

## EDCI689

- 01 Assertive Discipline and Beyond
- 02 How to Get Parents on Your Side
- 03 Succeeding with Difficult Students
- 04 The High-Performing Teacher\*
- 05 Teaching Students to Get Along
- 06 Strategies for Preventing Conflict and Violence
- 07 Motivating Today's Learner\*
- 08 Including Students with Special Needs in the Regular Classroom
- 09 Building Your Repertoire of Teaching Strategies
- 10 Learning Differences: Effective Teaching with Learning Styles and Multiple Intelligences\*
- 11 Helping Students Become Self-Directed Learners
- 13 Managing Behavior in the Diverse Classroom
- 14 Assessment to Enhance Student Learning
- 15 Teaching Reading in the Elementary Grades
- 16 Using the Internet to Enhance Teaching and Learning
- 17 Improving Reading in the Content Areas
- 18 Math: Teaching for Understanding (K-6)\*

\* In addition to video format, this course is available online.

# TEACHING & LEARNING

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Bell Hall, Room 014  
 (616) 471-3465  
 tla@andrews.edu  
<http://www.educ.andrews.edu>

## Faculty

Larry D. Burton, *Chair*  
 Judith Strand Barcelo  
 M. Louise Moon  
 Raymond J. Ostrander  
 Bradley W. Sheppard

## PROGRAMS OF STUDY

The Department of Teaching and Learning offers undergraduate degrees, graduate degrees, and teacher certification programs. Programs leading to BS or BA degrees are discussed in the "Teaching and Learning Undergraduate Programs" section. The department also offers a Graduate Certificate in Reading/Literacy Education and an MA in Reading Education. (Information on these two programs are found in the Teaching and Learning Graduate Programs section.)

## Program Approvals

Andrews University is also 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 more than 40 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 16 higher education institutions and several 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: <http://www.coatt.org>. If you are interested in pursuing COATT recognition, contact either Dr. Burton or Dr. Ostrander.

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
- Teacher Preparation
- 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 Teaching and Learning. The data reported are specific to the Andrews University Teacher Preparation Program between July 1999 and June 2000.

| Data Type  | Data |
|--|------|
| Number taking MTTC Basic Skills Exam   | 27   |
| % passing MTTC Basic Skills Exam   | 100% |
| Number taking MTTC Subject Area Exams  | 27   |
| % passing MTTC Subject Area Exams  | 100% |
| Number of students in the Andrews University Teacher Preparation Program                                     | 150  |
| Number of student teachers supervised (may include guests from other universities)                           | 37   |
| Number of faculty who supervised student teachers  | 8    |
| Student teacher/faculty ratio  | 4.6  |
| Average number of hours required in student teaching (including 1 <sup>st</sup> Days Experience)             | 480  |
| Is the Andrews University Teacher Preparation Program currently approved by the state?                       | Yes  |
| Is the Andrews University Teacher Preparation Program currently identified as “low-performing by the state?” | No   |

## TEACHING AND LEARNING UNDERGRADUATE PROGRAMS

| Undergraduate Academic Programs                                      | Credits           |
|--|-------------------|
| BS: Elementary Education<br>(requires a content major or two minors) |                   |
| General Science  | 36 major/24 minor |
| Language Arts  | 36 major/24 minor |
| Social Studies   | 38 major/24 minor |
| BS: Secondary Certification  |                   |
| General Science  | 38                |
| Social Studies   | 50                |

**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.

**Admittance into the Teacher Preparation Program.** A formal application for admittance into the Teacher Preparation Program must be submitted to the Department of Teaching and Learning. This should be done during 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, p. 254.

### Special Requirements for School of Education Students.

Applicants who do not qualify for regular or provisional admission to the School of Education may apply to the College of Arts and Sciences. After achieving a minimum GPA of 2.50 for at least one semester (minimum 12 credits), the applicant may apply for a transfer to the School of Education.

### BS: 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:

- General education core
- Pass the *MTTC Basic Skills Exam*
- Professional education courses\*
- Planned program minor\*
- Approved subject content major\* **or** two minors\*
- Pass the *MTTC Elementary Education Exam* (additional subject area exams are optional)
- Be recommended 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 SDA certification requirements must have a grade of C or above. Students are expected to meet all requirements for Seventh-day Adventist and State of Michigan certification before the degree can be granted. Degree candidates who are unable to qualify for either SDA or Michigan certification may petition the dean of the School of Education to be exempted from meeting the requirements for **one** of the two types of certification.

