

# TEACHING, LEARNING & CURRICULUM

Bell Hall, Room 014  
269-471-3465  
[www.andrews.edu/sed/tlc/](http://www.andrews.edu/sed/tlc/)

**Chair**  
R. Lee Davidson, *Chair*  
Nancy Agnetta  
Michelle Bacchiocchi  
Larry D. Burton  
Faith-Ann McGarrell  
Raymond J. Ostrander  
Barbara A. Reid

**Faculty**  
Richard T. Orrison  
M. Louise Moon  
Millie U. Youngberg

**Programs**  
The Department of Teaching, Learning, & Curriculum (TLC) offers undergraduate degrees, graduate degrees, and teacher certification programs. Programs leading to BA or BS degrees are discussed in the "Teaching, Learning, & Curriculum Undergraduate Programs" section. The department also offers master's programs in the following areas: Master of Arts in Teaching, Master of Arts: Education with emphasis in Reading, which provides a teaching endorsement in Reading/Literacy Education; Master of Arts: Education with an emphasis in Curriculum and Instruction, and a Master of Science: Education with an emphasis in Special Education which provides a teaching endorsement in Special Education/Learning Disabilities. Finally, TLC offers three advanced degrees: EdS: Curriculum & Instruction and EdD/PhD: Curriculum & Instruction. (Information on these master's and advanced degree programs is found in the TLC Graduate Programs section.)

**Field-Based Doctoral and Graduate Programs**  
Designed for three–four summers (4-8 weeks) on Andrews University campus and online courses during two–three school years, for working professionals. The field-based master's, specialist and doctoral programs allow participants to meet program competencies within the context of their current career positions. This immediate application of learning strengthens authenticity, provides relevancy, and benefits the place of employment.  
Field-based programs are offered through a combination of summer intensives, regional group sessions, and Internet study. Opportunities for cognate study are offered in business, technology, computer studies, and other areas of interest to persons employed in formal as well as non-formal learning organizations.

**Programs Approved**  
Andrews University is approved for teacher education and certification by the North American Division Office of Education

of the General Conference of Seventh-day Adventists, the State of Michigan Board of Education, and the National Council for the Accreditation of Teacher Education (NCATE). Students acquiring Michigan Certification at Andrews University are eligible through reciprocal agreements for teacher licensure in most other states and the Canadian provinces.

**Teaching, Learning, & Curriculum Consortium for Outstanding Achievement in Teaching with Technology (COATT)**  
Andrews University is a founding member of the Michigan-based Consortium for Outstanding Achievement in Teaching with Technology (COATT). This consortium of higher education institutions and supporting P-12 organizations exists to promote the use of technology in P-12 schools. COATT issues certificates of recognition for pre-service and in-service teachers who

# TEACHING, LEARNING, & CURRICULUM UNDERGRADUATE PROGRAMS

Program Name	Credits
<b>BS in Elementary Education (BSELED)</b> <i>(requires a content major or two minors)</i> Integrated Science Language Arts Social Studies <b>BS with Secondary Certification</b> Integrated Science (includes minor) Social Studies (includes minor)	

BIOL208 Principles of Environmental Science—4

BIOL330 History of Earth and Life—4

FDNT230 Nutrition—3

FDNT240 Nutrition Lab—1

CHEM110 Intro to Inorganic and Organic Chemistry—4

PHYS110 Astronomy—4

PHYS115 Concepts of Physics—4

PHYS225 Sound and Waves—4

GEOG110 Survey of Geography—3

PLSC104 American Government—3

EDPC302 Educational Psychology—3

*Written Expression*

ENGL115 English Composition I—3

ENGL215 English Composition II—3

*Communication*

CO

## **I a S Ma (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.

BIOL111 Anatomy and Physiology I—4  
BIOL112 Anatomy and Physiology II—3  
BIOL165 Foundations of Biology—5  
BIOL208 Principles of Environmental Science—4

CHEM110 Intro to Inorganic and Organic Chemistry—4  
PHYS115 Concepts of Physics—4

