



Department of Teaching,
Learning & Curriculum
Andrews University

Curriculum & Instruction
Program Handbook
2012

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***SECTION I* – About the People Behind the Program**

Welcome, Curriculum & Instruction Scholar!

With a stellar reputation as the architects of the top-rated Teacher Education Program in the state of Michigan since 2008, the faculty in the Department of Teaching, Learning, & Curriculum (TLC) stand ready to guide you through an exciting and memorable graduate school experience. The joy of graduate school is the ability to focus on areas that are truly interesting to you – that represent your professional passion. We invite you to join us as learning companions for the next several months of your life. Our goal for you during this process is transformation into the professional educator God created you to be here on earth and beyond.

May His blessings follow you during your graduate studies!

Larry Burton, C&I Program Director

Listing of Faculty

R. Lee Davidson	Chair	269-471-6719	rld@andrews.edu
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Larry Burton	C&I Program Director	269-471-6674	burton@andrews.edu
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Faith-Ann McGarrell	Faculty	269-471-6235	faithann@andrews.edu
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Barbara Reid	Faculty	269-471-6364	breid@andrews.edu
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Ray Ostrander	Faculty	269-471-6365	rjo@andrews.edu
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Faculty Details



Lee Davidson, EdD

Associate Professor
TLC department chair

rld@andrews.edu
<http://www.andrews.edu/~davidsor/>

Office: Bell Hall 014B
Phone: (269) 471-6364
Fax: (269) 471-6274

EdD, Auburn University
MEd, University of Tennessee
BS, Southern Missionary College

Dissertation Title:

"Factors correlating with computer use and attitudes toward computer use in SDA schools of the Southern Union"

Current Areas of Research/Interests:

- Distance education
- Technology in the classroom
- Teaching of math & science
- Japanese lesson study in U.S. mathematics education

Research Methodology Expertise

- Program evaluation
- Qualitative research
- Survey research

Can Serve on Dissertation Committees:

- Chair
- Member



Faith-Ann McGarrell, PhD

Assistant Professor

faithann@andrews.edu

Office: Bell Hall 014D

Phone: (269) 471-6235

Fax: (269) 471-6274

PhD, Andrews University
MS, Andrews University
BA, The University of the Southern Caribbean

Dissertation Title:

"Teacher success, assessment, and evaluation practices in service-learning composition programs "

Current Areas of Research/Interests:

- Academic service-learning
- Reflective practices in teaching writing
- Approaches to teaching writing

Research Methodology Expertise:

- Teacher success
- Assessment and evaluation

Can Serve on Dissertation Committees:

- Chair
- Methodologist
- Member



Barbara Reid, PhD

Professor
Director of Student Teaching

breid@andrews.edu

Office: Bell Hall 014A
Phone: 269-471-3479
Fax: (269) 471-6274

PhD, University of Maryland
MA, University of Maryland
BA, Andrews University

Dissertation Title:

"The effects of seductive details on students' understanding of content in a middle school science activity."

Current Areas of Research/Interests:

- Science education
- Science curriculum

Research Methodology Expertise:

- Case study

Can Serve on Dissertation Committees:

- Chair
- Member



Larry D. Burton, PhD

Professor
Curriculum & Instruction Program Director
Editor, Journal of Research on Christian
Education

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<http://www.andrews.edu/~burton/>

Office: Bell Hall 012B
Phone: (269) 471-6674
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PhD, Andrews University
MEd, Southwestern Adventist College
BS, Andrews University

Dissertation Title:

"Teacher efficacy and the use of specific instructional practices by seventh- and eighth-grade science teachers in the United States."

Current Research:

- Student perceptions of the integration of faith and learning
- Uncovering antecedents of STEM success
- Outcomes of Adventist education
- Science education
- Program evaluation

Research Methodology Expertise

- Basic statistics
- Program evaluation
- Survey research
- Case study
- Grounded theory

Can Serve on Dissertation Committees:

- Chair
- Methodologist
- Member



Ray J. Ostrander, PhD

Professor

Director Masters of Arts in Teaching (MAT)

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<http://www.andrews.edu/~rjo/>

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PhD, University of Nebraska, Lincoln
MS, University of Tennessee, Knoxville
BA, California State College, Bakersfield

Dissertation Title:

"Individual and organizational correlates and faculty attitudes toward tenure:
A secondary analysis."

Current Areas of Research/Interests:

- Writing workshop
- Writing in school
- Content area reading
- Distance education
- Applying search engine for learning
- Instructional practices in language arts
- Improving instruction
- Thematic units
- Instructional practices for technology learning
- Higher education faculty issues

Research Methodology Expertise:

- Secondary analysis
- Action research
- Survey research
- Case study
- Ethnography
- Content analysis
- Correlational research

Can Serve on Dissertation Committees:

- Chair
- Methodologist
- Member

Program Staff



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TLC Department Program Manager

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Administrative Assistant

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SED Certification Registrar

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***SECTION II* – About the Program**

Introduction

Mission Statement:

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

Overview:

All Curriculum & Instruction (C&I) students are graduate students; most are also experienced professionals. Our students and faculty all share a common passion: creating engaging, transformative learning environments. We consider this a sacred trust.

Students preparing to work in educational settings may focus their study in elementary, secondary or higher education. They may take a general curriculum and instruction track or they may specialize in such areas as curriculum development, special education, teacher education, instructional leadership, and university teaching. In some cases, teacher certification may be a prerequisite.

However, not all C&I students plan to work in schools. The C&I program can also facilitate the preparation of personnel for industry and non-profit organizations in such areas as training, cross-cultural and non-formal education.

The 2010 *Curriculum & Instruction Handbook* is designed to help students and faculty in the planning and execution of the MA, EdS, and PhD/EdD degrees in Curriculum & Instruction. The *Curriculum & Instruction Handbook* complements, but does not supersede either the *Andrews University Bulletin* or the *School of Education Handbook*. Curriculum & Instruction students should also access the Curriculum & Instruction web page: <http://www.andrews.edu/sed/tlc/index.html>, and the Andrews University graduate page: <http://www.andrews.edu/grad/> for more information.

Curriculum & Instruction Program

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Graduate Programs, School of Education

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Program Description

The Curriculum & Instruction (C&I) program is concerned with creating transformative learning environments within learning organizations such as corporations, schools, colleges and universities. Curriculum & Instruction degrees at Andrews University are interdisciplinary, involving a broad spectrum of content areas and educational levels. Graduates of the Andrews University Curriculum & Instruction program serve as classroom teachers, department heads, principals, superintendents, curriculum specialists, teacher educators, department chairs, researchers, academic vice presidents, and college presidents. *Persons seeking initial teacher certification for K-12 schools at the master's level should pursue the MAT degree in elementary or secondary education.* The Curriculum & Instruction program is designed to meet the needs of our students. The majority of students maintain their current employment while completing their degrees online. We also have students who choose a traditional, residential program and move to Berrien Springs for full-time study.

At the master's level students may select a focus area depending on personal goals. At the doctoral level, the C&I program cooperates with select academic departments within the University to offer advanced, post-masters cognates for persons preparing to be college teachers in a variety of subject area disciplines.

While degrees in Curriculum & Instruction are designed for experienced educators, provision is made for individuals desiring a career change. Such persons may be required to earn more than the minimum number of credits.

Degree Options

The C&I Program offer four degrees to suit a variety of students. They include the following:

- Master of Arts (MA)
- Educational Specialist (EdS)
- Doctor of Education (EdD)
- Doctor of Philosophy (PhD)

Program Characteristics

Online Course Delivery. With two exceptions (see below), all required courses are delivered via the Internet using both synchronous and asynchronous techniques. This allows candidates to advance their education while maintaining their current employment and residence. Learning-while-working also provides candidates with the opportunity to immediately apply new knowledge and skills in their workplace.

Face-to-face Orientation. In order to create a vibrant learning community from the beginning, all new C&I students participate in a week-long orientation session. This is typically held on the Andrews University campus in Berrien Springs during the summer months.

Developing Instructional Expertise. To change the way we teach, we need to experience new ways of teaching and learning ourselves. It is not enough to read about and discuss alternative methods of instruction. Mastery of a new teaching strategy requires understanding of the theory underlying the strategy, participation as a learner in the strategy, and feedback in shaping use of the strategy. For this reason all C&I students participate in one-or two-week face-to-face instructional institutes. As with the C&I Orientation these institutes are typically scheduled on the Berrien Springs campus during the summer months.

Focus on Holistic Development. We take the mind-body-spirit connection seriously. Planned experiences throughout the C&I program provide opportunities for students to develop as whole beings-mentally, spiritually, socially, and physically.

Role-based curriculum. Curriculum scholars around the world fulfill specific roles when designing, developing, implementing and evaluating the educational enterprise. The learning outcomes for this program, which are based on the SED conceptual framework, are designed to help individuals develop competence in these roles within the context of educational practice. Successful mastery of these roles promotes the development of a service-focused, scholarly mindset.

Documenting Mastery of Outcomes. Program candidates may demonstrate mastery of the program outcomes by taking classes (face-to-face or online) or completing a Course Competency Contract. Previous or current work experience may be included in the Course Competency Contract.

Annual Intake. While the C&I program accepts applications for enrollment any time during the year, the official start for new students in the program is during the summer C&I Orientation on the Berrien Springs campus. International cohorts begin their programs at announced times and locations.

Collaborative Scholarship. Planned experiences help foster true collaboration throughout the C&I program. Students have opportunity to co-research, co-present, or co-author with other students and/or faculty members.

C&I Program Roles

Rather than focusing on a list of courses or exams to complete for a degree, the C&I program faculty look for students to show mastery of the professional roles. These professional roles represent the skills and competencies used by curriculum experts around the world.

1. Christian Philosopher

This role addresses the ability to appreciate the perspectives of others while developing a personal philosophy from which action and service arise. Graduates will be able to . . .

- 1.1 Explain worldviews and trace their historical development
- 1.2 Critique worldviews from a Christian perspective
- 1.3 Integrate principles of a Christian worldview into their chosen fields of study

2. Learning Theorist

This role addresses principles of growth, development, and learning and the use of these principles to effect positive change. Graduates will be able to...

