

EDUCATIONAL AND COUNSELING PSYCHOLOGY

Bell Hall, Room #160
 (616) 471-3113
 ecp@andrews.edu
 http://www.educ.andrews.edu

Faculty

Elsie P. Jackson, *Chair*
 Lenore S. Brantley
 Nancy J. Carbonell
 Margaret D. Dudley
 M. Lloyd Erickson
 Elvin S. Gabriel
 Donna J. Habenicht
 Loretta B. Johns
 Jimmy Kijai
 Frederick A. Kosinski Jr.
 Jerome D. Thayer
 Dennis Waite
 Donald E. Wallace

Emeriti

Wilfred G. A. Fletcher
 Thesba N. Johnston
 Marion J. Merchant

Academic Programs	Credits
Master of Arts Degrees	
Community Counseling	72
<i>Specialty Areas:</i>	
• Adult Mental-Health Services	
• Child/Adolescent Mental-Health Services	
• Human Development	
• Marriage and Family Counseling	
• Substance Abuse Treatment	
Educational and Developmental Psychology	48
School Counseling	72
Educational Specialist Degree	
School Psychology	96
Doctor of Education Degree	
Educational Psychology	136
Doctor of Philosophy Degrees	
Educational Psychology	136
Counseling Psychology	153-165

MISSION STATEMENT

The mission of the Department of Educational and Counseling Psychology is to

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

for interpersonal relations.

ACCREDITATION

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Post-secondary Accreditation (COPA), has conferred accreditation to the following program areas in the Department of Educational and Counseling Psychology at Andrews University:

- Community Counseling (MA)
- School Counseling (MA)

MASTER OF ARTS PROGRAMS

Master of Arts Degree Requirements

- The general requirements for admission to MA programs in the School of Education are stated in the Graduate Programs portion of the Admissions and Academics section of this bulletin.
- Students must submit GRE scores prior to consideration of regular admission.
- Students wishing to enter either of the counseling programs described below must apply both to the university and to the Department of Educational and Counseling Psychology.
- All other program requirements are stated in the description of each program.
- Because of the sequential nature of the Community Counseling and School Counseling programs, students must begin class work during summer or autumn quarters. The 72-credit programs may be completed in two years of full-time study.
- The 48 credit program (MA: Educational and Developmental Psychology) may be completed in one year of full-time study.
- Students in the Community Counseling and School Counseling programs are required to attend a minimum of eight weekly personal counseling sessions during the first quarter of enrollment. These sessions may be arranged with the university's Counseling and Testing Center or in the public sector by a licensed therapist. A letter verifying the completion of these eight sessions is required by the end of the first quarter. Continuation in the Community Counseling and School Counseling programs is based upon a periodic review by the department faculty of the student's academic performance and personal qualifications as a counselor.
- A 600-hour supervised internship is required in both the Community Counseling and School Counseling programs. Usually the student is placed in an approved agency or school for 20 hours per week for 30 weeks (three quarters).
- Students planning further graduate work are encouraged to include EDPC699 Thesis. Those who do not plan further graduate study may substitute course work for the thesis in their program.

MA: Community Counseling

The Community Counseling curriculum prepares students for counseling in such non-school settings as community mental-health centers, career-counseling centers, family-counseling centers, and pastoral-counseling situations.

MA DEGREE REQUIREMENTS

Common Core

EDFN500, EDPC520, 535, 554, 627, 635, 638, 640, 644, 645, EDRM505, PSYC460

Specialty Areas

A minimum of 8 credits in an approved specialty area listed below.

- Adult Mental-Health Services
- Child/Adolescent Mental-Health Services
- Human Development
- Marriage and Family Counseling
- Substance-Abuse Treatment

Clinical Instruction 16
 EDPC641, 642, 655 (12 cr)

Electives 4
TOTAL credits for MA degree 72

Students who wish to pursue limited licensure as a psychologist in the State of Michigan at the MA level should consult with their adviser before formulating their programs.

MA: School Counseling

The School Counseling curriculum prepares students for counseling in elementary, secondary, and higher educational settings, including professional work in counseling, testing, career development, guidance leadership, and residence-hall administration.

The program includes the course work and experiences required for endorsement as a school counselor or comprehensive school program director. Students working toward certification as K-12 school counselors should consult with the director of the School Counseling program about the requirements of the state where they plan to work. Some states require teacher certification in order to obtain school-counselor endorsement.

MA DEGREE REQUIREMENTS

Common Core 36
 EDFN500, EDPC520, 535, 554, 635, 638, 640, 644, 645, EDRM505

Specialty Area 8
 EDPC540, 545

Clinical Instruction 16
 EDPC641, 642, 655 (12 cr)

Electives 12
TOTAL MA degree credits 72

Students who already possess a master's degree and wish to qualify for certification as school counselors should consult with the director of the School Counseling program.

MA in Educational and Developmental Psychology

Educational and developmental psychologists are involved in the following settings: community programs for young children, adolescents, or the elderly; family life education; training programs in business and industry; early childhood education programs; special education centers; research related to schools and to human growth and development; the construction, administration, and evaluation of tests; student residence-halls directors; and classroom teaching at elementary, secondary, and higher education levels.

This curriculum provides the foundational requirements for the EdS in School Psychology. Students who wish to qualify for school psychologist licensure should consult with their adviser before formulating their program.

Each student in the Educational and Developmental Psychology program selects an emphasis in either educational or developmental psychology.

MA DEGREE REQUIREMENTS

Psychology 8 16

EDPC514; 515 or 520; 478 or 540; 516, 616, or EDRE678

Research and Foundations

EDFN500, EDRM505

Electives

- A course in instruction must be included at either the undergraduate or the graduate level.
- Developmental Psychology emphasis students must take one additional course in development.
- Educational Psychology emphasis students must take EDPC644.

TOTAL MA degree credits

EDPC644, EDRM505, 518
Electives
8 TOTAL EdS degree credits

24 Students wishing to pursue preliminary certification as a school psychologist in the State of Michigan while obtaining an EdS degree should consult with their adviser before formulating their programs.

Certification requires a 1200-hour supervised internship meeting approved minimal standards as set by the National Association of School Psychologists (NASP) and National Council for Accreditation of Teacher Education (NCATE). School Psychology interns work a minimum of 30 hours per week for one school year (approximately 40 weeks) under the supervision of a fully certified or licensed school psychologist.

Continuation in the School Psychology program is based upon a periodic review by the department faculty of the student's academic performance and personal qualifications as a school psychologist.

DOCTORAL DEGREE PROGRAMS

General admission requirements for doctoral degree programs in the School of Education are stated in the Graduate Programs and the Academic Information portions of the Admission and Academic Information sections of this bulletin. In addition to these requirements, applicants for admission to doctoral programs in the Department of Educational and Counseling Psychology must complete an interview with the department chair, at least one other faculty member of the department, and the director of the program to which the individual is applying. Additional requirements for admission to the Department of Educational and Counseling Psychology are listed under the separate program descriptions which follow.

