

- 04 The High-Performing Teacher*
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- 06 Strategies for Preventing Conflict and Violence
- 07 Motivating Today's Learner*
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- 56 Teaching in 21st Century
- 57 Improving Student Achievement

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

TEACHING, LEARNING, & CURRICULUM

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PROGRAMS OF STUDY

The Department of Teaching, Learning, & Curriculum (TLC) offers undergraduate degrees, graduate degrees, and teacher certification programs. Programs leading to BA or BS degrees are discussed in the "Teaching, Learning, & Curriculum Undergraduate Programs" section. The department also offers Masters Programs in the following areas: Master of Arts in Teaching, Master of Arts: Education with emphasis in Reading, which provides a teaching endorsement in Reading/Literacy Education; Master of Arts: Education with a emphasis in Curriculum and Instruction, and a Master of Science: Education with a emphasis in Special Education which provides a teaching endorsement in Special Education/Learning Disabilities. Finally, TLC offers three advanced degrees: EdS: Curriculum & Instruction and EdD/PhD: Curriculum & Instruction. (Information on these Masters and advanced degree programs are found in the TLC Graduate Programs section.)

FIELD-BASED DELIVERY OF GRADUATE PROGRAMS

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

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

Program Approvals

Andrews University is approved for teacher education and certification by the North American Division Office of Education of the General Conference of Seventh-day Adventists, the State of Michigan Board of Education, and the National Council for the Accreditation of Teacher Education (NCATE). Students acquiring Michigan Certification at Andrews University are eligible through reciprocal agreements for teacher licensure in most other states and the Canadian provinces.

The Consortium for Outstanding Achievement in Teaching with Technology

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

Undergraduate and Graduate Teacher Preparation at Andrews University is a three-phase process. Students proceed through the Teacher Preparation Program via a series of formal applications and evaluations. The three phases of the program are:

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

Teacher Education "Report Card," Annual Title II Report

These data are supplied as mandated by Federal regulations. Individual copies of the "Report Card" are available from the Department of TLC. The data reported are specific to the Andrews University Teacher Preparation Program between July 2000 and June 2001.

Data Type	Data
Number taking MTTC Basic Skills Exam	30
% passing MTTC Basic Skills Exam	100
Number taking MTTC Subject Area Exams	30
% passing MTTC Subject Area Exams	100
Number of students in the Andrews University Teacher Preparation Program	243
Number of student teachers supervised (may include guests from other universities)	28
Number of faculty who supervised student teachers	7
Student teacher/faculty ratio	1:4

TEACHING, LEARNING, & CURRICULUM UNDERGRADUATE PROGRAMS

Undergraduate Academic Programs	Credits
BS in Elementary Education (BSELED) (requires a content major or two minors)	
General Science	36 major/24 minor
Language Arts	36 major/24 minor
Social Studies	38 major/24 minor
BS with Secondary Certification	
General Science	38
Social Studies	50

Pre-Teacher Preparation Status. All undergraduate students admitted into the School of Education are in a Pre-Teacher Preparation status until they are formally admitted into the Teacher Preparation program. Only the following Teacher Preparation courses can be taken without admission to the program or special permission: EDPC302, EDTE165, 228 and 408.

Admittance into the Teacher Preparation Program. A formal application for admittance into the Teacher Preparation Program must be submitted to the Department of TLC. This should be done during the sophomore year or during the first semester of course work for transfer and graduate students. The Basic Skills portion of the *Michigan Test for Teacher Certification (MTTC)* must be passed before admittance to the Teacher Preparation Program. See the Teacher Education Program and Certification Procedures for specific details, p. 254.

Special Requirements for School of Education Students.

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

Bachelor of Science in Elementary Education

The Bachelor of Science in Elementary Education degree is a professional degree with emphasis in the curriculum and methodology of teaching in the elementary school.

CONTENT MAJORS AND MINORS FOR ELEMENTARY EDUCATION

Students in the Elementary Education program must include a Planned Program minor and one subject content major or two minors. When two minors are chosen, they should be chosen from different groups and at least one should be a subject area commonly taught in elementary schools (indicated with a *). See course requirements on pp. 250-251.

