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#### Regular Courses

Selected regular courses have been designed with options that allow student flexibility in special circumstances. Currently the following courses may be taken through the Office of Instructional Support and Innovation and applied toward an Andrews University degree with permission of the student's adviser.

- EDRE514 Theological Foundation of Family Life Education
- EDFN500 Foundations of Christian Education
- EDFN530 Teaching Ministry of Christ
- EDFN554 History of Education

# TEACHING, LEARNING, & ADMINISTRATION

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#### PROGRAMS OF STUDY

The Department of Teaching, Learning, and Administration offers undergraduate and graduate programs and teacher certification. Programs leading to BS or BA degrees are discussed in the "Undergraduate Teacher Preparation Programs" section. The department offers MA, MAT, EdS, EdD, and PhD degrees in five areas:

- 1) Curriculum and Instruction
- 2) Educational Administration and Supervision
- 3) Reading Education
- 4) Religious Education
- 5) Leadership.

Undergraduate Academic Programs	Credits
BS in Elementary Education (content major or two minors)	
General Science	54 major/36 minor
Language Arts	54 major/36 minor
Social Studies	58 major/36 minor
(See pp. 166, 167 for additional majors and minors)	
BS Secondary Certification	
General Science	68
Social Studies	78
(See p. 167 for other areas of certification)	
Teacher Certification Programs	variable
BS Individual Degree Program of Study	100

## UNDERGRADUATE TEACHER PREPARATION PROGRAMS

Andrews University is approved for teacher education and certification by the North American Division Office of Education of the General Conference of Seventh-day Adventists, the State of Michigan Board of Education, and the National Council for the Accreditation of Teacher Education (NCATE). The teacher preparation programs are designed to qualify students for teacher certification in most other states by reciprocity.

#### Admittance into a Teacher Preparation

**Program.** Students intending to qualify for teacher certification are not automatically admitted to the teacher preparation program by being admitted into the School of Education or taking courses in education. A formal application for admittance into the Teacher Preparation Program must be submitted to the Department of Teaching, Learning, and Administration. This should be done during the sophomore year or during the first quarter of course work for transfer students. The Basic Skills portion of the *Michigan Test for Teacher Certification (MITC)* must be passed before admittance to the Teacher Preparation Program. The only Teacher Preparation course that can be taken without special permission is EDTE215.

#### Special Requirements for School of Education

**Students.** Applicants who do not qualify for regular or provisional admission to the School of Education may apply to the College of Arts and Sciences. After achieving a GPA of 2.50 or over for at least two quarters (minimum 24 credits), the applicant may apply for and be granted a transfer to the School of Education.

**Pre-teacher Preparation Status.** All undergraduate students admitted into the School of Education are in a Pre-Teacher Preparation status until they are formally admitted into the Teacher Preparation program, normally during their sophomore year. Each student must pass the *MITC Basic Skills Exam* and make formal application to the Department of Teaching, Learning, and Administration.

## BS in Elementary Education

The Bachelor of Science in Elementary Education degree is a professional degree with emphasis in the curriculum and methodology of teaching in the elementary school.

To qualify for graduation and certification,

students must complete the following:

- General education core
- Professional education courses
- Planned program minor
- Approved subject content major or two minors

Courses counted toward meeting the requirements for the planned program minor, the professional education courses, the subject content major, minors, area of concentration, or SDA certification requirements must have a grade of C or above. Students are expected to meet all requirements for Seventh-day Adventist and State of Michigan certification before the degree can be granted. Degree candidates who are unable to qualify for either SDA or Michigan certification may petition the dean of the School of Education to be exempted from meeting the requirements for one of the two types of certification.

**GENERAL EDUCATION CORE REQUIREMENTS**

**Philosophy of General Education.** The School of Education attempts to give the prospective teacher the balance, perspective, and understanding of a well-educated person—to free him/her from bias, intolerance, and ignorance about humanity's world environment. Such education should acquaint the student with the basic knowledge and skills necessary for independent and reflective thought so essential for successful living in today's complex world. In order for each student to achieve these goals, the faculty of the School of Education believes that important elements of this broad education can be learned at the secondary-school level and not exclusively in college.

**Religion Credits for Transfer Students.** Students must take one religion course each school year or school-year equivalent. Transfer students must take one course per year of residency or full-time equivalent at Andrews or another Seventh-day Adventist college or university.

**GENERAL EDUCATION REQUIREMENTS FOR ELEMENTARY EDUCATION MAJORS**

**Religion—18**

RELB100, 210, 225 plus an additional Religion course, RELT208, HIST230

**Arts and Humanities—10**

HIST116, IDSC211, ENGL407

**Physical/Natural Science—8**

A. IDSC321, 322

or

B. General Science majors and minors should do this option. Must choose a course from at least two of these areas:

- BIOL111, 112, 113; 155, 156, 157; 204, 205
- CHEM111,112; 121, 122, 123
- PHYS105,106

**Social Science—8**

GEOG110, PLSC104

**Language and Communication—12**

- 1. Written Expression  
ENGL111, 112, 306
- 2. Communication  
COMM104 or COMM450

**Mathematics and Computer Science—12**

- 1. Mathematics  
MATH165, STAT285
- 2. Computer Science  
EDCI475

**Wellness—3**

HLED130 plus personal fitness level or activ-

ity course sophomore through senior years.

**Service—4**

EDTE215 plus field work

**Breadth—7**

EDPC302, EDTE354

**TOTAL Credits—82**

**GENERAL EDUCATION REQUIREMENTS FOR SECONDARY CERTIFICATION**

**Religion—18**

RELB100, 210, 225, RELP400, RELT208, HIST230

**Arts and Humanities—12**

HIST115, 116, IDSC211, ARTH220, ENGL255, MUHL214, PHTO210, IDSC200

**Physical/Natural Science—8**

A. IDSC321, IDSC322

or

B. General Science majors and minors should do this option. Must choose a course from at least two of these areas:

- BIOL111, 112, 113; 155, 156, 157; 204, 205
- CHEM111,112; 121, 122, 123
- PHYS105,106

**Social Science—8**

A. PSYC101, SOCI119, ANTH200, GEOG110, PLSC104, ECON225

B. One of the following courses: BHSC220, 235, IDSC237

**Language and Communication—12-18**

- 1. Written Expression  
ENGL111, 112, 306
- 2. Communication  
COMM104
- 3. Foreign Language (BA only)  
FREN,SPAN241  
FREN,SPAN242

**Mathematics and Computer Science—12**

- 1. Mathematics  
MATH165, STAT285
- 2. Computer Science  
INSY110 or COSC125

**Wellness—3**

HLED130 plus personal fitness level or activity course sophomore through senior years.

**Service—4**

EDTE215 plus field work

**Breadth—7**

EDPC302, EDTE354

**TOTAL Credits—84**

**PROFESSIONAL ELEMENTARY EDUCATION REQUIREMENTS**

The primary aim of professional education is to prepare teachers who are competent, compassionate, and committed. Upon completion of the professional education program, the pre-service teacher should

- 1. understand and appreciate what to teach
- 2. understand how to teach and demonstrate the skills to teach effectively
- 3. demonstrate the skills to create and manage a classroom environment that nurtures learning
- 4. demonstrate the skills to monitor and manage student behavior
- 5. understand a teacher's professional role and demonstrate the disposition to function as a professional educator

**Professional Education Courses**

EDPC302, EDTE215, 354, 465

EDTE457: Language Arts/Reading—4; Science/Health—2; Mathematics—4; Social Studies—2; Religion—2

EDTE491\*, EDTE493, EDTE438 (Multigrade

Experience—2)

*\*Exact number of credits for student teaching is determined by the Department of Teaching, Learning, and Administration.*

**THE PLANNED PROGRAM MINOR**

The planned program minor consists of a group of courses related to teaching in the elementary school. All courses listed must be completed either in the Planned Program minor or in other areas of the degree requirements. The total credits in the planned program must be at least 30 credits. EDCI475, 486, EDPC478, EDTE418, 420, 457 (Art), 457 (PE), 468, 484, ENGL407, GEOG110 or 240, MATH165, MUED458, STAT285.

**CONTENT MAJORS AND MINORS FOR ELEMENTARY EDUCATION**

The Bachelor of Science in Elementary Education program must include one subject content major or two minors selected from the approved list below. When two minors are chosen, they should be chosen from different groups and one should be a starred (\*) subject area.

<u>Subject Areas</u>	<u>Majors</u>	<u>Minors</u>
Group A: Religion		
Religion (for SDA certification only)		30
Group B: Language Arts		
Communication (Speech)		30
Language Arts*	54	36
Reading (K-12)*		32
Group C: Social Studies		
Geography*		30
History*		30
Social Studies*	58	36
Group D: Science/Health, Math		
Biology*	60	30
Chemistry		30
General Science*	54	36
Mathematics*	45	30
Physics		30
Group E: Supporting Areas		
Art		36
Bilingual Education in French or Spanish (added endorsement only)		36
Behavioral Science (fourth minor only)		36
French		30
Music Education	55	37
Physical Education		30
Spanish		30

Students may choose the Bachelor of Arts degree with Elementary Certification. The degree is granted by the College of Arts and Sciences. The requirements for the professional education courses and the planned program minor are the same as for a Bachelor of Science. A subject content major may be chosen from the following: Art, Biology, Communication (Speech), English, French, German, History, Mathematics, Music Education, Physical Education, Religion (for SDA certification only), and Spanish.

