

TEACHING, LEARNING, & CURRICULUM

Bell Hall, Room 014
(269) 471-3465
<http://www.educ.andrews.edu>

Faculty

**GENERAL EDUCATION REQUIREMENTS FOR
ELEMENTARY EDUCATION MAJORS****Religion—12***

RELT100, 225, 308(3); an additional 3-credit class may be chosen in consultation with your SED advisor.

Arts and Humanities—10

HIST205, 404, ENGL407

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

Physical/Natural Science—9

Choose a minimum of two areas from the following:

BIOL100, 111, 112, 113, 165, 166, 208, 330

CHEM110, 131, 132

PHYS110, 141, 142

IDSC321, 322

Social Science—9

GEOG110, PLSC104, EDPC302

Language and Communication—8-12

Written Expression

ENGL115, 215

Communication

COMM104 or 450

Foreign Language (BA only)

Intermediate Language (4)

Mathematics and Computer Science—5-8

Mathematics

MATH145 or higher

Computer Science

INFS110 Computer Tools (or competency exam)

EDTE476

Wellness—3

HLED120 plus three activity courses (1 credit each)

Service—4

EDTE165

TOTAL credits—60-67

***Religion Credits for Transfer Students.** Students must take one religion course each school year or school-year equivalent.

Transfer students must take one course per year of residency or full-time equivalent at Andrews University or another Seventh-day Adventist college or university.

**PROFESSIONAL ELEMENTARY EDUCATION
REQUIREMENTS****Professional Education Courses**

EDPC302, EDTE165, 408, 425, 444, 445, 446, 447, 487*, 488*

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

THE PLANNED PROGRAM MINOR—20

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

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

Integrated Science Major—36

The Michigan Department of Education requirements for this major have changed. This new major has been submitted to the State for approval. All students with this major will be expected to meet the requirements in effect for this major at the time of graduation. Contact your advisor for further details.

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

Required courses:**Life Science/Biology—14 credits**

BIOL208, choose one from BIOL100, 111, 165

Physical Science—7 credits

CHEM110, PHYS115

Earth/Space Science—9 credits

BIOL330, IDSC322, PHYS110

Electives to be chosen from BIOL, CHEM, and PHYS under advisement—6 credits**Language Arts Major—36**

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

Required courses:

COMM280, 450, EDTE418, ENGL250, 267, 300, 407,

SPPA435; two courses from ENGL270, 375, 376, 378; one from ENGL438, 454 or 467. Remaining credits from COMM320, 436, 456, EDTE420, 484, ENGL445, 460, SPPA234, 321.

Social Studies Major—38

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

Required courses:

ECON225, 226, GEOG110, 260, HIST117, 118, 204, 205, 404, PLSC104, 3 cr. of Political Science, EDTE447. Remaining credits may be chosen from history, political science, geography, and economics.

Integrated Science Minor—26

The Michigan Department of Education requirements for this minor have changed. This new minor has been submitted to the State for approval. All students with this minor will be expected to meet the requirements in effect for this minor at the time of graduation. Contact your advisor for further details.

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

Required courses:**Life Science/Biology—10 credits**

BIOL165, 166

Physical Science—7 credits

CHEM110, PHYS115

Earth/Space Science—9 credits

BIOL330, IDSC322, PHYS110

Language Arts Minor—24

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

Required courses:

COMM450, EDTE418, ENGL250, 267, 300, 407, one of ENGL270, 378; select remaining courses from COMM280, 436, EDTE420, 484, ENGL445, 460, SPPA234, 321, 435.

