

Application for State Approval of Teacher Preparation Elementary Education Certification Program

**Michigan Department of Education
Office of Professional Preparation Services
P.O. Box 30008, Lansing, Michigan 48909
Phone: (517) 335-4610 *** Fax: (517) 373-0542**

Directions:

- For each new, amended, or experimental program, a separate application is required.
- Application and all documentation are to be submitted electronically.
- Fax or mail only the cover page that is signed by the unit head.
- All correspondence regarding this application should be addressed to the consultant/coordinator identified on Application Attachment 1.

I. Application Information	
Institution	Andrews University
Inclusive of MDE Endorsement Areas and Codes (from Application Attachment 2)	
Levels of Certification Requested <input checked="" type="checkbox"/> Option 1 <input type="checkbox"/> Option 2	<input checked="" type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Post Baccalaureate <input checked="" type="checkbox"/> MAT
Date of this Application	October 28, 2010
Name and Title of Unit Head	Jim Jeffery, Dean
Signature of Unit Head	Sent by Fax

II. Contact Information for Questions Related to This Application	
Contact Person's Name and Title	Lee Davidson, Chair
Contact Person's Phone Number	269-471-6364
Contact Person's Fax Number	269-471-6247
Contact Person's E-Mail Address	rld@andrews.edu

III. Type of Request for Approval	(Indicate One)
New program for institution	
U.S. Department of Education Classification of Instructional Programs (CIP) Code, if vocational occupational area	
Compliance with State Board of Education new or modified program criteria	x
Experimental program	
Program amendment (See Section IX for guidelines)	

IV. Institutional Representatives					
Please list individuals available to serve on Michigan Department of Education Ad-Hoc Committees Related to this Specialty Program (e.g., program review, standards development, test development, forum planning). Include both higher education faculty and K-8 representatives.					
Name/Title	Specialty Level Secondary/ Elementary	Mailing Address	E-Mail Address	Phone	Fax

V. Program Information	
Program Summary	<p>Prepare a program narrative (<i>5-6 page maximum</i>) which:</p> <ul style="list-style-type: none"> • Describes the philosophy, rationale, and objectives of the certification program and explains how the program is consistent with the philosophy, rationale, and conceptual framework of the unit. • Describes the sequence of courses and/or experiences to develop an understanding of the structures, skills, core concepts, ideas, values, facts, methods of inquiry, and uses of technology. • Describes how candidates are prepared to utilize a variety of instructional approaches to address the various learning styles of students. • Describes how the program incorporates gender equity, multi-cultural, and global perspectives into the teaching of the subject area. • Describes how the program prepares candidates to use multiple methods of assessment appropriate to this certification area. • Describes how the program incorporates collaboration with K-12 districts and regional service agencies. • Describe how the program continues support and professional development for teacher candidates during the induction period.
Program Coursework	<p>Complete Application Attachment 3 and Attachment 4 showing the required and elective courses for this program. This list should include the following information:</p> <ul style="list-style-type: none"> • Contact person for certification program. • Course title and number. • Number of semester hours for required and elective courses. • Designation for elementary, secondary, or K-12 certification. • Course descriptions.

V. Program Information	
Program Coursework (continued)	Please refer to the Quick Reference Charts at http://www.michigan.gov/documents/MinimumRequiredHoursSpecialty-AreaProgramA21931_74344_7.PDF for available program options and required semester hour minimums.
Candidate Preparation	Provide a narrative and supporting data that addresses: <ul style="list-style-type: none"> • Candidate perceptions of teacher preparation program (including the use of technological tools) • Content (Michigan Test for Teacher Certification pass rates) • MDE performance score data • Pedagogy (based on 2008 Professional Standards for Michigan Teachers) • Cooperating teacher/mentor perceptions of teacher preparation program. • Content-area faculty perceptions of teacher preparation program • Evidence of impact of program graduates on K-12 learning.

VI. Content Guidelines/Standards Matrix	
Complete the Content Guidelines/Standards Matrix (a sample format is provided in Application Attachment 5); appropriate program standards must be selected for each program:	
<ul style="list-style-type: none"> • Standards approved by the Michigan State Board of Education (SBE) can be found in matrix format at http://www.michigan.gov/mde/0,1607,7-140-5234_5683_6368-24835--,00.html • A list of standards including those appropriate to elementary certificate can be found at http://www.michigan.gov/documents/Standards_to_use_for_Approval_of_Each_Specialty_Program_11_109415_7.04C44693_A74354.doc • Endorsement areas used for each option must have been previously approved and may be listed by code. 	

