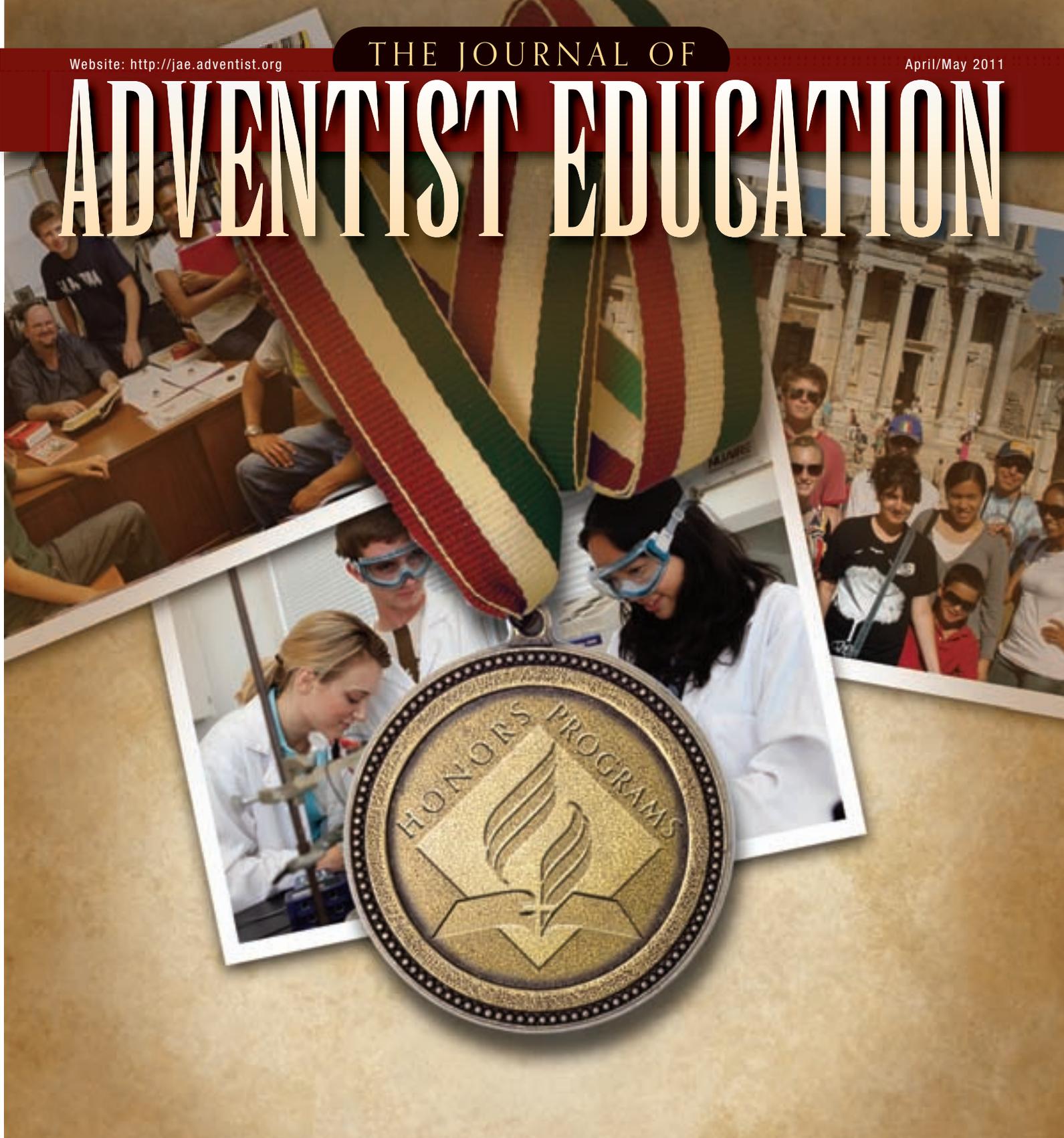


Website: <http://jae.adventist.org>

THE JOURNAL OF

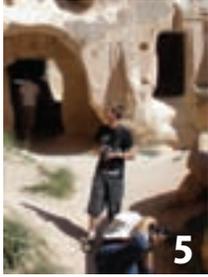
April/May 2011

ADVENTIST EDUCATION



SPECIAL EDITION

ADVENTIST HONORS EDUCATION



5



28



36



43

APRIL/MAY 2011 • VOLUME 73, NO. 4

SPECIAL ISSUE: ADVENTIST HONORS EDUCATION

- 4 What Is Honors Education?**
By the National Collegiate Honors Council
- 5 Why Adventist Honors Education Is Such a Good Idea**
By Fritz Guy
- 10 The History of Adventist Honors Education**
Compiled by Douglas R. Clark
- 20 Unique Characteristics of Honors Programs in the North American Division (NAD)**
- 21 "Endowed With a Power Akin to That of the Creator"**
Goals of an Adventist Honors Education
By John McDowell
- 25 Honors Programs Contact Information**
- 26 Honors Programs Basic Components**
- 27 Honors Programs Entrance Requirements**
- 28 The Nature of Honors Education**
By Mark Peach
- 30 Basic Characteristics of a Fully Developed Honors Program**
- 33 Challenges Facing Honors Education**
By Andrew Woolley
- 36 Service Learning: An Honor(s)able Endeavor**
By Terrie Dopp Aamodt
- 43 Student Responses to Adventist Honors Education**
By Edward Allen

All of the articles in this issue have been peer reviewed.

Photo and art credits: Cover design by Harry Knox; cover photos: right, Janet Mallery; upper left and center, pp. 7 (top), 9 (top), Natan Vigna, p. 6, Carmen Clark; pp. 7 (bottom), 38, L. Monique Pittman; pp. 9 (bottom), 10, 11, Darren Heslop; pp. 12, 31, courtesy of Atlantic Union College; p. 13, La Sierra University Public Relations Dept.; p. 14 (top and inset), 30, courtesy of Walla Walla University; p. 14 (column 2) and p. 40, Chris Drake; p. 15, Barry Low; p. 16 (center), Elia King; (inset), Jair Alcon; pp. 17, 44 (inset), courtesy of Southern Adventist University; p. 18, courtesy of Union College; pp. 19 (top), 39, courtesy of Washington Adventist University; p. 22, courtesy of the Washington Adventist University Honors program; p. 23 (top), Douglas Clark; (bottom), Chris Drake; p. 24, Adrian Gregorutti; p. 29, Max Trevino; pp. 32, 34, 39, Edward Allen; p. 37, Walla Walla University Archives; p. 44 (center), Megan Pagado.

The Journal of Adventist Education®, Adventist®, and Seventh-day Adventist® are the registered trademarks of the General Conference Corporation of Seventh-day Adventists®.

Correction: In the February/March 2011 issue, the names were switched on the photos in the Guest Editorial. We apologize for this inadvertent oversight.

EDITOR

Beverly J. Robinson-Rumble

ASSOCIATE EDITOR

(INTERNATIONAL EDITION)

Luis A. Schulz

SENIOR CONSULTANTS

John Wesley Taylor V

Lisa M. Beardsley, Ella Smith Simmons

CONSULTANTS

GENERAL CONFERENCE

John M. Fowler, Mike Mile Lekic, Hudson E. Kibuuka,

Luis A. Schulz

EAST-CENTRAL AFRICA

Andrew Mutero

EURO-AFRICA

Barna Magyarosi

EURO-ASIA

Branislav Mirilov

INTER-AMERICA

Gamaliel Flórez

NORTH AMERICA

Larry Blackmer

NORTHERN ASIA-PACIFIC

Chek Yat Phoon

SOUTH AMERICA

Edgard Luz

SOUTH PACIFIC

Malcolm Coulson

SOUTHERN AFRICA-INDIAN OCEAN

Ellah Kamwendo

SOUTHERN ASIA

Nageshwara Rao

SOUTHERN ASIA-PACIFIC

Lawrence L. Domingo

TRANS-EUROPEAN

Daniel Duda

WEST-CENTRAL AFRICA

Chiemela Ikonne

COPY EDITOR

Randy Hall

ART DIRECTION/GRAPHIC DESIGN

Harry Knox

ADVISORY BOARD

John Wesley Taylor V (Chair), Lisa M. Beardsley, Larry Blackmer, Erlene Burgess, Hamlet Canosa, John M. Fowler, Hudson E. Kibuuka, Linda Mei Lin Koh, Mike Mile Lekic, Michael Ryan, Evelyn Savory, Luis A. Schulz, Carole Smith, Evelyn M. Sullivan, Charles H. Tidwell Jr., David Trim, Bonnie Wilbur



THE JOURNAL OF ADVENTIST EDUCATION publishes articles concerned with a variety of topics pertinent to Adventist education. Opinions expressed by our writers do not necessarily represent the views of the staff or the official position of the Department of Education of the General Conference of Seventh-day Adventists.

THE JOURNAL OF ADVENTIST EDUCATION (ISSN 0021-8480) is published bimonthly, October through May, plus a single summer issue for June, July, August, and September by the Department of Education, General Conference of Seventh-day Adventists, 12501 Old Columbia Pike, Silver Spring, MD 20904-6600, U.S.A. TELEPHONE: (301) 680-5075; FAX: (301) 622-9627; E-mail: rumbleb@gc.adventist.org. Yearly subscription price: U.S.\$18.25. Add \$3.00 for postage outside the U.S. Single copy: U.S.\$3.75. Periodical postage paid at Silver Spring, Maryland, and additional mailing office. Please send all changes of address to P.O. Box 5, Keene, TX 76059, including both old and new address. Address all editorial and advertising correspondence to the Editor. Copyright 2011 General Conference of SDA. POSTMASTER: Send address changes to THE JOURNAL OF ADVENTIST EDUCATION, P.O. Box 5, Keene, TX 76059.



Douglas R. Clark

TEACHERS TOUCHING ETERNITY THROUGH THEIR STUDENTS

INTRODUCING A SPECIAL ISSUE ON HONORS EDUCATION

In the autumn of 2009, I attended the annual conference of the premier college/university Honors association in the United States—the National Collegiate Honors Council—held in Washington, D.C. Along with nearly 1,900 other Honors program directors and Honors students from around the country, I was privileged to attend plenary lectures on various topics in higher education; to participate in roundtable discussions and informative sessions on best practices in the field; and to talk with colleagues engaged in the fine business of Honors education.

Among the highlights for me was a statement by one of the plenary speakers, Dr. Freeman Hrabowski, president of the University of Maryland, Baltimore County, who consults for a variety of esteemed organizations. A child leader in the civil-rights movement from Birmingham, Alabama, who received his Ph.D. in higher education administration/statistics at 24 years of age, Dr. Hrabowski quoted a sage who said that “Teachers touch eternity through their students.”

This is a profound notion, even if not a new one. The idea that students, energized about their educational experience at a Seventh-day Adventist university or college, become collaborative agents of seeking and knowing and serving, living extensions throughout their lifetimes and beyond of their teachers’ best efforts to contribute to their collective growth intellectually, spiritually, socially—this drives and motivates educators. It is what keeps us going, even as we face the grading of mounds of papers and exams.

Dr. Hrabowski likely did not have the religious connotations of this gem in mind when he delivered it to the hundreds gathered in Washington. But that shouldn’t stop us from taking the statement in this direction. Beyond relishing the responsibilities and the rewards of knowing

that what they teach to and learn from students has long-lasting implications for humanity here on earth, Christian teachers also find a profound satisfaction knowing that what they do carries eternal implications.

This issue of *THE JOURNAL OF ADVENTIST EDUCATION* is dedicated to the exploration of Honors programs in the Adventist system of higher education in the North American Division. While universities and colleges (Adventist and otherwise) located elsewhere in the world may offer special programs for highly motivated students, “Honors” programs are primarily a North American phenomenon. For a basic definition of Honors programs, see page 4, from the National Collegiate Honors Council. A listing of characteristics of fully developed Honors programs can be found on page 30.

The articles in this issue—all by Adventist Honors program directors or former directors—the sidebars, photos, tables, and quotes, all seek to enlarge our vision of college/university education, particularly as it relates to the hundreds of academically gifted students who enroll in our schools seeking the educational adventure best suited to their unique talents and skills. While some may envision Honors students as mostly white, upper-class students from wealthy families, the photos in this issue of the *JOURNAL* will demonstrate a wide diversity in background and ethnicity.

This collection of articles and related information seeks to explore the philosophical foundations of educating bright students, the history of Honors programs in Adventist higher education, the dynamics of successful Honors programs, the creative intellectual, spiritual, and social ferment characterizing Honors education across the North American learning landscape, and the service component of Honors programs. Each author has sought to define and describe an aspect of higher education that deserves our collaborative efforts to foster and facilitate.

Continued on page 46

WHAT IS HONORS EDUCATION?*

“Honors education is a general term that covers a wide variety of courses, teaching styles, and even educational objectives. . . . Always, however, the central goal of Honors education is academic enrichment; the ways to this goal are defined by the specific institutional context, the faculty teaching in the program, and the needs of the particular students.”

“While an introductory chemistry course may be basically the same everywhere, one Honors course may be very different from another equally distinguished Honors course, even if they have similar titles or subject matter. This is because Honors programs and Honors courses may attempt to fulfill diverse goals, utilize different teaching approaches, and employ a variety of ways of mastering subject matter.”

“In general, Honors programs are based on the belief that superior students profit from close contact with faculty, small courses, seminars or one-on-one instruction, course work shared with other gifted students, individual research projects, internships, foreign study, and campus or community service.”

“For students filled with ideas, longing for creative expression, and ready to take on career-shaping challenges, an Honors education is the way to go. Honors programs and Honors colleges [there is a growing number of Honors colleges in the United States] offer some of the finest undergraduate degrees available and always do so with students in mind.”

“The essence of Honors education is personal attention, top faculty, enlightening seminars, illuminating study-travel experiences, numerous research opportunities, and career-building internships—all designed to enhance a classic education and prepare students for a lifetime of achievement.”

“[O]ne can find Honors education at community, state, and private schools; at two-year and four-year schools; at large schools and small schools; at schools that focus on research and those that focus on teaching. What they share in common is a commitment to excellence.”

“Honors education teaches students to think and write clearly, to be excited by ideas, and to become independent, creative, and self-confident learners.”

“Although every Honors program is different, a typical Honors program consists of a sequence of seminar courses that either supplements or substitutes for a student’s general education or distribution requirements. Many Honors programs and colleges include a capstone project or thesis.”

“Honors programs are available for students in most majors, and rarely require students to take more courses or credits than non-Honors students. Students who complete an Honors program or college typically receive an Honors designation on their transcripts and/or diplomas.”

