

EDRM648 (variable)

Workshop
Graded S/U.

EDRM690 (1-3)*Independent Study: Topic*

Repeatable. Permission of curriculum advisor and independent study supervisor required. A contract between the student and supervisor must be developed. Graded S/U.

EDRM710 (1)*Seminar in Research Methodology*

An orientation to research methodologies used in the student's academic field as the methodologies relate to the student's doctoral research requirements. Designed for first-year doctoral students. Prerequisite: EDRM505 or equivalent. Graded S/U.

EDRM775 (1-3)*Applied Research Seminar: Selected Topics*

Repeatable. The application of selected research methodologies and approaches. Topic to be selected by academic advisement. A contract must be developed between advisor and student. Prerequisites: EDRM505, 611 or their equivalents. Graded S/U.

EDRM880 (2)*Dissertation Proposal Development*

Designing and writing the doctoral dissertation proposal in cooperation with the student's dissertation committee. Graded S/U.

GRADUATE STUDIES IN CURRICULUM, ADMINISTRATION & RELIGIOUS EDUCATION (CARE)

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MISSION

The Department of Graduate Studies in Curriculum, Administration and Religious Education serves an international clientele. As companions in learning, faculty and students are committed to excellence in teaching and learning based upon a Christian world view.

AREAS OF EMPHASIS OFFERED

The Department of Graduate Studies in Curriculum, Administration and Religious Education offers programs leading to the Graduate Certificate in Special Education, Educational Leadership and Reading/Literacy Education, the Master of Arts, Educational Specialist, Doctor of Education, and Doctor of

Philosophy degrees in Curriculum and Instruction, Educational Administration & Leadership.

FIELD-BASED PROGRAMS

Designed for three-four summers (3-4 weeks on Andrews University campus) and two-three school years, for working professionals. The field-based master's, specialist, doctoral programs in CARE allow participants to meet program competencies within the context of their current career positions. This immediate application strengthens learning, provides relevancy, and benefits the place of employment.

CERTIFICATES OFFERED

The Curriculum and Instruction program offers an Andrews University Graduate Certificate in Special Education. The program is offered in combination with other departments within the School of Education. The program consists of 12 semester hours of graduate credit emphasizing strategies for teaching persons with learning disabilities. For more information contact the Curriculum and Instruction Office.

The Educational and Administration and Leadership Program offers a Graduate Certificate in Educational Leadership. See p. 273 for details.

The Graduate Programs Department of Teaching & Learning offers a Graduate Certificate in Reading/Literacy Education. See p. 257 for details.

Persons with initial teaching certification (State and/or SDA) may pursue graduate study in Curriculum and Instruction as a planned program for professional development and additional areas/levels of certification. For more information, contact the School of Education Certification Office.

CURRICULUM AND INSTRUCTION

MISSION

As companions in learning, Curriculum and Instruction graduate scholars are committed to global Christian service through excellence in teaching, learning, and research.

PROGRAM

The field of Curriculum and Instruction (C&I) is concerned with creating superior learning environments within schools, colleges and universities, and other organizations. C&I is interdisciplinary involving both content areas and education. The Graduate Certificate, Master of Arts, Educational Specialist, Doctor of Education, and Doctor of Philosophy are offered in Curriculum and Instruction.

Specialized study is offered within Curriculum and Instruction for personnel at elementary, secondary and tertiary levels. Included are specialized focus areas such as special education, reading/literacy, educational technology, and instructional leadership. Increasingly, C&I is involved in the preparation of trainers for industry and non-profit organizations. At the doctoral level, Curriculum and Instruction cooperates with other selected academic departments in offering advanced cognates for persons preparing to be college teachers.

For persons pursuing teaching careers in K-12 schools, teacher certification is strongly recommended. For more information, contact the School of Education Certification Office.

Graduate Certificate: Special Education

This program emphasizes teaching strategies for persons with disabilities. It is offered in combination with other departments within the School of Education. The program consists of 12 semester hours including EDPC525, EDCI627, 647, EDPC540,

EDRM640, EDPC644, EDPC654 or EDCI680, and EDCI689.

The courses are offered as summer intensives. Persons completing certificate requirements who currently hold a standard SDA teaching credential will be recommended for an SDA specialty endorsement in special education.