VII. Supporting Documentation	
Field Experiences	<ul style="list-style-type: none"> • Describe how candidates for majors and minors in specific specialty programs participate in early field experiences in K-8 schools. • Describe aspects of the student teaching experience for certification candidates that enhance the applicants' abilities to teach in the specific specialty areas for which endorsements will be sought. Are candidates in your institution assigned to K-8 classrooms as student teachers in both their major and minor (if applicable)?
Instructional Methods	<ul style="list-style-type: none"> • Describe how candidates are prepared to teach in this specific specialty area for which endorsements will be sought.
Course Descriptions	<ul style="list-style-type: none"> • Provide descriptions of all courses contained on Application Attachment 3, 4 and 5. Descriptions must provide enough information to show that standards could logically be met in these courses.
Syllabi	<ul style="list-style-type: none"> • Provide a representative syllabus for each required course (those listed on Application Attachments 3 and 4, and referenced in the standards matrix/Attachment 5).

VII. Supporting Documentation	
Faculty	<ul style="list-style-type: none"> • Please complete the <i>Instructional Faculty</i> table from Application Attachment 6. • Include all faculty teaching the courses shown on the <i>Summary of Course Requirements for Certification Program</i> (Application Attachment 3), including those who may be temporary or non-tenure stream. • List additional faculty positions that will be added if this program is approved.
Technology	<ul style="list-style-type: none"> • Describe how this program will utilize technological resources.

VIII. Experimental Program Description (Rule 53)	
Program Purpose	<p>Attach a statement describing the purpose and objectives(s) of this preparation program. Please include the following:</p> <ul style="list-style-type: none"> • Employer Needs/Student Aspirations. • National/Statewide Needs (for content area, level, diversity, etc., as per the goals of the experimental program). • The number of candidates you anticipate preparing for this certification during each of the first three years, if this program is approved.
Program Design	<ul style="list-style-type: none"> • The hypothesis being tested. • The design of the program (including all courses). • Control and experimental groupings. • Assessment and evaluation instruments and techniques.
Program Duration	<p>Specify the period of time you wish for the experimental program to be in effect. Approval by the State will normally be granted for a time period of three to five years. Once approved, institutions should submit annual reports, including any changes in the experimental program design, and an analysis of evaluation data.</p>

IX. Guidelines for Applying for Amendments to Currently Approved Teacher Preparation Programs
<p>If the amendment is very minor (e.g., change in a course number(s), change in course sequence, minor modification to a course, etc.) and does not affect how the program standards are met, the amendment may be described in a letter to the Office of Professional Preparation Services. Minor amendments do not require official State approval and are filed with program documentation previously submitted. If the proposed amendment is not clear, or if more information is needed, the institution will be contacted by the Office of Professional Preparation. Once approved, the description of the amendment will be attached to the program application that is currently on file.</p> <p>If the amendment is more extensive, or is submitted in response to new state standards, a complete "Application to Request State Board of Education Approval for Professional Preparation Programs" should be submitted to the Office of Professional Preparation Services. (Institutions may copy, for inclusion in the new application, any sections of the previously approved application that have not been affected by the amendment.)</p>

Contact Information for Program Review Consultants

ALL communication regarding the approval of specialty programs should be addressed to the following individuals according to content area:

Bonnie Rockafellow 517-373-7861 rockafellowb@michigan.gov	Steven Stegink 517-241-4945 SteginkS@michigan.gov	Thomas Bell 517-241-0172 BellT1@michigan.gov
All bilingual education	All science programs	All business education
All English language arts	Computer Science	All social studies & social science
All humanities	Environmental Studies	All vocational
All world languages	Guidance & Counseling	Agricultural Education
Dance	Health	Educational Technology
Early Childhood Education	Middle Level	Family & Consumer Sciences
Elementary	Mathematics	Fine Arts
English as a Second Language	Physical Education	Library Media
Music	Recreation	Industrial Technology
	School Psychologist	Visual Arts Education
	Special Education	

**Michigan Department of Education Endorsement Areas and Codes^{*1}
To Be Utilized for Elementary Education Certification
June 2008**

