-045 Blended and Synchronous Design
-046 Writing Across the Curriculum
-047 Foundations of Literacy—Begin to Read

EDCI632 (Partner is Quality Education)
-051 Teaching Students Responsible Behavior
-052 Cooperation in the Quality Classroom
-053 Teaching in the Quality Classroom
-054 Responsibility, Respect & Relationships
-055 Dealing with Discipline Problems
-056 Teaching in the 21st Century
-057 Improving Student Achievement
-059 Home School Partnerships
-060 Every Student Can Succeed
-061 Teaching in the Inclusive Classroom
-062 Differentiated Instructional Strategies
-063 Differentiated Assessment Strategies
-064 Introduction to Differentiation
-065 Creating Your Professional Portfolio
-066 Differentiation and Literacy
-067 Classroom of Choice

EDCI633 (Partner is Teacher Online Education)
-071 Classroom-Based Assessment
-072 Differentiated Instructional Strategies for Today's Classroom
-073 Best Practices for Brain-Based Classrooms
-074 Boys and School: Challenge Underachievement

EDCI634 (Partner is Teachscape)
-001 Assessment & Intervention for Struggling Readers
-002 Reading in the Content Area
-003 The Reading and Writing Connection
-004 The Thinking and Learning Brain
-005 Student-Directed Learning to Foster, Motivate & Engage
-006 Classroom Assessment for Today's Teacher
-007 Inquiry Based Science
-008 The 21st Century Learner
-082 Fundamentals of Mathematics: Teaching for Conceptual Understanding
-084 Foundations of Reading & Literacy
-085 Teacher as Leader
-086 Instructional Design
-087 Understanding Teaching and Learning
-088 Measurement and Geometry Elementary
-089 Proportional Reasoning Middle Grades
-090 Meeting the Needs of All Students
-091 Effective Assessment
-092 Problem Solving K–5
-093 Problem Solving 6–8
-094 Research-Based Instructional Strategies
-095 Algebra, K–5
-096 Algebra, 6–8
-097 Measurement and Geometry, 6–8
-098 Data & Analysis & Probability, K–5
-099 Data & Analysis & Probability, 6–8

EDCI 635 (Partner is Virtual Education)
-001 Advance Classroom Management
-002 Attention Deficit Disorder
-003 Autism & Asperger's Syndrome
-004 Behavior is Language
-005 Child Abuse
-006 Drugs and Alcohol in School
-007 ECE Family Centered Services
-008 ECE Observation & Assessment
-009 ECE Program Planning
-010 ECE Typical & Atypical Development
-011 Educational Assessment
-012 Harassment, Bullying & Cyber-Intimidation
-013 Inclusion
-014 Infant and Toddler Mental Health
-015 Learning Disabilities
-016 Reading Fundamentals #1
-017 Reading Fundamentals #2
-018 Reading Fundamentals #3
-019 Talented and Gifted
-020 Teaching Diversity
-021 Traumatized Child
-022 Understanding Aggression
-023 Violence in Schools
-024 Teaching Elementary Math Conceptually

TEACHING, LEARNING & CURRICULUM

Bell Hall, Room 014
269-471-3465
www.andrews.edu/sed/tlc/

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Nancy Agnetta
Michelle Bacchiocchi
Larry D. Burton
Faith-Ann McGarrell
Raymond J. Ostrander
Barbara A. Reid

Emeriti
Richard T. Orrison
M. Louise Moon
Millie U. Youngberg

Programs of Study

The Department of Teaching, Learning, & Curriculum (TLC) offers undergraduate degrees, graduate degrees, and teacher certification programs. Programs leading to BA or BS degrees are discussed in the "Teaching, Learning, & Curriculum Undergraduate Programs" section. The department also offers master's programs in the following areas: Master of Arts in Teaching, Master of Arts and Master of Arts: Education with an emphasis in Curriculum and Instruction, and a Master of Science. Finally, TLC offers three advanced degrees: EdS: Curriculum & Instruction and EdD/PhD: Curriculum & Instruction. (Information on these master's and advanced degree programs is found in the TLC Graduate Programs section.)

Field-based Delivery of Graduate Programs

Designed for three–four summers (4–8 weeks) on Andrews University campus and online courses during two–three school years, for working professionals. The field-based master's, specialist and doctoral programs allow participants to meet program competencies within the context of their current career positions. This immediate application of learning strengthens authenticity, provides relevancy, and benefits the place of employment.

Field-based programs are offered through a combination of summer intensives, regional group sessions, and Internet

study. Opportunities for cognate study are offered in business, technology, computer studies, and other areas of interest to persons employed in formal as well as non-formal learning organizations.

Program Approvals

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). Students acquiring Michigan Certification at Andrews University are eligible through reciprocal agreements for teacher licensure in most other states and the Canadian provinces.

The Consortium for Outstanding Achievement in Teaching with Technology

Andrews University is a founding member of the Michigan-based Consortium for Outstanding Achievement in Teaching with Technology (COATT). This consortium of higher education institutions and supporting P-12 organizations exists to promote the use of technology in P-12 schools. COATT issues certificates of recognition for pre-service and in-service teachers who demonstrate an exemplary use of technology in teaching. Details on the application process may be found on the Consortium's web site: www.coatt.org. If you are interested in pursuing COATT recognition, contact either Dr. Lee Davidson or Dr. Ray Ostrander.

Phases of Teacher Preparation Program

Undergraduate and graduate teacher preparation at Andrews University is a three-phase process. Students proceed through the teacher preparation program via a series of formal applications and evaluations. The three phases of the program are:

- Pre-Teacher Preparation (contains General Education)
- Teacher Preparation (contains Professional Education requirements plus major and minors)
- Student Teaching

Teacher Education "Report Card," Annual Title II Report

These data are supplied as mandated by Federal regulations. Individual copies of the "Report Card" are available from the Department of TLC. The data reported are specific to completers of the Andrews University teacher preparation program September 2008 through August 2009.

Data Type	Data
Number taking MTTC Basic Skills Exam	48
% passing MTTC Basic Skills Exam	88
Number taking MTTC Subject Area Exams	71
% passing MTTC Subject Area Exams	80
Number of students in the Andrews University Teacher Preparation Program	287
Number of student teachers supervised (may include guests from other universities)	27
Number of faculty who supervised student teachers	4
Student teacher/faculty ratio	1:6

TEACHING, LEARNING & CURRICULUM UNDERGRADUATE PROGRAMS

Undergraduate Academic Programs	Credits
BS: Elementary Education (BSELED) *(requires a content major or two minors)*	
Emphasis Areas	
Integrated Science	36 major/29 minor
Language Arts	36 major/24 minor
Social Studies	38 major/24 minor
BS with Secondary Certification	
Emphasis Areas	
Integrated Science (includes minor)	62
Social Studies (includes minor)	56

Teacher Preparation Mission

The primary aim of Andrews University teacher preparation programs (BA, BS, MAT & MA) is to prepare teachers who are competent, compassionate and committed to quality education. Upon completion of the professional education program, the pre-service teacher demonstrates knowledge and skill in the following areas:

1. Worldview
2. Human growth and change
3. Groups, leadership, and change
4. Communication and technology
5. Research and evaluation
6. Personal and professional growth
7. Content knowledge

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. Only the following teacher preparation courses can be taken without admission to the program or special permission: EDPC302, EDTE165, 228 and 408. (It is recommended that students take EDTE165, 228 and EDPC302 before taking EDTE408.)

Admittance into the Teacher Preparation Program. A formal application for admittance into the teacher preparation program must be submitted to the Department of TLC. This should be done no later than the sophomore year or during the first semester of course work for transfer and graduate students. The Basic Skills portion of the *Michigan Test for Teacher Certification (MTTC)* must be passed before admittance to the teacher preparation program. See the Teacher Education Program and Certification Procedures for specific details, pp. 301–303.

Special Requirements for School of Education Students. Applicants who do not qualify for regular or provisional admission to the School of Education due to low GPA may apply to the School of Education to take classes on a semester by semester basis.

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.

Michigan Department of Education Definition of "Program Completers"

Elementary Education "Program Completers" must qualify for graduation. This includes the following:

- Completion of general education core
- Passing score on the *MTTC Basic Skills Exam*
- Completion of professional education courses*
- Completion of planned program minor*
- Completion of an approved subject content major* **or** two minors*
- Passing score on the *MTTC Elementary Education Exam* (additional subject area exams are optional)
- Current First Aid & CPR Certification from the American Red Cross or the American Heart Association
- Recommendation for certification

* ***EACH*** *of these areas must have a 2.50 GPA with no grade of C- or below, in addition to a minimum cumulative GPA of 2.50.*

Courses counted toward meeting the requirements for the planned program minor, the professional education courses, the subject content major, minors, area of concentration, or Adventist 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 Adventist 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

The School of Education philosophy of general education is 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.

General Education Requirements—58+

See professional program requirements, p. 43, and note the following **specific** requirements:

Religion—12*
RELT100, 225, RELH400+ or RELT308. **Note:** If you take RELT308 you will need HIST404 as well. An additional 3-credit class chosen in consultation with your SED advisor.

Language/Communication—9–13
ENGL115, 215; COMM104 or 450 (recommended)
Foreign Language (BA only) Intermediate Language (4)

History—6
HIST204, 205

Fine Arts/Humanities—5
ENGL407 (2)
One course from:
Studio Art (3), MUHL214, Ensemble Music (3), PHTO115, PHTO210

Life/Physical Sciences—14
Students must take BIOL165, 166 AND choose one from PHYS110 or 115

Mathematics—3
MATH220

Computer Literacy: requirement met in EDTE476

Service—4
EDTE165

Social Sciences—9
GEOG110, PLSC104, EDPC302

Fitness Education—3
HLED120 plus two Fitness Education courses

* **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 University or another Seventh-day Adventist college or university.

\+ RELH400 covers both RELT308 and HIST404 but will not replace HIST404 if it is a requirement for a major or minor.