- 2.1 Describe human development
- 2.2 Apply current theories of learning
 - 2.2.1. Understand and use frameworks for organizing instruction
 - 2.2.2. Demonstrate a repertoire of effective teaching strategies for teaching ALL students

3. Servant Leader

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

- 3.1 Facilitate change in groups and organizations
 - 3.1.1. Use effective staff development models to help effect change in learning organizations
- 3.2 Relate effectively with various cultural, racial, and special interest groups

- 3.3 Identify political and legal issues
- 3.4 Manage human, financial, and material resources
 - 3.4.1. Understand and apply curriculum development processes within a systems perspective
- 3.5 Demonstrate servant leadership

4. Effective Communicator

This role 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 . . .

- 4.1 Communicate effectively in written, verbal, and non-verbal forms
- 4.2 Use electronic tools effectively for professional communication, teaching, and research
 - 4.2.1. Create professional-quality curriculum documents

5. Capable Researcher

This role addresses valuing and conducting disciplined inquiry for decision-making. Graduates will be able to . . .

- 5.1 Read and evaluate research
- 5.2 Conduct research
 - 5.2.1. Understand and create curriculum-based assessments that are closely aligned to curriculum documents, including standards and curriculum guides
 - 5.2.2. Use assessment and/or program evaluation to provide formative assessment and create plans for improvement in a continuous quality improvement model
- 5.3 Report research findings

6. Lifelong Learner

This role addresses commitment to holistic, personal, and professional growth. Graduates will be able to . . .

- 6.1 Demonstrate continuing professional development
- 6.2 Demonstrate ethical behavior in all professional activities
- 6.3 Demonstrate balanced physical, mental, spiritual, and social development

7. Subject Matter Expert (completed as a prerequisite to program admission)

This role addresses the specific area of knowledge in which the student has an expertise. Graduates will be able to . . .

- 7.1 Demonstrate competency in a specific content area
- 7.2 Demonstrate knowledge of current issues in specific content area
 - 7.2.1. Understand and discuss curriculum literature appropriate to the candidate's degree level

Program Requirements

MA in Education: Curriculum & Instruction Emphasis

The Curriculum & Instruction master's program includes the following requirements:

- Completion of 32 semester credits.
- A written report on an approved graduate-level research project.
- Successful completion of a comprehensive evaluation, consisting of the following:
 1. Completion of required written comprehensive examinations.
 2. The development of a portfolio demonstrating mastery of the program roles and requirements.
 3. Successful portfolio presentation demonstrating achievement of the program roles (See section on Comprehensive Evaluation).
- Prerequisites: Nine semester credits of education courses including an undergraduate (or graduate equivalent) in educational psychology. If these prerequisites are not met, EDPC514 Psychology of Learning must be included in the course plan in addition to the requirements listed below.

MA Core: 19 credits

- EDCI525 Master's Orientation Seminar—1
- EDCI545 Assessment & Evaluation of Learning—3
- EDCI547 Foundations of Curriculum Studies—3
- EDCI565 Improving Instruction—2
- EDCI595 Master's Portfolio—1
- EDCI620 Systems Concepts & Change—3
- EDCI650 Curriculum Design and Development—3
- EDCI684 International Perspectives on Curriculum—3

MA Foundations: 3 credits

- EDFN500 Phil Foundations of Educ. & Psych—3

MA Research: 4–8 credits

- EDCI696 Project Implementation—1-2
- EDCI699 Thesis (optional)—1-3
- EDRM505 Research Methods & Stats I—3

MA Electives: 2–6 credits

Course electives are selected by advisement to fit the student's professional goals.

TOTAL MA degree credits—32

Educational Specialist (EdS): Curriculum & Instruction Emphasis

The Curriculum & Instruction specialist's program includes the following requirements:

- Completion of 64 semester credits.
- Successful completion of two graduate-level research projects.
- Successful completion of a comprehensive evaluation, consisting of the following:
 1. Completion of required written comprehensive examinations.
 2. The development of a portfolio demonstrating mastery of the program roles and requirements.
 3. Successful portfolio presentation demonstrating achievement of the program roles (See section on Comprehensive Evaluation).

The EdS degree prepares personnel for leadership and specialized positions in education. It builds upon the master's degree in providing a focused program of study. In some cases the specialist program accommodates persons desiring career shifts and advancement in certification.

The specialist program focuses more on practice and less on research than the doctorate. It does not require a dissertation or advanced research course work. If admission criteria to a doctoral program are met, credits earned in the specialist program may be applied toward doctoral study at the discretion of the department(s) evaluating credits for acceptance.

EdS Background Courses: 17 credits

- EDCI545 Assessment & Evaluation of Learning—3
- EDCI547 Foundations of Curriculum Studies—3
- EDCI565 Improving Instruction—2
- EDCI620 Systems Concepts & Change—3
- EDCI650 Curriculum Design and Development—3
- EDFN500 Phil Foundations of Educ & Psych—3

EdS Core: 15 credits

- EDCI606 Teaching in Higher Education—2
- EDCI636 Program Evaluation—3
- EDCI665 Advanced Instructional Models—1-3
- EDCI686 Curriculum Past & Present—3
- EDCI725 Doctoral Orientation Seminar—1
- EDCI795 Specialist Portfolio—1
- EDCI884 Internationalizing Curriculum Studies—3

EdS Specialization: 8-12 credits

Electives are selected by advisement to expand personal development within targeted roles. Examples of specializations and cognates for the EdS degree are listed below with those for the doctoral degrees.

EdS Foundations: 3 credits

EDPC514 Psychology of Learning—3

EdS Research: 4-6 credits

EDRM505 Research Methods & Stats I—3

EDRM611 Research Methods & Stats II—3

EDCI799 Advanced Project—1-3

EdS Electives: 2-6 credits

TOTAL EdS degree credits—64

Doctor of Philosophy (PhD) and Doctor of Education (EdD): Curriculum & Instruction Emphasis

Doctor of Philosophy (PhD). As the research-oriented degree, the PhD is designed for leaders who contribute to education through original, theoretical and conceptual research. Additional program requirements for this degree include a second basic research course and an advanced research-methodology course.

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

The Curriculum & Instruction doctoral program includes the following requirements:

- Completion of 92 semester credits.
- Successful completion of a comprehensive evaluation, consisting of the following:
 1. Completion of required written comprehensive examinations.
 2. The development of a portfolio demonstrating mastery of the program roles and requirements.
 3. Successful portfolio presentation demonstrating achievement of the program roles (See section on Comprehensive Evaluation).
- A written dissertation and a successful oral defense of the dissertation.

EdD/PhD Background Courses: 17 credits

EDCI545 Assessment & Evaluation of Learning—3
EDCI547 Foundations of Curriculum Studies—3
EDCI565 Improving Instruction—2
EDCI620 Systems Concepts & Change—3
EDCI650 Curriculum Design and Development—3
EDFN500 Phil Foundations of Educ & Psych—3

EdD/PhD Core: 18 credits

EDCI606 Teaching in Higher Education—2
EDCI636 Program Evaluation—3
EDCI686 Curriculum Past & Present—3
EDCI725 Doctoral Orientation Seminar—1
EDCI730 Curriculum Theory—3
EDCI884 Internationalizing Curriculum Studies—3
EDCI889 Doctoral Seminar—2
EDCI895 Doctoral Portfolio—1
LEAD535 Principles of Academic Writing (1-3)

Edd/PhD Foundations: 6 credits

EDPC514 Psychology of Learning—3
One additional foundations course—3

Edd Research: 13 credits

EDRM505 Research Methods & Stats I—3
EDRM611 Research Methods & Stats II—3
EDRM710 Seminar in Research Methodology—1
Two of the following
EDRM605 Qual Research Meth in Educ & Psych—3
EDRM704 Design & Anal of Educ & Psych Surveys—3
EDRM712 Research Methods & Stats III—3
EDRM713 Research Methods & Stats IV—3

PhD Research: 16 credits

EDRM505 Research Methods & Stats I—3
EDRM611 Applied Statistics in Educ & Psych II—3
EDRM710 Seminar in Research Methodology—1
Three of the following:
EDRM605 Qual Research Meth in Educ & Psych—3
EDRM704 Design & Anal of Educ & Psych Surveys—3
EDRM712 Research Methods & Stats III—3
EDRM713 Research Methods & Stats IV—3

Edd/PhD Dissertation: 16+ credits

EDRM880 Dissertation Proposal Development—2 or
LEAD880 Dissertation Proposal Development—2
EDCI899 Doctoral Dissertation—14+*

*Beginning the semester after registering for EDMR/LEAD880, candidates must register for at least one dissertation credit during each semester their dissertation is successfully defended.

PhD Electives: 7–13 credits

Edd Electives: 10–14 credits

Electives are selected by advisement to expand personal development within targeted outcomes. Examples of specializations and cognates for doctoral degrees are listed below. Please refer to the C&I Program Handbook for detailed information regarding electives.

TOTAL PhD degree credits—92+

Specialization Areas/Cognates Available to C&I Students

Students in Curriculum & Instruction can individually tailor their programs to meet personalized professional goals by selecting a specialization area or a cognate. Specialization areas are typically offered by the Department of Teaching, Learning, and Curriculum while cognates are offered by other departments of Andrews University.

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

The student and his/her cognate advisor arrange course work, including interdisciplinary courses and seminars, according to the student's career plans. Course work, the comprehensive examination, and the dissertation integrate education and the cognate area under the guidance of both education and cognate faculty. Cognates are tested as a part of MA, EdS, and EdD/PhD comprehensive examinations.

In consultation with an advisor from your selected specialization or cognate area (advisors in parentheses) select courses that fit your personal and professional goals from those listed below. See your degree requirements for the exact number of credits you need in your specialization area.