Social Science—9

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

Language and Communication—8-12

1. Written Expression
ENGL115, 215
2. Communication
COMM104
3. Foreign Language (BA only)
Intermediate Language (4)

Mathematics and Computer Science—5-8

Mathematics
MATH145 or higher
Computer Science
INFS110 Computer Tools or competency exam
EDTE476

Wellness—3

HLED120 plus three activity courses (1 credit each)

Service—4

EDTE165(4)

TOTAL Credits—59-65

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

SECONDARY PROFESSIONAL EDUCATION COURSES

EDPC302, EDTE165, 228, 408, 417, 424, 459, 476, 480, 487, 488*

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

Integrated Science Major—51

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

The Michigan Department of Education requirements for this major have changed. All students with this major will be expected to meet the requirements in effect for this major at the time of graduation. Contact your advisor for further details.

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

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

Required Courses:**Life Science/Biology—23 credits**

BIOL165, 166, 208, 371, 372, 449

Chemistry—minimum 8 credits

CHEM131, 132

Physics—minimum 8 credits

PHYS141, 142 (PHYS241, 242 may be substituted for PHYS141, 142)

Earth/Space Science—minimum 12 credits

BIOL330, 348, IDSC322, PHYS110

Required Cognate

MATH167

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

The State of Michigan recommends that we require students to pass MTTC subject exams in Physics and Chemistry. (This is no different than requiring major and minor tests.)

BS: Secondary Education Social Studies**Major—56**

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

ANTH200, ECON225, ECON226, GEOG110, GEOG260, HIST117, HIST118, HIST204, HIST205, HIST404, HIST459, HIST490, PLSC104, 3 credits of Political Science, SOCI430, plus one upper division United States history course, one upper division European or other non-U.S. history course. Remaining credits should be chosen from history, political science, geography and economics.

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

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

The State of Michigan recommends that we require students to pass MTTC subject exams in History, Geography, Economics and Political Science. (This is no different than requiring major and minor tests.)

TEACHER EDUCATION PROGRAM AND CERTIFICATION PROCEDURES

Admission to the Teacher Preparation Program. The application for admission to the teacher preparation program should be submitted by undergraduate students completing 15 semester credit hours including EDTE165. Application for admission to the teacher preparation program should be done by transfer students and by Master of Arts in Teaching (MAT) students during the first semester of enrollment. Applications are considered semi-annually by the Certification, Screening, and Petitions Committee.

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

- Satisfactorily complete EDTE165.
- Choose appropriate teaching major and/or minor(s).
- Pass the *MTTC Basic Skills Test*.
- Maintain a minimum GPA of 2.50 in each of the following areas:
 1. major(s)*,
 2. minor(s)*,
 3. professional education courses*, and
 4. overall course work.

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

- Provide recommendations from the teacher of EDTE165 and one other Andrews University faculty member.
- Begin a professional teaching portfolio.
- Demonstrate clearance in regard to felony or misdemeanor conviction as an adult.
- Demonstrate the professional disposition of an educator. Upon admission, students are charged a Professional fee.

Admission to Student Teaching Candidacy

- A formal application for student teaching must be submitted

before the end of Fall Semester of the school year prior to the one in which the student teaching will be done.

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

Admission to Student Teaching Semester

1. The director of student teaching presents to the Certification, Screening, and Petitions Committee the prospective student teacher's candidacy for clearance to begin student teaching.
2. This clearance should be made the semester before the student begins the student teaching experience.
3. Before being cleared for student teaching, students must meet the following criteria:

- Admission to the program with a minimum GPA of 2.4444 and no felony or misdemeanor conviction on file.

The following requirements for certification eligibility apply to both undergraduate and graduate students and must be met before certification is issued:

- Complete bachelor's degree requirements
- Achieve a minimum GPA of 2.50 overall, and 2.50 in each of the following:
 1. major(s)*,
 2. minor(s)*,
 3. area of concentration*, and
 4. professional education courses.(*The averages include all courses taken at Andrews University and those transferred from other institutions.)
- Earn grades of C or above in all courses in
 1. professional education,
 2. major(s),
 3. minor(s), and
 4. areas of concentration.
- Pass *MTTC Subject Area Exams*.
- Complete student teaching with a positive recommendation from the supervising teacher.
- Obtain a positive recommendation for certification from a faculty member in the Department of TLC.
- Demonstrate clearance in regard to felony or misdemeanor conviction as an adult. Forms for clearance purposes are available at the Department of TLC.
- Demonstrate acceptable professional dispositions.
- Have current CPR Certification from the American Red Cross (must include infant, child and adult CPR in addition to First Aid).
- Request that Official Transcripts be sent directly to the Certification Registrar in the Department of TLC.