The required courses for an approved major or minor in General Science, Language Arts, Reading, and Social Studies are listed below.

All other approved majors and minors are listed and described under the appropriate department in the College of Arts and Sciences section of this bulletin.

**General Science Major—54**

Advising for this major is done by the Department of Teaching, Learning, and Administration.

**Required courses:**

BIOL155, 156, 157 or BIOL204,205 and 111, 330 (If BIOL204,205 are taken, then BIOL111 must also be taken; if BIOL155, 156, 157 are taken, then BIOL111 need NOT be taken.), CHEM111, 112, GEOG240, MATH165, STAT285.  
 Choose 8 credits from  
 COSC125, EDCI475, INSY110.  
 Choose 8 credits from  
 PHYS105, 106, 110.  
 Electives from Science, Mathematics, and/or Computer Science and Information Systems.

**Language Arts Major—54**

Advising for this major is done by the Department of Teaching, Learning, and Administration.

**Required courses:**

COMM280, 450, EDTE418, ENGL234, 250, 267, 270, 285, 407, 454, SPPA321.  
 Choose one course from ENGL385, 386, 387, 408.  
 Choose electives from COMM320, 436, 440, 456, 474, EDPC478, EDTE416, 420, 484, ENGL455, 460, SPPA234  
 Electives from courses above or other literature courses offered in the English Department.

**Social Studies Major—58**

Advising for this major is done by the Department of History and Political Science.

**Required courses:**

ECON225, 226, GEOG110, 260, HIST115, 116, 204, 205, 404, 490, PLSC104, 307.  
 Remaining credits may be chosen from history, political science, geography, and economics.

**General Science Minor—36**

Advising for this minor is done by the Department of Teaching, Learning, and Administration.

**Required courses:**

BIOL330, GEOG240, MATH165, STAT285.  
 Choose 4 credits from COSC125, EDCI475  
 Choose 8 credits from BIOL111, 112, or BIOL155, 156, 157 or BIOL204, 205.  
 Choose 8 credits from CHEM111, 112, PHYS105, 106, 110  
 Electives in departments represented above.

**Language Arts Minor—36**

COMM450, EDTE418, ENGL234, 250, 267, 270 or 285, 407, 454  
 Select remaining courses from COMM280, 436, 474, EDTE416, 420, 469, 484, ENGL460, SPPA234, 321

**Reading K–12 Minor—32**

Meets requirements for a Michigan reading K–12 teaching endorsement.

**Required courses:**

EDTE416, 417, 418, 420, 469 or 470, 484.  
 Choose electives from COMM280, EDTE160, 164, 438, 469 or 470, 499, ENGL407, 408, 460, SPPA234, 321

**Social Studies Minor—36**

Advising for this minor is done by the Department of History and Political Science.

**Required courses:**

HIST204, 205, 404, PLSC104, ECON225, GEOG110 plus one additional course from each of the following areas: political science, geogra-

phy, and economics.

**BS (Individual Program)**

This degree may be planned for students who have career goals and/or special interests in the area of education not requiring K-12 teaching credentials. Two main parts constitute this degree: (1) an appropriate general education component and (2) an interdepartmental area of concentration totaling at least 100 credits, 30 of which must be education course credits. Admittance to the program or transfer from another program must be granted by program faculty before any education courses may be taken.

**Secondary Certification with a BS or a BA Degree**

Students preparing for teaching in secondary schools (grades 7-12) may choose from either the Bachelor of Arts or the Bachelor of Science degree programs. These degrees are granted by the College of Arts and Sciences, School of Business, School of Education, and the College of Technology. To qualify for graduation and certification, students must complete the following:

1. General education core
2. Professional education courses
3. Approved subject content teaching major and minor

The number of credits a student needs to take for courses listed for variable credit (i.e., 3,4) is to be decided by the student's adviser and, if applicable, the department offering the course.

**GENERAL EDUCATION CORE REQUIREMENTS**

The General Education core requirements for the Bachelor of Arts and Bachelor of Science degrees with secondary certification are listed on p. 166. Options to fulfill each requirement are given in detail.

**SECONDARY PROFESSIONAL EDUCATION COURSES**

EDCI486, EDPC302, 478, EDTE215, 354, 417, 459, 465, 468, 492\*, 494

*\*The exact number of credits for student teaching is determined by the Department of Teaching, Learning and Administration.*

**LIST OF CONTENT MAJORS AND MINORS FOR SECONDARY CERTIFICATION**

Subject Areas	BA	BS	Minor
Art Education (K-12)		68	36
Behavioral Science (Behavioral Studies)		60	36
Biology	60	30	
Bilingual Education in French, German, Spanish (Endorsement area only)			36
Chemistry		60	30
Communication (Speech)	48		30
Computer Science		60	30
English	52		30
French	45		30
General Science (must be accompanied with a Math minor)		68	
Geography			30
History	58		34
Mathematics	45	60	30
Music Education (K–12) (BMus Degree)			

includes minor)	105	
Physical Education (K-12)	60	34
Physics	60	30
Political Science		34
Reading (K–12)		32
Religion (SDA only)	53	30
Social Studies	78	
Sociology		30
Spanish	45	30
Technology Education (Industrial Arts)		60

**CONTENT MAJORS AND MINOR FOR SECONDARY EDUCATION**

Descriptions of the General Science and Social Studies majors and the Reading minor follow. All other approved majors and minors are described under their respective departments in other sections of this bulletin.

**General Science Major—68**

Advising of this major is done by the Department of Teaching, Learning, and Administration.

The major in General Science consists of 28 credits from one of the following three groups and 20 credits from each of the other two groups. The General Science major must be accompanied by a mathematics minor.

**Group 1: Biology and Earth Science**

BIOL155, 156, 157, 330, 371, 372, GEOG240

**Group 2: Chemistry**

CHEM121, 122, 123, 211, 212, 213

**Group 3: Physics**

PHYS151, 152, 153

**Social Studies Major—78**

Advising for this major is done by the Department of History and Political Science.

**Requirements:** ANTH200, ECON225, 226, GEOG110, 260, HIST115, 116, 204, 205, 310, 404, 459, 490, PLSC104, 307, SOCI430, *plus one upper division course in US history and one upper division European or other non-US history course. Additional credits may be chosen from history, political science, geography, and economics.*

**Reading K-12 Minor—32**

See section for Reading K-12 Minor in BS in Elementary Education on this page.

**THE TEACHER EDUCATION PROGRAM AND CERTIFICATION PROCEDURES**

**Admission to the Teacher Preparation Program.** The application for admission to the teacher preparation program should be submitted by undergraduate students during the second year after completing EDTE215 and by Master of Arts in Teaching (MAT) students during the first quarter of enrollment. Applications are considered biannually by the Certification, Screening, and Petitions Committee.

Before being admitted, students must meet the criteria for admission listed below:

1. Take the following tests and follow up the results by appropriate action: ACT or SAT, Nelson-Denny Reading Test, and Andrews Mathematics Department placement examination.
2. Complete satisfactorily EDTE215.
3. Choose appropriate teaching major/minor(s).
4. Pass the *MTTC Basic Skills Test*.
5. Maintain a minimum GPA of 2.50 overall in

major, minor(s), and professional education courses. A course with a grade less than a C in a major, minor or professional education is not acceptable. All courses taken at Andrews University or transferred to Andrews University are included in calculating the GPA.

6. Furnish two positive recommendations from Andrews University faculty members within and outside the School of Education (including the EDTE215 teacher).
7. Successfully complete an interview with the faculty of the Department of Teaching, Learning, and Administration.
8. Have a developing professional teaching portfolio.
9. Have satisfactory clearance in regard to felony or misdemeanor conviction as an adult.

#### Admission to Student Teaching Candidacy

- A formal application for student teaching must be submitted by the student prior to January 31 of the year before the student wants to do student teaching.
- The application is considered by the Certification, Screening, and Petitions Committee.
- Before being accepted, students must have met the criteria for admission listed below.
  1. Be admitted to the teacher preparation program.
  2. Complete EDPC302 and EDTE465.
  3. Submit an acceptable plan for completing program requirements.
  4. Submit an acceptable plan for taking the *Michigan Subject Area Tests*.
  5. Maintain a minimum GPA as outlined in the criteria for admission to teacher preparation.
  6. Submit a recommendation from the Department of Teaching, Learning, and Administration for elementary- and secondary-school applicants, and a recommendation from the subject area major department for secondary applicants.

#### Admission to Student Teaching Quarter

1. The director of student teaching presents to the Certification, Screening, and Petitions Committee the prospective student teacher's candidacy for clearance to begin student teaching.
2. This clearance should be made the quarter before the student begins the student teaching quarter.
3. Before being cleared for student teaching, students must meet the following criteria:
  - Be admitted to student teaching candidacy
  - Complete the approved course of study
  - Submit plans for taking the *MTTC Subject Area Tests*.
4. Maintain a minimum GPA as required for admission to the teacher preparation program.
5. Have satisfactory clearance in regard to felony and misdemeanor conviction as an adult. A new form must be signed at this time even though one was filed previously.

**Student Teaching Placement Process.** Elementary and secondary student-teaching placements are available in private or public schools. Specific assignments are made after consultation with the director of student teaching who makes all contracts and arrangements with the schools. Student preferences are considered, but not necessarily honored.