Professional Elementary Education Requirements

Professional Education Courses

EDPC302	Educational Psychology—3
EDTE165	Phil. & Social Foundations of Education—4
EDTE408	Principles of Teaching and Learning—3
EDTE425	Multi-grade/Multi-age Education—1
EDTE444	Elementary Language Arts Methods—2
EDTE445	Elementary Mathematics Methods—3
EDTE446	Elementary Science and Health Methods—3
EDTE447	Elem. Social Studies & Character Educ. Methods—3
EDTE487*	Student Teaching Seminar—1
EDTE488*	Student Teaching (Level)—1–15

**(Exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required. Students needing full time status will take additional credits.)*

The Planned Program Minor (20)

(all courses must be completed)

EDTE228	Strat for Educ Exceptional & Diverse Learners—3
EDTE418	Methods for Teaching Beginning Reading—3
EDTE420	Literacy Intervention Strategies—3
EDTE424	Classroom Testing and Evaluation—2
EDTE448	Methods for Integ Arts & Movement in Elem Curr—3
EDTE476	Methods for Integrating Instructional Tech—2
EDTE480	First Days of School Experience—2
EDTE484	Developmental Reading Methods—2
ENGL407	Literature for Children—2 or 3
GEOG110	Survey of Geography—3 **or**
GEOG475	Regional Geography:_____—3
MATH220	Geometry and Numbers—3

The planned program minor consists of a group of courses related to teaching in the elementary school and is required by the State of Michigan. 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 minor must be at least 20.

Content Majors and Minors for Elementary Education

Students in the Elementary Education program must include the Planned Program minor and one subject content major or two minors. When two minors are chosen, they should be chosen from different groups and at least one should be a subject area commonly taught in elementary schools (indicated with a *). See course requirements on pp. 288–289.

The required courses for an approved major or minor in Integrated Science, Language Arts, Reading, and Social Studies are listed in the chart below. All other approved majors and minors are listed and described under the appropriate department in the College of Arts & Sciences section of this bulletin.

Subject Content Areas	BA	BS	Minors
Group A: *Language Arts*			
Language Arts*+		36	24
Reading (K-8)*			20
Group B: *Social Studies*			
Social Studies*+		39	
Group C: *Science/Health*			
Integrated Science*		36	29
Group D: *Mathematics*			
Mathematics*+		36	20
Group E: *Supporting Areas*			
ESL			21
French (K–12)	36#		24
Spanish (K–12)	36#		21
Group F: *Religion*			
Religion (for Seventh-day Adventist certification only)			20

* Indicates a major/minor commonly taught in the Elementary School.
\+ Pending approval by the Michigan Department of Education
\# K–12 Endorsement in major area only

Integrated Science Major (36)

The Michigan Department of Education requirements for this major have changed. This new major has been submitted to the State for approval. All students with this major will be expected to meet the requirements in effect for this major at the time of graduation. Contact your advisor for further details.

Advising for this major is done by the Department of TLC.

Required courses:
Life Science/Biology—16 credits
BIOL221 Anatomy and Physiology I—4
BIOL222 Anatomy and Physiology II—3
BIOL165 Foundations of Biology—5
BIOL208 Principles of Environmental Science—4
Physical Science—8 credits
CHEM110 Intro to Inorganic and Organic Chemistry—4
PHYS115 Mythbusting—4
Earth/Space Science—8 credits
BIOL330 History of Earth and Life—4
PHYS110 Astronomy—4
Integrated Science—4 credits
IDSC456 Integrated Science—4
Electives may be chosen from BIOL, CHEM and PHYS under advisement

Language Arts Major (36)

Pending approval by the Michigan Department of Education.
Advising for this major is done by the Department of TLC.

Required courses:
COMM280 Voice and Diction—3
COMM450 Communication in the Classroom—3
EDTE418 Methods for Teaching Beginning Reading—3
EDTE420 Literacy Intervention Strategies—3
EDTE436 Writing K–8—2
EDTE484 Developmental Reading Methods—2
ENGL267 Approaches to Literature—3
ENGL300 Modern English Grammar—3 or 4
ENGL407 Literature for Children—2 or 3
SPPA435 Comm Dev & Disorders for Classroom Teachers—3
Two courses from:
ENGL273 American Literature to 1865—3
ENGL274 American Literature 1865 to 1914—3
ENGL371 English Literature to 1600—3
ENGL372 English Literature 1600–1800—3
ENGL373 English Literature 1800–1914—3
ENGL403 20th Century Literature in English—3
One from:
ENGL430 Topics in: (a course in writing content)—3
ENGL437 Teaching & Tutoring Writing—3
ENGL438 Advanced Composition—3
ENGL454 The Writing Life—3
ENGL467 Creative Writing—3
Remaining credits from:
COMM320 Interpersonal Communication—3
COMM436 Intercultural Communication—3
COMM456 Group Dynamics and Leadership—3
COMM475 Professional Presentations—3
ENGL404 New Global Literature—3
ENGL460 Linguistics—3
SPPA234 Intro to Speech-Language Path & Audiology—3
SPPA321 Normal Language Development—3

Social Studies Major (39)

Pending approval by the Michigan Department of Education.
Advising for this major is done by the Department of History & Political Science.

Required courses:
ECON225 Principles of Macroeconomics—3
ECON226 Principles of Microeconomics—3
FNCE206 Personal Finance—3
GEOG110 Survey of Geography—3
GEOG260 Cultural Geography—3
HIST117 Civilizations and Ideas I—3
HIST118 Civilizations and Ideas II—3
HIST204 American Experience I—3
HIST205 American Experience II—3
PLSC104 American Government—3
PLSC225 Comparative Politics—3 or
PLSC230 International Relations—3
PLSC237 Individual State & Marketplace—3
PLSC435 Public Policy—3
Remaining credits may be chosen from history, political science, geography, and economics.

Integrated Science Minor (29)

The Michigan Department of Education requirements for this minor have changed. This new minor has been submitted to the State for approval. All students with this minor will be expected to meet the requirements in effect for this minor at the time of graduation. Contact your advisor for further details.

Advising for this minor is done by the Department of TLC.

Required courses:
Life Science/Biology—9 credits
BIOL165 Foundations of Biology—5
BIOL208 Environmental Science—4

Physical Science—8 credits
CHEM110 Intro to Inorganic and Organic Chemistry—4
PHYS115 Mythbusting—4
Earth/Space Science—8 credits
BIOL330 History of Earth and Life—4
PHYS110 Astronomy—4
Integrated Science—4 credits
IDSC456 Integrated Science—4

Language Arts Minor (24)

Pending approval by the Michigan Department of Education.
Advising for this minor is done by the Department of TLC.

Required courses:
COMM450 Communication in the Classroom—3
EDTE418 Methods for Teaching Beginning Reading—3
EDTE420 Literacy Intervention Strategies—3
EDTE436 Writing K–8—2
EDTE484 Developmental Reading Methods—2
ENGL267 Approaches to Literature—3
ENGL300 Modern English Grammar—3 or 4
ENGL407 Literature for Children—2 or 3
One course from:
ENGL273 American Literature to 1865—3
ENGL274 American Literature 1865 to 1914—3
ENGL403 20th Century Literature in English—3
Select remaining courses from:
COMM280 Voice and Diction—3
COMM436 Intercultural Communication—3
ENGL404 New Global Literature—3
ENGL460 Linguistics—3
SPPA234 Intro to Speech-Lang Pathology & Audiology—3
SPPA321 Normal Language Development—3
SPPA435 Communication Development & Disorders for Classroom Teachers—3

Reading Minor (20)

Advising for this minor is done by the Department of TLC.

Required courses:
EDTE417 Teaching Reading in the Second Content Areas—3
EDTE418 Methods for Teaching Beginning Reading—3
EDTE420 Literacy Intervention Strategies—3
EDTE460 Reading Practicum—1–4
EDTE484 Developmental Reading Methods—2
EDTE485 Adv Methods for Elem Classroom Literacy—3
Choose electives from:
COMM280 Voice and Diction—3
EDTE160 College Reading Efficiency—2
EDTE164 Dynamic Reading Strategies—1–2
ENGL407 Literature for Children—2–3
ENGL408 Literature for Young Adults—2–3
ENGL460 Linguistics—3
SPPA321 Normal Language Development—3
SPPA435 Comm Dev & Disorders for Classroom Teachers—3

Bachelor of Arts (BA) Option

Students may choose the Bachelor of Arts degree with Elementary Certification. The degree is granted by the College of Arts and Sciences. Requirements for General Education, professional education courses and the planned program minor are the same as for a Bachelor of Science in Elementary Education.

Bachelor of Science (BS) (Individualized 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 or for individuals planning on earning certification in a five-year program ending with an MAT degree. The degree includes two main parts:
(1) an appropriate general education component, and
(2) an interdepartmental area of concentration totaling at least 66 credits, 20 of which must be education course credits. Admission 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 BA or BS Degree

Students preparing for teaching in secondary schools (grades 6–12) may choose from either the Bachelor of Arts or the Bachelor of Science degree programs. These degrees are granted by the College of Arts & Sciences, School of Education, and College of Technology. Students must have a subject major and a subject minor, which Andrews University has approved with the State of Michigan for certification purposes, in addition to their Professional Education courses. In order for Andrews University to recommend a student for certification the Michigan Test for Teacher Certification (MTTC) subject area exams must be passed in both the major and minor.