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

IDSC456 Integrated Science—4

## **La a A Ma (36)**

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

COMM280 Voice and Diction—3  
COMM450 Communication in the Classroom—3  
EDTE418 Methods for Teaching Beginning Reading—3  
EDTE420 Literacy Intervention Strategies—3  
EDTE436 Writing K—8—2  
EDTE484 Developmental Reading Methods—2  
ENGL267 Approaches to Literature—3  
ENGL300 Modern English Grammar—3 or 4  
ENGL407 Literature for Children—2 or 3  
SPPA435 Comm Dev & Disorders for Classroom Teachers—3

ENGL270 American Literature to 1900—3  
ENGL375 English Literature I (to 1660)—3  
ENGL376 English Literature II (1660—1900)—3  
ENGL378 Modern Literature in English—4

ENGL438 Advanced Composition—3  
ENGL454 Approaches to Writing—3  
ENGL467 Creative Writing—3

COMM320 Interpersonal Communication—3  
COMM436 Intercultural Communication—3  
COMM456 Group Dynamics and Leadership—3  
ENGL445 Cultural Literature—3  
ENGL460 Linguistics—3  
SPPA234 Intro to Speech-Language Path & Audiology—3  
SPPA321 Normal Language Development—3

## **S a S Ma (38)**

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

ECON225 Principles of Macroeconomics—3  
ECON226 Principles of Microeconomics—3  
GEOG110 Survey of Geography—3  
GEOG260 Cultural Geography—3  
HIST117 Civilizations and Ideas I—3  
HIST118 Civilizations and Ideas II—3  
HIST204 American Experience I—3  
HIST205 American Experience II—3  
HIST404 Adventist Heritage—3  
PLSC104 American Government—3  
PLSC225 Comparative Politics—3 or  
PLSC230 International Relations—3  
EDTE447 Elem Social Studies & Character Educ Meth—3  
Remaining credits may be chosen from history, political science, geography, and economics.

## **I a S M (29)**

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

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

BIOL165 Foundations of Biology—5  
BIOL208 Environmental Science—4

CHEM110 Intro to Inorganic and Organic Chemistry—4  
PHYS115 Concepts of Physics—4

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

IDSC456 Integrated Science—4

## **La a A M (24)**

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

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

ENGL270 American Literature to 1900—3  
ENGL378 Modern Literature in English—4

COMM280 Voice and Diction—3  
COMM436 Intercultural Communication—3  
ENGL445 Cultural Literature—3  
ENGL460 Linguistics—3  
SPPA234 Intro to Speech-Lang Pathology & Audiology—3  
SPPA321 Normal Language Development—3  
SPPA435

# Reading Minor (20)

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

EDTE417 Teaching Reading in the Second Content Areas—3

EDTE418 Methods for Teaching Beginning Reading—3

EDTE420 Literacy Intervention Strategies—3

EDTE460 Reading Practicum—1-4

EDTE484 Developmental Reading Methods—2

EDTE485 Adv Methods for Elem Classroom Literacy—3

COMM280 Voice and Diction—3

EDTE160 College Reading Efficiency—2

EDTE164 Dynamic Reading Strategies—1-2

ENGL407

A(3120(2)-90(1))TJ0/Span <ActualText (b)>>BDC 0()TjOEMC 04.934 0 Td0[Nr)5(rmtal )-22LEggDevelopment—3

licitalSrRquifilesciose and —3

64 —3

5 mertiton —3

vrnpmenT—3

25 es acsrenc—3

c vcs erny—3

ry7licital gernyand .3elrr orBA() 3pctio3dies(and(theplann(d pfr)10(n)10(er)-10(m mmino asr)10ed(thesamel ))TJT\* [as 1)]2aeBr)-10(ac)5(el(r of Sr)-5icienc)1

**SCHOOL OF EDUCATION**

- EDPC302 Educational Psychology—3
- EDTE228 Strat. for Educ. Except. & Diverse Learners—3
- One of the following courses:
- BHSC220 Contemporary Social Issues—3
- BHSC235 Culture, Place & Interdependence—3
- IDSC237 The Individual, State, and Marketplace—3