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

Subject Content Areas	BA	BS	Minors
Group A: Language Arts			
English	30		
Language Arts*		36	24
Reading (K-8)*			20+
Group B: Social Studies			
Geography*			20
History*	38		20
Social Studies*		38	24
Group C: Science/Health			
Biology*		40	24
Chemistry			20
General Science*		36	24
Physics			20
Group D: Mathematics			
Mathematics*		30	20+
Group E: Supporting Areas			
Bilingual Education in Spanish (added endorsement only)			24
Behavioral Science (fourth minor only)			24
French (K-12)		33#	20
Music Education (BMus)	36		25
Physical Education (K-12)		42#	24
Spanish (K-12)		33#	20
Group F: Religion			
Religion (for SDA certification only)			20
+ pending State of Michigan approval			
# K-12 Endorsement in major area only			

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

The School of Education philosophy of general education is to give the prospective teacher the balance, perspective, and understanding of a well-educated person—to free him/her from bias, intolerance, and ignorance about humanity’s world environment. Such education should acquaint the student with the basic knowl-

edge 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; additional classes may be chosen from RELB210, 214, 304, 305, 335, 374, 375

Arts and Humanities—10

HIST205, 404, ENGL407
One course from: ARTH220; IDSC200, 211; INSL220; MUHL214; PHTO115, 210

Physical/Natural Science—9

Choose a minimum of two areas from the following:
BIOL100, 111, 112, 113, 165, 166, 208, 330
CHEM110, 131, 132
PHYS110, 115, 141, 142
IDSC321, 322

Social Science—9

GEOG110, PLSC104, EDPC302

Language and Communication—8-12

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

Mathematics and Computer Science—5-8

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

Wellness—4

HLED120 plus three activity courses (1 credit each)

Service—4

EDTE165 (4)

TOTAL credits—60-67

***Religion Credits for Transfer Students.** Students must take one religion course each school year or school-year equivalent. Transfer students must take one course per year of residency or full-time equivalent at Andrews University or another Seventh-day Adventist college or university.

TEACHER PREPARATION MISSION

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

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

PROFESSIONAL ELEMENTARY EDUCATION REQUIREMENTS**Professional Education Courses**

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

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

THE PLANNED PROGRAM MINOR—20

EDTE228(3), 418, 420(3), 424, 448, 476(2), 480, 484, ENGL407, GEOG110 or 475, MATH145.

The planned program minor consists of a group of courses related to teaching in the elementary school and is required by the State of Michigan. All courses listed must be completed either in the Planned Program minor or in other areas of the degree requirements. The total credits in the planned program must be at least 20.

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 TLC.

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

BIOL208, choose one from BIOL100, 111, 165

Physical Science—6 credits minimum

CHEM110, PHYS115

Earth/Space Science—9 credits minimum

BIOL330, GEOG240, PHYS110

Mathematics & Technology—5 credits minimum

MATH145, EDTE476

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

Language Arts Major—36

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

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 TLC.

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

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

Required courses:

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.

Bachelor of Arts (BA) Option

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

Bachelor of Science (BS) (Individualized Program)

This degree may be planned for students who have career goals and/or special interests in the area of education not requiring K-12 teaching credentials or for individuals planning on earning certification in a five-year program ending with an MAT degree. The degree includes two main parts:

- (1) an appropriate general education component, and
- (2) an interdepartmental area of concentration totaling at least 66 credits, 20 of which must be education course credits. Admission

to the program or transfer from another program must be granted by program faculty before any education courses may be taken.

Secondary Certification with a BA or BS Degree

Students preparing for teaching in secondary schools (grades 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.*

GENERAL EDUCATION REQUIREMENTS FOR SECONDARY CERTIFICATION

Religion—12*

RELT100, 225, 308; additional classes may be chosen from RELB210, 214, 304, 305, 335, 374, 375

Arts and Humanities—10

HIST117, 118, 404

One course from: ARTH220, ENGL255, IDSC200, 211, MUHL214, PHTO115, 210

Physical/Natural Science—9

IDSC321 and 322

Plus one 3-credit restricted choice

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

Social Science—9

Two courses chosen from ANTH124, ECON225, EDPC302, EDTE228, GEOG110, PLSC104, PSYC101, SOC119

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

Mathematics
MATH145

Computer Science
INFS110 Computer Tools or competency exam
EDTE476

Wellness—4

HLED120 plus two activity courses (1 credit each)