### GENERAL EDUCATION CORE REQUIREMENTS

**Philosophy of General Education.** The School of Education attempts to give the prospective teacher the balance, perspective, and understanding of a well-educated person—to free him/her from bias, intolerance, and ignorance about humanity’s world environment. Such education should acquaint the student with the basic knowledge and skills necessary for independent and reflective thought so essential for successful living in today’s complex world.

### GENERAL EDUCATION REQUIREMENTS FOR ELEMENTARY EDUCATION MAJORS

#### Religion—12\*

REL100, 225, 308; RELB210, plus one credit of religion elective (RELG496 suggested).

#### Arts and Humanities—10

HIST205, 404, ENGL407

One course from: ARTH220; IDSC200, 211; INSL220; MUHL214; PHTO210

#### Physical/Natural Science—9

Choose a minimum of two areas from the following:  
BIOL100, 111, 112, 113, 165, 166, 208, 330  
CHEM110, 131, 132

PHYS110, 115, 141, 142  
IDSC321, 322

**Social Science—9**

GEOG110, PLSC104, EDPC302

**Language and Communication—8-12**

1. Written Expression  
ENGL115, 215
2. Communication  
COMM104 or 450
3. Foreign Language (BA only)  
FREN/SPAN241

**Mathematics and Computer Science—5-8**

1. Mathematics  
MATH145
2. Computer Science  
INFS110 Computer Tools (or competency exam)  
EDTE476

**Wellness—3**

HLED130 plus two activity courses

**Service—4**

EDTE165 (4)

**TOTAL credits—60-67**

**\*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.

**PROFESSIONAL ELEMENTARY EDUCATION REQUIREMENTS**

The primary aim of professional education is to prepare teachers who are competent, compassionate, and committed. Upon completion of the professional education program, the pre-service teacher demonstrates knowledge and skill in the following areas:

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

**Professional Education Courses**

EDPC302, EDTE165(4), 408(3), 425, 444, 445, 446(3), 447, 487\*, 488\*

*\*(Exact number of credits for student teaching is determined by the Department of Teaching and Learning. A minimum of 9 semester credits is required. Students needing fulltime status will take additional credits.)*

**THE PLANNED PROGRAM MINOR**

The planned program minor consists of a group of courses related to teaching in the elementary school. All courses listed must be completed either in the Planned Program minor or in other areas of the degree requirements. The total credits in the planned program must be at least 20 credits.  
EDTE228(3), 418, 420(3), 424, 448, 476(2), 480, 484, ENGL407, GEOG110 or 240, MATH145.

**CONTENT MAJORS AND MINORS FOR ELEMENTARY EDUCATION**

Students in the Elementary Education program must include one subject content major or two minors selected from the approved list below. When two minors are chosen, they should be chosen from different groups and at least one should be a subject area commonly taught in elementary schools (indicated with a \*).

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

| Subject Content Areas                                      | BA | BS  | Minors |
|--|----|-----|--------|
| <b>Group A: Language Arts</b>                              |    |     |        |
| Communication (Speech)                                     | 37 |     | 20     |
| English  | 30 |     |        |
| Language Arts*   |    | 36  | 24     |
| Reading (K-8)*   |    |     | 20+    |
| <b>Group B: Social Studies</b>                             |    |     |        |
| Geography*   |    |     | 20     |
| History*   | 38 |     | 20     |
| Social Studies*  |    | 38  | 24     |
| <b>Group C: Science/Health</b>                             |    |     |        |
| Biology*   |    | 40  | 24     |
| Chemistry  |    |     | 20     |
| General Science*   |    | 36  | 24     |
| Physics  |    |     | 20     |
| <b>Group D: Mathematics</b>                                |    |     |        |
| Mathematics*   |    | 30  | 20+    |
| <b>Group E: Supporting Areas</b>                           |    |     |        |
| Art Education  |    | 53# | 24     |
| Bilingual Education in Spanish<br>(added endorsement only) |    |     | 24     |
| Behavioral Science (fourth minor only)                     |    |     | 24     |
| French (K-12)  |    | 33# | 20     |
| Music Education (BMus)                                     | 36 |     | 25     |
| Physical Education (K-12)                                  |    | 42# | 24     |
| Spanish (K-12)   |    | 33# | 20     |
| <b>Group F: Religion</b>                                   |    |     |        |
| Religion (for SDA certification only)                      |    |     | 20     |

+ pending State of Michigan approval

# K-12 Endorsement in major area only

**General Science Major—36**

The Michigan Department of Education requirements for this major will be changing within the next two years. 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 Teaching and Learning.