The placement interview with prospective student teachers and admission to the student teaching program take place at least one quarter before

student teaching begins, though preferably in March or April of the preceding year. It is the student's responsibility to make contacts with the director of student teaching and cooperate in the placement process during this placement quarter. A pre-student-teaching visit to the school is essential before placement is finalized. If the school personnel do not accept the student, the director of student teaching will make a maximum of two additional attempts to place the student at other schools. Elementary student teachers should be aware that experience in a multi-grade (a minimum of three grades) classroom is required for Seventh-day Adventist certification.

**The First Days of School Experience** is a concentrated, five-week, full-time laboratory program which begins five weeks prior to the beginning of the university's autumn quarter.

The experience focuses on the critical week preceding and following the first day of school. It provides specific answers to the pre-service teacher's question, "What do I actually *do* during the first days and weeks of school?" The program includes practical application of classroom management and testing and evaluation theories. Emphasis is placed on the tasks teachers must perform in the weeks before school opens, organizing and conducting the all-important first day, and the tasks teachers encounter during the first weeks of school. These tasks include

1. short- and long-range planning
2. constructing units of instruction
3. selecting materials and supplies
4. organizing and managing the classroom
5. establishing discipline procedures
6. assessing and addressing individual differences
7. record keeping (including the daily register), grading, and evaluating

**Student Teaching Quarter.** The student teaching quarter consists of a minimum of 10 weeks of full-time observation, participation, and teaching under supervision in an elementary or secondary school. The beginning and ending dates may not coincide with the university quarter calendar.

When this is the case, the student teaching calendar takes precedence over the university calendar.

Orientation for student teaching is conducted before the students go to their assigned schools. The time and date are announced by the director of student teaching. During orientation, each student receives a packet of materials containing information about student-teaching requirements and evaluation procedures.

A weekly student-teaching seminar meets after school hours during the quarter. The specific time is announced by the director of student teaching.

The student should not take other courses during the student-teaching quarter. Work for which the student receives remuneration should be suspended or reduced to a minimum. Full attention to their teaching responsibilities helps ensure students' success, which in turn is vital to receiving a positive recommendation from the supervising teacher and university supervisor.

#### TEACHER CERTIFICATION PROCEDURES

**Michigan Tests for Teacher Certification.** All applicants for State of Michigan K-12 teaching credentials must pass the *MTTC* before the certificates are issued. For details on what the tests are and when they are offered, see the Department of Teaching, Learning, and Administration.

**Final Steps to Secure Certification.** The student working towards a teaching certificate is responsible for ensuring that his/her program is one of the programs approved by Andrews University for teacher certification at the appropriate level. The student should early seek the advice of the appropriate Department of Teaching, Learning, and Administration adviser. Undergraduate and graduate students should not assume that completing a degree qualifies them for a specific teaching certificate. Graduate students must consult with and have their certification programs approved by the certification registrar. The following requirements for certification eligibility apply to both undergraduate and graduate students and must be met before certification is issued:

- Complete bachelor's degree requirements
- Achieve a minimum GPA of 2.50 overall, 2.50 in major(s), minor(s), area of concentration, and professional education courses (The averages include all courses taken at Andrews University and those transferred from other institutions.)
- Earn C grades or above in courses in professional education, major(s), minor(s) and areas of concentration
- Fulfill *MTTC* requirements
- Complete student teaching with a positive recommendation from the supervising teacher
- Obtain a positive recommendation from a faculty member in the School of Education
- Have a satisfactory clearance in regard to felony or misdemeanor conviction as an adult. (Forms for clearance purposes are available at the Department of Teaching, Learning, and Administration.)

**Certification Exemption Petition.** Students planning to qualify for a teaching certificate are expected to meet both SDA and State of Michigan certification requirements. Exceptions to this requirement are considered only after a student submits a formal petition to the Department of Teaching, Learning, and Administration Certification, Screening, and Petitions Committee.

**Application for a Teaching Certificate.** In their senior year, while applying for graduation, students must also apply for the teaching certificate which is granted after graduation. The application is filed on forms available at the Teacher Certification Office located in the Department of Teaching, Learning, and Administration. Andrews University recommends those applicants who qualify for certification. Students qualifying for Seventh-day Adventist certification receive a letter of eligibility that is honored by the conference in which they first accept a teaching position. The State of Michigan bills the recommended applicant for a Provisional Teaching Certificate. The amount billed must be paid directly to the state before the certificate is issued.

Further information on teaching credentials, SDA certification, State of Michigan certification, updating original certificates, and adding endorsements can be found below.

#### GRADUATION REQUIREMENTS

In addition to meeting the general requirements for a baccalaureate degree on p. 22, students who seek baccalaureate degrees with elementary or secondary certification must

- Complete requirements for approved major, minor(s), and professional education courses as described under each specific degree (Due to scheduling complexities, students seeking cer-

tification may take more than four years to complete a degree.)

- Maintain a GPA of 2.50 or above in major, minor(s), and professional education courses, and a 2.00 minimum GPA in all other credits earned at Andrews University
- Complete the ACT COMP examination, which serves as the senior-level evaluation
- Take a minimum of 45 of the last 55 quarter credits earned in residence immediately preceding conferment of degrees (Permission must be given by the dean to take up to 10 credits anywhere other than at Andrews University.)
- Be eligible for either Michigan Teacher Certification or an SDA Basic Teaching Credential (This item applies to BS Elementary Education majors and BS Secondary General Science majors.)
- Submit a formal request for graduation, approved by the student's adviser, the certification registrar, and a designated records officer.

Graduate Degree Programs and Certification Programs	Credits
<b>Graduate Teacher Certification and Endorsement Programs</b>	
(Elem) Seventh-day Adventist and State of Michigan Certification	variable
(Sec) Seventh-day Adventist and State of Michigan Certification	variable
(K-12-Adult) Michigan Reading Endorsement	32
<b>Master of Arts in Teaching Degrees</b>	
Elementary Education	48
Secondary Education	48
Secondary Content Area (Biology, English, ESL, History, Foreign Languages, Physics)	48
<b>Master of Arts Degrees</b>	
Curriculum and Instruction	48
Educational Administration and Supervision	48
Reading Education	48
Religious Education	48
<b>Educational Specialist Degrees</b>	
Curriculum and Instruction	96
Educational Administration and Supervision	96
Religious Education	96
<b>Doctor of Education Degrees</b>	
Curriculum and Instruction	136
Educational Administration and Supervision	136
Leadership	136
Religious Education	136
<b>Doctor of Philosophy Degrees</b>	
Curriculum and Instruction	136
Educational Administration and Supervision	136
Leadership	136
Religious Education	136

## GRADUATE TEACHER PREPARATION PROGRAMS

### Master of Arts in Teaching

This flexible, professional degree program is designed to meet the needs of a wide range of individuals. Typical MAT students belong to one of the following categories:

1. Persons who have earned a bachelor's degree and are now seeking teacher certification at the elementary or secondary level
2. Persons who hold teacher certification and are seeking an additional certificate at another level
3. Persons who hold an elementary teaching certificate and want to broaden their professional training with a series of practical, field-focused and/or content courses
4. Persons who hold a secondary teaching certificate and want to strengthen or add a specific subject area endorsement.

Candidates for the MAT degree must have or qualify for a valid Seventh-day Adventist or State of Michigan teaching certificate or its equivalent before the degree can be granted. Therefore, the 48 credits listed for the completion of this degree should be viewed as the minimum number of hours required for the MAT. Persons who enter the MAT program without a teaching certificate should expect to complete more than 48 credits. The certification registrar evaluates transcripts and identifies specific certification requirements

for each student needing certification.

Three specialization options are available in the MAT program:

- An elementary education emphasis
- A secondary education emphasis
- A specific secondary content area (biology or English, English as a second language, history, and modern languages) emphasis.

#### Prerequisites

1. An undergraduate degree with a major and a minor in a teaching area.
2. Ten credits covering such basic areas as educational philosophy, educational psychology, instruction, and evaluation. If not previously taken at the undergraduate level, the 10 credits may be taken at the graduate level but do not necessarily apply toward the graduate degree program.

#### MAT Program Procedures

1. Apply for admission to the Andrews University School of Education
2. Request evaluation of transcripts by the certification registrar\*
3. Develop a course plan in collaboration with adviser
4. Take initial classes during the first quarter
5. Take the Basic Skills section of the *MTTC*\*
6. Apply for admission to the teacher preparation program\*
7. Continue course work
8. Take the Content Area section(s) of the *MTTC*\*
9. Apply for admission to Student Teaching Candidacy\*
10. Complete course work, including EDCI698
11. Apply for teaching certificate.

\*Berrien Springs campus students only.

#### REQUIRED COURSES

**Educational Foundations** 4  
EDFN500

**Professional Education Core** 17-20  
EDCI547, 565, 698, EDPC478, 514

**Specialization and Electives** 24-27  
A minimum of 8 credits in the area of specialization must be 500-level courses or higher. Choose one of the following areas of specialization.

**Elementary Education Specialization.** Students select courses in consultation with their adviser from those required for certification. If the student already has an elementary teaching certificate, courses are chosen from professional education and/or content courses to meet the student's specific goals.

**Secondary Education Specialization.** Students select courses in consultation with their adviser from those required for certification. Students who already have a secondary teaching certificate may choose between a content area specialization or professional education as described below.

**Secondary Content Specialization.** Students select courses in consultation with a content area advisor. At least 24 credits of the MAT credits must come from the content area specialization. Students should note the specific subject area requirements in the appropriate section of this bulletin. Requirements vary.

#### Eligibility for Certification—variable

Students who enter the MAT program without

teacher certification must qualify for a teaching certificate to complete the degree. See specific certification requirements below.