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

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

CONTENT MAJORS AND MINOR FOR SECONDARY EDUCATION

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

LIST OF CONTENT MAJORS AND MINORS FOR SECONDARY CERTIFICATION			
Subject Areas	BA	BS	Minor
Behavioral Science (Behavioral Studies)		40	24
Biology		40	22
Bilingual Education in Spanish (Endorsement area only)		24	
Chemistry		40	20
Computer Science		40	20
English	36		21
French (K-12)#	30		21
General Science (must be accompanied with a Biology, Chemistry or Physics minor)		38	
Geography			20
History	38		20
Mathematics		39	20
Mathematics Education		30	
Music Education (K-12) (BMus degree includes minor)	70		
Physical Education (K-12)#		40	24
Physics		40	20
Political Science			21
Religion (SDA only)	54		20
Social Studies		56	
Sociology			20
Spanish (K-12)#	30		21
Technology Education (Industrial Arts)		64-69	
Visual Arts Education (K-12)+		50	

+ pending State of Michigan approval
K-12 Endorsement in major area only

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 TLC.

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

Biology—minimum 10 credits

BIOL165, 166

Chemistry—minimum 8 credits

CHEM131, 132

Physics—minimum 8 credits

PHYS141, 142

Earth/Space Science—minimum 12 credits

BIOL330, 348, PHYS110, GEOG240

Required Cognate

MATH167

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

BS: Elementary Education Major in Social Studies—38

ECON225, 226; GEOG110, 260. HIST117, 118, 204, 205, 404, 490; PLSC104, 307

Electives: Remaining credits chosen from economics, geography, history, and political science.

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

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

THE TEACHER EDUCATION PROGRAM AND CERTIFICATION PROCEDURES

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

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

- Take the following tests: ACT or SAT, and Andrews Mathematics Department placement examination. Take additional courses as indicated by exam results.
- Satisfactorily complete EDTE165.
- Choose appropriate teaching major and/or minor(s).
- Pass the *MTTC Basic Skills Test*.
- Maintain a minimum GPA of 2.50 in each of the following areas:
 1. major(s)*,
 2. minor(s)*,
 3. professional education courses*, and
 4. overall course work.

*A course with a grade less than C in a major, minor or professional education must be repeated. All courses taken at Andrews University or transferred to Andrews University are included in calculating the GPA.

- Provide recommendations from the teacher of EDTE165 and one other Andrews University faculty member.
- Maintain a professional teaching portfolio.
- Demonstrate clearance in regard to felony or misdemeanor conviction as an adult.
- Demonstrate the professional disposition of an educator.

Upon admission, students are charged a Professional fee and by semester of enrollment an Epsilon Lambda Theta Society membership fee.

Admission to Student Teaching Candidacy

- A formal application for student teaching must be submitted before November 30 of the school year prior to the one in which the student teaching will be done.
- The application is considered by the Certification, Screening, and Petitions Committee.
- Before being accepted, students must have met the criteria for admission listed below.
 1. Secure admission to the teacher preparation program.
 2. Complete EDPC302 and EDTE408 or equivalents.
 3. Submit an acceptable plan for completing all required course work. (You must notify the Director of Student Teaching and the Certification Registrar if this plan changes). All prerequisites for student teaching as stated in the University Bulletin must be met prior to the student-teaching semester.
 4. Submit a plan for completing the required *MTTC Michigan Subject Area Exams*.
 5. Maintain a minimum GPA as outlined in the criteria for admission to teacher preparation.
 6. Obtain a recommendation from three sources: a professor from a methods course, a professor from your major or minor, and a professor from your minor.
 7. Demonstrate clearance in regard to felony and misdemeanor conviction as an adult. A new form must be signed at this time even though one was filed previously.

Admission to Student Teaching Semester

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

Student Teaching Placement Process. Elementary and secondary student-teaching placements are available in private or public schools. Specific assignments are made after consultation with the director of student teaching who makes all contacts and 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 student teaching will make a maximum of two additional attempts to place the student at other schools.

