in the early 1900s, students preparing to teach might be enrolled as majors in content areas, and so were not always counted in the statistics of the department itself.

The next major event in the history of the School of Education was the development of graduate programs. Responding to the need for graduate education within the Church, the Autumn Council of the Seventh-day Adventist General Conference in 1956, authorized the organization of a university-type educational institution. In 1958, the School of Graduate Studies and the Seventh-day Adventist Theological Seminary of Potomac University, Washington, D.C., merged with Emmanuel Missionary College at Berrien Springs, Michigan to become Andrews University (a name chosen in honor of John Nevins Andrews, 1829-1883, pioneer theologian, editor, administrator, and first official missionary of the denomination to serve outside North America). As originally organized, the undergraduate and graduate education programs were administered separately by the College of Arts and Sciences and the School of Graduate Studies, respectively.

By 1960 the Department of Education was offering M.A. programs in School Administration, Counseling, Guidance, and Instruction; and Religious Education, with four areas of specialization: Biblical Studies, Christian Philosophy, Historic Studies, and Applied Religious Education.

During the late 1960s, Andrews University had begun to consider application to NCATE (National Council for the Accreditation of Teacher Education Programs). 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.

By 1974 the Department had grown to twenty-two full-time faculty and six joint appointments. It was reorganized into five areas: Foundations and Research, Educational Administration, **Educational Psychology and Counseling**, Instruction and Supervision, and Religious Education. This strengthening of faculty and resources resulted in NCATE accreditation of the Master's-level programs for elementary principals, secondary principals, and guidance counselors beginning in 1975. The following year, Educational and Sociological Foundations were added to the Master's-level curriculum.

North Central Association gave continued accreditation for all programs including the new EdD degree in July 1980. NCATE accreditation was extended up to ten years. The department was reorganized in 1981, into three areas: Educational Leadership and Management, **Educational and Psychological Services**, and Teacher Education.

The following year witnessed the introduction of the PhD degree with approval of the North Central Association of Schools and Colleges. This program, requiring additional research experiences not included in the EdD program, also contained greater flexibility in formulating programs to meet students' professional goals.

Evolution of the Department continued until in June 1983, the various undergraduate and graduate programs were combined into a School of Education, which consisted of five departments: Administration and Supervision, Curriculum and Instruction, **Educational and Counseling Psychology**, Religious Education and Foundations, and Teacher Education (Andrews University, 1986-1988, pp. 3- 4).

Today, the School of Education consists of three departments: Teaching, Learning, and Curriculum, Leadership and Educational Administration, and **Graduate Psychology and Counseling**.

### Major Changes in Program's Curriculum/Focus/Constituency Since its Establishment

*(The 1970s)*

#### **MA Degree**

The Master's program in Educational and Developmental Psychology was implemented in the 1972-1973 academic year. This program lead students towards positions of leadership in compensatory education, educational and psychological test construction, early childhood education, community services, adult education, special education, and for consultative positions in schools and colleges, and in research and development centers in education. The student and his adviser planned appropriate course work in education and psychology according to the professional needs and interests of students (Andrews University, 1972-1973).

### ***The Doctor of Education Degree (EdD)***

This program was instituted in the 1974-1975 academic year. Students were given the option of choosing concentrations in Educational Psychology, Guidance and Personnel Services, or Counseling. Supervised field experiences were required in all three concentrations. Students entering this program were expected to have completed a Master's degree (Andrews University, 1974-1975).

*(The 1980s)*

### ***MA Degree***

Three sequences were introduced. One sequence was for individuals preparing for professional work in psychology. A second sequence was for individuals who were primarily interested in obtaining Teacher Certification, while earning a Master's degree. The third sequence was one of considerable flexibility, designed according to the individual student's needs and interest. A course in instruction was also required at the undergraduate and graduate levels.

### ***Doctor of Education Degree (EdD)***

Each student selected an emphasis in either educational or developmental psychology. The two sequences had a common base in the areas of learning, human development, individual differences, and values. For those students who were interested in family life education, the sequence in Developmental Psychology was structured to meet the course requirements for the Family Life Educator Certificate from the National Council on Family Relations (Andrews University, 1989-1990, p. 139).

### ***Doctor of Philosophy Degree (PhD)***

This program was implemented during the 1983-1984 academic year. Students entering this program were expected to have completed a Master's degree in either psychology or educational/developmental psychology (Andrews University, 1985-1986, p. 114).

*(The 1990s)*

### ***MA Degree***

A thesis became an option for the degree. Also candidates for the degree must successfully pass comprehensive examinations, and formally defend a master's thesis, if a thesis is part of the student's program (Andrews University Bulletin, 1989-1990). All students who anticipate continuing their education through further graduate degrees should elect to write a thesis (Andrews University, 1992-1993, p. 98).

### ***Doctor of Education and Doctor of Philosophy Degrees (EdD and PhD)***

Residency requirements were established. For the PhD, a sequence of three quarters out of four consecutive quarters after admission to the doctoral program, each with no less than 8 credits. One of the three quarters may be a full-time internship. For the EdD,



a sequence of any three out of nine consecutive quarters after admission to the doctoral program, each with no less than 8 credits. This could be met by three consecutive summers (Andrews University, 1992-1993, p. 106)

*(The 2000s)*

### **MA Degree**

Four emphases were implemented, namely: Research (33 credits, including a thesis); Developmental Psychology (30 credits); Instructional Psychology (30 credits); and General (30 credits).

### **Doctor of Education Degree (EdD) and the Doctor of Philosophy Degree (PhD)**

Two areas of focus were embedded in these two programs, namely: School Psychology (9 credits); and Supervision (9 credits). The School Psychology Emphasis is a continuation of the Education Specialist degree (EdS) in School Psychology. The professional degree (EdD), and the academic degree (PhD) are aimed at preparing school psychologists for added responsibility in the area of supervision or more in-depth understanding of school psychology practice and research methodology.

Certification/licensure as a school psychologist is advisable. If certification has not been met prior to enrollment in the doctoral programs, the sequence of courses for the EdS program as outlined in the current bulletin, must be completed as part of these doctoral programs (Andrews University, 2015-2016).

### **Doctor of Philosophy Degree (PhD) School Psychology Emphasis (Overseas Extension Program)**

This program was launched in January, 2014 at the University of the Southern Caribbean, located in Trinidad and Tobago. Students will be able to complete all the requirements for U.S. certification/licensure as school psychologists. The projected date of graduation is Spring Semester, 2020.

### 3. Impact

**Review Question #3:** How does the program contribute to the academic success of Andrews University?

An M.A. in Educational Psychology enhances students' preparation to work in specialty areas, such as: family life education environments, training programs in business and industry, early childhood education programs, special education centers, research related to schools and to human growth and development, testing, research, teaching at the primary, secondary, and tertiary levels, and residence hall administration. This program can be the first stage en route to the EdS in School Psychology or the EdD and PhD in Educational Psychology (MA Educational Psychology Program Handbook, 2015-2016)

The EdD/PhD in Educational Psychology offers a general emphasis and a School Psychology emphasis. The general emphasis prepares college and university instructors to work in specialty areas such as; education, psychology, human

development, learning and instruction, measurement, business, statistics, and research. This program provides some flexibility, enabling the student and advisor to plan a sequence of experiences which is appropriate for the student's professional goals (EdD/PhD Educational and Developmental Psychology Program Handbook, 2015-2016).

