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James R. Jeffery, *Dean*

H The School of Education has its roots in the Normal Department of Battle Creek College, the progenitor of Andrews University established in 1874 in Battle Creek, Michigan.

In 1901, Battle Creek College moved to Berrien Springs and became Emmanuel Missionary College (EMC). The Department of Education at EMC took on formal structure in the early 1900s. The preparation of church-school teachers gained importance as the church placed greater emphasis on Christian elementary and secondary schools. During those years it was not unusual for one-third of the college graduates to complete programs qualifying them to teach elementary or secondary school.

In 1956, responding to the need for graduate education within the church, the Autumn Council of the Seventh-day Adventist General Conference authorized the organization of a university-[(of)-25as4bproa10

- God calls students to live by principles of good health as stewards of His gift of life.
- God calls students to develop and maintain supportive personal and professional relationships and to use their talents in generous service to the church and society in a culturally diverse world. To these ends, we work for the glory of God.

Academic Calendar

In addition to the campus-wide calendar in the front of this bulletin, the following dates are specific to the School of Education.

2007

June

14, 15	Thu, Fri	EdD/PhD comps (8:30 am–2:30 pm)
15, 18	Fri, Mon	EdS comps (8:30 am–12:30 pm)
18, 19	Mon, Tue	EdD/PhD comps (8:30 am–2:30 pm)
22	Fri	MA comps (8:30–11:30 am; 1–3 pm)

July

9–13	Mon–Fri	Leadership & Administration Orientation
16–18	Mon–Wed	Leadership Roundtable Conference

August

6–24		First Days of School Experience (Register for credit Summer of 2007)
8	Wed	Fall Semester Student Teacher Orientation Assembly
13–Sept 7		Three-Way Orientation Conference (Fall Semester student teachers and supervisors)
28–Dec 14		Fall Semester student teacher schedule

October

25, 26	Thu, Fri	EdD/PhD comps (8:30 am–2:30 pm)
26, 29	Fri, Mon	EdS comps (8:30 am–12:30 pm)
29, 30	Mon, Tue	EdD/PhD comps (8:30 am–2:30 pm)

November

2	Fri	MA comps (8:30–11:30 am; 1–3 pm)
6	Tue	Department Assembly: How to Apply for Student Teaching
12–Dec 7		Three-Way Orientation Conference (Spring Semester student teachers and supervisors)
27	Tue	Deadline for application to Teacher Preparation Program

December

7	Fri	Deadline to apply for Student Teaching for 2008–2009 academic year
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Spring Semester—2008

January

9–May 2		Spring Semester student teacher schedule
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March

27, 28	Thu, Fri	EdD/PhD comps (8:30 am–2:30 pm)
28, 31	Fri, Mon	EdS comps (8:30 am–12:30 pm)
28	Fri	MA comps (8:30–11:30 am; 1–3 pm)
31, Apr 1	Mon, Tue	EdD/PhD comps (8:30 am–2:30 pm)

April

15	Tue	2008–2009 Student teacher orientation assembly
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May

2	Fri	Teacher Dedication Ceremony
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Undergraduate Programs

The undergraduate programs offered by the School of Education are described under the Department of Teaching, Learning, and Curriculum on p. 252.

Graduate Programs

The School of Education offers master's, specialist, and doctoral degrees. A general description of each degree is provided below. Admission for any graduate degree offered in the School of Education is based on the total profile of the student and includes the analysis of admission documents as well as the professional judgment of the program faculty. Requirements for specific degrees offered in the three departments of the School of Education are described under the departmental headings.

MAT: Master of Arts in Teaching. The MAT program is an inter-departmental curriculum for teachers who desire a combination of professional preparation and subject-matter specialization in their graduate study. A teaching certificate is required for graduation. Degrees are offered in the Department of Teaching, Learning, and Curriculum.

MA: Master of Arts. The MA program is a one- or two-year program beyond the bachelor's degree and is offered in all three departments of the School of Education.

MS: Master of Science. The MS program is a one- or two-year program beyond the baccalaureate degree for certified teachers who desire an endorsement in Special Education/Learning Disabilities. The degree is offered in the Department of Teaching, Learning, and Curriculum.

EdS Educational Specialist. The EdS program builds upon the master's degree in providing a more focused program of study, generally taking a minimum of one year beyond the master's level.

EdD Doctor of Education and PhD Doctor of Philosophy. The doctorate consists of course work and a dissertation, usually taking a minimum of two years of work beyond the master's level.

Ad

Time to Apply. While early applications are recommended, the deadlines for application to the School of Education are as follows:

- For North American students: three months prior to the anticipated starting date.
- For non-North American students: four months prior to the anticipated starting date.
- For students applying to the Department of Educational and Counseling Psychology: February 1.

Application Procedure. In addition to meeting the general requirements for graduate admission as listed on pp. 44–46, applicants to the School of Education should note the following GRE requirements.

- Official scores from the Graduate Record Examination (GRE) General Test taken within the last five years must be submitted. MA, MAT, and EdS students may be considered for provisional

admission without these scores. School Psychology Program students must submit GRE scores before they are considered for any type of admission.

S c h o l a r s h i p / F a c a A d

Named scholarships are allocated in the spring semester for the following school year. Students wishing to apply for scholarships should obtain an application form from the School of Education dean's office. The deadline for submitting applications is March 1. Application forms for regular grants are also available from the Dean's Office. Applications for graduate assistantships should be submitted to the Dean's Office. Applications for loans must be made through the Student Financial Services Office by April. See Financial Information section of this bulletin for further information.

