

Communication Arts Education
Specialized Professional Association (SPA)-Like Document
For NCATE 2011

The state of Michigan no longer accepts portfolio application to approve specialty content programs. Andrews University has a state-approved Communication Arts Education program in the Department of Communication in the College of Arts and Sciences (June 2004), in conjunction with the Department of Teaching, Learning and Curriculum (TLC) in the School of Education. This is a submission of a SPA-like document to the state representative to determine the standing as required by NCATE, and to meet the current institutional accreditation requirements for the School of Education.

SECTION I – CONTEXT.

1. **Description of any state or institutional policies that may influence the application of SPA standards.** Andrews University (AU) is a private Christian university located in Berrien Springs, Michigan. It is affiliated with the Seventh-day Adventist Church; the university motto: “Seek Knowledge, Affirm Faith, Change the World” captures the institution’s vision for its graduates. The School of Education is the unit which provides programs preparing professionals to work in K-12 education. Both initial Teacher Preparation (baccalaureate and MAT) and advanced Curriculum and Instruction candidates are served by the Teaching, Learning, and Curriculum (TLC) Department in partnership with the Communication Department located in the College of Arts and Sciences. The unit has been continuously accredited by NCATE since 1970 and AU is accredited by the Higher Learning Commission of North Central Association of Colleges and Schools. At this time, all of the unit’s programs are approved by the Michigan Department of Education (MDE). The folio for Communication Arts was approved 2002.

In 2007, the MDE announced a change in its folio review policy. Beginning in 2008-09, MDE would no longer review and approve folios for programs seeking reapproval. Instead, by 2013, all approvals must come through Special Professional Accreditation (SPA) organizations which are recognized by NCATE. However, when a specialty area has no SPA, and the institution has a state-approved specialty program (such as the Communication Arts program), the institution is required to prepare SPA-like reports with meaningful data. Accordingly, this SPA-like report for the Communication Arts program is being submitted to the Michigan Department of Education (state representative) before the NCATE review takes place for the unit in 2011.

Initial and advanced teacher preparation programs in the School of Education are governed by state policies which include the following for each teacher education candidate:

NOTE: After clicking any link in this document, press ALT + {left arrow} to return to the linking page.

- Completion of general studies in the liberal arts and sciences which incorporate multicultural and global perspectives.
- See [Program of study](#) for details.
- Passing score on the Michigan Test for Teacher Certification (MTTC) Basic Skills Exam prior to admittance to the Teacher Preparation Program.
- Completion of professional education courses taught in the unit
- A minimum of 10 weeks of full-time student teaching or its equivalent with satisfactory supervisor evaluations.
- Completion of approved subject content teaching minor and either a single major and a minor in a certifiable area (secondary education candidates) or a major with two minors in certifiable areas (elementary education candidates) with a minimum GPA of 2.50 in these majors/minors with no grade of C- or below, in addition to a minimum cumulative GPA of 2.50.
- Passing score on the MTTC Subject Area Exams (Communication Arts) for both major and minor students.
- Recommendation for certification by the unit.

Each program has a faculty-developed and approved curriculum map as described below and shown in [Program Assessment Plans](#): Spa-like and NCATE requirements. 4 gateways have been identified through which the candidates must pass and at which points candidates must meet specific criteria of scholarship and professional dispositions.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

Students obtain early field experiences in several ways. In the course EDTE 165 Philosophical and Social Foundations of Education a 30 hour experience provides observation of philosophical, social, cultural, and instructional aspects of American education. Further early experience of 20 hours occurs in EDTE 228 Strategies for Educating Exceptional and Diverse Learning. These occur prior to admission (Gateway 2) to Student Teaching.

The First Days of School Experience is a three-week, full-time laboratory program which begins prior to the beginning of the university's fall semester. This experience focuses on the critical week preceding and following the first day of school. Emphasis is placed on the tasks which teachers must perform in the weeks before school opens, organizing and conducting the all-important first day. It was developed in response to feedback from both candidates and their student teaching supervisors about how candidate teaching performance could be improved and has been a quality mark of the unit since 1996.

The Student Teaching Experience for teacher preparation candidates is 14 weeks in length and involves full-time observation, participation, and teaching under supervision in an elementary or secondary school. Students have an orientation for student teaching and a weekly student-teaching seminar meets after school hours during the semester. Entrance to the Student Teaching Experience involves advance approval by meeting the Gateway 2 requirements (see below in section 5). Candidates are placed in both private and public schools. Specific assignments are made after consultation with the Director of Student Teaching who makes all contacts and arrangements with the schools. The placements are located within a one-hour driving time radius of the university. The usual timing for this semester is in the senior year. Students are not permitted to take other courses during the student-teaching semester and work for remuneration is not allowed. Evaluations of teaching performance are done mid-term and at the end of the semester (summative evaluation) by the Supervising Instructor as well as by the Director of Student Teaching and the appropriate content discipline faculty, i.e. faculty in the Department of Communication in the College of Arts and Sciences.

3. Description of the criteria for admission, retention, and exit from the program

Each candidate seeking admission to the teacher education program must be a university student in good and regular standing (minimum GPA of 2.75) and complete the following requirements:

- Successful completion of the Michigan Basic Skills Test (MTTC Exam)
- Successful completion of EDTE 165 Philosophical & Social Foundations of Education
- Completion of the Application for Admission to the Teacher Preparation Program with supporting forms. These include the Michigan Testing Record, the Portfolio Evaluation Form (from EDTE 408), the Criminal Conviction Clearance Form (Misdemeanor & Felon), and two recommendations. The recommendations must come from the faculty instructor from EDTE 165 and an advisor or professor who knows the candidate.

The TLC faculty Admissions Committee must vote to accept the candidate before the student can pass from Gateway 1 to Gateway 2.

To remain in the program, a minimum GPA of 2.50 in content major, content minors, and Professional Education courses and overall must be maintained with no course grade of C- or below. Any course (including required cognate courses) with a grade of C- or below must be repeated for meeting program requirements. Program advisors, both in the content department and TLC provide students with progress reports arising from LiveText data, on their achievements and need for improvement.

Admission to the Student Teaching experience is a separate process and occurs at Gateway 2 (see Program Assessment Plan). Prior to the student teaching semester, candidates must have:

- Completed EDPC 302 and EDTE 408 or equivalents
- Submit an acceptable plan for completing all required coursework to the Certification Registrar.
- Submit a plan for completing the required MTTC Michigan Subject Area exams
- Obtain and submit 3 recommendations: A professor of a methods course, a professor from the major or minor, and a professor from the minor.
- Submit a new clearance form in regard to felony and misdemeanor conviction
- Demonstrate acceptable professional dispositions. The TLC faculty Admissions committee reviews the candidate dispositions at admission to the program. Subsequent to program acceptance, candidate dispositions are evaluated and reviewed with the candidate at the specific [Gateways](#) and also as concerns arise. See attached [Dispositions Checklist](#).

By completing the [Professional Expectations](#) Evaluation Form during COMM 480 course. Candidates who have completed all course and experience requirements through Gateway 4, are eligible for faculty recommendation for graduation.

4. **Description of the relationship of the program to the unit’s conceptual framework.**

The unit’s conceptual framework, “To Educate Is to Redeem,” closely integrates with the university’s motto, and identifies six elements that describe the important learning outcomes expected of all candidates of programs across the unit (see Figure 1). These six elements comprise the SED [Conceptual Framework](#) which all assessments align with; four further elements are in use in the Teaching, Learning, and Curriculum (TLC) department:

- ***Worldview*** addresses appreciation of the perspectives of others and development of a personal philosophy from which action and service arise.
- ***Human Growth and Change*** addresses principles of growth, development, and learning and the use of these principles to effect positive change.
- ***Groups, Leadership, and Change*** addresses principles of group behavior and the use of these principles to effect positive change for individuals and organizations.
- ***Communication and Technology*** addresses oral, written, intrapersonal, and interpersonal communication as the essence of human behavior and technology as it enables, supports, and enhances human interaction and learning.
- ***Research and Evaluation*** addresses valuing and conducting disciplined inquiry for decision-making.
- ***Personal and Professional Growth*** addresses commitment to holistic, personal, and professional growth.
- ***Content Area Knowledge*** addresses cognitive knowledge of the specific content area and current issues. TLC.
- ***Curriculum Development*** addresses curriculum literature, the procedures for developing it and ability to create curricular documents. TLC.
- ***Instructional Development*** addresses how to organize instruction and use of a repertoire of strategies to teach all students. TLC.

- **Assessment** addresses the creation of curriculum-based assessments aligned to standards and curriculum and continuous quality improvement. TLC.

SED Candidate Disposition Evaluation rubric is used at various times or gateways in the candidate's program.

5. Program assessments.

The Department of Communication program has a faculty-developed and approved curriculum map. The curriculum map for Communication Arts is introduced in section 2 and is shown in the [Program Assessment Plan](#). This map displays four gateways which show program requirements for a candidate to progress through the program: (a) program admission; (b) progress check #1 including readiness for student teaching or professional field experience; (c) progress check #2 for satisfactory completion of student teaching or field experience; and (d) readiness for program completion. There is also a map of NCATE requirements according to 6 standards.

Below are details and illustrations of the information to be collected, analyzed and used to inform program changes and guide candidates through successful program completion.

- A. **Gateway 1:** Program Admission. Gateway 1 is the entry point for candidates into the professional program. Our SPA-like document will provide data on selected points in Gateway 1 as follows:
- a. Identification of and analysis of Michigan Test for Teacher Certification (MTTC) scores
 - i. See attached list of MTTC scores for Communication Arts candidates
 - b. Additional data points: Grade Point Averages
 - i. Overall GPA ≥ 2.75 + ≥ 2.5 in Communication Arts courses
 1. Formal application to the Teacher Preparation Program involves verification that the candidate satisfies the GPA entrance requirements.
 2. Academic advising subsequently monitors candidates' GPAs. When a candidate's GPA falls below the required level, the advisor and student develop a contract to determine strategies for raising the GPA back up to the standard during the next semester.
 - c. Dispositions.
 - i. Recommendation form includes the evaluation of the applicant's dispositions (on p.2 of the form) at entrance to the program. Two recommendations are required at program entry. [Professional Expectations](#) Evaluation Form of the Department will be used in COMM 230 and COMM 480.

- B. **Gateway 2:** Admission to Student Teaching. Gateway 2 is the entry point for candidates' student teaching experiences. Our SPA-like document will provide data on selected points in Gateway 2 as follows.
- a. Identification of and analysis of Michigan Test for Teacher Certification (MTTC) scores
 - i. Pass Michigan Subject Area Tests
 - 1. See attached list of MTTC scores for Communication Arts candidates.
 - b. Additional data points: Grade point averages
 - i. GPA of ≥ 2.5 in Communication Arts courses and overall
 - 1. Academic advising monitors candidates' GPAs.
 - ii. No grades below a C. Courses with less than a C have been repeated.
 - 1. Academic advising monitors candidates' grades in specific required courses.
 - iii. Grades of C or better in required Communication Arts Education courses
 - 1. Academic advising monitors candidates' grades in specific required courses.
 - c. Dispositions.
 - i. Recommendation form includes the evaluation of the applicant's dispositions (on p. 2 of the form) at entrance to the program. Three recommendations are required at Gateway 2.
 - d. Additional data points: Evidence of candidates' learning impact on the students in the learning environment.
 - i. LiveText Portfolio + Evaluation at Admission to Student Teaching
 - 1. The LiveText Portfolio is initiated in EDTE165 Philosophical and Social Foundations of Education or EDTE630 Philosophical and Social Foundations of Education.
 - 2. In EDTE408 Principles of Teaching and Learning, the LiveText Portfolio is updated and evaluated as a part of the Student Teaching Application process.
 - a. The following elements for which the students must provide evidence are included in the LiveText Portfolio which demonstrate candidates' impact on students in the learning environment:
 - i. Element II: Human Growth and Change
 - ii. Element III: Groups, Leadership, and Change
 - iii. Element IV: Communication and Technology
 - iv. Element V: Research and Evaluation
 - b. See attached LiveText Portfolio Handbook provided to candidates which guides students in the process of preparing their portfolio: [Teacher Preparation Portfolio Handbook](#).
 - ii. Autobiography rewritten and edited
 - 1. Attached is a sample [LiveText template](#) and the "About Me: Biography" section on p. 1 is where a student's

autobiography appears: LiveText Portfolio Rubric used by TLC

- C. **Gateway 3:** Completion of Student Teaching. Gateway 3 is the exit point from Student Teaching for candidates. Our SPA-like document will provide data on selected points in Gateway 3 as follows.
- a. Student teaching supervisor survey results
 - i. As a part of EDTE488 Student Teaching (Elementary or Secondary) and EDTE588 Graduate Student Teaching (Elementary or Secondary), the **mid-term copy** of the student teaching evaluation by the SED's Director of Student Teaching (Barbara Reid) and by the site supervisor in the field is completed.
 - ii. As a part of EDTE488 Student Teaching (Elementary or Secondary) and EDTE588 Graduate Student Teaching (Elementary or Secondary), the **final copy** of the student teaching evaluation by the SED's Director of Student Teaching (Barbara Reid) and by the site supervisor in the field is completed.
 - b. Additional data points: Evidence of candidates' learning impact on the students in the learning environment
 - i. Final evaluation of LiveText Portfolio during Professional days
 - 1. The final evaluation of the LiveText Portfolio is a live, face-to-face evaluation with the candidate. It is performed as a collaboration between the School of Education's Director of Student Teaching (Barbara Reid) and by faculty in the College of Arts and Sciences (Department of Communication Delyse Steyn, chair) whose specialty is in the candidates' area of certification.
 - 2. Communication Arts students would create and present at this final evaluation: LiveText Portfolio
 - ii. A course-level rubric is attached for COMM 480 Communicating for Community: Rubrics for COMM 480
 - c. Student exit survey factor scores
 - i. Final evaluation of LiveText Portfolio during Professional days
 - 1. The final evaluation of the LiveText Portfolio is a live, face-to-face evaluation with the candidate. It is performed as a collaboration between the School of Education's Director of Student Teaching (Barbara Reid) and by faculty in the College of Arts and Sciences (Department of Communication, Delyse Steyn, Chair) whose specialty is in the candidates' area of certification.
 - 2. Communication Arts students would create and present at this final evaluation: LiveText Portfolio
- D. **Gateway 4:** Program Completion. Gateway 4 is the culmination of candidates' pre-professional experience. Our SPA-like document will provide data on selected points in Gateway 4 as follows.
- a. Must have satisfactorily completed a solo student exhibition
 - i. As a degree requirement in the Department of Communication the

candidate must satisfactorily complete the requirements of COMM 480 and present his/her portfolio.

1. A [course-level rubric](#) is attached for COMM 480
2. Additional data points: Grade point averages
 - i. GPA \geq 2.5 in Communication Arts and Professional Education courses
 1. Academic advising monitors candidates' GPAs.

E. Course-level key outcome assessments

F. Evidence of faculty discussion of data

- a. Minutes for regular Communication faculty meetings
 - i. The Communication Arts program is regularly reviewed and evaluated by the full faculty of the Department of Communication.
 1. Attached are [Minutes](#) from the Department of Communication

6. Program of study.

The Department of Communication Vision and Mission statements, the mission of the program and its contribution to the institution's mission, the goals of higher education and the goals of the Department as aligned with the University's goals, the assessment tools used in the Department, Classroom protocol, Professional objectives, and Pedagogy (Statement of [Department Educational Philosophy](#)), rationale for the centrality of communication as a discipline, and the student statement of the ACE experience provide a background to the program of study which includes the Communication Arts (Secondary Certification) track.

Attached is a list of [courses](#), [course descriptions](#), [general education requirements](#) and [Education experiences](#) for certification required for candidates to complete the program. This is shown in the attachment of the relevant section of the [Andrews University Bulletin](#) and as a student advisement [checksheet](#) for the major and for the minor. There is also a chart that shows the [sequencing](#) of the courses for the Communication Arts program.

7. Candidate Information: In Table 1 are displayed data on candidates enrolled in the program and completing the program for the years: _____.

	No. of Candidates: Majors	No. of candidates: Minors	Completers
2010-2011	1		
2009-2010	1	4	
2008-2009	1	3	

2007-2008	1	3	
-----------	---	---	--

8. **Faculty Information:** The faculty responsible for professional coursework, clinical supervision, or administration in this program are shown in attached [Table 2](#). The faculty of the Department of Communication are listed in attached [Table 3](#). [Table 4](#) lists the instructors of the major and minor courses in the Communication Arts program.

APPENDICES

Appendices follow, each of which was referenced above with a clickable link.

TEACHING, LEARNING & CURRICULUM UNDERGRADUATE PROGRAMS

Undergraduate Academic Programs	Credits
BS: Elementary Education (BSELED) (requires a content major or two minors)	
Emphasis Areas	
Integrated Science	36 major/29 minor
Language Arts	36 major/24 minor
Social Studies	38 major/24 minor
BS with Secondary Certification	
Emphasis Areas	
Integrated Science (includes minor)	62
Social Studies (includes minor)	56

Teacher Preparation Mission

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

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

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. (It is recommended that students take EDTE165, 228 and EDPC302 before taking EDTE408.)

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 no later than 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, pp. 301–303.

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 School of Education to take classes on a semester by semester basis.

BS 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.