Specializations

- Teaching in Higher Education
- Curriculum Leadership
- Instructional Leadership
- Teacher Education

Cognates

- Educational Foundations
- Educational Research
- Religious Education
- Educational Psychology
- Educational Leadership
- Special Education

Specializations

Curriculum Leadership (MA-PhD)

(Larry Burton)

Select courses by advisement from the following:

EDAL520 Foundations of Educational Leadership (3)

EDAL570 Principles of Educational Supervision (3)

One level-specific educational leadership course:

EDAL664 Elementary School Leadership

EDAL665 Secondary School Leadership

EDAL667 Leadership in Higher Education

EDAL668 Leadership in School Systems

EDCI607 Curriculum: *Topic* (1-2) (repeatable by topics)

EDCI693 Curriculum Past and Present (3)

EDCI680 Fieldwork: Curriculum Leadership (1-3)

EDCI756 Advanced Studies: Curriculum Leadership (1-3)

EDCI799 Advanced Project (1-6) (curriculum development)

EDCI886 Internship: Curriculum Leadership (1-3)

University-level Teaching (PhD)

(Raymond Ostrander)

Prerequisite: A master's degree (or higher) in a subject area commonly taught at the college/university level.

EDCI606 Teaching in Higher Education

EDCI607 Curriculum: Developing Online Courses (2)

EDCI756 Advanced Studies: The Professorate (2)

Plus additional credits selected by advisement from:

EDAL667 Leadership in Higher Education (3)

EDCI680 Fieldwork: Grant Writing (1-2)

EDFN688 Integration of Faith and Learning (2)

EDCI886 Internship: Teaching in Higher Education (1-3)

(Work with a college professor as a teaching assistant for at least one semester)

RLED850 Theological Foundations of Christian Teaching (2)

Instructional Leadership (MA-PhD)

(Ray Ostrander)

Select courses by advisement from the following:

EDAL520 Foundations of Educational Leadership (3)

EDAL570 Principles of Educational Supervision (3)

EDCI680 Fieldwork: Instructional Leadership (1-3)

EDCI617 Instruction: *Topic* (1-2) (repeatable by topics)

EDCI665 Advanced Instructional Models (1-3) (repeatable)

EDCI756 Advanced Studies: Curriculum Leadership (1-3)

EDCI799 Advanced Project (instructional leadership)
EDCI886 Internship: Instructional Leadership (1-3)

Subject Area Expertise (MA-PhD)

In consultation with a faculty advisor from the respective school/department/program, select 8-12 credits of graduate course work that will be taken after admission to the C&I program. This option is available from any Andrews University department that offers graduate-level course work.

Teacher Education (PhD)

(Lee Davidson)

EDCI756 Advanced Studies: Research on Teacher Education (2)

(This course will be offered once every two years and will be facilitated by TLC faculty and the students enrolled in the class, with guest presenters scheduled by the teacher of record)

EDCI886 Internship: Teacher Education (1-3)

(Work with a college professor as a teaching assistant for at least one semester)

EDCI886 Internship: NCATE Processes (1-3)

(Work with a college professor as an accreditation assistant for at least one semester)

Plus additional credits selected by advisement from:

EDCI607 Curriculum: Developing Online Courses (2)

EDCI680 Fieldwork: Grant Writing (1-2)

EDFN688 Integration of Faith and Learning (2)

EDCI756 Advanced Studies: The Professorate (2)

(This course will be offered once every two years and will be facilitated by TLC faculty and the students enrolled in the class, with guest presenters scheduled by the teacher of record)

RLED850 Theological Foundations of Christian Teaching (2)

Cognates

Educational Foundations (MA-PhD)

(Staff)

EDFN517 History of Seventh-day Adventist Education (2)

EDFN610 History & Philosophy of Education (3)

EDFN688 Integration of Faith and Learning (1-2)

EDFN689 Seminar in Foundations: topic (2-3) (repeatable)

Educational Research (MA-PhD)

(Staff)

Select credits from the following options in addition to those used to meet the research method requirements for your degree:

Quantitative Approaches:

EDRM704 Design & Analysis of Educational and Psychological Surveys (3)

EDRM712 Applied Statistics in Education and Psychology III (3)

EDRM713 Applied Statistics in Education and Psychology IV (3)

Qualitative Approaches:

EDRM605 Qualitative Research (3)
HIST650 Historical Method and Research (1-3)
ENGL597 Research Methods

Adaptable Courses:

EDCI885 Applied Research: *Method* (1-4) (repeatable)
EDRM690 Independent Study: Topic (1-3)

Religious Education (MA-PhD)

(Kathleen Beagles or John Matthews)

Select the specified number of credits according to your course requirements, interests and goals, recognizing that focus on a specific emphasis will not only count toward a cognate but may also lead to a graduate certificate:

Teaching and Discipleship

GSEM541 Spiritual Formation
RLED605 Leadership in Religious Education
RLED610 Teaching for Discipleship
RLED830 Fostering Spiritual Growth
RLED840 Non-formal Learning
RLED850 Theological Foundations of Christian Teaching

Campus Spiritual Leadership
(Matthews)

(12-credit graduate certificate option, offered through summer classes on a three-year rotation)
CHMN657 Counseling Youth and Young Adults
RLED610 Teaching for Discipleship
RLED665 Ministry on the Christian Campus
RLED667 Ministry on the Public Campus
RLED668 Mobilizing Student Leaders
RLED669 Reaching the Secular Mind
RLED676 Topics: Youth Ministry Leadership

Family Life Education

(13-credit graduate certificate option leading to provisional certification as a Family Life Educator through the National Council on Family Relations, offered through summer classes on a three-year rotation)
RLED635 Theological and Ethical Foundations of Family Life
RLED655 Family Leadership and Change Strategies
RLED657 Contemporary Family Issues
RLED658 Family Dynamics
RLED659 Interpersonal Relationships and Human Sexuality
RLED678 Spiritual Nurture of Children

PhD-level

RLED870 Advanced Studies (Required for any PhD-level cognate)

SECTION IV – Evaluation Practices

Comprehensive Evaluation

Approach to Assessment

The C&I Program uses students' assessment data to implement a process of continuous improvement. We ascribe to the following statement from The American Association for Higher Education.

Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education.

Angelo, T.A. (1995). Reassessing (and defining) assessment. *The AAHE Bulletin*, 48 (2), p. 8.

Purpose

The Curriculum & Instruction Program includes two major components to its comprehensive examination: the written examination and the portfolio. The purpose of the comprehensive evaluation is to evaluate:

- Expertise in each professional role.
- The inclusion of material specified in the CCC—the Course Competency Contract—if any),
- The student's growth as a competent professional throughout the program, and
- Overall completeness and quality of the portfolio.

Written Examination

The comprehensive evaluation occurs through both written and oral approaches. It encompasses an assessment of the student's knowledge base and skills in all required roles. Guidelines for preparing for the comprehensive examination are included in Appendix II of this document (see p. 35).

Portfolio Evaluation

The completion of an acceptable graduate-level portfolio is necessary for graduation from the Curriculum & Instruction Program. The professor(s) in EDCI525/725 Orientation Seminar provide(s) specific instructions for developing, presenting, and submitting the portfolio. Students must receive a passing grade in the portfolio course (EDCI595, 795, or 895) before qualifying for graduation.

SECTION V – Developing Research Competency

Becoming a Capable Researcher

Process for Developing as a Capable Researcher

Faculty and Staff of the School of Education

In the C&I program a strong emphasis is placed on the Capable Researcher role. The faculty will help in the development and demonstration of the competence in both qualitative and quantitative research traditions through formal coursework and/or mentored experiences, as appropriate for the degree level.

Research Experiences by Degree Program

As a part of EDRM505 Research Methods in Education and Psychology, each MA student will complete an approved research proposal/project. All MA students also complete EDCI696 Project Implementation. This course requires the completion of a small scale action research project. This project documents your ability to take principles learned during your graduate coursework and influence student learning. Some MA students may elect to complete additional research or a thesis. The thesis will include all of the major sections present in a dissertation, but the project is on a smaller scale.

Specialist students complete a field-based action research project and register for EDCI799 Advanced Project. This experience is guided by a research advisor within the TLC Department. Students should discuss their ideas for this project with potential faculty advisors as they develop a formal proposal. Once approved by the faculty advisor and the IRB (if the project involves human subjects) students may implement the project.

Doctoral students complete a sequence of research methods courses (see course plans) in preparation to write their dissertation. The dissertation process is guided by the dissertation chair and a supporting committee. Any proposed dissertation topic must align with the content expertise of at least one dissertation committee member. Similarly, the research design and method proposed for the dissertation must align with the methodology expertise of at least one dissertation committee member. For more complete information about the doctoral dissertation process please refer to the *School of Education Doctoral Handbook*.

All theses, advanced projects, and dissertations should follow the *Andrews University Standards for Written Work*. The bibliographic style used for School of Education research papers is that published by the American Psychological Association, 6th edition. Online APA assistance can be found at the Purdue University Online Writing Laboratory (OWL): <http://owl.english.purdue.edu/>

Andrews University Library Support

The James White Library is available for all registered students. Thousands of databases can be accessed from off campus through the web site: <http://www.andrews.edu/library/ocls/offcamp.html>. Online tutorials, face-to-face support in the library, and special sessions at the orientation are available to help students develop the competence needed to do literature reviews for research. If library resources not held in the James White Library are needed, the library can request articles, books or dissertations through inter-library loan services for most students.

Institutional Review Board

A proposal for research involving human subjects as part of the degree program, whether MA or EdD/PhD, must be submitted to the Office of Scholarly Research for approval by the Institutional Review Board. This must be approved before the data collect process may begin. Forms are available by email at irb@andrews.edu. The IRB (Institutional Review Board) can be reached by calling 269-471-6360.

***Appendix I:* Reading Lists**

C&I Program Reading Lists

July 2010

In addition to all textbooks, articles, and handouts from classes taken during the program, we recommend the following books, articles and journals. Some are general in nature and would benefit all students in the C&I degree programs while others are written for specific teaching situations (ie K-12 or Higher Education) or for certain fields within education.

Books & Book Chapters

Anderson, L. W. & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing*. New York: Longman.

Angelo, T. A. & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass.

Bruner, J. S. (2006). *In search of pedagogy: The selected works of Jerome S. Bruner* (2 vols.). London: Routledge.

Burton, L.D. & Nwosu, C. C. (2007). "Integrating spirituality in education courses", in Speck, B. W & Hoppe, S. L. (Eds.), *Searching for spirituality in Higher Education* (pp. 227-235). New York: Peter Lang.