The student may choose an emphasis in Counseling Psychology (PhD only) or Educational Psychology (EdD or PhD).

- The doctoral curricula require a minimum of 136 quarter credits of course work, a dissertation, and experiences beyond the bachelor's degree, including the area of emphasis, 20-32 quarter credits in research techniques, and three classes in separate areas of Educational Foundations, two of which must be outside the Department of Educational and Counseling Psychology.
- Supervised field experiences in appropriate schools, colleges, agencies, or hospitals are required in all areas of emphasis. In each case, the student's program is planned after a careful evaluation of his/her goals, background of study, and personal experience.

If a student does not progress on his/her dissertation for a period of twelve months, the dissertation chair and committee may reconsider their commitment to the student's dissertation.

Doctoral Degree in Counseling Psychology

27 The PhD in Counseling Psychology prepares students for the practice of counseling psychology in schools, colleges, agencies, hospitals, churches, businesses, industries, and private settings. It is the intent of the program to prepare graduates for licensure as professional psychologists. Students **41** should consult with the appropriate authorities **8** regarding requirements in the states or countries in **4** which they wish to practice.

12 Admissions. Students entering the PhD program

in Counseling Psychology should have a master's degree in counseling or a related field.

An applicant with an outstanding academic record may enter without a master's degree, providing the applicant has an undergraduate major in psychology and a satisfactory GPA, and presents satisfactory scores on both the GRE General Test and the Advanced Test in Psychology. A master's degree may be received en route to the doctoral degree in which case students may be asked to terminate at the master's level if they do not demonstrate ability to continue toward the doctoral degree. The student who chooses to receive a master's degree en route to the doctoral degree and the student who is asked to terminate at the master's level takes the MA comprehensive examinations. The student who proceeds directly to the doctoral degree is not required to take the MA comprehensive examinations.

Introductory courses (undergraduate or graduate level) in the following areas are prerequisites for this program: statistics, learning theories or educational psychology, life-span human development, and psychology of abnormal behavior.

PhD COURSE REQUIREMENTS

Psychological Foundations 32

EDPC622, 625, 638, 640, 676, 680, 746 and either EDPC516 or 616

Professional Studies 63-67

EDPC 554, 635, 641, 642, 645, 656, 657, 658, 687, 737, 745, 820, 835

Choose two of the following:

- EDPC686, 688, 689
- Counseling Specialty (8 credits)
- Marital and Family Therapy or Adult Mental-Health Services or Child/Adolescent Mental-Health Services

Educational Foundations 8

EDFN500 and a course from one of the following areas: historical, philosophical, sociological, or theological.

Research/Statistics/Measurement 26-34

EDPC644, EDRM518 or an undergraduate statistics course, EDRM430, 505, 519, 604, 685, 705, Pre-dissertation research project (0-4 credits)

May be fulfilled by one of the following:

- Approved MA Thesis
- EDPC740
- Approved joint research project with faculty member

Dissertation 24

TOTAL PhD degree credits 153-165

A 2000-hour supervised internship is required. Students apply through the Association of Psychology Internship Centers for an approved internship. Preference is given to American Psychological Association (APA)-approved internships. The internship is usually completed on a full-time basis (40 hours per week) for one year.

Continuation in the Counseling Psychology program is based upon a periodic review by the department faculty of the student's academic performance and personal qualifications as a counseling psychologist.

Doctoral Degree in Educational Psychology

The student and adviser plan a professional sequence of experiences in accordance with the student's professional objectives and the general requirements of the MA degree.

For students interested in family-life education, the sequence in Developmental Psychology can be structured to meet the course requirements for the Family Life Educator Certificate from the National Council on Family Relations or from Family Life International. The student's adviser assists in planning the appropriate sequence of courses. This certificate also requires actual job experience in family-life education following graduation. The student is responsible for acquiring appropriate experience, completing all requirements, and applying for the certificate.

Continuation in the Educational and Developmental Psychology program is based upon a periodic review by the department of the student's academic performance and personal qualifications as an educational or developmental psychologist.

EdS: School Psychology

The EdS in School Psychology provides training for a professional career as a certified or licensed school psychologist. EdS-level school psychologists work primarily in public and private-school systems, preschool settings, and child-development centers. Typical responsibilities are assessment, diagnosis, consultation, program planning, and intervention services to preschool and school-age children with educational, emotional, and behavioral problems.

Admission. In addition to meeting the general requirements listed in the Graduate Programs and Academic Information portions of the Admission and Academic Information sections of this bulletin, students applying for admission to the Educational Specialist degree in School Psychology must earn sufficient graduate or undergraduate credits in general psychology, educational psychology, and educational philosophy. To remedy a deficiency in one or more of these areas, courses may be taken for graduate credit but do not necessarily apply toward the degree.

EdS DEGREE REQUIREMENTS

Psychological Foundations

EDPC478, 514, 516, 625, 640, PSYC450 and either EDPC515 or 520

Professional Core

EDPC540, 618, 635, 645, 654, 656, 659, 665, 672, 810.

Interdisciplinary Area

EDCI475, 565

Educational Foundations

EDFN500

Research/Statistics/Measurement

27

41

8

4

12

The Educational Psychology concentration (EdD or PhD) prepares individuals for educational psychology positions or for the professional practice of school psychology. The educational psychology focus prepares college and university instructors in the areas of human development, personality, learning and instruction, measurement, statistics, and research design. Educational psychologists also work in schools, businesses, industries, and various human-development settings.

The school psychology focus prepares individuals for a professional career in school psychology. Doctoral-level school psychologists work in public and private school systems, colleges and universities, preschool and child development centers, and private practice. Typical responsibilities include assessment, diagnosis, consultation, program planning, and intervention services to preschool and school-age children with educational, emotional, and behavioral problems. Certification/licensure as a school psychologist is advisable for the school psychology focus. If certification has not been met prior to enrollment in the doctoral program, the student and adviser can plan a sequence of additional courses which will meet this requirement. See the description of the EdS in School Psychology for Michigan certification requirements.

EdD/PhD DEGREE REQUIREMENTS

Professional Core 32-37
EDPC516, 622, 676, 680, 736, 834;
basic course in human development
(3-4 credits)

Focus—Educational or School Psychology 23–28+
Educational Psychology
EDPC514, 644, 645
electives (13-18 credits)

or
School Psychology
School Psychology certification/licensure
EDPC635, 641, 642, 686, electives (11-16)

Interdisciplinary Area 12
Educational Psychology Focus
By advisement according to student's professional goals.

School Psychology Focus
Educational Administration and/or Instruction.

Educational Foundations 8
EDFN500 and a course from one of the following areas: historical, philosophical, sociological or theological

Research 14-30
Prerequisite: EDRM518 or an undergraduate statistics course
EDRM430, 505, 519, 604 (PhD only), 685 (PhD only), 705
Pre-dissertation research project
(0-4 credits)

May be fulfilled by one of the following:

- Approved MA Thesis
- EDPC740
- Approved joint research project with a faculty member

Electives 2–14

Dissertation 24

TOTAL EdD / PhD degree credits 136

Continuation in the Educational Psychology program is based upon a periodic review by the department faculty of the student's academic performance and personal qualifications as an educa-

tional school psychologist.