“The National Collegiate Honors Council (NCHC) is the [American] professional association of undergraduate Honors programs and colleges; Honors directors and deans; and Honors faculty, staff, and students.” “[The] NCHC carries out its mission by serving Honors professionals and by advocating support for and excellence in higher education for all students.” “[It] values an atmosphere that promotes academic opportunity and challenge for Honors students and faculty. Within this intellectual environment, members of Honors communities demonstrate integrity, respect, and excellence. Through the Honors experience, participants realize enhanced personal, social, and intellectual development. The NCHC recognizes the importance of life-long learning and social responsibility in preparing individuals for an increasingly complex world.” Adapted from <http://www.nchchonors.org/aboutnchc.shtml>

*National Collegiate Honors Council
Adapted by permission from
<http://www.nchchonors.org/whatishonors.shtml>



WHY ADVENTIST HONORS EDUCATION IS SUCH A GOOD IDEA

One of the most obvious facts about education, which every teacher soon (and sometimes painfully) learns, is that students vary widely. Just as obvious should be the fact that one size and shape of education does not fit all—any more than one kind of diet, one program of exercise, or one style of clothing is best (or even appropriate) for every student. This is why Honors-type programs are an essential part of Adventist higher education. These programs are the flip side of the rationale for offering “remedial,” “compensatory,” or “pre-foundational” courses.

For those of us who are “true believers” in Honors education, however, it is easy to suppose (and tempting to claim) that this is “Adventist college education at its best.” But however good it feels to think (and say) this, it is not correct, either in principle or in fact. Excellence in higher education is not—repeat, *not*—achieved by selecting the most gifted and best-prepared students, enrolling them in the most challenging courses, having them instructed by the most scholarly professors, and giving them the most demanding assignments. Indeed, excellence in education is not defined by the ability of the students, the sophistication of the coursework, the reputation of the faculty, or the difficulty of the academic requirements.

On the contrary, excellence in education is achieved by motivating and enabling *every* student—no matter how gifted or limited, prepared or unprepared—to learn as much

and as effectively as possible. This requires commitment to designing a variety of approaches and programs that are consistent with the diversity of students’ learning styles, talents, and capabilities. Honors programs offer an education that has been carefully crafted for a significant and identifiable minority of students on North American Division (NAD) Adventist college and university campuses.

Student Characteristics

Honors education is designed primarily for the benefit of students who possess some combination of these three characteristics:

- They are *educationally well prepared*. They have done well in their secondary education, as attested by their academic transcripts; their SAT, ACT, or comparable test scores; and evidence of their other accomplishments.
- They are *intellectually curious and venturesome*. This characteristic is different from, and does not necessarily co-exist with, being educationally well prepared. It means asking new questions, discovering or developing new answers to old questions, and recognizing that some questions do not have satisfactory answers, at least not yet.
- They are *academically disciplined*. This third characteristic again is different from being intellectually curious. It includes an ability and a willingness to work—to study and think—hard, both carefully and persistently.

BY FRITZ GUY



La Sierra University Honors students exploring Cappadocia, Turkey, as part of an international study tour.

Educational Emphases

Since these characteristics are not unique to Honors students, it follows that Honors education is not necessarily a fundamentally different *kind* of education. Rather, it gives special emphasis to several elements that are (or ought to be) present in all Adventist higher education. Honors programs, as understood and developed in the North American Division, have selected various approaches in their attempt to accomplish this goal. Adventist higher education elsewhere has doubtless found other means for achieving it.

- Honors education encourages *critical thinking*—rigorous, careful thinking involving analysis, comparison, and evaluation—not only in regard to the ideas of others encountered in the print and electronic media and in conversation, but also in regard to one’s own ideas, understandings, and opinions. This kind of thinking includes recognizing and respecting the differences, for example, between beliefs and facts, and between the

insights of postmodernism and its excesses.

- Honors education encourages *individual initiative and independent study*. Thus, it commonly includes, among other requirements, a significant senior project. Depending on the student’s personal background and interests, this project may involve laboratory or library research, field investigation, artistic production, or public performance.

- At the same time, Honors education aims to facilitate *cooperative learning*, utilizing the dynamics of group projects, social activities, and learning communities of various kinds.

- This approach to education takes seriously the *irreducible sociality of humanness*. The divine observation that “it is not good that the human should be alone” (Genesis 2:18; translation supplied) has more than sexual and familial implications.¹

- Honors education seeks to be *comprehensive*. It introduces students to facts, ideas, and insights relating to the arts, the natural and human sciences, the humanities, and religion, en-



Top: La Sierra University students perform an experiment in the chemistry lab.

Bottom: Andrews University Honors students join a university outing to the Chicago Shakespeare Theater.

abling them to participate comfortably and intelligently in non-technical conversations about every area of human interest and concern. For, as John Henry Newman famously said a century and a half ago, “All Knowledge is a whole and the separate Sciences parts of one.”² Unfortunately, as small as Adventist universities are, they tend, like larger research institutions, to not be *universities* but *multiversities* or *polyversities* divided into schools and departments,³ with the unintended and unfortunate consequence that student learning—and faculty interest—are correspondingly fragmented. While not presuming to produce the proverbial “Renaissance persons,” Honors education does intend to produce well-rounded, broadly engaged members of their social, civic, and religious communities.

- Honors education typically explores *multiple perspectives*. Since both external reality and one’s own lived existence are ineluctably interdisciplinary and multicultural, both in the ways in which they are experienced and understood, and in the ways in which one must make decisions in response to them, the facilitation of interdisciplinary and multicultural thinking and understanding is educationally desirable.

- Honors education facilitates an ability, essential to productive existence in a complex society, to *hold conflicting ideas in tension*. These intellectual conflicts may include not only religious ideas like the simultaneous humanity and deity of Jesus of Nazareth, but also psychological ideas like neurological determinism and free will, and physical science concepts like the wave and particle characteristics of light.

- Honors education emphasizes *openness to new information, better understanding, and fresh insight* so that intellectual growth becomes a way of life, a way of being human, that lasts forever. Thus, Honors programs aim to prepare their students for eternal learning.

Yet the significance of these distinctive emphases must not be exaggerated, and modesty is as appropriate in Honors education as in individual persons. Here, as everywhere else in education, the most significant variable in the quality of the outcome is the individual student. A well-planned and substantial curriculum helps, as does competent, energetic, and creative teaching, but the student remains the principal ingredient. A good student will learn well in spite of a haphazard curriculum and mediocre teaching, but without the student’s enthusiastic and diligent participation, the quality of learning will be minimal, however excellent the curriculum and teaching.

Ancillary Benefits

Besides benefiting a particular group of students, Honors education benefits the teachers who participate in it and the colleges and universities that offer it. It gives teachers an opportunity and incentive to think and teach in new ways. Curious and creative students stimulate teachers to explore innovative subject matter, such as the presentations of Jesus in contemporary cinema or the effect of parent-child relationships on political perspectives.⁴ This creativity often extends to the teachers’ other courses as well, thus enlivening the overall educational atmosphere of the campus.

Honors education thus has the potential to benefit not only the students and teachers who are directly involved, but also

the institution as a whole. For one thing, Honors education can add intellectual vitality and richness to the campus culture—by the kinds of guest lectures it sponsors, as well as by the kinds of lunchtime conversations it inspires. Honors education can also function as a proving ground for educational experiments and innovations that can be expanded to enhance the quality of education for larger parts of the institution, and even for the school as a whole. A successful experiment with team-taught interdisciplinary courses might, for example, lead to the incorporation of such courses into the general-education require-

programs take some of the brightest and most interesting students out of general-education courses, to the dismay of the teachers of those courses. Furthermore, students and teachers involved in Honors education could come to regard themselves as a kind of campus elite.

On the other hand, Adventist education has for more than a hundred years been encouraged to be “elite” in quality. The idea that “higher than the highest human thought can reach is God’s ideal for His children” entails an educational environment in which students can “advance as fast and as far as possible in every

branch of true knowledge.”⁵ Furthermore, “it is the work of true education . . . to train the youth to be thinkers, and not mere reflectors of other [people’s] thought.”⁶

The goal of Honors education is to provide for students an *elite education* while inoculating them against *elitist attitudes*. Just as there are elite athletes who are not at all elitist—indeed, many are enthusiastic participants in a variety of service programs—so there can be Honors education that encourages the highest ideals, attitudes, and actions, and Honors students who exemplify those virtues. It is, in fact, the inadequately educated, whose intellectual vision is narrow and human awareness is small, who are the most likely to imagine themselves as knowing more than they actually know, and to pretend to be wise beyond their capacity. “The greater the ignorance, the greater the dogmatism.”⁷

In their desire to foster group identity as a kind of “ed-

ucational family,” Honors program organizers sometimes encourage students to live in designated residential facilities. This can be problematic if it results in attitudes of superiority, but it need not do so. A “natural family,” in which children live with parents in a traditional household, has an identity of which everyone is aware and appreciative, but this identity need not be exclusivist; on the contrary, an important part of that identity can be an eager inclusiveness—a genuine openness to and a warm concern for neighbors and the larger community.

The same tension between identity and inclusiveness exists for every organization that functions as part of a larger entity—ethnic clubs within a student body, departments within a college, and schools within a university. It is true that identification with and loyalty to a smaller group tends to detract to some extent from one’s identification with and loyalty to the

“The greatest value in La Sierra’s Honors program was the community of great thinkers it established. Having a diverse group of students who were dedicated to being the best they could be was an irreplaceable life experience. From the beginning, the Honors program instilled in us more than an academic drive, but a compassion for the world. I can think of no better example in my academic career, perhaps in my life, of encouraging Christlike behavior. Our professors treated us as adults, and in return we were expected to contribute as adults. The Honors program established lasting friendships and values, and was an important part of the process of growing up”

(Mike Tyler, alumnus planning a graduate degree in acting).

ments for all baccalaureate degrees.

Another potential institutional benefit of Honors education is its attractiveness to the kinds of students it is designed to serve—students who might otherwise seek a college experience elsewhere. And these are students every Adventist college or university wants to attract and retain.

To be sure, these ancillary benefits are not the primary reasons for providing Honors education, but they can make it a significant institutional asset.

Common Criticisms

Honors education does have its critics, and some of the criticisms raise legitimate questions.

Sometimes Honors education is alleged to be “elitist.” On the one hand, this description is understandable, since these



Top: La Sierra University Honors students in front of Honors residence hall.

Bottom: Andrews University Honors Scholar Jonathan Van Omam shares his research at the annual Andrews University Honors Poster Session.

larger group, but the benefit is often worth the cost. Life is, after all, a series of trade-offs.

A similar observation can be made regarding the economics of Honors education. No one argues that providing Honors education will save money for the college or university. One hardly needs an M.B.A. to recognize that as long as there are empty seats in the classrooms for general-education courses, it costs less to put students in those seats than to offer special Honors courses. An Honors program can be justified only to the extent that some students are better served by those types of courses. When students come back decades later and say, “The Honors program changed my whole way of thinking,” Honors education seems clearly worth the cost.

Concluding Convictions

The Adventist commitment to education has many dimensions, of which the most basic is the awareness of the multidimensional unity of human personhood—the integration of the physical, the mental, the social, and the spiritual. The most prominent focus of this Adventist awareness has been on the effect of physical health on one’s spiritual condition; our belief in their interrelatedness has provided a theological basis for the profound Adventist concern for healthful living and the church’s prodigious commitment to health care. Just as theologically significant, however, is the relation of the mental to the spiritual, and to the actualization of human wholeness. When any of the dimensions is missing or deficient, this inhibits the flourishing of human personhood.

Hence, the historic Adventist commitment to education is revealed not only in the development and support of education for ministry, teaching, medicine and other health professions, business, and scholarly research, as well as a variety of technical careers—but also in the equally essential development of educational strategies to produce broadly educated Christians. Thus, our schools have incorporated into their curricula a variety of educational experiences, including everything from remedial to Honors programs (or similar enrichment options) for the students who can be benefited—blessed—by these programs.

The proper question, then, can never be, “Why do Adventist colleges and universities offer an Honors education (or similar types of programs)?” The proper question is, instead, “Why *wouldn’t* an Adventist college or university provide such an educational experience?” This approach to higher education thus can be regarded as an Adventist imperative. ✍



Fritz Guy, Ph.D., is Research Professor of Philosophical Theology and Former Director of the Honors Program at La Sierra University in Riverside, California.

NOTES AND REFERENCES

1. See Arthur E. Holmes, “College as Community,” in *The Idea of a Christian College*, rev. ed. (Grand Rapids, Mich.: Eerdmans, 1975), pp. 77-85.
2. John Henry Newman, *The Idea of a University*, Martin J. Svaglic, ed. (Notre Dame, Ind.: University of Notre Dame Press, 1982), p. 74.
3. This observation comes from a comment by Langdon Gilkey introducing a lecture by Paul Tillich at the University of Chicago in approximately 1967-1968.
4. Depending on the culture of a particular campus, one might envision topics with imaginative (though serious) titles like “Jesus in the Movies” and “Daddy Made Me a Republican.”
5. Ellen G. White, *Education* (Mountain View, Calif.: Pacific Press Publ. Assn., 1903), p. 18.
6. *Ibid.*, p. 17.
7. This aphorism is commonly attributed, without specific documentation, to William Osler. See, for example, http://www.brainyquote.com/quotes/authors/w/william_osler.html.