**TOTAL degree credits** **48\***

\*A minimum of 24 credits must be 500-level or higher. Students who enter the MAT program without a teaching certificate typically must complete more than 48 credits to qualify for a teaching certificate.

**Research Projects, Field Work, and Comprehensive Examinations.** A project is required, and field work and comprehensives may be required at the discretion of the subject specialization adviser and/or the professional education adviser.

### TEACHER CERTIFICATION PROGRAMS

Post-baccalaureate teacher certification and endorsement programs not leading to a degree are available. A candidate must complete at least 20 credits in residence to qualify for a recommendation for a teaching certificate, endorsement, or a renewal of a certificate.

**Post Baccalaureate/Graduate Level.** Andrews University provides opportunities on the graduate level for achieving Seventh-day Adventist and/or State of Michigan elementary and secondary certification. Students may work towards certification only, or may complete certification while taking courses required for the Master of Arts in Teaching (MAT) degree.

### Steps for Obtaining Teacher Certification

1. Submit transcript for evaluation by the certification registrar in the Department of Teaching, Learning, and Administration, and receive an outline of requirements needed for certification.
2. Apply for admission to the School of Education.
3. Counsel with a faculty adviser in the Department of Teaching, Learning, and Administration and in major/minor departments as needed.
4. Begin taking courses.
5. Apply for admission to the Teacher Preparation Program. See Admission to the Preparation Program on p. 167, 168 for additional criteria.
6. Continue taking courses.
7. Apply for admittance to student teaching. See Admission to Student Teaching Candidacy and Admission to Student Teaching Quarter on p. 168.

### Residency Requirements for Certification.

Non-Andrews University graduates must complete at least 20 credits in residence to qualify for a recommendation for a teaching certificate, endorsement, or a renewal of a certificate.

**Elementary Certification Requirements.** Students must take sufficient course work in three areas to be eligible for Michigan elementary certification: (1) professional education courses, (2) subject content majors or minors, and (3) planned program minor.

- **Professional Education Courses.** Listed below are the required graduate professional education courses for Michigan elementary teaching credentials which must be taken at either the undergraduate or graduate level. If students have taken the undergraduate-level course, they do not need to repeat the graduate-level course. Graduate-level students who are qualifying for certification and wish to apply credit to a graduate degree must select courses at the graduate level.

EDFN500, EDPC514, EDTE465, 468 (part of Planned Program minor), 690  
EDTE457 (Language Arts—4;  
Science/Health—2; Mathematics—4; Social Studies—2; Religion—2)

### Student Teaching<sup>1</sup>

EDTE491 (5 cr)<sup>2</sup>, 493, 507 (7 cr)<sup>3</sup>

<sup>1</sup> For students with appropriate and verified teaching experience, some student-teaching credit by examination may be granted. Requests for such credit should be made after consultation with the Department of Teaching, Learning, and Administration on forms available at that office. This should be done before applying for student teaching. All candidates qualifying for SDA certification must have had significant structured experience in a multi-grade SDA school.

<sup>2</sup> This course is required for the MAT even if the undergraduate equivalent has been taken.

<sup>3</sup> The prerequisite for this course is either three years of acceptable teaching experience or 5 credits of undergraduate student teaching. Expectations in terms of time, quality, and performance will be commensurate to that of graduate-student work. Projects or other related experiences may be required to fulfill a portion of the graduate credit requirement.

- **Approved Majors and Minors for Elementary Certification.** Seventh-day Adventist and State of Michigan elementary certification require a subject content major or two minors in addition to the planned program minor. See the list of approved majors and minors for elementary certification on p. 166.
- **Planned Program Minor.** For requirements, see the undergraduate teacher education section on p. 166. Courses at the 400 level must be taken for graduate credit to count for MAT requirements.

**Secondary Certification Requirements.** Students must take sufficient course work in two areas to be eligible for Michigan secondary certification: (1) Professional education courses, and (2) a content major and minor in a qualifying area of instruction.

- **Professional Education Courses.** Listed below are the required graduate professional education courses for Michigan secondary teaching credentials. If students have taken the undergraduate course, they do not need to repeat the graduate-level course. Graduate students who are qualifying for certification and wish to apply credit to a graduate degree must select courses at the graduate level.  
EDCI486, EDFN500, EDPC478, 514,  
EDTE417, 459, 465, 690 (Ind. Study: Introduction to the Teaching Profession—4)

### First Days of School Experience

EDTE468

### Student Teaching<sup>1</sup>

EDTE492 (3 cr)<sup>2</sup>, 494, 508 (7 cr)<sup>3</sup>

<sup>1 2 3</sup> See the same footnotes as above.

- **Approved Majors and Minors for Secondary Certification.** Seventh-day Adventist and State of Michigan secondary certification require a major and minor teaching area. Seventh-day Adventist certification also recognizes additional majors and minors. See the list

of approved majors and minors for secondary certification on p. 167.

### SEVENTH-DAY ADVENTIST TEACHING CREDENTIAL LEVELS AND REQUIREMENTS

Seventh-day Adventist K–12 teacher credentialing is organized into three levels of certificates: Basic, Standard, and Professional. The following section describes each level, points out specific requirements, and tells how they are met at Andrews University.

All courses needed for SDA certification or State of Michigan certification require a grade of C or above.

### LEVELS OF SDA CERTIFICATION AND CREDENTIAL REQUIREMENTS

**SDA Basic Certificate.** The *Basic Teaching Certificate* may be issued to the candidates presenting a *Verification of Eligibility* form from Andrews University. The certificate is issued by the union conference where the candidate takes his/her first teaching position.

**Religion Requirements.** A minimum of 18 quarter hours in religion, taken at a Seventh-day Adventist college/university or through Home Study International, to include the following areas:

- **Biblical Studies** (12 credits required)  
*Bible Doctrines*  
Choose one: RELB225, 425; and other courses such as Daniel, Revelation, Life and Teachings of Jesus Christ, The Writings of Paul, and Old Testament Studies.
- **Spirit of Prophecy**—a study of the gift of prophecy revealed in the Bible and the writings of Ellen G. White.  
Choose one: GSEM532, 534, RELT208, 426
- **Seventh-day Adventist Church History**  
Choose one: CHIS570, EDFN517, HIST230, 404. *Two credits of this course count toward the religion requirement.*

**Health Principles.** A course in health based on the Bible and the writings of Ellen G. White.  
Choose one: CHMN547, HLED115, 130, 420

**SDA School Experience.** All candidates for SDA certification must have significant structured experiences in a Seventh-day Adventist school. To fulfill this certification requirement at Andrews University, any one of the following experiences are considered appropriate.

- Full-quarter student teaching in an approved Seventh-day Adventist school.
- A lab experience for EDTE215 in a recognized Seventh-day Adventist school.
- Three weeks of pre- or post-student teaching experience in a recognized Seventh-day Adventist school.

Other verified experiences may fulfill this requirement. Requests to have these considered must be made on a petition form available at the Department of Teaching, Learning, and Administration office. Such petitions should be submitted at least one quarter before student teaching begins.

### Multi-grade Teaching Experience

**(Elementary only).** For the *Elementary Teaching* endorsement, multi-grade teaching experience is required. The unique curriculum, instructional strategies, and scheduling which characterize the multi-grade classroom are the focus of the program and its 50-hour fieldwork experience. Arrangements to take EDTE438 Workshop: Multi-

grade Experience should be made with the director of student teaching immediately following admission to the teacher preparation program.

**Renewal of SDA Basic Certificate.** The *Basic Teaching Certificate* is valid for any three-year period (commencing when it is activated) during the first five years after it is issued. It can be re-validated by completing additional approved professional education/activities. See *Manual for SDA Certification Requirements K-12* for specifics.

#### SDA Standard Certificate

The *Standard Teaching Certificate* may be issued to an applicant who

- Meets initial General Eligibility Requirements.
- Has met the requirements for a *Basic Teaching Certificate*.
- Has completed a minimum of three years of full-time teaching or equivalent.
- Has completed 9 credits of professional education or courses in area(s) of endorsements beyond the requirements of the *Basic Teaching Certificate*.

**Renewal of SDA Standard Certificate.** The *Standard Teaching Certificate* is valid for seven years. It can be renewed by completing 18 quarter credits of advanced/graduate professional education or approved subject-area courses. See *Manual for SDA Certification Requirements K-12* for specifics.

**SDA Professional Certificate.** Seventh-day Adventist teachers desiring *Professional Certification* must meet the following criteria:

- Meet initial general eligibility requirements.
- Qualify for the *Standard Teaching Certificate* and
- Meet one of the following:
  1. Hold a master's degree.
  2. Complete a prescribed fifth-year program for teachers.
  3. Earn 60 quarter hours of graduate/post-baccalaureate upper-division credit. Have 45 quarter credits in professional education courses and/or in no more than two areas of certification endorsement.
  4. Earn graduate/post-baccalaureate upper-division credit in at least two of the areas listed below:
    - Curriculum development
    - Improvement of instruction
    - Learning theory
    - The exceptional child in the classroom
    - Trends and issues in education

**Renewal of SDA Professional Certificate.** The *Professional Teaching Certificate* is valid for seven years. Renewal of the certificate requires 12 additional quarter credits. See *Manual for SDA Certification Requirements* for specific details.

#### STATE OF MICHIGAN CERTIFICATION

State of Michigan issues two types of teaching credentials—provisional and professional. Elementary certificates are valid for teaching all subjects in grades K–5 and in all subjects in grades 6–8 if teaching in a self-contained classroom. Secondary certificates are valid for teaching in subject areas in grades 7–12.