Courses

See inside cover for symbol code.

EDUCATIONAL ADMINISTRATION

EDAD520 (4)
Foundations of Educational Administration
Purposes, organization, and administration of educational programs and institutions; the structure and control of school systems; the nature of administration; conceptual foundations of educational administration.

EDAD530 (4)
Personnel Administration
Personnel services; policy for certified and non-certified employees; personnel functions in education.

EDAD540 (4)
Financial Aspects of Education
Financial and economic issues affecting educational institutions, including school support, costs of education, sources of school revenue, control of school finance budgeting, and the organizing and maintaining of the fiscal resources of educational institutions and school systems.

EDAD545 (3-4)
Grant Writing
Considers planning and proposal writing as an ongoing process in any organization. Focuses on the short- and long-term planning process involved in preparing funding proposals based upon community needs. Includes a grant proposal project.

EDAD550 (4)
Educational Facilities Planning
The planning of educational facilities including buildings, equipment, and sites, as influenced by educational philosophy, need, and financial resources available; features of good school plants and their management.

EDAD560 (4)
Legal Aspects of Education
Legal issues affecting teachers and educational administrators, including governmental relations, church-state issues, teacher employment, student control, and school board operations and procedures.

EDAD570 (2-4)
Supervision of Instruction
Designed for principals, superintendents, and instructional supervisors concerned with the improvement of teaching and learning by professional supervision; the role, aims, and principles of instructional supervision; introductory study of supervisory techniques.

EDAD624 (1-4)
Seminar: _____
Current issues and problems of educational administration; techniques of administrative control; selected topics in educational administration. Masters students only.

EDAD630 (4)
Human Relations in Education

The interpersonal process in educational organizations, communications, and group dynamics for educational administrators.

EDAD640 (4)
Educational Marketing
Elements of marketing an educational institution including mission statement, target markets, image, position, the market mix (product, price, place, and promotions), fund-raising, and alumni relations.

EDAD648 (variable)
Workshops

EDAD655 (4)
Master Planning of Educational Facilities
A comprehensive study of educational-facilities planning as related to preliminary development plans and long-range master planning of educational campuses.

EDAD658 (4)
Educational Planning and Evaluation
Theories, techniques, models, and problems related to comprehensive educational planning; evaluation and accreditation of educational institutions and programs.

EDAD664 (4)
Administration of Elementary Schools
The role of the principal; administration of the curriculum; organization of the schedule, calendar, and catalog; staff organization and utilization; attendance programs; responsibilities such as assemblies, opening and closing of school, supervision of staff and operation of small schools.

EDAD665 (4)
Administration of Secondary Schools
See description under EDAD664. Also includes office management and auxiliary services.

EDAD667 (4)
Administration of Higher Education
The work of the administrator in higher education; objectives, organization, administration, and planning for academic, business, student, and developmental activities in higher education.

EDAD668 (4)
Administration of School Systems
The work of the superintendent of schools and director of education; objectives, organization, and administration of different levels of public, Seventh-day Adventist, and other private school systems.

EDAD674 (4)
Administration of Student Services
Objectives, organization, and administration of student services such as student residences, health services, religious programs, government, publications, social life, discipline, recreation, and student records.

EDAD676 (4)
Administration of Academic Services
Objectives, organization, and administration of academic services such as admissions, academic records, academic personnel, curriculum administration, and instructional resources.

EDAD680 (1-4)
Administrative Field Work
Supervised lab or administrative field work in

educational institutions, agencies, or school districts. Permission of supervisor and plans required one quarter in advance of registration. Repeatable to 4 credits; 4 credits required. Master's students.

EDAD686 (4)
Research in Educational Administration
Analysis of research problems in educational administration and appropriate techniques of research; research on an individual or group basis of current issues in educational administration. Permission of instructor required. May be used by doctoral students who have not done master's-level research to verify research ability.

EDAD690 (1-4)
Independent Study: (topic)
Permission of adviser and instructor required.

EDAD699 (1-4)
Thesis
Must be repeated to 4 credits.

EDAD720 (4)
Theory of Administration
Seminar in the study of administrative theory development; concept formation in areas such as organization, structure, power, control, communication, and systems; application of theory to problems in educational administration.

EDAD824 (2 or 4)
Seminar: _____
Current issues and problems of educational administration; techniques of administrative control; selected topics in educational administration. Admission limited to post-master's students.

EDAD880 (1-12)
Administrative: _____
Planned administrative field experience/internship in a school, school district, or educational agency; a practical or creative project dealing with an actual educational situation in an educational institution under supervision of a faculty member in the area of educational administration. Permission of supervisor and plans required one quarter in advance of registration. Repeatable to 12 credits.

EDAD882 (1-12)
Applied Administrative Research: _____
Planned administrative research experience under the supervision of a faculty member in the Department of Teaching, Learning, and Administration. Repeatable to 12 credits.

EDAD888 (0)
Dissertation Continuation
Reduced tuition rate applies.

EDAD899 (variable)
Doctoral Dissertation
To be repeated to 24 credits.

CURRICULUM AND INSTRUCTION

EDCI475 (4)
Computer-Assisted Instruction
An overview of computer applications in elementary schools' curricula. Emphasis on adapting existing courseware for classroom use. Topics include computer resources for the classroom computers and cooperative learning, teacher tools using databases in the classroom, telecommunica-

tions and networking, and computer ethics.

EDCI486 (3,4)
Instructional Media
The evaluation, selection, and use of audiovisual materials and equipment for instructional purposes. Preparation of units for both elementary and secondary teaching.

EDCI504 (1-6)
Field Work in Reading: _____
A practicum for reading majors under the direction of secondary-reading specialists. Offered at either the elementary or secondary specialization area.

EDCI547 (4)
Foundations of Curriculum Development
The relationship of the purposes of education to the design, implementation, and evaluation of curriculum at any level. Basic to other courses in curriculum and instruction.

EDCI550 (4)
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.

EDCI552 (3-5)
Curriculum Design: _____
Curriculum design to aid educators concerned with the analysis, development, and improvement of curriculum at specific school levels. Prerequisite: EDCI547 or permission of instructor.

EDCI564 (4)
Trends and Issues in Literacy
An examination of trends in elementary, secondary, and college literacy instruction as it relates to philosophy, research, and current programs.

EDCI565 (1-6)
Improving Instruction: _____
Designed to increase the teaching repertoire of teachers and other instructional leaders interested in improving instruction. The power and usefulness of several teaching models are presented. Students develop their ability to reflect on their own teaching performance and provide effective feedback and support to others.