These programs contribute to the academic success of Andrews University by:

1. Maintaining their accreditation status with the North Central Association of Schools and Colleges.
2. Maintaining their accreditation status with the Accreditation Council of Trinidad and Tobago, West Indies.
3. Preparing students (international, regional, national and local) for distinguished careers in education, business, administration, research and teaching.
4. Providing Caribbean students (via extension campus initiatives) with quality academic, and professional tools for effective service in their respective countries (i.e., Trinidad and Tobago, Dominica, & Jamaica).
5. Offering multiple areas of emphases/foci to enhance the marketability of students in the world of work.

These programs contribute to the success of other programs in the same department by its students being involved in class projects and activities with students from other disciplines such as School Psychology, School Counseling, and Clinical Mental Health Counseling. Students representing all disciplines in the departments are required to do certain courses such as Life Span Development; Research; and Philosophical Foundations for Professionals. In so doing educational psychology students will have opportunities not only to learn about the foundational elements, specialties, course structure, and job market demands of the other disciplines represented, but also to share their content/domain knowledge of their areas of specialty with the other students, through collaborative class projects. Similar experiences are generated between educational psychology students and Teaching, Learning, and Curriculum students, in classes such as: Psychology of Learning, Psychology and Education of Exceptional Children, and Philosophical Foundations for Professionals.

#### 4. Demand

**Review Question #4:** What is program enrollment and state of demand for graduates of the program?

#### Fall Semester Program Enrollment for the MA in Educational Psychology (2010-2015)

There were *slight to moderate* fluctuations in enrollment for the five-year period. A significant peak was evident in 2013. The reason for this was that most of the students who were admitted to the program, intended to pursue the EdS in School Psychology. The declining enrollment in the School Psychology program may have been responsible for the diminishing enrollment numbers in 2014 and 2015. More rigorous recruitment initiatives will be implemented in the future to increase the number of students.

Fall Semester Program Enrollment for the EdD/PhD Educational Psychology (2010-2015)

There were *slight to moderate* increases in enrollment during the period 2010 to 2014, except for 2012. There was a significant increase in numbers for the year 2015. This was due to the implementation of the PhD/EdS Educational Psychology extension program at the University of the Southern Caribbean in Trinidad and Tobago. Fourteen students are currently enrolled.

Program Enrollment for the EdD/PhD Educational Psychology/School Psychology Emphasis (2014-2016)  
Overseas Extension Program, University of the Southern Caribbean in Trinidad and Tobago

This one-cohort program was initiated in January, 2014. Twenty students were enrolled. Over the two-year period, six students withdrew for either personal, financial, or professional reasons.

Credit Hours Generated (2011-2015)

**MA Level**

**2010-2011** (143)

**2011-2012** (96)

**2012-2013** (108)

**2013-2014** (210)

**2014-2015** (138)

Credit hours generated has a direct link to student enrollment and student status (full-time or part-time). In 2013-2014, the GPC department recorded its highest intake of students in the previous four years.

**Doctoral Levels**

**2010-2011** (52)

**2011-2012** (77)

**2012-2013** (70)

**2013-2014** (90)

**2014-2015** (112)

At the doctoral levels, the credits generated in 2014-2014 is significantly more than what was recorder during the previous four years. Student enrollment in these programs has been increasing for the last three years.

**PhD Educational Psychology/EdS School Psychology (Andrews University Extension Program, University of the Southern Caribbean).**

**Doctoral Level**

**2014-2015 (210)**

**2015-2016 (210)**

Class Size Data (2011-2015)

<b>A-Lecture</b>	<b>B-Lab</b>	<b>I-Independent</b>
<b>2011 (9.0)</b>	(9.5)	(2.1)
<b>2012 (9.8)</b>	(7.9)	(3.4)
<b>2013 (9.4)</b>	(6.2)	(3.1)
<b>2014 (11.3)</b>	(7.6)	(3.4)
<b>2015 (10.1)</b>	(7.0)	(2.5)

There have been no significant increases or reductions in average class sizes in the department over the last five years. Increases or decreases in class size will depend on the number of students accepted to each of the four departmental programs.

Class Size Data (2014-2015) PhD Educational Psychology/School Psychology Emphasis (Andrews University Extension Program at the University of the Southern Caribbean)

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**A-Lecture**

**2014 (19.0)**

**2015 (13)**

The decrease in average class size was caused by student attrition for financial, personal, and professional reasons.

Demand for the Educational Psychology Program Nationally and Regionally

The demand for this program in the U.S (nationally and regionally) is good, particularly at the PhD level, if practitioners secure jobs in colleges and universities as professors. Employment of postsecondary teachers is projected to grow 13 percent from 2014 to 2024, faster than the average for all occupations. Growth is expected as enrollments at postsecondary institutions continue to rise, although it will be at a slower rate than it has been in the past. Many jobs are expected to be for part-time faculty. Some schools may hire those with a master's degree, or those who are doctoral degree candidates.

Community colleges or career and technical may also hire those with a master's degree, however in some fields there are more applicants than available positions. In these situations institutions can be more selective, and they frequently chose applicants with a PhD over those with a master's degree. Students in the GPC department who are pursuing an MA in Educational Psychology, are strongly encouraged to pursue the PhD in Educational Psychology or the EdS in School Psychology because of positive trends for employment in those two areas (Occupational Outlook Handbook, December, 2015).

#### Demand for Program Globally

Apart from the United States, there is a moderate to strong demand for educational psychologists in England, Australia, and New Zealand.

(<https://www.adzuna.co.uk/jobs/educational-psychologist>)

(<https://www.adzuna.com.au/educational-psychologist>)

([www.visabureau.com/newzealand/psychologist-jobs-newzealand.aspx](http://www.visabureau.com/newzealand/psychologist-jobs-newzealand.aspx))

#### Demand for Program Within the Adventist Community

No evidence was found which confirmed whether there is demand for the program within the Adventist community. What can be confirmed is that three Adventist universities offer graduate degree in Educational Psychology. They are: Andrews University, La Sierra University, and the University of the Southern Caribbean. Northern Caribbean University, offers it as an emphasis in its Master of Science degree in Counseling Psychology.

#### Competition With Other Institutions for Students

La Sierra University is the only SDA institution in the United States, apart from Andrews University, which offers a doctoral degree in educational psychology, and there is little competition for students between the two institutions.

## References

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## Criterion 2: Program Quality

### 1. Inputs and Processes

#### A. Human and Physical Resources

**Review Question #5:** Describe how the available human and physical resources relate to what is necessary to have a strong program of high quality that mentors students to succeed.

The Educational Psychology program is housed within the department of Graduate Psychology and Counseling. This department has 11 faculty members each of whom have a doctoral degree (see Table 2.1). Full-time faculty teach approximately 90% of the courses. Qualified adjunct faculty teach the remaining courses. Faculty members are engaged in research activities such as publishing in peer-reviewed journals and presenting at various national and international conferences. The department also has two staff members. One serves as the accreditation coordinator and the other serves as the administrative assistant. In addition, 11 student workers function as graduate assistants to the faculty.

Faculty members are listed in Table 2.1.