THE HISTORY OF ADVENTIST HONORS EDUCATION

Andrews University (Berrien Springs, Michigan)

L. Monique Pittman, Director



Almost 50 years ago, Paul E. Hamel, chair of the Andrews University music department, was attending a conference on

higher education in Chicago when he noticed in the schedule a session on Honors programs, which piqued his interest. He attended and returned to campus full of ideas for what could happen at Andrews.¹

The ideas did not stop there. President Richard L. Hammill appointed a committee to study the possibilities and present a proposal to the faculty. On March 4, 1964, the *Student Movement* on-campus newspaper reported:

*From Beginnings at Andrews University to Programs Across North America**

“Faculty to Evaluate New Honors Program.” Hamel, as chair of the committee, and his colleagues—Daniel Augsburger (modern languages), Asa Thoresen (biology), Elaine Giddings (speech), Donald Snyder (physics), and Leif Tobiassen (history)—had a large vision for Honors at Andrews: *engagement* and *liberation* would be its by-words. According to Hamel:

“Engagement’ means giving the gifted student every opportunity to move ahead as rapidly as possible in the field of his particular interest. ‘Liberation’ would mean allowing the gifted student to free himself from the traditional and limiting regulations of

individual courses and curricula.”²

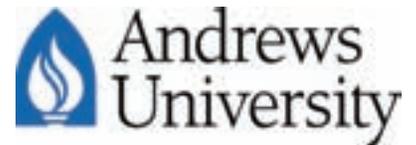
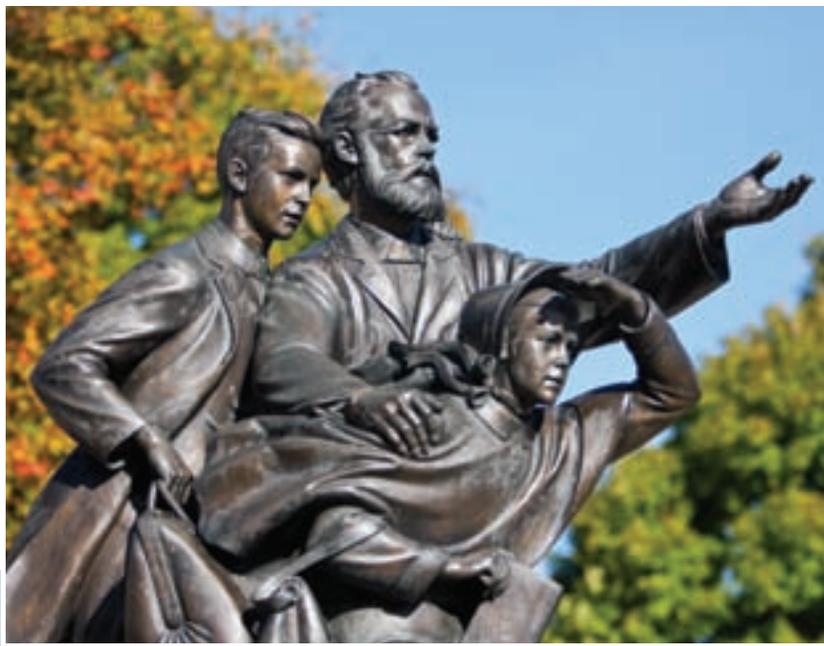
Despite some who voiced concerns about creating what might become an elitist organization,³ the faculty approved the proposed Honors program, and a description first appeared in the 1966-1967 bulletin. Hamel, as first director, announced: “Andrews University will implement a new concept in Seventh-day Adventist higher education for the superior student when the new Honors program begins in September [1967].”⁴

When Hamel transferred to other university responsibilities, Merlene A. Ogden, a professor of English, was designated the new director. Ogden guided and inspired Honors students for the next 24 years.

The Honors committee believed from the beginning that student research should be a cornerstone of the Andrews Honors experience: “The

*This article combines the work of several authors and Honors program directors, keyed by an adaptation of “A Commitment to Excellence” by Meredith Jones Gray, which appeared in the Winter 2008 issue of the Andrews University alumni journal, *Focus*, pages 20 and 21 (<http://www.andrews.edu/focus/>). This article has been adapted by permission, and combined with brief historical notes from the other programs in North America (supplied by program directors), listed in historical order of program establishment.

COMPILED BY DOUGLAS R. CLARK



**Above: Campus and Pioneer Memorial church at Andrews University.
Inset: Statue of J. N. Andrews on the campus.**

Honors student will be required to enroll in an interdisciplinary senior Honors seminar,” they wrote, which would include “presentations by the students of their research and independent study reports.”⁵

Under Ogden’s direction, the Honors program grew academically, socially, and spiritually. The Society of Andrews Scholars, the student arm of the program, worked with the Honors faculty to expand the life of the Honors community. They organized the first annual Honors banquet, as well as a Sabbath re-

treat of special services, lunch, an afternoon discussion, and vespers.⁶

Over the years, Ogden sought regional and national recognition for the program. It became a member of the Upper Midwest Honors Council, the Michigan Honors Association, and the National Collegiate Honors Council.

Today’s Honors program still bears a strong resemblance to that early vision. In the 2007-2008 school year, under the leadership of new Director L. Monique Pittman, Andrews Scholars

attended the Chicago Symphony and visited the Art Institute in Chicago. At the now annual Friday evening Agape Feast and vespers, the officers and sponsors served more than a hundred student and faculty guests. The Scholars are a thriving cultural, social, and spiritual community.

Academically, Andrews Scholars pursue a core of stimulating Honors classes to complete their general-education requirements. The senior Honors research experience is still the capstone experience, just as the first

Honors committee envisioned it. New levels of professionalism have been added: Junior Research Pro-Seminar to prepare the students for their senior projects, and a proposal defense with the Honors Council to help ensure sound research.

As the following list of presentations from the Fifth Annual Thesis Symposium (2007) illustrates, project topics range across the academic map:

“Hellenization, Romanization and Culture Change”

“Neuromodulation of Phonotactic Behavior in Female *Acheta domesticus*: Possible Involvement of Biogenic Amines”

“College Students’ Consideration for Hybrid Vehicles: Andrews University’s Views on an Emerging Market”

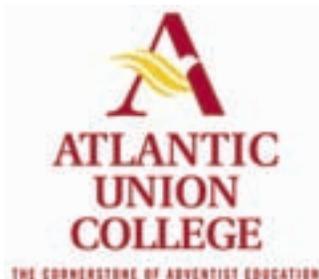
“Effect of Season of Birth on Herd Retention and Production Through Two Lactations in Holstein Dairy Cattle”

“Re-inventing the Mousetrap: Improved Synthesis of Cyanostilbenes”

“Father Knows Best: Renaissance Masculinity Modeled on Stage in William Shakespeare’s *Henry IV*”⁷

One of the more recent innovations has been a poster session held during the spring semester in which the students who plan to graduate with Honors display a visual presentation of their Honors topics: a poster explaining their theses, methodologies, and background information. In March 2008, some 40 scholars put on an impressive exhibit in the Chan Shun Hall lobby—a dazzling array of charts and graphs, concise outlines and careful definitions, illustrations, and professional layouts.

In April 2008, the John Nevins Andrews Honors Program came full circle to its annual grand finale. For almost 40 years, senior Andrews Scholars presented their research during the months leading up to graduation. More recently, the Honors Council decided to combine those presentations into a half-day event. Thus, the Annual Thesis Symposiums still fulfill the ideals of engagement and liberation, the tradition of excellence, commitment, and service of the pioneers and leaders who dedicated themselves to Honors education.



Above: Haskell Hall at Atlantic Union College.

Inset: Detail of Founders Hall on the campus of Atlantic Union College.

Atlantic Union College (South Lancaster, Massachusetts)

Timothy Trott, Director



The complete Honors Program history at Atlantic Union College (AUC) lies buried in old files, but its beginning point is clear, 1968. What is now called the Honors Core Program was originally dubbed PII (“Program Two”). It was designed to be very different in delivery, grading, and expectations from the standard general-education program, “PI.” During the early years, many of the courses were team-taught, frequently met off

campus, had very different assignments from “normal” classes, and were all graded Pass/Fail (this was during the “anti-grades” era of American higher education). A major player in the development of this program was Otilie Stafford, who taught English at AUC for many years.

Over the decades, this program has undergone several re-evaluations, culminating in AUC’s current Honors Core Program, which consists of a series of specific interdisciplinary courses focused on community engagement and service, combined with emphasis on the development of independent and creative learners.

La Sierra University (Riverside, California)

Douglas R. Clark, Director



The earliest Honors program at La Sierra University, in 1971, founded by Fritz Guy, was labeled the Inter-disciplinary Program, and ever after affectionately referred to as “Inter-Dip.” Its claim to fame has been the number of interdisciplinary courses incorporated in the curriculum, a feature

that has drawn rave reviews from students whose lives were changed forever through the rigorous process of expanding their view of the world and their place in it.

The next-generation Honors Program, birthed in 1983, resulted from a committee chaired by Robert Dunn. The structure of the program consisted of a breadth component incorporating



a required freshman course—“What Does It Mean to Be Human?”—and a set of two-unit seminars to be elected from a variety of choices. The breadth was strengthened by required Honors activities, such as an on-campus event, a play, a concert, a dance recital, or a Sabbath outing. The depth component was fulfilled by the Honors thesis, when the student was essentially transferred—usually to his or her major department. Directors of the program during this stage included Gary Bradley (biology), Marte Erne (com-



Above: Science center at La Sierra University.

Inset: *Glory of God's Grace* sculpture on the campus of La Sierra University.



Inset: Stained glass marks the entrance to Walla Walla University's oldest building, Village Hall (1920).

Right: The WWU Administration Building (2007), home to the Honors General Studies Program, features the 1892 bell and the 1919 Ionic column capitals of its predecessors.

munication), Ed Karlow (physics), and Paul Mallery (psychology).

In 2002, La Sierra introduced its current version of Honors education. Following a period of thorough research into current best practices, the Honors Council, under the direction of Paul Mallery, reshaped the program into a state-of-the-art curriculum built around international travel, community-building at all levels (class, residence hall, program, campus, local, and global communities), service learning, demanding research/scholarship projects, and portfolio preparation with an emphasis on developing worldviews in a context of diversity, academic rigor, and spiritual formation.

Walla Walla University (College Place, Washington)

Terrie Dopp Aamodt, Director



In the 1970s, Honors freshman composition, in the hands of Helen Evans (Zolber), became the inspiration for a multidisciplinary program with the addition of Western Thought I (history and literature) and Western Thought II (art and music); a religion course, *The New Testament and Its Environments*; and a religion/sociology

course, *Religion in a Social Context*. An interdisciplinary senior Honors seminar completed the package available to students in the 1980s. The Honors offerings formed a core of courses that fulfilled a portion of the general-studies requirement.

Several changes were made in the 1990s, as the program was expanded to include mathematics and science as well as humanities courses. The freshman history/literature sequence became "Western Thought," and the

upper-division sequence became “Science and the Arts,” a three-quarter combination of laboratory science and fine-arts study, with a calculus cognate. The Honors hours requirement increased from 32 to 38 quarter hours, and several interdisciplinary courses were added as Honors electives.

Today’s Honors students take 44 quarter credits of core courses plus Honors electives to complete a streamlined version of their bachelor’s degree general-studies requirements.

Pacific Union College (Angwin, California)

John McDowell, Director



Pacific Union College (PUC) has had some sort of Honors program for many years. During the late 1970s, students could graduate with honors

if they had a high enough GPA and did an Honors project. The program continued to evolve, and by 1984, more detailed requirements were added. By 1984, these included requisite courses in history, English, 12 elective hours selected from a prepared list, and a capstone Honors seminar.

But in the late 1980s, the program languished until it was revived by Lorne Glaim. A radical rethinking and restructuring of the Honors program took flight in the fall of 1998 when Eric Anderson, now president of Southwestern Adventist University, constructed



The College church on the campus of Pacific Union College.



Top: Pechero Hall, Southwestern Adventist University's new classroom building.

Inset: The Mizpah Gate at Southwestern Adventist University, officially inducted as a Texas historical landmark in 2010.



an “intellectually compelling curriculum.” After visiting St. John’s College in Santa Fe, New Mexico; and Thomas Aquinas College in Santa Paula, California, he encouraged the adoption of a “core text” or “great books” program, which provided the template for the design of the current program at PUC—an interdisciplinary “great books” seminar approach that since 1998 has undergone only minor modifications following program reviews in 2002 and 2007.

Southwestern Adventist University (Keene, Texas)

Andrew Woolley, Director



Largely through the efforts of Douglas Clark, the Honors program at Southwestern Adventist University began in the late 1970s as an enrichment program with the professors organizing one- or two-credit-hour seminars on interdisciplinary topics so that students could enroll in classes outside of the standard curricu-

lum. The team-taught seminars focused on a variety of topics such as cultural literacy, the history and art of film, myth, the legend of King Arthur, the nature of love, the Cold War, and chaos. Under the direction of Erwin Sicher, Renard Doneskey, and Glen Robinson, these courses became a full-fledged Honors program, with specific classes designated as Honors sections (speech, history) and the inclusion of an Honors thesis and thesis presentation. At present, Honors students take nine credit hours of general-education

classes designated as Honors sections, plus three one-hour seminars, and complete an Honors thesis and thesis presentation. Within the past two years, Andrew Woolley, the current director, has begun leading Honors study tours, with trips to Italy in 2009, and to Greece in 2010. The 2011 class, "American Writers in Paris," will be held in Paris and in the French Loire Valley.

Southern Adventist University (Collegedale, Tennessee)

Mark Peach, Director



The Southern Scholars Honors program first appeared in the 1981-1982 college catalog. The first Southern Scholar graduated in 1984;

180 students have completed the Honors program since then. Jerry Gladson, the first director of the program, was followed by Ben McArthur and Wilma McClarty. Mark Peach has been director for the past two years.

The program is beginning to undergo some changes. Scholarship amounts have been increased. Because Southern Adventist University is an in-

stitutional member of the National Collegiate Honors Council, junior and senior Honors students will be attending the Southern Regional Honors Conference for the third year in a row (with graduating Southern Scholars presenting their senior projects). The student executive committee is taking responsibility for social events (one student is a voting member of the Honors committee). Beginning this year, there will be an Honors Composition 102 course, and an Honors core curriculum is in the planning stages. In short, after 25 years with few changes, Southern Adventist University is embarking on a mission of updating and improving its Honors program.



Top: Southern Adventist University campus.
Inset: Southern Adventist University students enjoy the pleasant weather on the lawn in front of Wright Hall.

Union College (Lincoln, Nebraska)

Edward Allen, Director



Honors courses at Union College began in the fall of 1996 with three classes—Honors Composition, Great Books, and The Holocaust (a class that has survived for 15 years). Formal designation of the requirements occurred concurrently in the fall of 1996.

The 1997-1999 bulletin has a one-paragraph description of the Honors option, with four classes listed. The 1999-2001 bulletin contained an outline of the program, but not until the 2001-2003 bulletin did a full listing of specific classes and requirements appear.

May 2000 was the date of the first Honors students' graduation: Jeffrey Birth, who submitted a senior thesis on "Can Wildlife Art Be Justified as Fine Art?" and Christopher Burton, whose thesis dealt with "Iron Metabolism in the Human Body."

The basic structure of the program remained the same for several years, with some modifications, until it was completely rewritten for the 2008-2010 bulletin. This major revision of the program added a focus on Global Issues and reduced the number of required general-education courses in comparison with non-Honors tracks at the college.