**Michigan Provisional Certificate.** The *Provisional Certificate* is issued to certification candi-

dates who have completed the requirements for a bachelor's degree, including a major and minor (elementary has a major or two minors option) and the professional education component. The specific requirements for the provisional certificate are included in the Andrews University BS in Elementary Education degree program.

**Michigan Professional Certificate.** To qualify for a *Michigan Professional Education Teaching Credential*, applicants must show that they have completed the following:

- Three years of successful teaching under the authority of and after the issuance of a valid *Provisional Teaching Credential*.
- Twenty-seven (27) quarter credits of study after issuance of the state *Provisional Teaching Credential* in a planned course of study that includes the reading credits required by the State of Michigan.

#### RENEWING STATE OF MICHIGAN CREDENTIALS AND STATE PROFESSIONAL CERTIFICATION

The *Michigan Provisional Teaching Credential* is valid for six years. By the end of that period, each certificate holder who wishes to upgrade or to keep his/her Michigan credential current must qualify either for a certificate renewal of their *Michigan Provisional Teaching Credential* or a *Michigan Professional Teaching Credential*.

**Renewal of Provisional Certificate.** To qualify for the renewal, the applicant must complete at least 15 quarter credits of approved course work in a Planned Program after the *Provisional Certificate* is issued. Work taken by correspondence does not qualify.

#### Renewal of Professional Education

**Certificate.** A *Professional Education Certificate* is valid for up to five years. It may be renewed, with proper application, for up to an additional five years. Renewal assumes that the applicant has completed 9 quarter credits from an approved teacher-preparation institution, or submitted evidence of the equivalent in continuing education units completed through professional development programs or professional activities defined and approved by the state board, or in any combination thereof. Applicants need to contact the Michigan Department of Education to renew their credentials and for further information.

#### ADDING ENDORSEMENTS TO SDA AND MICHIGAN CREDENTIALS

This section outlines criteria and procedures for adding an elementary or secondary endorsement at Andrews University. Other endorsements are also available.

#### Procedures for Adding Another Level of Certification—Elementary or Secondary

- Develop a program for securing the additional level of certification in counsel with the certification registrar.
- Counsel with the Department of Teaching, Learning, and Administration adviser as the program is being implemented.
- Apply for admission to the program on the new level.
- Pass the *MTTC* subject area test(s) for any new endorsements.
- Apply for student teaching before January 31 to be eligible for the next academic year.

- Apply to the certification registrar for a teaching certificate within one quarter of completing the program.

#### Adding an Elementary Endorsement to a Secondary Certificate

To add an elementary-level teaching endorsement to a secondary certificate, one must

- Have a valid secondary teaching certificate
- Complete a major or two minors appropriate for the elementary level (see list of majors and minors under elementary certification at post-baccalaureate level)
- Pass the *MTTC* subject area test(s) for any new endorsement area(s) and the Elementary Professional Exam
- Complete professional education courses and the planned program minor (See p. 166 for specific requirements.)
- Apply for new endorsement.

#### Adding a Secondary Endorsement to an Elementary Certificate

To add a secondary-level teaching endorsement to an elementary certificate, one must

- Have a valid elementary teaching certificate.
- Complete a major and a minor appropriate to the secondary level (see list of approved majors and minors under secondary certification at post-baccalaureate level.
- Pass the *MTTC* subject area for any new endorsements.
- Take EDTE459 Secondary Methods: (area).
- Complete 6 credits of student teaching at the secondary level.
- Take EDTE417 Reading in Content Areas: Secondary (5 credits).
- Apply for new endorsement.

## CURRICULUM AND INSTRUCTION

### MISSION

The Curriculum and Instruction Program in the Department of Teaching, Learning, and Administration serves an international clientele. As companions in learning, faculty and students are committed to excellence in teaching and learning based upon a Christian world view. The program prepares persons for positions in teaching, supervision, curriculum development, and research within Seventh-day Adventist and other systems of education.

### AREAS OF EMPHASIS OFFERED

The Department of Teaching, Learning, and Administration offers programs leading to the Master of Arts, Educational Specialist, Doctor of Education, and Doctor of Philosophy degrees in Curriculum and Instruction. Concentrations may be taken in elementary, secondary, or higher education in such areas as instructional leadership, curriculum development, subject area teaching at the college level, reading, and teacher preparation.

In addition, students may plan their programs (in cooperation with other departments) to meet SDA certification endorsements in such areas as special education, media/library, computer science, English as a second language, school administration, supervision of instruction, and small-schools instruction.

Each entering student must prepare a *goal statement*. Based upon this statement, the student and a faculty adviser plans the student's program of study. Prior to graduation, each student is ex-

pected to demonstrate acceptable performance in both formal course work and program competencies outlined at the beginning of the student's term of study.

## MA: Curriculum and Instruction

The master's degree program in Curriculum and Instruction is designed to prepare persons for work at the elementary and secondary levels with emphasis upon pedagogy, curriculum development, and the improvement of instruction. A minimum of 48 credits is required in the areas of educational foundations, professional concentrations, research, and electives.

While programs in curriculum and instruction are designed for experienced educators, provision is made for individuals desiring a career change. Such persons may be required to earn more than the minimum 48 credits.

**Prerequisites.** Ten credits covering such basic areas as educational philosophy, educational psychology, instruction, and evaluation are prerequisites for admission. If not previously taken at the undergraduate level, the 10 credits may be taken at the graduate level but do not necessarily apply toward the graduate-degree program.

### MA DEGREE COURSE REQUIREMENTS

<b>Core Requirements</b>	<b>19</b>
Selected by advisement from EDAD520, 570, EDCI547, 565, 620, EDRE650,688	
<b>Specialization and Electives</b>	<b>21</b>
To be chosen from EDCI courses or from other course work, by advisement, in accordance with student's statement of goals; must include the following in area of specialization: EDCI552, 680, 689, Current Trends (1, 3 cr), 689 Portfolio (1 cr)	
<b>Educational Foundations</b>	<b>4</b>
EDFN500. <i>Other foundations courses may be required as approved by adviser.</i>	
<b>Research</b>	<b>4</b>
EDRM505	
<b>TOTAL MA degree credits</b>	<b>48</b>

The thesis, EDCI699, is optional. If desired, a proposal for its completion should be developed cooperatively with the faculty adviser. Credits for thesis (4) may count toward the specialization section above.

## EdS: Curriculum and Instruction

The Educational Specialist (EdS) degree in Curriculum and Instruction prepares experienced teachers for leadership positions in teaching, supervising, curriculum design, and instructional improvement at the elementary, secondary, K-12, or higher education levels.

- EdS students specializing in the elementary and/or secondary levels must
- Qualify for Seventh-day Adventist and/or public-school certification in the area(s) of specialty prior to graduation
- Achieve a minimum of two years satisfactory classroom experience prior to receiving the EdS degree.

The curriculum for the EdS degree consists of a minimum of 96 quarter credits beyond the baccalaureate degree distributed as listed below.

### Prerequisites

Adequate graduate and/or undergraduate quarter credits in professional education\* to cover such basic areas as educational philosophy, educational psychology, instruction, and evaluation. Department advisers determine adequacy of preparation for further study toward the EdS.

*\*If not taken at the undergraduate level, classes may be taken for graduate credit but course work does not necessarily apply toward the graduate degree program.*

### EdS DEGREE COURSE REQUIREMENTS

<b>Core Requirements</b>	<b>23</b>
Selected by advisement from EDAD520, 570, EDCI547, 620, 636, 665, EDRE650,688	
<b>Specialization</b>	<b>26-38</b>
EDCI552, 680 (3 cr), 689 Current Trends (1 cr), 689 Portfolio (1 cr), 799 (4 cr), 886 (4 cr) <i>The remainder to be chosen from EDCI and other courses supporting student's statement of goals, with approval of adviser.</i>	
<b>Educational Foundations</b>	<b>8</b>
EDFN500 and four or more additional EDFN credits as required by adviser.	
<b>Research</b>	<b>8</b>
EDRM505, 518	
<b>Supporting Electives</b>	<b>19-31</b>
<i>Credits should be taken from areas which contribute to student's goal statement, with approval of adviser.</i>	
<b>TOTAL EdS degree credits</b>	<b>96</b>

## Doctoral Degree Programs in Curriculum and Instruction

Programs leading to the doctoral degrees in Curriculum and Instruction consist of five components: educational foundations, professional concentration, research, electives, and a dissertation. They are designed to prepare educators to contribute to the field of education through research and leadership in curriculum change and instructional improvement at the elementary, secondary, K-12, and/or higher education levels. Though integrated, the components may vary in distribution according to a student's background and career plans. A variety of emphases relating to both academic subjects and supervisory specializations are available.

**Doctor of Education.** As the more professionally oriented degree, the EdD is designed for educational leaders who contribute to the field of education through their work in the field, developing curricula, supervising, and leading out in instructional improvement and school change. Additional program requirements for this degree include an advanced project and an internship.

**Doctor of Philosophy.** As the more research-oriented degree, the PhD is designed for educational leaders who contribute to the field of education through original theoretical and conceptual research. Additional program requirements for this degree include a second basic research course and an advanced research methodology course.

Both doctoral programs in Curriculum and Instruction consist of a minimum of 112 quarter

credits beyond the baccalaureate degree and a dissertation as outlined below.