**Required courses:****Life Science/Biology—6-8 credits**

BIOL208, choose one from BIOL100, 111, 165

**Physical Science—6 credits minimum**

CHEM110, PHYS115

**Earth/Space Science—9 credits minimum**

BIOL330, GEOG240, PHYS110

**Mathematics & Technology—5 credits minimum**

MATH145, EDTE476

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

### Language Arts Major—36

The Michigan Department of Education requirements for this major/minor will change within the next two years. All students with this major/minor will be expected to meet the requirements in effect for this major/minor at the time of graduation. Contact your advisor for further details.

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

#### Required courses:

COMM280, 450, EDTE418, ENGL250, 267, 300, 407, SPPA435; two courses from ENGL270, 375, 376, 378; one from ENGL438, 454 or 467. Remaining credits from COMM320, 436, 456, EDTE420, 484, ENGL445, 460, SPPA234, 321.

### Social Studies Major—38

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

#### Required courses:

ECON225, 226, GEOG110, 260, HIST117, 118, 204, 205, 404, 490, PLSC104, 307, EDTE447. Remaining credits may be chosen from history, political science, geography, and economics.

### General Science Minor—24

The Michigan Department of Education requirements for this minor will be changing within the next two years. 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 Teaching and Learning.

#### Life Science/Biology— 6 credits

BIOL100, 111 and 208

#### Physical Science—minimum 6 credits

CHEM110, PHYS115

#### Earth/Space Science—minimum 6 credits

Select from: BIOL330, GEOG240, PHYS110

#### Mathematics & Technology—minimum 3 credits

MATH145

Electives by advisement.

### Language Arts Minor—24

The Michigan Department of Education requirements for this major/minor will change within the next two years. All students with this major/minor will be expected to meet the requirements in effect for this major/minor at the time of graduation. Contact your advisor for further details.

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

COMM450, EDTE418, ENGL250, 267, 300, 407, one of ENGL270, 378; select remaining courses from COMM280, 436, EDTE420, 484, ENGL454, 460, SPPA234, 321, 435.

### Reading Minor—20

This minor has been submitted to the Michigan Department of Education. It had not been approved when this bulletin went to press.

#### Required courses:

EDTE417, 418, 420, 460, 484, 485.

Choose electives from COMM280, EDTE160, 164, ENGL407, 408, 460, SPPA321, 435

### Social Studies Minor—24

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

#### Required courses:

HIST118, 204, 205, 404, PLSC104, ECON225, GEOG110,

EDTE447 and 6 remaining credits from two of the following areas: political science, geography, and economics.

### 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.

### 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 BS or a BA Degree

Students preparing for teaching in secondary schools (grades 7-12) may choose from either the Bachelor of Arts or the Bachelor of Science degree programs. These degrees are granted by the College of Arts and Sciences, School of Education, and College of Technology.

### 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\*
- Approved subject content teaching major\*
- 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.*

Courses meeting the requirements for the professional education courses, the subject content major, minors, area of concentration, or SDA certification requirements must have a grade of C or above. All requirements for Seventh-day Adventist and State of Michigan certification must be met before recommendation for certification. Candidates for certification who do not qualify for either SDA or Michigan certification, however, may petition the dean of the School of Education to be exempted from meeting the requirements for **one** of the two types of certification.