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

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

The experience focuses on the critical week preceding and following the first day of school. It provides specific answers to the pre-service teacher's question, "What do I actually *do* during the first days and weeks of school?" The program includes practical application of classroom-management theories. Emphasis is placed on the tasks teachers must perform in the weeks before school opens, organizing and conducting the all-important first day, and the tasks teachers encounter during the first weeks of school. These tasks include

1. Short- and long-range planning
2. Constructing units of instruction
3. Selecting materials and supplies
4. Organizing and managing the classroom
5. Establishing discipline procedures
6. Record keeping (including the daily register)

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 TLC.

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 TLC Certification, Screening, and Petitions Committee.

Final Steps to Secure Certification. The student working towards a teaching certificate is responsible for ensuring that his/her program is one of the programs approved at Andrews University for teacher certification at the appropriate level. Students should seek the advice of their Department of TLC advisor early in their program. Undergraduate and graduate students should not assume that completing a degree qualifies them for a specific teaching certificate. Graduate students must have their certification programs approved by the certification registrar. The following requirements for certification eligibility 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 TLC
- Demonstrate clearance in regard to felony or misdemeanor conviction as an adult. Forms for clearance purposes are available at the Department of TLC
- Request that Official Transcripts be sent directly to the Certification Registrar in the Department of TLC

Application for a Teaching Certificate. In their final year, while applying for graduation, students must also apply for the teaching certificate. The certificate is granted after graduation. The certification application is filed on forms available at the Teacher Certification Office located in the Department of TLC. Andrews University recommends the applicants who qualify for certification. Students qualifying for Seventh-day Adventist certification receive a *Verification of Eligibility Certificate* that is honored by the union (an 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. 260-262.

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 pro-

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, LEARNING, & CURRICULUM GRADUATE PROGRAMS

Graduate Programs	Credits
Non-Degree Graduate-Level Teacher Certification and Endorsement Programs	
(Elem) SDA and MI Certification	variable
(Sec) SDA and MI Certification	variable
Reading Literacy (SDA Certification)	12
Special Education (SDA Certification)	12
Master of Arts in Teaching	
Elementary Education	32
Secondary Education	32
Content Area Emphasis (Biology, English, ESL, History, Spanish, French, Reading)	32
Master of Arts: Education	
Curriculum and Instruction Emphasis	32
Reading Emphasis	32
Master of Science: Education	
Special Education Emphasis (MI-LD Certification)	31+
EdS	
Curriculum and Instruction	64
EdD/PhD	
Curriculum and Instruction	91/92

GRADUATE CERTIFICATE PROGRAMS

Reading/Literacy Education (SDA Certification)

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 per-

sons 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 TLC to see that all requirements are met. Completion of the certification 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.

COMPONENTS OF THE PROGRAM

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

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

TOTAL for GCR/LE—12 credits

Special Education (SDA Certification)

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.

Master of Arts in Teaching (MAT)

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

1. Persons who have earned a bachelor’s degree and are now seeking teacher certification at the elementary or secondary level
2. Persons who hold teacher certification at either the elementary or secondary level and seek certification at the other level.
3. Persons who hold a teaching certificate and want to strengthen or add a specific subject area endorsement.

Candidates for the MAT degree must hold or qualify for a Seventh-day Adventist or State of Michigan teaching certificate or its equivalent before the degree can be granted. The 32 credits listed for the completion of this degree represent the minimum number of hours required for the MAT. Persons who enter the MAT program without a teaching certificate should expect to complete more than 32 credits. The certification registrar evaluates transcripts and identifies specific certification requirements for each student needing certification.

Three specialization options are available in the MAT program:

- An elementary education emphasis
- A secondary education emphasis
- A specific content area emphasis
(Biology, English, English as a second language, History, French, Spanish and Reading.) Specific requirements for these content area emphases are found in the departmental listings of this bulletin.

MAT Prerequisites

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

Michigan Department of Education Definition of Program Completers

To qualify as a “Program Completer,” MAT students seeking their initial Elementary Teaching certificate must 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).

MAT: REQUIRED COURSES

Educational Foundations—3

EDFN500

Professional Education Core—9-12

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

Specialization and Electives—17-20

Choose one of the following areas of specialization.

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

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

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

Eligibility for Certification—variable*

Students who enter the MAT program without teacher certification must qualify for a teaching certificate to complete the degree. See specific certification requirements below.

TOTAL degree credits—32**

* Course requirements for persons seeking their first teaching certificate vary slightly from those who already have a teaching certificate.