Michigan Department of Education Definition of “Program Completers”

Elementary Education “Program Completers” must qualify for graduation. This includes the following:

- Completion of general education core
 - Passing score on the *MTTC Basic Skills Exam*
 - Completion of professional education courses*
 - Completion of planned program minor*
 - Completion of an approved subject content major* or two minors*
 - Passing score on the *MTTC Elementary Education Exam* (additional subject area exams are optional)
 - Current First Aid & CPR Certification from the American Red Cross or the American Heart Association
 - Recommendation for certification
- * **EACH** of these areas must have a 2.50 GPA with no grade of C- or below, in addition to a minimum cumulative GPA of 2.50.

Courses counted toward meeting the requirements for the planned program minor, the professional education courses, the subject content major, minors, area of concentration, or Adventist 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 Adventist 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 knowledge and skills necessary for independent and reflective thought so essential for successful living in today's complex world.

Professional Elementary Education Requirements Professional Education Courses

EDPC302	Educational Psychology—3
EDTE165	Phil. & Social Foundations of Education—4
EDTE408	Principles of Teaching and Learning—3
EDTE425	Multi-grade/Multi-age Education—1
EDTE444	Elementary Language Arts Methods—2
EDTE445	Elementary Mathematics Methods—3
EDTE446	Elementary Science and Health Methods—3
EDTE447	Elem. Social Studies & Character Educ. Methods—3
EDTE487*	Student Teaching Seminar—1
EDTE488*	Student Teaching (Level)—1–15

*(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.)

The Planned Program Minor (20) (all courses must be completed)

EDTE228	Strat for Educ Exceptional & Diverse Learners—3
EDTE418	Methods for Teaching Beginning Reading—3
EDTE420	Literacy Intervention Strategies—3
EDTE424	Classroom Testing and Evaluation—2
EDTE448	Methods for Integ Arts & Movement in Elem Curr—3

General Education Requirements—58+

See professional program requirements, p. 43, and note the following **specific** requirements:

Religion—12*

RELT100, 225, RELH400⁺ or RELT308. **Note:** If you take RELT308 you will need HIST404 as well. An additional 3-credit class chosen in consultation with your SED advisor.

Language/Communication—9–13

ENGL115, 215; COMM104 or 450 (recommended)
Foreign Language (BA only) Intermediate Language (4)

History—6

HIST204, 205

Fine Arts/Humanities—5

ENGL407 (2)
One course from:
Studio Art (3), MUHL214, Ensemble Music (3), PHTO115, PHTO210

Life/Physical Sciences—14

Students must take BIOL165, 166 AND choose one from PHYS110 or 115

Mathematics—3

MATH220

Computer Literacy: requirement met in EDTE476

Service—4

EDTE165

Social Sciences—9

GEOG110, PLSC104, EDPC302

Fitness Education—3

HLED120 plus two Fitness Education courses

- * **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.
- + RELH400 covers both RELT308 and HIST404 but will not replace HIST404 if it is a requirement for a major or minor.

EDTE476	Methods for Integrating Instructional Tech—2
EDTE480	First Days of School Experience—2
EDTE484	Developmental Reading Methods—2
ENGL407	Literature for Children—2 or 3
GEOG110	Survey of Geography—3 or
GEOG475	Regional Geography: _____—3
MATH220	Geometry and Numbers—3

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 minor must be at least 20.

Content Majors and Minors for Elementary Education

Students in the Elementary Education program must include the 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. 288–289.

298 SCHOOL OF EDUCATION

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

Subject Content Areas	BA	BS Minors
Group A: Language Arts		
Language Arts*+	36	24
Reading (K-8)*		20
Group B: Social Studies		
Social Studies*+	39	
Group C: Science/Health		
Integrated Science*	36	29
Group D: Mathematics		
Mathematics*+	36	20
Group E: Supporting Areas		
ESL		21
French (K-12)	36#	24
Spanish (K-12)	36#	21
Group F: Religion		
Religion (for Seventh-day Adventist certification only)		20
* Indicates a major/minor commonly taught in the Elementary School.		
+ Pending approval by the Michigan Department of Education		
# K-12 Endorsement in major area only		

Integrated Science Major (36)

The Michigan Department of Education requirements for this major have changed. This new major has been submitted to the State for approval. 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—16 credits

- BIOL221 Anatomy and Physiology I—4
- BIOL222 Anatomy and Physiology II—3
- BIOL165 Foundations of Biology—5
- BIOL208 Principles of Environmental Science—4

Physical Science—8 credits

- CHEM110 Intro to Inorganic and Organic Chemistry—4
- PHYS115 Mythbusting—4

Earth/Space Science—8 credits

- BIOL330 History of Earth and Life—4
- PHYS110 Astronomy—4

Integrated Science—4 credits

- IDSC456 Integrated Science—4

Electives may be chosen from BIOL, CHEM and PHYS under advisement

Language Arts Major (36)

Pending approval by the Michigan Department of Education. Advising for this major is done by the Department of TLC.

Required courses:

- COMM280 Voice and Diction—3
- COMM450 Communication in the Classroom—3
- EDTE418 Methods for Teaching Beginning Reading—3
- EDTE420 Literacy Intervention Strategies—3

- EDTE436 Writing K-8—2
- EDTE484 Developmental Reading Methods—2
- ENGL267 Approaches to Literature—3
- ENGL300 Modern English Grammar—3 or 4
- ENGL407 Literature for Children—2 or 3
- SPPA435 Comm Dev & Disorders for Classroom Teachers—3

Two courses from:

- ENGL273 American Literature to 1865—3
- ENGL274 American Literature 1865 to 1914—3
- ENGL371 English Literature to 1600—3
- ENGL372 English Literature 1600-1800—3
- ENGL373 English Literature 1800-1914—3
- ENGL403 20th Century Literature in English—3

One from:

- ENGL430 Topics in: (a course in writing content)—3
- ENGL437 Teaching & Tutoring Writing—3
- ENGL438 Advanced Composition—3
- ENGL454 The Writing Life—3
- ENGL467 Creative Writing—3

Remaining credits from:

- COMM320 Interpersonal Communication—3
- COMM436 Intercultural Communication—3
- COMM456 Group Dynamics and Leadership—3
- COMM475 Professional Presentations—3
- ENGL404 New Global Literature—3
- ENGL460 Linguistics—3
- SPPA234 Intro to Speech-Language Path & Audiology—3
- SPPA321 Normal Language Development—3

Social Studies Major (39)

Pending approval by the Michigan Department of Education.

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

Required courses:

- ECON225 Principles of Macroeconomics—3
- ECON226 Principles of Microeconomics—3
- FNCE206 Personal Finance—3
- GEOG110 Survey of Geography—3
- GEOG260 Cultural Geography—3
- HIST117 Civilizations and Ideas I—3
- HIST118 Civilizations and Ideas II—3
- HIST204 American Experience I—3
- HIST205 American Experience II—3
- PLSC104 American Government—3
- PLSC225 Comparative Politics—3 or 4
- PLSC230 International Relations—3
- PLSC237 Individual State & Marketplace—3
- PLSC435 Public Policy—3

Remaining credits may be chosen from history, political science, geography, and economics.

Integrated Science Minor (29)

The Michigan Department of Education requirements for this minor have changed. This new minor has been submitted to the State for approval. 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.

Required courses:

Life Science/Biology—9 credits

- BIOL165 Foundations of Biology—5
- BIOL208 Environmental Science—4

Physical Science—8 credits

- CHEM110 Intro to Inorganic and Organic Chemistry—4
 PHYS115 Mythbusting—4

Earth/Space Science—8 credits

- BIOL330 History of Earth and Life—4
 PHYS110 Astronomy—4

Integrated Science—4 credits

- IDSC456 Integrated Science—4

Language Arts Minor**(24)**

Pending approval by the Michigan Department of Education.
 Advising for this minor is done by the Department of TLC.

Required courses:

- COMM450 Communication in the Classroom—3
 EDTE418 Methods for Teaching Beginning Reading—3
 EDTE420 Literacy Intervention Strategies—3
 EDTE436 Writing K–8—2
 EDTE484 Developmental Reading Methods—2
 ENGL267 Approaches to Literature—3
 ENGL300 Modern English Grammar—3 or 4
 ENGL407 Literature for Children—2 or 3

One course from:

- ENGL273 American Literature to 1865—3
 ENGL274 American Literature 1865 to 1914—3
 ENGL403 20th Century Literature in English—3

Select remaining courses from:

- COMM280 Voice and Diction—3
 COMM436 Intercultural Communication—3
 ENGL404 New Global Literature—3
 ENGL460 Linguistics—3
 SPPA234 Intro to Speech-Lang Pathology & Audiology—3
 SPPA321 Normal Language Development—3
 SPPA435 Communication Development & Disorders for Classroom Teachers—3

Reading Minor**(20)**

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

Required courses:

- EDTE417 Teaching Reading in the Second Content Areas—3
 EDTE418 Methods for Teaching Beginning Reading—3
 EDTE420 Literacy Intervention Strategies—3
 EDTE460 Reading Practicum—1–4
 EDTE484 Developmental Reading Methods—2
 EDTE485 Adv Methods for Elem Classroom Literacy—3

Choose electives from:

- COMM280 Voice and Diction—3
 EDTE160 College Reading Efficiency—2
 EDTE164 Dynamic Reading Strategies—1–2
 ENGL407 Literature for Children—2–3
 ENGL408 Literature for Young Adults—2–3
 ENGL460 Linguistics—3
 SPPA321 Normal Language Development—3
 SPPA435 Comm Dev & Disorders for Classroom Teachers—3

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 6–12) may choose from either the Bachelor of Arts or the Bachelor of Science degree programs. These degrees are granted by the College of Arts & Sciences, School of Education, and College of Technology. Students must have a subject major and a subject minor, which Andrews University has approved with the State of Michigan for certification purposes, in addition to their Professional Education courses. In order for Andrews University to recommend a student for certification the Michigan Test for Teacher Certification (MTTC) subject area exams must be passed in both the major and minor.

Secondary Certification General Education Requirements—63–66

See professional program requirements, p. 43, and note the following **specific** requirements:

Religion—12*

RELT100, 225, RELH400⁺ (recommended) or RELT308.

Note: If you take RELT308 you will need HIST404 as well. An additional 3-credit class chosen in consultation with your SED advisor.

Language/Communication—9–13

ENGL115, 215; COMM104 or 450 (recommended)
Foreign Language (BA only) Intermediate Language (4)

History—6

HIST117, 118

Fine Arts/Humanities—3

Choose one course from:

ARTH220, PHTO210, Studio Art (3), ENGL255, PHIL224, MUHL214, Ensemble Music (3)

Life/Physical Sciences—8

Take one course from Life Science and one from Physical Science

Mathematics—3

MATH145 or higher-level course

Computer Literacy: INFS120 or competency exam**Service—4**

EDTE165

Social Sciences—9

EDPC302, EDTE228 and one of the following courses:
 BHSC220, 235, FMST206, PLSC237, PSYC180

Fitness Education—3

HLED120 plus two activity courses

* **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.

+ RELH400 will count for RELT308 and HIST404 but will not replace HIST404 if it is a requirement for a major or minor.

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*
- Completion of approved subject content teaching major*
- Completion of 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.*

Content Majors and Minors for Secondary Education

Descriptions of the Integrated Science and Social Studies majors are listed in the following chart. All other approved majors and minors are described under their respective departments in other sections of this bulletin.

CONTENT MAJORS AND MINORS FOR SECONDARY CERTIFICATION			
Subject Areas	BA	BS	Minor
Biology		42	22
Chemistry		40	20
Communication Arts		36–38	20
Computer Science (K–12)		40#	20
English+	42		21
ESL			21
French (K–12)	36#		24
History+	42		20
Integrated Science (includes minor)		64	
Mathematics		39	20
Mathematics Education		36	
Music Education (K–12) (BMus degree includes minor)	82		
Physics		40	20
Physics Education+		30	
Political Science+	42		21
Social Studies (includes minor)+		57	
Spanish (K–12)	36#		21
Religion (Secondary Education Emphasis— SDA Certification only)	32+		20
Visual Arts Education (K–12) (includes minor)		53	
+ pending State of Michigan approval			
# K–12 Endorsement in major area only			

Secondary Professional Education Courses

EDPC302	Educational Psychology—3
EDTE165	Philosophical & Social Found of Education—4
EDTE228	Strat for Educ Exceptional & Diverse Learners—3
EDTE408	Principles of Teaching and Learning—3
EDTE417	Teaching Reading in the Secon Content Areas—3
EDTE424	Classroom Testing and Evaluation—2
EDTE459	Methods for Teaching Secondary School: Area—3
EDTE476	Methods for Integrating Instructional Tech—2–3
EDTE480	First Days of School Experience—2

EDTE487	Student Teaching Seminar—1
EDTE488*	Student Teaching (Level)—1–15

* 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.

Integrated Science Major (64)

(This major includes a built-in minor in Biology)

Advising for this major is done by the Department of TLC. The Integrated Science major requires 62 semester credits.

Required Courses:

Life Science/Biology—23 credits

BIOL165	Foundations of Biology—5
BIOL166	Foundations of Biology—5
BIOL208	Principles of Environmental Science—4
BIOL348	General Ecology—3
BIOL371	Genetics, Cellular and Molecular Biology I—3
BIOL372	Genetics, Cellular and Molecular Biology II—3

Chemistry—minimum 12 credits

CHEM131	General Chemistry I—4
CHEM132	General Chemistry II—4
CHEM231	Organic Chemistry I—3
CHEM241	Organic Chemistry Lab—1

Physics—minimum 8 credits

PHYS141	General Physics—4
PHYS142	General Physics—4
(PHYS241, 242 Physics for Scientists and Engineers—4, 4 may be substituted for PHYS141, 142)	

Earth/Space Science—minimum 15 credits

BIOL330	History of Earth and Life—4
GEOG240	Physical Geography—3
IDSC456	Integrated Science—4
PHYS110	Astronomy—4

Required Cognates—6 credits

MATH191	Calculus 1—4
EDTE456	Secondary Science Methods—2

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

The State of Michigan recommends that students pass MTTC subject exams in biology, physics and chemistry.

BS: Secondary Education Social Studies Major (57)

(This major contains a built-in minor in History)

BHSC235	Culture, Place and Interdependence—3
ECON225	Principles of Macroeconomics—3
ECON226	Principles of Microeconomics—3
GEOG110	Survey of Geography—3
GEOG260	Cultural Geography—3
HIST117	Civilizations and Ideas I—3
HIST118	Civilizations and Ideas II—3
HIST204	American Experience I—3
HIST205	American Experience II—3
HIST235	Historical Inquiry—3
HIST277	History/Political Science Colloquium—0
HIST404	Adventist Heritage—3
HIST459	Special Meth in Teaching History & Soc Studies—3
HIST490	Research Seminar—3
PLSC104	American Government—3
PLSC225	Comparative Politics—3 or
PLSC230	International Relations—3

PROGRAM ASSESSMENT PLAN: SPA-like and NCATE Requirements

Program: BS Communication – Secondary Teaching Emphasis

SPA: MDE using NCATE standards

Program Coordinator: Delyse Steyn

INITIAL PROGRAM Bachelors; MAT	Gateway 1 Program Admission	Gateway 2 Admission to Student Teaching	Gateway 3 Completion of Student Teaching	Gateway 4: Program Completion	# of Assessments
Assessments that are correlated with NCATE Standards	2 Recommendations, incl. dispositions rating Department Professional Expectations Form	<u>Core Courses:</u> COMM 215 Intro to Comm. Theory & Research COMM 480 Communicating for Community JOUR 230 Beginning Media Writing <u>Foundational Courses:</u> COMM 280 Voice & Diction COMM320 Intersp. Comm. COMM 425 Media Literacy COMM450 Comm in the Classroom communication methods course and rubric COMM 475 Professional Presentations JOUR 330 Advanced Media Writing JOUR 445 Publication Prod. JOUR 455 Media Law & Ethics JOUR 450 OR JOUR 460 For Minors: 10 cr of above COMM & JOUR foundational courses , including COMM 450 for certification Assessment EDPC 302 Educ. Psych. EDTE 228 Strat. For Educ. Exceptional & Diverse Learners: Clinical Observation Matrix EDTE 408 Princ. of Teaching & Learning: Microteachng Assessment Rubric & Portfolio Rubric EDTE 417 Teaching Reading in the Sec. Content Area: Implementation Plan Rubric EDTE 424 Classrm Testing & Eval: Test Creation Project Rubric EDTE 459 Secondary Tchg Methods: Eval Teaching Methods Rubric EDTE 476 Methods for Integrating Instruct Tech: Technol Final Rubric 3 Recommendations, incl. dispositions rating	EDTE 480 First Days of School Exp.: Classrm Mgt Plan Rubric EDTE 487 Student Teaching Seminar: Impact on Student Learning Project Rubric EDTE 488 Student Teaching: Secondary: Mid-Term & Final Student Teaching Eval Rubrics Mid-term and final Conceptual Framework rating by classroom supervisor/mentor for student teaching Mid-term disposition rating by classroom supervisor/mentor for student teaching Final disposition rating by University and CAS student teaching supervisors	Remaining CAS and TLC content courses MTTC Content Area Tests	
Assessment that are part of SED Unit Assessment but not necessary for SPA standards.	EDTE 165 Phil. & Soc. Foundations of Educ.:Stage 1 Portfolio Rubric Mich. Basic Skills Tests				

NCATE Requirements for Program at Andrews University

SPA Standard	Content Knowledge	Pedagogical/Professional Proficiencies	Effect on K-12 Learning
1. Content 1	# 1. MTTC Test # 2. GPA in major & minor		
2. Content 2	<u>Core Courses:</u> COMM 215 Intro to Comm. Theory & Research COMM 480 Communicating for Community JOUR 230 Beginning Media Writing <u>Foundational Courses:</u> COMM 280 Voice & Diction COMM320 Interpers. Comm. COMM 425 Media Literacy COMM450 Comm in the Classroom COMM 475 Effective Presentations JOUR 330 Advanced Media Writing JOUR 445 Publication Prod. JOUR 455 Media Law & Ethics JOUR 465 Adv Topics in Journalism For Minors: 10 cr		
3. General Skills in Teaching or Practice	EDPC 302 Educ. Psych.	COMM 450 Comm in the classroom EDTE 165 Phil. & Soc. Foundations of Educ.:Stage 1 Portfolio Rubric EDTE 228 Strat. For Educ. Exceptional & Diverse Learners: Clinical Observation Matrix EDTE 408 Princ. of Teaching & Learning: Microteachng Assessment Rubric & Portfolio Rubric EDTE 417 Teaching Reading in the Sec. Content Area: Implementation Plan Rubric EDTE 459 Secondary Teaching Methods: Eval Teaching Methods Rubric EDTE 476 Methods for Integrating Instruct Tech: Technol Final Rubric EDTE 480 First Days School: Classrm Mgt Plan Rubric	Disciplinary Teaching Eval: Rubric EDTE 488 Student Teaching: Secondary: Mid-Term & Final Student Teaching Eval Rubrics
4. Curriculum Planning		EDTE 408 Princ. of Teaching & Learning: Microteachng Assessment Rubric EDTE 459 Secondary Teaching Methods: Eval Teaching Methods Rubric	
5. Assessment		EDTE 424 Classrm Testing & Eval: Test Creation	EDTE 487 Student Teaching

		Project Rubric	Seminar: Impact on Student Learning Project Rubric
6. Professional Growth		EDTE 408 Princ. of Teaching & Learning: Portfolio Rubric EDTE 417 Teaching Reading in the Sec. Content Area: Implementation Plan Rubric EDTE 488 Student Teaching: Secondary: Mid-Term & Final Student Teaching Eval Rubrics Dispositions ratings at program admission (2) and admission to student teaching (3) Mid-term and final. dispositions rating by supervising teacher(s) during student teaching	Alumni Survey Employer Survey

SPA Assessments Summary: Provide information in the table above for evidences obtained on proficiencies in Knowledge, Dispositions, and Skills (KDS) for all candidates.