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

### GENERAL EDUCATION REQUIREMENTS FOR SECONDARY CERTIFICATION

#### Religion—12\*

RELT100, 225, 308, RELB210, plus 1 credit of religion elective (RELG496 suggested)

#### Arts and Humanities—10

HIST117, 118, 404

One course from: ARTH220, ENGL255, IDSC200, 211, MUHL214, PHTO210

#### Physical/Natural Science—9

IDSC321 and 322

Plus one 3-credit restricted choice

BIOL100, 208, 330, CHEM110, PHYS110, 115, 405

#### Social Science—9

- Two courses chosen from ANTH124, ECON225, EDPC302, EDTE228, GEOG110, PLSC104, PSYC101, SOCI119
- One of the following courses: BHSC220, 235, IDSC237

#### Language and Communication—8-12

- Written Expression  
ENGL115, 215
- Communication  
COMM104
- Foreign Language (BA only)  
FREN/SPAN241  
FREN/SPAN242

#### Mathematics and Computer Science—5-8

- Mathematics  
MATH145
- Computer Science  
INFS110 Computer Tools or competency exam  
EDTE476

#### Wellness—3

HLED130 plus two activity courses (each .5 credits)

#### Service—4

EDTE165(4)

#### TOTAL Credits—59-65

*\*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.*

### SECONDARY PROFESSIONAL EDUCATION COURSES

EDPC302, 408(3), 417, 459, 476(2), 480, 487\*, 488\*, EDTE165(4), 228(3), 424

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

### CONTENT MAJORS AND MINOR FOR SECONDARY EDUCATION

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

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

| Subject Areas  | BA | BS | Minor |
|--|----|----|-------|
| Art Education (K-12)   |    | 45 | 24    |
| Behavioral Science<br>(Behavioral Studies)   |    | 40 | 24    |
| Biology  |    | 40 | 22    |
| Bilingual Education in Spanish<br>(Endorsement area only)                              |    | 24 |       |
| Chemistry  |    | 40 | 20    |
| Communication (Speech)   | 37 |    | 20    |
| Computer Science   |    | 40 | 20    |
| English  | 36 |    | 21    |
| French (K-12)  | 30 |    | 21    |
| General Science (must be<br>accompanied with a Biology,<br>Chemistry or Physics minor) |    | 38 |       |
| Geography  |    |    | 20    |
| History  | 38 |    | 20    |
| Mathematics  |    | 39 | 20    |
| Mathematics Education  |    | 30 |       |
| Music Education (K-12)<br>(BMus degree includes minor)                                 | 70 |    |       |
| Physical Education (K-12)  |    | 40 | 24    |
| Physics  |    | 40 | 20    |
| Political Science  |    |    | 21    |
| Religion (SDA only)  | 54 |    | 20    |
| Social Studies   |    | 56 |       |
| Sociology  |    |    | 20    |
| Spanish (K-12)   | 30 |    | 21    |
| Technology Education<br>(Industrial Arts)  |    |    | 64-69 |

### General Science Major—38

The Michigan Department of Education requirements for this major will change within the next two years. 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 Teaching and Learning.

The General Science major requires 38 semester credits. To complete the General Science major students complete courses in **three** of the four content area groups listed below. The student must complete a subject minor in the fourth area. Currently, minors in Biology, Chemistry and Physics are approved for certification.

#### Biology—minimum 10 credits

BIOL165, 166

#### Chemistry—minimum 8 credits

CHEM131, 132

#### Physics—minimum 8 credits

PHYS141, 142

#### Earth/Space Science—minimum 12 credits

BIOL330, 348, PHYS110, GEOG240

**Required Cognate**

MATH167

Electives, as approved by advisement, from these content areas to complete requirements.

**Social Studies Major—50**

This major has been submitted to the Michigan Department of Education. It had not been approved when this bulletin went to press.

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

**Requirements:** ECON225, 226, GEOG110, 260, HIST 117, 118, 204, 205, 404, 459, 490, PLSC104, 307, EDTE417. *Remaining credits may be chosen from history, political science, geography, or economics.*

**THE TEACHER EDUCATION PROGRAM AND CERTIFICATION PROCEDURES**

**Admission to the Teacher Preparation Program.** The application for admission to the teacher preparation program should be submitted by undergraduate students while completing 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.