** A minimum of 12 credits must be 500-level or higher. Students who enter the MAT program without a teaching certificate typically must complete more than 32 to qualify for a teaching certificate.

Field Work and Comprehensive Examinations. Field work and comprehensives may be required at the discretion of the subject specialization advisor and/or the professional education advisor. See Application for a Teaching Certificate on p. 255.

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

MA: EDUCATION

Reading Emphasis

(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: Education with a Reading Emphasis 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 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.

DEGREE REQUIREMENTS

Reading Core Concentration—22

COMM436, EDCI569, 665, 680, 689, EDTE417, 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

MA: EDUCATION

Curriculum and Instruction Emphasis

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 con-

centrations, 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.

DEGREE REQUIREMENTS

Core Requirements—14

EDCI547, 565, 620, 650, 689: Portfolio, 689: Assessment, 689: Trends

Focus Area Requirements—12

To include 4 credits course work selected by advisement from EDCI607, 617, 627, 637, 647, 657 and 3 credits selected by advisement from one or more of the following: EDCL, 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.

MS: EDUCATION

Special Education/Learning Disabilities

Emphasis

All students seeking this degree will be expected to meet the requirements in effect which are set forth by the State of Michigan at the time of graduation. Students should contact their advisor for further details. This certification has been submitted to the Michigan Department of Education, when this bulletin went to press, but it has not been approved.

Completion of required course work leads to a Michigan State Teaching Certification in Special Education in the area of Learning Disabilities and a Masters of Science Degree in Education.

The State of Michigan requires students to possess a valid State of Michigan General Education Teaching Certification prior to the submission of an application for a Special Education Teaching Certification.

Some of the course work in this graduate program may be offered through on-line class scheduling.

DEGREE REQUIREMENTS

Prerequisites—15 (undergraduate/graduate credits)

EDPC525 or EDTE228, EDPC514 (this course must have a focus on learning), EDPC540, EDTE420 (swing), SPPA435

Core—22 (19 graduate credits and with 3 of the 19 credits taken from a swing course)

EDFN500, EDPC515, 632, 644, 672, EDCI645, 756, EDRM505

Specialty—9

EDCI617, 665, 680, 689

TOTAL MS degree credits—31+ credits*

* Students may have to take additional credits if they have taken the required course work from another institution and the courses are older than the acceptable university course credit transfer policy and/or the student is over the number of credits they can transfer in from another university. When a student is in this situation, additional courses should be chosen in consultation with their advisor.

CURRICULUM AND INSTRUCTION ADVANCED DEGREE PROGRAMS

MISSION

The Department of Teaching, Learning and Curriculum offers three advanced degree programs. As companions in learning, faculty and students are committed to global Christian service through excellence in teaching, learning, and research.

PROGRAM

The field of Curriculum is concerned with creating superior learning environments within schools, colleges and universities, and other organizations. C&I is interdisciplinary involving a broad spectrum of content areas and education. The advanced degrees offered are Educational Specialist, Doctor of Education, and Doctor of Philosophy.

Specialized study is offered within Curriculum and Instruction for personnel at elementary, secondary and tertiary levels. Included are specialized focus areas such as 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, the MAT teacher certification degree program is strongly recommended. See p. 256.

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.

DEGREE REQUIREMENTS**Core Requirements—16-19**

EDCI547, 565, 620, 636, 650, 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—5-6

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.

DEGREE REQUIREMENTS**Core Requirements—16-23**

Courses selected from EDCI547, 565, 620, 636, 650, 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 EDCI885, 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.

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, Learning and Curriculum.

NON-DEGREE TEACHER CERTIFICATION PROGRAMS

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

Post-Baccalaureate/Graduate Level. Andrews University provides opportunities on the graduate level for achieving Seventh-day Adventist and or State of Michigan elementary and secondary certification. Students may work towards certification without being in a degree program or they may complete certification requirements while taking courses required for the Master of Arts in Teaching (MAT) degree.