1. State Licensure tests
2. Assessment of content
3. Candidate ability to plan instruction or display professional skills
4. Assessment of student teaching or demonstrate professional skills in clinical setting
5. Assessment of candidate effect on student learning
6. Option

Andrews University
SED Candidate Disposition Evaluation

Candidate's Name: _____ ID: _____
 Program: _____ Department: _____
 Academic Level: _____ Program Gateway: _____
 Evaluating Teacher/
 Faculty/Department: _____ Date: _____

Instructions: This form is intended to provide a summary of each candidate's professional dispositions at various times or gateways in the candidate's program. Dispositions are defined as professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors that support student learning and development as educators interact with students, families, colleagues, and communities. Use the following scale to evaluate the candidate on his/her professional dispositions:

Rating Scale:

5. Exceptional – The candidate appears to have incorporated the professional dispositions delineated in professional, state, and institutional standards into his/her own personal values. He/she relates with students, clients, families, colleagues, and communities in ways that reflect the highest expectations described by each disposition. The candidate recognizes when adjustments need to be made and is able to develop plans to do so.
 4. Proficient – The candidate has a thorough understanding of the professional dispositions delineated in professional, state, and institutional standards, and his/her work with students, families, colleagues, and communities reflects this understanding. The candidate can generally recognize when adjustments need to be made and is able to develop plans to do so.
 3. Satisfactory – The candidate is familiar with the professional dispositions delineated in professional, state, and institutional standards, and his/her work with students, families, colleagues, and communities reflects these professional dispositions.
 2. Emerging – The candidate is becoming aware of the professional dispositions delineated in professional, state, and institutional standards, and is beginning to display them in his/her work with students, families, colleagues, and communities.
 1. Unsatisfactory – The candidate is not familiar with professional dispositions delineated in professional, state, and institutional standards. He/she does not model these professional dispositions in his/her work with students, families, colleagues, or communities.
- n/o. Not Observed – Behaviors related to this disposition were not observed in the candidate.

Circle the appropriate number for each item. For ratings of 5 or 1, use the space provided to explain.

The Educational Professional . . .

1. Believes that all students can learn by <ul style="list-style-type: none"> • Showing respect • Supporting incremental learning • Speaking often of students' ability to learn • Ensuring that each student is given reasonable opportunities to learn • Supporting teachers in their efforts to help students learn • Showing patience and seeking support for even the most difficult student, or for teachers who are dealing with them 	5	4	3	2	1	n/o
Comments:						
2. Values fairness by <ul style="list-style-type: none"> • Demonstrating equitable treatment of others • Seeking to understand others' needs • Trying to respond to requests • Showing no discrimination • Using consistent processes and policies to ensure fair treatment of others 	5	4	3	2	1	n/o

Voted by SED Faculty 3/9/10, Updated 5/12/10

Comments:						
3. Values respectful communication by						
<ul style="list-style-type: none"> Using appropriate oral or written communication skills Listening thoughtfully to others' views, including opposing ones Modifying writing and speaking to be more accurate and effective Using appropriate tone and affect in communication Demonstrating appropriate levels of self-disclosure Interacting positively with others, with corresponding body language Initiating communication to resolve conflict 	5	4	3	2	1	n/o
Comments:						
4. Values diversity by						
<ul style="list-style-type: none"> Building trust between students and colleagues Interacting in ways that recognize the worth of all individuals Validating the uniqueness and strengths of each individual Soliciting those who may be under-represented Welcoming and trying to understand diverse views to gain a more comprehensive understanding Using diverse views and differences to facilitate group growth 	5	4	3	2	1	n/o
Comments:						
5. Recognizes personal leadership responsibility by						
<ul style="list-style-type: none"> Being aware of one's positional and personal influence on others Taking initiative Following up well Developing one's own voice and opinion Planning, prioritizing tasks, and managing time effectively Pursuing excellence for self and others Demonstrating flexibility 	5	4	3	2	1	n/o
Comments:						
6. Values personal and professional growth by						
<ul style="list-style-type: none"> Seeking opportunities to learn new skills and knowledge Wanting to improve performance Seeking and using feedback Demonstrating spiritual, physical, mental, and emotional balance Securing and using a range of personal and professional resources (books, internet, articles, etc) Reflecting on professional experiences 	5	4	3	2	1	n/o
Comments:						
7. Is committed to inquiry						
<ul style="list-style-type: none"> Manifesting inquisitiveness and academic curiosity Asking questions Soliciting opposing views Tracking down information Engaging in research (primary and secondary) 	5	4	3	2	1	n/o
Comments:						
8. Is committed to service by						
<ul style="list-style-type: none"> Engaging in activities that will benefit others Seeking to understand others' needs Trying to respond to requests Being involved in professional organizations 	5	4	3	2	1	n/o
Comments:						

Andrews University
Communication Department
Undergraduate Program

Professional Expectations Evaluation

Rating Scale: (5)Consistently exceeds std, (4) Occasionally exceeds std, (3) Meets all stds, (2) Occasionally below std, (1) Consistently below std

Student Name:

ID#:

Term & Year:

1. Commitment to Learning and Scholarship:

- a. Seeks new knowledge and understanding.
- b. Follows through on scholarly assignments.

Comments:

5	4	3	2	1
5	4	3	2	1

2. Conflict and Stress Management:

- a. Identifies sources of stress and confronts issues.
- b. Develops effective coping behaviors for inevitable tensions.

Comments:

5	4	3	2	1
5	4	3	2	1

3. Interpersonal skills:

- a. Interacts effectively with others in class, including respect for both instructor and classmates.
- b. Works well in the academic community.
- c. Deals effectively with individuals from varied cultures and ethnic backgrounds.
- d. Handles disagreements diplomatically.
- e. Accepts feed back graciously.

Comments:

5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

4. Effective Use of Time and Resources:

- a. Obtains maximum benefit from investment of time and resources.

5	4	3	2	1
---	---	---	---	---

-
- b. Meets deadlines punctually and honors appointments.
 - c. Prepares in advance for class sessions, including timely completion of assignments, projects, papers, meetings, and other obligations.

5	4	3	2	1
5	4	3	2	1

Comments:

5. Use of Constructive Feedback:

- a. The ability to identify sources of and seek out feedback
- b. Effectively uses and provides feedback for improving personal interaction.

5	4	3	2	1
5	4	3	2	1

Comments:

6. Effective Problem Solving in Research:

- a. Recognizes, defines, and articulates problems or phenomena.
- b. Analyzes data and evaluates outcomes.
- c. Develops and implements solutions.

5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

Comments:

7. Responsibility and Self-direction:

- a. Fulfills commitments.
- b. Takes full accountability for actions and outcomes.
- c. Can self-assess, self-correct, and self-direct.

5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

Comments:

8. Critical Thinking:

- a. Questions logically.
- b. Identifies, generates and evaluates elements of logical assumptions.
- c. Distinguishes the relevant from the irrelevant.

5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

Comments:

9. Appearance and Professional Attire:

a. Dresses appropriately for presentations, business appointments, professional association meetings, internships, and according to the corporate culture.

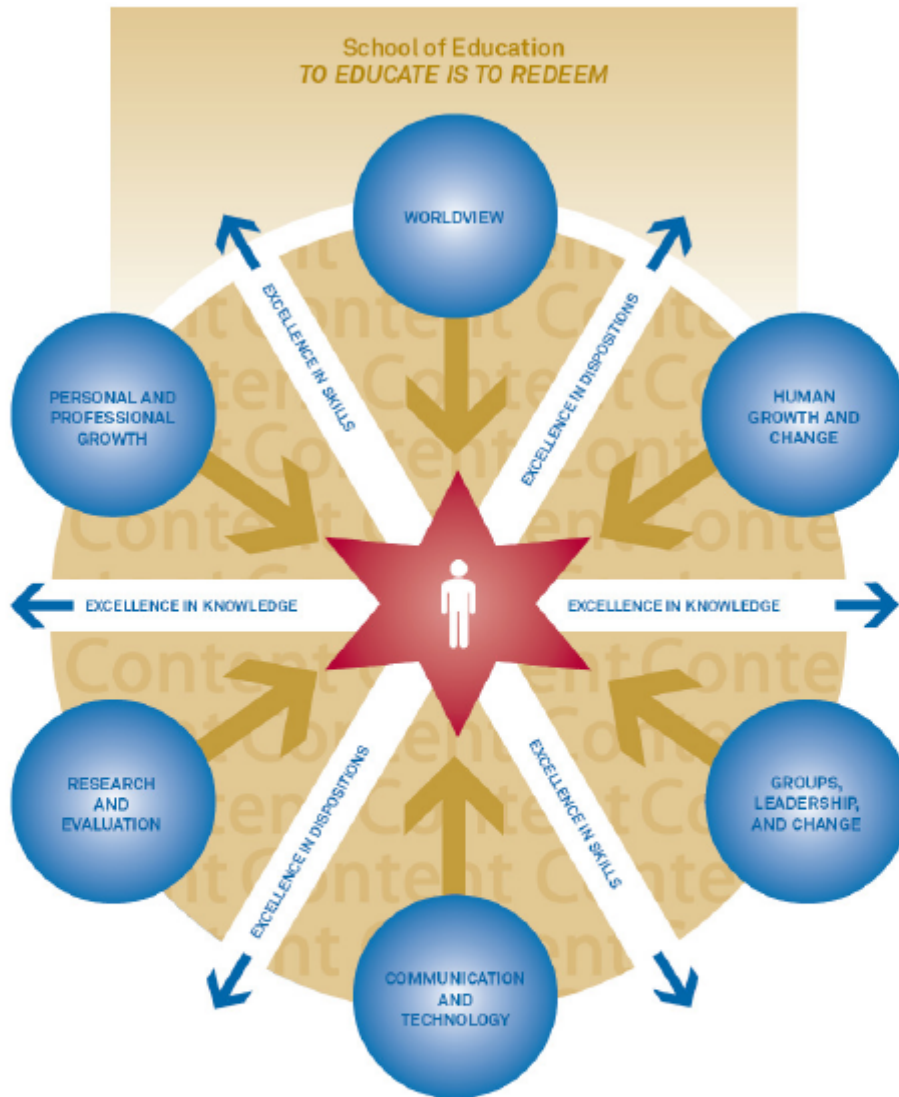
5	4	3	2	1
---	---	---	---	---

Comments:

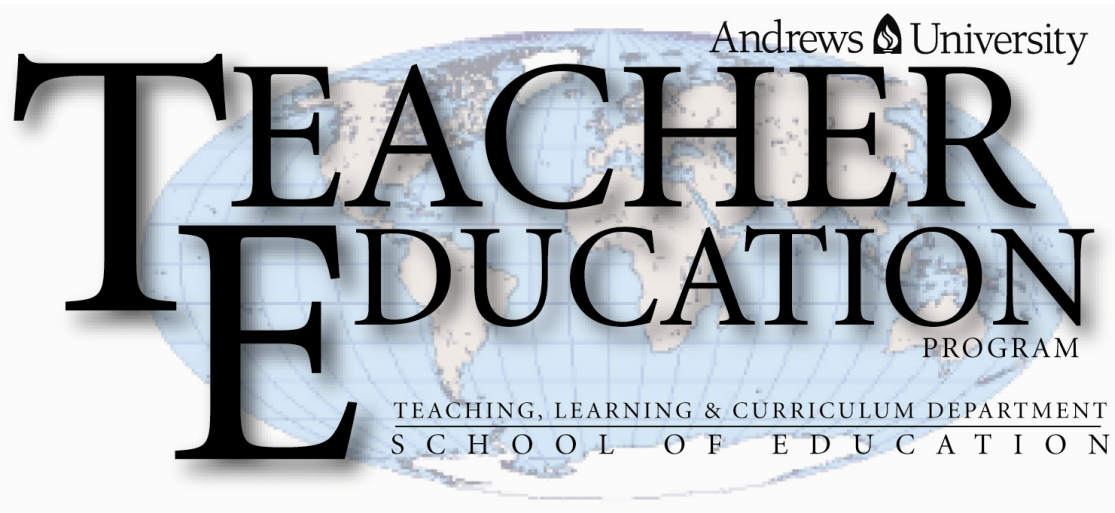
Commendations:

Recommendations:

Conceptual Framework



Andrews  University
Seek Knowledge. Affirm Faith. Change the World.



Portfolio Handbook

2005-2006

The Teaching, Learning & Curriculum faculty wish to express our appreciation to the School Psychology faculty for sharing their handbook models. They contributed to both the organization and content of this handbook.

© 2005, **Department of Teaching, Learning, & Curriculum**

TABLE OF CONTENTS

Introduction.....	1
Purpose of the Portfolio.	1
Outline and Structure.	2
Teacher Preparation Conceptual Framework.	3
Directions and Content.....	6
The Artifacts.....	7
Guidelines for Portfolio Presentations	8
The Process of Portfolio Evaluation	11
Ensuring Equitable Evaluations of Portfolios.....	12
Artifact Formative Feedback Rubric.....	13
Holistic Portfolio Evaluation Rubric.....	14
Portfolio Element Rubrics.....	15
Portfolio Presentation Rubric.....	22
Bibliography.....	23

TEACHER PREPARATION PORTFOLIO HANDBOOK

Introduction

As part of the requirements for all students in the Teacher Preparation Program, you (a.k.a. Teacher Candidates) are required to develop and maintain a portfolio that documents your professional preparation and implementation of your new learning as you progress throughout the Teacher Preparation course of study. Portfolio development is an on-going process that begins in the first class you take (EDTE 165 Philosophical and Social Foundations of Education), is further enhanced in the course EDTE 408 (Principles of Teaching and Learning), becomes formalized during the application and placement sequence for Student Teaching, and is finalized with your portfolio presentation, which is part of the Andrews University Professional Conference for Teacher Candidates.

Purpose of the Portfolio

The portfolio is more than a “collection” of your work. It gives you the opportunity to provide evidence of the knowledge, skills and dispositions you have developed during your course of study. It allows you to document what you have learned in class and/or to reflect on the connection of your fieldwork experiences with your experiences and learning in the university classroom.

The portfolio fulfills several purposes:

- The portfolio provides a tool to help you engage in thoughtful, substantive reflection on your professional growth, including both successes and challenges, during your academic program.
- The portfolio allows you to demonstrate competency in program outcomes in a concise, comprehensive format.
- The portfolio gives you the opportunity to document your achievement of personal/professional goals and to articulate future goals.
- The portfolio serves as a basis for showcasing your professional knowledge, skills, and dispositions to current and/or prospective employers.

Outline and Structure

Students are required to design their portfolios based on the Teacher Preparation Conceptual Framework. The Teacher Preparation Conceptual Framework is based on the shared learning outcomes listed in the SED Conceptual Framework. In addition to these shared outcomes the Teacher Preparation Instruction faculty has identified outcomes unique to our program. For your convenience, the entire Teacher Preparation Conceptual Framework is in the section following this. Your portfolio will document ALL of these learning outcomes and should be organized according to the Teacher Preparation Conceptual Framework Elements listed below:

- I. Worldview
- II. Human Growth and Change
- III. Groups, Leadership and Change
- IV. Communication and Technology
- V. Research and Evaluation
- VI. Personal and Professional Growth
- VII. Content Area Knowledge

Teacher Preparation Program Conceptual Framework

Mission:

Preparing competent, compassionate, committed educators.