**Table 2.1 Faculty credentials**

<b>Faculty</b>
Rudolph Bailey, PhD, professor
Nancy Carbonell, PhD, professor
Ron Coffen, PhD, professor
Elvin Gabriel, EdD, professor
Tevni Grajales, PhD, professor
Bradley Hinman, PhD, assistant professor
Jimmy Kijai, PhD, professor
Jeannie Montagano, PhD, associate professor
Nadia Nosworthy, PhD, assistant professor
Dennis Waite, EdD, assistant professor
Carole Woolford-Hunt, PhD, associate professor, Department chair

The Educational Psychology program is located in Bell Hall 167 – an office suit containing eleven faculty offices and one staff office. All faculty and staff have laptops and/or desktop computers. Suite 167 also contains a Culture, Psychology and Resiliency Lab which is used for research and a meeting space. The suite also contains a student lounge with several table and chairs which provide students with an area to study and relax before class. A microwave is also available to students. Within

the suite students also have access to three desktop computers with internet access and a laser printer.

Most classes are held in Bell Hall in spacious classrooms. Each classroom has sufficient seating, Wi-fi access, a screen and projector, which allows professors to use visual aids while teaching. Although the classrooms are currently suitable for face-to-face students, none of our classrooms are designed for online interaction. This will certainly need to be considered in the near future as more and more students are looking for distance learning opportunities.

## **B. Library Resources**

**Review Question #6:** Are library holdings adequate for the program, and to what extent are they available and utilized?

The James White Library is the main library on campus. It holds a collection of more than 1.6 million pieces, including print volumes, microforms, media, electronic resources and periodical subscriptions. There are adequate collection of books and other materials for graduate students in the educational psychology program. Students have access to many journals via several on-line databases such as PsycINFO, PubMed, EBSCO and ERIC. Additionally, they can also get material through the Midwest Collaborative for Library Services (MeLCat) which provides access to books, audio recordings, and video recordings owned by 431 libraries, including 51 academic institutions. An interlibrary loan service gives students access to materials housed in public and university libraries across the state of Michigan. The department is also assigned a librarian who is available to faculty to help with research and gathering of resource material. Each faculty member is given an annual budget of \$700 that can be used towards ordering books for the library which ensures that the library maintains a collection of books in the area of psychology and more specifically, educational psychology.

## **C. Curriculum & Technology**

**Review Question #7:** How rigorous is the curriculum for the preparation of graduates with skills necessary for a global workplace, who are able to adapt to changing environments and technology within their field? How well does the program engage students in collecting, analyzing and communicating information, and in mastering modes of inquiry or creative work? (Please note if the program is taught online or off-campus)

The discipline of Educational Psychology is the scientific study of human learning. This field studies and applies psychological concepts and theories in educational settings. The goal of Educational Psychology is to make teacher-student interactions as positive as possible, so that students can reach their fullest potential.



The Educational Psychology program at Andrews University aims to reach this goal by setting several objectives:

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

A master's or doctorate degree in Educational Psychology allows individuals to pursue several career options in research, education and government settings. Andrews University offers students several emphases which prepare students to serve in each of these settings. The Educational Psychology program has four main emphases for the Masters degree (research, developmental psychology, instructional psychology and general) and four main emphases for the doctoral program (EdD-General, EdD-School Psychology, PhD-General and PhD-School psychology). Each of these emphases require students to take specialized course loads designed to prepare students for

various yet specific work positions. Descriptions of each emphasis is provided in the following pages.

Both the Master's and Doctoral program provide intellectual development for students. Graduate students are expected to maintain good academic standing throughout their studies. Master's students are required to maintain a minimum GPA of 3.0 and PhD students are required to maintain a minimum GPA of 3.3. Each student must complete a comprehensive examination towards the end of their studies. Comprehensive exams are taken once all coursework covered on the exam has been completed. The purpose of the comprehensive exam is to appraise students' overall grasp and expertise of the foundations of education in addition to their total program. It is also an opportunity to synthesize information learned throughout their studies and present faculty with a representation of that knowledge level. Furthermore, each doctoral student and students enrolled in the MA research emphasis are required to complete a dissertation or thesis respectively, which requires data collection, data analysis and a successful defense.

All courses are taught on campus with the exception of two courses (EDFN 500 and GDPC 605) which are available online but can be taken as a regular face-to-face class.

## **Masters**

### **General**

The General emphasis prepares college instructors, generally in the areas of human development, personality, and learning and instruction. This emphasis

#### **Foundations/Research/Statistics - 9 credits**

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

#### **Educational Psychology Core - 9 credits**

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

#### **Electives - 12 credits**

By advisement, limited to courses from the other 3 emphases, GDPC courses, or courses in Curriculum & Instruction from the School of Education.

**Total credits for General Emphasis** **30**

## Research

The research emphasis prepares students for careers such as college instructor in the area of research and measurement. Individuals are trained in data collection, data analysis and psychological survey design which will prepare them to work in a variety of settings involved in instrumental research such as school boards, corporations and government agencies. A thesis is required for this emphasis.

### *Foundations/Research/Statistics - 9 credits*

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

### *Educational Psychology Core - 9 credits*

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

### *Concentrations (Research) – 15 credits*

EDRM612 Applied Statistical Methods II	3
EDRM605 Qualitative Research Methods in Education and Psychology	3
EDRM604 Design and Analysis of Educational and Psychological Surveys	3
EDRM613 Applied Statistical Methods III	3
GDPC699 Thesis	3
<b>Total Credits for Research Emphasis</b>	<b>33</b>

## **Developmental Psychology**

The developmental psychology emphasis is designed for individuals interested in gaining more knowledge about how individuals physically, behaviorally and cognitively change across development. This degree will prepare students to work in settings such as community colleges and child development centers.

### *Foundations/Research/Statistics - 9 credits*

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

### *Concentration (Developmental Psychology) - 18 credits*

GDPC614 Human Development	3
GDPC525 Psychology & Education of Exceptional Children	3
GDPC634 Cognitive & Biological Psychology	3
GDPC676 Theories of Personality	3
GDPC514 Psychology of Learning	3
GDPC540 Behavior & Emotional Problems of Children	3
GDPC554 Career Development	3
<b>Total Credits for Development Psychology Emphasis</b>	<b>30</b>

## **Instructional Psychology**

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 and Research - 6 credits*

EDRM505 Research Methods	3
EDFN500 Philosophical Foundations for Professionals	2

### *Concentration - 21 credits*

GDPC525 Psychology and Education of Exceptional Children	3
GDPC540 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
GDPC618 Legal & Ethical Issues in Schools	3
GDPC649 Crisis Intervention	1

### *Electives – 3 credits*

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

<b>Total Credits for Instructional Psychology Emphasis</b>	<b>30</b>
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## **Doctoral**

### **EdD-General**

The General Emphasis prepares college and university instructors, generally in the areas of human development, personality, and learning and instruction. Required courses include Field Work in Educational Psychology (GDPC 736) where students are required to gain 120-240 hours of individualized experience under the supervision of a practicing educational psychologist.

#### **Professional Core - 36**

EDRM636	Program Evaluation	3
GDPC514	Psychology of Learning	3
GDPC525	Psychology and Education of Exceptional Children	3
GDPC540	Behavioral & Emotional Problems of Exceptional Children	3
GDPC614	Human Development	3
GDPC625	Biopsychology	3
GDPC626	Cognitive & Affective Bases of Behavior	3
GDPC644	Psychological Testing	3
GDPC670	Advanced Social Psychology	3
GDPC676	Theories of Personality	3
GDPC736	Field Work in Educational Psychology	3
GDPC834	Seminar in Educational/School Psychology	3

#### **Educational Foundations - 9**

EDFN500	Philosophical Foundations for Professionals	3
GDPC616	Psychology of Religious Experience	3
GDPC620	History and Systems of Psychology	3

Or a non-psychological foundations course

#### **Research - 15**

EDRM505	Research Methods	3
EDRM605	Qualitative Research Methods in Education and Psychology	3
EDRM611	Applied Statistical Methods I	3
EDRM710	Seminar in Research Methods	1
EDRM712	Applied Statistical Methods II	3
EDRM880	Dissertation Proposal Development	2

**Research Experience:** This requirement is met in EDRM712– Transfer students who have taken related courses elsewhere must see their advisor for appropriate procedures.