Field-Based Programs in Curriculum and Instruction

The Field-based Master's program is designed to be completed in three summers (four weeks on the Andrews campus) and two school years during which application and study will continue via Internet interaction/instruction.

In addition to study in instructional strategies and curriculum design, participants may choose literacy, special education, multi-age instruction, or technology as a focus area.

Field-based doctoral programs are offered through a combination of summer intensives, regional group sessions, and Internet study. Opportunities for cognate study are offered in business, technology, computer studies, and other areas of interest to persons employed in formal as well as non-formal learning organizations.

MA: Curriculum and Instruction

The master's degree program in Curriculum and Instruction is designed to prepare persons for work in school systems and other organizations with emphasis upon curriculum development and the improvement of instruction. A minimum of 32 credits is required in the areas of educational foundations, professional concentrations, research, and electives.

While programs in curriculum and instruction are designed for experienced educators, provision is made for individuals desiring a career change. Such persons may be required to earn more than the minimum 32 credits.

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

MA: CURRICULUM AND INSTRUCTION DEGREE COURSE REQUIREMENTS

Core Requirements—13

EDCI547, 552, 565, 620; EDCI689: Portfolio, 689: Assessment, 689: Trends

Focus Area requirements—13

To include 4 credits course work selected by advisement from EDCI607, 617, 627, 637, 647, 657 and 4 credits selected by advisement from one or more of the following: EDCI, EDAL, EDFN, EDRE and EDPC and 5 credits of guided electives

Educational Foundations—3

EDFN500

Research—3

EDRM505

TOTAL MA degree credits—32

The thesis, EDCI699, is optional. If desired, a proposal for its completion should be developed cooperatively with the faculty advisor. Credits for thesis (3) may count toward the specialization section above.

EdS: Curriculum and Instruction

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

EdS students specializing in the elementary and/or secondary levels must

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

The curriculum for the EdS degree consists of a minimum of 64 semester credits beyond the *baccalaureate* degree distributed as listed below.

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

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

EdS: DEGREE COURSE REQUIREMENTS

Core Requirements—16-19

EDCI547, 552, 565, 620, 636, 665, 689: Portfolio,
689: Assessment, 689: Trends

Focus Area requirements—34-37

Include 6 credits course work selected by advisement from EDCI607, 617, 627, 637, 647, 657; 3 credits from EDCI799; 4 credits selected by advisement from one or more of the following: EDCI, EDAL, EDFN, EDRE, and EDPC; and 21-24 credits of guided electives

Educational Foundations—5

EDFN500 and another foundations course by advisement

Research—6

EDRM505, 611

TOTAL EdS degree credits—64

Edd/PhD: Curriculum and Instruction

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

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

Doctor of Philosophy. As the more research-oriented degree, the PhD is designed for leaders who contribute to education through

original, theoretical and conceptual research. Additional program requirements for this degree include a second basic-research course and an advanced research-methodology course.

Both doctoral programs in Curriculum and Instruction consist of a minimum of 91 semester credits beyond the baccalaureate degree and a dissertation as outlined below.

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

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

Edd/PhD: DEGREE REQUIREMENTS

Core Requirements—16-23

Courses selected from EDCI547, 552, 565, 620, 636, 665
689:Portfolio, EDCI730, 886, and 889

Focus Area requirements—8-12

Courses selected by advisement from EDCI607, 617, 627, 637, 647, 657, 756, cognate studies, and credits from EDCI, EDAL, EDFN, EDRE, and EDPC

Foundations—7-9

EDFN500 and two additional foundations courses by advisement

Research—12-14

EDRM505, 611, 710 and one Basic Methodology course from:
EDRM604, 605 or 612; or EDCI636; or HIST650
EdD students - EDCI799 (2-4);

PhD students - second Basic Methodology course plus course chosen from EDRM775 or EDCI887, HIST695, EDRM613

Electives—20-31

In cognate (optional) and/or supporting area course work

Dissertation—16

EDRM880, EDCI899

TOTAL Edd/PhD degree credits—91+

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

Cognates. If a cognate is chosen, students should specialize in a content area in which they have had professional experience. Individuals planning to complete a doctorate in the teaching of a selected cognate discipline should hold the equivalent of a master's degree in that discipline. Students choosing this option must take a minimum additional 8-12 credits of advanced graduate work in the cognate discipline after being admitted to the program.