Shared Beliefs:

1. The goal of education is redemption and restoration to the image of God.
2. Christ is our example in teaching as well as in life.
3. Teaching is a spiritual act.
4. The integration of faith and learning is a Christian imperative.
5. Individuals build their own understanding of new knowledge and connect it to their prior knowledge.
6. Humans are social beings, and interaction promotes learning.
7. Humans, as moral beings, are individually accountable for their choices and actions.
8. A teacher's professional skills develop and expand with appropriate opportunities.
9. Professional growth is dependent upon continuing education, collaboration, reflection, and feedback.
10. Teachers should model a balanced lifestyle.
11. Identifiable professional dispositions, such as competence and caring, are essential to good teaching.
12. Learning is a lifelong journey.

Core Program Dispositions:

The teacher as:

- Communicator
- Leader
- Lifelong Learner
- Manager
- Moral Example
- Professional
- Relationship Builder

Conceptual Framework Elements

Element I: Worldview

This element addresses appreciation of the perspectives of others and development of a personal philosophy from which action and service arise.

Program Completers will . . .

- I.A Explain worldviews and trace their historical development
- I.B Critique worldviews from a Christian perspective
- I.C Integrate principles of a Christian worldview into their chosen fields of study

Element II: Human Growth and Change

This element addresses principles of growth, development, and learning and the use of these principles to effect positive change. Program Completers will . . .

- II.A Describe human development
- II.B Apply current theories of learning

Element III: Groups, Leadership, and Change

This element addresses principles of group behavior and the use of these principles to effect positive change for individuals and organizations.

Program Completers will . . .

- III.A Facilitate change in groups and organizations
- III.B Relate effectively with various cultural, racial, and special interest groups
- III.C Identify political and legal issues
- III.D Manage human, financial, and material resources
- III.E Demonstrate servant leadership

Element IV: Communication and Technology

This element addresses oral, written, intrapersonal, and interpersonal communication as the essence of human behavior and technology as it enables, supports, and enhances human interaction and learning. Program Completers will . . .

IV.A Communicate effectively in written, verbal, and non-verbal forms

IV.B Use electronic tools effectively for professional communication, teaching, and research

Element V: Research and Evaluation

This element addresses valuing and conducting disciplined inquiry for decision-making. Program Completers will . . .

V.A Read and evaluate research

V.B Conduct research

V.C Report research findings

Element VI: Personal and Professional Growth

This element addresses commitment to holistic, personal, and professional growth. Program Completers will . . .

VI.A Demonstrate continuing professional development

VI.B Demonstrate ethical behavior in all professional activities

VI.C Demonstrate balanced physical, mental, spiritual, and social development

Element VII: Content Area Knowledge

This element addresses areas unique to the teaching profession. Program Completers will . . .

VII.A Demonstrate an understanding of and appreciation for the liberal arts

VII.B. Demonstrate in depth understanding of at least one specific subject area

Directions and Content

The portfolio will be evaluated not only as to whether or not it documents mastery of program learning outcomes, but also on its organization and professional appearance.

The following guidelines will help with organization and appearance:

- Organize your portfolio in a notebook, binder, or file box that is appropriate for the volume of material
- Provide an attractive cover that identifies yourself as the author and the specific degree program in which you are enrolled
- Insert a general Title Page
- Include a Table of Contents
- Provide an Autobiographical Introduction of yourself
- Include your Résumé
- Include a Reflective Conclusion
- Include plastic holders for items such as CD's
- Divide sections using inserts and labeled tabs for portfolios in binders; use hanging file folders and labeled dividers for large portfolios
- Convey an appealing and creative format, express well written prose with a logical progression of thought, portray logical organization with excellent balance, and display excellent editing
- Include a variety of artifact types (not all "text" not all "graphics")
- Remove all identifying information such as child and teacher names
- If using photos of minors, use software (such as Adobe Photoshop Elements) to blur the children's faces
- Any course assignments included in the portfolio should be "clean copy" (no instructor comments)

The Artifacts

Your portfolio should contain a section for each of the seven Conceptual Framework Elements and artifacts in each of those areas. Each of the seven core areas should have its own title page which includes a definition of the element and a rationale for including the element in the portfolio.

Each artifact needs to have its own cover page with TEA (Title, Evidence and Assessment/Rationale.) The page should correspond with the artifact itself. The title should be a clear description of the artifact. The assessment/rationale should describe the reason for including the artifact in the portfolio and a reflective assessment of how the artifact documents your mastery of learning outcomes for this element. The artifacts themselves, while they may reveal your *knowledge* of the desired outcomes for the different elements, should ultimately demonstrate your *competence* in each of the areas prior to the final portfolio assessment.

Your portfolio should reflect your individuality. The Teacher Preparation Program prescribes some artifacts or artifact types you need to include in your portfolio, but there is ample room for individualization. Required artifacts are listed on the Portfolio Element Rubrics. The books listed in the bibliography at the end of this handbook provide many examples of other potential artifacts. Be sure to refer to them as well as to the examples provided in your courses and advisor/advisee conferences. You may want to include items such as the following:

- Letters of thanks/recognition from supervisors, principals, superintendents, students, parents of students
- Honors/ Awards/ Recognitions/ Scholarships
- Memberships in professional organizations
- Leadership Positions
- Relevant Work Experience
- Work-focused photographs/CD (with appropriate permission)
- Letters of recommendation
- Personal Statement of Philosophy
- Classroom Management Philosophy
- Classroom Management Plan
- Multi-Cultural Experiences

- Lesson Plans for different learning styles
- Correspondence with parents
- Assessment/Evaluation Projects
- Technology in Education Projects
- Multi-grade Experiences
- Items identified in the syllabi of Teacher Preparation Courses

Guidelines for Portfolio Presentation

Your portfolio will be assessed five different times during your tenure in the Teacher Preparation Program: 1) in the course EDTE 165 Philosophical and Social Foundations of Education; 2) in the course EDTE 408 Principles of Teaching and Learning; 3) when applying for Admission to the Teacher Preparation Program; 4) during the application and placement sequence for Student Teaching; and 5) at the Professional Conference during your final year. Specific portfolio requirements for each gateway are listed below.

EDTE 165 Philosophical and Social Foundations of Education:

Specific Requirements:

1. Cover
2. Title Page
3. Résumé
4. Autobiographical Essay
5. One Artifact for three of the seven core Elements

Evaluator: EDTE 165 Professor

EDTE 408 Principles of Teaching and Learning

Specific Requirements:

1. Cover
2. Title Page
3. Table of Contents
4. Résumé
5. Autobiographical Introduction
6. Two to three artifacts for each of the seven core elements
7. Reflective Conclusion

Evaluator: EDTE 408 Professor

Admission to the Teacher Preparation Program

Specific Requirements:

1. Same as EDTE 408 above

Evaluator: Education Advisor

Application and Placement Sequence for Student Teaching

Specific Requirements:

1. Cover
2. Title Page
3. Table of Contents
4. Résumé
5. Autobiographical Introduction
6. Three to four artifacts for each of the seven core elements
7. Reflective Conclusion

Evaluators: Education Advisor

Director of Student Teaching
Cooperating Teacher/School Principal

Professional Conference

Specific Requirements:

1. Cover
2. Title Page
3. Table of Contents
4. Résumé
5. Autobiographical Introduction
6. Four to five artifacts for each of the seven core elements
7. Reflective Conclusion

Evaluators: Portfolio Review Panel (Principals, Superintendents, College Professors, K-12 Educators)

The Process of Portfolio Evaluation

The completion of portfolio requirements at each gateway is necessary for you to continue in the Teacher Preparation Program. Your professors in EDTE 165 and EDTE 408 will give you specific instructions for submitting your portfolio at those times. You should make an appointment with your Advisor and/or the Director of Student Teaching for submitting your portfolio at the other gateways.

Your portfolio will be assessed using the portfolio rubrics found later in this document. Your portfolio will be rated on a five-point scale. Each point is labeled as one of the following: Target, Acceptable, and Unacceptable. Your portfolio must have an overall rating of Acceptable or Target in order to proceed in the Teacher Preparation

Program. You will not be allowed to pass through the next gateway until the portfolio has reached the Acceptable level.

The Artifact Formative Feedback Rubric may be useful as you choose the representations that will become your portfolio artifacts. You may also want to seek input from peers or your Advisor by asking them to assess your artifacts using this rubric.

The Holistic Portfolio Rubric and the Portfolio Element Rubrics are the actual assessment tools used at each of the gateway checks. You should use these rubrics as guides when planning, assembling, and updating your portfolio. If you have one or more areas that are not in the Acceptable or Target ranges, and your overall rating is still Acceptable or Target, your evaluator may or may not recommend approval for you to move forward in the program with the understanding that the deficiencies will be made up in a timely fashion. In addition to using these rubrics as the assessment tools for your portfolio, they may also be used by your Advisor or peers to provide feedback to you prior to your submitting the document at the different gateway checks.

Ensuring Equitable Evaluations of Portfolios

The Department of Teaching, Learning, and Curriculum faculty considers the evaluation of your portfolio as a special case of assessment that requires processes to ensure fair evaluation of all candidates' portfolios. For all programs in the Department of Teaching, Learning, and Curriculum (the initial Teacher Preparation Program, Curriculum and Instruction, and the Special Education Program) the departmental faculty meets periodically to review the portfolio assessment rubric. After appropriate revisions are made to the portfolio assessment rubric, the department faculty meets in formal session to train themselves how to use the revised assessment tool for portfolio evaluation. As a

part of this training, faculty practice assessing portfolios from current candidates. These evaluations are used to establish interrater reliability for the revised assessment tool. This process enables all department faculty members to fairly evaluate portfolios from any departmental program. Percent agreement is used to express interrater reliability. Ninety percent agreement is considered adequate to establish fairness of the evaluation when using a three-item scale (Target, Acceptable, Unacceptable). For more complex scales, such as the Holistic Portfolio Rubric with five levels of performance, 80% agreement within one rating level is considered adequate to establish fairness of the evaluation.

Teaching, Learning, & Curriculum Department

Element I Rubric

For Self-assessment, Feedback, & Evaluation Purposes

Worldview Element:

Required artifacts: Personal philosophy of education and at least one project that documents the application of your philosophy.

This Element Demonstrates:	1 Unacceptable	2	3 Acceptable	4	5 Target
Breadth of Coverage	Artifacts demonstrate mastery of only one Teacher Preparation Program Outcome for this Element		Artifacts demonstrate mastery of two Teacher Preparation Outcomes for this Element		Artifacts demonstrate mastery of all Teacher Preparation Program Outcomes for this Element
Depth of Coverage	Artifacts in this Element do not demonstrate a deep understanding in this Element		Artifacts in this Element demonstrate a depth of understanding that is representative of competent candidates at this educational level		Artifacts in this Element demonstrate a depth of understanding that is representative of top candidates at this educational level
Personalization	Artifacts in this Element are not connected to the candidate's mastery of his/her personal goals for teacher preparation		At least one artifact in this Element communicates the candidate's mastery of personal goals for teacher preparation		All artifacts in this Element communicate the candidate's mastery of personal goals for teacher preparation
Artifact Guidelines*	This area of the portfolio is missing one or more of the required items		This area of the portfolio has a title page with a definition/rationale and the appropriate number of artifacts, but not all "TEA" elements are present		This area of the portfolio has a title page with a definition/rationale and the appropriate number of artifacts with "TEA"
Comments:					
Rating for this Element: <input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target					

*Mark Appropriate Gateway Check:

- EDTE 165 – One artifact for three of the seven elements
- EDTE 408/Program Admission – Two to three artifacts for this element
- Student Teaching – Three to four artifacts for this element
- Professional Conference – Four to five artifacts for this element

Teaching, Learning, & Curriculum Department

Element II Rubric

For Self-assessment, Feedback, & Evaluation Purposes

Human Growth and Change Element:

Required artifacts: At least one project that documents your ability to create yearly, unit or lesson plans for students with special needs and apply current theories of learning.

This Element Demonstrates:	1 Unacceptable	2	3 Acceptable	4	5 Target
Breadth of Coverage	Artifacts demonstrate mastery of only one Teacher Preparation Program Outcome for this Element		Artifacts demonstrate mastery of two Teacher Preparation Outcomes for this Element		Artifacts demonstrate mastery of all Teacher Preparation Program Outcomes for this Element
Depth of Coverage	Artifacts in this Element do not demonstrate a deep understanding in this Element		Artifacts in this Element demonstrate a depth of understanding that is representative of competent candidates at this educational level		Artifacts in this Element demonstrate a depth of understanding that is representative of top candidates at this educational level
Personalization	Artifacts in this Element are not connected to the candidate's mastery of his/her personal goals for teacher preparation		At least one artifact in this Element communicates the candidate's mastery of personal goals for teacher preparation		All artifacts in this Element communicate the candidate's mastery of personal goals for teacher preparation
Artifact Guidelines*	This area of the portfolio is missing one or more of the required items		This area of the portfolio has a title page with a definition/rationale and the appropriate number of artifacts, but not all "TEA" elements are present		This area of the portfolio has a title page with a definition/rationale and the appropriate number of artifacts with "TEA"
Comments:					
Rating for this Element: <input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target					

*Mark Appropriate Gateway Check:

- EDTE 165 – One artifact for three of the seven elements
- EDTE 408/Program Admission – Two to three artifacts for this element
- Student Teaching – Three to four artifacts for this element
- Professional Conference – Four to five artifacts for this element

Teaching, Learning, & Curriculum Department

Element III Rubric

For Self-assessment, Feedback, & Evaluation Purposes

Groups, Leadership, and Change Element:

Required artifacts: A project which articulates your philosophy of classroom management and a project that demonstrates how you relate effectively with multi-cultural and special interest groups.

This Element Demonstrates:	1 Unacceptable	2	3 Acceptable	4	5 Target
Breadth of Coverage	Artifacts demonstrate mastery of only one Teacher Preparation Program Outcome for this Element		Artifacts demonstrate mastery of two Teacher Preparation Outcomes for this Element		Artifacts demonstrate mastery of all Teacher Preparation Program Outcomes for this Element
Depth of Coverage	Artifacts in this Element do not demonstrate a deep understanding in this Element		Artifacts in this Element demonstrate a depth of understanding that is representative of competent candidates at this educational level		Artifacts in this Element demonstrate a depth of understanding that is representative of top candidates at this educational level
Personalization	Artifacts in this Element are not connected to the candidate's mastery of his/her personal goals for teacher preparation		At least one artifact in this Element communicates the candidate's mastery of personal goals for teacher preparation		All artifacts in this Element communicate the candidate's mastery of personal goals for teacher preparation
Artifact Guidelines*	This area of the portfolio is missing one or more of the required items		This area of the portfolio has a title page with a definition/rationale and the appropriate number of artifacts, but not all "TEA" elements are present		This area of the portfolio has a title page with a definition/rationale and the appropriate number of artifacts with "TEA"
Comments:					
Rating for this Element: <input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target					

*Mark Appropriate Gateway Check:

- EDTE 165 – One artifact for three of the seven elements
- EDTE 408/Program Admission – Two to three artifacts for this element
- Student Teaching – Three to four artifacts for this element
- Professional Conference – Four to five artifacts for this element

Teaching, Learning, & Curriculum Department

Element IV Rubric

For Self-assessment, Feedback, & Evaluation Purposes

Communication and Technology Element:

Required artifacts: At least one project which demonstrates your competence as an effective communicator and one project demonstrating your ability to incorporate technology into your teaching.

This Element Demonstrates:	1 Unacceptable	2	3 Acceptable	4	5 Target
Breadth of Coverage	Artifacts demonstrate mastery of only one Teacher Preparation Program Outcome for this Element		Artifacts demonstrate mastery of two Teacher Preparation Outcomes for this Element		Artifacts demonstrate mastery of all Teacher Preparation Program Outcomes for this Element
Depth of Coverage	Artifacts in this Element do not demonstrate a deep understanding in this Element		Artifacts in this Element demonstrate a depth of understanding that is representative of competent candidates at this educational level		Artifacts in this Element demonstrate a depth of understanding that is representative of top candidates at this educational level
Personalization	Artifacts in this Element are not connected to the candidate's mastery of his/her personal goals for teacher preparation		At least one artifact in this Element communicates the candidate's mastery of personal goals for teacher preparation		All artifacts in this Element communicate the candidate's mastery of personal goals for teacher preparation
Artifact Guidelines*	This area of the portfolio is missing one or more of the required items		This area of the portfolio has a title page with a definition/rationale and the appropriate number of artifacts, but not all "TEA" elements are present		This area of the portfolio has a title page with a definition/rationale and the appropriate number of artifacts with "TEA"
Comments:					
Rating for this Element: <input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target					

*Mark Appropriate Gateway Check:

- EDTE 165 – One artifact for three of the seven elements
- EDTE 408/Program Admission – Two to three artifacts for this element
- Student Teaching – Three to four artifacts for this element
- Professional Conference – Four to five artifacts for this element

Teaching, Learning, & Curriculum Department Element V Rubric

For Self-assessment, Feedback, & Evaluation Purposes

Research and Evaluation Element:

Required artifacts: One project which demonstrates your ability to fairly assess student work.