**Electives - 16** (By advisement)

**Dissertation – 14+**

**Total Credits - 90+**

## EdD-School Psychology

The School Psychology Emphasis is a continuation of the Ed.S in School Psychology. Doctoral level school psychologists work in public and private school systems, colleges and universities, preschool and child-development centers, and private practice. Typical responsibilities include assessment, diagnosis, consultation, program planning, and intervention services to preschool and school-age children with educational, emotional, and behavioral problems. This is a professional degree that is aimed at preparing school psychologists for added responsibility in the area of supervision or more in-depth understanding of school psychology practice. It is planned to be a continuation of the Ed.S degree.

### EdS in a state-approved School Psychology program (69 credits if taken at AU)

#### Focus Area – 9 credits

##### *School Psychology Focus*

GDPC629	Psychopathology: Classification & Treatment	3
GDPC670	Advanced Social Psychology	3
GDPC834	Seminar in Educational/School Psychology	3

##### *Supervision Focus*

EDAL560	K-12 Law	3
EDAL570	Principles of Educational Supervision	3
EDAL635	Human Resources Administration	3

#### Research Area – 12 credits

EDRM605	Qualitative Research Methods in Education and Psychology	3
EDRM611	Applied Statistical Methods I	3
EDRM710	Seminar in Research Methods	1
EDRM712	Applied Statistical Methods II	3
EDRM880	Dissertation Proposal Development	2

#### Electives – 0-9 credits

Students completing the 69-credit School Psychology program at Andrews University need not take any electives. Students who obtained their EdS at an institution other than Andrews University must complete 9 credits of doctoral electives at Andrews University. Included in these credits must be EDFN500 and courses missed from Andrews University required courses. If students received their EdS in School Psychology at Andrews University, the following courses must have been included:

GDPC626	Cognitive Psychology	3
GDPC676	Theories of Personality	3
GDPC686	Interventions and Diagnosis with Children and Adolescents	3

#### Dissertation—14+

#### Total Credits—90+



## PhD-General

The General Emphasis prepares individuals for educational psychology positions. It prepares college and university instructors, generally in the areas of human development, personality, learning and instruction, measurement, statistics, and research design. Required courses include Field Work in Educational Psychology (GDPC 736) where students are required to gain 120-240 hours of individualized experience under the supervision of a practicing educational psychologist.

### Professional Core—36 credits

EDRM636	Program Evaluation	3
GDPC514	Psychology of Learning	3
GDPC525	Psychology and Education of Exceptional Children	3
GDPC540	Behavioral & Emotional Problems of Exceptional Children	3
GDPC614	Human Development	3
GDPC625	Biopsychology	3
GDPC626	Cognitive & Affective Bases of Behavior	3
GDPC644	Psychological Testing	3
GDPC670	Advanced Social Psychology	3
GDPC676	Theories of Personality	3
GDPC736	Field Work in Educational Psychology	3
GDPC834	Seminar in Educational/School Psychology	3

### Educational Foundations – 9 credits

EDFN500	Philosophical Foundations for Professionals	3
GDPC616	Psychology of Religious Experience	3
GDPC620	History and Systems of Psychology	3

Or non-psychological foundations course

### Research – 21 credits

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

**Research Experience:** This requirement is met in EDRM712 and EDRM 713 – Transfer students who have taken related courses elsewhere must see their advisor for appropriate procedures.

### Electives—10

By advisement

### Dissertation—14+

### Total Credits—90+

## PhD-School psychology

This emphasis prepares individuals for the professional practice of school psychology. Typical responsibilities include assessment, diagnosis, consultation, program planning and intervention services to pre-school and school-age children with educational, emotional and behavioral problems. This is a professional degree that is aimed at preparing school psychologists for added responsibility in the area of supervision or more in-depth understanding of school psychological practice and research methodology. It is planned to be a continuation of the EdS degree.

### EdS in a state-approved School Psychology program (69 credits if taken at AU)

#### Focus Area – 9 credits

##### *School Psychology Focus*

GDPC629	Psychopathology: Classification & Treatment	3
GDPC670	Advanced Social Psychology	3
GDPC834	Seminar in Educational/School Psychology	3

##### *Supervision Focus*

EDAL560	K-12 Law	3
EDAL570	Principles of Educational Supervision	3
EDAL635	Human Resources Administration	3

#### Research Area – 21 credits

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

**Research Experience:** This requirement is met in EDRM712 and EDRM 713 – Transfer students who have taken related courses elsewhere must see their advisor for appropriate procedures.

#### Electives – 0-9 credits

Students completing the 69-credit School Psychology program at Andrews University need not take any electives. Students who obtained their EdS at an institution other than Andrews University must complete 9 credits of doctoral electives at Andrews University. Included in these credits must be EDFN500 and courses missed from Andrews University required courses. If students received their EdS in School Psychology at Andrews University, the following courses must have been included:

GDPC626	Cognitive & Affective Bases of Behavior	
GDPC676	Theories of Personality	3
GDPC686	Interventions and Diagnosis with Children and Adolescents	3

#### Dissertation—14+

#### Total Credits—90+

## 2. Outputs and Outcomes

### A. Outputs

**Review Question #8:** How do the various measures of outputs demonstrate the quality of the program?

#### Student Research

All doctoral students in Educational Psychology are required to complete a dissertation. Master's students are typically not required to do a thesis, except for those doing the research emphasis. Table 2.2 below lists doctoral and master's students who have completed dissertations and theses over the last 8 years. Parts of student dissertations (e.g. Jeannie Montagano, Magdana Louis) have either been published as journal articles or presented at regional conferences (see faculty research below).

Table 2.2  
Graduates and dissertation titles

Name	Chair	Title	Degree	Year Graduated
Kendra-Lee Pearson	Rudi Bailey	Preservice Teachers' Attitudes and Efficacy Beliefs Toward Inclusion of Students with Autism Spectrum Disorders in the Midwestern Region of The United States	PhD	2009
Magdana Louis	Nancy Carbonell	Factors that Contribute to Educational Success of Haitian-American Women	PhD	2009
Jeannie Montagano	Rudi Bailey	Dimensions of Math Anxiety in 9-11 year olds: A Factor Analysis of Math Anxiety Across Measures of Math Anxiety, Social Anxiety and Test Anxiety.	PhD	2010
Amy Carmer	Rudi Bailey	Preservice Teachers' Attitudes and Efficacy Beliefs Toward Inclusion of Students with Autism Spectrum Disorders in the Midwestern Region of The United States	PhD	2014
Heather Nudd	Rudi Bailey	An Examination of Implicit Beliefs and Ability	PhD	2015

		Judgments Among School Psychologists		
Michael Milmine	Nadia Nosworthy	The television viewing, dating and academics of young adults.	MA	2015
Allyson Blandin	Larry Burton	Parental Involvement, Socio-Economic Status and Students' Perceptions of the Classroom Learning Environment as Predictors of 8th Grade Students Academic Achievement: A Structural Equation Model	PhD	2016
Gabriela Dumetrescu	Elvin Gabriel	Self-Efficacy, Locus of Control, Perceived Stress and Student Satisfaction as Correlates of Dissertation Completion	PhD	2016

### Faculty research

Faculty in the Educational Psychology program are active in research. Table 2.3 summarizes the number of publications and presentations by faculty of the Educational Psychology program. A sampling of publications and presentations are reported below. In many instances, students in the program are involved in these publications and presentations.

