

EDRM648

(variable)

EdS: Curriculum and Instruction

The Educational Specialist (EdS) degree in Curriculum and Instruction prepares experienced teachers for leadership positions in teaching, supervising, curriculum design, and instructional improvement at the elementary, secondary, K–12, or higher education levels.

EdS students specializing in the elementary and/or secondary levels must

- Qualify for Seventh-day Adventist and/or public-school certification in the area(s) of specialty prior to graduation
- Achieve a minimum of two years satisfactory classroom experience prior to receiving the EdS degree.

The curriculum for the EdS degree consists of a minimum of 64 semester credits beyond the *baccalaureate* degree distributed as listed below.

Prerequisites. Adequate graduate and/or undergraduate semester credits in professional education* to cover such basic areas as educational philosophy, educational psychology, instruction, and evaluation. Department advisors determine adequacy of preparation for further study toward the EdS.

* *If not taken at the undergraduate level, classes may be taken for graduate credit but course work does not necessarily apply toward the graduate degree program.*

EdS: DEGREE COURSE REQUIREMENTS

Core Requirements—16-19

EDCI547, 552, 565, 620, 636, 665, 689: Portfolio,
689: Assessment, 689: Trends

Focus Area requirements—34-37

Include 6 credits course work selected by advisement from EDCI607, 617, 627, 637, 647, 657; 3 credits from EDCI799; 4 credits selected by advisement from one or more of the following: EDCI, EDAL, EDFN, EDRE, and EDPC; and 21-24 credits of guided electives

Educational Foundations—5

EDFN500 and another foundations course by advisement

Research—6

EDRM505, 611

TOTAL EdS degree credits—64

EdD/PhD: Curriculum and Instruction

Programs leading to the doctoral degrees in Curriculum and Instruction consist of five components: educational foundations, professional concentration, research, electives, and a dissertation. They are designed to prepare educators to contribute to the field of education through research and leadership in curriculum change and instructional improvement in learning organizations. Though integrated, the five components may vary in distribution according to a student's previous professional experience and career plans. A variety of emphases relating to both academic subjects and supervisory specializations are available.

Doctor of Education. 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 an advanced project and an internship.

Doctor of Philosophy. As the more 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.

Both doctoral programs in Curriculum and Instruction consist of a minimum of 91 semester credits beyond the baccalaureate degree and a dissertation as outlined below.

Prerequisites. Credits in professional education* covering such basic areas as educational philosophy, educational psychology, instruction, and evaluation.

* *If not taken at the undergraduate level, the credits may be taken for graduate credit but course work does not necessarily apply toward the graduate degree program.*

EdD/PhD: DEGREE REQUIREMENTS

Core Requirements—16-23

Courses selected from EDCI547, 552, 565, 620, 636, 665
689:Portfolio, EDCI730, 886, and 889

Focus Area requirements—8-12

Courses selected by advisement from EDCI607, 617, 627, 637, 647, 657, 756, cognate studies, and credits from EDCI, EDAL, EDFN, EDRE, and EDPC

Foundations—7-9

EDFN500 and two additional foundations courses by advisement

Research—12-14

EDRM505, 611, 710 and one Basic Methodology course from:
EDRM604, 605 or 612; or EDCI636; or HIST650

EdD students - EDCI799 (2-4);

PhD students - second Basic Methodology course plus course

exchange of information, involvement in research, and participation in field-based experiences.

RESPONSIBILITY OF THE STUDENTS

school administrators, administrators in higher education, administrators and supervisors for educational agencies and programs, and for a wide variety of administrative, supervisory, and instructional careers on all levels of education and church organization.

Both the Doctor of Education (EdD) and the Doctor of Philosophy (PhD) programs require a minimum of 91 semester credits. However, the PhD degree is more research oriented and requires more courses that deal with advanced research methodologies including EDAL887.

EdD/PhD: DEGREE REQUIREMENTS

Administrative Core—27

EDAL520, 560, 570(3), 635, 645, 670, 680, 720; 886 or 887

Specialty Area—9

Choose 9 credits from the following: EDAL648, 660, 664, 665, 667, 668, 674, 676, 677

Cognate/Electives—9

Select 9 credits from the above Specialty Area or field of interest/expertise

Curriculum and Instruction—5-6

EDCI547, and other elective in curriculum/instruction (2-3)

Educational Foundations—9

EDFN500 and an additional 6 credits chosen from at least two of the following areas:

Historical/Philosophical-EDFN517, 554, 607 (all 2-3)

Sociological/Theological-EDFN505, 530, 636 (all 2-3)

Psychological-EDPC514 (2-3), 515, 516, 520, 680

Educational Research and Statistics—16

Prerequisites/Requirements (7)

EDRM505, 611, 710 (1)

Basic Methodology

Choose 6 credits from: EDRM604, 605, 612, EDCI636, HIST650

Advanced Methodology

Choose at least 3 credits from: EDRM613, 775 (1-3), EDCI885, HIST695, EDAL887

Dissertation—16

EDRM880 (2), EDAL899 (14)

TOTAL EdD / PhD degree credits—91

RELIGIOUS EDUCATION

The interdisciplinary degrees of the Religious Education program are now listed in the Seminary section of this bulletin. See p. 303. Requirements for students who are already in a Religious Education program are given in the bulletin which was in effect when they enrolled. Course requirements listed for EDRE in prior bulletins should now be taken from the Seminary. Courses will be listed as RLED courses.