*Written Expression*

- ENGL115 English Composition I—3
- ENGL215 English Composition II—3

*Communication*

- COMM450 Comm in the Classroom—3 (recommended)
- COMM104 Communication Skills—3

*Foreign Language (BA only)*

- Intermediate Language (4)

*Computer Literacy*

- INFS110 Computer Tools—3 or competency exam

*Mathematics*

- MATH145 Reasoning with Functions—3, or higher

- &
- HLED120 Fit for Life—1

Plus two activity courses (1 credit each)

- EDTE165 Philosophical & Social Found of Education—4

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

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

**S a P a E a C**

- EDPC302 Educational Psychology—3
- EDTE165 Philosophical & Social Found of Education—4
- EDTE228 Strat for Educ Exceptional & Diverse Learners—3
- EDTE408 Principles of Teaching and Learning—3
- EDTE417 Teaching Reading in the Secon Content Areas—3
- EDTE424 Classroom Testing and Evaluation—2
- EDTE459 Methods for Teaching Secondary School: Area—3
- EDTE476 Methods for Integrating Instructional Tech—2-3
- EDTE480 First Days of School Experience—2
- EDTE487 Student Teaching Seminar—1
- EDTE488\* Student Teaching (Level)—1-15

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

**C M a M S a E a**

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

Biology	40	22
Chemistry+	40	20
Communication Arts	36-38	20
Computer Science (K-12)	40#	20
English	36	21
ESL		21
French (K-12)	30#	21
History	42	20
Integrated Science (includes minor)	62	
Mathematics	39	20
Mathematics Education	30	
Music Education (K-12) (BMus degree includes minor)	82	
Physics	40	20
Political Science+	42	21
Social Studies (includes minor)	56	
Sociology		20
Spanish (K-12)	36#	21
Religion (Secondary Education Emphasis— SDA Certification only)	32+	20
Visual Arts Education (K-12) (includes minor)	53	

+ pending State of Michigan approval  
# K-12 Endorsement in major area only

**I a S Ma (62)**

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

The Integrated Science major requires 62 semester credits.

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

- CHEM131 General Chemistry I—4
- CHEM132 General Chemistry II—4
- CHEM232 Organic Chemistry I—3
- CHEM241 Organic Chemistry Lab—1

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

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

- MATH167 Precalculus Trigonometry—2
- EDTE456 Secondary Science Methods—2

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

## BS: Social Sciences (56)

- BHSC235 Culture, Place and Interdependence—3
- ECON225 Principles of Macroeconomics—3
- ECON226 Principles of Microeconomics—3
- GEOG110 Survey of Geography—3
- GEOG260 Cultural Geography—3
- HIST117 Civilizations and Ideas I—3
- HIST118 Civilizations and Ideas II—3
- HIST204 American Experience I—3
- HIST205 American Experience II—3
- HIST235 Historical Inquiry—3
- HIST404 Adventist Heritage—3
- HIST459 Special Meth in Teaching History & Soc Studies—3
- HIST490 Research Seminar—3
- PLSC104 American Government—3
- PLSC225 Comparative Politics—3 or
- PLSC230 International Relations—3
- SOCI430 Gender Roles in Contemporary Society—3

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 more information for this major.

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

public schools. Specific assignments are made after consultation with the Director of Student Teaching who makes all contacts and arrangements with the schools.

The placement interview with prospective student teachers and admission to the student teaching program take place at least one semester before student teaching begins, though preferably in February of the preceding year. It is the student's responsibility to make contacts with the Director of Student Teaching and cooperate in the placement process during this placement semester. A pre-student-teaching visit to the school is required before placement is finalized. If the school personnel do not accept the student, the Director of Student Teaching will make a maximum of two additional attempts to place the student at other schools.

Student Teachers will be placed within a one-hour radius of Andrews University. Exceptions will be made on a case-by-case basis. Any additional cost for supervision will be borne by the student.