Application for a Teaching Certificate. In their final year, while applying for graduation, students must also apply for the teaching certificate. The certificate is granted after graduation. The certification application is filed on forms available at the Teacher Certification Office located in the Department of TLC. Andrews University recommends the applicants who qualify for certification. Students qualifying for Seventh-day Adventist certification receive a *Verification of Eligibility Certificate* that is honored by the union (an Adventist jurisdiction) in which they first accept a teaching position. A recommendation for a Michigan Provisional Teaching Credential is submitted to the Michigan Department of Education. The State of Michigan bills the recommended applicant for a Provisional Teaching Certificate. The amount billed **must be paid directly to the state** before the certificate is issued.

Further information on teaching credentials, Adventist certification, State of Michigan certification, updating original certificates, and adding endorsements can be found on pp. 263–266.

GRADUATION REQUIREMENTS

In addition to meeting the general requirements for a baccalaureate degree on p. 34, students who seek baccalaureate degrees with elementary or secondary certification must

- Complete requirements for approved major, minor(s), and professional education courses as described under each specific degree (Due to scheduling complexities, students seeking certification may take more than four years to complete a degree.)

- Maintain a minimum GPA of 2.50 in all courses

obtaining the Adventist reading endorsement. It is the student's responsibility to make contact with the Andrews University Certification Registrar.

COMPONENTS OF THE PROGRAM

subject area requirements in the appropriate section of this bulletin. Requirements vary. Students seeking a subject endorsement must complete the equivalent of a minor in that area.

Eligibility for Certification—variable*

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

TOTAL degree credits—32**

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

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

Field Work and Comprehensive Examinations. Field work and comprehensives may be required at the discretion of the subject specialization advisor and/or the professional education advisor. See Application for a Teaching Certificate on p. 258.

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

MA: EDUCATION

Reading Emphasis

(Not currently enrolling students in this program)

MISSION

The Reading Education Program prepares educators to enrich and improve the quality of life of all individuals through literacy. Faculty and students collaborate to develop expertise in understanding and guiding the reading/learning process for a diverse clientele.

The Master of Arts: Education with a Reading Emphasis prepares students for work as reading consultants, supervisors in reading instruction, or teachers of reading. After determining the student's academic preparation and goals, a course plan is prepared to meet his/her individual needs. The program requires a minimum of 32 credits with 22 credits in the reading area of emphasis.

Prerequisites. Three of the following four courses (EDTE417, 418, 420, 484) are prerequisites for admission. If not previously taken at the undergraduate level, the three courses may be taken at the graduate level but do not apply toward the graduate degree program.

DEGREE REQUIREMENTS

Reading Core Concentration—22

COMM436, EDCI569, 665, 680, 689, EDTE417, 630, EDTE485 or EDCI570

Required Related Emphasis—6

EDFN500, EDRM505

Electives approved by advisor—4

(or enough to total 32 credits for total program)

ENGL460, EDCI547, 645, 646, 648, 665, 680, 690, EDPC514

TOTAL MA degree credits—32

MS: EDUCATION

Special Education/Learning Disabilities Endorsement

All students seeking this degree will be expected to meet the requirements in effect which are set forth by the State of Michigan at the time of graduation. Students should contact their advisor for further details.

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

The State of Michigan requires students to possess a valid State of Michigan General Education Teaching Certification prior to the submission of an application for a Special Education/Learning Disabilities Endorsement. Students who have been accepted into the AU MAT program can petition to be concurrently accepted into the MS program.