**Prerequisites.** Credits in professional education\* covering such basic areas as educational philosophy, educational psychology, instruction, and evaluation.

*\*If not taken at the undergraduate level, the credits may be taken for graduate credit but course work does not necessarily apply toward the graduate degree program.*

### EdD/PhD DEGREE REQUIREMENTS

<b>Core Requirements</b>	<b>28</b>
Selected by advisement from EDAD520, 570, EDCI547, 565, 620, 636, 665, 689 Current Trends (1 cr), 730, EDRE650,688	
<b>Specialization</b>	<b>13-19</b>
EDCI552, 680 (3 cr), 689 Portfolio (1 cr), 756 (2 cr), 885 (2 cr), 889 (2 cr) <i>EdD students should also include EDCI799 (4 cr), 886 (4 cr)</i>	
<b>Foundations</b>	<b>12</b>
EDFN500 and 8 or more additional credits as required by adviser. <i>The additional credits must represent two of the following areas: historical, philosophical, psychological, sociological, and theological.</i>	
<b>Research</b>	<b>16-24</b>
Research core EDRM505, 518, 705 Basic Methodology Choose one for EdD and two for PhD Advanced Methodology (PhD only) EDCI885 (2-4 cr)	
<b>Electives</b>	<b>27-35</b>
<i>In cognate (optional) and/or supporting area course work</i>	
<b>Dissertation</b>	<b>24</b>
<b>TOTAL EdD/PhD degree credits</b>	<b>136</b>

*Credits required in the categories above represent minimums; additional course work may be required as recommended by adviser. Credits listed above may not be counted twice to satisfy different categories.*

**Cognates.** If a cognate is chosen, students should specialize in a content area in which they have had work experience. Individuals planning to complete a doctorate in the teaching of a selected cognate discipline should hold the equivalent of a master's degree in that discipline. Students choosing this option must take a minimum additional 12-18 credits of advanced graduate work in the cognate discipline after being admitted to the program.

The student and his/her cognate adviser arrange course work, including interdisciplinary courses and seminars, according to the student's career plans. A listing of the departments authorized to offer enhanced cognates in teaching is available in the School of Graduate Studies dean's office.

The dissertation should integrate pedagogy with the cognate discipline under the coordination of the cognate department and the Curriculum and Instruction Program.

## EDUCATIONAL ADMINISTRATION AND SUPERVISION

### MISSION

We serve an international clientele by preparing professionals for leadership and administration



from the perspective of Christian service in a global setting. This is put into practice through the cooperative effort between students and professors in the exchange of information, involvement in research, and participation in field-based experience.

**RESPONSIBILITY OF THE STUDENTS**

Students in this area are expected to become familiar with the goal statements of the various programs. These statements, which call for the development of the student's understanding and potential ability in administrative tasks, are available from the program advisers.

As early as possible but at least before completion of their program, students shall (1) complete two years of teaching or service in an organization approved by the program faculty, and (2) qualify for a teaching certificate, except for those connected with higher education institutions, educational agencies, or other programs.

The aim of the degree programs is to provide students with the opportunity to acquire skills and insights required by those striving for excellence as educational leaders.

**PROGRAMS**

Master of Arts, Educational Specialist, Doctor of Education, and Doctor of Philosophy degrees are available in Educational Administration and Supervision with emphases in the following areas:

- Elementary School Administration
- Secondary School Administration
- School Systems Administration
- Higher Education Administration
- General Educational Administration

**MA: Educational Administration and Supervision**

The master's degree program in Educational Administration and Supervision is designed to prepare candidates to serve as principals at the elementary and secondary levels, supervisors of elementary and/or secondary programs, superintendents of school systems, administrators in school systems or higher education institutions, or as educational leaders in church organizations.

The curriculum for the Master of Arts: Educational Administration and Supervision consists of a minimum of 48 quarter credits beyond the baccalaureate degree.

**MA DEGREE REQUIREMENTS**

<b>Administrative Core</b>	<b>16</b>
EDAD520, 570, 680, EDCI547	
<b>Personnel/Human Relations</b>	<b>4</b>
EDAD530 or 630	
<b>Finance and Business Management</b>	<b>4</b>
EDAD540 or 640	
<b>Physical Plant Planning</b>	<b>4</b>
EDAD550 or 655	
<b>Law/Evaluation/Structure/Services</b>	<b>4</b>
<i>Choose one of the following:</i> EDAD560, 658, 664, 665, 667, 668, 674, 676.	
<b>Educational Foundations</b>	<b>4</b>
EDFN500	
<b>Educational Research</b>	<b>4</b>
EDRM505	
<b>Thesis or Electives</b>	<b>8</b>
<b>TOTAL MA degree credits</b>	<b>48</b>

Professional SDA certification requires 2 of 5 specified areas (see p. 171). The MA: Educational Administration and Supervision program provides a broad exposure to the profession and allows flexibility in the selection of courses. Students

should be aware, however, that specific requirements for certification as a school administrator and/or supervisor vary among states and systems (i.e., private, parochial, or government) and are subject to periodic change. Each student is responsible to determine which certification(s), if any, will be sought and to counsel with his/her adviser early in the program to assure that requirements are satisfied. In some instances, certification provisions may require study beyond the 48-credit minimum.

**EdS: Educational Administration and Supervision**

The Educational Specialist degree (EdS): Educational Administration and Supervision is intended to prepare students for positions as principals, supervisors, superintendents, directors of education, or administrators of higher education.

Students completing the EdS program meet educational requirements for administrative certification in the Seventh-day Adventist Church and can be recommended for endorsement in their specialized area(s) of study.

The curriculum for the Educational Specialist degree consists of a minimum of 96 quarter credits beyond the baccalaureate degree.

**EdS DEGREE REQUIREMENTS**

<b>Administrative Core</b>	<b>20</b>
EDAD520, 570, 680, 720; 880 or 882 (4 cr)	
<b>Personnel/Human Relations</b>	<b>4</b>
EDAD530 or 630	
<b>Finance and Business Management</b>	<b>4</b>
EDAD540 or 640	
<b>Physical Plant Planning</b>	<b>4</b>
EDAD550 or 655	
<b>Law/Evaluation/Structure/Services</b>	<b>4</b>
<i>Choose one of the following:</i> EDAD560, 658, 664, 665, 667, 668, 674, 676	
<b>Electives</b>	<b>16</b>
<i>Courses in Educational Administration and Supervision depending on the emphasis.</i>	
<b>Supportive Cognate or Additional Electives</b>	<b>12</b>
<i>In Educational Administration and Supervision</i>	
<b>Curriculum and Instruction</b>	<b>8</b>
EDCI547 and a 4-credit EDCI Elective	
<b>Educational Foundations</b>	<b>8</b>
EDFN500 and one 4-credit course from the areas of historical, philosophical, psychological, sociological, or theological foundations	
<b>Educational Research</b>	<b>8</b>
EDRM505, 518	
<b>Electives</b>	<b>8</b>
<b>TOTAL EdS degree credits</b>	<b>96</b>

**Doctoral Degree Programs in Educational Administration and Supervision**

The doctoral programs in Educational Administration and Supervision prepare students for professional careers in education as superintendents of schools, elementary and secondary-school administrators, administrators in higher education, administrators and supervisors for educational agencies and programs, and for a wide variety of administrative, supervisory, and instructional careers on all levels of education and church organization. Opportunities are provided to participate in research and service activities in administrative studies, educational facilities planning, and supervision.

**Doctor of Education.** The Doctor of Education program consists of a minimum of 136 quarter credits (MA and EdS credits are included) and should be distributed as outlined below.

**Doctor of Philosophy.** In some ways the Doctor of Philosophy program is similar to the Doctor of Education program. The required courses and the required number of credits in the various sections are the same. Because the Doctor of Philosophy is more research oriented than field oriented, the Doctor of Philosophy students have two research methodologies.

**Doctor of Philosophy.** In some ways the Doctor of Philosophy program is similar to the Doctor of Education program. The required courses and the required number of credits in the various sections are the same. Because the Doctor of Philosophy is more research oriented than field oriented, the Doctor of Philosophy students have two research methodologies.

**EdD/PhD DEGREE REQUIREMENTS**

<b>Administrative Core</b>	<b>24</b>
EDAD520, 570, 680, 720, 824, 880 or 882 (4cr)	
<b>Personnel/Human Relations</b>	<b>4</b>
EDAD530 or 630	
<b>Finance and Business Management</b>	<b>4</b>
EDAD540 or 640	
<b>Physical Plant Planning</b>	<b>4</b>
EDAD550 or 655	
<b>Law/Evaluation/Structure/Services</b>	<b>4</b>
<i>Choose one of the following:</i> EDAD560, 658, 664, 665, 667, 668, 674, 676	
<b>Electives</b>	<b>16</b>
<i>Courses in Educational Administration and Supervision depending on the desired emphasis.</i>	
<b>Supportive Cognate or Electives</b>	<b>16</b>
<b>Curriculum and Instruction</b>	<b>8</b>
EDCI547 and a 4-credit EDCI Elective	
<b>Educational Foundations</b>	<b>12</b>
EDFN500 and two courses (8 credits) from the areas of historical, philosophical, psychological, sociological, or theological foundations.	
<b>Research</b>	<b>16-24</b>
<b>Research Core</b>	
EDRM505, 518, 705	
<b>Basic Methodology</b>	
<i>Choose one for EdD and two for PhD:</i> EDCI636, EDRM519, 605, HIST650	
<i>Advanced Methodology (PhD only)</i>	
<b>Elective</b>	<b>4</b>
<b>Dissertation</b>	<b>24</b>
<b>TOTAL EdD / PhD degree credits</b>	<b>136</b>

**READING EDUCATION**

**MISSION**

The Reading Education Program prepares educators to enrich and improve the quality of life of all individuals through literacy. Faculty and students collaborate to develop expertise in understanding and guiding the reading/learning process for a diverse clientele.