Secondary Certification General Education Requirements—63–66
See professional program requirements, p. 43, and note the following **specific** requirements:
Religion—12*
RELT100, 225, RELH400+ (recommended) or RELT308.
Note: If you take RELT308 you will need HIST404 as well. An additional 3-credit class chosen in consultation with your SED advisor.
Language/Communication—9–13
ENGL115, 215; COMM104 or 450 (recommended)
Foreign Language (BA only) Intermediate Language (4)
History—6
HIST117, 118
Fine Arts/Humanities—3
Choose one course from:
ARTH220, PHTO210, Studio Art (3), ENGL255, PHIL224, MUHL214, Ensemble Music (3)
Life/Physical Sciences—8
Take one course from Life Science and one from Physical Science
Mathematics—3
MATH145 **or** higher-level course
Computer Literacy: INFS120 or competency exam
Service—4
EDTE165
Social Sciences—9
EDPC302, EDTE228 and one of the following courses: BHSC220, 235, FMST206, PLSC237, PSYC180
Fitness Education—3
HLED120 plus two activity courses

* **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 University or another Seventh-day Adventist college or university.
\+ RELH400 will count for RELT308 and HIST404 but will not replace HIST404 if it is a requirement for a major or minor.

Michigan Department of Education Definition of Program Completers

Secondary Education "Program Completers" must qualify for graduation or hold a bachelor's degree. Additional requirements for "Program Completers" include the following:

- Completion of general education core
- Passing score on the *MTTC Basic Skills Exam*
- Completion of professional education courses*
- Completion of approved subject content teaching major*
- Completion of approved subject content teaching minor*
- Passing score on the *MTTC Subject Area Exams* for both major **and** minor
- Recommendation for certification.

* *EACH of these areas must have a 2.50 GPA, with no grade of C- or below, in addition to a minimum cumulative GPA of 2.50.*

Content Majors and Minors for Secondary Education

Descriptions of the Integrated Science and Social Studies majors are listed in the following chart. All other approved majors and minors are described under their respective departments in other sections of this bulletin.

CONTENT MAJORS AND MINORS FOR SECONDARY CERTIFICATION

Subject Areas	BA	BS	Minor
Biology		42	22
Chemistry		40	20
Communication Arts		36–38	20
Computer Science (K–12)		40#	20
English+	42		21
ESL			21
French (K–12)	36#		24
History+	42		20
Integrated Science (includes minor)		64	
Mathematics		39	20
Mathematics Education		36	
Music Education (K–12) (BMus degree includes minor)	82		
Physics		40	20
Physics Education+		30	
Political Science+	42		21
Social Studies (includes minor)+		57	
Spanish (K–12)	36#		21
Religion (Secondary Education Emphasis—SDA Certification only)	32+		20
Visual Arts Education (K–12) (includes minor)		53	

\+ pending State of Michigan approval
\# K–12 Endorsement in major area only

Secondary Professional Education Courses

EDPC302 Educational Psychology—3
EDTE165 Philosophical & Social Found of Education—4
EDTE228 Strat for Educ Exceptional & Diverse Learners—3
EDTE408 Principles of Teaching and Learning—3
EDTE417 Teaching Reading in the Secon Content Areas—3
EDTE424 Classroom Testing and Evaluation—2
EDTE459 Methods for Teaching Secondary School: Area—3
EDTE476 Methods for Integrating Instructional Tech—2–3
EDTE480 First Days of School Experience—2
EDTE487 Student Teaching Seminar—1
EDTE488* Student Teaching (Level)—1–15

* The exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required. Students needing full-time status will take additional credits.

Integrated Science Major (64)

(This major includes a built-in minor in Biology)

Advising for this major is done by the Department of TLC.
The Integrated Science major requires 62 semester credits.

Required Courses:

Life Science/Biology—23 credits

BIOL165 Foundations of Biology—5
BIOL166 Foundations of Biology—5
BIOL208 Principles of Environmental Science—4
BIOL348 General Ecology—3
BIOL371 Genetics, Cellular and Molecular Biology I—3
BIOL372 Genetics, Cellular and Molecular Biology II—3

Chemistry—minimum 12 credits

CHEM131 General Chemistry I—4
CHEM132 General Chemistry II—4
CHEM231 Organic Chemistry I—3
CHEM241 Organic Chemistry Lab—1

Physics—minimum 8 credits

PHYS141 General Physics—4
PHYS142 General Physics—4
(PHYS241, 242 Physics for Scientists and Engineers—4, 4 may be substituted for PHYS141, 142)

Earth/Space Science—minimum 15 credits

BIOL330 History of Earth and Life—4
GEOG240 Physical Geography—3
IDSC456 Integrated Science—4
PHYS110 Astronomy—4

Required Cognates—6 credits

MATH191 Calculus 1—4
EDTE456 Secondary Science Methods—2

Electives chosen by advisement from the above areas to complete the requirements.

The State of Michigan recommends that students pass MTTC subject exams in biology, physics and chemistry.

BS: Secondary Education Social Studies Major (57)

(This major contains a built-in minor in History)

BHSC235 Culture, Place and Interdependence—3
ECON225 Principles of Macroeconomics—3
ECON226 Principles of Microeconomics—3
GEOG110 Survey of Geography—3
GEOG260 Cultural Geography—3
HIST117 Civilizations and Ideas I—3
HIST118 Civilizations and Ideas II—3
HIST204 American Experience I—3
HIST205 American Experience II—3
HIST235 Historical Inquiry—3
HIST277 History/Political Science Colloquium—0
HIST404 Adventist Heritage—3
HIST459 Special Meth in Teaching History & Soc Studies—3
HIST490 Research Seminar—3
PLSC104 American Government—3
PLSC225 Comparative Politics—3 or
PLSC230 International Relations—3

PLSC237 Individual State & Marketplace—3
PLSC435 Public Policy—3

Plus:

One upper division United States history course
One upper division European or other non U.S. history course.

The Major Field Achievement Test in history must be taken by all majors in their senior year.

All students with this major will be expected to meet the requirements in effect for this major at the time of graduation. Contact your advisor for further details. Advising for this major is done by the Department of History and Political Science.

The State of Michigan recommends that students pass MTTC subject exams in History, Geography, Economics and Political Science.

Teacher Education Program and Certification Procedures

Application for Admission to the Teacher Preparation Program. The application for admission to the teacher preparation program should be submitted by **undergraduate** students completing 15 semester credit hours including EDTE165. Application for admission to the teacher preparation program should be done by transfer students and by Master of Arts in Teaching (MAT) students during the first semester of enrollment. Applications are considered semi-annually by the Certification, Screening, and Petitions Committee.

To be admitted to the teacher education program, students must meet the criteria listed below:

- Satisfactorily complete EDTE165.
- Choose appropriate teaching major and/or minor(s).
- Pass the *MTTC Basic Skills Test* (students are only allowed to take this test three times).
- Have a cumulative GPA of 2.75.
- While maintaining good and regular status and to complete the program the student must maintain a 2.50 GPA in each of the following areas:
  1. Major(s)*,
  2. Minor(s)*,
  3. Professional education courses*, and
  4. Overall course work.

  *A course with a grade less than a C in a major, minor or professional education class must be repeated. All courses taken at Andrews University or transferred to Andrews University are included in calculating the GPA.
- Provide recommendations from the teacher of EDTE165 and one other Andrews University faculty member.
- Begin a professional teaching portfolio.
- Demonstrate clearance in regard to felony or misdemeanor conviction as an adult.
- Demonstrate the professional disposition of an educator.
- Fingerprinting and a criminal background check are required prior to admission to the Teacher Preparation Program. Instructions for the fingerprinting procedure can be found on the TLC website.

  Upon admission, students are charged a professional fee.

Application for Admission to Student Teaching

- A formal application for student teaching must be submitted before the end of fall semester of the school year prior to the one in which the student teaching will be done. *(See note below regarding deadlines.)
- 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. Secure admission to the teacher preparation program.
  2. Complete EDPC302 and EDTE408 or equivalents.
  3. Submit an acceptable plan for completing all required course work. (You must notify the Director of Student Teaching and the Certification Registrar if this plan changes). All prerequisites for student teaching as stated in the University Bulletin must be met prior to the student-teaching semester.
  4. Submit a plan for completing the required *MTTC Michigan Subject Area Exams*.
  5. Maintain a minimum GPA as outlined in the criteria for admission to teacher preparation.
  6. Obtain a recommendation from three sources: a professor from a methods course, a professor from your major or minor, and a professor from your minor.
  7. Demonstrate 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.
  8. Demonstrate acceptable professional dispositions.

* Applications for Student Teaching must be completed and turned in to the Department of Teaching, Learning & Curriculum by the last Tuesday in November.

- There is a $50 late fee if the packet is turned in after that date and before the last day of finals.
- There is a $100 late fee if the packet is turned in after finals are over and before January 31.
- If the application is received after January 31, a $200 late fee will be charged and the applicant will need to file a petition to explain why the application was late. The Certification, Screening and Petitions Committee may or may not grant special permission to do student teaching for the upcoming year.

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 contacts and arrangements with the schools.

The placement interview with prospective student teachers and admission to the student teaching program take place at least one semester before student teaching begins, though preferably in February 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 semester. A pre-student-teaching visit to the school is required 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.

Student Teachers will be placed within a one-hour radius of Andrews University. Exceptions will be made on a case-by-case basis. Any additional cost for supervision will be borne by the student.

The First Days of School Experience is a concentrated, full-time laboratory program which begins prior to the beginning of the University's fall semester.

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 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. Record keeping (including the daily register)

Student Teaching Semester. The student-teaching semester consists of a minimum of 14 weeks of full-time observation, participation, and teaching under supervision in an elementary or secondary school. If the beginning and ending dates do not coincide with the university semester calendar, 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 of orientation 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 semester. The specific time is announced by the Director of Student Teaching.

The student may not take other courses during the student-teaching semester (including courses from Griggs University). Work for remuneration should be suspended. 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 Subject Area Exams* before a recommendation can be submitted to the Michigan Department of Education. For details on what the tests are and when they are offered, see the Department of TLC.

Certification Exemption Petition. Students planning to qualify for a teaching certificate at Andrews University are expected to meet both Seventh-day Adventist and State of Michigan certification requirements. Exceptions to this requirement are considered only after a student submits a formal petition to the Department of TLC Certification, Screening, and Petitions Committee.