Table 2.3  
Faculty research and publications summary (2009-2015)

Name of Faculty	# of publications	# of presentations
Nadia Nosworthy	1	9
Elvin Gabriel	3	5
Rudi Bailey	5	32
Tevni Grajales	5	3
Jimmy Kijai	11	10

## Publications

B. Gane and **J. Kijai**. The relationships between youth ministry and at-risk behavior in youth. *Journal of Youth Ministry* 13(2), 5-20, 2015.

**Tevni Grajales**. What spirit we have? *Adventist Review*, January 21 2015. Translations: Vilken ande? *God Jord*, July 2015; Mikä henki *Nyky aika*, May 2015.

**Elvin Gabriel**. Destructive Anger Among Adolescents: Management Strategies for Principals and Teachers. *Journal of Adventist Education*, December/January 2014/2015, 77 (2), 18-23.

S. Meulemans, P. Pribis, **T. Grajales** and G. Krivak. Gender Differences in Exercise Dependence and Eating Disorders in Young Adults: A Path Analysis of a Conceptual Model. *Nutrients* 6 (11), 4895-4905, 2014.

<http://www.ncbi.nlm.nih.gov/pubmed/25379689>

V. Madden and **J. Kijai**. The relationship between emotional expression and marital satisfaction in a Jamaican context. *International Humanities Review* 5, 3-15, 2014.

L.D. Burton, J.E. Katenga, **J. Kijai**, W. Xing, & Y. Ho. Working toward systemic change in a Christian school system. *Journal of Christian Education* 54 (3), 43-58, 2011 [2014].

<http://ice.sagepub.com/content/spjnl/54/3/43.abstract>

**J. Kijai**, V. Sauder, R. Weaver. Experiences in Adventist colleges and universities: an international perspective. (2013). [Catalyst: Journal of the Institute for Interdisciplinary Studies](#), 8(1), 25-36.

**N. Nosworthy**, S. Bugden, L.A. Archibald, B. Evans & D. Ansari. (2013). A two-minute paper and pencil test of symbolic and nonsymbolic numerical magnitude processing explains variability in primary school children's arithmetic competence. *PLoS ONE*. 8(7): e67918. doi:10.1371/journal.pone.0067918

<http://www.plosone.org/article/info%3Adoi%2F10.1371%2Fjournal.pone.0067918>

## Presentations

**Tevni Grajales**, Vicente Leon, Fatimah Al Nasser, Esther Hooley, Donalea McIntyre, Salenna Russello, Melina Sample, and Brittany Sommers. "Examining identity styles and religiosity among Chilean undergraduate students." Michigan Academy of Science, Arts, and Letters Annual Conference. Andrews University, Berrien Springs MI. March 13, 2015.

**Jimmy Kijai** and Larry Burton. "Conducting and publishing social science research." Third International Scholars' Conference. Adventist University of Indonesia, Bandung, Indonesia. October 20-22, 2015.

**Jimmy Kijai.** “College experiences and denominational loyalty among graduates of Adventist colleges and universities in North America.” Third International Scholars’ Conference. Universitas Advent Indonesia. October 20-22, 2015.

**Jeannie Montagano, Rudolph Bailey, and Nadia Nosworthy.** “The relationship between math anxiety and math achievement in first and second grade children.” Midwestern Psychological Association. Chicago, Illinois. April 30-May 2, 2015.

**Jeannie Montagano, Nadia Nosworthy, and Rudolph Bailey.** “A confirmatory factor analysis of the math anxiety questionnaire for young children.” Association for Psychological Science. New York, NY. May 21-24, 2015.

**Nadia Nosworthy, Jeannie Montagano, and Rudolph Bailey.** “The relationship between magnitude comparison skills and arithmetic.” Midwestern Psychological Association Annual Meeting. Chicago, IL. April 30-May 2, 2015.

**Nadia Nosworthy** and Daniel Ansari. “Examining the reliability and validity of a two-minute test of numerical magnitude comparison in 6-7 year-old children.” Association for Psychological Science Annual Conference. New York, NY. May 21-24, 2015.

Stacey Nicely, **Carole Woolford-Hunt**, and **Jimmy Kijai.** “Cultural adaptation to stress among college students.” Depression on College Campuses Conference. University of Michigan, Ann Arbor, MI. March 11, 2015.

**R.N. Bailey** and **J.K. Montagano.** “No problem mon: Math Anxiety in Trinidad and the USA.” National Association of School Psychologists. Washington DC. February 21, 2014. <http://www.nasponline.org/conventions/2014/program/session-detail.aspx?id=1614>

**J.K. Montagano** and **R.N. Bailey.** “Good, Better, Best: Best Practices in ASD diagnosis.” National Association of School Psychologists. Washington DC. February 21, 2014.

**N. Nosworthy**, S. Zheng & D. Ansari. “Number Comparison Skills Predict Later Math Scores: Evidence From a Two-minute Test.” 2014 annual meeting of the American Psychology Association. Washington D.C. August 7-10, 2014.

**N. Nosworthy**, S. Zheng & D. Ansari. “Number Comparison Skills Predict First Grade Math Scores: Evidence From a Two-minute Test.” 2014 3rd biannual meeting of the European Association for Research on Learning and Instruction (SIG 22 Educational Neuroscience). Göttingen, Germany. June 12-14, 2014. <http://www.sig22neuroeducation.com/scientific-programme.html>

## B. Student Learning Outcomes

### Review Question #9: How well are students meeting the program's learning outcomes?

Learning outcomes are assessed in a number of ways: quizzes, exams, assignments, projects and comprehensive examinations. Comprehensive examinations are required in both master's and doctoral degree programs.

#### Course related assessment

A sampling of course-specific assessment modalities are shown in Table 2.4. Assessment types range from quizzes, exams, reading evaluations and class projects. Many courses have assessment rubrics. (see Table 2.5 as an example). Grades typically are assigned as follows: As (91-100), Bs(81-90), Cs (71-80), Ds and F (below 70).

Table 2.4

Assessment types for sample courses in Educational Psychology

Course	Assessment types
EDRM 505 Research Methods	Quizzes, assignments, article critique, research proposal
GDPC 614 Human Development	Application paper, Midterm and final exam, class project
GDPC 616 Psychology of religious experience	Midterm exam, oral presentation, integration and application paper.
GDPC 626 Cognitive and affective bases of behavior	Midterm and final exams, class project
GDPC 644 Psychological Testing	Assessment of instruments; class presentations, midterm and final exams.
GDPC 676 Theories of Personality	Quizzes, exams, group presentations, theory evaluation/personality worldview
EDRM 704 Design and analysis of survey	Integrative class projects
EDRM 713 Applied statistical methods III	Assignments, class projects.