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

- Take the following tests: ACT or SAT, and Andrews Mathematics Department placement examination. Take additional courses as indicated by exam results.
- Satisfactorily complete EDTE165.
- Choose appropriate teaching major and/or minor(s).
- Pass the *MTTC Basic Skills Test*.
- Maintain a minimum GPA of 2.50 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 C in a major, minor or professional education 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.
- Maintain a professional teaching portfolio.
- Demonstrate clearance in regard to felony or misdemeanor conviction as an adult.
- Demonstrate the professional disposition of an educator.

**Admission to Student Teaching Candidacy**

- A formal application for student teaching must be submitted before November 30 of the school year prior to the one in which the student teaching will be done.
- 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.

**Admission to Student Teaching Semester**

1. The director of student teaching presents to the Certification, Screening, and Petitions Committee the prospective student teacher's candidacy for clearance to begin student teaching.
2. This clearance should be made the semester before the student begins the student teaching experience.
3. Before being cleared for student teaching, students must meet the following criteria:
  - Admission to student teaching candidacy
  - Completion of the approved course of study
  - Passing scores on *MTTC Subject Area Exams*
  - Completion of all transfer and correspondence courses at least one month before the student teaching semester begins
  - Submission of **OFFICIAL** transcripts for any course work completed at another institution.
4. The minimum GPA required for admission to the teacher preparation program must be maintained.
5. Clearance in regard to felony and misdemeanor conviction as an adult must be demonstrated. A new form must be signed at this time even though one was filed previously.

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

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

Students requesting placement at a distance greater than 150 miles from campus will be responsible for covering supervision expenses.

**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. Assessing and addressing individual differences
7. Record keeping (including the daily register), grading, and evaluating.

**Student Teaching Semester.** The student-teaching semester consists of a minimum of 15 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. 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 Teaching and Learning.

**Certification Exemption Petition.** Students planning to qualify for a teaching certificate at Andrews University are expected to meet both SDA and State of Michigan certification requirements. Exceptions to this requirement are considered only after a student submits a formal petition to the Department of Teaching and Learning 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 Teaching and Learning 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 both to 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 Teaching and Learning
- Demonstrate clearance in regard to felony or misdemeanor conviction as an adult. Forms for clearance purposes are available at the Department of Teaching and Learning.
- Request that Official Transcripts be sent directly to the Certification Registrar in the Department of Teaching and Learning.

**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 Teaching and Learning. 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 SDA 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, SDA certification, State of Michigan certification, updating original certificates, and adding endorsements can be found on pp. 258-260.

## GRADUATION REQUIREMENTS

In addition to meeting the general requirements for a baccalaureate degree on p. 29, 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 SDA Basic Teaching Credential (This item applies to BS Elementary Education majors and BS Secondary General 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 AND LEARNING GRADUATE PROGRAMS

| Graduate Degree Programs and Certification Programs                                    | Credits  |
|--|----------|
| <b><i>Non-Degree Graduate-Level Teacher Certification and Endorsement Programs</i></b> |          |
| (Elem) SDA and MI Certification  | variable |
| (Sec) SDA and MI Certification   | variable |
| <b><i>Graduate Certificate in Reading/Literacy Education</i></b>                       | 12       |
| <b><i>Master of Arts in Teaching Degrees</i></b>                                       |          |
| Elementary Education   | 32       |
| Secondary Education  | 32       |
| Content Area Emphasis<br>(Biology, English, ESL, History, Spanish, French, Reading)    | 32       |

### Master of Arts in Teaching

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

1. Persons who have earned a bachelor's degree and are now seeking teacher certification at the elementary or secondary level
2. Persons who hold teacher certification 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.

#### 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 complete the following:

- A bachelor's degree
- Professional education courses\*
- Planned program minor\*
- Approved subject content major or two minors\*
- Pass the *MTTC Elementary Education Exam* (subject area exams are optional)
- Be recommended for certification.

\* *EACH of these areas must have a 2.50 GPA.*

To qualify as a "Program Completer," MAT students seeking their initial **Secondary Teaching** certificate must complete the following:

- A bachelor's degree
- Professional education courses\*
- Approved subject content teaching major\*
- Approved subject content teaching minor\*
- Pass the *MTTC Subject Area Exams* for both major and minor
- Be recommended for certification.

\* *EACH of these areas must have a 2.50 GPA.*

### 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. 254)\*
- Continue course work
- Apply for admission to Student Teaching Candidacy (see p. 254)\*
- Take the Subject Area section(s) of the *MTTC\**
- Complete course work, including EDTE588 & 688.
- Apply for teaching certificate (see p. 255).