Carper, J. C. & Hunt, T. C. (Eds.). (2009). *The Praeger handbook of religion and education in the United States* (2 vols.). Westport, CT: Praeger.

Connelly, F. M., He, M. F., & Phillion, J. (2007). *The SAGE handbook of curriculum and instruction*. New York: Sage.

Cooper, J. M. (Ed.) (2003). *Classroom teaching skills*. Boston: Houghton Mifflin.

Ellis, A. K. (2005). *Research on educational innovations* (4th ed.). Larchmont, NY: Eye On Education.

Flinders, D. J. & Thornton, S. J. (Eds.). (2009). *The curriculum studies reader*, 3rd ed. New York: Routledge.

Greenleaf, F. (2005). *In passion for the world: A history of Seventh-day Adventist education*. Nampa, ID: Pacific Press.

Habenicht, D. J. & Burton, L. (2004). *Teaching the faith: An essential guide for raising faith-shaped kids*. Hagerstown, MD: Review & Herald Publishing Association.

Hunt, T. C., Carper, J. C., Lasley, T. J., & Raisch, C. D. (Eds.). (2010). *Encyclopedia of educational reform and dissent* (2 vols.). Los Angeles: Sage.

Jarvis, P. (2006). *Toward a comprehensive theory of human learning*, vol. 1 of *Lifelong learning and the learning society*. London: Routledge.

- Johnson, D. W., Johnson, & R. T. (2004). *Assessing students in groups: Promoting group responsibility and individual accountability*. Thousand Oaks, CA: Corwin Press.
- Johnson, D. W., Johnson, R. T., & Smith, K. A. (1998). *Active learning: Cooperation in the college classroom*. Edina, MN: Interaction Book Company.
- Joyce, B. & Weil, M. (2008). *Models of teaching*. 8th Edition. Boston: Allyn & Bacon.
- Kagan, S. (2004). *Cooperative learning*. San Clemente, CA: Resources for Teachers, Inc.
- Kridel, C. (Ed.). *Encyclopedia of curriculum studies* (2 vols). Los Angeles: Sage.
- Larson, R. & Larson, D. with Gillespie, V. B. (1992). *Project affirmation: Teaching values*. Riverside, CA: La Sierra University Press.
- Malewski, E. (Ed.). (2010). *Curriculum studies handbook: The next moment*. New York: Routledge.
- Palloff, R. M. & Pratt, K. (2007). *Building online learning communities: Effective strategies for the virtual classroom*. San Francisco: Jossey-Bass.
- Pinar, W. F. (2004). *What is curriculum theory?* Mahwah, NJ: Lawrence Erlbaum.
- Pinar, W. (Ed.). (2003). *International handbook of curriculum research*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Pinar, W., Reynolds, W., Slattery, P., Taubman, P., et al. (2004). *Understanding curriculum: An introduction to the study of historical and contemporary curriculum discourses*. New York: Peter Lang.
- Poe, H. L. (2004). *Christianity in the academy*. Grand Rapids, MI: Baker Academic.
- Ravitch, D. (2007). *Ed speak*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Rogers, E. M. (2003). *Diffusion of innovations* (5th ed.). New York: The Free Press.
- Senge, P. M. (1994). *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday Business.
- Spears, P. D. & Loomis, S. R. (2009). *Education for human flourishing: A Christian perspective*. Downers Grove, IL: Intervarsity Press.
- Speck, B. W. & Hoppe, S. L. (Eds.). (2007). *Searching for spirituality in higher education*. New York: Peter Lang.
- Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago, IL.: The University of Chicago Press.

- Van Brummelen, H. (2002). *Steppingstones to curriculum: A biblical path* (2nd ed.). Colorado Springs, CO: Purposeful Design Publications.
- White, E. G. (1952). *Education*. Mountain View, California: Pacific Press Publishing Association.
- Wiggins, G. & McTighe, J. (2005). *Understanding by design: Expanded 2nd edition*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Wiles, J. & Bondi, J (2010). *Curriculum development: A guide to practice: International edition*. Upper Saddle River, NJ: Merrill.

Articles from your professors and others

- Brantley, P. S., & Burton, L. (1994). Curriculum and teaching in Adventist elementary and secondary schools: The fourth biennial poll of North American Division educators. *Journal of Adventist Education*, 56(5), 17-20.
- Burton, L. (1997). Safari with a side-order of service. *Journal of Adventist Education*, 59(5), 33.
- Burton, L. (1998). Take 10 for science: Integrating writing and science in the multigrade classroom. *Journal of Adventist Education*, 60(3), 16-23.
- Burton, L. (1998). Instructional patterns in science: An exploratory study. *Journal of Research on Christian Education*, 7(1), 37-54.
- Burton, L. (1999). Creating an environment for excellence. *Journal of Adventist Education*, 61(5), 9-13.
- Burton, L. (2001). On-line adventures: Principles for virtual collaborations. *Journal of Adventist Education*, 63(4), 12-17.
- Burton, L. D. (1995). Bringing powerful teaching to the small school. *Journal of Adventist Education*, 57(2), 10-14.
- Burton, L. D., Gittens-St. Juste, P. G., & Davidson, R. L. (2007). Adventist curriculum: Relationships between teacher's use and perceptions of quality. *Private School Monitor*, 29(1), 1-7.
- Burton, L. D., Gittens-St. Juste, P. G., & Davidson, R. L. (2006-2007). Profile 2004: K-12 teacher perceptions of Adventist curriculum. *Journal of Adventist Education*, 69, 19-25.
- Burton, L. D., Gittens-St. Juste, P., McGarrell, F., & Nwosu, C. C. (2005). What do we know about the quality and commitment of Adventist educators? *Journal of Adventist Education*, 68(1), 10-17.
- Burton, L. & Habenicht, D. J. (2003). Getting students to think: Using questions effectively in the classroom. *Journal of Adventist Education*, 66(1), 20-25.
- Burton, L. D., Kijai, J., & Sargeant, M. A. (2005). Relationship of students' perceptions of the teaching and learning process and academic

- performance in science. *Journal of Research on Christian Education*, 14(2), 177-207.
- Burton, L., Nino, R., & Hollingsead, C. (2004). Instructional practices in fifth-through eighth-grade science classrooms of a selected Seventh-day Adventist conference. *Journal of Research on Christian Education*, 13(1), 99-129.
- Burton, L., & Nwosu, C. (2003). Student perceptions of the integration of faith, learning, and practice in an education methods course. *Journal of Research on Christian Education*, 12(2), 101-136.
- Burton, L. D., Paroschi, E. E., Habenicht, D. J., & Hollingsead, C. C. (2005-2006). Curriculum design and children's learning at church. *Religious Education*, 101(1), 4-20.
- Burton, L.D., Sargeant, M. A., & Bailey, A. (2010). Sint Maarten: Fostering growth in mathematics and science teacher knowledge. *Journal of Research on Christian Education*. (In press).
- Cuban, L. (1993). The lure of curricular reform and its pitiful history, *The Kappan*, 75(2), 181-185.
- Davidson, L. (1993-1996). *Science Electronic Tutor* (Software to accompany the NAD grade 5-8 science textbook series). Berrien Springs, MI: Author.
- Davidson, L. (1997-2000). *Thy Word is a Light unto My Feet* (Multimedia software to accompany the NAD grade 1-4 Bible textbook series). Berrien Springs, MI: Author.
- Davidson, L. (2008). Understanding the Agenda (Book Review). *Origins*, 63, 41-43.
- Davidson, L. (in press). Recess guidelines: Keeping children safe. *Journal of Adventist Education*.
- Eggers, M., Freed, S., & Burton, L. (2004). Webagogy in online courses (Introduced in JAE with full text on the AVLN website). *Journal of Adventist Education*, 66(2), 41. Retrieved from <http://www.avln.org/jae/eggersfreedburton1203.htm>
- Eggers, M., Freed, S., & Burton, L.. (2004). Webagogy in online courses II (Introduced in JAE with full text on the AVLN website). *Journal of Adventist Education*, 66(3), 46. Retrieved from <http://www.avln.org/jae/eggersfreedburton304.htm>
- Habenicht, D. J., & Burton, L. (2004). Connecting children with God through prayer and worship. *Journal of Adventist Education*, 67(1), 5-10.
- Habenicht, D. J., & Burton, L. (2004). Salvation: Helping your students embrace God's grace. *Journal of Adventist Education*, 66(2), 14-20.
- Habenicht, D. J., & Burton, L. (2004). Theology for children. *Journal of Adventist Education*, 66(3), 35-40.

- Hollingsead, C. & Ostrander, R. (2006). How can I help my students who struggle with reading comprehension? *Journal of Adventist Education*, 68(4), 15-22.
- Hollingsead, C., Ostrander, R., & Schilling, J. (2004, Fall). Study guides: Teacher tips – A review of literature with practical implications. *Michigan Language Arts Journal*.
- Kohn, Alfie (1999, March). From degrading to de-grading. *High School Magazine*, 6(5), 38-43. Retrieved from <http://www.alfiekohn.org/teaching/fdtd-g.htm>
- Lawrence, T. A., Burton, L. D., & Nwosu, C. C. (2005). Refocusing on the “learning” in integration of faith and learning. *Journal of Research on Christian Education*, 14(1), 17-50.
- McGarrell, F. (2009, April/May). Academic service-learning in first-year writing: Implications for practice. *Journal of Adventist Education*, 71(4), 38-40.
- Ostrander, R. (1993). Synopsis of Wrenn and Kotler’s exchange model for marketing parochial schooling. *Journal of Research on Christian Education*, 2(2), 255-258.
- Ostrander, R. (1996). Equity in computer classrooms. *Journal of Adventist Education*, 58(5), 37-39.
- Ostrander, R. (1998). The write stuff: Some observations and recommendations. *Journal of Adventist Education*, 60(3), 4-7.
- Ostrander, R. (2006). Revisiting writing workshop. *Journal of Adventist Education*, 68(4), 43-47.
- Ostrander, R. & Furst, L. (1994). [Interview with Terry Moe]. School choice: Will state-supported educational alternatives help or hinder private schools? *Journal of Research on Christian Education*, 3(2), 275-283.
- Ostrander, R. & Marinho, R. (1998). Alcohol and private higher education: A literature review. *Journal of Research on Christian Education*, 7(2), 121-136.
- Ostrander, R., Olson, B., Bailey, J., & Creswell, J. (1990, July). A comparison of NCES-88 and Carnegie-89 faculty survey instruments. *Clearinghouse of Research on Faculty*, 3.
- Reid, B. (2007, Summer). Keeping students safe in chemistry class. *Journal of Adventist Education*, 69(5), 30-35.
- Rodenberg, B. (1995). Urban bird-watching. *Science Scope*, 18(7), 12-17.
- Rodenberg, B. (1999). Urban bird-watching II. *Science Scope*, 23(1), 22-25.