This Element Demonstrates:	1 Unacceptable	2	3 Acceptable	4	5 Target
Breadth of Coverage	Artifacts demonstrate mastery of only one Teacher Preparation Program Outcome for this Element		Artifacts demonstrate mastery of two Teacher Preparation Outcomes for this Element		Artifacts demonstrate mastery of all Teacher Preparation Program Outcomes for this Element
Depth of Coverage	Artifacts in this Element do not demonstrate a deep understanding in this Element		Artifacts in this Element demonstrate a depth of understanding that is representative of competent candidates at this educational level		Artifacts in this Element demonstrate a depth of understanding that is representative of top candidates at this educational level
Personalization	Artifacts in this Element are not connected to the candidate's mastery of his/her personal goals for teacher preparation		At least one artifact in this Element communicates the candidate's mastery of personal goals for teacher preparation		All artifacts in this Element communicate the candidate's mastery of personal goals for teacher preparation
Artifact Guidelines*	This area of the portfolio is missing one or more of the required items		This area of the portfolio has a title page with a definition/rationale and the appropriate number of artifacts, but not all "TEA" elements are present		This area of the portfolio has a title page with a definition/rationale and the appropriate number of artifacts with "TEA"
Comments:					
<p>Rating for this Element: <input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target</p>					

*Mark Appropriate Gateway Check:

- EDTE 165 – One artifact for three of the seven elements
- EDTE 408/Program Admission – Two to three artifacts for this element
- Student Teaching – Three to four artifacts for this element
- Professional Conference – Four to five artifacts for this element

Teaching, Learning, & Curriculum Department

Element VI Rubric

For Self-assessment, Feedback, & Evaluation Purposes

Personal and Professional Growth Element:

Required artifacts: Evidence supporting your commitment for continual personal and professional growth.

This Element Demonstrates:	1 Unacceptable	2	3 Acceptable	4	5 Target
Breadth of Coverage	Artifacts demonstrate mastery of only one Teacher Preparation Program Outcome for this Element		Artifacts demonstrate mastery of two Teacher Preparation Outcomes for this Element		Artifacts demonstrate mastery of all Teacher Preparation Program Outcomes for this Element
Depth of Coverage	Artifacts in this Element do not demonstrate a deep understanding in this Element		Artifacts in this Element demonstrate a depth of understanding that is representative of competent candidates at this educational level		Artifacts in this Element demonstrate a depth of understanding that is representative of top candidates at this educational level
Personalization	Artifacts in this Element are not connected to the candidate's mastery of his/her personal goals for teacher preparation		At least one artifact in this Element communicates the candidate's mastery of personal goals for teacher preparation		All artifacts in this Element communicate the candidate's mastery of personal goals for teacher preparation
Artifact Guidelines*	This area of the portfolio is missing one or more of the required items		This area of the portfolio has a title page with a definition/rationale and the appropriate number of artifacts, but not all "TEA" elements are present		This area of the portfolio has a title page with a definition/rationale and the appropriate number of artifacts with "TEA"
Comments:					
Rating for this Element: <input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target					

*Mark Appropriate Gateway Check:

- EDTE 165 – One artifact for three of the seven elements
- EDTE 408/Program Admission – Two to three artifacts for this element
- Student Teaching – Three to four artifacts for this element
- Professional Conference – Four to five artifacts for this element

Teaching, Learning, & Curriculum Department

Element VII Rubric

For Self-assessment, Feedback, & Evaluation Purposes

Content Area Knowledge Element:

Required artifacts: One project demonstrating your understanding and appreciation for an area of general education and one project demonstrating your understanding and appreciation of your content area of specialization.

This Element Demonstrates:	1 Unacceptable	2	3 Acceptable	4	5 Target
Breadth of Coverage	Artifacts demonstrate mastery of only one Teacher Preparation Program Outcome for this Element		Artifacts demonstrate mastery of two Teacher Preparation Outcomes for this Element		Artifacts demonstrate mastery of all Teacher Preparation Program Outcomes for this Element
Depth of Coverage	Artifacts in this Element do not demonstrate a deep understanding in this Element		Artifacts in this Element demonstrate a depth of understanding that is representative of competent candidates at this educational level		Artifacts in this Element demonstrate a depth of understanding that is representative of top candidates at this educational level
Personalization	Artifacts in this Element are not connected to the candidate's mastery of his/her personal goals for teacher preparation		At least one artifact in this Element communicates the candidate's mastery of personal goals for teacher preparation		All artifacts in this Element communicate the candidate's mastery of personal goals for teacher preparation
Artifact Guidelines*	This area of the portfolio is missing one or more of the required items		This area of the portfolio has a title page with a definition/rationale and the appropriate number of artifacts, but not all "TEA" elements are present		This area of the portfolio has a title page with a definition/rationale and the appropriate number of artifacts with "TEA"
Comments:					
Rating for this Element: <input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target					

*Mark Appropriate Gateway Check:

- EDTE 165 – One artifact for three of the seven elements
- EDTE 408/Program Admission – Two to three artifacts for this element
- Student Teaching – Three to four artifacts for this element
- Professional Conference – Four to five artifacts for this element

Teaching, Learning, & Curriculum Department

Holistic Portfolio Rubric

For Self-assessment, Feedback, & Evaluation Purposes

Portfolio Author _____

Date of Review _____

Name of Assessor _____

I am a TLC student at the following level: BS/BA Elementary BA/BS Secondary MAT Elementary MAT Secondary

Gateway: EDTE 165 EDTE 408 Program Admission Student Teaching Final Check

General criteria:

Required (Circle if included): Cover Page, Title Page, Table of Contents, Résumé, Introduction, Artifacts, Conclusion

The Portfolio Demonstrates:	1 Unacceptable	2	3 Acceptable	4	5 Target
Professional Appearance	Portfolio does not convey an appealing/creative format or has major errors in writing and editing		Portfolio conveys an appealing/creative format is used, however minor flaws in writing or editing exist		Portfolio conveys an appealing/creative format, expresses well written prose with a logical progression of thought, and displays excellent editing
Organization	Portfolio is unorganized or poorly organized		An organizing theme or structure is used, but some artifacts may be inappropriately placed		Portfolio has an organizing theme or structure that is consistently followed
Originality	Portfolio is a compilation of resources produced by others		At least 80% of artifacts are the candidate's original work		At least 95% of artifacts are the candidate's original work
Variety	Portfolio is composed of one type of artifact (i.e. papers written for a class)		Portfolio is composed of two or three types of artifacts		Portfolio is composed of a wide variety of artifacts
Breadth of Coverage	Mastery of some Program Outcomes not documented		Portfolio demonstrates mastery of all Program Outcomes, but some outcomes are not as well documented as others		Portfolio demonstrates mastery of all Program Outcomes in a balanced manner
Depth of Coverage	Portfolio does not demonstrate a deep understanding of Program Outcomes		Portfolio demonstrates a depth of understanding that is representative of competent candidates at this educational level		Portfolio demonstrates a depth of understanding that is representative of top candidates at this educational level
Personalization	Portfolio does not communicate the candidate's mastery of his/her personal goals for teacher preparation		Portfolio includes a section that communicates the candidate's mastery of his/her personal goals for teacher preparation		Portfolio communicates the candidate's mastery of personal goals for teacher preparation throughout the document
Comments:					
General Rating: <input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target					

Teaching, Learning, & Curriculum Department

Portfolio Presentation Rubric

Student Name _____

Date _____

Evaluator Name _____

Criteria	Unacceptable	Acceptable	Target
Appearance	General casual attire, not appropriate for venue	Casual business attire	Business attire, professional look
Oral Communication	Does not speak with clarity most of the time	Speaks with clarity most of the time	Speaks with clarity all the time
Preparation	The student does not seem adequately prepared	Student is prepared but could have used a few more rehearsals	Student is completely prepared and has obviously rehearsed
Organization	Portfolio presentation does not flow logically from one point to the next	Portfolio presentation flows logically from one point to the next with a few errors	Portfolio presentation flows logically from one point to the next
Portfolio Content	Most artifacts are improperly aligned with program outcomes <i>and/or</i> are lacking substance	Most artifacts are properly aligned with program outcomes and are substantive in nature	All artifacts are properly aligned with program outcomes and are substantive in nature
Time Management	Presentation is either too short or too long		Presentation falls within time allotted
Q&A	Student is unable to accurately answer most questions posed about the portfolio	Student is able to accurately answer most questions posed about the portfolio	Student is able to accurately answer all questions posed about the portfolio

Comments:

General Rating: Unacceptable Acceptable Target

Portfolio Bibliography

- Anderson, J., DuMez, J., Hunter, A., McLaughlin, M., P., Marian, V.M. (1998). *Professional Portfolio Models*. Norwood, MA: Christopher-Gordon Publishers, Inc.
- Alverno College. (1994). *Student Assessment-as-Learning*. Milwaukee, WI: Alverno College.
- Bower, B., Rolheiser, C., and Stevahn, L. (2000). *The Portfolio Organizer*. Alexandria, Virginia: ASCD.
- Costantino, P., and De Lorenzo, M. (2002). *Developing a Professional Teaching Portfolio, A Guide for Success*. Boston, MA: Allyn and Bacon.
- Campbell, D., Cignetti, PI, Melenyzer, B., Nettles, D., and Wyman, R. (2001). *How to Develop a Professional Portfolio: A Manual For Teachers*. Boston: Allyn and Bacon.
- Danielson, C. (1995). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria: ASCD.
- Danielson, K., and Rogers, S. (1996). *Teachers Portfolios: Literacy Artifacts and Themes*. Portsmouth, NH: Heinemann.
- Kilbane, C., and Milman, N. (2003). *The Digital Teaching Portfolio Handbook*. Boston, MA: Allyn and Bacon.
- Martin, D. (1999). *The Portfolio Planner*. Upper Saddle River, NJ: Prentice Hall.
- Martin-Kniep, G. (1999). *Capturing the Wisdom of Practice, Professional Portfolios for Educators*. Alexandria, Virginia: ASCD.
- Rieman, P. (2000). *Teaching Portfolios: Presenting Your Professional Best*. Boston, MA: McGraw-Hill.
- Rolheiser, C., Bower, B., and Stevahn, L. (2000). *The Portfolio Organizer*. Alexandria, MA: ASCD.

Web Resources

www.ccsso.org/intascst.html

www2.ncsu.edu/unity/lockers/project/portfolios/portfoliointro.html

<http://www.utexas.edu/academic/cte/teachfolio.html>

http://www.ed.gov/databases/ERIC_Digests/ed385608.html

http://abteach.com/directory/portfolios/teacher_portfolio_dividers

<http://electronicportfolios.com/portfolios/bibliography.html>

<http://transition.alaska.edu/www/portfolios/toolsarticle.html>

<http://electronicportfolios.com/>

Bacchiocchi. TLC Portfolio

by Michelle Bacchiocchi

Introduction

Introduction

This is the opening page of your portfolio. Use it to make the professional first impression that you desire.

Include name, certification area and time frame of program or degree completion, contact information, and pertinent autobiographical notes. A photo of the candidate should be included while the candidate is in the program but may be removed prior to using this portfolio for interviewing purposes.

Provide a statement to orient and guide the reader's experience.

Read the directions throughout the portfolio adding your information as determined and then delete the directions when you have completed a section.

Tip: Enhance the visual impact of your portfolio. Carefully choose font faces , sizes, and colors and selectively use gifs and jpeg images (customized easily at free clip art sites). You can intersperse animated gifs and weblinks, sound or video to bring life to your portfolio.

About Me

Biography

Include life events that have had an impact on your teaching. (Make sure to include more recent situations.)

Personal Mission Statement

State your personal mission in life (if determined) or particular fundamental beliefs that affect and guide your role in education. Reflect this throughout portfolio

Educational Philosophy

Get attention. Get your message across about your educational philosophies. State how you feel about specific educational topics. Reflect stated philosophy and beliefs throughout portfolio. Although this may seem like an easy task, developing your educational philosophy is difficult.

You may start or end with an appropriate quote. You may also include concrete examples of your beliefs about teaching and learning or describe your approaches to teaching.

Resume

Read the directions below, adding your information as determined and then delete the directions when you have completed this section.

Construct or attach your resume here. (It is always a good idea to have someone else read over a document before submitting it. You may want to have a friend read it for you or even have your advisor or other teacher take a look at it before submitting it). If it has been previously created elsewhere, you can usually copy and paste it here with minor changes to layout. A word of caution: Other word processors often embed hidden HTML code when you copy which will not display correctly on the web so you may want to take an interim step. If you copy and paste from using the "Paste as Plain Text" function (the clipboard marked by the T), you can just touch-up the content in a matter of a few minutes (e.g., bolding certain headers, changing font size/color) using the LiveText editor.

Worldview

Artifact 1 - Personal philosophy of education

It is important that you have a personal philosophy of education that you can articulate. Attach it below in Word or PDF format. Feel free to attach a picture that illustrates your philosophy in action. In this are give a brief overview of your philosophy and its importance in guiding your life.

Artifact 2 - Application of your philosophy

This section should document a project that shows how you have applied your philosophy of education. A statement of why this project is important should be included here and the documentation attached below. More than one document may be attached if needed. A picture may be inserted to make this introduction more attractive.

Additional Artifacts

Artifacts should be added as necessary to demonstrate mastery of Element I:

Element I addresses appreciation of the perspectives of others and development of a personal philosophy from which action and service arise. Graduates will be able to:

- A. Understand basic philosophical perspectives
- B. Critique philosophical approaches to education.
- C. Be able to articulate a personal and professional philosophy and construct support for it based on literature.

Human Growth and Change

Artifact - Planning for special needs - required for final portfolio

This project documents your ability to create yearly, unit or lesson plans for students with special needs and apply current theories of learning. You need to include rationale for including this and every artifact in portfolio.

Additional Artifacts

Artifacts should be added as needed to show mastery of Element II.

Element II addresses principles of growth behavior and the use of these principles to effect positive change for individuals and organizations. Graduates will be able to:

- A. Describe developmentally appropriate educational practices.
- B. Implement developmentally appropriate educational practices.

Groups, Leadership and Change

Philosophy of Classroom Management

A project which articulates our philosophy of classroom management.

Multi-cultural and Special Interest Groups

A project that demonstrates how you relate effectively with multi-cultural and special interest groups is required in the final portfolio.

Additional Artifacts

You will need to add sections as necessary to document your mastery of

this Element:

Element III addresses principles of group behavior and the use of these principles to effect positive change for individuals and organizations. Graduates will be able to:

- A. Implement effective planning to promote learning in the classroom.
- B. Work effectively with ALL students, parents, teachers, administrators and community members.
- C. Evaluate and articulate opinions of current political and legal issues that affect classroom practice.
- D. Create effective learning environments which efficiently manage students, classroom assistants, and classroom resources.
- E. Consistently use positional power and personal influence to optimize student learning.

Communication and Technology

Effective Communicator

A project which demonstrates your competence as an effective communicator is required in the final portfolio.

Integration of Technology

One project demonstrating your ability to incorporate technology into your teaching is required for the final portfolio.

Additional Artifacts

You will need to add sections as necessary to document your mastery of this element:

Element IV addresses oral, written, intrapersonal, and interpersonal communication as the essence of human behavior and technology as it enables, supports, and enhances human interaction and learning.

Graduates will be able to:

- A. Communicate effectively in written, verbal, and non-verbal forms
- B. Use electronic tools effectively for professional communication, teaching, research, and evaluation of student progress.

Research and Evaluation

Assessment of Student Work

One project which demonstrates your ability to fairly assess student work is required for the final portfolio.

Additional Artifacts

You will need to add artifacts as necessary to document your mastery of this element:

A. Read, evaluate, interpret and use appropriate literature.

B. Read, evaluate and interpret standardized and non-standardized assessments.

C. Demonstrate and document ability to affect student learning.

Element V addresses valuing and conducting disciplined inquiry for decision-making. Graduates will be able to:

Personal and Professional Growth

Personal Development

Add artifacts as needed to support your commitment for continual personal and professional growth as described by this element:

A. Demonstrate continuing professional development

B. Demonstrate ethical behavior in all professional activities

C. Document personal application in maintaining physical, mental, spiritual, and social balance.

D. Reflects on practice and implements plans for growth and change.

Element VI addresses commitment to holistic personal and professional growth. Graduates will be able to:

Content Area Knowledge

General Education Knowledge

Artifact(s) for a project demonstrating your understanding and

appreciation for an area of general education.

Content Specific Knowledge

Artifact(s) for a project demonstrating your understanding and appreciation of your content area of specialization.