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

DEGREE REQUIREMENTS

Prerequisites—15 (undergraduate/graduate credits)

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

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

EDFN500, EDPC515, 632, 644, 672; EDCI625, 645; EDRM505

Specialty—9

EDCI617, 665, 680, 689

TOTAL MS degree credits—31+ credits*

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

CURRICULUM AND INSTRUCTION

ADVANCED DEGREE PROGRAM

MISSION

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

PROGRAM DESCRIPTION

The Curriculum and Instruction program is concerned with creating superior learning environments within learning organizations, such as corporate training, schools, colleges, and universities. Curriculum & Instruction (C&I) degrees at Andrews University are interdisciplinary, involving a broad spectrum of content areas and educational levels. Specialized study is offered within Curriculum & Instruction for school-based personnel at elementary, secondary, and tertiary levels. While degrees in Curriculum and Instruction are designed for experienced educators, provision is made for individuals desiring a career change. Such persons may be required to earn more than the minimum number of credits.

Increasingly, the C&I program is involved in the preparation of trainers and consultants for business, government, and non-

government organizations. Curriculum & Instruction cooperates with selected departments in offering advanced cognates for persons preparing to be college teachers. Graduates of the Andrews University Curriculum and Instruction program fill positions such 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 for elementary or secondary education (see p. 259).

DEGREE OPTIONS

C&I PROGRAM ROLES**I: Christian Philosopher**

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

II: Learning Theorist

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

III: Servant Leader

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

IV: 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.

V: Capable Researcher

This role addresses valuing and conducting disciplined inquiry for decision-making.

VI: Lifelong Learner

This role addresses commitment to holistic, personal, and professional growth.

VII: Subject Matter Expert

This role addresses the specific area of knowledge in which the student has an expertise.

VIII: Program Designer

This role addresses professional knowledge and skills in the area of curriculum and educational program development.

IX: Reflective Instructor

This role addresses professional knowledge and skills in the area of instruction and instructional leadership.

X: Skilled Assessor

This role addresses professional knowledge and skills in the area of assessment and evaluation.

MA Education: Curriculum & Instruction Emphasis

DEGREE REQUIREMENTS**MA Core: 22–25 credits****I: Christian Philosopher (3 cr)**

EDFN500 Philosophical Foundations (3)

II: Learning Theorist (3 cr)

EDPC514 Psychology of Learning (3)

III: Servant Leader (2 cr)

EDCI620 Systems Concepts & Change (2)

IV: Effective Communicator

The development of this role is fostered in departmental activities such as courses, TLC Conferences, and the ACCIS Conferences.

V: Capable Researcher (3–6 cr)

EDRM505 Res Meth in Educ. & Psych. (3)

EDCI699 Thesis (optional) (3)

VI: Lifelong Learner (1 cr)

EDCI525 Master's Orientation Seminar (1)

VII: Subject Matter Expert

This role addresses the specific area of knowledge in which the student has a concentration. (Prerequisite, specialization, or cognate).

VIII: Program Designer (3 cr)

EDCI547 Found of Curric Development (3)

IX: Reflective Instructor (3 cr)

EDCI565 Improving Instruction (3)

X: Skilled Assessor (4 cr)

EDCI545 Assess & Eval of Learning (2)

EDCI638 Project Implement & Revision (2)

MA Electives: 7–10 credits

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

MA-LEVEL SPECIALIZATIONS**Curriculum Emphasis (select from)**

EDCI607 Curriculum: (topics) (2–4)

EDCI611 Design and Dev of Train Programs (2–3)

EDCI650 Curriculum Design (3)

EDCI655 Curriculum Development Research (3)

EDCI686 Curriculum Past and Present (3)

Instruction Emphasis (select from)

EDCI610 Teaching the Adult Learner (2–3)

EDCI617 Instruction: (topics) (1–4)

EDCI645 Adv. Diag and Ed Therapy in Read. (2)