G e n e r a l A c a d e m i c I n f o r m a t i o n

- Students whose cumulative GPA drops below the minimum in any given semester are placed on academic probation. Such students must work with their advisors to develop a schedule of courses that ensures raising the cumulative GPA above the required minimum in a timely manner (normally the following semester). The Graduate Programs Office must approve the plan. Students who fail to meet the terms of such a plan are asked to withdraw.
- No grade of D or F or U may count toward a degree. Courses with a grade less than a B- do not count toward the major or emphasis.
- If a student receives an unsatisfactory grade (normally a D or F), the course may be repeated once. The credits and quality points

- Students must make a pre-practicum visit to the school before placement is finalized.

Transfer From One Program to Another. Acceptance into an MA or MAT program in the School of Education does not

make adjustments for the new requirements. Following that reevaluation, those courses which are relevant to the second degree may be transferred.

From Doctoral to Specialist Program. Students already accepted into a doctoral program who wish to transfer to the specialist degree program in the same department are transferred by a petition which is approved by the department chair and the Graduate Programs Office. The student must follow the current bulletin and submit a new Statement of Purpose and may be required to submit new recommendations. After receiving the specialist degree, the student may return to the doctoral program by either of the following two options:

1. By petition with all previous doctoral requirements (course plan, time limits, etc.) in effect.
2. By application to the Graduate Educational Programs Committee with all new requirements.

P e t i t i o n f o r a

Course Plan. Normally, during the first semester the student and advisor work out a proposed course plan to complete degree requirements. This is submitted to the Graduate Programs Office.

Advancement to Candidacy. Students must file an *Application for Advancement to Degree Candidacy* form which can be obtained from the Dean's Office or the Graduate Programs Office.

- Students must make application for advancement to degree can-

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EDPC515 Psych. Development—The Growth Years—3
EDPC520 Psych. Development—The Life Span—2-3
EDPC625 Biopsychology—3
EDPC626 Cognitive Psychology—3

Sociological

EDFN689 Seminar in Foundations—2-3

Theological

EDFN688 Integration of Faith and Learning—1-2

- Students must follow specific program requirements in the area of research (see *Research Requirements*).
- Students must establish residency as follows:
 1. **PhD Residency.** A sequence of two out of three consecutive terms (semester or summer) at a full-time load.
 2. **Edd Residency.** A sequence of any three out of seven consecutive terms (semester or summer) at a full-time load. This requirement may be met by enrolling for three consecutive summers.
- Students must successfully pass the comprehensive examination.
- Students are required to take 16 dissertation credits and write and defend a dissertation.

Time Limits

- Time limits are determined by the specific program and the time length is counted from the first registration for AU doctoral course work. Students in the Teaching, Learning and Curriculum department must complete all requirements, including dissertation, within 10 years. Students in the Department of Educational and Counseling Psychology must complete all requirements, including dissertation, within seven years. Students from the Leadership and Educational Administration department must complete all requirements, including dissertation, within seven years.
- All course work and the comprehensive examination must be completed within 5 years of first registration for AU doctoral course work.
- The dissertation must be completed within 7 years of first registration for AU doctoral course work.

Full-time Status. For students who have completed all classes for the degree except dissertation and/or internship, full-time status requires the following:

- Registering for one or more credits of dissertation, dissertation continuation, or internship every semester until graduation.
- Doing “full-time” work on the dissertation or internship as defined by at least 24 hours a week or 720 hours per year
- Receiving confirmation by the dissertation chair or internship supervisor that full-time work is being done.

For students who have not completed all classes for the degree, full time status requires one of the following options:

- Registering for 8 or more credits of course work and/or dissertation and/or internship
- Registering for 4 or more credits of dissertation
- Registering for one or more credits of dissertation, dissertation continuation, or internship; doing “full-time” work on the dissertation or internship as defined by at least 24 hours a week or 720 hours per year; and having approval by the dissertation chair or internship supervisor that full-time work is being done. Students may not take more than 16 credits during a semester.

Bulletin Requirements. A student may choose to meet the requirements of any bulletin in force after acceptance into the doctoral program, as long as he/she maintains active status. If a break of enrollment occurs and the student is placed on inactive status, he/she must meet the requirements of a bulletin in effect after enrollment resumes.

Transfer of Degree Program

Transferring from one doctoral program to another within a department. Transfers are not permitted from one doctoral program to another within a department.

Transfers are not permitted from one doctoral program to another within a department.

Preparation and Presentation of a Dissertation. Students should consult pp. 52–53 of this bulletin and the *Handbook for Doctoral Students* for information regarding the preparation, scheduling, and presentation of dissertations.

Distance Education

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Faculty and Staff

Andrew Pfeifer, *Director*
Heidi Labbe, Administrative Assistant

Pa e C e

Courses have been designed especially for K-12 practicing teachers who are not on campus but who want to take a course for professional development, personal enrichment, continuing education credit, or degree requirements. Students must have prior approval from a state regional teacher certification board or from the university which is providing their advanced degree or planned program to include these courses in their planned program.

EDCI689

- 001 Assertive Discipline and Beyond
- 002 How to Get Parents on Your Side
- 003 Succeeding with Difficult Students
- 004 The High-Performing Teacher
- 005 Teaching Students to Get Along
- 007 Motivating Today's Learner
- 009 Building Your Repertoire of Teaching Strategies
- 010 Learning Differences
- 011 Helping Students Become Self-Directed Learners
- 014 Assessment to Improve Student Learning
- 015 Teaching Reading in the Elementary Grades
- 017 Improving Reading in the Content Areas
- 018