EDCI569 (4)
Diagnosis of Reading Disabilities
Designed for those who wish to become corrective- and remedial-reading specialists and are concerned with techniques, materials, and procedures useful to reading specialists in diagnosing serious reading difficulties. Lab required.

EDCI570 (4)
Laboratory Experience in Reading
Introductory training in methods and materials for instructing reading disabled individuals. Participants assist in a clinical instructional program for reading disabled students.

EDCI610 (4)
Adult and Non-formal Education

Study and practice of the training process in adult and non-formal environments. The ability to understand, organize, and evaluate curricula in non-formal settings emphasized. Literacy and distance education issues examined.

EDCI611 (4)
Development and Implementation of Training Programs
Implementation of training programs emphasizing adult learners. Includes the planning of a field-based implementation project. Prerequisite EDCI610.

EDCI620 (3-4)
School Improvement and Change
Theoretical and applied study of curriculum change and organizational development in schools. Variable credit offered based upon the number of topics/areas examined.

EDCI636 (4)
Program Evaluation
A study of systematic procedures and models used to assess needs, planning, implementation, and impact. Prerequisite: EDRM505 or equivalent.

EDCI645 (2-6)
Advanced Diagnosis and Corrective Reading
Deals with advanced diagnostic techniques and clinical methods and materials for instructing individuals having reading disabilities. Course participants plan and carry out a prescriptive program for clients. Required: 4 credits for those who choose the clinical/remedial option in the M.A. program in reading. Prerequisite: EDCI570.

EDCI646 (4)
Problems in Teaching Reading
Reading problems and research considered. Emphasis given to resolving problem areas. Research encouraged for solutions to problem areas. Provides an opportunity to study special topics and current concerns.

EDCI648 (variable)
Workshop

EDCI654 (3)
Evaluating Curriculum/Instructional Materials
Techniques for evaluation of curriculum/instructional materials. Emphasis on the adequacy, appropriateness, and functional value of curriculum guides, text and resource books, audiovisual materials, and a variety of supplementary teaching/learning aids.

EDCI655 (4)
Curriculum Development Research
Empirical and critical examination of principles, problems, and procedures in the development of a field-ready curriculum. Prerequisites: EDCI547 and EDCI552, or permission of instructor. Major term project is the preparation of an instructional product.

EDCI665 (2)
Advanced Instructional Models: _____
Introduction and practice of advanced teaching strategies 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. Prerequisite: EDCI565 or EDTE457 or EDTE459.

- EDCI680** (1-4) intern in responsible positions with curricula specialists/administrators in cooperating institutions, school systems, or agencies. Permission of the supervisor and plans required one quarter in advance of registration. May be repeated or combined with EDCI885 for a total of 12 credits.
- Field Work:** _____
Supervised curriculum and instruction experiences in approved educational institutions and agencies. Offered in such areas as Elementary, Middle/Secondary, K-12, or Higher Education. Permission of supervisor and plans required one quarter in advance of registration.
- EDCI689** (1-6) **Seminar:** _____
Contemporary and selected topics in curriculum and/or instruction. Repeatable with different topics. Open to all graduate students.
Seminar: Portfolio
Should be taken as soon as possible upon entry.
Seminar: Current Trends
Applicants for SDA certification should register for a total of 3 credits.
- EDCI690** (1-4) **Independent Study:** _____
Permission of program adviser and reading instructor required.
- EDCI698** (1-4) **Field Project**
Designed primarily for MAT students as a culminating experience in their program. Students are expected to make practical application of educational theory. Permission of program adviser and project instructor required.
- EDCI699** (1-4) **Thesis**
Must be repeated to 4 credits.
- EDCI730** (4) **Curriculum Theory**
The examination of philosophical and theoretical underpinnings to educational issues with emphasis upon students' doctoral areas of emphasis. Includes student presentations of theoretical rationales in a seminar format.
- EDCI756** (1-4) **Advanced Studies:** _____
Advanced studies of the knowledge base of a given area of study includes a comprehensive search of the literature. Offered in the following areas: Elementary, Middle/Secondary, K-12, or Higher Education. Repeatable with different topics. Prerequisite: undergraduate major or minor, graduate work in specific discipline, or permission of instructor.
- EDCI799** (1-8) **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.
- EDCI885** (1-12) **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** (1-12) **Internship:** _____
Students, under the supervision of a faculty member in the area of Curriculum and Instruction,
- (1-4) intern in responsible positions with curricula specialists/administrators in cooperating institutions, school systems, or agencies. Permission of the supervisor and plans required one quarter in advance of registration. May be repeated or combined with EDCI885 for a total of 12 credits.
- EDCI888** (0) **Dissertation Continuation**
Reduced tuition rate applies.
- EDCI889** (1-4) **Advanced Seminar**
Doctoral level examination of topics presented by students organized around their areas of scholarship. Presentations may encompass a portion of students' comprehensive examination and dissertation experiences.
- EDCI899** (1-24) **Doctoral Dissertation**
To be repeated to 24 credits.

FOUNDATIONS

- EDFN500** (4) **Foundations of Christian Education**
Examines the philosophical and theological bases of major Western world views and, from a Christian perspective, critiques the impact of naturalism and postmodernism on education, psychology, and religion.
- EDFN505** (4) **Comparative Education**
The major educational systems of the world with emphasis on interrelationships. Approaches to common problems and some problems unique to each.
- EDFN517** (4) **History of Seventh-day Adventist Education**
Development of educational theory and institutions among Seventh-day Adventists, emphasizing discernible eras and their characteristics.
- EDFN530** (3) **Teaching Ministry of Christ**
Jesus as a teacher against a backdrop of Jewish, Greek, and Roman education. The authority, mission, content, discipline, teaching acts, and methodology of our Lord studied.
- EDFN554** (4) **History of Education**
Educational development from ancient times to the present. Jewish, early Christian education, and Reformation education are compared/contrasted with their Greek, Roman, and Renaissance counterparts. Trends in Christian and secular education.
- EDFN607** (4) **Educational Philosophy**
An examination of educational philosophy through literature from ancient times to the present; the application of principles in the contemporary setting. Students encouraged to develop a consistent, individual philosophy of education.
- EDFN636** (4) **Sociology of Education**
Study and application of sociological theory and knowledge to education and the learning process. Focus on the primacy of the family in the learning and education processes and the interdependence
- of the various educative institutions of society.
- EDPC115** (2) **Academic Success**
A guided experience of self-discovery into the learning factors that yield academic success. Includes comprehensive assessment and application of individual learning characteristics.
- EDPC116** (2) **Academic Support**
A tutorial application of the principles of academic success. Includes one-on-one, as well as group learning experiences.
- EDPC301** (3) **Human Development**
An introductory study of physiological, psychological, and psychosocial development from birth through old age.
- EDPC302** (3) **Educational Psychology**
An introductory study of the nature, conditions, and outcomes of human learning, with emphasis on the psychological factors involved. Prerequisite: EDPC301; EDPC301 may be taken concurrently with EDPC302 by permission of instructor.
- EDPC430** Alt g (3) **Introduction to Residence-hall Administration**
Designed to prepare prospective secondary-school residence-hall directors. Emphasis on practical administration techniques, the relationship between adolescent development and educational programming, and the role of the director as an educator.
- EDPC438** (variable) **Workshop**
- EDPC478** g (4) **Psychology and Education of Exceptional Children**
A comprehensive survey of the psychological and educational needs of exceptional children. Strategies for incorporating an exceptional student into the regular classroom and for supporting the exceptional child in the community. Prerequisite: A course in human development.
- EDPC499** (1-4) **Independent Study : (topic)**
Repeatable. Permission of curriculum adviser and independent study supervisor required.
- EDPC514** (4) **Psychology of Learning**
The learning process studied from the viewpoints of intelligence, cognitive language and personality development, learning theories, and motivation. Prerequisite: Introductory course in general or educational/developmental psychology.
- EDPC515** (4) **Psychological Development—The Growth Years**
A holistic approach to human growth and development emphasizing the interrelationships among the physical, cognitive, social, and emotional aspects of development from conception through adoles-