Courses

(Credits)

See inside front cover for symbol code.

EDUCATIONAL ADMINISTRATION AND LEADERSHIP

EDAL520 (2-3)

Foundations of Educational Leadership

A basic orientation to the purposes, organization, and administration of educational programs and institutions; the structure and

control of school systems; the nature of administration; and the conceptual foundations of educational administration and leadership. *Fall, Summer*

EDAL560 (2, 3)

Legal Aspects of Education

Legal issues affecting teachers and educational administrators, including governmental relations, church-state issues, teacher employment, student control, and school-board operations and procedures. Repeatable. *Alternate Fall, Alternate Summer*

EDAL570 (2)

Principles of Educational Supervision

Designed for principals, superintendents, and instructional supervisors concerned with the improvement of teaching and learning by professional supervision; the role, aims, and principles of instructional supervision; introductory study of supervisory techniques. *Spring, Alternate Summer*

EDAL635 (3)

Human Resources Administration

Personnel services; policy for certified and non-certified employees; personnel functions in education; the interpersonal process in educational organizations, communications, and group dynamics for educational administrators. *Spring*

EDAL645 (3)

Educational Finance and Marketing

Focuses on financial and economic issues affecting educational institutions, including school support, costs of education, sources of school revenue, budgeting, and the organizing and maintaining of the fiscal and physical resources of school systems; elements of marketing an educational institution including mission statement, target market, image, position, the market mix (product, price, place, and promotions), fund-raising, and alumni relations. Prerequisite: EDAL520 or permission of instructor). *Fall*

EDAL648 (Variable)

Workshop: _____

Graded S/U. *Summer*

EDAL660 (3)

Planning and Operating Educational Facilities (K-20)

The planning of educational facilities includes buildings, equipment, and sites as influenced by educational philosophy need and financial resources available; features of good school plants and their management; a comprehensive study of educational-facilities planning as related to preliminary development plans and long-range master planning of educational facilities/campuses. *Fall*

EDAL664 (3)

Elementary School Leadership

The role of the principal; leadership in curriculum implementation and reform; organization of schedules, calendar, and catalogue; staff organization and utilization; attendance program; responsibilities such as assemblies, opening and closing of school, supervision of staff, and operation of small schools. Prerequisite: EDAL520. *Fall, Alternate Summer*

EDAL665 (3)

Secondary School Leadership

See description under EDAL664. Also includes office management and auxiliary services. Prerequisite: EDAL520. *Fall, Alternate Summer*

- EDAL667** Alt (3) **EDAL699** (1-3)
Leadership in Higher Education
 Focuses on the work of the administrator in higher education; objectives, organization, leadership in visioning and strategic planning for academic, business, student, and developmental activities in higher education. *Alternate Summer*
- EDAL668** (3)
Leadership in School Systems
 The leadership of the superintendent of schools and director of education. Includes the objectives, organization, and administration of different levels of public, Seventh-day Adventist, and other private-school systems: dynamic change agent. *Spring*
- EDAL670** (1-3)
Information Management Technology in Education: Administration
 Philosophical basis for technology usage in schools and school systems to enhance learning; survey of contemporary technologies appropriate to the educational setting and cost-benefit analysis of various systems; development of an instructional technology plan (ITP); ethics of technology usage. Prerequisite: EDAL520 and computer literacy or permission of instructor. *Fall, Summer*
- EDAL674** Alt (3)
Administration of Student Services
 Objectives, organization, and administration of student services such as student residences, health services, religious programs, government, publications, social life, discipline, recreation, and student records. *Alternate Spring*
- EDAL676** Alt (3)
Administration of Academic Services
 Objectives, organization, and administration of academic services such as admissions, academic records, academic personnel, curriculum administration, and instructional resources. *Alternate Fall*
- EDAL677** (1-3)
Seminar in Departmental Supervision and Professional Development
 Multiple approaches for effectively supervising the workplace for maximization of human resources; provides opportunities for personnel to plan and experience professional growth. *Summer*
- EDAL680** (1-3)
Field Work in Educational Administration
 A supervised lab or administrative field work in educational institutions, agencies, or school districts. Permission of supervisor and plans required in advance of registration. May be graded S/U. *Fall, Spring, Summer*
- EDAL685** (0)
MA Level Comprehensive Exam Preparation
- EDAL689** (1-4)
Seminar: _____
 Selected topics in Educational Administration. Repeatable with different topics. Open to all graduate students. Available for both A-F or S/U grades.
- EDAL690** (1-3)
Independent Study in _____
 Permission of advisor and instructor required. May be graded S/U. *Fall, Spring, Summer*
- EDAL720** (1-3)
Advanced Educational Leadership
 A seminar in the study of leadership and administrative theory development. Includes concept formation in such areas as organizational structure, power, control, communication systems, strategic planning, and application of theory to problems in educational administration and other similar fields. Prerequisite: EDAL520 or equivalent. *Spring*
- EDAL824** (2-3)
Seminar in Educational Leadership
 Current issues and problems in educational administration and leadership; techniques of administrative control; selected topics in educational leadership. May be graded S/U or A-F. Admission limited to post-master's students. *Fall*
- EDAL870** (0)
Comprehensive Exam Preparation
- EDAL886** (1-9)
Internship in Educational Administration
 A planned administrative field experience/internship in a school, school district, or educational agency; a practical or creative project dealing with an actual educational situation in an educational institution under supervision of a faculty member in the area of administration. May be graded S/U. Permission of supervisor and plans needed one semester in advance of registration. Repeatable. *Fall, Spring, Summer*
- EDAL887** (1-9)
Applied Administrative Research
 A planned administrative research experience under the supervision of a faculty member in the Educational Administration and Leadership area. May be graded S/U. Permission of supervisor and plans needed one semester in advance of registration. Repeatable to 9 credits. *Fall, Spring, Summer*
- EDAL888** (0)
Dissertation Continuation
 Reduced tuition rate applies. *Fall, Spring, Summer*
- EDAL899** (1-14)
Doctoral Dissertation
 To be repeated to 14 credits. Graded S/U. *Fall, Spring, Summer*
- ## CURRICULUM AND INSTRUCTION
- EDCI547** (2, 3)
Foundations of Curriculum Development
 The relationship of the purposes of education to the design, implementation, and evaluation of curriculum at any level. Basic to other courses in curriculum and instruction. *Fall, Summer*
- EDCI565** (3)
Improving Instruction
 Designed to provide a framework for organizing and teaching declarative and procedural knowledge, developing habits for life-long learning, and building a positive classroom environment (including the use of cooperative learning groups). Includes reflection, micro-teaching, and peer feedback. *Spring, Summer*