Washington Adventist University (Takoma Park, Maryland)

Bradford Haas, Director



The history of Honors at Washington Adventist University (WAU) extends back to the late 1990s, when the school (then Columbia Union College) held a series of speculative Sunday meetings to determine student interest in such a program. In the early 2000s, a more formal process began, with an Honors Council charged to research and construct a template for an Honors Program. The general-education curriculum created by the council had a dual

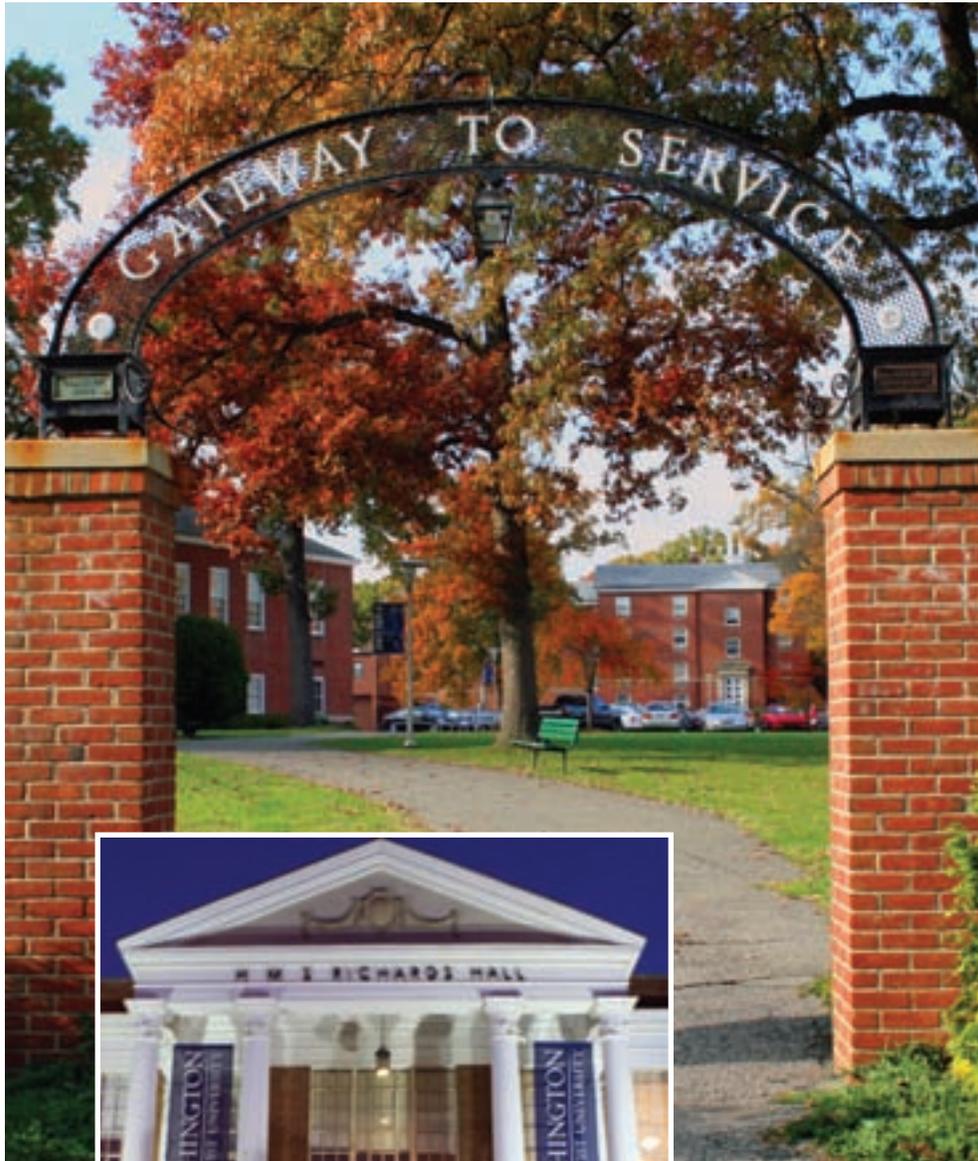


The Clock Tower at Union College has the globe at its center, just as the Union Scholars Honors program is centered on global issues.

mission: academic excellence, combined with leadership and service requirements. Classes were to be interdisciplinary and to use innovative teaching strategies. The opportunities afforded by the school's location near the nation's

capital were to be incorporated in curricular and co-curricular aspects of the program.

This program was inaugurated at the start of summer in 2004, opening with 22 students, of whom 13 were freshmen. Interdisciplinary courses fo-



Top: The Gateway to Service on the commons of Washington Adventist University. Left: H. M. S. Richards Hall on the campus of Washington Adventist University.



cusing on local resources were developed, including the Civil War Study Tour, Art and Adventism, Shakespeare in Washington, Urban America, and Diseases in History. By 2006, community-building annual events, such as a dinner at the WAU president's house, an Honors retreat, an end-of-year brunch, and a senior dedication had been established. Honors Program Awards of \$750 and \$1500 were made possible through outside funding, as was the creation of a paid student executive council consisting of three officer positions. Through these endeavors, the Honors community grew to its current size of approximately 50 members.

**Oakwood University (Huntsville, Alabama)
Canadian University College (Lacombe, Alberta)**

Both Oakwood University and Canadian University College have considered establishing Honors programs and continue to explore the possibility. While no formal Honors program presently exists at either school, each institution's commitments to the types of educational experiences growing from Honors opportunities are strong. ☞



Douglas R. Clark, Ph.D., is Director of the University Honors Program at La Sierra University in Riverside, California, and Coordinator for this special

issue on Adventist Honors Programs.

NOTES AND REFERENCES

1. Paul Hamel, personal interview, March 10, 2008.
2. Page 1.
3. Hamel interview.
4. "The Andrews Scholar Program to Begin in September," *Focus* (July-August 1967).
5. Andrews University Bulletin, 1966-1967, p. 41.
6. "Scholars to Retreat May 16 & 17," *Student Movement* (April 30, 1970), p. 8.
7. All of the information is taken from the conference bulletin. The authors of these papers are, respectively, Darrell J. Rohl, Rebecca Lee, Allison Hurlow, Rachel Knott, David Carbonell, and Bonnie McLean.

Unique Characteristics of Honors Programs in the North American Division (NAD)

ALL NAD HONORS PROGRAMS CELEBRATE THE FOLLOWING:

- Working and studying with highly motivated students.
- Fostering discussion-based classes.
- Working in cross-disciplinary settings, often in team-taught classes.
- Exposure to the colleges' finest teachers.

What follows are self-designated, standout crown jewels of each program, as reported by the directors:

Andrews University (Berrien Springs, Michigan)

- Integration of religious studies with other academic disciplines.
- A culminating individual research project and presentation.
- Designation at graduation as a "J. N. Andrews Honors Scholar."
- An active social, spiritual, and cultural life including student-organized vespers and Agape Feasts, outings to museums, theaters, and concert halls in Chicago, and service events extending resources to the broader community.

Atlantic Union College (South Lancaster, Massachusetts)

- All Honors students receive merit scholarship funds.
- Involvement in special social, spiritual, and community-building activities and outings.
- Greater flexibility in choosing general education (GE) electives. Fewer direct requirements allow for individual specialization.
- Student participation in the governance of the Honors Core Program.
- Special recognition during graduation ceremonies, including the titles of their Honors thesis projects and an Honors medallion.

La Sierra University (Riverside, California)

- Required international travel component (currently takes place in Turkey, studying Islam east and west).
- Honors residence hall.
- Community involvement projects that seek not only to change the community, but also to change the way we change the community.
- Original research projects ranging widely in subject matter, tied to students' majors.
- Development of worldviews throughout the use of portfolios.
- Student Honors Council is responsible for social and spiritual events like dessert hours, pizza vespers, senior recognition service, and beach vespers.

- Scholarship funds dedicated to Honors students, all four years.

Pacific Union College (Angwin, California)

- Small size and the intentional cultivation of a community—both inside and outside of the classroom—where faculty and students can safely share, debate, explore, exchange, challenge, and embrace ideas.
- The trip to Italy where for four weeks students discuss and learn about the development of Western conceptions of aesthetics in a seminar called "Beauty."
- An Honors council of four students (one representative from each class) and four faculty who advise the director regarding the management and implementation of the program. Students thus have a say in how the program is structured, administered, and shaped.
- Streamlined general-education (GE) option—fewer credits than regular GE—allows students to more easily double major.
- Scholarship support available.
- Discussion-centered, interdisciplinary, "great books"-based seminars

Southern Adventist University (Collegedale, Tennessee)

- Interdisciplinary Honors program and courses.
- Rigorous and rewarding curriculum in religion, science, humanities, and languages.
- Two Honors seminars, studying classic works of Western culture.
- Senior project involving research in the student's major.
- Eligibility for two different tuition discounts. After one year in the Honors program, Southern Scholars are eligible to audit one class of their choice per semester without charge, as long as they remain enrolled in the program. Southern Scholars juniors who have been in the program for at least one year receive a tuition scholarship equal to the cost of one three-hour class per semester (except during summer sessions), and Honors Seminars I and II (required courses for Southern Scholars) are free.
- Opportunity to meet many of the various speakers, artists, and musicians who visit the university.
- A medallion and special recognition at graduation. The student's accomplishments become a permanent part of his or her academic transcript.

Southwestern Adventist University (Keene, Texas)

- New Honors study tours, inaugurated in May 2009 with a two-week class in Italy called "Art and Culture of the Italian Renais-

sance," in which Honors students from Southwestern and Southern Adventist universities participated. The second tour, "The Glory That Was Greece," in May 2010, was taught by Eric Anderson, Kathleen Martin, and Andrew Woolley.

Union College (Lincoln, Nebraska)

- Reduced general-education requirements.
- Unique courses that emphasize participation and creativity.
- Individualized assistance with an original research project.
- Coursework abroad is part of the program.
- Textbook, travel, and completion scholarships.

Walla Walla University (College Place, Washington)

- University Honors courses fulfill the entire general-studies requirement, including cognates (calculus, designated lab sciences, physical education), core courses (an Honors writing class, a literature and history sequence, a science and the arts sequence, and several religion courses, including a senior seminar in faith and learning), and Honors electives.
- Electives include various interdisciplinary courses, designated international tours, and the opportunity to study at Oxford University in England.
- Honors core courses feature primary source materials, smaller class size, and team-taught classes.
- Freshman Honors retreat highlights service.
- Honors students receive a four-year scholarship award.

Washington Adventist University (Takoma Park, Maryland)

- Provocative, interesting, and stimulating Honors-designated interdisciplinary courses fulfill general-education (GE) requirements.
- Participation in smaller classes (20 or fewer people) facilitates thoughtful discussions and social connections with fellow Honors students.
- Special activities such as study tours, concerts, plays, and exhibits fulfill GE requirements.
- The opportunity to conduct research and attend presentations at national institutions in the Washington, D.C., area.
- An Honors project or thesis, which enhances students' professional opportunities and likelihood of admission to graduate or professional schools.



“ENDOWED WITH A POWER AKIN TO THAT OF THE CREATOR”

GOALS OF AN ADVENTIST HONORS EDUCATION

The well-known phrases from Ellen White—“*Every human being, created in the image of God, is endowed with a power akin to that of the Creator—individuality, power to think and to do. . . . It is the work of true education to develop this power, to train the youth to be thinkers, and not mere reflectors of other men’s thought. . . . Instead of educated weaklings, institutions of learning may send forth men [and women] strong to think and to act, men [and women] who are masters and not slaves of circumstances, men [and women] who possess breadth of mind, clearness of thought, and the courage of their convictions*” are woven into the DNA of Honors programs offered at Seventh-day Adventist colleges and universities in North America.

Although the nature, structure, and method of delivery varies among Honors programs, each has the clear intent of offering academically gifted students curriculum and experiences that will challenge and inspire them. Honors programs offer such students something *different* from the norm. Generally, undergraduate education in North America has a two-part structure: one’s major field of study (intensive study within a chosen academic field such as history, biology, or religion) and what is often called a “general education” or “GE” component. Usually, the GE requirement stipulates that students take a designated number of classes from certain

prescribed areas such as science, history, English, religion, and psychology (among others) in the belief that they will thus acquire a “well-rounded” liberal-arts education.

A More Innovative Approach

While this approach works for the majority of students, institutions that offer Honors programs have concluded that the smorgasbord approach to general education does not work for everyone, and that an Honors program allows more innovative ways to engage, stimulate, and educate those students who desire a different and intensive immersion in the world of ideas. In essence, it provides such students with a home, a place to be challenged, to explore ideas, and to grow intellectually and spiritually.

In the United States, the professional organization for schools offering Honors programs is the National Collegiate Honors Council.² While Honors programs vary in composition and goals, in general they agree that “the central goal of Honors education is academic enrichment.” This enrichment is achieved because students “profit from close contact with faculty, small courses, seminars or one-on-one instruction, course work shared with other gifted students, individual research projects, internships, foreign study, and campus or community service.” The Adventist universities and colleges

BY JOHN McDOWELL

that offer Honors programs embrace this goal of academic enrichment.³ Why? Because it works.

Shared Goals

While the goals of the various programs offered at universities and colleges in North America are expressed in different ways, they share common ideas that all involve academic enrichment focused on “a power akin to that of the Creator—individuality, power to think and to do.” At Union College (Lincoln, Nebraska), the Honors program regards as essential to its mission to *inspire*: “The mission of Union Scholars is to inspire academically gifted students to excellence in learning, spirituality and service.”⁴ The program at La Sierra University (Riverside, California) aims to “charge the imagination,” and Southwestern Adventist University (Keene, Texas) presents its curriculum as a way for students to “explore the human search for an understanding

of one’s relationship to self, society, nature, and God.” The goal here is for students to be able to balance ideas, evidence, and argument with readings, discussion, and questions that are timeless in their philosophical significance and timely in their relevance in dealing with current issues.

Observers might wonder: How do these and the other Honors programs plan to accomplish the aforementioned goals, and how are an Honors program’s goals different from the usual goals of a general-education program? Here again, there are similar answers. To accomplish the stated goals, most programs take an interdisciplinary approach to learning. This arises from the belief, as stated in the Honors program review for Pacific Union College (Angwin, California), that:

“The world is not neatly organized according to different realms of knowledge; general education should not be either. While frequently overlapping, different disciplines—from the-



A Washington Adventist University Honors student (center) participates with other WAU students at the food charity Slice of Life during the university’s Service Day.



Top: A La Sierra University senior Honors scholarship presentation. Bottom: Walla Walla University Honors students work on a project at the library.

ology to music to physics to literary theory—all present particular visions of the world. The Honors program aims to set these fields of study side by side and see what they (and we) can learn from each other. The goal is synthesis rather than compartmentalization.”⁵

At Atlantic Union College (AUC) in South Lancaster, Massachusetts, many of the courses are interdisciplinary, and students are “encouraged to recognize the interrelation of all knowledge, to investigate topics of their own choosing.” The desire here, as with all the programs but well stated by AUC, is to have students “develop their individual creative potential.”

In her exit interview, a recent graduate from Pacific Union College’s program provided evidence that the approach works. She wrote—in answer to the question about the goal to prepare students “for a lifetime of critical thought, intellectual curiosity, aesthetic appreciation, and spiritual development”—that:

“Honors has taught me to question even more the ways in which [the world of thought] works. . . . The aesthetic is also very much a part of my spiritual development. Over the past four years in Honors. . . . I have felt the closest to God when engaged in that intellectual curiosity and the creation of art. To me, God cannot be separated from these.”