cence. Includes an examination of cross-cultural parallels and differences and their implications for development.

EDPC516 (4) **Psychology of Character Development**
A consideration of morals, ethics, and values in terms of contemporary psychology as related to character development in the person.

EDPC520 (4) **Psychological Development—The Life Span**
A survey of the biological, cognitive, and socio-cultural factors influencing human development from conception to senescence, with consideration of cultural and ethnic diversity.

EDPC535 (4) **Introduction to Counseling**
Introduction to the counseling profession in school and community settings. Focus on the historical development, professional issues, and current trends in the counseling field, including an examination of Christian counseling models. The role and functions of counselors in varied settings are emphasized.

EDPC540 (4) **Behavioral and Emotional Problems of Children**
Prevention, identification, and remediation of learning, behavioral, emotional, and developmental problems of children in a multicultural context. Includes structuring classroom and home environments for personal development, communicating with children and parents, using preventive and corrective disciplinary practices, and working with professional personnel.

EDPC545 Alt (4) **Administration of Guidance Services**
A study of the organization, administration, and coordination of guidance services in school systems. Prerequisite: EDPC535.

EDPC554 (4) **Career Development**
An introduction to career development and career counseling with an emphasis on counseling populations with special needs, career decision making, career adjustment, and changing careers.

EDPC605 (3-4) **Psychological Development—Adulthood and Aging**
Study of factors influencing human development from young adulthood through old age. For 4 credits, the student also prepares an in-depth term paper or applied project.

EDPC613 Alt (3-4) **Psychological Development—Adolescence and Youth**
Growth and development during adolescence and youth, with emphasis on implications for counseling and education. For 4 credits, student also prepares an in-depth term paper or applied project.

EDPC616 Alt (4) **Psychology of Religious Experience**
Psychological factors involved in the experiencing of religion.

EDPC618 Alt (4) **Seminar in School Psychology**
An examination of the history and foundations of

school psychology; legal, ethical and professional issues and trends in school psychology; roles and functions of the school psychologist.

EDPC622 (variable) **Seminar on Special Topics**
A seminar on a topic may carry up to 6 credits. Repeatable with different topics.

EDPC625 (5) **Biopsychology**
A survey of the physiological basis of human behavior, including considerations of sensory phenomena, motor coordination, emotion, and higher order thought processes.

EDPC627 (4) **Professional Issues in Community Counseling**
A survey of professional issues in community counseling including the roles, functions, and identity of community counselors, the organizational dimensions of community agencies, community needs assessment, consultation, outreach, program development, and client advocacy.

EDPC628 Alt (3-4) **Seminar in the Psychology of Women**
The biological, social, intellectual, and emotional development and adjustment of women from conception to senescence. For 4 credits, student prepares an in-depth term paper or applied project.

EDPC634 (4) **Family Dynamics**
Investigation of family processes in the context of current family-systems theory. The family-life cycle is identified with the problems that arise from normal transitions in family development and the opportunities for adaptive interventions. Structural changes such as divorce, single-parent, and reconstituted families considered, as well as socio-cultural and ethnic family variables.

EDPC635 (4) **Theories and Techniques of Counseling**
An introduction to the theory and practice of counseling and psychotherapy. Attention given to counseling/therapy models, the therapeutic relationship, the function and role of counselors/therapists, and the systematic development of counseling skills and intervention strategies.

EDPC638 (4) **Group Processes**
Theory, research, observation, and personal experience in the behavior of individuals in small face-to-face groups.

EDPC639 (1-4) **Field Practicum in Counseling**
Orientation and supervised field experience in counseling. Required: 40 clock hours per credit. Prerequisites: EDPC635, 638, 644 and approval of the supervisor one quarter prior to registration. Must be repeated to 4 credits. Taught only on the campus of Caribbean Union College.

EDPC640 (2,4) **Seminar in Multicultural Issues**
Cultural factors which influence the psychological development of individuals from diverse cultural backgrounds and the effects of these factors on the psychological and educational practices of counselors and psychologists working in a pluralistic society. Offered for 2 credits on the Andrews campus and 4 credits on the Caribbean Union College

campus.

EDPC641 (2) **Practicum in Counseling I**
Introductory experience in the counseling process. Students must complete a minimum of 50 clock hours, of which 20 must be direct client contact. Prerequisite: EDPC635, 8 weekly personal counseling sessions, and approval of the instructor. Prerequisite or corequisite: EDPC644.

EDPC642 (2) **Practicum in Counseling II**
Continued supervised experience in the counseling process. A student must complete a minimum of 50 clock hours, of which 20 must be direct client contact. Prerequisite: EDPC641 and approval of the instructor.

EDPC644 (4) **Psychological Testing**
An introduction to measurement theory. Selection, administration, and interpretation of standardized tests and non-standardized tools for the purpose of individual appraisal and assessment of ability, achievement, aptitude, interest, and personality.

EDPC645 (2) **Professional Ethics for Psychologists**
Ethical standards of counselors and psychologists, standards for providers of psychological services, standards for educational and psychological tests, ethical principles in conducting research with human participants.

EDPC648 (variable) **Workshop**

EDPC654 (1-4) **Practicum in Educational/School Psychology**
Supervised experience in school psychology or applied areas of educational psychology. A minimum of 40 clock hours of experience is required for 1 credit. Prerequisites: The completion of 15 credits in educational or school psychology and permission of supervisor one quarter in advance of registration. Repeatable to 4 credits.

EDPC655 (1-12) **Internship in Counseling**
Field placement within the context of professional counseling. Requires a minimum of 12 credits for a total of 600 clock hours. Prerequisite: EDPC642 and approval of the supervisor one quarter prior to registration. Limited to counseling majors.

EDPC656 (4-5) **Assessment of Children**
Assessment of children from ages 6-18 years. Supervised practical experience is provided to acquire competency in the administration, scoring, and interpretation of individual test instruments for assessment and diagnosis of intellectual ability, developmental level, and emotional functioning. Lab required. Prerequisites: EDPC644 and EDPC515 or 520 or equivalent. Limited to counseling and psychology majors. School psychology majors: 5 credits.