The student and his/her cognate advisor arrange course work, including interdisciplinary courses and seminars, according to the student's career plans. Course work, the comprehensive examination, and the dissertation integrate education and the cognate area under the guidance of both education and cognate faculty.

EDUCATIONAL ADMINISTRATION AND LEADERSHIP

MISSION

We serve an international clientele by preparing professionals for leadership and administration from the perspective of Christian service in a global setting. This is put into practice through the cooperative effort between students and faculty in the

exchange of information, involvement in research, and participation in field-based experiences.

RESPONSIBILITY OF THE STUDENTS

Students in this area are expected to become familiar with the goal statements of the programs as expressed through competencies that are embedded in the various courses. These statements, which call for the development of the student's understanding and potential ability in administrative and leadership tasks, are available from the program advisors.

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

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

PROGRAMS

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

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

Graduate Certificate: Educational Leadership

The Graduate Certificate in Educational Leadership (GCEL) is designed for post baccalaureate or post-master's students who are desirous of obtaining or upgrading skills in certain specialized areas in order to become effective educational leader-practitioners. The GCEL is available online.

COMPONENTS OF THE PROGRAM

Administrative Core—9

EDAL520, 635, 645

Specialty Area—3

Choose only one course: EDAL570, 660, 664, 665, 667, 668, 670, 674, 676

TOTAL for GCEL—12

MA: Educational Administration and Leadership

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

The curriculum for the Master of Arts: Educational Administration and Leadership consists of a minimum of 32 semester credits beyond the baccalaureate degree. Except where indicated in parentheses, all courses carry 3 credits.

MA: DEGREE REQUIREMENTS

Administrative Core—21

EDAL520, 560, 570(3), 635, 645, 680, EDCI547

Specialty Area—3

Choose one of the following:

EDAL660, 664, 665, 667, 668, 670, 674, 676

Educational Foundations—3

EDFN500

Educational Research—3

EDRM505

Thesis or Electives—2

TOTAL MA degree credits—32

Professional SDA certification requires 2 of 6 specified areas (see pp. 258-260). The MA: Educational Administration and Leadership program provides a broad exposure to the profession and allows flexibility in the selection of courses. Students should be aware, however, that specific requirements for certification as a school administrator and/or supervisor vary among states and systems (i.e., private, parochial, or government) and are subject to periodic change. Each student is responsible to determine which certification(s), if any, will be sought and to counsel with his/her advisor early in the program to assure that requirements are satisfied. In some instances, certification provisions may require study beyond the 32-credit minimum.

EdS: Educational Administration and Leadership

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

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

The curriculum for the Educational Specialist degree consists of a minimum of 65 semester credits beyond the baccalaureate degree.

EdS: DEGREE REQUIREMENTS

Administrative Core—27

EDAL520, 560, 570(3), 635, 645, 670, 680, 720, 886 or 887

Specialty Area—9

Choose 9 credits from the following: EDAL648, 660, 664, 665, 667, 668, 674, 676, 677

Cognate/Electives—9

Select 9 credits from the above Specialty Area or field of interest/expertise

Curriculum and Instruction—5-6

EDCI547, and other elective in curriculum/instruction (2-3)

Educational Foundations—9

EDFN500 and an additional 6 credits chosen from at least two of the following areas:

Historical/Philosophical-EDFN517, 554, 607 (all 2-3)

Sociological/Theological-EDFN505, 530, 636, (all 2-3)

Psychological-EDPC514 (2-3), 515, 516, 520, 680

Educational Research and Statistics—6

EDRM505, 611

TOTAL EdS degree credits—65

Edd/PhD: Educational Administration and Leadership

The doctoral programs in Educational Administration and Leadership prepare participants for professional careers in education as superintendents of schools, elementary and secondary-

school administrators, administrators in higher education, administrators and supervisors for educational agencies and programs, and for a wide variety of administrative, supervisory, and instructional careers on all levels of education and church organization.

Both the Doctor of Education (EdD) and the Doctor of Philosophy (PhD) programs require a minimum of 91 semester credits. However, the PhD degree is more research oriented and requires more courses that deal with advanced research methodologies including EDAL887.