Additional Artifacts

Add artifacts as necessary to demonstrate mastery of Element VII
(Some programs may require specific information here):

A. Demonstrate continued growth in an understanding and appreciation of general and liberal arts.

B. Demonstrate continued growth in knowledge of subject matter and pedagogy.

Department of Communication

Portfolio Presentation Rubric

Student _____

Date _____

Evaluator _____

Criteria	3 Unacceptable	2 Acceptable	1 Target	0 Missing	Comments
Appearance		Casual business attire	Business attire, professional look		
Oral Communication	Does not speak with clarity most of the time	Speaks with clarity most of the time	Speaks with clarity all the time		
Preparation	The student does not seem adequately prepared	Student is prepared but could have used a few more rehearsals	Student is completely prepared and has obviously rehearsed		
Organization	Portfolio presentation does not flow logically from one point to	Portfolio presentation flows logically from one point to the next with a	Portfolio presentation flows logically from one		

	the next	few errors	point to the next		
Portfolio Content	Most artifacts are improperly aligned with program outcomes <i>and/or</i> are lacking substance	Most artifacts are properly aligned with program outcomes and are substantive in nature	All artifacts are properly aligned with program outcomes and are substantive in nature		
Time Management	Presentation is either too short or too long		Presentation falls within time allotted		
Q&A	Student is unable to accurately answer most questions posed about the portfolio	Student is able to accurately answer most questions posed about the portfolio	Student is able to accurately answer all questions posed about the portfolio		
General Rating for Presentation: <input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target					

Department of Communication

Portfolio Rubric

For Self-assessment, Feedback, & Evaluation Purposes

Student _____

Date _____

Evaluator _____

The Portfolio Demonstrates:	3 Unacceptable	2 Acceptable	1 Target	0	Comments
Research					
Oral Competence					
Written Competence					
Visual Competence					
Theoretical and Practical Knowledge					
Professional Expectations					
Intercultural and Diversity Sensitivity					
Marketable					
Q&A					
General Rating for Portfolio: <input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target					

Department of Communication

Portfolio Rubric

Criteria for evaluation of portfolio

Student _____

Date _____

Evaluator _____

Criteria for Evaluation of Portfolio		
3 Unacceptable	Unsatisfactory performance	The student responds to the standard which demonstrates that the knowledge base is not sound; there is an inability to reflect and articulate ideas about this area and a lack of artifacts or a poor selection of artifacts. APA was not used and there were significant spelling and grammar errors.
2 Acceptable	Evidence of satisfactory performance and above.	The student demonstrates a solid knowledge and understanding of the area addressed, has the ability to reflect on and communicate clearly and logically and has provided relevant artifacts with suitable statements for selection. APA formatting was used with minor spelling and grammar errors.
1 Target	Evidence of exceptional performance, beyond what one what typically expect of a graduate student.	The student demonstrates and extensive knowledge and understanding of the area addressed; has the ability to reflect deeply and communicate clearly, logically and enthusiastically and has provided meaningful artifacts with statements of relevance for each item. The style is acceptable according to APA standards with no errors.
0 Missing	Unsatisfactory	The student did not respond and there is no evidence that there has been any learning in this area.

Present: Delyse Steyn (chair), P Jones, D Vernon, M Ponniah, B Matiko, A Burtnett (recorder)	MEMBERS PRESENT
Apologies: D Michel	
Worship: D. Vernon	
Grandmother of Evan Knott, Tyler Higgins, Meagan Thompson, Tyler Dyre	PRAYER/REQUESTS
1. October 17 Minutes approved.	Approve Minutes
2. <i>Envision</i> magazine wins Reger Smith Cutting Edge Award, Best in Class for Overall Magazine Design, and Best in Class for Magazine Cover Design. Kristina Penny, BFA Electronic Journalism major, wins Student Award. New student recruitment opportunities took place. For future conventions, would appreciate correspondence between the department, university, and IMC to plan for an advertising booth with information on Communication Masters Program.	SAC Update
3. Five dollar donation requested from Faculty to support the purchase of a gift for grad student Nickling St. Fleur-Rrustemaj.	Gift for Nickling
4. Thursday, November 10, 12:30-1:30 p.m. in the Lincoln Room. Patrice appointed representative to gather potential student attendees.	Devon Franklin Luncheon
5. The department is coordinating a group of ten students to assist in the Acrofest events Friday, November 11. The group will consist of Communication Club officers and PRSSA members.	Acrofest
6. COMM320 Interpersonal Communication to be offered.	May Express Courses
7. Bulletin Revisions presented, as attached. To determine Fall 2012/Spring 2012 course clashes. Discussed Faculty Workload. Graduate Communication Research course to be offered every spring for course sequencing purposes. New minor collaborations presented, as attached. Pre-requisites and credit hours to be finalized. JOUR140 title change. to: "Media, Pop Culture, and Society."	Bulletin Revisions
8. Potential Interims suggested for faculty duration of absence – Stephanie Smart; search committee organization requested. Department Chair position discussed; suggested chair rotation or decreasing of Chair course load.	2012-2013 Plans
Next Meeting: November 14, Worship by B Matiko	Announcements

MINUTES – Faculty Meeting

2011-2012 No 4

Department of Communication
 Andrews University
 October 17, 2011

Present: Delyse Steyn (chair), P Jones, D Michel, D Vernon, M Ponniah, B Matiko, A Burtnett (recorder)		MEMBERS PRESENT
Apologies:		
Worship: M. Ponniah		
		PRAYER/REQUESTS
1. Internship Employer Feedback forms presented for revision. Faculty to submit edits to Admin Assistant.		Internship Feedback Forms
2. Transportation arrangements discussed for upcoming SAC Convention. To contact Transportation Department regarding insurance and liability issues.		SAC Update
3. Spring 2012 Class Schedule reviewed. P Jones to take COMM104-008. P Quinn and K Witzel to be added as adjunct for COMM104.		Spring 2012 Schedule
4. D Vernon, M Ponniah, and P Jones to present research Nov. 10 from 5 p.m. - 6 p.m. in Buller Hall. Decided printing of posters unnecessary.		Research Celebration
5. Changes for 2012-2013 AU Bulletin presented and approved. Faculty to bring 2-3 suggestions for Comm Core classes to next meeting.		Bulletin Updates
6. Internship Application presented and approved for Megan Jones.		Internship Approval
7. Prospective 2012-2013 Class Schedule distributed. CAS Department Strategic Planning Input by Department presented. Assessed "Other Needs" in light of suggestions offered by Chair. To add minors; and enrollment goals revised to 75 undergraduates and 20 graduates. Approach approved for future needs.		Planning for 2012-2013 school year
a. Visit by Pat Arrabito in November b. Next Meeting: October 21, Worship by D Vernon c. WNIT looking for Interns – contact Tim Wolfer d. Future Agenda Items: Amazing Race		Announcements

Present: Delyse Steyn (chair), P Jones, D Michel, D Vernon, M Ponniah, A Burtnett (recorder)	MEMBERS PRESENT
Apologies: B. Matiko	
Worship: A. Burtnett	
	PRAYER/REQUESTS
1. Amazing Race to take place November 6 in ILS, Bell Hall 120 during Sabbath School University taping.	Junior Preview Ideas
2. Growth and increased levels of respect identified among select students. Suggestion made for students lacking in class participation, timely submission of assignments, etc.: to notify students of your concern up front before suggesting alternatives.	Student Issues Update
3. Details regarding arrival, departure, meals, etc. to be shared at subsequent meeting. Faculty to confirm attendance with Department Chair.	SAC Plans
4. Current arrangements for Spring 2012 Journalism courses remain as-is, as D Michel is set to return November 7. COMM435 Crisis Communication changed from TR 10:00-11:15 to TR 12:30-13:45.	Spring 2012 Schedule
5. Positive department productivity based on gen ed. Distribution of various forms – Communication Productivity Report RY 06-11, “Practices in Convergence Education,” “What Do Employers Really Want Top Skills and Values Employers Seek from Job-Seekers,” “Curriculum Planning: Trends in Communication Studies, Workplace Competencies...” Graduate Enrollment Figures for Fall 2007-2011, and CAS Social Science Division Trends and Analysis 2006-2011. Analyzed department minors; discussed how to revitalize the program, what employers want, face time vs. budget, interdepartmental research grants, media literacy as a gen ed, curriculum planning, how to create a point of reference for Communication in high school students, how to support the program based on what we already have; suggested to edit AU Bulletin copy focusing on class structure, marketability, course titles and descriptions; Faculty to submit next meeting ideas for new minors and how to revitalize course names and descriptions.	Productivity and Strategic Planning/Curriculum Issues
6. October 18 assembly will cover Jordan Field School. To invite Ray McCallister for November 29 assembly. Feb/March assembly, to invite Crister DelaCruz.	Department Assembly
7. Presented NCATE update to Faculty; Department Chair to participate in a briefing session in October. Distributed (SPA)-like Document, Program Assessment Plan, Communication Arts goals and objectives.	NCATE Update
a. Graduate Colloquium to be held in NH143, October 13 b. Textbook Requisition Forms Due October 7. d. Future Agenda Item: revision of department vision & mission statements	Announcements

PLANNING for SPA APPLICATION

Notes of Discussion

CAS and SED Program Partners

February 19, 2010

Present: Delyse Steyn (Communication), Lynn Merklin, Pat Mutch

1. Prayer
2. Curriculum Maps:
 - a. Creation of map – Lynn will send template
 - b. Formal approval by Communication and TLC faculties – When your curriculum map is finalized, it needs to be formally approved in your faculty meeting. Afterward it will be taken to the TLC faculty for approval as well.
3. MDE Application with SPA-like document
 - a. Standards – Delyse noted that she is working with someone from the National Communication Association, and that Dick Dudley (NCATE consultant) agreed that she should follow the NCA standards to write the SPA-like document, using the generic SPA application template.
 - b. Considerations for Secondary Ed. Program – We discussed whether there was truly a need for the BS in Communication Arts – Secondary Education Emphasis. SDA teachers are not skilled in communication, but it is unlikely that academies will hire someone to specifically teach communication, as is done in public high schools. Delyse said that currently there are 3 students in the Department doing secondary education and 2 or 3 doing the MAT. She felt that in general students who want to teach communication go on to get their masters degree. Often the choice is to do MA-Interdisciplinary studies and then go on to teach at community colleges.
 - c. Timeline for submission – If secondary teaching certification for communication is to continue, application must be made ASAP. Delyse will work on it this summer.
 - d. Reporting on program improvements – Delyse noted that she is using Hope College's goals (for small colleges) to update the program and course outlines. She said the Department is working together to determine how to accomplish goals and objectives. We mentioned that this process is an important one to describe on the application. It documents that, based on available data, changes are being made to improve the program.
4. Assessment Cycle and Progress. Assessment cycle was explained. The full extent of the cycle will be implemented in June, 2010, when data is collected, reported, and reviewed for the purpose of program improvement. Your faculty should have a designated time to examine the data for your program.
5. Dispositions Evaluation – Lynn introduced the SED dispositions. The Communication Department is already assessing professional dispositions, and they are described in the student handbook. Faculty rate students, review problem ratings in faculty meetings, and work with students for improvement.

Andrews University

Department of Communication Educational Philosophy and Pedagogy

Vision Statement:

Communicating for community

Mission Statement:

The Department of Communication creates and fosters a diverse, Christian learning community dedicated to producing professionals of distinction committed to global service.

Professional Objectives:

The following are the expressed professional objectives of the Communication Department:

1. demonstrate excellence and competence in all aspects of communication; writing, speaking analysis of audience and effective presentation
2. develop empathy and mindfulness to facilitate a sense of community
3. promote the profession of communication by evidencing scholarly research leadership and effective team membership
4. reflect and promote life-long learning
5. live a balanced life that reflects Christian stewardship and a service-orientation.

Disciplinary Identity of Communication.

Communication is a multi-faceted discipline that investigates the process, practices and products of human signification as its central defining characteristic. Faculty and students study the symbolic processes of interaction in a variety of contexts and modalities. The ability to interact ethically, confidently and effectively is the object of teaching and learning. The products and results that are consequent of communicative processes and practices are systematically described, interpreted and assessed.

The National Communication Association has identified the following possible areas of concentration for a Communication curriculum:

Applied Communication

Media Studies

Mass Media

International/Intercultural communication

Health care communication

The Department of Communication at AU has identified the following areas of communication to be addressed as either a major/minor area, emphasis, or courses:

International communication and public relations, intercultural communication, development, healthcare communication, journalism, media studies, mass media and media literacy.

It is believed that these are areas of significance in the context of AU as a university that serves the constituency of the SDA world-wide church.

The mission of the programs support and contribute to the institution's mission

The specific contribution that the Department of Communication intends to make is as follows:

- To mentor students to become competent communicators and be prepared as professionals with high standards of integrity and a wholesome way of life, for service in the work place
- To develop the ability to think critically within the context of a Christian point of view and to affirm their faith commitment to others and to the Seventh-day Adventist Church in particular
- To sensitize students to the richness of diversity and the dialectical nature of relationships

Related Institutional Goal(s)

1. General Education

The department is vitally involved in the philosophy of AU with respect to general education. COMM 104 Communication Skills is concerned with orientation of freshmen to the unique experience at AU which includes the emphasis on diversity, the development of relationships, becoming competent communicators and effective public presenters. COMM 320 Interpersonal Communication is the general education course for Juniors and Seniors and is focused on preparing students to be interpersonally aware specifically in the workplace.

2. Diversity

The department reflects its commitment to diversity by its diverse faculty, by the courses that are offered and within the courses that are taught, the richness of diversity is addressed.

3. Service

Students are encouraged to find real-world projects and assignments for Journalism and Public Relations classes in particular, to foster the idea of service. COMM 456 Group Dynamics and Leadership is designated as a service course because the students work in teams to do a community service project. The faculty work in various capacities to serve the community. The Media Ministry co-curricular program is specifically geared towards providing training in ministering using the media but also various media programs are prepared for broadcast.

4. Research

The department has a research plan to facilitate the research activities of the faculty members while they have full teaching loads. Research is an important focus specifically in the graduate program. Students are expected to prepare for each task by researching and gathering information.

How the program defines academic excellence in communication

Goals of higher education

The following 10 professional outcomes are intended to ascertain if a student has satisfactorily met the goals of higher education. These provide a unifying strategy for the whole degree program.

1. *Communication competence* is the ability to read, write, speak, and listen and to use these processes effectively to acquire, develop, and convey ideas and information.

2. *Critical thinking* is the ability to examine issues rationally, logically, and coherently.

3. *Contextual competence* is an understanding of the societal context or environment in which one is living and working.

4. *Aesthetic sensibility* is an enhanced aesthetic awareness of arts and human behavior for both personal enrichment and application in the enhancement of work.

5. *Professional identity* is a concern for improving the knowledge, skills, and values of the profession.

6. *Professional ethics* is an understanding of the ethics of a profession as standards that guide professional behavior.

7. *Adaptive competence* is anticipating, adapting to, and promoting changes important to a profession's societal purpose and the professional's role.

8. *Leadership capacity* is exhibiting the capacity to contribute as a productive member of the profession and assuming appropriate leadership roles.

9. *Scholarly concern for improvement* is recognizing the need to increase knowledge and to advance the profession through both theoretical and applied research.

10. *Motivation of continued learning* is exploring and expanding personal, civic, and professional knowledge and skills through a lifetime. (Blanchard & Christ, 1993, p.15-16).

Andrews University

Department of Communication Program Goals

BA: Communication

Year 2011-2012

University Goals	Program goals	Learning outcomes: Student will
<ul style="list-style-type: none"> • Communicate effectively • Apply collaborative leadership to foster growth and promote change 	1 Promote understanding of human communication from a theoretical basis, in varied contexts and applied to promote change	Demonstrate understanding of human communication from a theoretical basis, in varied contexts and applied to promote change
<ul style="list-style-type: none"> • Understand life, learning and civic responsibility from a Christian point of view • Develop a personal relationship with Jesus Christ • Deepen their faith commitment and practice • Demonstrate personal and moral integrity • Embrace a balanced lifestyle... • Engage in activities consistent with the worldwide mission of the Seventh-day Adventist Church 	2 Foster a deepened Biblical, Seventh-day Adventist worldview to address ethical and moral implications of communication decisions and practices in a global society	Embrace a Biblical, Seventh-day Adventist worldview to address ethical and moral implications of communication decisions and practices in a global society
<ul style="list-style-type: none"> • Communicate effectively 	3 Develop competency in oral, written, interpersonal and mediated	Demonstrate competence in oral, written interpersonal and mediated

University Goals	Program goals	Learning outcomes: Student will
	communication	communication
<ul style="list-style-type: none"> Engage in intellectual discovery and inquiry Demonstrate the ability to think clearly and critically Communicate effectively Engage in creative problem-solving and innovation 	4 Promote systematic inquiry, critical and creative thinking, and problem-solving skills based on sound research principles to construct arguments and discourse to influence beliefs, attitudes, values and practices	Engage in systematic inquiry, critical and creative thinking and problem-solving skills based on sound research principles to construct arguments and discourse to influence beliefs, attitudes, values and practices
<ul style="list-style-type: none"> Demonstrate competence in chosen disciplines and professions Apply understanding of cultural differences in diverse environments Engage in generous service to meet human needs Apply collaborative leadership to foster growth and promote change 	5 Understand communication for community in an appreciation for diversity and commitment to service	Develop an understanding of communication for community and an appreciation for diversity and commitment to service

ASSESSMENT TOOLS USED IN THE DEPARTMENT

The department is concerned with a culture of assessment. This has benefits for the student as it provides various ways in which the student can monitor his/her personal growth as a competent communicator. It also provides the department faculty with continuous feedback which is used to make improvements to the program, to the courses offered and to the interaction in the classroom so that the student is served in as an efficient way as possible. So what you have to say about us is taken seriously. This is published annually in the student manual.

The following tools are important:

1. Portfolio development.

Students will prepare 2 portfolios, namely, a personal portfolio and a curricular portfolio. The student will start developing a personal portfolio of evidence that will reflect his/her ACE experience as a communication student in COMM 230. This will be continued and used in COMM 480 to prepare for an internship and/or job. The curricular portfolio will be based on the curricular goals of the department and the student in COMM 480 will demonstrate accomplishment of these goals. This portfolio will also be an important assessment tool for the accreditation and program review.

2. Senior exit interview

The student will participate in both a departmental exit interview with the chair and an AU exit interview. The purpose of both is to provide information to the department for planning purposes and is considered by the department to be of great value for this purpose. Please take these opportunities seriously and provide us with the critical data that we need. We do take you seriously.

3. Paper presentation

Papers are required in a variety of the courses but it is essential for the student to research and present a quality research paper in COMM 215, Introduction to communication theory and research, as well as in COMM 432 Research in communication.

4. Internship and Practicum

The recommendations of the supervisor/employer of the organization where the internship/practicum was completed is considered to be of great importance in the overall assessment of the student's knowledge, skills and attitudes. The student's internship/practicum portfolio is an important component of this overall assessment.