\* *Berrien Springs campus students only.*

### REQUIRED COURSES

#### Educational Foundations—3

EDFN500

#### Professional Education Core—9-12

EDPC525, 3 credits of instructional methods by advisement, EDTE476(2) & 698

#### 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 comprehensives 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. 255.

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

## **Graduate Certificate: Reading/Literacy Education**

### **MISSION**

A Graduate Certificate in Reading/Literacy Education prepares teachers and clinicians to enrich and improve the quality of life of all individuals through literacy.

The program is designed to provide a planned sequence of courses that may be used to earn an SDA endorsement in reading by persons holding an SDA Standard Teaching Certificate in Elementary or Secondary Education. Each certificate candidate must work with the Andrews University certification registrar in the Department of Teaching and Learning to see that all requirements are met. Completion of the certificate program is a separate process from obtaining the SDA reading endorsement. It is the student's responsibility to make contact with the Andrews University certification registrar.

EDPC525: Education and Psychology of the Exceptional Child (or equivalent) is a prerequisite for admission to the certificate program.

### **COMPONENTS OF THE PROGRAM**

EDCI689 Portfolio (0), EDPC644, EDTE485, EDCI627, 647, 680, 689 Action Research

**Total for GCR/LE—12**

## **MA: READING EDUCATION**

(Not currently enrolling students in this program)

### **MISSION**

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

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

individual needs. The program leading to a Master of Arts: Reading Education requires a minimum of 32 credits with 22 credits in the reading area of emphasis.

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

### **MA: Degree Requirements**

#### **Reading Core Concentration—22**

COMM436, EDCI569, 665, 680, 689, EDTE417, 485, 630, EDTE485 or EDCI570

#### **Required Related Emphasis—6**

EDFN500, EDRM505

#### **Electives approved by advisor—4**

(or enough to total 32 credits for total program)

ENGL460, EDCI547, 645, 646, 648, 665, 680, 690, EDPC514

#### **TOTAL MA degree credits—32**

## **TEACHER CERTIFICATION INFORMATION**

### **TEACHER CERTIFICATION PROCEDURES**

**Michigan Tests for Teacher Certification.** 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 and Learning.

### **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 and Learning 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 and Learning 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. 254 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.

**Residency Requirements for Certification.** Non-Andrews University graduates must complete at least 10 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 7–12.

**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.

**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 10 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 in any combination thereof. Applicants need to contact the Michigan Department of Education to renew their credentials and for further information.

**ADDING ENDORSEMENTS TO SDA AND MICHIGAN CREDENTIALS**

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

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

- Develop a program for securing the additional level of certification in counsel with the certification registrar.
- Counsel with the Department of Teaching and Learning 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 November 30 to be eligible for the next academic year.
- 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)
- 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. 251 for specific requirements.)
- Apply for new endorsement.

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

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

- Have a valid elementary teaching certificate.
- Complete a major and a minor appropriate to the secondary level (see list of approved majors and minors under secondary certification at post-baccalaureate level.
- Pass the *MTTC Subject Area Exams* for any new endorsements.
- Take EDTE417 Reading in Content Areas: Secondary (3 credits)
- Take EDTE459 Secondary Methods: (area).
- 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 at either the undergraduate or graduate level. If students have taken the undergraduate-level course, they do not need to repeat the graduate-level course. Graduate-level students who are qualifying for certification and wish to apply credit to a graduate degree must select courses at the graduate level.

EDPC514, EDTE408 or EDCI565, 424, 480 (424 & 480 are part of Planned Program minor), 690 (Ind. Study: Philosophical & Social Foundations of Education–4); EDTE444, 445, 446, 447, 448; Student Teaching\* EDTE487, 588

\* 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 and Learning on forms available at that office. This should be done before applying for student teaching. All candidates qualifying for SDA certification must have had significant structured experience in a multi-grade SDA school.

- **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. 251.