Journals: Research, Theory, & Application

Peer-reviewed Journals

Education

- *Asia Pacific Journal of Education*
- *Asia Pacific Journal of Teacher Education*
- *Assessment in Education*
- *BJET: British Journal of Educational Technology*
- *British Journal of Educational Studies*
- *British Journal of Educational Technology*
- *European Journal of Education*
- *Higher Education Quarterly*
- *Journal of Computer Assisted Learning*
- *Journal of Educational Computing Research*
- *Journal of Empirical Theology*
- *Journal of Philosophy of Education*
- *Journal of Research in Reading*
- *Journal of Research on Christian Education*
- *Journal of Teacher Education*
- *Language Learning*
- *Literacy (formerly Reading)*
- *Phi Delta Kappan*
- *Religious Education*
- *Support for Learning*
- *Teachers College Record*
- *Yearbook of the National Society for the Study of Education*

Learning Theory

- *Educational & Instructional Technology Theory and Research*
- *Educational Philosophy and Theory*
- *Educational Researcher*
- *Educational Technology Research and Development*
- *Educational Theory*
- *Educom Review*
- *Instructional Science: An International Journal of Learning and Cognition*
- *Interactive Learning Environments*
- *Journal of Educational Computing Research*
- *Journal of Educational Multimedia and Hypermedia*
- *Journal of Educational Technology Systems*
- *Journal of Technology & Teacher Education*
- *Learning and Leading with Technology*
- *Review of Educational Research*

Corporate Training

- *International Journal of Training and Development*
- *Performance Improvement*
- *Performance Improvement Quarterly*
- *Training*
- *Training and Development*

Curriculum

- *Curriculum Inquiry*
- *Curriculum Theory Network*
- *Journal of Curriculum & Supervision*
- *Journal of Curriculum Studies*
- *Journal of Curriculum Theory*
- *Journal of the American Association for the Advancement of Curriculum Studies (JAAACS)*
- *Transnational Curriculum Inquiry(TCI)*

Non-peer-reviewed Journals

- *Educational Leadership*
- *Journal of Adventist Education*
- *The Kappan*

Appendix II: Comprehensive Exam Guidelines

Comprehensive Exam Preparation Guidelines

Purpose of Comprehensive Examinations

The purpose of the comprehensive exam is to give you the opportunity to display your understanding of important knowledge, concepts, and skills related to your major field. It gives you the opportunity to show how you have integrated what you have learned over the course of your time with us. Comprehensives are broader than individual course exams. These exams address the broad outcomes indicated in the *Conceptual Framework*. What is the *Conceptual Framework*? The Andrews University School of Education has set six areas where every student needs to be proficient. The Curriculum & Instruction Program has re-visioned these areas as professional roles and added a seventh area: subject matter expertise (see page 14).

Preparing for the Comprehensive Examination

To do well on the examination requires focus and preparation. Please do not attempt to take the exam until or unless you –

1. Have filed a clearly-written, carefully-thought-through goal statement with the C&I program director.
2. Have read issues of *Educational Leadership*, *The Kappan*, or a comparable journal for the past two years and are acquainted with some of the current issues in your specific arena of education.
3. Can type (or write legibly) a coherent and cogent five paragraph theme on some current topic of education such as those identified in #2 above.
4. Can articulate and defend your personal philosophy of education with ontology, epistemology, and axiology. Be able to compare your philosophy with other belief systems.
5. Outline, given a case, the process you would take in implementing a school change, staff development (instructional change), or curriculum development process showing the role of specific processes and knowledge attained in the C&I program (for example: Dimensions of Learning framework, Models of Teaching, peer coaching, study groups, etc.).
6. Know the literature supporting the area of your goal statement as THOROUGHLY as possible and being able to cite at least eight to twelve persons who have made important contributions to your field—past and present. Be able to cite freely from the literature that covers you area.
7. Be able to show how research can apply to the life and work of an educator interested in finding out what is effective in the classroom. Be able to show how you would go about conducting a research study using a variety of research methods.
8. Refer to the Readings Lists in Appendix I (see p. 32) for additional preparation materials.

Core Ideas for Each Written Comprehensive Section

(Other ideas may be tested, but these are *priority*)

Research

The research competencies from the C&I Program Roles include skills in reading and evaluating research. For this portion of the comprehensives, the student may be asked to critique an article that will show her/his ability to understand and interpret research literature. The student could also be asked to create an outline for a research proposal on a research or topic of choice. She/he should be sure to discuss or critique the following:

- Quantitative research designs (strengths & weaknesses)
- Qualitative research designs (strengths & weaknesses)
- Common terms and how they are used differently in quantitative/qualitative traditions
- Research proposal or article
- Steps in the research process
- Program Evaluation processes (Eds/EdD/PhD only)

Worldview/Educational Philosophy

The student should have a firm grasp of the major world views along with the assumptions and implications arising from each as applied to education. She/he should be able to contrast and compare a Christian world view with other world view paradigms. She/he should be acquainted with the ontology, epistemology and axiology of major philosophies and show the connection between them and the world of teaching and learning. The student should cite the names of key proponents of each philosophy and their respective contributions. Also she/he should be able to elaborate how each major philosophy or worldview seeks to shape educational settings, practices and outcomes.

For each major worldview:

- Philosophical assumptions
- Major proponents
- Implications for education/schooling
- Be able to compare/contrast any two worldviews (particularly with a Christian Theistic worldview)

Curriculum

Whether in schools, colleges or in other learning organizations, educators are concerned with designing and implementing sustained messages. These broad, sustained messages (curricula) are intended to bring about positive and lasting changes in learners.

Curriculum development is the process of planning and preparing the curriculum for teachers and learners and evaluating to see if curriculum purposes are achieved. Many people do curriculum development casually but you have learned some ideas

and strategies that should make your curriculum work much more systematic and effective.

The student should be able to clearly explain key terms, element, and practices of curriculum development. She/he should be able to cite concrete examples to indicate how she/he would apply what she/he knows in a real life scenario. Examples of key terms include: systems thinking, scope & sequence, backward design, curriculum mapping, curriculum integration, outcomes, implementation inhibitors and facilitators, assessment of individuals, evaluation of curricula or programs, and standards.

The student should be able to thoroughly explain any curricular processes learned, including curriculum development models, curriculum design models, change process models, and so on.

Instruction

- Thorough understanding/application of frameworks, strategies, and processes
- Dimensions of Learning framework
- Different models of teaching
- Professional development models

A Suggested Process for Approaching Comprehensive Questions

- A. Look at the question and ask yourself- "What is the basic issue/idea being asked about?"
- B. Choose one primary framework or process to guide your answer. Think of this as your "response framework." You will need to add components of other frameworks, processes, and concepts where they fit into your "response framework."
- C. Identify each of the specific question element you are asked to answer
- D. Outline your answer, making sure to include each question element AND each component of your "response framework."
- E. Write your answer.
- F. Check back to make sure all question elements are answered and all components of your "response framework" are included.

Department of Teaching, Learning, & Curriculum

Rubric for Evaluating Comprehensive Examination Responses

Definitions of Levels

(Passing levels for comprehensive examinations)

Level 1 – Unsatisfactory

- Not focused on topic or task
- Does not demonstrate rudimentary understanding

Level 2 – Emerging

- Focuses on one aspect of the task
- Limited or rote level knowledge

Level 3 – Progressing (*acceptable for MA, EdS responses*)

- Able to pull together several aspects of the task, but not integrate it all
- Understands most of the major concepts involved

Level 4 – Proficient (*target for MA, EdS responses; acceptable for PhD responses*)

- Individual aspects of the task integrated into a coherent whole
- Synthesizes the major concepts involved (the gaps are gone)

Level 5 – Expertise (*target for PhD responses*)

- Moves beyond acquired knowledge to take in new and more abstract features
- Demonstrates professional knowledge at a level more advanced than most others in the field

Format of the MA Comprehensive Examinations

The student should consult the official university calendar (found in the annual *AU Academic Bulletin*) for the dates of the comprehensive examinations. Three hours of the comprehensive involve sitting and writing responses to questions. The second half of the examination is the defense of the portfolio. The three hours of the written comprehensive examination will be used to answer approximately three questions. These may be three separate questions or they could be three inter-related questions (as in Sample Question I). The student should expect questions whose answers will require integrated learning from different roles in the C&I program (see page 14). The Portfolio Presentation is scheduled for one hour (see Appendix III).

Sample Questions:

(All areas of the *Conceptual Framework* are covered. Please note that the focus of YOUR question will be aligned with your personal goal statement.)

Question 1: Imagine that you are an educational consultant with an orientation that is either humanist (like John Dewey), idealist (like Mortimer Adler), or scientific realist (like B.F. Skinner). A school district wants you to advise them as to how they should develop a LIFE-ENHANCEMENT curriculum to help your students be successful citizens. For each orientation--

1. What might be the goals of the curriculum? Explain your answer.
2. What unit topics could be included in such a curriculum? Explain your answer.
3. What would instruction look like under each curriculum model?

You should write at least a page on each orientation in answering the questions above.

Question 2: As a Christian theist, how would you evaluate each of the three curriculum orientations listed in question 1 (include both compliments and criticisms)? One page.

Question 3: As a consultant with a Christian-theistic orientation, suggest the sequence you would use in helping the school district develop a LIFE-ENHANCEMENT curriculum. Tell what you would advise them to do first, second, third, etc. Be fairly specific making sure you include a discussion of how you might use *research* as well as *change strategies* as a part of the curriculum development process. Four to six pages.