5. Public project presentation

The Best papers and exemplary work and projects are presented in Department Assemblies designated for this purpose. A letter of commendation from the chair on your presentation will be a good addition to your portfolio.

6. Professional expectations

The student holds the ultimate responsibility to determine the quality of his/her educational experience. The generic abilities are behaviors, attitudes or characteristics that are not part of a profession's core of knowledge and technical skills, but nevertheless are required for success in a profession. Professionalism is the ability to exhibit professional conduct in appearance, ideas and work habits. This includes punctuality, preparedness for each activity and timely completion of assignments. Respect in every aspect of student life is expected. Evaluation takes place throughout the student's program and students are advised in writing if there is any need for remediation.

The results of these various experiences are collated in a general student assessment profile.

CLASSROOM PROTOCOL

Respect in the classroom is demonstrated by trust, fairness, openness to diversity and responsibility to the Christian educational endeavor by willingly:

TRUST

- Supporting a classroom climate in which students can engage in meaningful discussion and feel comfortable asking questions, as well as supporting teachers in their efforts to help students learn

FAIRNESS

- Modifying writing and presentation of ideas by using various resources to be substantial, balanced, more accurate, effective, objective and appropriate

OPEN TO DIVERSITY

- Understanding diverse views in order to gain a more comprehensive personal understanding and using these different perspectives to facilitate group growth
- Displaying an openness to learning, seeking opportunities to learn new knowledge and skills and assessment of current ideas and worldview
- Responding graciously to the ideas as presented by students
- Listening thoughtfully to the views of others including opposing ones
- Showing no discrimination and seeking to understand the needs of others
- Treating others equitably in recognition of the worth of all individuals including their strengths and weaknesses

RESPONSIBILITY

- Supporting incremental learning as education is lifelong and understanding that students may be at various stages and levels of learning and thinking
- Seeking ways to improve performance
- Recognizing that by tone, inflection and body language one reveals respect or disrespect
- Acknowledging an awareness of one's positional and personal influence on others Interacting positively with students and teacher and seeking and using feedback
- Maintaining balance between rigidity and flexibility and physical, mental and emotional well-being

Professional Objectives:

The following are the expressed professional objectives of the Department of Communication:

1. Demonstrate excellence and competence in all aspects of communication; writing, speaking, analysis of audience and effective presentation.
2. Develop empathy and mindfulness to facilitate a sense of community.
3. Promote the profession of communication by scholarly research leadership and effective team membership.
4. Foster learning as a life-long endeavor.
5. Reflect Christian stewardship and a service-orientation.

Pedagogy

Statement of Department Educational Philosophy:

Communication is a familiar everyday process that we all engage in. However, some students are more competent and skilled than others. The teaching-learning situations are geared to identify the gaps and to expose the students to opportunities to develop skills required to meet the criteria identified in the profile of the graduate. Continuous assessment is an important aspect of the team approach to learning. Academically, Communication is a multidisciplinary field of study. This impacts the approach of the department to the curriculum and to pedagogy. The department follows a coordinated curriculum plan that is oriented towards process. The department is intentional in its educational practices; it offers opportunities and support for learning through a cumulative curriculum, providing assessment, holistic advising in a caring environment. The major, communication, is the pillar about which all the other majors and emphases are built. The product of this process is detailed in the profile of the graduate which emphasizes the importance of excellent communicators with a mind-set appropriate to the discipline.

The classroom is a context of communication and it is here that a learning community is created in which the student is enabled to develop critical thinking skills, the ability to reason, debate and engage in discourse on issues in the discipline. The axiom that every message has both a content and relational dimension provides the basis for the dialogical encounter. It is recognized that students need to be involved in a systematic analysis of communication experiences (including their own) within a theoretical framework so as to improve both their communication competence, to develop a set of tools with which to hone what they have learned, and a solid body of knowledge. The university and the community also provide an educational context so that internships and practicum opportunities are integrated in the learning process.

Students learn to understand subject matter in relation to the needs of their students. They learn how best to organize, implement, and assess instruction for particular concepts in particular subject areas related to communication. Building on the core knowledge provided in the general education program, majors, and specialty areas, candidates begin to focus on student learning and the multiple ways that content should be represented so that learning takes place. Program assessments of content knowledge indicate that candidates know the content that they teach.

Methods courses including COMM 450, Communication in the Classroom provide the greater part of pedagogical content knowledge instruction which is evidenced in the syllabi of the relevant Communication and Educational courses. Methods courses include a review of the relevant standards and curriculum, creation of instructional activities, assessments, and analytical/reflective assignments. They are required to integrate appropriate technology and multicultural concepts into their lessons.

In concurrent field experiences, candidates analyze the community context, gather student information, and adapt instruction in order to grow in their own skill and understanding and in order to effectively promote student learning. When working with students, candidates are required to make adjustments to their planning and instruction so that they respond to the needs of the student. It is in P-12 classrooms that candidates fully understand and learn to practice the flexibility needed to present content information to learners.

Pedagogical content knowledge is assessed throughout the program and in multiple ways. Candidates typically complete reflective activities that are reviewed by faculty members. Faculty members evaluate unit and lesson plans and observe lesson demonstrations and classroom teaching. Cooperating teachers complete lesson observations and evaluations.

Rationale for the Centrality of Communication as a discipline

The National Communication Association (NCA) is concerned about positioning communication as a field of study. It published a document which provides the rationale for the centrality of communication as a discipline. These themes and sub-themes are important in the development of a Communication program.

1. Communication education is vital to the development of the whole person.
 - 1.1_ Communication enhances relationships to self, others, and society and is therefore central to general education.
 - 1.2_ Communication education should begin early and continue into adult education.
 - 1.3_ Students place high value on communication education but often underestimate the importance of certain skills.
 - 1.4_ Communication education improves critical thinking.
 - 1.5_ Communication education helps students become more critical consumers of modern media.
 - 1.6_ Communication education develops leadership skills.
 - 1.7_ One must understand communication dynamics to build a successful family.
 - 1.8_ Educators understand the importance of communication education.
 - 1.9_ To acquire communication knowledge is to gain power; to teach communication is profoundly political.
2. Communication education improves the educational enterprise.
 - 2.1 Communication education enhances classroom instruction.
 - 2.2 Communication is the key to successful collaboration in the educational environment.
 - 2.3 Are we neglecting oral communication in the classroom?
 - 2.4 Communication skill is most important trait for school administrators.

- 2.5 Communication education is vital to the selection of teachers.
- 2.6 Communication education fosters leadership among librarians.
- 2.7 Oral communication is among the basic skills required for faculty leadership.
- 2.8 Communication skills are essential to a successful research scientist.
3. Communication education is vital to society and to crossing cultural boundaries
 - 3.1 Communication education helps develop skills and sensitivities that shape our social and political lives.
 - 3.2 Developing the ability to speak qualifies one to participate in public life.
 - 3.3 Good family communication helps prevent delinquent behavior.
 - 3.4 Non-verbal communication influences decisions in courts of law.
 - 3.5 Communication education can enhance cross-cultural understanding.
4. Communication education is vital to career success and the business enterprise.
 - 4.1 Communication education can help students gain a desirable job.
 - 4.2 Oral communication and listening abilities are among the basic job skills desired by employers.
 - 4.3 Developing desirable communicative behaviors is essential in specific professional careers.
 - 4.4 Communication education can increase upward mobility in one's career.
 - 4.5 Communication education helps make business/customer interactions more satisfying and productive.
 - 4.6 Learning communication skills promotes human resources training.
 - 4.7 Communication education enhances the effectiveness of business executives.
 - 4.8 Communication skills are top priorities for entrepreneurs.
5. Communication education should be taught by specialized faculty in departments devoted to the study of communication.
 - 5.1 Communication is a research discipline of emerging importance.
 - 5.2 We should explore strategies for curriculum revision to better impart communication skills for business.
 - 5.3 Teaching basic speaking and writing skills are both important to business communication curricula.
 - 5.4 Professional colleges provide a special setting for communication study.
 - 5.5 Law school does not provide essential education in non-verbal communication sensitivities.

Andrews Communication Experience (ACE):

This is statement compiled each year by senior students who express their expectations of the department and by which the faculty hold themselves accountable.

Academic Expectations

Students should expect a team of faculty and staff that provide you with a learning experience to transition your preparation for your chosen profession, such as internship opportunities, involvement in media ministries and serving local clients with service projects. Networking and building contacts in the working world is an important part of being successful. Teachers also encourage current knowledge of media technology to emphasize the consistent change in media. The students should also expect a curriculum that will help them achieve their academic and career goals. An academic advisor who is interactively interested in the well being (academic and personal) of their students will mentor and provide adequate guidance for students to understand what they have to do to fulfill their goals. Academic freedom means that research and understanding is confronting the world of knowledge with an idea of scholarship and consensus to promote personal growth as a communication professional.

Christian

The faculty are intentional about the integration of a Christian, Seventh-day Adventist worldview into the classroom and the curriculum. These Christian principles help to develop spiritual growth, challenge beliefs, and create a solid foundation that will aid the student in their professional lives.

Experience

In class Experiences include real world assignments, for example: Press Releases, Crisis Management Plan, PR Plan, Magazine Production, Internship Opportunities, Presentations, Case for support for NPO's. In-class interaction (student-professor).

Co-curricular experiences in the Media education center, Worship Options, Chapel Choices, Fusion, Friday Night Vespers, Prayer Meeting and Several Churches with different worship styles. Publications such as ENVISION, Student Movement and Editor and staff opportunities, AU TV, Yearbook, The Cast, Communication Newsletter. Teaching assistants.

Extracurricular opportunities such as Passion Play (directing, acting etc.), AUSA events, Athletics and Gymnics. Leadership Opportunities in Department clubs - Communication Club, PRSSA, Lambda Pi Eta and AUSA as well as Ambassadors.

Off-campus options such as Adventist Colleges Abroad, Student Missionary, Task Force and Study Tours.

Communication Arts
Major courses (36-38 credits)

Core – 10 credits

COMM215

COMM 480

JOUR230

Foundation courses – 26-28 cr.

COMM280

COMM 320

COMM 425

COMM 450 – student seeking certification must take COMM 450

COMM 475

JOUR330

JOUR 445

JOUR 455

JOUR 450 or JOUR 460

Communication Arts Minor courses (20 credits)

Core – 10 credits

COMM215

COMM 480

JOUR230

Foundation courses – 10 cr. chosen from credits listed below

COMM280

COMM 320

COMM 425

COMM 450 – student seeking certification must take COMM 450

COMM 475

JOUR330

JOUR 445

JOUR 450 or JOUR 460

Course Descriptions

COMM215 (4) **Introduction to Communication Theory**

A study of classical and modern theories of rhetoric, interpersonal communication, language, and the role of communication in establishing social reality and a sample research project.

COMM 480 (3) **Communicating for Community**

A practical capstone class which helps students integrate and synthesize material acquired in their major. Practical applications are made to specific communities of practice. Students are required to complete their portfolios including mission statements and samples of performance in their major, and give evidence of an organized job search. Preparation for internship

JOUR230 (3) **Beginning Media Writing**

Aimed at all communication majors, media writing introduces students to writing targeted communication in a journalistic style. They learn the basics of journalistic writing for various media (i.e., newspapers, radio and television), public relations press releases, basic features and editorials, the importance of audience for any written communication as well as the values of timeliness, objectivity, and fairness critical to any communication career. Prerequisite: Ability in word-processing.

Foundation courses – 26-28 cr.

COMM280 (3) **Voice and Diction**

Through vocal analysis and studying the production and differentiation of sound units in the English language, students identify and develop vocal strengths and identify and remedy vocal problems. Students learn to use their voices to achieve maximum understanding and pleasure. Includes theory, practice exercises, public performances, and an introduction to the International Phonetic Alphabet.

COMM 320 (3) **Interpersonal Communication**

Emphasis is placed on interpersonal skills for the workplace. Students examine components of interpersonal communication such as listening, perception, managing conflict, etc., then apply specific strategies to build relationships.

COMM 425 (3) **Media Literacy**

A critical and experiential approach to information conveyed through the mass media. It includes an introduction to myth and meaning and the importance of understanding prevailing ideologies in the context of a Christian world view and a sense of identity.

COMM 450 (3) – student seeking certification must take COMM 450 **Communication 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.

COMM 475 (3) **Professional Presentations**

Grounded in rhetorical theory and research, students conduct advanced research on speech topics of various situations and modes towards a professional and engaging performance of public communication. Speeches must be solidly supported and logically reasoned. Principles of eloquence, presentation design, and ethics characterize the articulate delivery. Focus is practical application of argumentation and debate skills to develop critical thinking for reasoned decision-making and problem-solving. Particularly useful for students in fields such as pre-law and business.

JOUR330 (3) Advanced Media Writing

Continues on the foundation of Beginning Media Writing, helping students to develop a deeper understanding of journalism and its place in society. Students learn how to cover a journalistic “beat”, develop sources, and how to research in-depth stories. Students also practice the art of the interview and learn the rights and obligations of reporters and communicators in any media. Prerequisite: JOUR230.

JOUR 445 (3) Publication Production

The theory and practice of planning and producing of any publication, be it newspaper, magazine or newsletter. Students will learn the value of careful editing and basic layout from an editor’s perspective. Practice in editing copy, writing headlines, composing picture captions, planning layout and designing pages, as well as tips and tricks on project production, will be covered. Prerequisite: JOUR230.

JOUR 455 (3) Media Law and Ethics

Case studies of court decisions affecting the mass media in the United States and the place of the ethical journalist in society. Consideration of the development of freedom, censorship, libel, privacy, obscenity laws, and the relationship between the press and the courts and freedom of information, and broadcast regulation.

JOUR 450 or JOUR 460**JOUR 450 (3) Multimedia Journalism**

In the context of media convergence, this course embraces storytelling for delivery across various media platforms. Hands-on production focuses on news content for print, broadcast (TV and radio), new media (Internet, blogs, vodcasts, podcasts and interactive elements).

JOUR460 (3) News Editing for Electronic Media

Using news industry's editing standards, this course will assist student to develop techniques to edit news for the electronic media consistent with broadcast quality. This course will emphasize the roles and responsibilities of an editor including deadlines and ethics.

BS: Communication Arts (Secondary Certification)
General Education Requirements (58+)

See professional program requirements, p. 43, and note the following **specific** requirements:

Religion—12*

RELT100, 225, RELH400+ or RELT308. **Note:** If you take RELT308 you will need HIST404 as well. An additional 3-credit class chosen in consultation with your SED advisor.

Language/Communication—9–13

ENGL115, 215; COMM104 or 450 (recommended)

Foreign Language (BA only) Intermediate Language (4)

History—6

HIST204, 205

Fine Arts/Humanities—5

ENGL407 (2)

One course from:

Studio Art (3), MUHL214, Ensemble Music (3), PHTO115, PHTO210

Life/Physical Sciences—14

Students must take BIOL165, 166 AND choose one from PHYS110 or 115

Mathematics—3

MATH220

Computer Literacy: requirement met in EDTE476

Service—4

EDTE165

Social Sciences—9

GEOG110, PLSC104, EDPC302

Fitness Education—3

HLED120 plus two Fitness Education courses

* **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.

+ RELH400 covers both RELT308 and HIST404 but will not replace HIST404 if it is a requirement

Education Experiences - TLC Education Courses

EDTE408 Micro-Teaching Lesson Plan.

Students teach six lessons to their peers, one of which will be recorded on video and evaluated in depth. The lessons will be approximately *fifteen minutes* in length. All components of the lesson should be addressed during this time. The student is required to watch his/her videotapes and record all reactions in a written self-assessment. Students should see many things that are good and some things that need improvement. Students should suggest ways to improve the weak areas. The self-assessment should be *ONE* word-processed page in length.

EDTE459 Secondary Teaching Methods

Candidates present a refined lesson. The lesson is subject to group coaching. A coaching feedback form is filled out and given to each presenter after a short coaching session at the end of their lesson. Candidates prepare a self critique and lesson evaluation.

EDTE476 Methods of Instructional Technology

The assessment used for EDTE476 assesses candidates' knowledge of basic terminology, the ability to identify the general categories of educational technology hardware and software resources, demonstrate an awareness of privacy and safety issues on the Internet, develop, use, and create basic resource and web sites for student use, and evaluate the quality of websites.

EDTE480 First Days of School: Classroom management Plan

This assignment is designed to help candidates organize thinking and effort for implementing a cohesive plan for classroom management. The management plan should target the grade level and the setting where the candidate plans to teach.

EDTE488 Student Teaching: Secondary: Mid-Term & Final Student Teaching Evaluation

This evaluation is completed by the Mentor/Supervising Teacher midway through the candidate's student teaching experience and at the conclusion of the student teaching experience. In addition to the general performance and disposition areas, the teacher notes coverage and competence in NCTE standards 2.1 – 2.6 and 4.1 – 4.10 on an content-specific addendum.

EDTE488 Student Teaching Summative Evaluation

This evaluation is completed by the Observing Content-Area university professor from the Department of English. The evaluation is used each time the observing professor visits the candidate's classroom; however, not all the standards applications may be observed in these individual classroom visits.

EDTE487 Student Teaching Seminar

Candidates create a written lesson plan which incorporates all essential elements inclusive of pre-lesson, during the lesson, and post-lesson components. Candidate receives feedback from peers, supervising instructor, and mentor teacher. Candidate submits a written reflection that analyzes collected data, and reflects on growth and learning.