Because Honors programs are selective and thus tend to offer smaller courses where discussion is valued over lecturing and mutual learning is the model, many of them schedule team-taught classes—often by professors from different fields. Again, this is done because of a belief in the value of *integrating* knowledge. In such a context, the integration of faith and learning becomes a natural and core part of the programs.

Common Themes

Another common theme among Honors programs, as illustrated by the one at Walla Walla University, is the use of “primary source material.”⁶ The program descriptions at Andrews University (Berrien Springs, Michigan) and Pacific Union College speak of seminars that revolve around the use of “great books.” There is a sense that students in these programs should engage primary sources without the mediation of an explanatory textbook. Honors program planners believe for students to become truly independent thinkers, they *must* encounter ideas head-on, in order, as La Sierra’s program description puts it, “to understand a wide variety of perspectives across space and time, and explore the ways these perspectives interrelate.”

All the Adventist Honors programs emphasize academic rigor. Participating students are to “foster critical thinking skills” (Southwestern Adventist University, Keene, Texas), so that they can “explore subject material in great depth and breadth” (Washington Adventist University, Takoma Park, Maryland), and be “independent” (Walla Walla University, College Place, Washington) thinkers. Such rigor provides for “intellectual, spiritual, and social development” (Andrews University). Although Pacific Union College states that the “world of ideas is worth inhabiting for its own sake,” this is not the essence for what it means to be part of an Honors program on a Seventh-day Adventist college or university campus. Most programs require a capstone research project. The program at Andrews University articulates this requirement well and offers

a good example of what other programs do. Participation in the Andrews Honors program “includes a significant Senior Project or Thesis,” which is seen as a “valuable asset in job-seeking or to include in applications to graduate or professional school, and an important first step towards publishing. . . .” Students learn the skills in Honors to produce significant research. The research requirements of the Honors programs are applicable to their major and future careers.⁷

Religious Component

All of the Adventist Honors programs include a significant religious component. Pacific Union College’s students understand and “evaluate significant works of world art and culture in a Christian context.” Andrews University describes its program as being “distinctively Christian.” Union College’s program has as one of its goals that students will be able to “connect life and learning with spiritual values.” While each of the



Pacific Union College Honors students traveled to Rome to see the Piazza del Pantheon as part of a seminar on the development of beauty in Western culture.

Honors programs requires students to grapple with global issues by learning about ideas and culture (particularly of the Western tradition), it is clear that this occurs within the Christian perspective that makes Seventh-day Adventist higher education distinctive.

An important, if not key, aspect of connecting life and learning with spiritual values is service. La Sierra University makes service an explicit part of its Honors program by encouraging students to “engage in their communities” on several levels (“civic, professional, religious, cultural, and global”). For some programs, this means, in part, a trip abroad where students participate in a community project.

Thus, the goal of Adventist Honors programs is for students to be (1) able to inhabit the world of ideas with ease and acumen, (2) capable of handling questions that are timeless in their significance and timely in their relevance to current issues, and (3) capable of living well-examined lives that are committed to the thrill of lifelong learning.

Creating a Community

To accomplish this goal, all North American Division (NAD) Honors programs create a *community* where students can safely raise questions, engage with interesting and challenging ideas, and socialize and fellowship together. For example, at Southwestern Adventist University, students attend concerts, plays, lectures, and vespers programs as part of their Honors experience. Each program builds on the premise that learning must not be confined to the classroom. A strong ethos of *engagement* pervades all of the programs: engagement with important ideas, engagement with others, engagement with culture, and engagement with God.

Honors programs in NAD schools provide a specialized context where honest intellectual and creative activity can be modeled in a way that is not just “Christian” but *Adventist*. These programs demonstrate that Adventism, and Adventist higher education in general, values and has a wonderful tradition of seeking truth. They model the reality that, in a supportive context, Adventist young people can and should ask difficult questions because faith does not need to cower and fear the intellectual challenges of the world. By studying and understanding “a wide variety of perspectives across space and time” (La Sierra University) students acquire the confidence to let their light shine brightly and become masters and not slaves of circumstance.

Because the rigors of the programs have honed their critical thinking and judgment, graduates from Honors programs are particularly well suited to avoid the temptations of instant, ready-mixed “truths,” political, social, and parochial biases, as well as the current convenient cant of media and demagogues. Honors program graduates develop the power to think and to do, and thus to champion the good in a sin-scarred world. ✍



John McDowell, Ph.D., is Director of the Honors Program at Pacific Union College in Angwin, California.

REFERENCES

1. Ellen G. White, *Education* (Mountain View, Calif.: Pacific Press Publ. Assn., 1903), pp. 17, 18.
2. For more information about the National Collegiate Honors Council, view their Website: <http://www.nchchonors.org>. Quotations from the National Collegiate Honors Council are from the Website under the section, “What Is Honors?”
3. Several Adventist schools are members of the National Collegiate Honors Council: Andrews University, La Sierra University, Southern Adventist University, and Union College. (See <http://www.nchchonors.org>.)
4. All quotations from the various institutions are taken from the schools’ Web pages devoted to their respective Honors programs, or from e-mails sent to the author of this article from the directors of the respective programs.
5. Pacific Union College, Honors Program Review, 2007.
6. For more information, see <http://honors.wallawalla.edu>.
7. Examples of Honors theses at Andrews University are available online: <http://www.andrews.edu/services/honors/research/index.html>.

Honors Programs Contact Information*

Institution	Program Title & Director	Website & E-mail Address	Address & Telephone
Andrews University	J. N. Andrews Honors Program Dr. L. Monique Pittman	http://www.andrews.edu/services/honors/index.html honors@andrews.edu	Honors Program Nethery Hall 100 Andrews University Berrien Springs, MI 49104-0075 Phone: 1 (269) 471-3297
Atlantic Union College	Honors Core Program Dr. Timothy Trott	http://www.auc.edu/ics/Depts/Instructional/Honors_Core honorscore@auc.edu	Honors Core Program Atlantic Union College 338 Main Street South Lancaster, MA 01561 Phone: 1 (978) 368-2162
La Sierra University	University Honors Program Dr. Douglas Clark	http://www.lasierra.edu/honors honors@lasierra.edu	Honors Program La Sierra University 4500 Riverwalk Parkway Riverside, CA 92515-8247 Phone: 1 (951) 785-2310
Pacific Union College	Honors Program Dr. John McDowell	http://www.puc.edu/academics/departments/honors/home honors@puc.edu	Honors Pacific Union College One Angwin Avenue Angwin, CA 94508 Phone: 1 (707) 965-6612
Southern Adventist University	Southern Scholars Honors Program Dr. Mark Peach	https://www.southern.edu/southernscholars/Pages/default.aspx peach@southern.edu	Southern Scholars Southern Adventist University P.O. Box 370 Collegedale, TN 37315 Phone: 1 (800) SOUTHERN
Southwestern Adventist University	Honors Program Dr. Andrew Woolley	http://honors.swau.edu/ woolleya@swau.edu	Honors Program Southwestern Adventist University 100 W. Hillcrest Keene, TX 76059 Phone: 1 (817) 202-6266
Union College	Union Scholars Honors Program Dr. Edward Allen	http://www.ucollege.edu/union-scholars edallan@ucollege.edu	Honors Program 412A Everett Dick Building Union College 3800 South 48th Street Lincoln, NE 68506 Phone: 1 (402) 486-2600 Ext. 2375
Walla Walla University	Honors Program Dr. Terrie Dopp Aamodt	http://honors.wallawalla.edu terrie.aamodt@wallawalla.edu	Honors Program Walla Walla University 204 S. College Avenue College Place, WA 99324 Phone: 1 (509) 527-2784
Washington Adventist University	Honors Bradford Haas	http://www.wauhonorsprogram.org honors@wau.edu	Honors Program Washington Adventist University 7600 Flower Avenue Takoma Park, MD 20912 Phone: 1 (301) 891-4106

* At present, Canadian University College, Florida Hospital College of Health Sciences, Griggs University, Kettering College of Medical Arts, and Oakwood University do not have formal Honors Programs.

Honors Programs Basic Components

Institution	Units in Program	Current Enrollment	GPA to Remain	International Travel	Cross-Disciplinary	Integrates Faith and Learning	Individual Research
Andrews University	37 semester units	240-250 students	At least 3.33	Yes	Yes	Yes	Yes
Atlantic Union College	48 semester units (B.A. & B.S.), 29 (A.A & A.S.)	30-45 students	At least 3.3, 3.4 (in HOCO courses)	No	Yes	Yes	Yes
La Sierra University	52-60 quarter units	72 students	At least 3.5	Yes	Yes	Yes	Yes
Pacific Union College	67 quarter units	53 students	At least 3.3	Yes	Yes	Yes	Yes
Southern Adventist University	2 one-semester-unit seminars + GE Courses	ca. 100 students	At least 3.5	No	Yes	Yes	No
Southwestern Adventist University	16 semester units	50 students	At least 3.4	Yes	Yes	Yes	Yes
Union College	28 semester units	42 students	At least 3.3	Yes	Yes	Yes	Yes
Walla Walla University	44 quarter hours + cognates and electives	65 students	At least 3.25	Yes	Yes	Yes	Yes
Washington Adventist University	15-20 GE semester units + 8 co-curricular units	50 students	At least 3.25	Yes	Yes	Yes	Yes

Honors Programs Entrance Requirements

Institution	Minimum High School GPA	Minimum Transfer GPA	Essay	Recommendation Letter	Interview	SAT Scores (out of 1600) CR+M	ACT Scores
Andrews University	3.5	3.33	Yes	Yes	No	score of at least 1200	Composite score of at least 25
Atlantic Union College	3.4	3.4	Yes	No	No	score of at least 1050	Composite score of at least 24
La Sierra University	3.5	3.5	Yes	For transfers	No	score of at least 540 in each of three sections	Minimum score of 22 in each area: Reading, Math, and Writing
Pacific Union College	3.5	3.5	Yes	No	No	score of at least 1140	Composite score of at least 24
Southern Adventist University	3.7	3.5	Yes	No	No	score of at least 1070	Composite score of at least 23
Southwestern Adventist University	3.5	3.4	No	Welcome	No	score of at least 1050	Composite score of at least 24
Union College	3.5	3.33	No	No	No	score of at least 1110	Composite score of at least 24
Walla Walla University	3.5	3.33	Yes	No	Sometimes	85th percentile composite	85th percentile composite
Washington Adventist University	3.5	3.4	Yes	Yes	No	score of at least 1150	Composite score of at least 24



THE NATURE OF HONORS EDUCATION

Defining the nature of Honors education is not unlike attempting to define Romanticism: It is more of an attitude than a creed. This is because there is no all-purpose template for an Honors program. Each Honors program must fit its respective campus culture, student scholars, and participating faculty. Thus, the nature of the Honors program will necessarily vary widely among campuses. That said, we can discern some traits common to most Honors programs, both in Adventist schools and elsewhere.

Typically, Honors students demand more of themselves and more of their instructors. They normally see the course syllabus as a starting point, not a contract limiting their achievement. Merely obtaining a college degree and moving on to the next stage of their career is not enough for Honors students. If an effective education by defi-

nition forces students out of their comfort zone, Honors students are the type who relish this kind of opportunity. And although Honors students must maintain a high grade-point average to remain in the program, they are also forced to put those grades at risk by a curriculum that is unkind to narrow aptitudes and areas of specialization.

To illustrate this concept of risk, we see some students choosing Honors even when they do not like all the requirements of the program. When I encourage exceptional students to consider applying to the Honors program, many respond that the mathematics course requirement is a deal-breaker. Distinguished liberal-arts majors quake at the thought of taking a laboratory science course. Talented science majors experience angst at the intermediate foreign-language requirement. Honors students, however, are risk-seekers, often displaying a kind of intellectual daring that makes working with them inspiring for both faculty and administrators.

Foreign Language Requirements

Many Honors programs include a foreign-language requirement (however, North American Adventist Honors program requirements in this area vary widely). This would appear to be in keeping with the traditional liberal-arts education that explores the many avenues of being human, stressing that no single culture can fully convey the human capacity for imagination and experience. Indeed, the foreign-language requirement of many Honors programs often constitutes a hurdle for B.S. majors.

On my own campus (Southern Adventist University in Collegedale, Tennessee), where we require Honors students to master a foreign language to the intermediate level, we face a decreasing number of language options. We have a variety of elementary-level courses but are unable to predict (based on course en-

BY MARK PEACH

rollment) whether or not an intermediate-level class will be offered, which may leave Honors students stranded. Further, our Honors committee will at some future point have to re-examine the question of whether American Sign Language is an appropriate foreign-language option for our program.

Comparisons and Contrasts With Traditional College Programs

The issue, of course, is the extent to which an Honors course of study should resemble classical liberal-arts education (with emphasis on humanities study) or the modern pragmatic approach that seeks to facilitate effectiveness in a variety of professions. This challenge, along with many others, has the beneficial effect of forcing students, faculty, and administrators to carefully consider just what the ultimate goal of an Honors program should be.

Cross-Disciplinary Features

Another fundamental feature of Honors curricula is cross-disciplinary study, ideally taught by professors in complementary disciplines. The opportunity to witness and experiment with converging and competing methodologies in a single class period is one of the most intellectually stimulating experiences higher education can offer. The spirited discussions and occasional arguments between two professors not only teach students the eye-opening lesson that professors do not necessarily agree on all things, but also that under the right circumstances, intellectual disagreements can produce light and not just heat. This works best when both professors are present at each class period, rather than teaching alternating class periods. A course on the sociology of religion I took many years ago at Walla Walla University in College Place, Washington (taught by Robert Gardner and Gerald Winslow) profoundly changed the way I understand the role of religion in society. Though it is expensive in terms of human resources, students and professors alike testify to the benefits of this approach.

Cross-disciplinary courses featuring religion and the sciences are especially

beneficial to Honors students at Seventh-day Adventist institutions. For believing Christians in a culture saturated with material scientific values and assumptions that scorn the validity of transcendental insight, courses team-taught by theologians and scientists offer a particularly rewarding opportunity. One can easily imagine other

fruitful pairings: technology courses that combine manual skills with history of technique; visual arts and mathematics; and ethics and business. Designing cross-disciplinary courses can be demanding, however; persuading deans and chairs to allow their departmental faculty to devote time to the Honors program may be difficult.



Southwestern Adventist University Honors students and faculty gather for lunch in Athens for discussion about their visit to the Acropolis and new Acropolis Museum.

The Honors Program's Place on Campus

A fundamental challenge of any Honors program is the relationship between the Honors community and the campus. Often instructors and administrators see young people enrolled in Honors programs as exemplary students who will have the most beneficial impact on campus if they experience maximum interaction and integration with non-Honors students. But it is difficult to achieve the potential synergy of exceptional students by dispersing them over the entire campus. Honors communities cannot be relied upon to spontaneously self-generate; creating them takes effort. An Honors learning community cannot exist without shared experiences and shared spaces. A comprehensive Honors general-education curriculum facilitates the creation of cohorts, supported by co-curricular activities both on and off campus. Some Honors programs establish separate dormitories for their students to promote this type of integration and synergy.