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 at Andrews University for teacher certification at the appropriate level. Students should seek the advice of their Department of TLC advisor early in their program. Undergraduate and graduate students should not assume that completing a degree qualifies them for a specific teaching certificate. Graduate students must 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, and 2.50 in each of the following:
  1. major(s)*,
  2. minor(s)*,
  3. area of concentration*, and
  4. professional education courses.

  (*The averages include all courses taken at Andrews University and those transferred from other institutions.)
- Earn grades of C or above in all courses in
  1. professional education,
  2. major(s),
  3. minor(s), and
  4. areas of concentration.
- Pass *MTTC Subject Area Exams*.
- Complete student teaching with a positive recommendation from the supervising teacher.
- Obtain a positive recommendation for certification from a faculty member in the Department of TLC.
- Demonstrate clearance in regard to felony or misdemeanor conviction as an adult. Forms for clearance purposes are available at the Department of TLC.
- Demonstrate acceptable professional dispositions.
- Have current First Aid CPR Certification from the American Red Cross or American Heart Association (must include infant, child and adult CPR in addition to First Aid).
- Request that official transcripts be sent directly to the Certification Registrar in the Department of TLC.

Application for a Teaching Certificate. In their final year, while applying for graduation, students must also apply for the teaching certificate. The certificate is granted after graduation. The certification application is filed on forms available at the Teacher Certification Office located in the Department of TLC. Andrews University recommends the applicants who qualify for certification. Students qualifying for Seventh-day Adventist certification receive a *Verification of Eligibility Certificate* that is honored by the union (an Adventist jurisdiction) in which they first accept a teaching position. A recommendation for a Michigan Provisional Teaching Credential is submitted to the Michigan Department of Education. 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, Adventist certification, State of Michigan certification, updating original certificates, and adding endorsements is found on pp. 297–300.

Graduation Requirements

In addition to meeting the general requirements for a baccalaureate degree on p. 287 or p. 290, 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 certification may take more than four years to complete a degree.)
- Maintain a minimum GPA of 2.50 overall, and a 2.50 in the following:
  1. major(s)*,
  2. minor(s)*,
  3. area of concentration*, and
  4. professional education courses*

  (*The averages include all courses taken at Andrews University and those transferred from other institutions.)
- Earn a 2.00 minimum GPA in all other credits at Andrews

University
- Complete the Senior Exit examination, which serves as the senior-level evaluation
- Take a minimum of 30 of the final 37 semester credits in residence (permission must be given by the dean to take up to 10 credits anywhere other than Andrews University.)
- Qualify for either Michigan Teacher Certification or an Adventist Basic Teaching Credential (This item applies to BS Elementary Education majors and BS Secondary Integrated Science and Social Studies majors.)
- Submit a formal request for graduation, approved by the student's advisor, the Certification Registrar, and a designated records officer.

Teaching, Learning & Curriculum Graduate Programs

Graduate Programs	Credits
Non-Degree Graduate-Level Teacher Certification and Endorsement Programs	
(Elem) Adventist and MI Certification	variable
(Sec) Adventist and MI Certification	variable
Master of Arts in Teaching	
Elementary Education specialization	32
Secondary Education specialization	32
Content Area Specialization (Biology, English, ESL, History, Spanish, French)	32
MA: Education	
Emphasis Areas	
Curriculum and Instruction Emphasis	32
EdS: Curriculum and Instruction	64
EdD/PhD: Curriculum and Instruction	91/92

Master of Arts in Teaching (MAT)

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 at either the elementary or secondary level and seek certification at the other level.
3. Persons who hold a teaching certificate and want to strengthen or add a specific subject area endorsement.

Candidates for the MAT degree must hold or qualify for a Seventh-day Adventist or State of Michigan teaching certificate or its equivalent before the degree can be granted. The 32 credits listed for the completion of this degree represent 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 32 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 content area emphasis (Biology, English, English as a second language, History, French, Spanish and Reading.) Specific requirements for these content area emphases are found in the departmental listings of this bulletin.

MAT Prerequisites

1. An undergraduate degree with a major and/or a minor(s) in teaching area(s).
2. Six semester credits, including a course in educational psychology, and other basic areas such as educational philosophy, instruction, or evaluation. If not previously taken at the undergraduate level, the 6 credits may be taken at the graduate level but do not necessarily apply toward the graduate degree program.

Michigan Department of Education Definition of Program Completers

To qualify as a "Program Completer," MAT students seeking their initial Elementary Teaching certificate must satisfactorily complete the following:
- A bachelor's degree
- Professional education courses*
- Planned program minor*
- Approved subject content major or two minors*
- The *MTTC Elementary Education Exam* (subject area exams are optional)
- Current First Aid & CPR Certification from the American Red Cross or the American Heart Association
- Recommendation for certification

* *EACH of these areas must have a 2.50 GPA if taken at the undergraduate level, a 3.00 GPA must be maintained at the graduate level.*

To qualify as a "Program Completer," MAT students seeking their initial Secondary Teaching certificate must satisfactorily complete the following:
- A bachelor's degree
- Professional education courses*
- Approved subject content teaching major*
- Approved subject content teaching minor*
- The *MTTC Subject Area Exams* for both major and minor
- Current First Aid & CPR Certification from the American Red Cross or the American Heart Association
- Recommendation for certification

* *EACH of these areas must have a 2.50 GPA if taken at the undergraduate level, a 3.00 GPA must be maintained at the graduate level.*

MAT Program Procedures

- Apply for admission to the Andrews University School of Education
- Request evaluation of transcripts by the Certification Registrar
- Develop a course plan in collaboration with advisor
- Take initial classes during the first semester
- Take the Basic Skills section of the MTTC during first semester
- Students transferring in a major and/or minor must pass the relevant MTTC Subject Exams during their first semester of enrollment
- Apply for admission to the teacher preparation program during the first semester (see p. 291)*
- Continue course work
- Apply for admission to Student Teaching Candidacy (see p. 285)*
- Take the Subject Area section(s) of the *MTTC*
- Complete course work, including EDTE588 & EDCI696.
- Apply for teaching certificate (see p. 293).
- Students should apply for Advancement to Candidacy at the

time they begin First Days of School Experience or the summer prior to Student Teaching.

MAT: Required Courses
Educational Foundations—3
EDFN500 Phil Foundations of Educ & Psych—3
Professional Education Core—9–12
EDPC525 Psych & Educ of the Exceptional Child—3
3 credits of instructional methods by advisement
EDTE476 Meth for Integrating Instructional Tech—2–3
EDCI696 Project Implementation—1–4
Specialization and Electives—17–20
Choose one of the following areas of specialization.
Elementary Education Specialization. Students select courses in consultation with their advisor from those required for certification.

Secondary Education Specialization. Students select courses in consultation with their advisor from those required for certification.

Content Area Specialization. Students select courses in consultation with a content area advisor. Students should note the specific subject area requirements in the appropriate section of this bulletin. Requirements vary. Students seeking a subject endorsement must complete the equivalent of a minor in that area.

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—32**

*Course requirements for persons seeking their first teaching certificate vary slightly from those who already have a teaching certificate.
** A minimum of 12 credits must be 500-level or higher. Students who enter the MAT program without a teaching certificate typically must complete more than 32 to qualify for a teaching certificate.

Field Work and Comprehensive Examinations. Field work and comprehensive examinations may be required at the discretion of the subject specialization advisor and/or the professional education advisor. See Application for a Teaching Certificate on p. 293.

MAT students should consult the Teacher Certification Procedures section of this bulletin for details about applying for Teacher Certification.

MA: EDUCATION

Reading Emphasis
(Not currently enrolling students in this program)

Curriculum & Instruction Online Degrees

Mission

As companions in learning, faculty and students are committed to global Christian service through excellence in teaching, learning and research.

Program Description

The Curriculum & Instruction program is concerned with creating superior learning environments within learning organizations such as corporations, schools, colleges and universities. Curriculum & Instruction (C&I) degrees at Andrews University are interdisciplinary, involving a broad spectrum of content areas and educational levels. Graduates of the Andrews University Curriculum & Instruction program serve as classroom teachers, department heads, principals, superintendents, curriculum specialists, teacher educators, department chairs, researchers, academic vice presidents, and college presidents. Persons seeking initial teacher certification for K–12 schools at the master's level should pursue the MAT degree for elementary or secondary education (see p. 293). The Curriculum & Instruction program is designed to meet the needs of our students. The majority of students maintain their current employment while completing their degrees online. We also have students who choose a traditional, residential program and move to Berrien Springs for full-time study.

Specialized study is offered within Curriculum & Instruction for school-based personnel at elementary, secondary and tertiary levels. Curriculum & Instruction cooperates with selected departments in offering advanced cognates for persons preparing to teach at the university level.

While degrees in Curriculum & 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 number of credits.

Degree Options

The C&I Program offers four degrees to suit a variety of student needs. They include the following:
- Master of Arts (MA)
- Educational Specialist (EdS)
- Doctor of Education (EdD)
- Doctor of Philosophy (PhD)

Program Characteristics

Online Course Delivery. With two exceptions (see below), all required courses are delivered via the Internet using both synchronous and asynchronous techniques. This allows candidates to advance their education while maintaining their current employment and residence. Learning-while-working also provides candidates with the opportunity to immediately apply new knowledge and skills in their workplace.

Face-to-face Orientation. In order to create a vibrant learning community from the beginning, all new C&I students participate in a week-long orientation session. This is typically held on the Andrews University campus in Berrien Springs during the summer months.

Developing Instructional Expertise. To change the way we teach, we need to experience new ways of teaching and learning ourselves. It is not enough to read about and discuss alternative methods of instruction. Mastery of a new teaching strategy requires understanding of the theory underlying the strategy, participation as a learner in the strategy, and feedback in shaping use of the strategy. For this reason all C&I students participate in one-or two-week face-to-face instructional institutes. As with the C&I Orientation these institutes are typically scheduled on the Berrien Springs campus during the summer months.