Format of the EdS Comprehensive Examinations

The student should consult the official university calendar (found in the annual *AU Academic Bulletin*) for the dates of the comprehensive examinations. Specialist degree comprehensive examinations span two days in two different weeks. In the Curriculum & Instruction program, one of these days is reserved for written responses to questions. The other is reserved for the portfolio presentation. On the day the student writes the comps, she/he will have four questions to answer. It will be given about one hour per question for the student's response. She/he will have a maximum of four hours to write the response to the questions. The organization of the written comprehensive examination is described in more detail below. The student should expect questions whose answers will require integrated learning from different roles in the C&I program (see page 14). The portfolio presentation is scheduled for one hour (see Appendix III for details concerning the portfolio process).

Part (Day) 1 – Written Comps: Four questions, four hours

(Areas covered of the *Conceptual Framework*: Christian Philosopher, Learning Theorist, Effective Communicator, Capable Researcher, and Skilled Assessor. Please note that the focus of YOUR question will be aligned with your personal goal statement.)

Question 1: Research

Sample questions: Some of the questions you might be asked to respond to in an article critique:

1. Is their sufficient development of the problem?
2. Is the literature review appropriate, current, and selective?
3. Is the design of the study appropriate to the problem stated?
4. What sampling technique was used? Was it appropriate?
5. What controls for external and internal validity were established?
6. Was there a proper choice of statistics?
7. Were the conclusions supported by the results? (Speculation/data-based)
8. Are their suggestions for further research?

Question 2: Foundations

Sample question: A school or college in your community wants to construct a short, five-paragraph Philosophy Statement and comes to you for help. You ask them, "Ladies and Gentlemen, upon what philosophy is your school based?" They answer emphatically, "This school is based upon a _____philosophy!"

Whether their philosophy is idealism, behavioral realism, existential humanism, or social reconstructionism, you should be able to help the school frame that one-page Statement. After you finish writing that statement, analyze the validity of the statement through the eyes of a Christian Theist. Support your analysis with appropriate references.

Question 3: Curriculum

Sample question: A school or college in your community wants to construct a curriculum on the topic _____. The people on the curriculum committee have made curriculums before but their usual approach is find curriculum guides in use and copy parts of the ones they like best. They've never studied some concepts you've studied in your program. Select any one concept above and explain to the committee in some detail how it works as an essential part of curriculum development. Give concrete examples.

Question 4: Instruction

This portion of the comprehensives draws on your knowledge base in the area of instructional planning, delivery, and assessment. Include appropriate learning theories, instructional strategies, concepts, and resources (people, books, articles, etc) as they relate to your response.

Sample Question: Identify three teaching strategies you believe are effective in the teaching of college-level courses. For each strategy describe (1) the purpose, (2) the process, (3) the research base, (4) major proponents, and (5) possible drawbacks or limitations. Include a brief scenario of how you could use each strategy.

Format of the EdD/PhD Comprehensive Examinations

Doctoral comprehensive examinations span four days in two different weeks. Two of these days are spent in writing responses to questions. One day is reserved for the submission of a take-home question, which will be waived if you have a research article accepted for publication. The fourth day is reserved for the presentation and defense of the professional portfolio. Each writing day the student will have approximately four hours to write a response to the questions. Typically the student will have four questions which she/he will write a response to. The Curriculum & Instruction Program schedules the two writing days with a weekend break between them. The take-home portion of the comprehensive examination focuses on research and is described in more detail below. The final component of the doctoral comprehensive examination is the defense of the student's professional portfolio (see Appendix III for details). The comprehensive examinations are not passed until all three writing days are successfully completed and a grade is issued for EDCI895. The student should expect questions whose answers will require she/he to integrate learning from different roles in the C&I program (see page 14).

Part (Day) 1: Four questions, four hours Research & Worldviews/Philosophy

(Areas covered of the *Conceptual Framework*: Christian Philosopher, Effective Communicator, and Capable Researcher. Please note that the focus of YOUR question will be aligned with your personal goal statement.)

Sample Question 1: Research

Compare and contrast qualitative and quantitative research traditions. Describe the philosophical assumptions on which they are based, the type of questions they investigate, their data sources and data analysis practices, and issues of reliability, validity, and generalizability.

Sample Question 2: Foundations

You have been attending Andrews University--a Christian university which, in many respects, is similar to the education you would receive from an institution in the public sector. However, in other ways there are important differences.

Write an essay comparing the philosophy of an educational institution based on a Christian theist world view with an institution based on ONE of the following secular views: scholastic idealism, scientific realism, existential humanism, or social reconstructionism.

Is there really a difference or are the differences only cosmetic?

In your comparison, include introductory remarks, ontological comparisons, epistemological considerations, axiological concerns, and a conclusion summarizing the essential differences. Be sure to describe each philosophy's implications for educational practice. In your essay, support your thoughts with references from the relevant literature--past and present.

Part (Day) 2: Take Home Research Proposal or Published Research Article

(Areas covered of the *Conceptual Framework*: Effective Communicator and Capable Researcher.)

Part 2 of the comprehensive examination focuses on your specialized research interest as reflected in your goal statement. You will answer this question as a written essay and defend it in a publicly announced forum to be held on Tuesday evening, the announced date for the fourth day of doctoral comprehensive examinations. Your essay should be submitted to the C&I Program office by 3:30 p.m. on the date published by the university.

In no more than twelve (12) pages, articulate one primary research concern of yours which has driven a portion of your tenure of study here at Andrews University. In essay form, introduce the problem under study, its significance, relevant research literature, theoretical underpinnings, and finally your hypotheses and/or researchable questions for addressing your research concern. Then describe methodologies you would use in your study and your rationale for using them.

If you have published an article or had one accepted for publication, this day of the comprehensive examination process is waived.

Part (Day) 3: Four questions, four Hours Curriculum & Instruction

Sample Question 1: Curriculum

Scenario: You have been requested to serve as a consultant to a Christian K-12 school that is about to implement a new curriculum in [your content area]. The school administrators want this new curriculum to reflect a Christian philosophy of education.

The school administrators would like you to give them a fairly descriptive and definitive outline as to what will occur during the curriculum development process from introduction of the project to implementation of the curriculum in the school. Tell what you would do first, second, third, etc. and your reason for doing it. Do not just list; explain each process. Make connections to relevant literature.

In your report to the administrators, you should include important elements of curriculum design and development that you have studied, integrating them seamlessly into the process. Justify in the report the approach you are taking, citing from the literature as necessary. Assume three years for the complete effort.

Sample Question 2: Instruction

Building from your work as a K-12 consultant (above question), design a four-week summer in-service for the secondary school faculty to train them in the elements you believe are critical for effective instruction that will complement the

school's new curriculum. Use your knowledge of *Dimensions of Learning*, *Cooperative Learning*, *Multiple Intelligence Theory*, or other instructional frameworks in your response.

Include in your discussion the research base, proponents, and the challenges teachers might meet as they implement instruction as a part of the reforms this secondary school wants to make.

Part (Day) 4:

Portfolio Presentation

The Portfolio Presentation may be conducted during the semester comprehensives are written or in a subsequent semester. Comprehensives are not passed until all four parts are completed satisfactorily (see Appendix III).

***Appendix III:* Portfolio Guidelines**

The Portfolio Process

Introduction

As part of the requirements for all Curriculum & Instruction (C&I) degrees, each C&I student is required to develop and maintain a portfolio that documents professional preparation and implementation of new learning throughout the C&I course of study. Portfolio development is an on-going process that begins in the first class(es) taken, is formalized during the portfolio seminar (EDCI595,795, or 895), and is finalized with the portfolio presentation, which counts as part of the comprehensive examination process. All C&I Portfolios are developed in LiveText (www.livetext.com). Students register for the appropriate 1 credit portfolio class (EDCI595, 795, or 895) during their program when it best fits their schedule.

Purpose of the Portfolio

The portfolio is more than a “collection” of work. It gives the student the opportunity to provide evidence of knowledge, skills and dispositions developed during the course of study. It allows them to document real-life implementation of what has been learned in the graduate classes and to reflect on the connection of the implementation experience (EDCI696, EDCI 799, or EDCI889) to experiences and learning in the university classroom.

The portfolio fulfills several purposes.

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

The Artifacts

The students’ portfolio should contain a section for each of the seven Curriculum & Instruction Conceptual Framework Roles and artifacts in each of those sections. Each of the seven core areas should have its own title page/section divider which includes a definition of the role and a rationale for including the role in the portfolio.

Each artifact needs to have its own annotation with TEA (Title, Evidence and Assessment/Rationale.) The artifact annotation should be presented in tandem with the artifact itself. The title should be a concise, clear description of the artifact. The evidence is the artifact itself. The assessment/rationale for each artifact describes how the artifact documents mastery of learning outcomes for this role. The artifacts themselves, while they may reveal *knowledge* of the desired outcomes for the different roles, should ultimately demonstrate *competence* in each of the roles prior to the final portfolio assessment.

The student's portfolio should reflect the individual. The C&I program prescribes some artifacts or artifact types for your portfolio, but there is ample room for individualization of the portfolio. Required artifacts are listed in the Portfolio Template on *LiveText*. Online resources provide many examples of other potential artifacts. [Conduct an Internet search for "Electronic Portfolio" (or similar terms) to access the most current online resources and information.] Artifacts such as the following could be included:

- Letters of thanks/recognition from supervisors, principals, superintendents, students, parents of students
- Certificates of Honors/ Awards/ Recognitions/ Scholarships
- Documentation of memberships in professional organizations
- Documentation of professional leadership (positions on TLC Department committees, work as a graduate assistant, service on SED committees, service on curriculum committees, and etc.)
- Work-focused photographs (with appropriate permission)
- Letters of recommendation
- Completed assignments from classes
- Completed projects from your job

Guidelines for Portfolio Presentation

The student's portfolio presentation will be scheduled at a time agreed upon with the C&I Program Director. The portfolio presentation will be advertised, and a small audience should be expected. Portfolio presentations can be delivered in a face-to-face setting or via electronic technology, such as Adobe Connect Pro. The time for the presentation is *one hour*. The following outline is suggested for the student presentation of him/herself and the portfolio (with suggested time frames):

- Introduction of student, and brief personal & professional background (5 minutes)
- Presentation of artifacts from each section of the portfolio in order, beginning with the Christian Philosopher Role (approximately 5 minutes per role)
 - *Note:* More time can be on some roles than on others, but the total time for presenting your artifacts is of 45 minutes.
- Questions from the audience and/or evaluators (10 minutes)

A Portfolio Presentation Rubric is included in this handbook for guidance. The student should refer to the criteria listed on that rubric as preparation for the presentation. One of the student's colleagues can be asked to serve as timekeeper during the presentation. She/he can gently remind the students to keep the presentation moving through each of the roles in case of lingering too long on any one role.