BS: COMMUNICATION ARTS (Secondary Certification) - CURRICULUM - 4 YEAR

These recommendations are based on the current bulletin year 2011-2012

Year 1	Year 2	Year 3	Year 4	Year 5
FALL 16 cr	FALL 16 cr	FALL 16 cr	FALL 15 cr	FALL
JOUR 230 (3) <i>Beginning Media Writing</i> ENGL 115 (3) <i>English Comp I</i> RELT 100 (3) <i>God & Human Life</i> HLED 120 (1) <i>Fit for life</i> HIST 117 (3) <i>Civilization & Ideas I</i> COMM 280 (3) <i>Voice & Diction</i>	COMM 425 (3) <i>Media Literacy</i> EDTE 228 (3) <i>Strats Educ Excpct & Divers Lrn</i> HIST 404 (3) <i>Adventist Heritage Teachers</i> COMM 320 (3) <i>Interpersonal Communication</i> COMM 450 (3) <i>Communication in the Classroom</i> Activity Course (1)	EDTE 165 (4)(Service) RELT 308 (3) <i>Gift of Prophecy</i> EDTE 408 (3) <i>Principles of Teaching & Learning</i> COMM 475 (3) <i>Professional Presentations</i> Arts & Humanities (3)	JOUR 450 /460 (3) <i>Multi-media Jno/News editing</i> RELT 340 (3) <i>Religion & Ethics</i> Science (4) JOUR 455 (3) <i>Media Law and Ethics</i> RELH 400 (3) SDA Hist & Prophetic Guidance	EDTE 488 (1-12) <i>Student Teaching – Secondary</i> OR
SPRING 16 cr	SPRING 16 cr	SPRING 16 cr	SPRING 3- cr	SPRING
MATH 145 (3) <i>Reasoning with Functions</i> RELB 225 (3) <i>Doctrines of Adventist Faith</i> ENGL 215 (3) <i>English Composition II</i> HIST 118 (3) <i>Civilization & Ideas II</i> EDTE 165 (4) (s) <i>Phil & Soc Fnd of Ed</i>	Social Science (3) JOUR 330 (3) <i>Advanced Media Writing</i> INFS 120 (3) <i>Computer Literacy</i> EDPC 302 (3) <i>Educational Psychology</i> COMM 215 (4) <i>Intro to communication Theories</i>	COMM 480 (3) <i>Communicating for Community</i> JOUR 445 (3) <i>Publication Production</i> Science (4) EDTE 417 (3) <i>Tchg Rdg in the Second Content Area</i> EDTE 476 (2) <i>Methods for Integrating Instrctnl Tech</i> Activity Course (1)	EDTE 487 (1) <i>Student Teaching Seminar</i> EDTE 424 (2) <i>Classroom testing & evaluation</i> Education courses	EDTE 488 (1-12) <i>Student Teaching - Secondary</i>
			SUMMER EDTE 480 (2) <i>First days of school experience</i>	

Next Page: Table 2 Communication Arts Faculty

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track	Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in K-12 schools
Agnetta, Nancy	MS, Education, Educational Psychology & Research, University of Kansas	TLC faculty Coordinator, Reading Practicum	Assistant Professor	Yes	1. Member, National Reading Association. 2. Member of focus group (AU professors), Successful Assessment Techniques for Classroom Use (college level).	1. Supervisor and teacher, 9-12, 1994-2001. 2. Teacher, middle and high schools, various locations, 1970-2001
Bacchiocchi, Michelle Kucelj	MAT, Elementary Education, Andrews University	TLC faculty	Assistant Professor	Yes	1. Epsilon Theta Lambda (ELT) Club Sponsor, AU 2006-present. 2. Member, Petitions and Screening committee 2006-present. 3. Member, Undergraduate Council, 2006-present.	1. Supervise student teacher in K-12 setting from 2006 to present. 2. Teacher, grades 6-8, Ruth Murdoch Elementary School, Berrien Springs, 2002-2006.
Chen, John A.	MS, Exercise Science, Washington State University	TLC faculty	Adjunct	No		1. Teacher and administrator, elementary level, various locations, 1993-2010. 2. current Michigan secondary certification
Crowder, Michelle M.	MA, Classroom Teaching, Michigan State University	TLC faculty	Adjunct	No	1. MLPP Trainer. 2. Six + One Writing Traits Trainer of Trainers. 3. School Improvement Building Coordinator.	1. Instructional Learning Coach, Benton Harbor Area Schools (BHAS), 2010-present. 2. ELA Consultant, BHAS, 2009-2010. 3. Reading Specialist, BHAS, 1988-2009. 4. Teacher, 2 nd & 3 rd grades, BHAS, 1979-1988
Davidson, R. Lee	EdD, Administration of Curriculum & Instruction, Auburn University	TLC faculty Chair, Teaching, Learning, & Curriculum	Associate Professor	Yes	1. Member AAA accrediting team to South Africa. 2. Member General Education Committee, Andrews University.	1. Chair, Ruth Murdoch Elementary School Board. 2. Supervise student teacher in K-12 setting from 2006 to present. 3. Teacher, grades 5-12 math/science, various locations, 1971-2002. 4. School principal, various locations, 1978-2002.
Fuchs, Linda S.	MA, Educational Leadership, Wayne State University	TLC faculty	Adjunct	No	1. Member: ASCD, Michigan Association for Computer-related Technology Users in Learning	1. Superintendent, Michigan Conference, Lansing, 2003-present. 2. Supervising & Contract Instructor, Andrews University, 1999-present. 3. Teacher, 1-10 grades, various locations, 1976-2003
Gabriel, Elvin	EdD, Counseling, George Washington University	Psychology faculty Coordinator, AU Extension Graduate programs in Educational Psychology at the University of Southern Caribbean, Trinidad	Professor	Yes	1. Gabriel, E., & Woolford-Hunt, C. (2009). Curbing Violence in Schools: Implications for Christian Educators. <i>Teach Journal of Christian Education</i> , 3(1) 16-21. 2. Gabriel, E., (2010). Creating Peaceable Schools: Instructional and Management Approaches. <i>Journal of Adventist Education</i> , 72(3), 22-28. 3. Gabriel, E., Woolford-Hunt, C., & Matthews, L. (2010). Culturally Relevant Approaches to Classroom Management. <i>TEACH Journal</i>	1. Supervisor of school counseling interns in P-12 schools.

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track	Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in K-12 schools
					<i>of Christian Education, 4(1), 10-13.</i>	
Gittens-St. Juste, Pretoria G.	MS, Business Administration, Andrews University	TLC faculty	Adjunct	No	1. Member: AERA, AAACS, IAACS. MAE. 2. President, Andrews Community of Curriculum and Instruction, 2005-2007. 3. Assistant Director, Assessment, Andrews University, 2007-2010.	1. Substitute Teacher, P-12, various locations, 1996-2002. Teacher, various high schools, St. Lucia and West Indies, 1980-1987. 2. Teacher, Tacouba Elem School, Berbice, Guyana, multi-grade, K-3, 1972-1975.
Jones, Patrice	MA, Communication, Andrews University	Department of Communication Faculty	Assistant Professor	Yes	1. Research grant assigned to study "Muted Group Theory & the Feminist Movement in Turkey."	
Kulasekere, Sunimal	PHD, Educational Leadership, Miami University	TLC faculty	Adjunct	No		1. Associate Superintendent, Michigan Conference of Seventh-day Adventists, 2007-present. 2. Principal and Teacher, P-12, various locations, 1967-1971, 1974-2007. 3. current Michigan certification. 4. Endorsements: Religion, History, Biology
Matiko, Beverly J.	PhD, English, University of Alberta	Communication and English faculty	Associate Professor	Yes	1. Review of Annie Dillard and the Word Made Flesh by Colleen Warren. Journal of Religion and Literature. Forthcoming.	
McGarrell, Faith-Ann A.	PhD, Curriculum & Instruction, Andrews University	TLC faculty Acting Program Director for C & I January 1, 2010 – May 31, 2010	Assistant Professor	Yes	1. Member: AERA, AAACS, IAACS, NCTE 2. Paper Presentations: AERA 2006, 2007, 2010 and IAACS 2009 3. Member, various committees, Andrews University.	1. Supervise student teacher in K-12 setting from 2008 to present. 2. High school teacher, Chicago Academy, Chicago, IL, 1996-2001. 3. Assistant teacher, Ocala SDA School, Ocala, FL, 1995-1996.
Michel, Debbie	MS, Journalism, Columbia University	Department of Communication Faculty	Associate Professor	Yes	1. Member of AEJMC, Society of Professional Journalists, and Society of Adventist Communicators. 2. Editor-in-Chief, Envision Magazine. 3. Producer at Dateline NBC and Nightly News.	
Ostrander, Ray J.	PhD, Administration, Curriculum & Instruction, University of Nebraska	TLC faculty Director, Teacher Preparation Programs	Professor	Yes	1. Chair, Committee of Scholars for Finlandia University, a Michigan Dept. of Education initiative for approving new teacher preparation program. 2. Member, peer review panel for program proposals for IFA annual and world conference, 1999-2009. 3. Keynote speaker Conference of International Literacy, Teaching Interactive Writing in Elementary and Secondary Schools. Univ. of the Southern Caribbean, Trinidad, April	1. Teacher, K-12, various locations, 1972-1987. 2. Supervise student teacher in K-12 setting from 1992 to present. 3. Member, evaluation team, for various schools, 2008-2009.

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track	Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in K-12 schools
					9-12, 2007.	
Ponniah, Melchizedek	PhD, Religious Education, Andrews University	Department of Communication Faculty	Associate Professor	Yes	1. Producer and co-director for weekly TV/Radio programs Scriptural Pursuit and Circle of Faith. 2. Producer of documentary film The Old Rugged Cross, 2011. 3. Keynote speaker for Society of Adventist Communicators, 2010, and member of BEA.	1. 1972-1974 Pastor and Teacher, Chennai, India Seventh-day Adventist High School
Reid, Barbara	PhD, EDCI (Science), University of Maryland	TLC faculty	Associate Professor	Yes	1. Instructor and coordinator for IDSC456 Interdisciplinary Science. 2. Director, Field Experiences, TLC	1. Teacher, K-12, various locations, 1979-1981, 1987-1996, 2005-2006.
Rose, Hyacinth P	PhD, Curriculum & Instruction, Andrews University	TLC faculty	Adjunct	No	1. Rose, H. P. (2009). Jamaica higher education: Utilizing the benchmarks of JBTE teaching practice at Church Teachers' College. <i>Journal of Research on Christian Education</i> , 19(2), 134-171. 2. Rose, H. (2008). <i>Teaching practice in two Jamaican colleges: Expectations, dilemmas, triumphs</i> . Germany: VDM Verlag.	1. Teacher education & clinical faculty for teaching practice, Northern Caribbean University, 1986-present. 2. Teacher, various locations, 9-12, 1978-1986.
Sheppard, Bradley W.	MA, Educational Administration & Supervision, Andrews University	TLC faculty	Adjunct	No	1. President, Berrien Springs Optimist Club 2. Certified trainer in the Data Teams Process, Effective Teaching Strategies, and Making Standards Work, Leadership and Learning Center.	1. Supervisor of Curriculum and Instruction, Elkhart Community Schools, K-12, 2005-present. 2. Director of Student Teaching, Andrews University, 1999-2005. 3. Administrator and Teacher, Andrews Academy, 9-12, 1987-1999. 4. Teacher, Broadview Academy, 1982-1987.
Shepard, William J.	MA, Educational Leadership, Western Michigan University	TLC faculty	Adjunct	No	1. Middle Level chair, Michigan Elementary and Principal Association. 2. Math Middle Level Department chair, Benton Harbor, MI, area schools.	1. Principal, Lakeshore Middle School, 2001-present. 2. Assistant principal, Lakeshore Middle School, 2000. 3. Principal, Berrien Springs Middle School, 1992-1997. 4. Teacher, various Berrien (MI) Co. schools, 1990-1997. 5. current Michigan secondary certification.
Steyn, Delyse E.	DEd, Curriculum & Instruction, University of South Africa	Department of Communication Faculty, Chair	Professor	Yes	1. Developed curriculum for communication arts for NCATE. 2. Presentations for Children's Ministry weekend seminars. 3. Serve on Teacher Advisory Council, Andrews University	1. Supervisor of Student Teaching and School Inspector, Helderberg College, 1983-1989. 2. Teacher, K-12, various locations, 1964-1975.
Vernon, Desrene	PhD, Mass	Department of	Assistant	Yes	1. Completed PhD in Mass	1. Dean of Girls, Holbrook Indian School, 1998-

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track	Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in K-12 schools
	Communication and Media Studies, Howard University	Communication Faculty	Professor		Communication and Media Studies, 2011. 2. Earned Graduate Certificate in International Studies, Howard University, 2011. 3. Completed Dissertation, "A Historical Analysis of Adventist World Radio's Impact in the East Central Africa Division of the Seventh-day Adventist Church: A Case Study of Tanzania."	1999. 2. Assistant Librarian and Substitute Teacher, Holbrook Indian School, 1997-1998. 3. Educational Associate, Board of Education, NY 1994-1997.

Table 3: Department of Communication Faculty Information

Faculty Member Name	Delyse Steyn
Highest Degree, Field, & University ³	DEd, Curriculum & Instruction, University of South Africa
Assignment: Indicate the role of the faculty member ⁴	Chair, Department of Communication Faculty
Faculty Rank ⁵	Professor
Tenure Track	No
Scholarship ⁶ , Leadership in Professional Associations, and Service ⁷ : List up to 3 major contributions in the past 3 years ⁸	1. Developed curriculum for communication arts for NCATE. 2. Presentations for Children's Ministry weekend seminars. 3. Serve on Teacher Advisory Council, Andrews University, Effective Learning Council, Program Review Committee
Teaching or other professional experience in P-12 schools ⁹	1. Supervisor of Student Teaching and School Inspector, Helderberg College, 1983-1989. 2. Teacher, K-12, various locations, 1964-1975.

Faculty Member Name	Melchizedek Ponniah
Highest Degree, Field, & University ³	PhD, Religious Education, Andrews University
Assignment: Indicate the role of the faculty member ⁴	Department of Communication Faculty
Faculty Rank ⁵	Associate Professor
Tenure Track	Yes
Scholarship ⁶ , Leadership in Professional Associations, and Service ⁷ : List up to 3 major contributions in the past 3 years ⁸	1. Producer and co-director for weekly TV/Radio programs Scriptural Pursuit and Circle of Faith. 2. Producer of documentary film The Old Rugged Cross, 2011. 3. Keynote speaker for Society of Adventist Communicators, 2010, and member of BEA.
Teaching or other professional experience in P-12 schools ⁹	1. 1972-1974 Pastor and Teacher, Chennai, India Seventh-day Adventist High School

Faculty Member Name	Desrene Vernon
Highest Degree, Field, & University ³	PhD, Mass Communication and Media Studies, Howard University
Assignment: Indicate the role of the faculty member ⁴	Department of Communication Faculty
Faculty Rank ⁵	Assistant Professor
Tenure Track	Yes
Scholarship ⁶ , Leadership in Professional Associations, and Service ⁷ :List up to 3 major contributions in the past 3 years ⁸	1. Completed PhD in Mass Communication and Media Studies, 2011. 2. Earned Graduate Certificate in International Studies, Howard University, 2011. 3. Completed Dissertation, “A Historical Analysis of Adventist World Radio’s Impact in the East Central Africa Division of the Seventh-day Adventist Church: A Case Study of Tanzania.”
Teaching or other professional experience in P-12 schools ⁹	1. Dean of Girls, Holbrook Indian School, 1998-1999. 2. Assistant Librarian and Substitute Teacher, Holbrook Indian School, 1997-1998. 3. Educational Associate, Board of Education, NY 1994-1997.

Faculty Member Name	Debbie Michel
Highest Degree, Field, & University ³	MS, Journalism, Columbia University
Assignment: Indicate the role of the faculty member ⁴	Department of Communication Faculty
Faculty Rank ⁵	Associate Professor
Tenure Track	Yes
Scholarship ⁶ , Leadership in Professional Associations, and Service ⁷ :List up to 3 major contributions in the past 3 years ⁸	1. Member of AEJMC, Society of Professional Journalists, and Society of Adventist Communicators. 2. Editor-in-Chief, Envision Magazine. 3. Producer at Dateline NBC and Nightly News.
Teaching or other professional experience in P-12 schools ⁹	

Faculty Member Name	Patrice Jones
Highest Degree, Field, & University ³	MA, Communication, Andrews University
Assignment: Indicate the role of the faculty member ⁴	Department of Communication Faculty
Faculty Rank ⁵	Assistant Professor
Tenure Track	Yes
Scholarship ⁶ , Leadership in Professional Associations, and Service ⁷ :List up to 3 major contributions in the past 3 years ⁸	1. Research grant assigned to study “Muted Group Theory & the Feminist Movement in Turkey.”
Teaching or other professional experience in P-12 schools ⁹	N/A

Table 4: Instructors of Major and Minor Courses in Communication Arts Program

Course	Course Name	Teacher
COMM215	Introduction to Communication Theory and Research	D E Steyn
COMM 480	Communicating for Community	D E Steyn
JOUR230	Beginning Media Writing	D E Steyn
COMM280	Voice and Diction	B Matiko
COMM 320	Interpersonal Communication	D Vernon, P Jones, D Steyn
COMM 425	Media Literacy	D Steyn
COMM 450	Communication In The Classroom	D Steyn
COMM 475	Professional Presentations	D Vernon
JOUR330	Advanced Media Writing	D Michel
JOUR 445	Publication Production	D Michel
JOUR 455	Media Law and Ethics	D Michel, D Vernon
JOUR 450	Multi-media Journalism	P Jones, D Michel, D Vernon
JOUR 460	News Editing for Electronic Media	P Jones