EDPC657 (4) **Assessment of Adults**
Training in the diagnosis of intellectual and personality characteristics of adults, including multicultural issues. Prerequisites: EDPC676 and EDPC644 or equivalent as approved by instructor, and a course in abnormal psychology. Limited to

counseling and psychology majors.

- EDPC658** **Alt (4)**
Projective Testing
Theory and practice in the administration and interpretation of such projective techniques as the Rorschach, Thematic Apperception Test, and others. Prerequisite: EDPC676 and a course in abnormal psychology. Limited to counseling and psychology majors.
- EDPC659** **Alt (4)**
Early Childhood Assessment
Assessment of children from birth to 6 years, identification of preschool children with developmental and educational problems, and practice in administering appropriate assessment instruments. Lab required. Prerequisites: EDPC644 or equivalent as approved by instructor, and EDPC515 or 520 or equivalent. Limited to counseling and psychology majors.
- EDPC665** **Alt (4)**
Educational Assessment
The selection, administration, and scoring of individual and group standardized and non-standardized educational tests for screening, placement, and diagnostic purposes. Includes tests of ability, achievement, and performance. Practicum required. Prerequisites: EDPC514, EDPC644, EDPC515 or 520 or equivalent. Permission of instructor required.
- EDPC672** **Alt (4)**
Psychoeducational Consultation
A study of the process of consultation with emphasis on models, stages, and strategies used with individuals, groups, and organizations. Practicum required. Permission of instructor required. Limited to counseling and psychology majors.
- EDPC676** **Alt (4)**
Theories of Personality
Consideration and evaluation of major theories of personality, with emphasis on their implications for counseling and education.
- EDPC680** **Alt (5)**
Theories of Learning and Motivation
Examination of major theories of learning and motivation with emphasis on their philosophical foundations and application in education and counseling. Prerequisite: A course in educational psychology or learning theory.
- EDPC686** **(4)**
Therapies for Children: Theory and Practice
A study of major contemporary theories and treatment modalities for identifying and treating psychological problems of children in a multicultural context, with an emphasis on play therapy. Prerequisites: EDPC642 and a course in child development. Open only to counseling and psychology majors.
- EDPC687** **(4)**
Therapies for Adults: Theory and Practice
A study of major contemporary theories and treatment modalities for identifying and treating psychological problems of adults, including multicultural issues. Prerequisites: EDPC642, 676. Open to counseling and psychology majors only.
- EDPC688** **Alt (4)**
Group Therapy
Theory and practice of group therapy with emphasis given to the role and functions of the group leader, outcome research, and ethical issues. Prerequisite: EDPC638. Open to counseling and psychology majors only.
- EDPC689** **(4)**
Marital and Family Therapy
Introduction to marital and family therapy with emphasis on family systems, multicultural differences, theoretical models, family process, techniques, and professional issues. Prerequisite: EDPC642 or equivalent. Open to counseling and psychology majors only.
- EDPC690** **(1-4)**
Independent Study: _____
Repeatable. Permission of curriculum adviser and independent study supervisor required.
- EDPC699** **(1-4)**
Thesis
Must be repeated to 4 credits.
- EDPC736** **(1-8)**
Field Work in Educational Psychology
Individualized experience under the supervision of a practicing educational psychologist. A minimum of 40 clock hours of experience required for 1 credit. Up to 8 credits available. Prerequisite: Completion of 30 credits in educational psychology and permission of field work supervisor one quarter in advance of registration. Open to educational psychology majors only.
- EDPC737** **(2)**
Seminar in the Supervision of Counselors
A survey of supervision models with practice in the supervision of counselors. Open to counseling psychology majors only.
- EDPC740** **(4)**
Applied Psychological Research
Supervised research on various issues related to school, counseling, and educational psychology; participation in on-going program of research. Prerequisites: EDRM505, EDRM518.
- EDPC745** **(1-12)**
Practicum in Counseling Psychology
Supervised experience in counseling psychology. Students enroll for 1 academic credit for each 50 clock hours of supervised experience. Repeatable to 12 credits. Prerequisites: EDPC642 and approval of the supervisor one quarter before enrolling. Open to counseling psychology majors only.
- EDPC746** **Alt (4)**
Advanced Abnormal Psychology
Systematic clinical description of abnormal behavior, including etiology, course of the disorder, and models of treatment, including psycho-pharmacology. Open to counseling and psychology majors only. Prerequisite: EDPC625.
- EDPC810** **(1-3)**
Internship in School Psychology
Off-campus experiences representative of the role and function of the school psychologist. Total of 1200 hours for EdS and 1500 hours for PhD or EdD, 600 of which must be in a school setting under the supervision of a certified school psychologist. The student must complete 6-8 credits. Prerequisite: Completion of EDPC654 and approval of internship coordinator one quarter prior to registration.
- EDPC820** **(0.5-1)**
Internship in Counseling Psychology
2000 hours of supervised field work in application of theory to counseling psychology practice with individuals, groups, families, children, or adolescents in an approved agency setting. To be repeated to 4 credits.
- EDPC834** **Alt (2-4)**
Seminar in Educational/School Psychology
Examines current issues and research in educational, developmental, or school psychology. May be taken up to 4 credits. Prerequisite: Completion of 24 credits in educational, developmental, or school psychology.
- EDPC835** **Alt (3)**
Seminar in Counseling Psychology
Examines current issues and research in philosophy, theory, and practice of counseling psychology. Prerequisite: Completion of 36 credits in counseling psychology.
- EDPC888** **(0)**
Dissertation Continuation
Reduced tuition rate applies.
- EDPC899** **(variable)**
Doctoral Dissertation
To be repeated to 24 credits.

RELIGIOUS EDUCATION

- EDRE438** **(variable)**
Workshop: _____
Repeatable with different topics.
Topic: Family Life International **(2,3)**
Yearly update on the Christian family featuring internationally known speakers in family ministries. Training program equips participants to lead seminars on marriage, parenting, youth, temperament, singles, drug dependency, divorce recovery, etc.
- EDRE505** **(4)**
Introduction to Religious Education
A survey of the biblical, philosophical, and curricular issues in the church settings of Religious Education, and a thorough examination of faith development.
- EDRE510** **(1-12)**
Field work in Religious Education
Supervised field work in Religious Education training programs. Doctoral students register for EDRE846.
- EDRE514** **(3)**
Theological Foundations of Family Life Education
Investigates theological and behavioral foundations of marriage and family life including contemporary concerns in light of cultural, socioeconomic, and technological change. Based on these foundations, the task of family life education in the church today is considered. A video-based course.
- EDRE630** **(1-4)**
Seminar
Group study in specified areas of Religious Education. Repeatable.
- EDRE648** **(variable)**
Workshop: _____
Repeatable with different topics. Undergraduates

register for EDRE438.