Teaching, Learning, & Curriculum Department

Role 1: Scoring Guide

For Self-assessment, Feedback, & Evaluation Purposes

Christian Philosopher Role:

- 1.1 Explain worldviews and trace their historical development
- 1.2 Critique worldviews from a Christian perspective
- 1.3 Integrate principles of a Christian worldview into their chosen fields of study

See the Portfolio Template for list of required artifacts.

Each artifact should include (1) a “Title”, (2) an overview/rationale which identifies which learning outcomes are demonstrated in the artifact and *how* the artifact demonstrates your learning, and (3) the artifact itself, either as text/photo/video directly entered into LiveText or as an attachment. Be sure that you identify the specific C&I program learning outcomes you believe the artifact demonstrates and that you include a short reflection that describes how the artifact demonstrates mastery of the noted outcomes (ie 1.1 or 1.2).

Criteria	1 Unacceptable	2 U	3 Acceptable	4 A	5 Target
Outcome 1.1 Explain worldviews and trace their historical development	Artifact(s) in this Role do not demonstrate mastery of this outcome		Artifact(s) in this Role demonstrate basic mastery of this outcome		Artifact(s) in this Role demonstrate advanced mastery of this outcome
Outcome 1.2 Critique worldviews from a Christian perspective	Artifact(s) in this Role do not demonstrate mastery of this outcome		Artifact(s) in this Role demonstrate basic mastery of this outcome		Artifact(s) in this Role demonstrate advanced mastery of this outcome
Outcome 1.3 Integrate principles of a Christian worldview into their chosen fields of study	Artifact(s) in this Role do not demonstrate mastery of this outcome		Artifact(s) in this Role demonstrate basic mastery of this outcome		Artifact(s) in this Role demonstrate advanced mastery of this outcome
Depth of Coverage	Artifacts in this Role do not demonstrate a deep understanding in this Role		Artifacts in this Role demonstrate a depth of understanding that is representative of competent professionals at this educational level		Artifacts in this Role demonstrate a depth of understanding that is representative of top professionals at this educational level
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” roles 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 Role: <input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target					

*Mark Appropriate Gateway Check:

- Semester-end Portfolio Review – Artifact(s) required for your class(es)
- Comprehensive Examination – Two to Four artifacts for this role (artifacts can be cross-referenced to or from other Roles)

Teaching, Learning, & Curriculum Department
Role 2: Scoring Guide
 For Self-assessment, Feedback, & Evaluation Purposes

Learning Theorist Role:

- 2.1 Describe human development
- 2.2 Apply current theories of learning
 - 2.2.1. Understand and use frameworks for organizing instruction
 - 2.2.2. Demonstrate a repertoire of effective teaching strategies for teaching ALL students

See the Portfolio Template for list of required artifacts.

Each artifact should include (1) a “Title”, (2) an overview/rationale which identifies which learning outcomes are demonstrated in the artifact and **how** the artifact demonstrates your learning, and (3) the artifact itself, either as text/photo/video directly entered into LiveText or as an attachment. Be sure that you identify the specific C&I program learning outcomes you believe the artifact demonstrates and that you include a short reflection that describes how the artifact demonstrates mastery of the noted outcomes (ie 2.1 or 2.2).

Criteria	1 Unacceptable	2 U	3 Acceptable	4 A	5 Target
Outcome 2.1 Describe human development	Artifact(s) in this Role do not demonstrate mastery of this outcome		Artifact(s) in this Role demonstrate basic mastery of this outcome		Artifact(s) in this Role demonstrate advanced mastery of this outcome
Outcome 2.2 Apply current theories of learning	Artifact(s) in this Role do not demonstrate mastery of this outcome		Artifact(s) in this Role demonstrate basic mastery of this outcome		Artifact(s) in this Role demonstrate advanced mastery of this outcome
Depth of Coverage	Artifacts in this Role do not demonstrate a deep understanding in this Role		Artifacts in this Role demonstrate a depth of understanding that is representative of competent professionals at this educational level		Artifacts in this Role demonstrate a depth of understanding that is representative of top professionals at this educational level
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” roles 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 Role: <input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target					

*Mark Appropriate Gateway Check:

- Semester-end Portfolio Review – Artifact(s) required for your class(es)
- Comprehensive Examination – Two to Four artifacts for this role (artifacts can be cross-referenced to or from other Roles)

Teaching, Learning, & Curriculum Department

Role 3: Scoring Guide

For Self-assessment, Feedback, & Evaluation Purposes

Servant Leader Role:

- 3.1 Facilitate change in groups and organizations
 - 3.1.1. Use effective staff development models to help effect change in learning organizations
- 3.2 Relate effectively with various cultural, racial, and special interest groups
- 3.3 Identify political and legal issues
- 3.4 Manage human, financial, and material resources
 - 3.4.1. Understand and apply curriculum development processes within a systems perspective
- 3.5 Demonstrate servant leadership

See the Portfolio Template for list of required artifacts.

Each artifact should include (1) a “Title”, (2) an overview/rationale which identifies which learning outcomes are demonstrated in the artifact and **how** the artifact demonstrates your learning, and (3) the artifact itself, either as text/photo/video directly entered into LiveText or as an attachment. Be sure that you identify the specific C&I program learning outcomes you believe the artifact demonstrates and that you include a short reflection that describes how the artifact demonstrates mastery of the noted outcomes (ie 3.1 or 3.4.1).

Criteria	1 Unacceptable	2 U	3 Acceptable	4 A	5 Target
Outcome 3.1 Facilitate change in groups and organizations	Artifact(s) in this Role do not demonstrate mastery of this outcome		Artifact(s) in this Role demonstrate basic mastery of this outcome		Artifact(s) in this Role demonstrate advanced mastery of this outcome
Outcome 3.2 Relate effectively with various cultural, racial, and special interest groups	Artifact(s) in this Role do not demonstrate mastery of this outcome		Artifact(s) in this Role demonstrate basic mastery of this outcome		Artifact(s) in this Role demonstrate advanced mastery of this outcome
Outcome 3.3 Identify political and legal issues	Artifact(s) in this Role do not demonstrate mastery of this outcome		Artifact(s) in this Role demonstrate basic mastery of this outcome		Artifact(s) in this Role demonstrate advanced mastery of this outcome
Outcome 3.4 Manage human, financial, and material resources	Artifact(s) in this Role do not demonstrate mastery of this outcome		Artifact(s) in this Role demonstrate basic mastery of this outcome		Artifact(s) in this Role demonstrate advanced mastery of this outcome
Outcome 3.5 Demonstrate servant leadership	Artifact(s) in this Role do not demonstrate mastery of this outcome		Artifact(s) in this Role demonstrate basic mastery of this outcome		Artifact(s) in this Role demonstrate advanced mastery of this outcome
Depth of Coverage	Artifacts in this Role do not demonstrate a deep understanding in this Role		Artifacts in this Role demonstrate a depth of understanding that is representative of competent professionals at this educational level		Artifacts in this Role demonstrate a depth of understanding that is representative of top professionals at this educational level
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” roles 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 Role: Unacceptable Acceptable Target

*Mark Appropriate Gateway Check:

- Semester-end Portfolio Review – Artifact(s) required for your class(es)
- Comprehensive Examination – Two to Four artifacts for this role (artifacts can be cross-referenced to or from other Roles)

Teaching, Learning, & Curriculum Department
Role 4: Scoring Guide
 For Self-assessment, Feedback, & Evaluation Purposes

Effective Communicator Role:

- 4.1 Communicate effectively in written, verbal, and non-verbal forms
- 4.2 Use electronic tools effectively for professional communication, teaching, and research
 - 4.2.1. Create professional-quality curriculum documents

See the Portfolio Template for list of required artifacts.

Each artifact should include (1) a “Title”, (2) an overview/rationale which identifies which learning outcomes are demonstrated in the artifact and *how* the artifact demonstrates your learning, and (3) the artifact itself, either as text/photo/video directly entered into LiveText or as an attachment. Be sure that you identify the specific C&I program learning outcomes you believe the artifact demonstrates and that you include a short reflection that describes how the artifact demonstrates mastery of the noted outcomes (ie 4.2 or 4.2.1).

Criteria	1 Unacceptable	2 U	3 Acceptable	4 A	5 Target
Outcome 4.1 Communicate effectively in written, verbal, and non-verbal forms	Artifact(s) in this Role do not demonstrate mastery of this outcome		Artifact(s) in this Role demonstrate basic mastery of this outcome		Artifact(s) in this Role demonstrate advanced mastery of this outcome
Outcome 4.1 Use electronic tools effectively for professional communication, teaching, and research	Artifact(s) in this Role do not demonstrate mastery of this outcome		Artifact(s) in this Role demonstrate basic mastery of this outcome		Artifact(s) in this Role demonstrate advanced mastery of this outcome
Depth of Coverage	Artifacts in this Role do not demonstrate a deep understanding in this Role		Artifacts in this Role demonstrate a depth of understanding that is representative of competent professionals at this educational level		Artifacts in this Role demonstrate a depth of understanding that is representative of top professionals at this educational level
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” roles 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 Role: <input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target					

*Mark Appropriate Gateway Check:

- Semester-end Portfolio Review – Artifact(s) required for your class(es)
- Comprehensive Examination – Two to Four artifacts for this role (artifacts can be cross-referenced to or from other Roles)

Teaching, Learning, & Curriculum Department
Role 5: Scoring Guide
 For Self-assessment, Feedback, & Evaluation Purposes

Capable Researcher Role:

- 5.1 Read and evaluate research
- 5.2 Conduct research
 - 5.2.1. Understand and create curriculum-based assessments that are closely aligned to curriculum documents, including standards and curriculum guides
 - 5.2.2. Use assessment and/or program evaluation to provide formative assessment and create plans for improvement in a continuous quality improvement model
- 5.3 Report research findings

See the Portfolio Template for list of required artifacts.