The first semester is a concentrated, full-time laboratory program which begins prior to the beginning of the university's fall semester.

The experience focuses on the critical week preceding and following the first day of school. It provides specific answers to the pre-service teacher's question, "What do I actually *do* during the first days and weeks of school?" The program includes practical application of classroom-management theories. Emphasis is placed on the tasks teachers must perform in the weeks before school opens, organizing and conducting the all-important first day, and the tasks teachers encounter during the first weeks of school.

These tasks include

1. Short- and long-range planning
2. Constructing units of instruction
3. Selecting materials and supplies
4. Organizing and managing the classroom
5. Establishing discipline procedures
6. Record keeping (including the daily register)

The student-teaching semester consists of a minimum of 14 weeks of full-time observation, participation, and teaching under supervision in an elementary or secondary school. If the beginning and ending dates do not coincide with the university semester calendar, the student-teaching calendar takes precedence over the university calendar.

Orientation for student teaching is conducted before the students go to their assigned schools. The time and date of orientation are announced by the Director of Student Teaching. During orientation, each student receives a packet of materials containing information about student-teaching requirements and evaluation procedures.

A weekly student-teaching seminar meets after school hours during the semester. The specific time is announced by the Director of Student Teaching.

The student may not take other courses during the student-teaching semester (including courses from Griggs University). Work for remuneration should be suspended. Full attention to their teaching responsibilities helps ensure students' success, which in turn is vital to receiving a position.



The State of Michigan bills the recommended applicant for a Provisional Teaching Certificate. The amount billed before the certificate is issued.

Further information on teaching credentials, Adventist certification, State of Michigan certification, updating original certificates, and adding endorsements is found on pp. 292–295.

## G a a R

In addition to meeting the general requirements for a baccalaureate degree on p. 280 or p. 283, 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 overall, and a 2.50 in 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 a 2.00 minimum GPA in all other credits at Andrews University
- Complete the Senior Exit examination, which serves as the senior-level proficiency exam

Level: Bachelor's Degree | Department: Education | Program: B.S. in Education | School: Andrews University

## **MAT P**

1. An undergraduate degree with a major and/or a minor(s) in teaching area(s).
2. Six semester credits, including a course in educational psychology, and other basic areas such as educational philosophy, instruction, or evaluation. If not previously taken at the undergraduate level, the 6 credits may be taken at the graduate level but do not necessarily apply toward the graduate degree program.

## **M a D a E a D P a C**

To qualify as a "Program Completer," MAT students seeking their initial Elementary Teaching certificate must satisfactorily complete the following:

- A bachelor's degree
- Professional education courses\*
- Planned program minor\*
- Approved subject content major or two minors\*
- The *MTTC Elementary Education Exam* (subject area exams are optional)
- Current First Aid & CPR Certification from the American Red Cross or the American Heart Association
- Recommendation for certification

□

## Programs

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 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 for elementary or secondary education (see p. 287).

## Degrees

The C&I Program offers four degrees to suit a variety of student needs. They include the following:

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

## Programs

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.

Curriculum scholars around the world (the) -22(w)30(y)10(sisc)5(holar)-5(s)-22(ar)10(ound)-22(the)-22(w)11d7(the)-22(w)30

## G a a R

A

- Complete course work within time limits and GPA guidelines
- Complete a major

## EdS: C a I

EDFN500 Phil Foundations of Educ & Psych—3

EDPC514 Psychology of Learning—3

EDCI620 Systems Concepts and Change—2

The development of this role is fostered by departmental activities such as courses and professional conferences.

EDRM505 Research Methods in Educ & Psych—3

EDRM611 Applied Statistics in Educ & Psych I—3

EDCI725 Doctoral Orientation Seminar—1

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

EDCI547 Foundations of Curriculum Studies—3

EDCI650 Curriculum Design & Development—3

EDCI686 Curriculum Past & Present—3

EDCI565 Improving Instruction—3

EDCI665 Advanced Instructional Models—1-3

EDCI545 Assessment & Evaluation of Learning—3

EDCI636 Program Evaluation—3

EDCI696 Project Implementation—1-3

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.

## EdD/P: D:C a I

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.

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.

EDFN500 Phil Foundations of Educ & Psych—3

EDCI730 Curriculum Theory—3

Plus one additional Foundations course to fit in Role I or Role II

EDPC514 Psychology of Learning—3

EDCI620 Systems Concepts and Change—2

EDCI886 -15(hiloFat)TjOEMC 01.059 0 Td0(EDPC5)10(8)0(4)

EDCI6ant M034c Sych and M Role & Psych—3

EDCI7ant M0341PC ActualText (B)>>BDC 0()TjOEMC 06.141 0 Td0(S)15(y)10

College-level Teaching  
Educational Technology  
Curriculum Leadership  
Instructional Leadership  
Teacher Education  
Training & Consulting  
Special Education

Educational Foundations  
Educational Research  
Religious Education

## Teacher Education

### Teacher Education Programs

All persons in the Andrews University teacher preparation program must pass the MTTC Subject Area Exams before being recommended for certification. For details on what the tests are and when they are offered, see the Department of Teaching, Learning and Curriculum.

## Non-Andrews Teacher Certification Programs

Post-baccalaureate teacher certification and endorsement programs leading to a degree are available.

Andrews University provides opportunities on the graduate level for achieving Seventh-day Adventist and or State of Michigan elementary and secondary certification. Students may work towards certification without being in a degree program or they may complete certification requirements while taking courses required for the Master of Arts in Teaching (MAT) degree.

1. Submit all transcripts for evaluation by the Certification Registrar in the Department of Teaching, Learning, and Curriculum and receive an outline of requirements needed for certification.
2. Apply for admission to the School of Education.
3. Counsel with a faculty advisor in the Department of Teaching, Learning, and Curriculum and in major/minor departments as needed.
4. Take the prescribed courses.
5. Pass the *MTTC Basic Skills Exam*
6. Apply for admission to the teacher preparation program. (See Admission to the Teacher Preparation Program on p. 285 for additional criteria.)
7. Continue course work.
8. Apply for admittance to student teaching. (See Admission to Student Teaching Candidacy and Admission to Student Teaching.)
9. Pass the *MTTC Subject Area Exams*
10. Complete program of study and apply for certification.
11. Have current First Aid & CPR Certification from the American Red Cross or the American Heart Association (must include infant, child and adult CPR in addition to First Aid).

Non-Andrews University graduates must complete at least 9 credits in residence to qualify for a recommendation for a teaching certificate and endorsement.

## State of Michigan

The State of Michigan issues two types of teaching credentials—Elementary and Secondary. Elementary certificates are valid for teaching all subjects in grades K–5 and in all subjects in grades 6–8 if teaching in a self-contained classroom. Secondary certificates are valid for teaching in subject areas in grades 6–12.

The *Provisional Certificate* is issued to certification candidates who have completed the requirements for a bachelor's degree, including a major and minor (elementary has a major, two minors option) and the professional education component. (Refer to the specific requirements for the provisional certificate in the Andrews University Elementary and Secondary Education program sections of this bulletin.)

To qualify for a Michigan *Professional Education Teaching Credential*, applicants must show that they have completed the following:

- Three

6 semester credits from an approved teacher-preparation institution, or submitted evidence of the equivalent in continuing education units completed through professional development programs or professional activities defined and approved by the state board, or completed any combination thereof. Applicants need to contact the Michigan Department of Education to renew their credentials and for further information.

## Adding an Elementary or Secondary Endorsement at Andrews University

This section outlines criteria and procedures for adding an elementary or secondary endorsement at Andrews University. Other endorsements are also available.

### Adding an Elementary or Secondary Endorsement

- Develop a program for securing the additional level of





**A**  Seventh-day Adventist teachers desiring *Professional Certification* must meet the following criteria:

- Meet initial general eligibility requirements.
- Qualify for the *Standard Teaching Certificate*
- Meet  of the following:

2 -

\$ ( )

research interest. Includes students' presentations of theoretical rationales in a seminar format. Normally requires two semesters for completion. Prerequisite: EDCI686 or permission of instructor.

→ ( )

**Ad a ced S id e :** \_\_\_\_\_

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.

→ ( )

**Ad a ced P ec :** \_\_\_\_\_

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*

→ ( )

**C e e e E a P e. a a :** \_\_\_\_\_

*Fall, Spring, Summer*

→ ( )

**A ed Re ea c :** \_\_\_\_\_

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.

→ ( )

**I e . . :** \_\_\_\_\_

Students, under the supervision of a C&I faculty member, work in

Read *gV cab*  $\square$  *a*. De  $\epsilon$   $\dots$   $e$   $\dots$

$\$ ( \dots )$

time. Prerequisites: EDPC302 or 514, EDTE408. Corequisites: EDTE484 and EDTE438. *Fall, Odd Summers*

**Effective Mathematics** ( )

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*

**Effective Science & Health** ( )

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*

**Effective Social Studies & Character Education** ( )

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*

**Methods of Integrating Art, Music, & Physical Education** ( )

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. Prerequisites: EDPC302 or 514, EDTE408. *Spring, Odd Summers*

**Methods of Teaching Secondary Science: A** ( )

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*

**Reading Practices** ( )

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.

**School as a Society** ( )

The school as an institution in a multi-cultural society; the cardinal purposes, structure, and operation of education.

**Methods of 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

**SCHOOL OF EDUCATION**

**Seminar** (1, 1)  
 Seminar in specific topics relevant to teacher education. Each seminar examines one topic in detail. Repeatable with different topics. May be graded S/U. *Summer*

**Reading Seminar**  
**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.

**Seminar : Capstone Teaching and Learning**  
*Odd Summers*

**Seminar : Capstone Management**  
*Even Summers*

**Seminar : Practicum** (1, 1)  
 Practicum in field of education. *Fall, Spring*

**Workshop** (1, 1)  
 Repeatable with different topics. Credit to be announced with topic in advance. May be graded S/U. *As scheduled*

**Individual Study** (1, 1)  
**Individual 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*

**Degree Reactivation** \$ ( )  
 Students who have 2 semesters of break in enrollment must register for this reactivation course.

**Master's Certificate** ( )

**Doctoral Certificate** \$ ( )

**EDUCATIONAL & COUNSELING PSYCHOLOGY**

Bell Hall, Room #151  
 269-471-3473  
[ecp@andrews.edu](mailto:ecp@andrews.edu)  
[www.andrews.edu/sed/ecp/](http://www.andrews.edu/sed/ecp/)

**Chair**  
 Rudolph N. Bailey, *Chair*  
 Nancy J. Carbonell  
 Ronald D. Coffen  
 Nina Elmendorf-Steele  
 Elvin S. Gabriel  
 Tevni E. Grajales  
 Jimmy Kijai  
 Frederick A. Kosinski, Jr.  
 Elizabeth Lundy  
 Dennis E. Waite  
 Carole Woolford-Hunt

**Staff Psychology**  
 Harvey J. Burnett  
 Judith B. Fisher  
 Harold B. Smith

**Emeritus**  
 Wilfred G. A. Fitcher  
 Donna J. Habenicht  
 Thesba N. Johnston  
 Marion J. Merchant  
 Jerome D. Thayer

Program	Credits
Adventist Specialty Endorsement	12
MA Clinical Mental Health Counseling	60
MA Community Counseling	48
MA Educational Psychology	30-33
Developmental Psychology Emphasis	
General Emphasis	
Instructional Psychology Emphasis	
Research Emphasis	
MA School Counseling	48
MS Special Education (MI-LD Certification)	43
EdS School Psychology	69
EdD Educational Psychology	90+
General Emphasis	
School Psychology Emphasis	
PhD	
Educational Psychology	90
School Psychology Emphasis	90+
Counseling Psychology	92

**M**

The mission of the Department of Educational & Counseling Psychology is to:

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