Table 2.5

Sample assessment rubric (GDPC 614 Human Development)

<u>Rubric for final paper</u>	5 (Exceptional)	4 (Proficient)	3 (Satisfactory)	2 (Emerging)	1 (Unsatisfactory)	Score
1.Topic (3 points)	N/A	N/A	Very relevant for target audience	Somewhat relevant for target audience	Not at all relevant for target audience	
2. Normal development	Lucid description	Covered most WWH	Missed or unclear on 1 or	Missed or unclear on 3	Missed or unclear on	

<b>(WWH: what, when, how )</b>	addressed WWH	or was fairly clear	2 aspects of WWH	aspects of WWH	> 3 aspects of WWH	
<b>3. Multicultural issues (3 pts)</b>	N/A	N/A	Detailed issues and implications	Some description of issues and implications	Poorly addressed	
<b>4. Abnormal development (description/examples, factors)</b>	Lucid description with examples and factors	Fairly clear description with examples and factors	Fairly clear description missing key aspects	Unclear description or missing aspects	Poorly addressed	
<b>5. Remediate and facilitate</b>	Lucid description with details	Fairly clear description with details	Fairly clear description; missing key aspects	Unclear description or missing aspects	Poorly addressed	
<b>6. Benefits (3 pts)</b>	N/A	N/A	Clearly described relevant benefits	Some description, somewhat relevant	Poorly addressed	
<b>7. Appropriate worldview (3 pts)</b>	N/A	N/A	Clearly linked rationale and compatibility with target worldview	Somewhat effective link of rationale and compatibility with target worldview	Ineffective link of rationale and/or compatibility with target worldview	
<b>8. APA formal – sixth edition; body is 8-10 pages long</b>	90% - 100% compliant	80% - 90% compliant	70 - 80% compliant	< 70% compliant	N/A	
<b>9. Used 8 scholarly/professional sources with 3 published in the last 5 years.</b>	Completely meets criteria	Less than 8 sources; one source does not meet criteria	Less than 8 sources; two sources do not meet criteria	Less than 8 sources; three sources do not meet criteria	Less than 8 sources; more than three sources do not meet criteria	
<b>10. Writing quality</b>	Graduate level; very minimal editing needed	Graduate level; minimal editing needed	Approaches graduate level or moderate editing needed	Below graduate level or major editing needed	Well below graduate level or extensive re-writing needed	



## Comprehensive Examination

Master's and doctoral students in Educational Psychology are required to pass a comprehensive examination. The exam is designed to measure how well students are able to integrate and apply the contents and theories of the courses they have taken.

Currently, students in the Master's program are required to do a one-day comprehensive examination, which consists of 4 questions: 3 morning questions and one afternoon question. The morning questions consist of one question in each of the following areas: human development, learning, and research. The afternoon question is a specialty question (e.g. research, special education, instructional psychology). Students are required to pass each of the 4 questions. Table 2.6 reports first attempt pass rates of the Master's comprehensive examinations since 2009. Pass rates range from 84.6% (2012) to 100% in 2009 and 2014. Overall pass rate is at 92.9%. Students are generally allowed two attempts. If they fail the exams in two attempts, they may be terminated from the program.

At the doctoral level, comprehensive exams are in two phases. Phase 1 requires that the student passes an oral and written exam on a topic submitted by the student. The student provides 15 annotated bibliography on the topic. Phase II consists of three days of written exams. Day 1: Integrative question on human development; Day 2: integrative question on the student specialty area (e.g. learning/cognitive psychology); and Day 3: integrative question in research and applied statistics. Students are required to pass each question in two attempts. If they fail in two attempts, they may be terminated from the program. Comprehensive examination pass rates for doctoral students are reported in Table 2.7. Except for a 50% pass rate in 2012, every student has successfully passed the doctoral comprehensive exam. Overall pass rate is at 85.7% since 2009.

Table 2.6  
MA (Educational Psychology) Comprehensive exam pass rate by year (2009-2016)

Year	Number Attempted	Number Pass	Percent Pass
2009	13	13	100.0
2010	30	29	96.7
2011	10	9	90.0
2012	13	11	84.6
2013	8	7	87.5
2014	8	8	100.0
2015	10	9	90.0
2016	7	6	85.7
<b>Total</b>	<b>99</b>	<b>92</b>	<b>92.9</b>

Table 2.7

PhD (Educational Psychology) Comprehensive exam pass rate by year (2009-2016)

Year	Number Attempted	Number Pass	Percent Pass
2009	1	1	100.0
2012	2	1	50.0
2013	1	1	100.0
2015	2	2	100.0
2016	1	1	100.0
<b>Total</b>	<b>7</b>	<b>6</b>	<b>85.7</b>

### C. Student and Employer Satisfaction

**Review Question #10:** How successful are program graduates in seeking graduate and professional admission? What is the level of satisfaction among students, alumni, and employers of alumni with the program and its outcomes?

#### Graduate and Professional admission

There are generally three types of students in the MA Educational Psychology programs: (a) those in the MA program that leave after graduation; (b) MA graduates who continue into the EdS School Psychology program; (c) MA graduates who continue into the PhD Educational Psychology program. Some MA graduates who leave may have gone on to do their PhD at other universities. Unfortunately, there are no records of where they went and when they may have graduated. Table 2.8 reports the number of MA graduates who have continued to do their EdS and/or the PhD in the School of Education, Andrews University. Proportions of MA graduates who continue at Andrews are rather quite small.

**Table 2.8**  
**MA graduates who were/are in EdS or PhD program**

Year (Number graduated with MA)	Admitted and Graduated EdS	Admitted and Graduated PhD	Admitted and currently in EdS	Admitted and Currently in PhD
2009 (25)	3			
2010 (25)	2		1	2
2011 (17)	6		1	1
2012 (12)	3			1
2013 (10)	6			
2014 (2)			1	
2015 (12)	4			1
2016 (6)			1	

### **Student ratings/Satisfaction**

The School of Education regularly surveys its graduates, including those of the Program in Educational Psychology. Tables 2.9 shows ratings of how the program has prepared its graduates. Table 2.10 shows ratings of how the program influenced their religiosity/spirituality. Any interpretation of these data should be done in the context of the following:

- a. The data are graduates of 2005-2007, and 2011-2013.
- b. Graduates of 2008-2009 were not surveyed.
- c. Graduates of 2014-2015 will be surveyed during the 2016-2017 school year.
- d. Not all graduates who received the alumni survey participated.

In the context of the limitation listed above, the Program in Educational Psychology have satisfactorily prepared its graduates for the work place:

- a. Communicate effectively in both written and oral (M=4.50).
- b. Have the necessary knowledge in content area (M=.4.22).
- c. Believes all students can learn (M=4.22).
- d. Practice professional and ethical standards (M=4.11)
- e. Have the necessary skills in profession (M=3.89)

Questions on religiosity and spirituality (Table 2.10) were added to the alumni survey during the 2011-12 school year. The one alumni who participated in the survey reported that he/she grew spiritually, integrated worldview in his/her profession, and deepened his/her faith commitment.