- EDCI569** (3) Computer-assisted Instruction Applications, Web-based Learning.
Diagnostic Techniques in Literacy Instruction Repeatable by topics.
Designed for those who wish to become corrective- and remedial-reading specialists and are concerned with techniques, materials, and procedures useful to teachers and reading specialists in diagnosing reading difficulties. Lab required. Prerequisite: EDTE420. *Spring, Alternate Summers*
- EDCI570** (3) **Alt (2)**
Advanced Literacy Intervention & Remediation Strategies
Methods and materials for literacy instruction to prevent or remediate reading disabilities. Requires scheduled lab to earn credit for this course. Prerequisite: EDTE420. *Fall, Alternate Summers*
- EDCI607** (1-2) **Alt (2)**
Curriculum: _____
Such topics as Designing Integrated Curriculum, Story Path, Organizing Curriculum for the Multi-age Classroom, Designing and Using Learning Center, Curriculum Tools for Christian Teachers, Peace Studies. *Repeatable by topics.*
- EDCI610** (2, 3) **Alt (2)**
Adult and Non-formal Education
Study and practice of the training process in adult and non-formal environments. The ability to understand, organize, and evaluate curricula in non-formal settings emphasized. Literacy and distance education issues examined.
- EDCI611** (2, 3)
Development and Implementation of Training Programs
Implementation of training programs emphasizing adult learners. Includes the planning of a field-based implementation project. Prerequisite: EDCI610.
- EDCI617** (1-2)
Instruction: _____
Such topics as Brain-based Learning, 4-MAT, Developmentally Appropriate Instruction, Teaching for Multiple Intelligences, Leadership in the Multi-age School, Training Applications. *Repeatable by topics.*
- EDCI620** (1, 2)
Systems Concepts and Change
Theoretical and applied study of curriculum change and organizational development in learning organizations. Variable credit offered based upon the number of topics/areas examined. *Spring, Summer*
- EDCI627** (1-2)
Literacy: _____
Such topics as Developing a Writing/Reading Workshop, Literacy with ESL Learners, The Power of the "Community" in Early Literacy Instruction, Strategies to Build Reading Comprehension. *Repeatable by topics*
- EDCI636** (3)
Program Evaluation
Systematic procedures and models used to assess needs, planning, implementation, and to students pursuing topics in education. impact. Prerequisite: EDRM505 or equivalent. *Fall (odd years), Summer (even years)*
- EDCI637** (1-2)
Technology: _____
Such topics as Integrating Technology into the Curriculum, Trends and Issues in Educational Technology, Internet in the Classroom,
- EDCI645** **Alt (2)**
Advanced Diagnosis & Educational Therapy in Reading
Advanced course for diagnosis and remediation or prevention of reading disabilities. Prerequisite: EDCI570. *Summer*
- 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. *Spring*
- EDCI647** (1-2)
Diversity: _____
Such topics as Conflict Resolution, Learning Disabilities, Involving Parents in the School, Creating a Classroom for Diverse Learners, The Inclusive Classroom. *Repeatable by topics.*
- EDCI648** (variable)
Workshop

EDFN607

(2-3)

Educational Philosophy

An examination of educational philosophy through literature from ancient times to the present; the application of principles in the contemporary setting. Students are encouraged to develop a