Focus on Holistic Development. We take the mind-body-spirit connection seriously. Planned experiences throughout the C&I program provide opportunities for students to develop as whole beings-mentally, spiritually, socially, and physically.

Role-based Curriculum. Curriculum scholars around the world fulfill specific roles when designing, developing, implementing and evaluating the educational enterprise. The learning outcomes for this program, which are based on the SED conceptual framework, are designed to help individuals develop competence in these roles within the context of educational practice. Successful mastery of these roles promotes the development of a service-focused, scholarly mindset. (See p. 287 for the SED conceptual framework.)

Documenting Mastery of Outcomes. Program candidates may demonstrate mastery of the program outcomes by taking classes (face-to-face or online) or completing a Course Competency Contract. Previous or current work experience may be included in the Course Competency Contract.

Annual Intake. While the C&I program accepts applications for enrollment any time during the year, the official start for new students in the program is during the summer C&I orientation on the Berrien Springs campus. International cohorts begin their programs at announced times and locations.

Collaborative Scholarship. Planned experiences help foster true collaboration throughout the C&I program. Students have opportunity to co-research, co-present, or co-author with other students and/or faculty members.

Admission Requirements

Admission decisions are based on an overall profile of each applicant. The applicant profile consists of information that indicates personal "fit" with the Curriculum and Instruction program and potential for success in the program. To ensure consideration for acceptance into the current year's summer cohort, completed applications must be on file at the Andrews University Office of Graduate Admissions by March 1.

In addition to application materials required of all graduate school applicants the following items are of particular importance:

- A 500-word statement of purpose explaining how your professional goals fit with the mission of the Curriculum and Instruction program.
- Recommendation forms and letters from professionals. Do not submit recommendations from relatives or current students.
- A completed Professional Experience form.
- A current resume or vita.
- Official transcripts from all schools where undergraduate or graduate courses were taken.
- Graduate Record Examination (GRE) general exam scores. Note: MA students may receive provisional acceptance without GRE scores, but will need to complete the exam within four months of course enrollment.
- Documentation of English proficiency. See University Graduate Programs General Admission Requirements for details (p. 42).

Please consult the Graduate Programs Admission section of this bulletin for complete information regarding admissions requirements.

Prerequisites at the master's level include at least 9 semester credits of course work in educational philosophy, educational psychology, or instructional methods. Persons who seek admission without such a background may be required to include such courses in their course plan. These prerequisites may add to the total number of credits needed to complete the degree.

Graduation Requirements

All students:

- Complete course work within time limits and GPA guidelines
- Complete a major Curriculum and Instruction project
- Complete an initial research project (EDRM505)
- Complete comprehensive examinations
- Document mastery of program outcomes through the development and presentation of the portfolio

Specialist students:

- 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.

Doctoral students:

- Meet residency requirements
- Complete basic research method project
- Complete advanced research method project (PhD only)
- Submit an article to a peer-reviewed journal, based on the dissertation and co-authored by the chair
- Complete and successfully defend doctoral dissertation

MA Education: Curriculum and Instruction Emphasis

DEGREE REQUIREMENTS

Prerequisites: Nine semester credits of education courses including an undergraduate (or graduate equivalent) in educational psychology

MA Core: 19 credits

EDCI525	Master's Orientation Seminar—1
EDCI545	Assessment & Evaluation of Learning—3
EDCI547	Foundations of Curriculum Studies—3
EDCI565	Improving Instruction—2
EDCI595	Master's Portfolio—1
EDCI620	Systems Concepts & Change—3
EDCI650	Curriculum Design and Development—3
EDCI684	International Perspectives on Curriculum—3

MA Foundations: 3 credits

EDFN500	Phil Foundations of Educ & Psych—3

MA Research: 4–8 credits

EDCI696	Project Implementation—1–2
EDCI699	Thesis (optional)—1–3
EDRM505	Research Methods & Stats I—3

MA Electives: 2–6 credits

Course electives are selected by advisement to fit the student's professional goals.

TOTAL MA degree credits—32

EdS: Curriculum and Instruction

DEGREE REQUIREMENTS

EdS Background Courses: 17 credits

EDCI545	Assessment & Evaluation of Learning—3
EDCI547	Foundations of Curriculum Studies—3
EDCI565	Improving Instruction—2
EDCI620	Systems Concepts & Change—3

EDCI650 Curriculum Design and Development—3
EDFN500 Phil Foundations of Educ & Psych—3

EdS Core: 15 credits
EDCI606 Teaching in Higher Education—2
EDCI636 Program Evaluation—3
EDCI665 Advanced Instructional Models—1–3
EDCI686 Curriculum Past & Present—3
EDCI725 Doctoral Orientation Seminar—1
EDCI795 Specialist Portfolio—1
EDCI884 Internationalizing Curriculum Studies—3

EdS Specialization: 8–12 credits
Electives are selected by advisement to expand personal development within targeted roles. Examples of specializations and cognates for the EdS degree are listed below with those for the doctoral degrees.

EdS Foundations: 3 credits
EDPC514 Psychology of Learning—3

EdS Research: 4-6 credits
EDRM505 Research Methods & Stats I—3
EDRM611 Research Methods & Stats II—3
EDCI799 Advanced Project—1–3

EdS Electives: 2–6 credits

TOTAL EdS degree credits—64

EdD/PhD: Curriculum and Instruction

Doctor of Philosophy (PhD). As the research-oriented degree, the PhD is designed for individuals who wish to be educational leaders. This is accomplished by original, theoretical and conceptual research along with immersion in the field. Individuals taking this degree typically enter higher education, government and/or advanced positions in K–12 education. Program requirements for this degree include an additional research course.

Doctor of Education (EdD). 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 internship (EDCI799).

EdD/PhD Background Courses: 17 credits
EDCI545 Assessment & Evaluation of Learning—3
EDCI547 Foundations of Curriculum Studies—3
EDCI565 Improving Instruction—2
EDCI620 Systems Concepts & Change—3
EDCI650 Curriculum Design and Development—3
EDFN500 Phil Foundations of Educ & Psych—3

EdD/PhD Core: 18 credits
EDCI606 Teaching in Higher Education—2
EDCI636 Program Evaluation—3
EDCI686 Curriculum Past & Present—3
EDCI725 Doctoral Orientation Seminar—1
EDCI730 Curriculum Theory—3
EDCI884 Internationalizing Curriculum Studies—3
EDCI889 Doctoral Seminar—2
EDCI895 Doctoral Portfolio—1
LEAD535 Principles of Academic Writing—1–2

EdD/PhD Foundations: 5–6 credits
EDPC514 Psychology of Learning—3
One additional foundations course—2–3

EdD Research: 13 credits
EDRM505 Research Methods & Stats I—3
EDRM611 Research Methods & Stats II—3
EDRM710 Seminar in Research Methodology—1
Two of the following
EDRM605 Qual Research Meth in Educ & Psych—3
EDRM704 Design & Anal of Educ & Psych Surveys—3
EDRM712 Research Methods & Stats III—3
EDRM713 Research Methods & Stats IV—3
EDCI885 Applied Research—1–8

PhD Research: 16 credits
EDRM505 Research Methods & Stats I—3
EDRM611 Applied Statistics in Educ & Psych II—3
EDRM710 Seminar in Research Methodology—1
Three of the following:
EDRM605 Qual Research Meth in Educ & Psych—3
EDRM704 Design & Anal of Educ & Psych Surveys—3
EDRM712 Research Methods & Stats III—3
EDRM713 Research Methods & Stats IV—3
EDCI885 Applied Research—1–8

EdD/PhD Dissertation: 16+ credits
EDRM880 Dissertation Proposal Development—2 **or**
LEAD880 Dissertation Proposal Development—2
EDCI899 Doctoral Dissertation—14+*

PhD Electives: 7–13 credits

EdD Electives: 10–14 credits
Electives are selected by advisement to expand personal development within targeted outcomes. Examples of specializations and cognates for doctoral degrees are listed below. Please refer to the C&I Program Handbook for detailed information regarding electives.

TOTAL EdD/PhD degree credits—92+

EdD and PhD Specializations and Cognates. Within the EdS, EdD, and PhD degree options, the following specializations or cognates are available:

Specializations
Teaching in Higher Education
Curriculum Leadership
Instructional Leadership
Teacher Education

Cognates
Educational Foundations
Educational Research
Religious Education
Educational Psychology
Educational Leadership
Special Education

* Beginning the semester after registering for EDRM/LEAD880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Teacher Certification Information

Teacher Certification Procedures

Michigan Tests for Teacher Certification (MTTC). All persons in the Andrews University teacher preparation program must pass the MTTC Subject Area Exams before being recommended for certification. For details on what the tests are and when they are offered, see the Department of Teaching, Learning & Curriculum.

Non-Degree Teacher Certification Programs

Post-baccalaureate teacher certification and endorsement programs **not** leading to a degree are available.

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 without being in a degree program or they may complete certification requirements while taking courses required for the Master of Arts in Teaching (MAT) degree.

Steps for Obtaining Teacher Certification

1. Submit all transcripts for evaluation by the Certification Registrar in the Department of Teaching, Learning & Curriculum and receive an outline of requirements needed for certification.
2. Apply for admission to the School of Education.
3. Counsel with a faculty advisor in the Department of Teaching, Learning & Curriculum and in major/minor departments as needed.
4. Take the prescribed courses.
5. Pass the *MTTC Basic Skills Exam*
6. Apply for admission to the teacher preparation program. (See Admission to the Teacher Preparation Program on p. 291 for additional criteria.)
7. Continue course work.
8. Apply for admittance to student teaching. (See Admission to Student Teaching Candidacy and Admission to Student Teaching.)
9. Pass the *MTTC Subject Area Exams*
10. Complete program of study and apply for certification.
11. Have current First Aid & CPR Certification from the American Red Cross or the American Heart Association (must include infant, child and adult CPR in addition to First Aid).

Residency Requirements for Certification. Non-Andrews University graduates must complete at least 9 credits in residence to qualify for a recommendation for a teaching certificate and endorsement.