Above: Walla Walla University Honors students meet Alexander Calder's *Eagle* at the Olympic Sculpture Park in Seattle, Washington.

Right: A significant benefit of Honors programs is the creation of community and the formation of lifelong friendships. Seen here are participants in Atlantic Union College's annual Honors Core retreat.

Basic Characteristics of a Fully Developed Honors Program

Generated by the National Collegiate Honors Council*

"Although no single or definitive honors program model can or should be superimposed on all types of institutions, the National Collegiate Honors Council has identified a number of best practices that are common to successful and fully developed honors programs.

1. "The honors program offers carefully designed educational experiences that meet the needs and abilities of the undergraduate students it serves. A clearly articulated set of admission criteria (e.g., GPA, SAT score, a written essay, satisfactory progress, etc.) identifies the targeted student population served by the honors program. The program clearly specifies the requirements needed for retention and satisfactory completion.

2. "The program has a clear mandate from the institution's administration in the form of a mission statement or charter

document that includes the objectives and responsibilities of honors and defines the place of honors in the administrative and academic structure of the institution. The statement ensures the permanence and stability of honors by guaranteeing that adequate infrastructure resources, including an appropriate budget as well as appropriate faculty, staff, and administrative support when necessary, are allocated to honors so that the program avoids dependence on the good will and energy of particular faculty members or administrators for survival. In other words, the program is fully institutionalized (like comparable units on campus) so that it can build a lasting tradition of excellence.

3. "The honors director reports to the chief academic officer of the institution.

4. "The honors curriculum, established in harmony with



Diversifying Honors Enrollment

Another challenge is finding ways to diversify the Honors learning community. It is difficult to accommodate majors with few electives, such as business, nursing, and engineering. Because Honors curricula seem to be the last bastion of traditional liberal-arts education, enrolling a diversity of majors proves a daunting task, often necessitating program complexity and consequently heavier administrative investment. Achieving ethnic and socio-economic diversity is a significant challenge for many Honors programs.

One of the most significant and long-lasting benefits of an Honors program is the relationships that grow out of the seminars, service work, off-campus excursions, student-student relationships, student-professor relationships, and professor-professor relationships. Discipline-specific clubs and departmental honor societies offer students opportunities to identify with and learn from other students *within their major*. Honors programs, however, provide students with opportunities to compare worldviews and meth-

the mission statement, meets the needs of the students in the program and features special courses, seminars, colloquia, experiential learning opportunities, undergraduate research opportunities, or other independent-study options.

5. "The program requirements constitute a substantial portion of the participants' undergraduate work, typically 20% to 25% of the total course work and certainly no less than 15%.

6. "The curriculum of the program is designed so that honors requirements can, when appropriate, also satisfy general education requirements, major or disciplinary requirements, and preprofessional or professional training requirements.

7. "The program provides a locus of visible and highly reputed standards and models of excellence for students and faculty across the campus.

8. "The criteria for selection of honors faculty include exceptional teaching skills, the ability to provide intellectual leadership and mentoring for able students, and support for the mission of honors education.

9. "The program is located in suitable, preferably prominent, quarters on campus that provide both access for the students and a focal point for honors activity. Those accommodations include space for honors administrative, faculty, and support staff functions as appropriate. They may include space for an honors lounge, library, reading rooms, and computer facilities. If the honors program has a significant residential component, the honors housing and residential life functions are designed to meet the academic and social needs of honors students.

10. "The program has a standing committee or council of faculty members that works with the director or other administrative officer and is involved in honors curriculum, governance, policy, development, and evaluation deliberations. The composition of that group represents the colleges and/or departments served by the program and also elicits support for the program from across the campus.

11. "Honors students are assured a voice in the governance and direction of the honors program. This can be achieved



Honors programs include many cultural enrichment activities. Students from Southwestern Adventist University and Union College joined together in February 2009 to visit an exhibit of artifacts related to King Tutankhamun in Dallas, Texas.

odologies with students of *other* disciplines, often in circumstances conducive to memorable conversations (in my case, most recently in a filled-to-capacity minivan on a nine-hour return trip from an Honors conference). These discussions, sometimes structured, sometimes not, often form the richest experiences students take away from their programs.

Benefits of the Senior Honors Project

One of the most productive relationship-building experiences for Honors students is the senior project. When asked about the most meaningful part of their college education, graduating Honors students frequently mention the opportunity to work one-on-one with a faculty supervisor while re-

searching and completing a senior project. The sustained cooperation between student and professor is mutually rewarding.

Adventist higher education has invested considerable resources in its efforts to aid low-achieving students; we very likely invest, per capita, much fewer resources in our most accomplished and adventurous students. As we train the next generation of leaders, both for our denomination and to become the salt and light in their communities, we need to thoughtfully consider what we owe our intellectually superior students and how we can best enrich their undergraduate educations. ✍



Mark Peach, Ph.D., is Director of the Southern Scholars Honors Program at Southern Adventist University in Collegedale, Tennessee.

through a student committee that conducts its business with as much autonomy as possible but works in collaboration with the administration and faculty to maintain excellence in the program. Honors students are included in governance, serving on the advisory/policy committee as well as constituting the group that governs the student association.

12. "Honors students receive honors-related academic advising from qualified faculty and/or staff.

13. "The program serves as a laboratory within which faculty feel welcome to experiment with new subjects, approaches, and pedagogies. When proven successful, such efforts in curriculum and pedagogical development can serve as prototypes for initiatives that can become institutionalized across the campus.

14. "The program engages in continuous assessment and evaluation and is open to the need for change in order to maintain its distinctive position of offering exceptional and enhanced educational opportunities to honors students.

15. "The program emphasizes active learning and partici-

patory education by offering opportunities for students to participate in regional and national conferences, Honors Semesters, international programs, community service, internships, undergraduate research, and other types of experiential education.

16. "When appropriate, two-year and four-year programs have articulation agreements by which honors graduates from two-year programs who meet previously agreed-upon requirements are accepted into four-year honors programs.

17. "The program provides priority enrollment for active honors students in recognition of scheduling difficulties caused by the need to satisfy both honors and major program(s) requirements."

*Approved by the NCHC Executive Committee on March 4, 1994; amended by the NCHC Board of Directors on November 23, 2007; further amended by the NCHC Board of Directors on February 19, 2010: <http://www.nchchonors.org/basichonorsprogramcharacteristics.shtml>. Reproduced by permission.



CHALLENGES FACING HONORS EDUCATION

Because they are part of a larger entity (college or university), Honors programs face many of the same problems as their sponsoring institutions: recruitment, retention, scheduling, and funding. However, Honors programs also face additional problems of definition and philosophy—what such programs are about, what benefits might convey to the student from being in an Honors program, and possible misperceptions of what Honors programs involve based on Advanced Placement classes in secondary school. Because I know it best, I will draw many of my examples from the program at Southwestern Adventist University in Keene, Texas, but other North American Division Honors directors have contributed some input to this article as well.

Recruitment

One of the challenges we continue to face is negative perceptions of Honors programs. Students coming from academy or high school Honors programs and those who have taken Advanced Placement courses often believe that an Honors program is simply more *work*—more reading, more writing, larger projects. As we recruit, we try to counter that idea by explaining the philosophy of the Honors program and its curriculum. In brief, we tell them that the Honors program is not more work, but *different* work. We try to reinforce this idea each time that we develop new Honors classes and seminars or as new professors are invited to teach existing classes.

Retention

Evidence collected over a period of years suggests that the national retention rate of Honors programs is lower than schools would prefer. A 1967 study reported in the *Journal of Higher Education* found only a 50 percent retention rate.¹ According to a more recent study conducted by John Cosgrove and published in the *Journal of the National Collegiate Honors Council*, “results show that three out of every four students who begin honors programs fail to complete them.”² It would be interesting to see if Adventist Honors programs reflect this national rate. In the short time I’ve been Honors director at Southwestern, I’ve seen a retention rate of approximately 40 percent. Scholarships and more active advising do help retain more students in the program. It is still a struggle, however, to get students through the final projects of Honors thesis and thesis presentation. In some cases, students find the curriculum harder than they anticipated or are pulled away by competing programs and activities. Inevitably, some students are unable to maintain the required grade-point average.

Scheduling

Because Honors classes and sections are not always part of the established curriculum, and many of the courses are team-taught, scheduling will always be a challenge. Here at Southwestern, we have tried to schedule Honors classes in fairly protected time slots, often evenings before labs or during lunch hours. To avoid conflicts with required courses,

BY ANDREW WOOLLEY



International travel opportunities for Honors students often include visits to far-flung locations such as this visit to Guangzhou, China, by Union College students. Such trips enrich the lives of the students and give them invaluable experience with global issues.

other universities use block schedules, often in the late afternoon or evening, or schedule Honors classes in time slots when multi-sectional classes are offered. Especially in small institutions, faculty are generally assigned full teaching schedules within their own departments, making it difficult to find people with flexible course loads or open hours. Of course, having a supportive and active chief academic officer who believes in the Honors program and is willing to adjust academic assignments and funding is a great advantage.

Funding

When academic budgets are tightened, funding for Honors is curtailed as well. Particularly hard hit are funds for travel, conventions, social events, and additional salaries. Funding for international travel has always been a challenge.

Definition

Adventist education follows the trend elsewhere: Students want to graduate with training for a specific career, or at least with the necessary prerequisites for graduate or professional training. According to John McDowell (director of the Honors program at Pacific Union College in Angwin, California), the problem is “convincing students who are often career focused that an education that involves the play of ideas for its own sake is valuable.” Trying to explain the benefits of an Honors program can be difficult—some benefits are tangible if there’s a scholarship involved; and recognition at graduation, social camaraderie, travel, and social events are good arguments. Telling students that Honors program participation contributes to acceptance into professional schools sounds good, but it is not always easy to demonstrate. I believe a true interdisciplinary

Honors program cultivates the mind and refines judgment. However, I'm the first to admit that the value of becoming a broadly educated human being is a tough sell these days.

Philosophy

Often one advantage of Honors program classes is their interdisciplinary structure, giving the student multiple viewpoints on academic subjects. Yet, as mentioned earlier, scheduling and commitment of faculty members, all of whom have busy schedules, are problems. As Mark Peach (director of the Southern Scholars Honors Program at Southern Adventist University in Collegedale, Tennessee) says, "I feel my greatest challenge is restoring team-taught courses to their earlier status, taught by two professors in the same classroom each class period."

Despite past collaboration, certain departments' working relationships may have fallen apart for a variety of reasons. Peach continues, "These courses are still cross-listed, but lack the vital component of being team-taught. They are also not exclusively Honors courses, of which we have very few."

To gain membership in the National Collegiate Honors Council, for instance, an institution must have a certain percentage of courses that are designated as exclusively Honors classes. The problem with exclusive Honors classes is that they are often difficult to design and even harder to execute. True Honors classes must be designed with different content, approach, and philosophy from other classes. They must inten-

tionally raise questions and broaden students' horizons, engaging and inspiring them to become questioners who recognize the limits of their own understanding and seek to broaden their horizons.

And this is where Honors programs demonstrate their purpose, especially in Adventist institutions of higher learning: engaging gifted students in the life of the mind while training them for a life of Christian service. 



Andrew Woolley, Ph.D., is Director of the Honors Program at Southwestern Adventist University in Keene, Texas.

REFERENCES

1. Robert Evans, "The Honors Approach," *Journal of Higher Education* 38:4 (April 1967):215-218: <http://www.jstor.org/stable/1979046>. Retrieved February 2, 2011.
2. John Cosgrove, "The Impact of Honors Programs on Undergraduate Academic Performance, Retention, and Graduation," *Journal of the National Collegiate Honors Council* (Fall/Winter 2004): http://findarticles.com/p/articles/mi_6947/is_2_5/ai_n28246632/?tag=content;col1. Retrieved January 24, 2011.

THE WORLD IS OUR CAMPUS



The **Digital Learning Program** at La Sierra University lets you earn your master's degree or teaching credential anywhere, any time. It's fully online, so you can go to class in your slippers, from anywhere in the world. Call or click today to get started!

Degrees

MA in Curriculum & Instruction
MA Educational Technology
MA TESOL emphasis
MAT (Elementary & Secondary)

Certificates

Educational Technology

Endorsements

NAD Educational Technology

www.lasierra.edu/dlp | 951.785.2266 | ed_online@lasierra.edu



La Sierra
UNIVERSITY



SERVICE LEARNING: AN HONOR(S)ABLE ENDEAVOR

In early November 1993, Ernest J. Bursey, a professor of New Testament studies at Walla Walla College in College Place, Washington, delivered the school's inaugural Distinguished Faculty Lecture, "Praxis in Higher Education: What a Little Adventist College Can Do." It was a manifesto for Adventist higher education to become involved systematically in service learning. It tied together a reference to service in the college's mission statement with its long-term commitment to service, which included a "Gateway to Service" installed by the class of 1918.

Bursey noted, however, that while institutions pay lip service to the idea, students are pretty much left to themselves to figure out how to incorporate service into their education. Bursey clearly thought Adventist colleges and universities could do better. Service learning, he pointed out, "occurs when we give something

of value and learn from those we help. It involves supervised and interactive reflection along with the activity. According to the Commission on National and Community Service, service learning is 'a method under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and the community.' However, it is more than a method." Bursey pointed out that service learning is a way of life, an enterprise dedicated to becoming a permanent addition to a college graduate's view of the world.

Furthermore, if service is to be a legitimate part of higher education, it must be accompanied by reflection and analysis—in other words, it must be service *learning*. "It is intellectually dishonest to grant academic credit to students for simply spending a certain number of hours in community service," Bursey said that night in

1993 and also in a subsequent article for Adventist educators. "If thinking is not enough, neither is doing." The type of service that results in academic credit, he maintained, required examination. "We must insist that the concrete experiences be balanced by analysis, reflection, and wider reading. It is not enough to have a warm feeling about those who show up at the soup kitchen. We need to understand what brings people there, and we also ought to ask what can be done about making the soup kitchen obsolete." Bursey called for a denominational summit conference on service.¹

Various initiatives have resulted from Bursey's lecture and article, but Seventh-day Adventist higher education has yet to live up to the potential that he envisioned. While Adventist education has created a broad and admirable record in community service, it has been much slower to

BY TERRIE DOPP AAMODT



Walla Walla University's Gateway to Service was donated by the Class of 1918. Before the institution outgrew its original church building, graduating seniors marched through the gateway after commencement. The gateway is also the inspiration for the university's radio station's call letters, KGTS.

adopt service learning as defined by Professor Bursey and many other writers. Some Adventist campuses still lag behind most secular and other private colleges and universities in their provision of service-learning courses and experiences for their students.