**MA: Reading Education**

The Master of Arts: Reading Education prepares students for work as reading consultants, supervisors in reading instruction, or teachers of reading. After determining the student's academic preparation and goals, a course plan is prepared to

meet his/her individual needs. The program leading to a Master of Arts: Reading Education requires a minimum of 48 credits with 32 credits in the reading area of emphasis.

**Prerequisites.** Three of the following four courses (EDTE417, 418, 420, 484) are prerequisites for admission. If not previously taken at the undergraduate level, the 3 courses may be taken at the graduate level but do not apply toward the graduate degree program.

**MA DEGREE REQUIREMENTS**

<b>Reading Core</b>	<b>27</b>
EDCI504 (4 cr), 550, 564, 569, EDTE630, COMM436, ENGL460	
<b>Electives approved by adviser</b>	<b>13</b>
EDCI504 (1-6 cr), 547, 565, 570, 645, 665, EDPC514, EDTE416, 417, 648, 690 (1-4 cr)	
<b>Research and Foundations</b>	<b>8</b>
EDFN500, EDRM505	
<b>TOTAL MA degree credits</b>	<b>48</b>

**READING ENDORSEMENT**

Those completing the MA: Reading or the Master of Arts: Elementary Education with emphasis in reading may plan programs to meet requirements for the Michigan State reading endorsement for K–12–Adult levels.

<b>Requirements</b>	<b>21-26</b>
EDTE417, 418, 484 EDCI570 or EDTE416 EDCI569 or EDTE420 EDCI504 or EDTE469 or EDTE470 (up to 6 credits)	
<b>Electives</b>	<b>6-11</b>
<i>May be selected from any graduate-level reading course in consultation with the adviser.</i>	
<b>TOTAL endorsement credits</b>	<b>32</b>

**RELIGIOUS EDUCATION**

**MISSION**

The mission of the Religious Education Program is to prepare qualified professionals of all nationalities who wish to integrate the presentation of biblical truth with the gift of teaching. The program is designed to equip Christian workers in a variety of settings for a more effective discipling ministry to the world. The field of Religious Education blends principles of pedagogy with a focused study of the Bible. Spiritual formation and character development constitute the basis of the entire curriculum.

**PROGRAMS**

The Religious Education Program offers degree programs leading to the Master of Arts, Educational Specialist, Doctor of Education, and Doctor of Philosophy degrees in Religious Education. The Religious Education program is designed to prepare a unique professional— broader in scope than a youth pastor, a family life professional, a pastor, or a teacher—who has a strong biblical base, who understands faith development, Christian nurture, and is equipped with pedagogical skills and principles derived from the Bible and from the sciences to guide others along a path of Christian spiritual growth.

In addition to the traditional on-campus program (track one), an intensive program (track two) is available for masters/doctoral students who wish to maintain employment while pursuing their graduate studies.

The Religious Education Program, based on nine competencies, seeks to prepare professionals who

- Lead others in spiritual formation, both in a general way and in specialized ministry.
- Foster Christian character development with different age groups.
- Implement sound principles of curriculum and instruction as guided by theory/practice and as exemplified by the Master Teacher.
- Integrate Christian faith, learning, and practice throughout the various disciplines based upon a God-centered world view.
- Transmit the Christian religious heritage.
- Understand theories of leadership and group dynamics.
- Apply the concepts of designing, conducting, and reporting disciplined inquiry.
- Share the good news of the gospel with different cultures, thereby incorporating a personal sense of world mission.
- Design instructional seminars/units.

Students generally meet the competencies by satisfactorily completing the courses listed in the curriculum which have been designed for this purpose. Doctoral students must meet all nine competencies; master's degree students must meet competencies 1, 3, 4, 5, and 9 at a lower level; students in the specialist degree program must meet competencies 1-5, 7, and 9. It is recommended that students who focus on family-life education should also qualify as Certified Family Life Educators (see p. 175 for requirements).

Students may fulfill the program competencies by course work on campus as well as by field-based courses, multi-media courses, and independent study.

**MA: Religious Education**

**Prerequisites.** Before students can be admitted to the MA: Religious Education program, they must have a total of 30 undergraduate credits in religion/ education with minimums of 8 credits in religion/religious education and 8 credits in education/sociology (Educational Philosophy, Educational Psychology, Curriculum/Methods, and Sociology preferred).

**MA DEGREE REQUIREMENTS**

<b>Required Courses</b>	<b>21-22</b>
EDCI565, EDFN500, 554, EDRE505, 650, EDRM505	
<b>Interest Area and Electives</b>	<b>24-26</b>
Credits should be taken in Religious Education, religion/theology, and from other areas which contribute to the student's goal statement, with approval of adviser.	
<b>TOTAL MA degree credits</b>	<b>48</b>

EDRE699 Thesis is optional. If desired, a proposal for its completion should be developed cooperatively with the faculty adviser. This MA program, including a thesis, establishes an appropriate base for a doctoral program in Religious Education at Andrews University.

**EdS: Religious Education**

The EdS: Religious Education is available to the professional who is more interested in content courses and practical applications than in pursuing a research-oriented program.

**Prerequisites.** Before students are admitted to the

Educational Specialist: Religious Education program, they must have completed a master's degree (or equivalent) and have a total of 42 undergraduate/graduate credits in religion/religious education/education with a minimum of 8 credits in religion/religious education and 8 credits in education/sociology (Educational Philosophy, Educational Psychology, Curriculum/Methods, and Sociology preferred).

**EdS DEGREE REQUIREMENTS**

<b>Required Core</b>	<b>27</b>
EDFN500, 530, 554, 607, EDPC516, EDRE505, 650, 660	
<b>Teaching</b>	<b>10-12</b>
EDCI547, 565, and one of the following: EDCI610, EDRE678, 679, 688	
<b>Religion</b>	<b>16+</b>
Select with approval of adviser from Old Testament, New Testament, or Theology and Christian Philosophy (12-credit minimum); EDRE514 (recommended); and additional credits (to total 40 credits) are required for those preparing to teach religion on the secondary level and/or needing denominational certification.	
<b>Research</b>	<b>12</b>
EDRM505 and appropriate research (8 credits) with approval of adviser	
<b>Advanced Project</b>	<b>4</b>
EDCI799	
<b>Interest Area and Electives</b>	<b>21-23</b>
<i>Based on student's goals with approval of adviser.</i>	
<b>Final Synthesizing Experience</b>	<b>4</b>
EDRE860	
<b>TOTAL EdS degree credits</b>	<b>96</b>

**Doctoral Degree Programs in Religious Education**

The EdD degree and the PhD degree programs in Religious Education consist of requirements in a religious education core which includes foundations, a chosen focus area according to the student's vocational goals, religion, research, teaching, and administration/ leadership. The minimum total requirement is 112 post-baccalaureate credits plus dissertation. The PhD is a research degree and requires additional methodologies, while the EdD usually emphasizes field applications.

The relatively flexible Religious Education Program allows students to build a program that meets personal service goals. The composition of the course plan may vary according to the student's stated goals. Students must rely heavily upon the adviser's recommendations when choosing courses.

**Two Tracks Available**

Track one is the traditional year-round, on-campus track. Track two combines on-campus and off-campus intensives with distance-learning modalities to meet the needs of students unable to leave employment. Students design an individual goal statement clarifying their mission and interest areas (often done during the course EDCI689 Seminar: Portfolio, for 2 credits). The course plan details how to fulfill the program competencies and the student's goals by course work on- and off-campus, or by multi-media courses, field experience, and independent study.

Students registering for **track two** are required to interact regularly in person and electronically with a group cohort and maintain communication

with a campus supervisor. Intensive courses require students to complete pre-assignments due when the class meets and post-assignments due on a stipulated date. Students who have completed a master's degree from the Theological Seminary may expect to finish doctoral course work within four years. Students having a Master of Arts: Religious Education who have sufficient background courses in religion may expect to finish their degree in three years. **Track two** students can accelerate by taking an occasional on-campus quarter or by pursuing opportunities to take off-campus intensive courses.

The School of Education and the Theological Seminary are producing new multi-media courses.

**Religion Block.** Students who have completed a master's degree in religion may have course credit accepted for appropriate courses. The overall religion block should have sufficient comprehensiveness and depth to enable students to reach their desired career goals.

Additional religion course work may be required either on-campus or off-campus if the program adviser finds the religion course work insufficient.

**Prerequisites.** Before students can be admitted to a doctorate in Religious Education, they must have completed a master's degree (or equivalent) and have a total of 42 undergraduate/graduate credits in religion/religious education/education with a minimum of 8 credits in religion/religious education and 8 credits in education/sociology (Educational Philosophy, Educational Psychology, Curriculum/Methods, and Sociology preferred).