Steps for Obtaining Teacher Certification

1. Submit all transcripts for evaluation by the certification registrar in the Department of Teaching 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, Learning and Curriculum and in major/minor departments as needed.
4. Take the prescribed courses.
5. Pass the *MTTC Basic Skills Exam*

6. Apply for admission to the Teacher Preparation Program. (See Admission to the Teacher Preparation Program on p. 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, Learning and Curriculum advisor as the program is being implemented.
- Apply for admission to the program on the new level.
- Pass the *MTTC Subject Area Exams(s)* for any new endorsements.
- Apply for student teaching before 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. 252 for specific requirements.)
- Apply for new endorsement.

Adding a Secondary Endorsement to an Elementary Certificate

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

- Have a valid elementary teaching certificate.
- Complete a major and a minor appropriate to the secondary level (see list of approved majors and minors under secondary certification at post-baccalaureate level).
- Pass the *MTTC Subject Area Exams* for any new endorsements.
- Take EDTE417 Reading in Content Areas: Secondary (3 credits)
- Take EDTE459 Secondary Methods: (area).
- Complete 6 credits of student teaching at the secondary level.
- Apply for new endorsement.

Elementary Certification Requirements

Students must take sufficient course work in three areas to be eligible for Michigan elementary certification: (1) professional education courses, (2) subject content majors or minors, and (3) planned program minor.

- **Professional Education Courses.** Listed below are the required graduate professional education courses for Michigan elementary-teaching credentials which must be taken at either the undergraduate or graduate level. If students have taken the undergraduate-level course, they do not need to repeat the graduate-level course. Graduate-level students who are qualifying for certification and wish to apply credit to a graduate degree must select courses at the graduate level.

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

* For students with appropriate and verified teaching experience, some student-teaching credit by examination for student-teaching may be granted. Requests for such credit should be made after consultation with the Department of Teaching, Learning and Curriculum on forms available at that office. This should be done before applying for student teaching. All candidates qualifying for SDA certification must have had significant structured experience in a multi-grade SDA school.

- **Approved Majors and Minors for Elementary Certification.** Seventh-day Adventist and State of Michigan elementary certification require a subject content major or two minors in addition to the planned program minor. See the list of approved majors and minors for elementary certification on p. 251.
- **Planned Program Minor.** For requirements, see the undergraduate teacher education section on p. 250. Courses at the 400 level must be taken for graduate credit to count for MAT requirements.

Secondary Certification Requirements. Students must take sufficient course work in three areas to be eligible for Michigan secondary certification: (1) Professional education courses, (2) a content major, and (3) minor in a qualifying area of instruction.

- **Professional Education Courses.** Listed below are the required graduate professional education courses for Michigan secondary-teaching credentials. If students have taken the undergraduate course, they do not need to repeat the graduate-level course. Graduate students who are qualifying for certification and wish to apply credit to a graduate degree must select courses at the graduate level.

EDPC514, 525, EDC1565 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, Learning and Curriculum on forms available at that office. This should be done before applying for student teaching. All candidates qualifying for SDA certification must have had significant structured experience in a multi-grade SDA school.

- **Approved Majors and Minors for Secondary Certification.** Seventh-day Adventist and State of Michigan secondary certification require a major and minor teaching area. Seventh-day Adventist certification also recognizes additional majors and minors. See the list of approved majors and minors for secondary certification on p. 253.

SEVENTH-DAY ADVENTIST TEACHING CREDENTIAL LEVELS AND REQUIREMENTS

Seventh-day Adventist K-12 teacher credentialing is organized into three levels of certificates: Basic, Standard, and Professional. The following section describes each level, points out specific

requirements, and tells how they are met at Andrews University.

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

LEVELS OF SDA CERTIFICATION AND CREDENTIAL REQUIREMENTS

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

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

Biblical Studies courses such as: Jesus in His Time and Ours, Law & Writings of the New & Old Testament, Acts & Epistles, Prophets of Israel

Spirit of Prophecy. A study of the gift of prophecy revealed in the Bible and the writings of Ellen G. White. *Choose one:* GSEM532, 534, RELT308

Seventh-day Adventist Church History. *Choose one:* CHIS570, EDFN517, HIST404

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

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, Learning and Curriculum office. Such petitions should be submitted at least one semester before student teaching begins.

Multi-grade\Multi-age Teaching Experience (Elementary only). For the *Elementary Teaching* endorsement, multi-grade teaching experience is required. The unique curriculum, instructional strategies, and scheduling which characterize the multi-grade classroom are the focus of the course program and its 50-hour fieldwork experience. Arrangements to take EDTE425 Multi-grade\Multi-age Education should be made with the director of student teaching immediately following admission to the teacher preparation program.