Bursey pointed out that in 1993, Rutgers University offered an array of service-learning courses that were highly recommended for its students but mandatory for participants in its Honors program. He saw Adventist Honors programs as an ideal place to launch service-learning programs that would eventually apply to the entire institution.

How successfully have Honors programs at North American Adventist higher education institutions incorpo-

rated service learning into their curricula?² Some programs require community service, while others have created specific service-learning components. Some of the requirements connect to a larger institutional service-learning plan, and a few serve as potential models for what entire Seventh-day Adventist campuses can do. Several Honors programs are presently developing service-learning requirements.

Schools With Community-Service Requirements

Several Honors programs at Adventist higher education institutions have incorporated community service into their Honors requirements.

Andrews University

Honors students at Andrews University are required to log 12 hours of community service per year of residency at the school. This practice, according to L. Monique Pittman, associate professor of English and director of the university Honors program, “builds on a long tradition of service established by Dr. Merlene Ogden many years ago; she formed the program with an understanding that significant academic talents create an obligation and responsibility to put those skills into action for the benefit of others.”

Andrews students actively volunteer to serve with various groups both on campus and in the surrounding communities; many volunteer at the Harbor of Hope ministry in Benton Harbor,

Michigan (an underserved urban area near Berrien Springs) every Sabbath afternoon; some volunteer for Habitat for Humanity (also in Benton Harbor); others work at veterinary clinics and animal shelters or at a juvenile justice facility; many serve as volunteer officers and coordinators of university clubs and organizations as well.

Each year, in addition to the individual service projects, the Honors Officers, a group of student volunteers, coordinate an Honors program service project. This typically takes the form of a Christmas toy drive, but it has also included the collection of items for a non-denominational charitable organization that serves the homeless in nearby South Bend, Indiana.

Union College

Students enrolled in the Honors program at Union College in Lincoln, Nebraska (Union Scholars), are required to participate in three service projects each year. The Union Scholars office plans four service projects each school year. Scholars choose at least two projects and have the option of designing an individual project for the third requirement.

Some Honors programs on Adventist campuses have integrated service-learning components into their course requirements. In addition to participating in community-service activities, students complete scholastic requirements that connect to community activities, in the form of mentored service project design, research on the population being served, or other academic learning components.

Schools Where Honors Students Participate in Service-Learning Programs

Some campuses have implemented or are designing campus-wide service-learning programs.

Atlantic Union College

Atlantic Union College (South Lancaster, Massachusetts) has made a strong institutional commitment to



Andrews University Honors students landscape a Habitat for Humanity home nearing completion.

service learning. Many of its required core courses include service-learning components. According to Timothy D. Trott, professor of biology and Honors Core director, the program has also made changes reflective of the institution's new direction and emphasis. Instead of following the previous practice of requiring a set number of community-service hours, the current program focuses on building service-learning opportunities into the Honors program as curricular requirements of each course. This practice enables program administrators to document and track the participation of each student (both in the Honors and non-Honors Core programs) and to utilize similar assessment tools for all students.

La Sierra University

The Honors program at La Sierra University (LSU) in Riverside, California, uses the classroom to connect students with service opportunities. Honors students there are part of an institution-wide service learning emphasis. "For years, service learning has been an integral part of the ethos of La Sierra University," says Douglas R. Clark, current professor of biblical

studies and archaeology and Honors program director, a fact that Bursey noted in his 1993 lecture.

Embedded in the academic policies and practices of the university as well as its motto ("To seek, to know, and to serve"), service learning is required of all students. Its role at the university can be seen in the general-education requirements (recognized nationally with its inclusion on the Honor Roll with Distinction for the 2007 President's Higher Education Community Service Honor Roll), the internationally award-winning S.I.F.E. (Students in Free Enterprise) team in the School of Business, and the enhanced requirements in the Honors program.

The university's mission statement on service, deriving from its motto, reads: "to serve others, contributing to the good of our local and global communities." This has been adapted and expanded in the Honors program mission statement: "Serving: Students are encouraged to engage in their communities (civic, professional, religious, cultural, and global) to transform and build them with integrity, courage,



Above: A Union College Honors student assists a child with a Vacation Bible School project in Sabah, Malaysia.

Right: Washington Adventist University Honors program seal.

openness, and compassion.”

Thus, for the Honors program, “service learning” has been enlarged both conceptually and in practice to focus on “changing communities.” LSU’s Honors program emphasizes service as a major component of lifelong learning and the development of social and ethical responsibility, making it central to what it means to live intelligently, wholistically, intentionally other-oriented.

As part of the required curriculum, service to the community (local and global) finds its central focus in two classes: Changing Communities (5 quarter units) and Community Involvement Project (3 quarter units). Changing Communities examines how neighborhoods change over time, and

how individuals and groups can transform communities. It includes social and historical context for community change, political and philosophical understandings of community, and connections with religion.

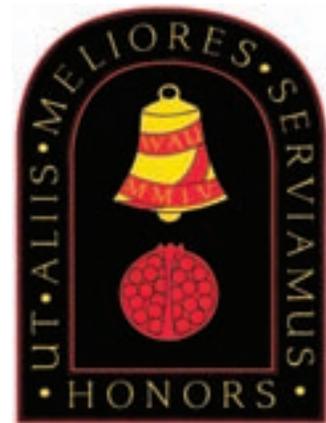
Students work in small groups with local agencies for several months to prepare an Honors Community Involvement Project. After implementation, they analyze its success and summarize in writing the ways their involvement has changed themselves and the community, and report their findings in a major public presentation.

Because of the variety and quality of La Sierra University’s service-learning projects, both within and beyond the

Honors program, the university was recognized by inclusion in the President’s Higher Education Community Service Honor Roll in 2007-2009, including a notation of “with Distinction” for the 2007-2008 school year. In 2008, LSU was also awarded the Carnegie Foundation’s Community Engagement Classification for Curricular Engagement.

Washington Adventist University

Although Washington Adventist University in Takoma Park, Maryland (WAU), has gone through a recent name change (from Columbia Union College), it continues to foster its long-standing identity as “The Gateway to Service,” an emphasis it shares with Walla Walla University. In fact, the WAU campus commons has an actual arched “gateway” that first-year students walk under as they enter college, and which seniors march back through as they head toward the graduation ceremony. “The Honors program at WAU is designed in concert with the



school’s goals by focusing on a wholistic balance of academic excellence and service learning,” says Bradford Haas, assistant professor of English and Honors program director.

The WAU Honors program seal illustrates these principles: Its arch mirrors the gateway logo of the university and includes a Latin inscription that may be translated, “so that others are better served.” Inside the arch is a bell (representing the spiritual as well as creativity) above a pomegranate (symbolizing both the mundane and unified diversity, with many seeds combining

to make one fruit). The seal suggests that the goal of the entire Honors program is to better the self in order to serve others.

In keeping with the wholistic worldview of the WAU Honors program, its leadership and service components are included in the official curriculum, but students are given the opportunity to select activities and self-report them in portfolios. It has been evident from the start of the program that students interested in Honors tend to already be engaged in leadership and service activities, and the system thus enables the school to recognize their work within a formalized curriculum.

Because WAU relies on the involvement of its students, it makes a number of official paid positions available, including leadership roles in the Student Association and in Honors. Students assist with youth activities and tutoring at nearby schools and churches. Some have taken internships on Capitol Hill or at the nearby church headquarters. In the past, some students obtained emergency-response training and traveled to parts of the southern United States to help with hurricane relief. Because of the school's proximity to the nation's capital, a number of WAU students have also become involved in political activism, working to promote awareness of issues such as religious liberty, human rights, and the environment.

It is clear that many students entering the WAU Honors program are goal-oriented and driven, and some fixate on the "requirements" of the program. Honors organizers are seeking to structure the program's co-curricular elements to help students comprehend that the synthesis of learning and serving supercedes course requirements and transcripts and must become a way of life.

Walla Walla University

How completely has Walla Walla University (WU) implemented the manifesto for service learning that Ernest Bursey delivered there nearly two decades ago? In contrast to several other institutions, the original home of

Bursey's lecture has not created a highly developed service-learning structure, and the WU program constitutes a work in progress. While certain courses feature service-learning components, the concept is not at present formally integrated into the institution's general-studies program. As part of the university's curriculum review, which is currently underway, WU's Honors General Studies Committee is developing an integrated service-learning component to incorporate into its core courses. The committee intends to place the Honors General Studies Program at the forefront of mentored service-learning opportunities for undergraduates, thereby encouraging them to embrace an ethic of lifelong service within their profession and their communities.

Freshman required reading and retreat activities provide a foundation for an ethic of service learning at WU; components under construction include building service learning into Honors core courses and providing Honors elective credit for mentored service-learning endeavors around the world. These one-quarter to one-year service-learning opportunities will include a significant research component.

A voluntary component has already been built into the program and will continue as formal course requirements are added. Prospective enrollees hear about the centrality of service when they apply to the Honors program. Those who are accepted receive an invitation to a freshman Honors retreat at the beginning of the school year, along with a copy of a book and a list of discussion questions. In 2009, Honors freshmen read Greg Mortenson's *Three Cups of Tea*; the 2010 group read Margaret Trost's *On That Day Everybody Ate: One Woman's Story of Hope and Possibility in Haiti*.

At the end of the freshman orientation, the new Honors class meets for a time of spiritual refreshment and a discussion of the connection between the book and service opportunities in the community. Each incoming Honors class is invited to create a service project connected to the students' interests and group outlook.

Conclusion

Obtaining an Honors education is both an inestimable privilege and a humbling opportunity to connect academia with the challenges of the larger world. Honors educators recognize that their programs can be potent laboratories for educational innovation. The potential to inspire an entire campus toward adopting mentored service learning is waiting to be tapped.

Service learning deserves all the attention it gets—and more. Professor Bursey's call for an Adventist service-learning summit has too long gone unheeded. Technology has made such a gathering economically feasible. The North American Division colleges and universities should collaborate to schedule such a conference in the very near future. ✍



Terrie Dopp Aamodt, Ph.D., is Professor of History and Honors General Studies Program Chair at Walla Walla University in College Place, Washington.

NOTES AND REFERENCES

1. Ernest J. Bursey, "Service Learning in Adventist Colleges," *The Journal of Adventist Education* 58:4 (April/May 1996):18, 19. Adventist educators have continued to stay abreast of developments in service learning; see the recent overview provided by Gary Hopkins, et al., "Service Learning and Community Service—An Essential Part of True Education," *The Journal of Adventist Education* 71:4:20-25, as well as other articles in the April/May 2009 theme issue on Service Learning (to access the articles in this issue, go to <http://jae.adventist.org/jae.php?index=issue&language=en>, and click on Vol. 71, Issue 4, 2009).

2. A recent survey of Honors program directors at North American Division colleges and universities revealed that most of the schools incorporate service or service-learning requirements in their curricula, or are actively developing requirements. This article includes a description of the Honors programs with active service-learning components.

MASTER'S DEGREE IN EDUCATION

Learn to Make the Great Outdoors a Classroom

A master's degree from Southern Adventist University prepares educators for success.

Need an upgrade?

A graduate degree increases your marketability and positions you for advancement.

On a schedule?

- On-campus intensives are offered in the summer and winter, and are designed to accommodate teachers' schedules.
- Many classes are available online or a combination of on-campus and online.

Call or visit online to find out how you can get started.

Master of Science in Education

- Literacy Education
- Outdoor Education
- Instructional Leadership in Administration, Inclusion, and Secondary Content Areas



1.800.SOUTHERN • southern.edu/graduatestudies



Online Degrees in Curriculum & Instruction

Andrews University's teacher preparation program has been ranked the best in Michigan for three years. Now, that same quality experience and faculty are available in our online degrees. The online Curriculum and Instruction degrees feature regional study groups geared to connect you with area colleagues, a fully accredited curriculum and the global perspective unique to Andrews University.

Programs available:

Master of Arts (MA)
Education Specialist (EdS)
Doctor of Education (EdD)
Doctor of Philosophy (PhD)



To learn more about these and other programs, visit www.andrews.edu/sed, email ci@andrews.edu or call 269-471-6674.





STUDENT RESPONSES TO ADVENTIST HONORS EDUCATION

While intellectual stimulation and academic accomplishment are often seen as the chief benefits of Honors education, Adventist students writing about their Honors experience also describe the spiritual and social benefits of these programs. The integration of these three aspects may well be one of the outstanding aspects of the Adventist Honors experience.

The integrative aspect of an Adventist Honors education became evident when current and former students were invited in the fall of 2009 to write short descriptions of their Honors education. Twenty-one students responded from five Adventist campuses. In writing this article, I have used their words to suggest how an Honors education enriches students academically, spiritually, and socially.

Intellectual Benefits

When students described their perception of the intellectual aspect of Honors, they often focused on how the courses they took enabled them to explore new ideas. For example, Beth Johnston, who graduated from the Honors program at Pacific Union College (Angwin, California) in 2001, is currently a surgical resident at the University of Nebraska Medical Center. She wrote, "My Honors education experience broadened my perspective on the world in a way that general education would never have done for me. I spent half of the time in college in a general-education model and half of my

time in an Honors model, so I am sure of this. The Honors experience enabled me to debate larger ideas and thoughts from original sources in a small-group environment, which was ideal for me. My mind was engaged in constant learning without the pressure of constant competition as occurred in most of the pre-med classes I took."

Other students reported that their Honors education gave them a thirst for learning that continued after graduation. One student reported how the fact that "the rest of the students in the classes had just as much drive and interest in learning as I did made the whole experience exciting, challenging and enjoyable." Another student said that the program gave him an appreciation for the aesthetic, since he "did not like the arts" until he enrolled in the Honors program at Pacific Union College.

The intellectual stimulation has paid off for many Honors graduates; for example, Andrew Howe described how his time spent in the Honors program at La Sierra University (Riverside, California) was critical to his development as a conscientious contributor to the various communities with which he interacts. He says, "The courses I took and the professors I took them from encouraged a broader worldview, one that took into account the importance of difference in social and cultural contexts. I also learned a depth of analysis that greatly enhanced my graduate studies after leaving La Sierra University. The professors encouraged me to travel, pushed me to broaden my mind, and supported my endeavor-

BY EDWARD ALLEN

ors. A decade later, I was fortunate enough to return to La Sierra as a member of the faculty and have enjoyed participating in the Honors program in a different capacity.”

Spiritual Impact

Many of the students who wrote about their Honors experience spoke of its spiritual impact on them. Kristin Denslow, who graduated from Andrews University (Berrien Springs, Michigan) in 2006 and is currently working toward a Ph.D. in English at the University of Florida, credits the Honors program with inspiring her to pursue graduate studies in English. She wrote that one of the highlights of her Honors experience was learning the value of connecting her academic life with her spiritual life. She writes, “I had daily models of incredible scholars who derived great joy from the practice of integrating these two worlds. The examples of these professors continue to inspire me to think about the ongoing relationship of my spiritual life and my academic life.”