**Table 2.9**  
**Student satisfaction of program experiences**

Statements	n	mean <sup>a</sup>	SD	% <sup>b</sup>
Have the necessary knowledge of your content area	9	4.22	.44	100.0
Have the necessary skills of your profession (e.g., teaching, counseling, principalship, leadership)	9	3.89	1.64	77.7
Effectively apply your skills in your professional responsibilities	9	3.67	1.66	55.5
Practice the professional and ethical standards of your profession	9	4.11	1.62	55.6
Understand and interpret research in your profession	2	4.00	.00	100.0
Use research findings for decision making in your profession	2	4.00	.00	100.0
Collect data in a systematic way for professional use	2	3.50	.71	50.0
Report research findings	2	3.50	.71	50.0
Apply current theories/best practices in your profession	9	3.22	1.56	44.4
Communicate effectively (written)	2	4.50	.71	100.0
Communicate effectively (oral)	2	4.50	.71	100.0
Use relevant technology in your professional practice	9	3.89	1.69	66.7
Create a positive environment for learning and development	9	3.78	1.72	77.7
Plan and implement appropriate programs to enhance learning and development	9	3.78	1.64	66.6
Assess and analyze learning and development	9	3.44	1.51	55.5
Utilize outcome data for program improvement (e.g., student learning, psychological interventions)	9	3.56	1.51	66.6
Relate effectively with individuals from diverse populations (e.g., culture, ethnicity, socio-economic status)	9	3.78	1.56	77.7
Relate effectively with individuals with special needs or disabilities	9	3.67	1.58	66.6
Apply fair practices in your profession	9	2.78	2.17	55.5
Value service to society at large (e.g., community, church, civil	9	3.78	1.09	77.8
Believe that all individuals can learn, regardless of their background or experience	9	4.22	.67	88.9

<sup>a</sup>Scales based on 5-Excellent, 4-Very well, 3-Satisfactory, 2-Somewhat, 1-Not at all

<sup>b</sup>Percent responding 'Satisfactory to Excellent'.

**Table 2.10**  
**Student ratings of religious experiences**

Statements	n	mean <sup>a</sup>	SD	% <sup>b</sup>
Grow spiritually	1	5.00	0.00	100.0
Understand your profession from a Christian perspective	1	5.00	0.00	100.0
Integrate your worldview with your profession	1	5.00	0.00	100.0
Deepen your faith commitment	1	5.00	0.00	100.0

<sup>a</sup>Scales based on 5-Significantly, 4-Very much, 3-adequate, 2-Somewhat, 1-Not at all

<sup>b</sup>Percent responding 'Very much and significantly'

## Employer Satisfaction

Employer ratings of alumni of the program in educational psychology are summarized in Table 2.11. Except for aspects of conducting and evaluating research, the two employers who participated rated the alumni as excellent.

**Table 2.11**  
**Employer ratings of alumni of the Program in Educational Psychology**

Statements	N	Mean	SD	%
Have the necessary knowledge of your content area	2	5.00	.00	100.0
Have the necessary skills of your profession (e.g., teaching, counseling, principalship, leadership)	2	5.00	.00	100.0
Effectively apply your skills in your professional responsibilities	2	5.00	.00	100.0
Practice the professional and ethical standards of your profession	2	5.00	.00	100.0
Evaluate research findings	2	2.50	2.12	50.0
Conduct and report research	2	2.50	2.12	50.0
Apply current theories/best practices in you profession	2	5.00	.00	100.0
Communicates effective (written and oral)	2	5.00	.00	100.0
Use relevant technology in your professional practice	1	5.00	.00	100.0
Create a positive environment for learning and development	2	5.00	.00	100.0
Plan and implement appropriate programs to enhance learning and development	2	5.00	.00	100.0
Assess and analyze learning and development	2	5.00	.00	100.0
Utilize outcome data for program improvement (e.g., student learning, psychological interventions)	2	5.00	.00	100.0
Relate effectively with individuals from diverse populations (e.g., culture, ethnicity, socio-economic status)	2	5.00	.00	100.0
Relate effectively with individuals with special needs or disabilities	2	5.00	.00	100.0
Apply fair practices in your profession	2	5.00	.00	100.0

Value service to society at large (e.g., community, church, civil	2	5.00	.00	100.0
Believe that all individuals can learn, regardless of their background or experience	2	5.00	.00	100.0

<sup>a</sup>Scales based on 5-Excellent, 4-Very well, 3-Satisfactory, 2-Somewhat, 1-Not at all

<sup>b</sup>Percent responding 'Satisfactory to Excellent'.

## D. Program Improvement

**Review Question #11:** How have the above data contributed to decisions for program improvement? What impacts have these evidence-based changes had on student learning and student success?

Evidence from outputs, student learning outcomes, and alumni and employer satisfaction appear to suggest the following:

- a. Competencies in conducting and evaluating research are weak.
- b. Competencies related to applying fair practices in the profession and dealing with diverse population are only somewhat satisfactory.
- c. The faculty are active in research. However, there is minimal student involvement in faculty research.
- d. Student publications of their thesis/dissertations are minimal.
- e. Pass rates on comprehensive exams are high.

To address the above, the program has resolved to do the following actions:

- a. Require each student to be a member of at least one professional organization.
- b. Require each student to present at least once at a regional conference.
- c. Develop a structure for each student in the program to be collaborators in faculty research.
- d. Develop a structure for doctoral students to submit their dissertation research for publication or presentation a regional conferences.
- e. Organize monthly research meeting for all educational psychology students.
- f. Organize formal prep days for comprehensive examinations.
- g. Develop better tracking system of graduates of the program.

## Criterion 3: Financial Analysis

### Cost & Income

**Review Question #12:** What is the relationship between the cost of the program and its income and how has that been changing over time?

The Educational Psychology degrees (MA, EdD/PhD) are income generators for the School of Education despite its typically low enrollment. Tuition dollars generated by this program are housed in the School of Education budget. This includes income from course fees such as Program Continuation, Reactivation, etc. Lab Fees are posted directly to the department's budget. Between the PhD and the MA degrees, there is only one class which actually charges students a lab fee. That is the \$100 fee for their Livetext Account which is a pass through for the department as this money is in turn paid to Livetext for the memberships to distribution. Contributions of tuition revenue to the University general funds is set at 11.68% for FY17.

Program costs are minimal due to the overlap of coursework with other programs in the department. At the master's level, each class required is also taken by students in other department degrees. At the PhD level, there are two courses taught that are only taken by students in that degree, but due to low enrollment, they are taught on an as-needed basis.

The Table 3.1 lists out tuition costs, and yearly credits generated for the last 7 years. It can be seen that tuition revenue has generally been on an upward trend. These credits do not take into consideration students who received the MA Educational Psychology degree enroute to their EdS School Psychology degree. The reason for this omission was that these students have 100% overlap of coursework with those two degrees and it would have resulted in double counting of credits. Students listed in the chart below are those who were enrolled solely in either the MA or PhD Educational Psychology degrees.

**Table 3.1**

Year	Credits(MA)	Credits(DO)	Tuition/MA	Tuition/DO	(MA)Tuition Generated	(DO)Tuition Generated
2009-2010	90	49	\$804	\$936	\$72,360.00	\$45,864.00
2010-2011	143	52	\$845	\$983	\$120,835.00	\$51,116.00
2011-2012	96	77	\$887	\$1032	\$85,152.00	\$79,464.00
2012-2013	108	70	\$927	\$1079	\$100,116.00	\$75,530.00
2013-2014	210	90	\$964	\$1122	\$202,440.00	\$100,980.00
2014-2015	138	112	\$993	\$1156	\$137,034.00	\$129,472.00
2015-2016	130	108	\$1021	\$1188	\$132,730.00	\$128,304.00

MA Master's degree; DO doctoral degree

**Review Question #13:** Overall Financial Health: What is the (financial and other) impact of the program on the University and, based on trends, how is that likely to change in the future? How adequate is University support to maintaining the health of the program?