Renewal of 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.

Courses

(Credits)

See inside front cover for symbol code.

CURRICULUM AND INSTRUCTION

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 in the area of special education, mild cognitive disorders; 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: EDTE420. *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 EDCI650, 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 and/or Special Education Academic Intervention that rely on a system of instruction based upon theory, research, and scholarly thinking in specific disciplines. Designed to increase teaching repertoire. Students develop the ability to reflect on their own performance and provide effective feedback and support to others. Prerequisite: EDCI565 or EDTE444, 445, 446, 447 or EDTE459. Prerequisite: EDCI617 (for MS Special Education students only). *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 from advisor required before registration. *Fall, Spring, Summer*
- EDCI680 (option)** (3)
Field Work: Special Education
 Supervised curriculum and instruction and/or special education teaching/leadership experiences in approved educational institutions and agencies. Offered in areas as Elementary, Middle/Secondary, K-12, or Higher Education. **Concurrent** enrollment in EDCI689 MS SPED students only. By professor permission only.
- 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*
- EDCI689 (option)** (2)
Seminar: Current Trends/Learning Disabilities
 Contemporary and selected topics in curriculum and instruction and/or current trends in the area of special education learning disabilities. Concurrent enrollment in EDCI 680 MS SPED students only. By professor permission only.
- 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*
- EDCI699** (1-3)
Thesis
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*
- 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 and Legal & Ethical Issues in Special Education. Repeatable with different topics. Prerequisite: undergraduate major or minor, graduate work in specific discipline, or permission of instructor. Prerequisites for Legal & Ethical Issues in Special Education: EDTE228 or EDPC525.

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

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

EDCI886 (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.

EDCI888 (0)
Dissertation Continuation
Fall, Spring, Summer

EDCI889 (1-3)
Doctoral 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. 269.

TEACHER EDUCATION

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

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

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

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

EDTE160 \$ (2)
College Reading Efficiency
 Designed to develop active reading comprehension and flexible

reading rates and strategies to meet varied purposes for reading. Lab required. Repeatable once.

EDTE164 (1-2)

Dynamic Reading Strategies

Designed to assist average and above-average readers in increasing comprehension and reading rate. Lab required.

EDTE165 (2, 4)

Philosophical and Social Foundations of Education

An orientation to the teaching profession in a multicultural society, including the philosophical/ethical assumptions underlying different education philosophies and the social, cultural, and instructional aspects of American education. Students analyze educational philosophies from a Christian perspective and study the implications of school law on educational practice. Students should take the *MTTC Basic Skills Examination* during this course. 30-hour field experience required outside of class time. *Fall, Spring*

EDTE228 (2, 3)

Strategies for Educating Exceptional and Diverse Learners

An introduction to the characteristics and educational needs of learners from various backgrounds. Emphasis is placed on meeting these students' educational needs in regular classrooms. 20-hour field experience. *Optional Summer, Fall*

EDTE376 (1-3)

Topics: _____

Topics of current significance. Repeatable with different topics. Credit to be announced with topic in advance. May be graded S/U. *As scheduled*

EDTE389 (variable)

Work Conference: Topic

In-service training, clinics, and supervised experiences in education. Repeatable with different topics. Credit to be announced with topic in advance. *As scheduled*

EDTE408 (2, 3)

Principles of Teaching and Learning

Basic techniques of instruction, planning, and classroom management. Emphasis is on acquisition and application of an instructional framework and basic classroom management. Field experience. Honors section available. *Fall, Spring*

EDTE416 (3)

Individualized Reading Instruction

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

EDTE417 (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 (3)

Methods for Teaching Beginning Reading

Application of principles of effective instruction to early literacy acquisition. Focuses on balanced, explicit instruction approaches. Field experience included in class meeting time. Prerequisites: EDPC302 or 514, EDTE408. *Fall, Odd Summers*

EDTE420 (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. *Fall, Spring Intensives*

EDTE425 (1)

(Equivalent to EDTE438-001)

Multi-grade/Multi-age Education

Techniques, practices and strategies appropriate for multi-age/multi-grade classrooms. Includes an introduction to relevant NAD administrative and curriculum materials. 50-hours of field experience. *Spring*

EDTE438 (1-3)

Workshop: _____

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

EDTE444 (2)

Elementary Language Arts Methods

Application of principles of effective instruction to Language Arts with specific emphasis on writing workshop methodology. An introduction to the curriculum of K-8 schools, including unique SDA curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. Prerequisites: EDPC302 or 514, EDTE408. Co-requisite EDTE484. *Fall, Odd Summers*

EDTE445 (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 g (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 g § (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** **g (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** **g (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.
- EDTE476** **g § (2-3)**
Methods for Integrating Instructional Technology
 Course focuses on the use of a wide variety of instructional technology and media to support student learning with emphasis on the application of technologies to effective teaching. Topics covered during course include: technology as a tool, internet in the classroom, standards for integrating technology and multimedia teaching tools, and facilitating students use of technology. Prerequisites: INFS110 or equivalent, EDTE408. *Even Summer & Fall, Odd Spring*
- EDTE480** **g (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** **g § (2)**
Developmental Reading Methods
 Prepares upper-elementary and middle-school teachers in the techniques of developmental reading and other language arts components. Emphasis on the teacher as decision maker. Includes whole-language techniques, direct instruction of comprehension strategies, components of the Life Series basals and the reading-writing connection. Field experience included in class meeting time. Corequisite: EDTE444. Prerequisites: EDPC302 pr 514, EDTE408. *Fall*
- EDTE485** **Alt g (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** **g (1)**
Student Teaching Seminar
 A weekly seminar for student teachers. Corequisite: EDTE488 or 588. *Fall, Spring*
- EDTE488** **(1-15)**
Student Teaching (Level)
 The student-teaching experience requires full participation in an elementary (K-8) or secondary (7- 12) school. Emphasis is on application of teaching theory in the classroom with supervision and feedback. Prerequisites: Admission to Student Teaching. Corequisite: EDTE487 or 588. *Fall, Spring*
- EDTE499** **(1-3)**
Independent Study: _____
 Individual research and study under the guidance of an instructor. A minimum of 45 clock hours of study time expected per credit. Limited to students pursuing topics in education. Prior approval by the advisor and instructor. May be graded S/U. *Fall, Spring, Summer*
- EDTE588** **(1-10)**
Graduate Student Teaching: Level
 Instructional and/or supervisory experience in an elementary (K-8) or secondary (7-12) school under supervision. Prerequisites: Admission to Student Teaching. Corequisite: EDTE487. Graded S/U. *Fall, Spring*
- EDTE630** **(1-4)**
Seminar: _____
 Seminar in specific topics relevant to teacher education. Each seminar examines one topic in detail. Repeatable with different topics. May be graded S/U. *Summer*
- Topics:**
EDTE630:03
Seminar: Reading
 Reading Seminar is taken near the end of the student's program. It examines leadership for change in literacy instruction, staff development and presentation skills. Students choose other topics to round out their program.
- EDTE630:05**
Seminar: Classroom Testing and Evaluation
Odd Summers
- EDTE630:06**
Seminar: Classroom Management
Even Summers
- EDTE648** **(1-3)**
Workshop: _____
 Repeatable with different topics. Credit to be announced with topic in advance. May be graded S/U. *As scheduled*

EDTE690

(1-3)

Independent Study: _____

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

EDTE698

(1-4)

Field Project

Designed primarily for MAT students as a culminating experience in their program. Students are expected to make practical application of educational theory. Permission of program advisor and project instructor required. *Fall, Spring, Summer*

EDUCATIONAL AND COUNSELING PSYCHOLOGY

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Faculty

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Clinical Faculty

M. Lloyd Erickson

Emeriti

Wilfred G. A. Futchter
Donna J. Habenicht
Thesba N. Johnston
Marion J. Merchant

Academic Programs	Credits
<i>Graduate Certificate in Special Education</i> (see Teaching, Learning, and Curriculum, p. 249)	12
MA: Education	
Community Counseling	48
Educational and Developmental Psychology	30
School Counseling	48
EdS	
School Psychology	69
EdD	
Educational Psychology	90
PhD	
Educational Psychology	90
Counseling Psychology	92

MISSION STATEMENT

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

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