State of Michigan Certification

The 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 6–12.

Michigan Provisional Certificate. The *Provisional Certificate* is issued to certification candidates 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. (Refer to the specific requirements for the provisional certificate in the Andrews University Elementary and Secondary Education program sections of this bulletin.)

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*.
- Eighteen (18) semester 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.
- Completion of the appropriate reading methods course work: 3 semester hours for the secondary level certificate; 6 for the elementary. (If the course work is **completed at a Michigan teacher preparation institution,** refer to your institution to be recommended. If the course work was **completed outside of Michigan**, request an application for the Professional Education certificate from the Michigan Department of Education or obtain a copy from the website.)
- Satisfactory completion of the additional 3-credit state required course of study in the diagnosis and remediation of reading disabilities and differentiated instruction, including field experiences—EDCI645.

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 9 semester 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 6 semester 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 completed any combination thereof. Applicants need to contact the Michigan Department of Education to renew their credentials and for further information.

Adding Endorsements to Adventist 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 a Department of Teaching, Learning and Curriculum advisor as the program is being implemented.
- Apply for admission to the program on the new level.
- Pass the *MTTC Subject Area Exams(s)* for any new endorsements.
- Apply for student teaching before the end of the Fall Semester of the school year prior to the one in which you wish to student teach.
- Apply to the Certification Registrar for a teaching certificate within one semester 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, p. 288.)
- Pass the *MTTC Subject Area Exam(s)* for any new endorsement area(s) and the Elementary Professional Exam
- Complete professional education courses and the planned program minor (See p. 287 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, p. 290.)
- Pass the *MTTC Subject Area Exams* for any new endorsements.
- Take EDTE417 Tching. Reading in the Second. Content Areas—3
- Take EDTE459 Meth. for Teaching Second. School: Area—3
- Complete 6 credits of student teaching at the secondary level.
- Apply for new endorsement.

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. 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.

  EDPC514 Psychology of Learning—3
  EDTE408 Principles of Teaching and Learning—3 **or**
  EDCI565 Improving Instruction—3
  EDTE424 Classroom Testing and Evaluation—2
  EDTE480 First Days of School Experience—2
  (EDTE424 & EDTE480 are part of the Planned Program minor)
  EDTE630 Seminar: Phil & Soc Found of Educ—2
  EDTE444 Elementary Language Arts Methods—2
  EDTE445 Elementary Mathematics Methods—3
  EDTE446 Elementary Science and Health Methods—3
  EDTE447 Elem Social Studies & Character Educ Meth—3
  EDTE448 Meth for Integ Arts & Mvmnt in Elem Curr—3

  Student Teaching*

  EDTE487 Student Teaching Seminar—1
  EDTE588 Graduate Student Teaching: Level—1–10

  * For students with appropriate and verified teaching experience, some student-teaching credit by examination for student-teaching may be granted. Requests for such credit should be made after consultation with the Department of Teaching, Learning and Curriculum on forms available at that office. This should be done before applying for student teaching. All candidates qualifying for Adventist certification must have had significant structured experience in a multi-grade Adventist school.
- Have current First Aid & CPR Certification from the American Red Cross or the American Heart Association (must include infant, child and adult CPR in addition to First Aid).
- **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. 288.
- **Planned Program Minor.** For requirements, see the undergraduate teacher education section on p. 287. 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 three areas to be eligible for Michigan secondary certification: (1) Professional education courses, (2) a content major, **and** (3) 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.

  EDPC514 Psychology of Learning—2–3
  EDPC525 Psych & Educ of Exceptional Children—2–3
  EDCI565 Improving Instruction—3 **or**
  EDTE408 Principles of Teaching and Learning—3
  EDTE417 Tching Reading in the Secon Content Areas—3
  EDTE424 Classroom Testing and Evaluation—2
  EDTE459 Meth for Teaching Secondary School: Area—3
  EDTE476 Meth for Integ Instructional Tech—2 or 3
  EDTE630 Seminar: Phil & Soc Found of Educ—2

  First Days of School Experience

  EDTE480 First Days of School Experience—2

  Student Teaching*

  EDTE487 Student Teaching Seminar—1
  EDTE588 Graduate Student Teaching: Level—1–10

  * For students with appropriate and verified teaching experience, some student-teaching credit by examination for student-teaching may be granted. Requests for such credit should be made after consultation with the Department of Teaching, Learning & Curriculum on forms available at that office. This should be done before applying for student teaching. All candidates qualifying for Adventist certification must have had significant structured experience in a multi-grade Adventist school.
- Have current First Aid & CPR Certification from the American Red Cross or the American Heart Association (must include infant, child and adult CPR in addition to First Aid).
- **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. 290.

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 Adventist certification or State of Michigan certification require a grade of C or above.

Levels of Adventist Certification and Credential Requirements

Adventist 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 12 semester hours in religion, taken at a Seventh-day Adventist college/university or through Home Study International, to include the following areas:

Doctrines of the Seventh-day Adventist Church
Biblical Studies courses such as: Jesus in His Time and Ours, Law & Writings of the New & Old Testament, Acts & Epistles, Prophets of Israel
Spirit of Prophecy. A study of the gift of prophecy revealed in the Bible and the writings of Ellen G. White. *Choose one:*
GSEM534 Issues in Ellen G. White Studies—2 or 3
RELT308 Gift of Prophecy—3
RELH400+ SDA History & Prophetic Heritage—3
Seventh day Adventist Church History. *Choose one:*
CHIS570 History of the Seventh-day Adventist Church—2
HIST404 Adventist Heritage—3
EDFN517 History of Seventh-day Adventist Education—2
RELH400 SDA History and Prophetic Heritage—3
Health Principles. A course in health based on the Bible and the writings of Ellen G. White. *Choose one:*
CHMN547 The Ministry of Healing—2 or 3
HLED120 Fit for Life—1

+ RELH400 will count for RELT308 and HIST404 but will not replace HIST404 if it is a requirement for a major or minor.

Adventist School Experience. All candidates for Adventist 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-semester student teaching in an approved Seventh-day Adventist school.
- A lab experience for EDTE165 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 & Curriculum office. Such petitions should be submitted at least one semester before student teaching begins.

Multi-grade/Multi-age 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 course program and its 50-hour fieldwork experience. Arrangements to take EDTE425 Multi-grade/Multi-age Education should be made with the director of student teaching immediately following admission to the teacher preparation program.

Renewal of Adventist 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.

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

- Meets initial General Eligibility Requirements.
- Meets the requirements for a *Basic Teaching Certificate*.
- Completes a minimum of three years of full-time teaching or equivalent.
- Completes 6 credits of professional education or courses in area(s) of endorsements beyond the requirements of the *Basic Teaching Certificate*.

Renewal of Adventist Standard Certificate. The *Standard Teaching Certificate* is valid for five years. It can be renewed by completing 9 semester credits of advanced/graduate professional education or approved subject-area courses. See *Manual for SDA Certification Requirements K–12* for specifics.

Adventist 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*
- Meet **one** of the following:
  1. Hold a master's degree.
  2. Complete a prescribed fifth-year program for teachers.
  3. Earn 40 semester hours of graduate/post-baccalaureate upper-division credit. Have 30 semester 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
     Improvement of instruction
     Learning theory/style
     Education of the exceptional child
     Trends and issues in education
     Multi-cultural education

Renewal of Adventist Professional Certificate. The *Professional Teaching Certificate* is valid for five years. Renewal of the certificate requires 6 additional semester credits. See *Manual for SDA Certification Requirements* for specific details.

Courses (Credits)

See inside front cover for symbol code.
D—Distance delivery options available
$—Course fee assessed

Curriculum and Instruction

EDCI525 **$ (1)**
Master's Orientation Seminar
Survey of essential principles and practices underlying the Curriculum & Instruction program. Open to MA level students only.

EDCI545 **D (3)**
Assessment & Evaluation of Learning
Exploration and application of effective assessment practices and technology tools for measuring and documenting student learning and development.

EDCI547 **D (3)**
Foundations of Curriculum Studies
The relationship of the purposes of education to the design, implementation, and evaluation of curriculum at any level. Criticism of contemporary curriculum theories from a Christian perspective. Basic to other courses in curriculum and instruction.

EDCI565 **(2)**
Improving Instruction
Designed to provide a framework for organizing and teaching declarative and procedural knowledge, developing habits for lifelong learning, and building a positive classroom environment (including the use of cooperative learning groups). Includes reflection, micro-teaching, and peer feedback. Basic to other courses in curriculum and instruction.

EDCI600 **D $ (0)**
Program Continuation
The Curriculum & Instruction student may register for this title while clearing deferred (DG) and/or incomplete (I) grades with advisor approval only. Registration for this title indicates full-time status.

EDCI606 **(2)**
Teaching in Higher Education
Teaching in Higher Education consists of two modules. The first module includes evaluation, analysis, and practice of a variety of instructional approaches, specifically, but not limited to collaborative learning and direct instruction in the university classroom. The second module includes evaluation and analysis of issues specific to faculty in higher education, such as workload, advancement, Integration of Faith and Learning, and instructional planning. (Letter grade, not DG eligible.)

EDCI607 **D (2–3)**
Curriculum: _____
Topics such as Designing Online Courses, Integrated Design, Standards-based Design, and Adventist Curriculum Studies. Repeatable by topics.

EDCI610 **(2–3)**
Teaching the Adult Learner
Examines and applies educational theory to skills used by helping professionals in the classroom, community and clinical facility. Topics include the taxonomies of learning, learning styles, multiple intelligences, educational technology and application.

EDCI611 **(3)**
Design and Development of Training Programs
Design and creation of programs for adult learners in training settings (i.e., NGO, continuing education, health care, corporate). Includes the planning of a field-based implementation project. Offered for extension campuses only.

EDCI617 **(2–3)**
Instruction: _____
Topics such as Instructional Design, Technology Integration, Differentiated Instruction, and Developmentally Appropriate Instruction in the area of special education, mild cognitive disorders. Repeatable by topics.