EDCI665 Adv. Instructional Models (topic) (1–6)

Technology Emphasis (all required)

EDCI617 Instruction: Instr Design (2)

EDCI617 Instruction: Technology Integr (2)

EDCI637 Tech: School Lab Admin (2)

EDCI637 Tech: Classr Softwr Apps (2)

EDCI637 Tech: Authoring Systems (2)

EDCI676 Technology for Learning (2)

TOTAL MA degree credits—32

EdS: Curriculum and Instruction

DEGREE REQUIREMENTS**EdS Core: 35–37 credits****I: Christian Philosopher (3 cr)**

EDFN500 Philosophical Foundations (3)

II: Learning Theorist (3 cr)

EDPC514 Psychology of Learning (3)

III: Servant Leader (2 cr)

EDCI620 Systems Concepts and Change (2)

IV: Effective Communicator

The development of this role is fostered by departmental activities such as courses, TLC Conferences, and the ACCIS Conferences.

V: Capable Researcher (6 cr)

EDRM505 Res Meth in Educ. & Psych. (3)

EDRM611 Appl Stat in Educ & Psych. I (3)

VI: Lifelong Learner (1 cr)

EDCI725 Doctoral Orientation Seminar (1)

VII: Subject Matter Expert

This role addresses the specific area of knowledge in which the student has a concentration. (Pre-requisite, specialization, or cognate)

VIII: Program Designer (9 cr)

EDCI547 Found of Curriculum Devel (3)

EDCI650 Curriculum Design (3)

EDCI686 Curriculum Past & Present (3)

IX: Reflective Instructor (4–6 cr.)

EDCI565 Improving Instruction (3)

EDCI665 Adv Instructional Models (1–3)

X: Skilled Assessor (7 cr.)

EDCI545 Assess & Eval of Learning (2)

EDCI636 Program Evaluation (3)

EDCI638 Project Implem & Revis (2)

EdS Electives: 27–29 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.

TOTAL EdS degree credits—64

EdD/PhD: Curriculum and Instruction

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 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.

EdS deg: 48–53dS Electives: 27–29es.EdS deg: 48–57dS Electives: 27–29expanI 64hrhe iDoctor6–EdS)27–29 credits

2. Apply for admission to the School of Education.
3. Counsel with a faculty advisor in the Department of Teaching,

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

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

- * For students with appropriate and verified teaching experience, some student-teaching credit by examination for student-teaching may be granted. Requests for such credit should be made after consultation with the Department of Teaching, Learning and Curriculum on forms available at that office. This should be done before applying for student teaching. All candidates qualifying for Adventist certification must have had significant structured experience in a multi-grade Adventist school.
- Have current CPR Certification from the American Red Cross (must include infant, child and adult CPR in addition to First Aid).

- **Approved Majors and Minors for Elementary Certification.**

Includes the planning of a field-based implementation project.
Prerequisite: EDCI610

EDCI617 D (2)

Instruction: _____

Topics such as Instructional Design, Technology Integration, and Developmentally Appropriate Instruction in the area of special education, mild cognitive disorders. Repeatable by topics.

EDCI620 D (2)

Systems Concepts and Change

Theoretical and applied study of curriculum change and organizational development in learning organizations.

EDCI625 (1–3)

Legal & Ethical Issues in Special Education

Designed to assist educators in developing a knowledge of the Michigan Statute Due Process requirements as well as an understanding of IDEA and Section #504 of the Rehabilitation Act implications in the delivery of educational services to students.

EDCI636 D (3)

Program Evaluation

Systematic research oriented procedures and models used to evaluate needs, planning, and implementation of educational programs and their impact. Prerequisite: EDRM505 or equivalent.

EDCI637 D \$ (2)

Technology: _____

Topics such as Authoring Systems, Classroom Software Applications, School Lab Administration, Teaching with the Internet, and Curriculum Productivity Tools. Repeatable by topics.