BX LANGUAGE ARTS BT Reading	NS English as a Second Language	SPECIAL EDUCATION SA Cognitive Impairment SB Speech and Language Impairment SC Physical or Other Health Impairment SE Emotional Impairment SK Visual Impairment SL Hearing Impairment SM Learning Disabilities SP Physical Education for Students with Disabilities SV Autism
RX SOCIAL STUDIES	BILINGUAL EDUCATION	
DX SCIENCE^{*3}	YA Bilingual French YB Bilingual German YC Bilingual Greek YE Bilingual Russian YF Bilingual Spanish YH Bilingual Italian YI Bilingual Polish YJ Bilingual Hebrew YK Bilingual Arabic YL Bilingual Other YM Bilingual Vietnamese	
DI INTEGRATED SCIENCE	YN Bilingual Korean YO Bilingual Servo-Croatian/Bosnian YP Bilingual Chaldean YR Bilingual Chinese YS Bilingual Filipino YT Bilingual Japanese	ZA EARLY CHILDHOOD EDUCATION^{*6}
EX MATHEMATICS (K-8)		ZL MIDDLE LEVEL^{*6}
WORLD LANGUAGE & CULTURE FA French FB German FC Greek FD Latin FE Russian FF Spanish FG Other FH Italian FI Polish FJ Hebrew FK Arabic (Modern Standard) FL Japanese FR Chinese (Mandarin)		

*1 Endorsements codes (e.g., BA, ZA) that are used on Michigan teaching certificates.

*3 The DX endorsement may not be offered to new candidates after the fall semester of the 2003-2004 academic year.

*6 The "Z" codes are used only by teacher preparation institutions for recommending these grade levels to the Michigan Department of Education. They do not appear on a teaching certificate.

Summary of Course Requirements for Elementary Certification Program

In the Summary of Course Requirements below mark with an X the Elementary Certificate Option and the Content Endorsement areas that are offered as part of the Elementary Certificate program option.

Institution: Andrews University Date: Oct. 28, 10

Program Option: Option 1 Option 2

Endorsements:

- BT BX RX DX DI EX ZA ZL
 NS
 F* FF FA _____ Y* _____ S* _____

*Please list the specific endorsement from that category

Certificate Standards: Michigan State Board of Education Elementary Education Certification
Standards Date: January 8, 2008

Program Contact Person(s): Lee Davidson, Chair

DIRECTIONS: On the matrix below, list the required courses for this certificate program. Please list the title, number, and semester hours for all the courses being used to cover the content elements.

Course Title	Course Number	Sem. Hours
Note: There is some overlap between this list and the one below as we cover some content in methods classes.		
Eng Comp I Introduction to written composition focusing on composing as a recursive process for generating meaning and communicating effectively. Emphasizes short essay writing based on personal explorations of memory, observation, conversation, and reading.	ENGL115	3
Eng Comp II An introduction to source-based, academic writing, including practice in summarizing, analyzing, synthesizing, and reading from a critical perspective. Sections organized thematically.	ENGL215	3
Comm in the Classroom The study and development of effective communication skills within the context of the classroom. Focus is on interactive learning where the student rather than the instructor is central.	COMM450	3
American Exper I A study of the rise and development of the United States from European contact with the Americas through the Civil War. Emphasis placed on cultural, religious, ethnic, and other social issues as well as politics, economics, and foreign relations.	HIST204	3
American Exper II A study of the development of the United States from Reconstruction to the present. Emphasis placed on cultural, religious, ethnic, and other social issues as well as politics, economics, and foreign relations.	HIST205	3
One course from: Studio Art		3

Enjoy of Music Ensemble Music Intro to Photo Hist of Phto	MUHL214 PHTO115 PHTO210	
Found of Biology I Provides a firm foundation for students majoring or minoring in the biological sciences.	BIOL165	5
Found of Biology II Provides a firm foundation for students majoring or minoring in the biological sciences.	BIOL166	5
Choose one from: Astronomy Exploring the cosmic environment—the solar system, stars and their development, star clusters, the interstellar medium, galaxies, and large-scale features of the Universe. MythBusting Examining what is commonly believed about the physical world and how to realign it with reality. A conceptual and relevant understanding of physics—forces, matter and energy with 21 st century applications.	PHYS110 PHYS115	4
American Gov. A study of American political institutions and behavior, primarily on the national level.	PLSC104	3
Fit for Life A balanced up-to-date coverage of all critical areas of wellness including physical fitness, nutrition, weight management and stress, as well as the principles of health according to the Bible and Ellen G. White will be studied. Practical tools will be given to help adopt and model healthier lifestyles.	HLED120	1
2 Fitness education electives		2
Total number of SEMESTER HOURS <i>required</i> for each option offered: * If the institution assigns a different type of credit, please convert to semester hours.		