EdD/PhD: DEGREE REQUIREMENTS

Administrative Core—27

EDAL520, 560, 570(3), 635, 645, 670, 680, 720; 886 or 887

Specialty Area—9

Choose 9 credits from the following: EDAL648, 660, 664, 665, 667, 668, 674, 676, 677

Cognate/Electives—9

Select 9 credits from the above Specialty Area or field of interest/expertise

Curriculum and Instruction—5-6

EDCI547, and other elective in curriculum/instruction (2-3)

Educational Foundations—9

EDFN500 and an additional 6 credits chosen from at least two of the following areas:

Historical/Philosophical-EDFN517, 554, 607 (all 2-3)

Sociological/Theological-EDFN505, 530, 636 (all 2-3)

Psychological-EDPC514 (2-3), 515, 516, 520, 680

Educational Research and Statistics—16

Prerequisites/Requirements (7)

EDRM505, 611, 710 (1)

Basic Methodology

Choose 6 credits from: EDRM604, 605, 612, EDCI636, HIST650

Advanced Methodology

Choose at least 3 credits from: EDRM613, 775 (1-3), EDCI885, HIST695, EDAL887

Dissertation—16

EDRM880 (2), EDAL899 (14)

TOTAL EdD / PhD degree credits—91

RELIGIOUS EDUCATION

The interdisciplinary degrees of the Religious Education program are now listed in the Seminary section of this bulletin. See p. 303. Requirements for students who are already in a Religious Education program are given in the bulletin which was in effect when they enrolled. Course requirements listed for EDRE in prior bulletins should now be taken from the Seminary. Courses will be listed as RLED courses.

Courses

(Credits)

See inside front cover for symbol code.

EDUCATIONAL ADMINISTRATION AND LEADERSHIP

EDAL520 (2-3)

Foundations of Educational Leadership

A basic orientation to the purposes, organization, and administration of educational programs and institutions; the structure and

control of school systems; the nature of administration; and the conceptual foundations of educational administration and leadership. *Fall, Summer*

EDAL560 (2, 3)

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. Repeatable. *Alternate Fall, Alternate Summer*

EDAL570 (2)

Principles of Educational Supervision

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. *Spring, Alternate Summer*

EDAL635 (3)

Human Resources Administration

Personnel services; policy for certified and non-certified employees; personnel functions in education; the interpersonal process in educational organizations, communications, and group dynamics for educational administrators. *Spring*

EDAL645 (3)

Educational Finance and Marketing

Focuses on financial and economic issues affecting educational institutions, including school support, costs of education, sources of school revenue, budgeting, and the organizing and maintaining of the fiscal and physical resources of school systems; elements of marketing an educational institution including mission statement, target market, image, position, the market mix (product, price, place, and promotions), fund-raising, and alumni relations. Prerequisite: EDAL520 or permission of instructor). *Fall*

EDAL648 (Variable)

Workshop: _____

Graded S/U. *Summer*

EDAL660 (3)

Planning and Operating Educational Facilities (K-20)

The planning of educational facilities includes buildings, equipment, and sites as influenced by educational philosophy need and financial resources available; features of good school plants and their management; a comprehensive study of educational-facilities planning as related to preliminary development plans and long-range master planning of educational facilities/campuses. *Fall*

EDAL664 (3)

Elementary School Leadership

The role of the principal; leadership in curriculum implementation and reform; organization of schedules, calendar, and catalogue; staff organization and utilization; attendance program; responsibilities such as assemblies, opening and closing of school, supervision of staff, and operation of small schools. Prerequisite: EDAL520. *Fall, Alternate Summer*

EDAL665 (3)

Secondary School Leadership

See description under EDAL664. Also includes office management and auxiliary services. Prerequisite: EDAL520. *Fall, Alternate Summer*