**EdD/PhD DEGREE REQUIREMENTS  
TRADITIONAL TRACK ONE**

<b>Required Core</b>	<b>27</b>
EDFN500, 530, 554, 607, EDPC516, EDRE505, 650, 660	
<b>Teaching</b>	<b>10-12</b>
EDCI547, 565 Choose one: EDCI610, EDRE678, 679, 688	
<b>Administration/Leadership</b>	<b>4</b>
<i>Choose one from A or B:</i> <b>A. System/Institutional Focus</b> BSAD444, CHMN527, EDAD520, EDCI620, MSSN635 <b>B. Personnel/Human Relations Focus</b> CHMN526, 655, EDAD630, EDPC638	

<b>Religion</b>	<b>16+</b>
Select 12+ credits with approval of adviser from Old Testament, New Testament, or Theology and Christian Philosophy (EDRE514 recommended) plus 4 credits of Mission/Cross-cultural Issues selected from MSSN615, 647, THST667, 675 Additional courses may be planned with adviser approval according to the professional goals of the student. Additional courses are required for those planning to teach religion:	
<ul style="list-style-type: none"> <li>• Tertiary Bible-teacher preparation requires 44 more credits (total of 60).</li> <li>• Secondary Bible-teacher preparation requires 24 more credits (total of 40) and denominational certification.</li> </ul>	

<b>Research</b>	<b>16-24</b>
Research Core EDRM505, 518, 705 Basic Methodology Choose one for EdD and two for PhD: EDCI636, EDRM519,	

605, HIST650 Advanced Methodology (PhD only)	
<b>Interest Area and Electives</b>	<b>25-36</b>
<i>With adviser's recommendations based on student's goals.</i>	
<b>Final Synthesizing Experience</b>	<b>4</b>
EDRE860	
<b>Dissertation</b>	<b>24</b>
<b>TOTAL EdD / PhD degree credits</b>	<b>136</b>

**Intensive Track Two.** These requirements can be fulfilled by summer intensives (on a 3-4 year rotating basis), by other scheduled intensives both on and off campus, by group cohort intensives together with Andrews doctoral students from other programs, by multi-media courses, and by independent study and fieldwork courses.

<b>Required Core</b>	<b>27</b>
Same requirements as track one <i>May be taken as intensive or as multi-media courses—several are available</i>	

<b>Teaching</b>	<b>10-12</b>
Same requirements as <b>track one</b>	
<b>Administration/Leadership</b>	<b>4</b>
<i>Same requirements as track one or select EDAD690 or 880</i>	

<b>Religion</b>	<b>16+</b>
A variety of courses taught on-campus and at various sites in the United States and abroad plus Mission/Cross-cultural Competency (see choices in <b>track one</b> ), and 12+ credits of courses selected with adviser's approval from Old Testament, New Testament, or Theology and Christian Philosophy (EDRE514 recommended)	

<b>Research</b>	<b>16-24</b>
Same requirements as <b>track one</b> , some may be taken through doctoral cohorts	

<b>Interest Area and Electives</b>	<b>25-36</b>
With adviser's approval including choices from the following: EDCI680, 689 (Portfolio), 690, 756, 799, 885, EDRE690,846, 870, EDTE690	

<b>Final Synthesizing Experience</b>	<b>4</b>
EDRE860	
<b>Dissertation</b>	<b>24</b>
<b>TOTAL EdD/PhD degree credits</b>	<b>136</b>

**FAMILY-LIFE CERTIFICATION REQUIREMENTS**

Candidates must have competence in twelve areas listed below (numbers 2-12 correspond with areas established by the National Council on Family Relations).

<b>How to Meet Requirements</b>
Requirements in the content areas may be met through
<ul style="list-style-type: none"> <li>• Course work taken on the graduate level</li> <li>• Course work taken on the undergraduate level</li> <li>• Professional field experience and non-credit seminars for part of a given module when other parts of the module are covered by academic course work. Seminars, topics classes, and workshops with identifiable modules in the course outlines dealing with these areas may be accepted. Family Life International (EDRE648), an annual intensive, plans revolving, identifiable modules in two content areas of the National Council on Family Relations requirements. Certified family-life educators must have at least 9 credits in family life from Andrews University.</li> </ul>

**Certification Areas**

Certification requires coverage in the following areas (1-11 are content areas):

1. Theological Foundations of Family Life
2. Families in Society
3. Internal Dynamics of Families
4. Human Growth and Development
5. Human Sexuality
6. Interpersonal Relationships
7. Family Resource Management
8. Parent Education and Guidance
9. Family Law and Public Policy
10. Family Ethics
11. Family-Life Education Methodology
12. Field Work

**LEADERSHIP**

The Leadership Program provides a new concept in graduate education. It is designed to meet the higher education needs of today's professional, to provide a learning community for leaders who want to earn a doctoral degree while maintaining their present employment, and to give self-motivated individuals a way to take charge of their own education.

**MISSION STATEMENT**

The Leadership Program is dedicated to developing Christian leaders who are able to integrate faith and learning. It prepares a community of learners and leaders dedicated to service.

**DEFINING THE PROGRAM**

The Leadership Program

- Leads to either a Doctor of Philosophy (PhD) or a Doctor of Education (EdD) degree
- Is established on the idea of developing and demonstrating competency in several key areas
- Gives each participant the opportunity to design and carry out an Individual Development Plan (IDP) in order to fulfill competency requirements
- Evaluates competence through a portfolio presentation that takes the place of a written comprehensive examination
- Fosters collaboration and cooperation among its participants.

**CHARACTERISTICS OF THE PROGRAM**

The program allows the self-directed student to participate in a dynamic-action agenda devoted to service. The program's strengths are evident in several ways:

*The Leadership Program is instruction based.* Through seminars, workshops, and guided practice, the student learns through various media such as seminars, workshops, listserves, online discussion forums, e-mail, and guided practice.

*The Leadership Program is competency based.* Although not listing a prescribed set of courses, it is designed around a set of competencies, including both skill and knowledge-based areas.

*The Leadership Program is student driven.* The student works with an adviser and develops a plan of study with course work and directed activities to fit his/her needs. An extraordinary amount of personal ownership by the student is critical for satisfactory completion of the degree.

*The Leadership Program is flexible.* The flexibility allows for the educational needs, career goals, and past experience of the student to play an important part in the development of an individualized plan of study.

*The Leadership Program builds important bonds among its participants.* Students become

partners in learning, both with faculty members and with other students. This process is enhanced by involvement in orientation activities, seminars, study groups, and through continued contact and discussion by using e-mail, the Internet, and other forms of telecommunication.

*The Leadership Program evaluates achievement.*

- Throughout the course of study, individual achievement is evaluated on the basis of mastery of content and demonstration of skills.
- The program is completed when a student has demonstrated achievement of the 20 general competencies (see below).
- Demonstration of achievements is documented in a portfolio that is assembled throughout the program. The portfolio is presented to the Leadership team at the end of the program for final validation.
- A doctoral dissertation must be completed, defended, and approved.

### APPLYING TO THE PROGRAM

Applicants should read the Graduate Admissions Requirements section of this bulletin on p. 28.

Students also should communicate directly with the Leadership Program coordinator to indicate how they have met or plan to meet the prerequisites for admission to the program.

Additional recommendations and interviews may be requested prior to formal admission to the program. Only a limited number of students are admitted each year, so students should apply early.

### SPECIFIC ADMISSION REQUIREMENTS

- A completed bachelor's or master's degree (a master's degree is recommended).
- A minimum of five or more years of full time work in education or in a related field after completing a baccalaureate degree.
- Evidence of leadership ability and self-motivation.
- A commitment to participate actively in orientation, study groups, and other scheduled activities.
- Access to and skills in communicating via e-mail, the Internet, and other forms of telecommunication.

### EdD/PhD DEGREE REQUIREMENTS

1. Complete EDUC631 Individual Development Plan (IDP) designed by the student and approved by the Leadership team.
2. Regular, active participation in one or more study groups.
3. On-campus participation in the program orientation: EDUC630 Leadership Seminar (6 credits) and annual leadership conferences.
4. A professional environment (typically an employment situation) in which the student may demonstrate required competencies (see below).
5. The development of a portfolio based on the student's IDP that demonstrates the satisfactory completion of the program competencies.
6. The presentation and defense of the student's portfolio. This constitutes the student's comprehensive examination and includes both written and oral components.

**Residency Requirements.** Residency requirements may be fulfilled by option A or B.

**Option A.** By the end of the sixth quarter: (1) Complete degree requirements 1, 2, and 3 above, (2) complete 24 of the minimum 48 required on-campus credits, (3) receive regular admission status, and (4) complete one of the following courses and be registered for the other: EDUC632 and 633.

**Option B.** Enroll for 3 out of 4 consecutive quarters after admission to the doctoral program. To qualify as enrolled, students must register for a minimum half-time load of study or be involved in work directly related to fulfilling the IDP requirements (not including dissertation).

**Basic Competency Requirements.** The required basic competencies are the minimal criteria required for completion of the Leadership Program. A graduate of this program may be described as follows:

*An effective teacher/instructor with skills*

- in using, evaluating, and adapting instructional materials
- in instructional management to accommodate individual variability
- in developing instructional strategies

*A dynamic change agent with skills*

- in planning and implementing change
- in developing human resources
- in public relations

*An effective organizer with skills*

- in organizational development
- in allocating resources
- in interpreting laws, regulations, and policies

*A collaborative consultant with skills*

- in effective communication
- in evaluation and assessment
- in problem-solving and decision-making

*A reflective researcher with skills*

- in reading and evaluating research
- in conducting research
- in reporting research

*A scholar with a working knowledge of*

- leadership foundations
- theories of learning and human development
- theories of leadership and management
- social systems, including family dynamics, political issues, and bureaucratic structures
- current technology and its application