Topic: Family Life International (2,3)
See description under EDRE438.

EDRE650 (2)
Spiritual Formation I
The study of spirituality and the how-tos of utilizing the disciplines of prayer, Bible-study promises, journaling, and service for the formation of the abundant Christian life.

EDRE660 (2)
Spiritual Formation II
The formation of the abundant Christian life and the preparation of a product to share this with others.

EDRE676 (3)
Topics in Family Life Education
Repeatable with different topics. Themes to be covered are announced in the current class schedule:
-01 Families in Society
-02 Internal Dynamics of Families
-03 Human Sexuality
-04 Interpersonal Relationships
-05 Family Resource Management
-06 Parent Education and Guidance
-07 Family Law and Public Policy
-08 Family Ethics
-09 Family Life Education Methodology
-10 Family Worship

EDRE678 (3,4)
Spiritual Nurture of Children
Examines spiritual needs of children and adolescents in light of their physical, social, emotional, and mental development. The roles of religious education in the home, church, and school are covered. Practicum activity required.

EDRE679 (3,4)
Young Adult Ministry
Considers developmental needs of young adults ages 18-35 and formulates a Christian ministry for them in the college campus setting and in the church setting.

EDRE688 (2-4)
Integration of Faith, Learning, and Practice
An interdisciplinary consideration of faith-nurturing 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.

EDRE690 (1-4)
Independent Study: _____
Repeatable to 9 credits. Permission of adviser and readings instructor required.

EDRE699 (1-4)
Thesis
Must be repeated to 4 credits.

EDRE846 (1-8)
Field Work in Community
Emphasis on communicative methodologies, application of previously prepared curriculum, preferably in seminar format to non-captive audiences, or field experience with outstanding leader(s) in

the area of one's career. A minimum of one credit required in doctoral core curriculum.

EDRE860 (4)
Synthesis in Religious Education
Final experience or tutorial in which the student's Individual Development Plan (IDP) or professional goal statement begins to be evaluated. Application units and the complete portfolio is examined and fine tuned and the various parts of the doctoral/specialist program are brought together in synthesis.

EDRE870 (1-8)
Advanced Studies
Individual or group studies in a specific area of Religious Education designed to meet the Individual Development Plan (IDP)/goal statements competency requirements. Repeatable.

EDRE888 (0)
Dissertation continuation
Reduced tuition rate applies.

EDRE899 (variable)
Doctoral Dissertation
To be repeated to 24 credits.

RESEARCH AND MEASUREMENT

EDRM430 g (2)
Computers in Statistical Analysis
The use of computers in data analysis using major statistical packages (SPSS, BMDP, SAS): coding data, making data files, data screening, and performing simple data analyses. Prerequisite or corequisite: A beginning statistics course.

EDRM499 (1-4)
Independent Study: _____
Permission of adviser and instructor required.

EDRM505 (4)
Educational and Psychological Research
A study of quantitative and qualitative methods and procedures in research as applied to the fields of education and psychology: formulating and stating the problem; hypotheses; data collection; planning, designing, and reporting research.

EDRM518 (4)
Educational and Psychological Statistics I
Frequency distributions and their graphs; measures of central tendency and variability; correlation and regression; probability and hypothesis testing, involving the binomial, normal, t, F, and Chi-square distributions.

EDRM519 (4)
Educational and Psychological Statistics II
An introduction to analysis of variance and multiple regression; includes concepts needed for interpreting research literature and procedures needed for analyzing research problems using major statistical packages such as BMDP, SPSS, and SAS. Prerequisite: EDRM518 and EDRM430 or equivalent.

EDRM604 Alt (4)
Construction of Scales and Survey Instruments
A theoretical and empirical study of the development of (1) attitude scales and personality instruments including reliability and validity, scaling, item analysis, and selection; (2) survey instru-

ments—questionnaires and interview schedules. Prerequisite: An introductory course in statistics.

EDRM605 (4)
Introduction to Qualitative Research
An introduction to the philosophy, theory, and methodology of qualitative research. Features different theoretical approaches to ethnography. Initial training in using qualitative research methods in education provided with emphasis on participant observation and the ethnographic interview. Additional credits in supervised practice (EDCI885) may be required to validate competency.

EDRM648 (variable)
Workshop

EDRM685 (4)
Seminar in Advanced Statistics and Measurement
Survey of classical test theory and multivariate techniques including multivariate analysis of variance, discriminant analysis, canonical correlation analysis, and factor analysis. Prerequisite: EDRM519 or equivalent.

EDRM690 (1-4)
Independent Study: (topic)
Repeatable. Permission of curriculum adviser and independent study supervisor required.

EDRM705 (4)
Seminar in Research Methodology
A comprehensive study of principles and methodologies of research directed toward designing and conducting research studies and understanding professional literature. Conducting the literature review; designing qualitative and quantitative research; analysis and critique of research literature; the dissertation process. Designed for all beginning doctoral students. Prerequisites: EDRM505 and EDRM518.

EDRM805 (4)
Advanced Methods of Qualitative Research
Practice of methods used in analyzing and reporting qualitative data. Data analysis includes both ethnographic and critical/analytical techniques. Prerequisite: EDRM605.

TEACHER EDUCATION (4)
For enrollment in any EDTE course above 215, 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 (1-3)
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 6 quarters.

EDTE140 (3)
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 quarter.