- EDAL667** Alt (3) **EDAL699** (1-3)
Leadership in Higher Education
 Thesis
 Focuses on the work of the administrator in higher education; objectives, organization, leadership in visioning and strategic planning for academic, business, student, and developmental activities in higher education. *Alternate Summer*
 Must be repeated up to 3 credits. Graded S/U. *Fall, Spring, Summer*
- EDAL668** (3) **EDAL720** (1-3)
Leadership in School Systems
Advanced Educational Leadership
 The leadership of the superintendent of schools and director of education. Includes the objectives, organization, and administration of different levels of public, Seventh-day Adventist, and other private-school systems: dynamic change agent. *Spring*
 A seminar in the study of leadership and administrative theory development. Includes concept formation in such areas as organizational structure, power, control, communication systems, strategic planning, and application of theory to problems in educational administration and other similar fields. Prerequisite: EDAL520 or equivalent. *Spring*
- EDAL670** (1-3) **EDAL824** (2-3)
Information Management Technology in Education: Administration
Seminar in Educational Leadership
 Philosophical basis for technology usage in schools and school systems to enhance learning; survey of contemporary technologies appropriate to the educational setting and cost-benefit analysis of various systems; development of an instructional technology plan (ITP); ethics of technology usage. Prerequisite: EDAL520 and computer literacy or permission of instructor. *Fall, Summer*
 Current issues and problems in educational administration and leadership; techniques of administrative control; selected topics in educational leadership. May be graded S/U or A-F. Admission limited to post-master's students. *Fall*
- EDAL674** Alt (3) **EDAL870** (0)
Administration of Student Services
Comprehensive Exam Preparation
 Objectives, organization, and administration of student services such as student residences, health services, religious programs, government, publications, social life, discipline, recreation, and student records. *Alternate Spring*
- EDAL676** Alt (3) **EDAL886** (1-9)
Administration of Academic Services
Internship in Educational Administration
 Objectives, organization, and administration of academic services such as admissions, academic records, academic personnel, curriculum administration, and instructional resources. *Alternate Fall*
 A 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 administration. May be graded S/U. Permission of supervisor and plans needed one semester in advance of registration. Repeatable. *Fall, Spring, Summer*
- EDAL677** (1-3) **EDAL887** (1-9)
Seminar in Departmental Supervision and Professional Development
Applied Administrative Research
 Multiple approaches for effectively supervising the workplace for maximization of human resources; provides opportunities for personnel to plan and experience professional growth. *Summer*
 A planned administrative research experience under the supervision of a faculty member in the Educational Administration and Leadership area. May be graded S/U. Permission of supervisor and plans needed one semester in advance of registration. Repeatable to 9 credits. *Fall, Spring, Summer*
- EDAL680** (1-3) **EDAL888** (0)
Field Work in Educational Administration
Dissertation Continuation
 A supervised lab or administrative field work in educational institutions, agencies, or school districts. Permission of supervisor and plans required in advance of registration. May be graded S/U. *Fall, Spring, Summer*
 Reduced tuition rate applies. *Fall, Spring, Summer*
- EDAL685** (0) **EDAL899** (1-14)
MA Level Comprehensive Exam Preparation
Doctoral Dissertation
 To be repeated to 14 credits. Graded S/U. *Fall, Spring, Summer*
- EDAL689** (1-4) **CURRICULUM AND INSTRUCTION**
- Seminar: _____**
- EDAL690** (1-3)
- Independent Study in _____**
- Permission of advisor and instructor required. May be graded S/U. *Fall, Spring, Summer*
- EDCI547** (2, 3)
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. *Fall, Summer*
- EDCI565** (3)
Improving Instruction
 Designed to provide a framework for organizing and teaching declarative and procedural knowledge, developing habits for life-long learning, and building a positive classroom environment (including the use of cooperative learning groups). Includes reflection, micro-teaching, and peer feedback. *Spring, Summer*

- EDCI569** (3)
Diagnostic Techniques in Literacy Instruction
Designed for those who wish to become corrective- and remedial-reading specialists and are concerned with techniques, materials, and procedures useful to teachers and reading specialists in diagnosing reading difficulties. Lab required. Prerequisite: EDTE420. *Spring, Alternate Summers*
- EDCI570** (3)
Advanced Literacy Intervention & Remediation Strategies
Methods and materials for literacy instruction to prevent or remediate reading disabilities. Requires scheduled lab to earn credit for this course. Prerequisite: EDTE420. *Fall, Alternate Summers*
- EDCI607** (1-2)
Curriculum: _____
Such topics as Designing Integrated Curriculum, Story Path, Organizing Curriculum for the Multi-age Classroom, Designing and Using Learning Center, Curriculum Tools for Christian Teachers, Peace Studies. *Repeatable by topics.*
- EDCI610** (2, 3)
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** (2, 3)
Development and Implementation of Training Programs
Implementation of training programs emphasizing adult learners. Includes the planning of a field-based implementation project. Prerequisite: EDCI610.
- EDCI617** (1-2)
Instruction: _____
Such topics as Brain-based Learning, 4-MAT, Developmentally Appropriate Instruction, Teaching for Multiple Intelligences, Leadership in the Multi-age School, Training Applications. *Repeatable by topics.*
- EDCI620** (1, 2)
Systems Concepts and Change
Theoretical and applied study of curriculum change and organizational development in learning organizations. Variable credit offered based upon the number of topics/areas examined. *Spring, Summer*
- EDCI627** (1-2)
Literacy: _____
Such topics as Developing a Writing/Reading Workshop, Literacy with ESL Learners, The Power of the "Community" in Early Literacy Instruction, Strategies to Build Reading Comprehension. *Repeatable by topics*
- EDCI636** (3)
Program Evaluation
Systematic procedures and models used to assess needs, planning, implementation, and to students pursuing topics in education. impact. Prerequisite: EDRM505 or equivalent. *Fall* (odd years), *Summer* (even years)
- EDCI637** (1-2)
Technology: _____
Such topics as Integrating Technology into the Curriculum, Trends and Issues in Educational Technology, Internet in the Classroom, Computer-assisted Instruction Applications, Web-based Learning. *Repeatable by topics.*
- EDCI645** Alt (2)
Advanced Diagnosis & Educational Therapy in Reading
Advanced course for diagnosis and remediation or prevention of reading disabilities. Prerequisite: EDCI570. *Summer*
- EDCI646** Alt (2)
Problems in 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. Permission from advisor required before registration. *Spring*
- EDCI647** (1-2)
Diversity: _____
Such topics as Conflict Resolution, Learning Disabilities, Involving Parents in the School, Creating a Classroom for Diverse Learners, The Inclusive Classroom. *Repeatable by topics.*
- EDCI648** (variable)
Workshop
- EDCI650** (3)
Curriculum: _____
Curriculum design to aid educators concerned with the analysis, development, and improvement of curriculum at specific school levels. Prerequisite: EDCI547 or permission of the instructor. *Spring, Summer*
- EDCI655** (3)
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. *Spring*
- EDCI665** (1, 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. *Summer*
- EDCI665** (option) (1, 2)
Advanced Instructional Models: Writing Process Methods
Designed for the student to apply teaching principles and methods to the role of the teacher in organizing a writing workshop, including methods for connecting reading and writing; developing the writing process; conferencing with student writers; incorporating appropriate usage; editing, revising, and proofreading; assessing writing; writing with related technologies; and writing across the curriculum. *Spring, Alternate Summers*
- EDCI676** (1, 2)
Technology for Learning
The use, selection and evaluation of media/technology for learning organizations. An overview of technologies for teaching and learning including opportunities for hands-on application. (See EDCI637 for additional topics)

- EDCI680** (1-3)
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 semester in advance of registration. *Fall, Spring, Summer*
- EDCI680 (option)** (1-3)
Field Work in Reading: Elementary or Secondary
A practicum for reading majors under the direction of reading specialists. Offered at either the elementary or secondary specialization area. Permission of advisor required before registration. *Fall, Spring, Summer*
- EDCI689** (1-4)
Seminar: _____
Contemporary and selected topics in curriculum and instruction. Repeatable with different topics. Open to all graduate students. Seminar: Portfolio; Seminar: Current Trends; Seminar: Assessment. *Fall, Summer*
- EDCI689 (option)** (1-4)
Seminar: Trends and Issues Literacy
An examination of current educational trends with emphasis on elementary, secondary, and college literacy instruction as it relates to history, philosophy, research, and current programs. *Fall, Alternate Summers*
- EDCI690** (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 prior approval by the advisor and instructor. *Fall, Spring, Summer*
- EDCI730** Alt (3)
Curriculum Theory
The examination of philosophical and theoretical underpinnings to educational issues with emphasis upon students' doctoral areas of emphasis. Includes students' presentations of theoretical rationales in a seminar format. *Summer*
- EDCI699** (1-3)
Thesis
Fall, Spring, Summer
- EDCI756** (1-3)
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** (1-6)
Advanced Project: _____
This empirically based product should be constructed using sound principles of curriculum/instruction design. A final written report documents project development and performance.
- EDCI870** (0)
Comprehensive Exam Preparation
- EDCI886** (1-8)
Internship: _____
Students, under the supervision of a faculty member in the area of Curriculum and Instruction, 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 8 credits.
- EDCI887** (1-8)
Applied Research: _____
Planned research experience dealing with an actual educational situation. Students identify a faculty member with whom to engage in collaborative research study leading to joint publication. Course meets the advanced methodology requirement for PhD students.
- EDCI888** (0)
Dissertation Continuation
Fall, Spring, Summer
- EDCI889** (1-3)
Advanced Seminar
Examination of topics presented by students organized around their areas of scholarship. Presentations may encompass a portion of students' comprehensive examination and dissertation experiences. *Fall, Spring, Summer*
- EDCI899** (1-14)
Doctoral Dissertation
Fall, Spring, Summer
- ## FOUNDATIONS
- EDFN500** (3)
Philosophical Foundations of Education and Psychology
Examines philosophical and theological bases of major world-views and, taking into account the conceptual framework of the Andrews University School of Education, critiques the impact of naturalism and post-modernism on education, psychology, and religion from a Christian perspective. Preferably taken in the first year of any graduate program in the School of Education.
- EDFN505** (1-2)
Comparative Education
The major educational systems of the world with emphasis on interrelationships. Approaches to common problems and some problems unique to each.
- EDFN517** (2)
History of Seventh-day Adventist Education
Development of educational theory and institutions among Seventh-day Adventists, with emphasis on discernible eras and their characteristics.
- EDFN530** (2)
Teaching Ministry of Jesus
Against a backdrop of Jewish, Greek, and Roman education, the authority, mission, content, discipline, teaching acts, and methodology of Jesus are studied.
- EDFN554** (2-3)
History of Education
Educational development from ancient times to the present. The Judeo-Christian educational tradition in relation to secular influences from Greco-Roman times to the modern day.

EDFN607 (2-3)
Educational Philosophy
 An examination of educational philosophy through literature from ancient times to the present; the application of principles in the contemporary setting. Students are encouraged to develop a consistent, individual philosophy of education.

EDFN636 (2)
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.

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

Note: Other courses that fulfill the foundations requirements for programs in the School of Education are listed on p. 266.

LEADERSHIP

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 tla@andrews.edu
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Faculty

Loretta B. Johns, *Chair*
 Hinsdale Bernard
 Shirley A. Freed
 Lyndon G. Furst
 Elsie P. Jackson
 James R. Jeffery

The Leadership Program presents a new concept in graduate education. It is an interdisciplinary program offered by Andrews University as a collaborative graduate program, with degrees offered and faculty participating from the School of Education, the School of Business and the Theological Seminary. It is designed to meet the needs of mid-career leaders and to provide an innovative and highly flexible program allowing self-motivated mid-career leaders to pursue a doctoral degree in the context of a learning community, without requiring them to sacrifice family and career commitments.

MISSION STATEMENT

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

DEFINING THE PROGRAM

The Leadership Program

- Leads to an MA, EdD or PhD degree
- Is established on the idea of developing and demonstrating competency in several key areas
- Gives each participant the opportunity to design and carry out an Individual Development Plan (IDP) in order to fulfill competency requirements
- Demonstrates competence through use of a comprehensive examination
- Fosters collaboration and cooperation among its participants.

CHARACTERISTICS OF THE PROGRAM

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

The Leadership Program is instruction based. The participant learns through various media such as seminars, workshops, list-serves, online discussion forums, e-mail, and guided practice.

The Leadership Program is competency based. Although not listing a prescribed set of courses, the program is designed around a set of competencies, including both skill and knowledge based areas necessary to demonstrate competence.

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

The Leadership Program is flexible. The flexibility allows for the educational needs, career goals, and past experience of the