Each artifact should include (1) a “Title”, (2) an overview/rationale which identifies which learning outcomes are demonstrated in the artifact and *how* the artifact demonstrates your learning, and (3) the artifact itself, either as text/photo/video directly entered into LiveText or as an attachment. Be sure that you identify the specific C&I program learning outcomes you believe the artifact demonstrates and that you include a short reflection that describes how the artifact demonstrates mastery of the noted outcomes (ie 5.2.1 or 5.3).

Criteria	1 Unacceptable	2 U	3 Acceptable	4 A	5 Target
Outcome 5.1 Read and evaluate research	Artifact(s) in this Role do not demonstrate mastery of this outcome		Artifact(s) in this Role demonstrate basic mastery of this outcome		Artifact(s) in this Role demonstrate advanced mastery of this outcome
Outcome 5.2 Conduct research	Artifact(s) in this Role do not demonstrate mastery of this outcome		Artifact(s) in this Role demonstrate basic mastery of this outcome		Artifact(s) in this Role demonstrate advanced mastery of this outcome
Outcome 5.3 Report research findings	Artifact(s) in this Role do not demonstrate mastery of this outcome		Artifact(s) in this Role demonstrate basic mastery of this outcome		Artifact(s) in this Role demonstrate advanced mastery of this outcome
Depth of Coverage	Artifacts in this Role do not demonstrate a deep understanding in this Role		Artifacts in this Role demonstrate a depth of understanding that is representative of competent professionals at this educational level		Artifacts in this Role demonstrate a depth of understanding that is representative of top professionals at this educational level
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” roles 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 Role: <input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target					

*Mark Appropriate Gateway Check:

- Semester-end Portfolio Review – Artifact(s) required for your class(es)
- Comprehensive Examination – Two to Four artifacts for this role (artifacts can be cross-referenced to or from other Roles)

Teaching, Learning, & Curriculum Department
Role 6: Scoring Guide
 For Self-assessment, Feedback, & Evaluation Purposes

Lifelong Learner Role:

- 6.1 Demonstrate continuing professional development
- 6.2 Demonstrate ethical behavior in all professional activities
- 6.3 Demonstrate balanced physical, mental, spiritual, and social development

See the Portfolio Template for list of required artifacts.

Each artifact should include (1) a “Title”, (2) an overview/rationale which identifies which learning outcomes are demonstrated in the artifact and *how* the artifact demonstrates your learning, and (3) the artifact itself, either as text/photo/video directly entered into LiveText or as an attachment. Be sure that you identify the specific C&I program learning outcomes you believe the artifact demonstrates and that you include a short reflection that describes how the artifact demonstrates mastery of the noted outcomes (ie 6.1 or 6.3).

Criteria	1 Unacceptable	2 U	3 Acceptable	4 A	5 Target
Outcome 6.1 Demonstrate continuing professional development	Artifact(s) in this Role do not demonstrate mastery of this outcome		Artifact(s) in this Role demonstrate basic mastery of this outcome		Artifact(s) in this Role demonstrate advanced mastery of this outcome
Outcome 6.2 Demonstrate ethical behavior in all professional activities	Artifact(s) in this Role do not demonstrate mastery of this outcome		Artifact(s) in this Role demonstrate basic mastery of this outcome		Artifact(s) in this Role demonstrate advanced mastery of this outcome
Outcome 6.3 Demonstrate balanced physical, mental, spiritual, and social development	Artifact(s) in this Role do not demonstrate mastery of this outcome		Artifact(s) in this Role demonstrate basic mastery of this outcome		Artifact(s) in this Role demonstrate advanced mastery of this outcome
Depth of Coverage	Artifacts in this Role do not demonstrate a deep understanding in this Role		Artifacts in this Role demonstrate a depth of understanding that is representative of competent professionals at this educational level		Artifacts in this Role demonstrate a depth of understanding that is representative of top professionals at this educational level
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” roles 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 Role: <input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target					

*Mark Appropriate Gateway Check:

- Semester-end Portfolio Review – Artifact(s) required for your class(es)
- Comprehensive Examination – Two to Four artifacts for this role (artifacts can be cross-referenced to or from other Roles)

Teaching, Learning, & Curriculum Department
Role 7: Scoring Guide
 For Self-assessment, Feedback, & Evaluation Purposes

Subject Matter Expert Role:

- 7.1 Demonstrate competency in a specific content area
- 7.2 Demonstrate knowledge of current issues in specific content area
 - 7.2.1. Understand and discuss curriculum literature appropriate to the candidate's degree level

NOTE: Documentation for this role may be shown by work done prior to *or* as a part of the current degree

See the Portfolio Template for list of required artifacts.

Each artifact should include (1) a "Title", (2) an overview/rationale which identifies which learning outcomes are demonstrated in the artifact and *how* the artifact demonstrates your learning, and (3) the artifact itself, either as text/photo/video directly entered into LiveText or as an attachment. Be sure that you identify the specific C&I program learning outcomes you believe the artifact demonstrates and that you include a short reflection that describes how the artifact demonstrates mastery of the noted outcomes (ie 7.2 or 7.2.1).

Criteria	1 Unacceptable	2 U	3 Acceptable	4 A	5 Target
Outcome 7.1 Demonstrate competency in a specific content area	Artifact(s) in this Role do not demonstrate mastery of this outcome		Artifact(s) in this Role demonstrate basic mastery of this outcome		Artifact(s) in this Role demonstrate advanced mastery of this outcome
Outcome 7.2 Demonstrate knowledge of current issues in specific content area	Artifact(s) in this Role do not demonstrate mastery of this outcome		Artifact(s) in this Role demonstrate basic mastery of this outcome		Artifact(s) in this Role demonstrate advanced mastery of this outcome
Depth of Coverage	Artifacts in this Role do not demonstrate a deep understanding in this Role		Artifacts in this Role demonstrate a depth of understanding that is representative of competent professionals at this educational level		Artifacts in this Role demonstrate a depth of understanding that is representative of top professionals at this educational level
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" roles 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 Role: <input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target					

*Mark Appropriate Gateway Check:

- Semester-end Portfolio Review – Artifact(s) required for your class(es)
- Comprehensive Examination – Two to Four artifacts for this role (artifacts can be cross-referenced to or from other Roles)

***Appendix IV:* Technology Needs**

The Electronic Scholar

As an online program, the Curriculum & Instruction Program (C&I) relies heavily on electronic tools and electronically-facilitated communication. In order to communicate effectively and efficiently, the members of the C&I Program (students, faculty, & staff) regularly use the following tools. Note: These are subject to change as new tools emerge.

Required Technological Resources

Hardware

- Computer access (broadband creates fewer frustrations)
- Internet access
- Headset (headphones with microphone, telephony quality)
- Webcam
- Online disc storage space (for backing up files and accessing them when away from home) (via LiveText, Windows Live SkyDrive (<http://www.live.com/>), gmail, etc.)
- External hard drives (USB sticks or drives for file backup)
- Access to a scanner

Software

Free/Downloads

- Antivirus software (Registered students can receive Vipre Antivirus free from the ITS Computer Store)
- Acrobat Reader (for opening PDF files) (<http://www.adobe.com/products/acrobat/readstep2.html>)
- PDF Writer (for creating PDF files) (<http://www.cutepdf.com/>)
- If your computer does not have compression software installed automatically:
 - WinZip (to compress or uncompress files) (http://www.download.com/WinZip/3000-2250_4-10003164.html) (for PC users)
 - Stuffit Expander (to compress or uncompress files) (http://www.stuffit.com/cgi-bin/stuffit_loginpage.cgi?standardmacexp) (for MAC or PC, usually already on MACs)
- Web Browsers of your choice (we suggest having at least two installed)
 - Internet Explorer (<http://www.microsoft.com/windows/internet-explorer/default.aspx>)
 - Mozilla Firefox (<http://www.mozilla.org/>)
 - Netscape (<http://isp.netscape.com/software/download2.jsp>)
 - Chrome (<http://www.google.com/>)
- Media Players
 - QuickTime (movie player) (<http://www.apple.com/quicktime/>)
 - Windows Media Player (PC only) (<http://www.freownloadhq.com/Media-Player.html>)
 - iTunes (Mac and PC) (<http://www.apple.com/itunes/download/>)
- CMap Tools (for creating Concept Maps) (<http://cmap.ihmc.us/download/>)

Software Purchases

- LiveText (www.livetext.com)
- Productivity software (Registered students may purchase Microsoft Office Suite available from the ITS Computer Store for \$9.50. Versions with limited features are available free on WindowsLive: <http://www.live.com/>)

Communication Tools

- Adobe Connect Pro (web-based tool similar to WebEx or GoToMeeting)
- Skype (www.skype.com)

Social Networking Sites

- Academia.edu is a social network site for academics (www.academia.edu). Add yourself to the TLC Department at Andrews University.
- Join the Andrews University Curriculum & Instruction Program group on Facebook (www.facebook.com).
- Follow your professors on Twitter (Dr. Burton is @Dr_Doc)

Basic Technology Competencies

Make sure that you are able to comfortably do all of the following before leaving Orientation!

- Sending/Replying to Email & working with Email Attachments
- Web Searching
- Word Processing
- Presentation Creation
- Use of Online Course Management Systems (Desire2Learn)

Support

- Andrews University Department of Distance Learning and Instructional Technology (DLIT) (<http://www.andrews.edu/dlit/links.html>)
- Desire2Learn (D2L) (<https://d2l.andrews.edu/index.asp>). Log in first, then find the link for D2L help
- Andrews University Help Desk (ITS Store) 269-471-6016