EDCI620 **D (3)**
Systems Concepts and Change
Theoretical and applied study of curriculum change and organizational development in learning organizations.

EDCI630–635
Professional Development Courses
Contemporary and selected topics in curriculum and instruction. Repeatable with different topics. Open to all graduate students.

EDCI636 **D (3)**
Program Evaluation
Systematic research oriented procedures and models used to evaluate needs, planning, and implementation of educational programs and their impact. Prerequisite: EDRM505 or equivalent.

EDCI637 **D $ (3)**
Technology: _____
Topics such as Classroom Software Applications, Educational Media Production, Classroom Computer Management, Teaching with the Internet, and Curriculum Productivity Tools. Repeatable by topics.

EDCI645 **$ (3)**
Advanced Diagnosis & Educational Therapy in Reading
Advanced course for diagnosis and remediation or prevention of reading disabilities. Prerequisite: EDTE420.

EDCI647 **D (2)**
Diversity: _____
Topics such as Multicultural Education and Inclusive Education.

EDCI648 **D (1–3)**
Workshop:_____

EDCI650 **D (3)**
Curriculum Design and Development
The study of specific curriculum design models to aid educators with the analysis, development, and improvement of curriculum at specific educational levels. Includes development of a curriculum project.

EDCI665 **(1–2)**
Advanced Instructional Models: _____
Introduction and practice of advanced teaching strategies and/or Special Education Academic Intervention that rely on a system of instruction based upon theory, research, and scholarly thinking

in specific disciplines. Designed to increase teaching repertoire. Students develop the ability to reflect on their own performance and provide effective feedback and support to others. Prerequisites: EDCI565 or EDTE444, 445, 446, 447 or EDTE459.

EDCI665 (option) **(1, 2)**
Advanced Instructional Models: Writing Process Methods
Designed for the student to apply teaching principles and methods to the role of the teacher in organizing a writing workshop, including methods for connecting reading and writing; developing the writing process; conferencing with student writers; incorporating appropriate usage; editing, revising, and proofreading; assessing writing; writing with related technologies; and writing across the curriculum.

EDCI676 **D $ (2)**
Technology for Learning
The use, selection and evaluation of media/technology for learning organizations. An overview of technologies for teaching and learning including opportunities for hands-on application. (See EDCI637 for additional topics.)

EDCI680 **D (1–3)**
Field Work: _____
Supervised curriculum and instruction experiences in approved educational institutions, agencies, and learning organizations. Offered in areas such as Elementary Education, Middle-level Education, Secondary Education, Higher Education and Teacher Education. Permission of supervisor and plans required one semester in advance of registration. Graded S/U.

EDCI684 **D (3)**
International Perspectives on Curriculum
A survey of theoretical and practical implications of internationalization on curriculum studies. Designed to familiarize students with a variety of international perspectives and voices, this course examines the process of curriculum theorizing and implementation practiced across national borders. Course experiences include selected readings, book reviews, small group discussions, personal critique and mini-lectures. Participants will evaluate learning environments, reflect on diverse points-of-view, critique individual cultural conditioning, and develop awareness of how various perspectives influence curriculum development, student learning and success in an increasingly global community. (Letter grade, not DG eligible.)

EDCI685 **D (0)**
Comprehensive Exam Preparation
Summer, Fall, Spring

EDCI686 **D (3)**
Curriculum Past and Present
Survey of curriculum events, ideas, and trends since 1890. Special attention is given to landmark studies and seminal curriculum documents. Students investigate one historical topic and one current trend.

EDCI690 **D (1–3)**
Independent Study: _____
Individual research and study under the guidance of an instructor. A minimum of 45 clock hours of study time expected per credit. Limited prior approval by the advisor and instructor.

EDCI695 **D (1)**
Master's Portfolio

EDCI696 **D (1–3)**
Project Implementation
Students are expected to make practical application of an educational theory through practical implementation and supervision of an instruction and/or curriculum project. Students are expected to collect field-based data related to such functions, and, with such data, revise the original project. Repeatable.

EDCI699 **D (1–3)**
Thesis

EDCI725 **$ (1)**
Doctoral Orientation Seminar
Survey of essential principles and practices underlying the Curriculum and Instruction program. Open to specialist and doctoral students only.

EDCI730 **(3)**
Curriculum Theory
The examination of philosophical and theoretical underpinnings to educational issues. Emphasis upon theorizing within student's research interest. Includes student's development of theoretical frameworks. Prerequisite: EDCI686 or permission of instructor.

EDCI756 **D (1–3)**
Advanced Studies: _____
Investigation of the knowledge base of a given area of study, including a comprehensive search of the literature and seminar presentations. Offered in areas such as Curriculum Leadership, Instructional Leadership, The Professorate, and Research on Teacher Education.

EDCI795 **D (1)**
Specialist Portfolio

EDCI799 **D (1–6)**
Advanced Project: _____
This empirically based product should be constructed using sound principles of curriculum/instruction design. A final written report documents project development and performance. Prerequisite: permission of instructor.

EDCI870 **D (0)**
Comprehensive Exam Preparation
Fall, Spring, Summer

EDCI884 **(3)**
Internationalizing Curriculum Studies
An in-depth examination of a variety of international perspectives and voices which shape the curriculum theorizing and implementation. A required final evaluation project will analyze the impact of international issues on curriculum studies and research within specific learning environments. (Letter grade, not DG eligible.)

EDCI885 **D (1–8)**
Applied Research: _____
Planned research experience dealing with an actual educational situation. Students identify a faculty member with whom to engage in collaborative research study leading to joint publication. Course meets the advanced methodology requirement for PhD students.

EDCI886 **D (1–8)**
Internship: _____
Students, under the supervision of a C&I faculty member, work in responsible positions with specialists in cooperating institutions, school systems, or agencies. Internships available in Curriculum Leadership, Instructional Leadership, Teaching in Higher Education, Teacher Education and accreditation processes. *Fall, Spring, Summer*

EDCI888 **D (0)**
Dissertation Continuation

EDCI889 **D (1–3)**
Doctoral Seminar
Engagement in professional development activities appropriate to doctoral-level candidates. Includes critiques of dissertations, dissertation defenses, professional conference participation, and serving as teaching assistant for a college-level course.

EDCI895 **D (1)**
Doctoral Portfolio

EDCI899 **D (1–14+)**
Doctoral Dissertation
A minimum of 14 credits required. Repeatable. *Fall, Spring Summer*

EDUC560 **$ (0)**
Degree Reactivation

EDUC670 **(0)**
Master's Comprehensive Exam

EDUC870 **(0)**
Doctoral Comprehensive Exam

Foundations

EDFN500 **(2–3)**
Philosophical Foundations of Education and Psychology
Examines philosophical and theological bases of major worldviews and, taking into account the conceptual framework of the Andrews University School of Education, critiques the impact of naturalism and post-modernism on education, psychology, and religion from a Christian perspective. Preferably taken in the first year of any graduate program in the School of Education.

EDFN517 **(2)**
History of Seventh-day Adventist Education
Development of educational theory and institutions among Seventh-day Adventists, with emphasis on discernible eras and their characteristics.

EDFN610 **(3)**
History and Philosophy of Education
A study of the major influences and ideas in the history and philosophy of education from biblical and classical times to the present. The course materials cover a broad overview of the entire period, with a more detailed focus on noteworthy developments and significant eras. Students are required to research 3–4 topics.

EDFN688 **(1–2)**
Integration of Faith and Learning
An interdisciplinary consideration of faith-maturing activities in the school: philosophy, curriculum, and teaching strategies. Attention directed toward classroom practice in the secondary school and college, although the general principles under review have direct implications for Christian education in the elementary and junior high school.

EDFN689 **(2–3)**
Seminar in Foundations:
Examination of leadership, education and psychology. Topics may include historical, philosophical, psychological, sociological, and curricular foundations of education, as well as fundamental issues of leadership, finance, law, diversity and international understanding. The course is comprised of presentations by experts on the topics selected, and discussion based on assigned readings. Each student chooses two areas for in-depth study and makes presentations to the class. Repeatable by topics.

Note: Other courses that fulfill the foundations requirements for programs in the School of Education are listed on p.300.

Teacher Education

For enrollment in any EDTE course above 408, the student must be accepted into the Teacher Preparation Program or have permission of the department.

All education courses required for certification have a clinical or field-experience component.

EDTE110 **(1–2)**
Basic Reading/Language Skills
Intended for those who need one-to-one or small-group instruction in basic language skills because of special needs. May include work to improve basic reading, writing, and study skills as determined by individual educational assessment. Lab required. Repeatable up to 4 semesters.

EDTE140 **(1–2)**
Reading Vocabulary Development
Intended for those who need basic reading skills. Develops vocabulary strategies and skills for word meaning and identification. Instruction includes comprehension emphasis to place vocabulary learning in a meaningful context and to apply word recognition strategies in authentic situations. Lab required. Repeatable one semester.

EDTE160 **(2)**
College Reading Efficiency
Designed to develop active reading comprehension and flexible reading rates and strategies to meet varied purposes for reading. Lab required. Repeatable once.

EDTE164 **$ (1–2)**
Dynamic Reading Strategies
Designed to assist average and above-average readers in increasing comprehension and reading rate. Lab required.