- **Planned Program Minor.** For requirements, see the undergraduate teacher education section on p. 250. 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, 525, EDCI565 or EDTE408, 417, 459, 476, 690  
(Ind. Study: Philosophical & Social Foundations of Education-4)

#### **First Days of School Experience**

EDTE424, 480

#### **Student Teaching\***

EDTE 487, 588

\* 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 and Learning on forms available at that office. This should be done before applying for student teaching. All candidates qualifying for SDA certification must have had significant structured experience in a multi-grade SDA school.

- **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. 253.

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

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

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

### **LEVELS OF SDA CERTIFICATION AND CREDENTIAL REQUIREMENTS**

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

**Religion Requirements.** A minimum of 12 semester hours in religion, taken at a Seventh-day Adventist college/university or through Home Study International, to include the following areas:

**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:* GSEM532, 534, RELT208, 308, 426

**Seventh-day Adventist Church History.** *Choose one:* CHIS570, EDFN517, HIST230 or 404

**Health Principles.** A course in health based on the Bible and the writings of Ellen G. White. *Choose one:* CHMN547, HLED130, 420

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

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

### **SDA Standard Certificate**

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

- Meets initial General Eligibility Requirements.
- 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 SDA 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.

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

- Meet initial general eligibility requirements.
- Qualify for the *Standard Teaching Certificate*
- 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 SDA 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.

## TEACHER EDUCATION

For enrollment in any EDTE course above 410, 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.

## Courses

(Credits)

See inside front cover for symbol code.

### 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 (2, 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 from a Christian perspective and study the implications of school law on educational practice. Students should take the *MTTC Basic Skills Examination* during this course. 30-hour field experience required outside of class time. *Fall, Spring*

### EDTE228 (2, 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. *Spring, Alternate Fall and Summer*

### 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 ♦ (2, 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. Honors section available. *Fall, Spring*

### 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. *Fall, Odd Summers*

- EDTE420** S ♦ (2, 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. *Spring, Even Summers*
- EDTE424** ♦ (2)  
**Classroom Testing and Evaluation**  
 Writing instructional 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. Prerequisite: Admission to Student Teaching. Corequisite: EDTE480. *Summer*
- EDTE425** ♦ (1)  
**(Equivalent to EDTE438-001)**  
**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*
- 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 SDA curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. Prerequisites: EDPC302 or 514, EDTE408. Co-requisite 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 SDA curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. Prerequisites: EDPC302 or 514, EDTE408. *Spring, Even Summers*
- EDTE446** S ♦ (2, 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 SDA curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. 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 SDA 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 included in class meeting time. Prerequisites: EDPC302 or 514, EDTE408. *Fall, Odd Summers*
- EDTE460** ♦ (1-4)  
**Reading Practicum: Level**  
 Observation and supervised instruction with individual students and reading classes on the elementary or secondary level. Repeatable to 4 credits for each level. Prerequisites: EDTE417, 420, 485. May be graded S/U. *Fall, Spring*
- EDTE476** ♦ (1-3)  
**Methods for Integrating Instructional Technology: Topic**  
 This seminar focuses on the use of a wide variety of instructional technology and media to support student learning. Repeatable with different topics. Two credits required for initial certification. Prerequisites: INFS110 or equivalent, EDTE408. May be graded S/U. *Fall, Spring, Summer*  
**Regularly Scheduled Topics:**  
 Computers in Schools (1-3)  
 Teaching with Electronic Portfolios  
 Teaching with the Internet  
 Multimedia Teaching Tools
- EDTE480** ♦ (1-4)  
**First Days of School Experience**  
 An intensive, comprehensive, 3-week, full-time field experience beginning in early August. Integrates the study and application of (1) procedures for classroom testing, evaluation, and assessment; (2) strategies for classroom and pupil management; (3) 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. Emphasis on the teacher as decision maker. Includes whole-language techniques, direct instruction of comprehension strategies, components of the Life Series basals and the reading-writing connection. Field experience included in class meeting time. Corequisite: EDTE444. Prerequisites: EDPC302 pr 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 or 588. *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*

**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. *Spring, Alternate Summers*

**EDTE630:05**  
**Seminar: Classroom Testing and Evaluation**  
*Odd Summers*

**EDTE630:06**  
**Seminar: Classroom Management**  
*Even Summers*

**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*

**EDTE698** (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 advisor and project instructor required. *Fall, Spring, Summer*