EDCI638 D (1)

Project Implementation & Revision

Requires the implementation of a curriculum project, collection of data related to curriculum function and student learning, and data-based revisions of the original project. Repeatable to 3 credits. *Fall*

EDCI645 Alt \$ (2)

Advanced Diagnosis & Educational Therapy in Reading

Advanced course for diagnosis and remediation or prevention of reading disabilities. Prerequisite: EDTE420.

EDCI646 Alt (2)

Problems in Reading

Reading problems and research considered. Emphasis given to resolving problem areas. Research encouraged for solutions to problem areas. Provides an opportunity to study special topics and current concerns. Permission from advisor required before registration.

EDCI647 D (2)

Diversity: _____

Topics such as Multicultural Education and Inclusive Education.

EDCI648 D (1–3)

Workshop: _____

EDCI650 D (3)

Curriculum Design

The study of specific curriculum design models to aid educators with the analysis, development, and improvement of curriculum at specific educational levels. Includes development of a curriculum project. Prerequisite: EDCI547 or permission of the instructor.

EDCI655 D (3)

Curriculum Development Research

Empirical and critical examination of principles, problems, and procedures in the development of a field-ready curriculum. Major course project is the preparation and field-testing of an instructional product. Prerequisites: EDCI547, 565, and EDRM505, or permission of instructor. Graded S/U, DG available. Repeatable to 6 credits.

EDCI665 Alt (1–3)

Advanced Instructional Models: _____

Introduction and practice of advanced teaching strategies and/or Special Education Academic Intervention that rely on a system of instruction based upon theory, research, and scholarly thinking in specific disciplines. Designed to increase teaching repertoire.

Students develop the ability to reflect on their own performance and provide effective feedback and support to others.

Prerequisites: EDCI565 or EDTE444, 445, 446, 447 or EDTE459. Prerequisite: EDCI617 (for MS Special Education students only).

EDCI665 (option) (1,2)

Advanced Instructional Models: Writing Process Methods

Designed for the student to apply teaching principles and methods to the role of the teacher in organizing a writing workshop, including methods for connecting reading and writing; developing the writing process; conferencing with student writers; incorporating appropriate usage; editing, revising, and proofreading; assessing writing; writing with related technologies; and writing across the curriculum.

EDCI676 D \$ (2)

Technology for Learning

The use, selection and evaluation of media/technology for learning organizations. An overview of technologies for teaching and learning including opportunities for hands-on application. (See EDCI637 for additional topics)

EDCI680 D (1–3)

Field Work: _____

Supervised curriculum and instruction experiences in approved educational institutions, agencies, and learning organizations. Offered in areas such as Elementary Education, Middle-level Education, Secondary Education, Higher Education, Teacher Education, and Training & Consulting. Permission of supervisor and plans required one semester in advance of registration. Graded S/U, DG available

EDCI685 D (0)

Comprehensive Exam Preparation

Summer, Fall, Spring

EDCI686 D (3)

Curriculum Past and Present

Survey of curriculum events, ideas, and trends since 1890. Special attention is given to landmark studies and seminal curriculum documents. Students investigate one historical topic and one current trend.

EDCI689 D (1–4)

Seminar: _____

Contemporary and selected topics in curriculum and instruction. Repeatable with different topics. Open to all graduate students.