EDTE165 **S (4)**
Philosophical and Social Foundations of Education
An orientation to the teaching profession in a multicultural society, including the philosophical/ethical assumptions underlying different education philosophies and the social, cultural, and instructional aspects of American education. Students analyze educational philosophies and practices from a Christian perspective and study the implications of school law on educational

practice. 30-hour field experience required outside of class time. *Fall, Spring*

EDTE228 **(3)**
Strategies for Educating Exceptional and Diverse Learners
An introduction to the characteristics and educational needs of learners from various backgrounds. Emphasis is placed on meeting these students' educational needs in regular classrooms. 20-hour field experience. Recommend EDTE165 be completed before enrolling in EDTE228. *Even Summer, Fall*

EDTE376 **(1–3)**
Topics:
Topics of current significance. Repeatable with different topics. Credit to be announced with topic in advance. May be graded S/U. *As scheduled*

EDTE389 **(variable)**
Work Conference: Topic
In-service training, clinics, and supervised experiences in education. Repeatable with different topics. Credit to be announced with topic in advance. *As scheduled*

EDTE408 **♦ (3)**
Principles of Teaching and Learning
Basic techniques of instruction, planning, and classroom management. Emphasis is on acquisition and application of an instructional framework and basic classroom management. Field experience. Prerequisite: EDTE165, 630 or equivalent. (It is recommended that students take EDTE165, 228 and EDPC302 before taking EDTE408.) *Fall, Spring, Summer*

EDTE416 **♦ $ (3)**
Individualized Reading Instruction
Prepares the teacher to set up a direct instruction format for mastery teaching of reading to individuals using the basal Life Series. Students are introduced to the management system developed by the Exemplary Center for Reading Instruction to teach vocabulary, spelling, penmanship, and discussion techniques. Field experience required. ***Offered on extension campuses only.***

EDTE417 **S ♦ (3)**
Teaching Reading in the Secondary Content Areas
Methods for teaching content area reading to secondary students and adults, strategies for effective content lessons, application of basic skills, vocabulary comprehension, and study skills within subject areas. Includes objectives and methods, reading problems of adolescents and adults, and selection and development of materials. 30-hour field experience. Prerequisites: EDPC302 or 514, EDTE408. *Spring, Even Summers*

EDTE418 **S ♦ $ (3)**
Methods for Teaching Beginning Reading
Application of principles of effective instruction to early literacy acquisition. Focuses on balanced, explicit instruction approaches. Field experience included in class meeting time. Prerequisites: EDPC302 or 514, EDTE408. *Spring, Odd Summers*

EDTE420 **S ♦ $ (3)**
Literacy Intervention Strategies
Assessment and methods for prevention and remediation of reading problems. Useful for class room and clinical settings. Field experience included in class meeting time. Prerequisites: EDPC302 or 514, EDTE408, 418. *Fall, Even Summers*

EDTE424 **♦ (2)**
Classroom Testing and Evaluation
Writing instructional objectives. Topics may include: preparing classroom tests to measure the attainment of those objectives; concepts of reliability and validity; simple item analysis; interpreting data from standardized tests and other data in cumulative folders; sociometric procedures; grading and reporting. Prerequisite: admission to student teaching. *Fall, Odd Summers*

EDTE425 **♦ $ (1)**
Multi-grade/Multi-age Education
Techniques, practices and strategies appropriate for multi-age/multi-grade classrooms. Includes an introduction to relevant NAD administrative and curriculum materials. 50-hours of field experience. *Spring*

EDTE436 **♦ (2)**
Writing K–8
A theoretical and practical examination of instructional methodologies used for elementary writers.

EDTE438 **(1–3)**
Workshop:
Repeatable with different topics. Credit to be announced with topic in advance. May be graded S/U. *As scheduled*

EDTE444 **♦ (2)**
Elementary Language Arts Methods
Application of principles of effective instruction to Language Arts with specific emphasis on writing workshop methodology. An introduction to the curriculum of K–8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. Prerequisites: EDPC302 or 514, EDTE408. Corequisite: EDTE484. *Fall, Odd Summers*

EDTE445 **S ♦ $ (3)**
Elementary Mathematics Methods
Application of principles of effective instruction to Mathematics. An introduction to the curriculum of K–8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Prerequisites: EDPC302 or 514, EDTE408. *Spring, Even Summers*

EDTE446 **S ♦ $ (3)**
Elementary Science and Health Methods
Application of principles of effective instruction to Science and Health. An introduction to the curriculum of K–8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience. Prerequisites: EDPC302 or 514, EDTE408. *Spring, Even Summers*

EDTE447 **S ♦ (3)**
Elementary Social Studies and Character Education Methods
Application of principles of effective instruction to Social Studies and Character Education. An introduction to the curriculum of K-8 schools, including unique SDA curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. Prerequisites: EDPC302 or 514, EDTE408. *Fall, Even Summers*

EDTE448 **S ♦ $ (3)**
Methods for Integrating Arts & Movement in Elementary Curriculum
Application of principles integrating art, music, and physical education instruction in the elementary curriculum. An introduction to the curriculum of K–8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. Prerequisites: EDPC302 or 514, EDTE408. *Spring, Odd Summers*

EDTE459 **♦ (3)**
Methods for Teaching Secondary School: Area
Focuses on teaching strategies especially useful at the secondary-age level. Emphasis on developing a repertoire of strategies that enhance a variety of learning outcomes in students and blend theory and practice. Field experience. Prerequisites: EDPC302 or 514, EDTE408. *Fall, Odd Summers*

EDTE460 **♦ (1–4)**
Reading Practicum
Observation and supervised instruction with individual students and reading classes on the elementary level. Repeatable to 4 credits. Prerequisites: EDTE417, 420, 485. May be graded S/U.

EDTE467 **(1)**
School and Society
The school as an institution in a multi-cultural society; the cardinal purposes, structure, and operation of education.

EDTE476 **♦ $ (2–3)**
Methods for Integrating Instructional Technology
Course focuses on the use of a wide variety of instructional technology and media to support student learning with emphasis on the application of technologies to effective teaching. Topics covered during course include: technology as a tool, internet in the classroom, standards for integrating technology and multimedia teaching tools, and facilitating students' use of technology. Prerequisites: INFS110 or equivalent, EDTE408. *Even Summer & Fall, Odd Spring*

EDTE480 **♦ (2)**
First Days of School Experience
An intensive, comprehensive, full-time field experience beginning in early August. Integrates the study and application of strategies for classroom management; guidelines for beginning the school year successfully. Required prior to student teaching. Field experience. Prerequisite: Admission to Student Teaching. *Summer*

EDTE484 **♦ $ (2)**
Developmental Reading Methods
Prepares upper-elementary and middle-school teachers in the techniques of developmental reading and other language arts components. Includes whole-language techniques, direct instruction of comprehension strategies, and the reading-writing connection. Field experience included in class meeting time. Corequisite: EDTE444. Prerequisites: EDPC302 or 514, EDTE408. *Fall*

EDTE485 **Alt ♦ (3)**
Advanced Methods for Elementary Classroom Literacy
Methods and materials for literacy teaching in grades K–8. Ways to organize the reading/language arts program to integrate reading, writing, speaking, and listening. Deals with meeting needs of individual learners within a classroom program. Field experience. Prerequisite: EDTE418 or 484. *Even Summers*

EDTE487 **♦ (1)**
Student Teaching Seminar
A weekly seminar for student teachers. Corequisite: EDTE488 or 588. *Fall, Spring*

EDTE488 **(1–15)**
Student Teaching (Level)
The student-teaching experience requires full participation in an elementary (K–8) or secondary (7–12) school. Emphasis is on application of teaching theory in the classroom with supervision and feedback. Prerequisites: Admission to Student Teaching. Corequisite: EDTE487. *Fall, Spring*

EDTE499 **(1–3)**
Independent Study:
Individual research and study under the guidance of an instructor. A minimum of 45 clock hours of study time expected per credit. Limited to students pursuing topics in education. Prior approval by the advisor and instructor. May be graded S/U. *Fall, Spring, Summer*

EDTE588 **(1–10)**
Graduate Student Teaching: Level
Instructional and/or supervisory experience in an elementary (K–8) or secondary (7–12) school under supervision. Prerequisites: Admission to Student Teaching. Corequisite: EDTE487. Graded S/U. *Fall, Spring*

EDTE600 **(0)**
Program Continuation
The Teacher Education student may register for this title while clearing deferred (DG) and/or incomplete (I) grades with advisor approval only. Registration for this title indicates full-time status.

EDTE630 **(1–4)**
Seminar:
Seminar in specific topics relevant to teacher education. Each seminar examines one topic in detail. Repeatable with different topics. May be graded S/U. *Summer*

Topics:
EDTE630:03
Seminar: Reading
Reading Seminar is taken near the end of the student's program. It examines leadership for change in literacy instruction, staff development and presentation skills. Students choose other topics to round out their program.

EDTE630:05
Seminar: Classroom Testing and Evaluation
Odd Summers

EDTE630:06
Seminar: Classroom Management
Even Summers

EDTE630 **(2)**
Seminar: Philosophical and Social Foundations of Education
Fall, Spring

EDTE648 **(1–3)**
Workshop:
Repeatable with different topics. Credit to be announced with topic in advance. May be graded S/U. *As scheduled*

EDTE690 **(1–3)**
Independent Study:
Individual research and study under the guidance of an instructor. A minimum of 60 clock hours of study time expected per credit. Limited to students pursuing topics in education. Prior approval by the advisor and instructor. May be graded S/U. *Fall, Spring, Summer*

EDUC560 **$ (0)**
Degree Reactivation
Students who have 2 semesters of break in enrollment must register for this reactivation course.

EDUC670 **(0)**
Master's Comprehensive Exam

EDUC870 **$ (0)**
Doctoral Comprehensive Exam

EDUCATIONAL & COUNSELING PSYCHOLOGY

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Academic Programs	Credits
Adventist Specialty Endorsement	12
MA: Clinical Mental Health Counseling	60
MA: Educational Psychology	30–33
Emphasis Areas	
Developmental Psychology	
General	
Instructional Psychology	
Research	
MA: School Counseling	48
MS: Special Education (MI-LD Certification)	43
EdS: School Psychology	69
EdD: Educational Psychology	90+
Emphasis Areas	
General	
School Psychology	
PhD: Educational Psychology	90+
Emphasis Areas	
General	
School Psychology	
PhD: Counseling Psychology	95+
Emphasis Areas	
Adult Concentration	
Child/Family Concentration	
Cultural Diversity Concentration	