The student course plans are designed with considerable overlap in such a way as to significantly minimize any costs that would result from specialized courses or training. This ensures financial health and sustainability for the master's and doctoral programs in Ed Psych. The impact on the University is the means to bring additional students on the campus which, beyond tuition, also means that students are spending money on campus at possibly the cafeteria, bookstore, and paying Graduate Student and other miscellaneous fees. These programs are also popular with international students, which is a benefit that continues to increase the diversity of the campus and provides valuable training as well as recruiting as those individuals may return to their home country. The University support should take into account the fact that although enrollment may be on the low end for these programs, the revenue generated for even a few students far exceeds any minimal costs that would be incurred by an additional student on campus.



## Criterion 4: Strategic Analysis

### Strengths

**Review Question #14:** Describe the strengths of the program.

A major strength of the Educational Psychology program is that it is a longstanding program at Andrews University. The master's program has been in existence since 1972 and the doctoral program began shortly after in 1974. Having a graduate program such as this for over 40 years demonstrates that Educational Psychology is a strong and well-established program. It is also worth noting that the PhD in Educational Psychology is the only one of its kind in North America offered at a Seventh-day Adventist institution (La Sierra offers an EdD only). The program is also accredited by the North Central Association of Schools and Colleges (NCA).

As described in Criterion 2, the faculty in the Department of Graduate Psychology and Counseling are very well qualified. All faculty members have a doctoral degree in several specialized areas related to Educational Psychology such as Developmental Psychology, School Psychology, Counselor Education, Counseling Psychology and Research Methodology. As such, students are taught content by experts in the field.

With several emphases offered to students, the diversification within the program is also a notable strength. Having the choice of several programs from which to choose is certainly an asset. Presenting students with a broad range of program choices increases the number of potential students who will enter both our Master's and Doctoral programs.

With over 100 countries represented on campus, Andrews University prides itself on its ethnically and culturally diverse student population. The Educational Psychology program is no exception. Students from several countries have graduated from our program and have returned to their countries of origin to improve the educational systems of their homelands.

Another strong suit of the Ed Psych program is our current extension program in Trinidad where we are currently offering a PhD with a School Psychology emphasis and training some of the first school psychologists on the island. The extension program together with the cultural diversity of our on campus student body certainly supports Andrews University's mission to "Seek knowledge. Affirm Faith. Change the world."

Finally, as mentioned in Criterion 3, a financial strength of the Educational Psychology program is that it brings a substantial income into the department at a low cost. This demonstrates the value and sustainability of the program over the long term.

### Weaknesses

**Review Question #15:** Describe the weaknesses of the program and the plans that are in place to address them.

Currently the cost of both the EdD and PhD doctoral programs in Educational Psychology are very high. There is no 50% tuition reduction like the rest of the programs in the department. As of 2015-2016 a doctoral credit costs \$1, 218. The total number of credits required for both doctoral programs is 90. Therefore, the cost of a

doctoral degree is \$109,620. As of 2015-2016 a master's credit costs \$1,047. The total number of credits required for the masters programs is 30. Therefore, the cost of a master's is \$31, 410. With the high cost of tuition we are certainly turning away many potential students, especially since many universities provide full funding for students in graduate psychology programs.

On a whole, as a graduate program, we need to create more of a research culture among our students. One way to do this is to strongly encourage students to become members of professional organizations such as the American Psychological Association (APA) - Educational Psychology Division and the Midwestern Psychological Association (MPA) and to encourage students to attend the annual conferences hosted by these organizations. It would also be very helpful to have funds allocated which will help students to afford membership fees and travel costs related to these expenses.

Another effort that can be used to develop a stronger research culture is to have students meet several times a semester to discuss research in the field of educational psychology. Invited speakers who are experts in the area could also be invited to give guest lectures on different topics to the students in the program.

## **Opportunities**

**Review Question #16:** Describe the opportunities likely to present themselves to the program in the coming years and the changes and resources necessary to take advantage of them.

According to the US Bureau of Labor Statistics “overall employment of psychologists is projected to grow 19 percent from 2014 to 2024, much faster than the average for all occupations” (<http://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm#tab-6>). The US Bureau of Labor Statistics also states that employment of school psychologists is expected to grow 20 percent from 2014 to 2024 as the result of a greater demand for psychological services in schools. Since our program offers both a master's and doctorate in Educational Psychology and a doctorate in Educational Psychology with a School Psychology Emphasis, this information about high demand for both educational and school psychologists in the foreseeable future needs to be emphasized to potential students during recruitment efforts.

As mentioned, we are currently offering a PhD extension program in Trinidad. A similar opportunity has presented itself in Ntcheu, Malawi. The Malawi Council of Education has invited Andrews University to offer a MA in Educational Psychology, Instructional Psychology Emphasis at Malawi Adventist University. Currently the program is expected to begin in 2017 with 21 students.

Opportunities also exist for collaborative relationships with other programs on our campus. Programs who prepare students for jobs where they will be responsible for instructing colleagues or clients in a group setting may be interested in taking courses from our program which focus on how individuals learn and discuss best pedagogical practices.

Another opportunity for program growth is to offer the MA General Emphasis and Development Psychology Emphasis degrees fully on-line. Presently, we are attracting students from many countries all over the world. In addition, many teachers apply to our program in search of improving their current knowledge in student learning and best practices. However, to enroll in graduate studies they have to quit their current positions in order to take our courses which are only offered on campus. If our Master's programs were offered on-line we would undoubtedly attract more students both locally and internationally who would certainly take advantage of the convenience of an on-line distance program. In order to be able to offer on-line courses the School of Education would have to invest in retrofitted classrooms for online learning. This would include one or two cameras along with microphones which would allow distance students to be effectively included in classroom lectures and group discussions.

#### 4. Threats

**Review Question #17:** Describe the threats that may negatively impact the program in the coming years and the changes and resources necessary to mitigate them.

The largest threat to the Educational Psychology program is low enrollment. As a result, we as a department need to become more active in our recruiting efforts. This effort should be concentrated on recruiting undergraduate students from our own campus as well as other SDA institutions within North America and abroad. Secondly, having an online Master's program would attract teachers at both the elementary and secondary level who are wanting to upgrade their skills quickly and conveniently.

#### 5. Strategic Plan

**Review Question #18:** What should be the future direction of your program and what steps and resources are necessary to take your program in that direction? How might changes and trends in technology, student demographics, and enrollment impact this direction?

In evaluating the Educational Psychology program we believe that this is a viable program with much potential and can remain an asset not only to the department of Graduate Counseling and Psychology but to Andrews University as a whole. The future direction of the program should include the following:

- 1) *Offer a fully on-line degree for the General and Developmental Emphasis at the MA level.* As described above, this would require the purchasing of equipment (i.e., microphones and cameras) for classrooms that would allow distance learning to take place effectively.
- 2) *Encourage a stronger research and scholarship culture among students.* In order to reach this goal both students at the Master's and Doctoral level will be required to become members of professional organizations and be encouraged to attend professional conferences. In addition, students will come together at least twice a semester to discuss topics in the field.
- 3) *Strengthen collaboration with students in research projects.* Students will be strongly encouraged to engage in research with faculty members not only on their own individual dissertation projects but to be involved with ongoing faculty research at the very beginning of their studies.