- EDTE160** (3) **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** (2) **Dynamic Reading Strategies**
Designed to assist average and above-average readers in increasing comprehension and reading rate. Lab required.
- EDTE215** (4) **Introduction to the Teaching Profession**
A basic orientation to the teaching profession in a multicultural society. Includes an introduction to social, cultural, and institutional aspects of American education. Requires a minimum of 30 hours participation with K–12 students and teacher(s).
- EDTE354** (4) **Philosophy for Education**
Aims, principles, and theory of education with special reference to church-related schools.
- EDTE376** (1-4) **Topics: _____**
Exploration of various aspects of religious education and/or family-life education. Repeatable with different topics.
- EDTE389** (variable) **Work Conference: (topic)**
In-service training, clinics, and supervised experiences in education.
- EDTE416** g (4) **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.
- EDTE417** g (5) **Teaching Reading in Content Areas/ Secondary**
Methods for teaching content area reading to secondary students and adults, including 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. Prerequisites: EDPC302; EDTE215, 465.
- EDTE418** g (3) **Teaching Beginning Reading**
Factors affecting reading-readiness success in young children. Methods and materials for teaching initial reading examined. The development of prerequisite psychomotor and cognitive abilities through home, preschool, and kindergarten programs studied. Prerequisites: EDTE215, 465; EDPC302.
- EDTE420** g (4) **Diagnostic and Corrective Reading**
Assessment and methods for prevention and remediation of reading problems. Useful for classroom and clinical settings. Prerequisites:
- EDTE215, 418, 465; EDPC302. May be taken concurrently with EDTE457 and 484.
- EDTE424** g (3) **Classroom Testing and Evaluation**
Writing instruction objectives; 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. Meets the evaluation requirement for the MA in Education. Prerequisites: EDTE215, 465; EDPC302.
- EDTE438** (variable) **Workshop: _____**
Repeatable with different topics.
Topic: Multigrade Experience (2)
This intensive, field-based experience (includes 50 hours of fieldwork) introduces organizational, instructional (including NAD Small Schools curriculum material), and survival strategies for teachers of multigrade/multiage classrooms. Workshop must be attended during the Fall Quarter.
- EDTE457** g (2-5 per field) **Special Methods in Elementary Teaching Fields**
Applies principles of teaching to specific subjects in the following areas: art, physical education, reading/language arts, science/ health, arithmetic, social studies, and religion. See class schedule for specific number of credits. MUED458 fulfills the music methods requirement. Methods in religion required for SDA teacher certification. Prerequisites: MATH165; EDTE465; EDPC302; and admission to the Teacher Preparation Program.
- EDTE459** g (4 per area) **Secondary Teaching Methods (subject content 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. Practice includes 30 clock hours of observation/practice in a secondary-school setting in the subject matter specialty of the student. Prerequisites: All professional education courses other than student teaching.
- EDTE465** g (3) **Principles of Teaching**
Basic techniques of organizing, planning, and evaluating instructional objectives for elementary and secondary schools. Emphasis given to (1) preparing and selecting instructional objectives; and (2) general methods and techniques for teaching. Prerequisites: EDTE215, EDPC302.
- EDTE468** (1-6) **First Days of School Experience**
An intensive, comprehensive, 5-week, full-time laboratory experience beginning in mid-August. Integrates the study and application of (1) procedures for classroom testing, evaluation, and assessment; (2) strategies for classroom and pupil management; and (3) guidelines for beginning the school year successfully. Required prior to student teaching. Prerequisite: Admission to student teaching.
- EDTE469** (1-6) **Reading Practicum—Elementary**
Requires observation and supervised instruction
- with individual students and reading classes on the elementary level. Repeatable to 6 credits. Prerequisites: EDTE215, 416, 417, 420.
- EDTE470** (1-6) **Reading Practicum—Secondary**
Requires observation and supervised instruction with individual students and reading classes on the secondary level. Repeatable to 6 credits. Prerequisites: EDTE215, 416, 417, 420.
- EDTE479** g (2) **Classroom Management**
An introduction to classroom management. Philosophy, goals, and procedures for creating and mainstreaming productive classroom environments studied.
- EDTE484** (4) **Teaching Developmental Reading**
Prepares upper-elementary and middle-school teachers in the techniques of developmental reading and other language arts components. Emphasis on the teacher as decision maker. Includes whole language techniques, direct instruction of comprehension strategies, components of the basal Life Series, the reading-writing connection, and practice in writing workshop methodology. Corequisite: EDTE457.
- EDTE491** (1-15) **Student Teaching in the Elementary School**
Supervised application of teaching theory in the classroom. Full participation in a teaching situation under supervision. Normally this consists of 14-16 credits including EDTE493 (Full quarter). Students may not register for other courses except EDTE493. Prerequisites: All professional education and planned program minor courses including EDTE468, and admission to student teaching. Corequisite: EDTE493.
- EDTE492** (1-15) **Student Teaching in the Secondary School**
Supervised application of teaching theory in the classroom. Normally consists of 14-16 credits including EDTE494 (Full quarter). Students may not register for any other courses except EDTE494. Prerequisites: All professional education courses including EDTE468, and admission to student teaching. Corequisite: EDTE494.
- EDTE493** (1) **Student Teaching in the Elementary School: Seminar**
A weekly seminar for student teachers. Corequisite: EDTE491.
- EDTE494** (1) **Student Teaching in the Secondary School: Seminar**
A weekly seminar for student teachers. Corequisite: EDTE492.
- EDTE499** (1-4) **Independent Study: _____**
Individual research and study under the guidance of instructor. A minimum of 30 clock hours of study time expected per credit. Limited to students pursuing study topics in education. Prior approval by the adviser and instructor.
- EDTE507** (1-14) **Advanced Elementary Student Teaching**
Instructional and/or supervisory experience in the elementary school under supervision. Prerequisite:

5 credits of student teaching or 3 years of successful teaching performance. Attendance at a weekly seminar required.

EDTE508 (1-14)
Advanced Secondary Student Teaching
 Instructional and/or supervisory experience in the secondary school under supervision. Prerequisite: 5 credits of student teaching or 3 years of successful teaching performance. Attendance at a weekly seminar required.

EDTE520 (3,4)
Teaching Religion in the Secondary School
 A systematic examination of the secondary-school Bible curriculum by grades and by units with special emphasis on instructional theory, appropriate teaching, learning strategies, and materials. Satisfies SDA certification requirements for special methods.

EDTE630 (1-6)
Seminar: _____
 Seminar in specific topics relevant to teacher education. Each seminar examines one topic in detail. Repeatable with different topics.

EDTE690 (1-4)
Independent Study: (topic)
 Individual research and study under the guidance of instructor. A minimum of 40 clock hours of study time expected per credit. Prior approval by the adviser and instructor required.

LEADERSHIP

EDUC630 (6)
Leadership Seminar
 Intensive 2-week orientation to the program. Focus on leadership concepts, effective instruction, principles of research, and skills relating to the completion of the program.

EDUC631 (2)
Individual Development Plan
 Preparation and submission of IDP to faculty for approval. Prerequisite EDUC630.

EDUC632 (2)
Issues in Education Foundations
 An extension of the leadership seminar. Participants review the literature, discuss the findings in study groups and with faculty, and provide scholarly feedback related to assigned topics in foundations of education. Prerequisite: EDUC630.

EDUC633 (2)
Issues in Education Research
 An extension of the leadership seminar. Participants review the literature, discuss the findings in study groups and with faculty, and provide scholarly feedback related to assigned topics in educational research. Prerequisite: EDUC630.

EDUC650 (0)
Leadership Program Continuation
 Register for each quarter after orientation through the 8th quarter.

EDUC680 (1-12)
Fieldwork: _____
 Planned field experience in leadership at cooperating institutions, school systems, or agencies. Permission of the instructor required.

EDUC689 (1-12)

Seminar: _____
 Selected topics offered. Repeatable. Permission of instructor required.

EDUC690 (1-12)
Independent Study: _____
 Permission of adviser and instructor required.

EDUC756 (1-12)
Advanced Studies: _____
 Advanced studies in leadership. Repeatable with different topics. Permission of the instructor required.

EDUC886 (1-12)
Internship: _____
 Under supervision of a faculty member in leadership area, students intern in responsible positions with specialists/administrators in cooperating institutions, school systems, or agencies. Permission of the instructor required.

EDUC888 (0)
Dissertation Continuation
 Reduced tuition rate applies.

EDUC899 (variable)
Doctoral Dissertation
 To be repeated to 24 credits.