Another student wrote that the significant spiritual component of her Honors education came as a surprise. She described how she had grown up with a constant, though by no means rigorous, religious faith. She noted that she could have taken many spiritual roads during her college years. However, she said, “Rather than fading in my spiritual faith, I have increased in zeal, curiosity, and gratitude for my relationship with God and community. This growth is more attributable to the Honors program at Pacific Union College and its faculty than any other single factor in my experience at the college.”

Social Aspects

The third component that students spoke about was the social aspect. Sean Metherell, who recently completed his J.D. at the University of Pennsylvania, lauded the Honors program at Pacific Union College for its contributions to his personal and intellectual development. Affirming that his sentiments toward the program are shared by a number of Honors classmates, he



Above: Washington Adventist University faculty lay hands in blessing on graduating WAU Honors students during the 2009 Senior Dedication service.

Inset: Incoming freshman Honors students at Southern Adventist University participate in the Honors orientation ropes course at the school's outdoor education center.

A Personal Testimonial

"I graduated from Andrews [University] in May 2006. While I was at Andrews, I was part of the John Nevins Andrews Honors Program. While I appreciated numerous features of the program, there are two that really stand out to me. The first is the Italian study tour I participated in during the spring break of 2003. It was an amazing experience to be immersed in another culture for a little over a week. Under the direction of Dr. [Malcolm] Russell, we traveled from Milan to Venice to Rome to Florence. We visited various museums, churches, and historical sites, like the Coliseum, and we were even able to attend several concerts while there. As a young, impressionable freshman, I felt so blessed by this opportunity that participating in the Honors program provided me. Moreover, while on this trip, I was able to connect with individuals that I did not know as well before, thereby making friendships that provided me with a strong community throughout college.

"The second feature of the Honors program that I felt made the most impact for me was the whole process of creating a senior Honors thesis. The proposal process taught me to be confident in front of a committee evaluating both me and my ideas, a skill that has proved invaluable in graduate school as I pursue a doctoral degree at Northwestern University. The poster presentation allowed me to develop the skill of explaining my arguments to an interdisciplinary group, which I am still doing to this day as I apply for doctoral fellowships.

"Finally, composing the thesis itself taught me the difficulty of creating an articulate, sophisticated, interesting argument that intervenes in one's critical discourse, yet at the same time it taught me the distinct pleasure that comes from stretching and strengthening one's intellectual muscles. In fact, that thesis was my graduate school writing sample and was partially responsible for my acceptance at Northwestern, as was the independent study the Honors program allowed me to take which let me assist the current director, Dr. [L. Monique] Pittman, in teaching her Honors Literature and the Arts course. Thus, I can honestly say that I would not be where I am today, especially in my career, if it were not for the Honors program at Andrews. Its role in my education and personal development has been invaluable" (Vanessa Corredera, Ph.D. candidate, English Department, Northwestern University, Evanston, Illinois).

wrote, "You have no idea how many times the phrase, 'I miss Honors' has come up in our conversations." Another student at Pacific Union College discussed the importance of acceptance by fellow students and teachers, which she said she had never felt in high school. She reported great joy at being able to sit down and "rip a topic apart" without having to define herself as "the nerd."

Mike Tyler, a 2008 graduate of La Sierra University (Riverside, California), said that the greatest value of the university's Honors program was the community of great thinkers it established. He wrote: "Having a diverse group of students who were dedicated to being the best they could be was an irreplaceable life experience. From the beginning, the Honors Program instilled in us more than an academic drive—a compassion for the world. I can think of no better example in my academic career, perhaps in my life, of encouraging Christlike behavior.

Our professors treated us as adults, and in return, we were expected to contribute as adults. The Honors Program established lasting friendships and values, and was an important part of the process of growing up."

Kristin Denslow described how the Andrews University Honors program helped her connect socially with her colleagues. She tells how beach vespers, outings to plays, and community service activities enabled her to make many long-term friends. She wrote: "We learned to work together, to have fun together, and to support each other. I am eternally thankful for these opportunities and these friendships."

Varied Opportunities

On a different note, Joel Kurtz, a student at Southern Adventist University (Collegedale, Tennessee), wrote that he chose to participate in the Southern Scholars program because he

wanted an opportunity to take classes outside his majors. Southern Scholars allowed him to pursue his diverse interests in physics, caving, ancient literature, woodworking, and international relations. He said, "As a direct result of these experiences, I obtained a job in the Physics Department, I gained new friends, I learned how to rig a high line over a waterfall, I was challenged to formulate my personal ethical philosophy, and I also got to make a sweet set of turned wooden rolling pins."

The academic, spiritual, and social aspects of Adventist Honors education are like the three primary colors in a rainbow (red, yellow, and blue). Just as a person might prefer one of the primary colors or a gradient between the colors, an Honors student might prefer the academic, the spiritual, or the social aspects of

Honors or a combination thereof. A student eager for intellectual stimulation, spiritual nourishment, and a great group of friends will flourish in an Adventist Honors education. ✍



Edward Allen, D.Min., Ph.D., is Director of the Union Scholars Honors Program at Union College in Lincoln, Nebraska.

Guest Editorial continued from page 3

It is also the goal of the coordinator, authors, and editor that this issue of the JOURNAL can be used to reach out to students in high school and college, and their parents, who are seeking an education from teachers touching eternity—students who are highly motivated to work hard, think critically, process synthetically, avoid shallowness, live wholistically, engage in civil discourse, serve others, and worship with integrity and enthusiasm. An additional goal is to explore the current state of Honors education in the North American Division in an effort to raise awareness about the needs of the church's gifted young people, to nudge church leadership toward a more profound commitment to provide a sustainable system of support for academic excellence and exploration, to attract students committed to high achievement, and to touch eternity through these fine students.

Douglas R. Clark, Ph.D., is Director of the Honors program at La Sierra University in Riverside, California, and Coordinator for

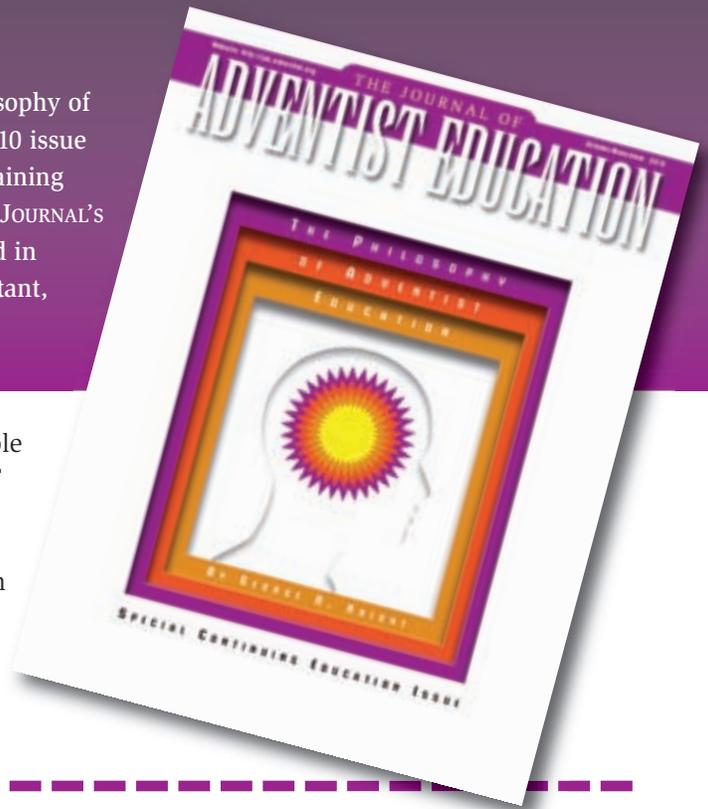
this special issue of the JOURNAL. The editorial staff wish to express their heartfelt appreciation for the many hours Dr. Clark devoted to defining topics and contacting potential authors, soliciting and assembling factual information about the various Honors programs, helping the editor obtain peer reviewers and review their recommendations; and throughout the entire planning and production process, cheerfully and promptly answering a myriad of questions and offering helpful advice.

Acknowledgements—I wish to acknowledge in the writing, editing, and producing of this special issue of THE JOURNAL OF ADVENTIST EDUCATION the marvelous and manifold contributions of the authors (as listed); the directors of Honors programs throughout the North American Division of Seventh-day Adventists; peer reviewers working behind the scenes; Beverly Robinson-Rumble, editor of the JOURNAL; and Debra Marovitch, secretary in the Honors office at La Sierra University who, with student helpers, collected much of the tabular data that appear in various places throughout the issue.—D.R.C.

An advertisement for the 'circle' website. On the left, a blue vertical banner contains the 'circle' logo (a stylized figure on a circle) and the text 'Join the circle to find curricula for Adventist early childhood education'. Below this is a dark brown bar with the website URL 'circle.adventist.org' and the tagline 'linking Christian educators anytime anywhere'. On the right, a photograph shows a woman in a white outfit running happily in a grassy field with two young boys in green shirts, holding hands and running alongside her under a clear blue sky.

Be Sure to Order Copies of the Philosophy of Adventist Education Issue for In-Service Education/Seminars!

In addition to their use for continuing education credit, the Philosophy of Adventist Education study materials in the October/November 2010 issue are an excellent resource for teacher conferences, school board training sessions, and small group study. The articles are available on the JOURNAL'S Website (<http://jae.adventist.org>), and the issue can be purchased in bulk at a discounted price by contacting the JOURNAL'S office assistant, Chandra Goff, at (301) 680-5069. E-mail: goffc@gc.adventist.org.



Richard Rice's two-part continuing education articles on "Bible Doctrines" have been recently updated and are available in PDF format for easy download at the JOURNAL'S Website: <http://jae.adventist.org/>.

Be sure to also check out the list of other Continuing Education materials available at the Website.

To subscribe to THE JOURNAL OF ADVENTIST EDUCATION (or obtain back issues), using a credit card, call the number below. Or fill out and mail the coupon with a check or money order.

Yes! Here's my check or money order. Please send me the following:

One-year subscription (5 issues). \$18.25 U.S. (Add \$3.00 outside the U.S.)

Two-year subscription (10 issues). \$35.00 U.S. until May 31, 2011 (Add \$6.00 outside the U.S.)

Theme issues—please indicate how many copies. Each copy costs \$3.00 (includes shipping and handling in the U.S. Outside the U.S., add \$1.50 for single copies). Contact the JOURNAL office for information on discounts for bulk orders.

- Special 2005-2010 Report on Adventist Education Around the World
- School Boards I
- School Boards II
- School Boards III
- Nature
- Higher Education
- Service Learning
- Fine Arts
- Religion
- English as a Second Language
- Writing

- Mathematics
- Science
- Reading
- Early Childhood Education
- School Libraries
- Administration and Leadership
- Quality Schools
- CD of ALL articles (English, French, Spanish, and Portuguese) from 2005-2009 in PDF format, plus School Boards Issues—ONLY \$3.00!

Name _____

Address _____

City _____ State/Province _____ Zip _____ Country _____

THE JOURNAL OF
ADVENTIST EDUCATION

12501 Old Columbia Pike
Silver Spring, MD 20904 U.S.A.
Credit card orders (MasterCard and Visa only): (301) 680-5069
<http://jae.adventist.org>

International University Publishers • Editorial Universitaria Iberoamericana
Editorial Universitária Iberoamericana • Éditions Universitaires Internationales



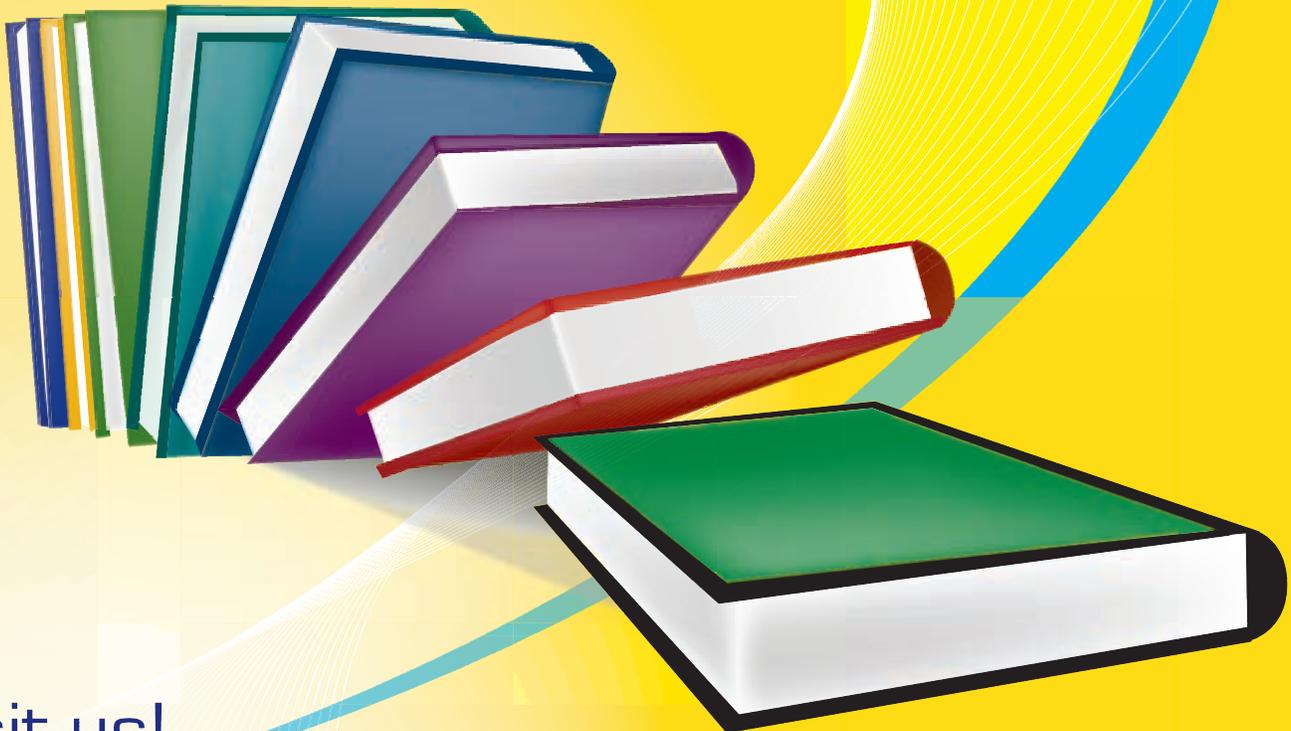
Adventus

From the publisher to your door

Del editor a su puerta

Do editor a sua porta

De l'éditeur à chez vous



visit us!
visítenos!
visite-nos!
visitez-nous

www.adventus21.com