Please provide descriptions for **all** courses contained on the above listing. Descriptions must provide enough information to show that standards could logically be met in these courses.

**MICHIGAN DEPARTMENT OF EDUCATION
PROGRAM EVALUATION**

PROFESSIONAL AND PEDAGOGICAL STUDIES COURSE REQUIREMENTS

Institution Andrews University Date: Oct. 28, 2010

Education Unit Contact Persons(s) Lee Davidson, Chair

Directions: List the required courses for the professional studies component. In addition to listing the course title, course number and course semester hours, please indicate whether the course is required for option 1 and/or option 2, and note any prerequisites that apply.

Course Title	Course Number	Semester Hours *	Elementary Option 1	Elementary Option 2
Phil/Social Found 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 and practices from a Christian perspective and study the implications of school law on educational practice. 30-hour field experience required outside of class time.	EDTE165	4	X	
Educ Psychology Introductory study of nature, conditions, and outcomes of human learning, with emphasis on the psychological factors.	EDPC302	3	X	
Princ of Teaching & 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.	EDTE408	3	X	
Elem Lang 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 Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time.	EDTE444	2	X	
Elem Math Methods Application of principles of effective instruction to Mathematics. An introduction to the curriculum of K-8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field Experience.	EDTE445	3	X	
Elem Sci/Health Methods Application of principles of effective instruction to Science and Health. An introduction to the curriculum of K-8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience.	EDTE446	3	X	

Elem Soc St./Char Ed 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.	EDTE447	3	X	
Student Teaching Seminar A weekly seminar for student teachers.	EDTE487	1	X	
Student Teaching 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.	EDTE488	9+	X	
Exceptional/Diverse Learner 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.	EDTE228	3	X	
Tch Begin Reading Application of principles of effective instruction to early literacy acquisition. Focuses on balanced, explicit instruction approaches. Field experience included in class meeting time.	EDTE418	3	X	
Lit Intervention Strategies Assessment and methods for prevention and remediation of reading problems. Useful for classroom and clinical settings. Field experience included in class meeting time.	EDTE420	3	X	
Classroom Testing and Eval Writing instructional objectives. Topics may include: 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.	EDTE424	2	X	
Methods of Integrating Arts/Movement 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 Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time.	EDTE448	3	X	
Integration of Instructional Tech 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.	EDTE476	2	X	
Developmental Reading Prepares upper-elementary and middle-school teachers in the techniques of developmental reading and other language arts components. Includes whole-language techniques, direct instruction of comprehension strategies, and the reading-writing connection. Field experience included in class meeting time.	EDTE484	2	X	
Literature for Children Selection, analysis, and evaluation of literary works which meet the reading and/or the listening interests of children and enhance the preparation of elementary teachers, librarians, and parents.	ENGL407	2	X	

Geography & Numbers Number systems, Euclidean geometry, and measurement for elementary and middle school teachers. Topics include problem solving, reasoning and proof, computational algorithms, analysis and classification of geometric figures, geometric transformations, and other selected topics.	MATH220	3	X	
Physical Geography The physical environment in which human societies exist; the earth's crust, its water systems, land systems, and climatic features.	GEOG240	3	X	
First Days of school Exp. An intensive, comprehensive, full-time field experience beginning in early August. Integrates the study and application of strategies for classroom management; guidelines for beginning the school year successfully. Required prior to student teaching. Field experience.	EDTE480	2	X	
Total number of SEMESTER HOURS <u>required</u> for each option offered: * If the institution assigns a different type of credit, please convert to semester hours.				

Please provide descriptions of all courses contained on the above listing. Descriptions must provide enough information to show that Professional Standards for Michigan Teachers could logically be met in these courses.

