

- 003 The Reading and Writing Connection
- 004 The Thinking and Learning Brain
- 005 Student-Directed Learning to Foster, Motivate & Engage
- 006 Classroom Assessment for Today's Teacher
- 007 Inquiry Based Science
- 008 The 21st Century Learner
- 082 Fundamentals of Mathematics: Teaching for Conceptual Understanding
- 084 Foundations of Reading & Literacy
- 085 Teacher as Leader
- 086 Instructional Design
- 087 Understanding Teaching and Learning
- 088 Measurement and Geometry Elementary
- 089 Proportional Reasoning Middle Grades
- 090 Meeting the Needs of All Students
- 091 Effective Assessment
- 092 Problem Solving K–5
- 093 Problem Solving 6–8
- 094 Research-Based Instructional Strategies
- 095 Algebra, K–5
- 096 Algebra, 6–8
- 097 Measurement and Geometry, 6–8
- 098 Data & Analysis & Probability, K–5
- 099 Data & Analysis & Probability, 6–8

EDCI635 (Partner is Virtual Education)

- 001 Advance Classroom Management
- 002 Attention Deficit Disorder
- 003 Autism & Asperger's Syndrome
- 004 Behavior is Language
- 005 Child Abuse
- 006 Drugs and Alcohol in School
- 007 ECE Family Centered Services
- 008 ECE Observation & Assessment
- 009 ECE Program Planning
- 010 ECE Typical & Atypical Development
- 011 Educational Assessment
- 012 Harassment, Bullying & