SCHOOL OF EDUCATION

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

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

Faculty
Larry D. Burton, Chair
Judith Strand Barcelo
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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.
TEACHING AND LEARNING
UNDERGRADUATE PROGRAMS

<table>
<thead>
<tr>
<th>Undergraduate Academic Programs</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS: Elementary Education (requires a content major or two minors)</td>
<td></td>
</tr>
<tr>
<td>General Science</td>
<td>36 major/24 minor</td>
</tr>
<tr>
<td>Language Arts</td>
<td>36 major/24 minor</td>
</tr>
<tr>
<td>Social Studies</td>
<td>38 major/24 minor</td>
</tr>
<tr>
<td>BS: Secondary Certification</td>
<td></td>
</tr>
<tr>
<td>General Science</td>
<td>38</td>
</tr>
<tr>
<td>Social Studies</td>
<td>50</td>
</tr>
</tbody>
</table>

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.

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*
RELT100, 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
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.

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

+ 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, GEOL240, 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  
1. Two courses chosen from ANTH124, ECON225, EDPC302, EDTE228, GEOG110, PLSC104, PSYC101, SOCI119  
2. One of the following courses: BHSC220, 235, IDSC237

Language and Communication—8-12  
1. Written Expression  
ENGL115, 215  
2. Communication  
COMM104  
3. Foreign Language (BA only)  
FREN/SPAN241  
FREN/SPAN242

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 (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

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

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
The application is considered by the Certification, Screening, Admission to Student Teaching Candidacy
Demonstrate the professional disposition of an educator.
Maintain a professional teaching portfolio.
Provide recommendations from the teacher of EDTE165 and
Maintain a minimum GPA of 2.50 in each of the following areas:
Pass the
Satisfactorily complete EDTE165.
Take the following tests: ACT or SAT, and Andrews Mathematics
admission listed below:
Screening, and Petitions Committee.
Applications are considered semi-annually by the Certification,
Teaching (MAT) students during the first semester of enrollment.
An 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 prerequi-
sites 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 arrange-
ments 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 stu-
dent 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

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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

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
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 Exam(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 Exam(s) 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

Other endorsements are also available.
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
    - 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
See inside front cover for symbol code.

EDTE110 Basic Reading/Language Skills
(1-2)
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 Reading Vocabulary Development
(1-2)
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 College Reading Efficiency
(2)
Designed to develop active reading comprehension and flexible reading rates and strategies to meet varied purposes for reading. Lab required. Repeatable once.

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

EDTE165 Philosophical and Social Foundations of Education
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 Strategies for Educating Exceptional and Diverse Learners
(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 Topics:
(1-3)
Topics of current significance. Repeatable with different topics. Credit to be announced with topic in advance. May be graded S/U. As scheduled

EDTE389 Work Conference: Topic
(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 Principles of Teaching and Learning
(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 Individualized Reading Instruction
(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 Teaching Reading in the Secondary Content Areas
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 Methods for Teaching Beginning Reading
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

EDPC302 or 514, EDTE408.
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 (Equivalent to EDTE438-001) ✧ (1)
**Multi-grade/Multi-age Education**
Techniques, practices and strategies appropriate for multi-age/ multi-grade classrooms. Includes an introduction to relevant NAD administrative and curriculum materials. 50-hours of field experience. Spring

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 ✧ (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 or 514, EDTE408. Fall

EDTE485 Alt ✧ (3)
**Advanced Methods for Elementary Classroom Literacy**
Methods and materials for literacy teaching in grades K-8. Ways to organize the reading/language arts program to integrate reading, writing, speaking, and listening. Deals with meeting needs of individual learners within a classroom program. Field experience. Prerequisite: EDTE418 or 484. Even Summers
EDTE487  
Student Teaching Seminar  
A weekly seminar for student teachers. Corequisite: EDTE488 or 588. Fall, Spring

EDTE488  
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  
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  
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  
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  
Workshop:  
Repeatable with different topics. Credit to be announced with topic in advance. May be graded S/U. As scheduled

EDTE690  
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