Content Guidelines/Standards Matrix Sample

College University _____ Code _____

Source of Guidelines/Standards _____ Program/Subject Area _____

DIRECTIONS: List required courses on matrix and provide additional narrative to explain how standards are met. If electives are included, they should be clearly indicated. The size of the cells may be adjusted, as needed.

No.	Guideline/Standard	
		Narrative Explaining <i>How</i> Required Courses and/or Experiences Fulfill the Standards
		Option 1 (Planned Program)
		Courses and other evidence that meet this standard.
		Option 2 (Comprehensive Major)
		Courses and other evidence that meet this standard.

Instructional Faculty

Institution: Andrews University

Date: Oct 28, 2010

Specialty Program: Elementary Education Certification/Endorsement CODE: _____

Please include faculty teaching the Professional Education and methods courses shown on the *Summary of Course Requirements for Certification Program* (Application Attachment 3), including those who may be temporary or non-tenure stream.

Courses	Faculty Member	Highest Degree in this Specialty Area, Indicating Study Focus and Research Area	Professional Development Experience in the Last 3 Years	Level of Elementary or Secondary	Familiarity with K-12 Curriculum Framework and MEAP Assessment	Special Awards and Recognition	P-12 Collaborative Work
EDTE420 EDTE228	Nancy Agnetta	M.S. Education Educational Psychology and Research Univ. of Kansas Lawrence, KS	Spring, 2010 course ENGL 407 Literature for Children (Andrews Un.)	Sec. Leve	K-12 C.F. (review of standards and benchmarks for use in students' lesson plans – EDTE 420); I do not review the MEAP test in any course.		collaborate with Reading Specialist (Benton Harbor School District) in placement of students who are required to tutor elementary students with reading weaknesses – EDTE 420
EDTE408, EDTE448, EDTE447, EDTE480 helps with EDTE488	Michelle Bacchiocchi	MAT Elementary Education A. U., Finished coursework for Doctorate	Working on Doctorate				
EDTE476 EDTE424 EDTE445 EDTE446	Lee Davidson	Ed.D. Administration of Curriculum and Instruction, Research, Use of technology in classroom; Why people choose to teach	ISTE Summer 2008, 2010, ; LiveText April 2009; The Assessment Institute – 2009, Watched webinars	Secondary	Very Familiar	2 awards for excellence in teaching	Benton Harbor math program. RMES, Board Chair.

			on technology, D2L Conference & presentation Summer 2009, 2009 Annual Midwest Conference on the Scholarship of Teaching and Learning, 2009 Annual Midwest Conference on the Scholarship of Teaching and Learning				
EDTE165 EDTE480	Faith-Ann McGarrell	Ph.D., Curriculum and Instruction A.U.					
EDTE444, EDTE484, EDTE436, EDTE417	Ray Ostrander	Ph.D., Administration, Curriculum, and Instruction, Univ. of Nebraska, Lincoln	ACEI folio training May 2010; IRA April 2010; IRA May 2009; LiveText April 2009; IRA May 2008, LiveText April 2008; AACTE February 2008	Taught nine years secondary. Taught eight years elementary			Maintain positive relationships with Coloma Elementary in order that my students in my language arts methods classes can use their classrooms for my students to practice teaching methods they are learning
EDTE445, EDTE446, EDTE480, EDTE487, EDTE488, EDTE459, EDTE456, IDSC456	Barbara Reid	Ph.D., EDCI (Science), Univ. of Maryland, College Park	2008: Teacher Certification Update "NCLB - Highly Qualified" Michigan Department of Education, Muskegon, MI October 2008: Understanding the Program Review Process: Reviewing Elementary Programs Using the ACEI Standards,				Working with Berrien Springs Chemistry Teacher.

			<p>Eastern Michigan University June 2008: New Standards Program Review Elementary Certificate Program Michigan Department of Education, June 2008: Annual Meeting of the Higher Learning Commission Finding Common Ground: Accreditation, Assessment, and Accountability Chicago IL April 2008: Annual Meeting of NARST conference Baltimore, MD March 2007: AAAS Atlas of Science Literacy Workshop, Washington, DC. October 2007: Fred Jones Classroom Management Workshop, Rockville, MD July 2007: Concept Mapping workshop (NARST) New Orleans, LA April 2007</p>				
Contract EDTE418	Michelle Crowder	MA Reading Specialist					Public School Teacher

Updated 5-11-09