EDCI689 (option)	(2)	EDCI888	D (0)
Seminar: Current Trends/Learning Disabilities		Dissertation Continuation	
Contemporary and selected topics in curriculum and instruction and/or current trends in the area of special education learning disabilities. Concurrent enrollment in EDCI680 MS SPED students only. By professor permission only.		Fall, Spring, Summer	
EDCI690	D (1-3)	EDCI889	D (1-3)
Independent Study: _____		Doctoral Seminar	
Individual research and study under the guidance of an instructor. A minimum of 60 clock hours of study time expected per credit. Limited prior approval by the advisor and instructor.		Examination of topics presented by students organized around their areas of scholarship. Presentations may encompass a portion of students' comprehensive examination and dissertation experiences. Fall, Spring, Summer	
EDCI699	D (1-3)	EDCI899	D (1-14)
Thesis		Doctoral Dissertation	
		Fall, Spring, Summer	
EDCI725	\$ (1)	FOUNDATIONS	
Doctoral Orientation Seminar		EDFN500	(3)
Survey of essential principles and practices underlying the Curriculum and Instruction program. Open to specialist and doctoral students only.		Philosophical Foundations of Education and Psychology	
EDCI730	Alt (3)	Examines philosophical and theological bases of major world-views and, taking into account the conceptual framework of the Andrews University School of Education, critiques the impact of naturalism and post-modernism on education, psychology, and religion from a Christian perspective. Preferably taken in the first year of any graduate program in the School of Education.	
Curriculum Theory		EDFN517	(2)
The examination of philosophical and theoretical underpinnings to educational issues. Emphasis upon theorizing within student's research interest. Includes students' presentations of theoretical rationales in a seminar format. Normally requires two semesters for completion. Prerequisite: EDCI686 or permission of instructor.		History of Seventh-day Adventist Education	
EDCI756	D (1-3)	Development of educational theory and institutions among Seventh-day Adventists, with emphasis on discernible eras and their characteristics.	
Advanced Studies: _____		EDFN610	(3)
Investigation of the knowledge base of a given area of study, including a comprehensive search of the literature and seminar presentations. Offered in areas such as Curriculum Leadership, Instructional Leadership, The Professorate, Research on Teacher Education, and Training/Consulting.		History and Philosophy of Education	
EDCI799	D (1-6)	A study of the major influences and ideas in the history and philosophy of education from biblical and classical times to the present. The course materials cover a broad overview of the entire period, with a more detailed focus on noteworthy developments and significant eras. Students are required to research 3-4 topics. Even Spring, Odd Summer	
Advanced Project: _____		EDFN688	(1-2)
This empirically based product should be constructed using sound principles of curriculum/instruction design. A final written report documents project development and performance. Prerequisite: EDCI655 or permission of instructor. Fall, Spring, Summer		Integration of Faith and Learning	
EDCI870	D (0)	An interdisciplinary consideration of faith-maturing activities in the school: philosophy, curriculum, and teaching strategies. Attention directed toward classroom practice in the secondary school and college, although the general principles under review have direct implications for Christian education in the elementary and junior high school.	
Comprehensive Exam Preparation		EDFN689	(2-3)
Fall, Spring, Summer		Seminar in Foundations:	
EDCI885	D (1-8)	Examination of leadership, education and psychology. Topics may include historical, philosophical, psychological, sociological, and curricular foundations of education, as well as fundamental issues of leadership, finance, law, diversity and international understanding. The course is comprised of presentations by experts on the topics selected, and discussion based on assigned readings. Each student chooses two areas for in-depth study and makes presenta-	
Applied Research: _____			
Planned research experience dealing with an actual educational situation. Students identify a faculty member with whom to engage in collaborative research study leading to joint publication. Course meets the advanced methodology requirement for PhD students.			
EDCI886	D (1-8)		
Internship: _____			
Students, under the supervision of a C&I faculty member, work in responsible positions with specialists in cooperating institutions, school systems, or agencies. Internships available in Curriculum Leadership, Instructional Leadership, Teaching in Higher Education, Teacher Education, NCATE Processes, and Training/Consulting. Fall, Spring, Summer			

EDTE444 ◆ (2)
Elementary Language Arts Methods
Application of principles of effective instruction to Language Arts with specific emphasis on writing workshop methodology. An introduction to the curriculum of K-8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. Prerequisites: EDPC302 or 514, EDTE408. Co-requisite EDTE484. *Fall, Odd Summers*

EDTE445 S ◆ \$ (3)
Elementary Mathematics Methods
Application of principles of effective instruction to Mathematics. An introduction to the curriculum of K-8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. Prerequisites: EDPC302 or 514, EDTE408. *Spring, Even Summers*

EDTE446 S ◆ \$ (3)
Elementary Science and Health Methods
Application of principles of effective instruction to Science and Health. An introduction to the curriculum of K-8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience. Prerequisites: EDPC302 or 514, EDTE408. *Spring, Even Summers*

EDTE447 S ◆ (3)
Elementary Social Studies and Character Education Methods
Application of principles of effective instruction to Social Studies and Character Education. An introduction to the curriculum of K-8 schools, including unique SDA curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. Prerequisites: EDPC302 or 514, EDTE408. *Fall, Even Summers*

EDTE448 S ◆ \$ (3)
Methods for Integrating Arts & Movement in Elementary Curriculum
Application of principles integrating art, music, and physical education instruction in the elementary curriculum. An introduction to the curriculum of K-8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. 3 credits for those NOT taking a Visual Arts Major, 4 credits for those with a Visual Arts Major. Prerequisites: EDPC302 or 514, EDTE408. *Spring, Odd Summers*

EDTE459 ◆ (3)
Methods for Teaching Secondary School: Area
Focuses on teaching strategies especially useful at the secondary-age level. Emphasis on developing a repertoire of strategies that enhance a variety of learning outcomes in students and blend theory and practice. Field experience. Prerequisites: EDPC302 or 514, EDTE408. *Fall, Odd Summers*

EDTE460 ◆ (1-4)
Reading Practicum
Observation and supervised instruction with individual students and reading classes on the elementary level. Repeatable to 4 credits. Prerequisites: EDTE417, 420, 485. May be graded S/U.

EDTE476 ◆ \$ (2-3)
Methods for Integrating Instructional Technology
Course focuses on the use of a wide variety of instructional technology and media to support student learning with emphasis on the

application of technologies to effective teaching. Topics covered during course include: technology as a tool, internet in the classroom, standards for integrating technology and multimedia teaching tools, and facilitating students' use of technology. Prerequisites: INFS110 or equivalent, EDTE408. *Even Summer & Fall, Odd Spring*

EDTE480 ◆ (2)
Elementary Instructional Technology
Application of technologies to effective teaching. Topics covered during course include: technology as a tool, internet in the classroom, standards for integrating technology and multimedia teaching tools, and facilitating students' use of technology. Prerequisites: INFS110 or equivalent, EDTE408. *Even Summer & Fall, Odd Spring*

Topics:**EDTE630:03****Seminar: Reading**

Reading Seminar is taken near the end of the student's program. It examines leadership for change in literacy instruction, staff development and presentation skills. Students choose other topics to round out their program.

EDTE630:05**Seminar: Classroom Testing and Evaluation**

Odd Summers

EDTE630:06**Seminar: Classroom Management**

Even Summers

EDTE648**(1-3)****Workshop: _____**

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

EDTE690**(1-3)****Independent Study: _____**

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

EDTE698**(1-4)****Field Project**

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

EDUCATIONAL AND COUNSELING PSYCHOLOGY

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Wilfred G. A. Fitcher

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Thesba N. Johnston

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Academic Programs	Credits
<i>Graduate Certificate in Special Education</i> (see Teaching, Learning, and Curriculum, p. 252)	12
MA: Education	
Community Counseling	48
Educational and Developmental Psychology	30-33
Developmental Psychology Emphasis	
General Emphasis	
Instructional Psychology Emphasis	
Research Emphasis	
School Counseling	48
EdS	
School Psychology	69
EdD	
Educational Psychology	90+
General Emphasis	
School Psychology Emphasis	
PhD	
Educational Psychology	90
Counseling Psychology	92

MISSION STATEMENT

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

- Prepare professional psychologists, counselors, and learning specialists who are committed to excellence and world-wide service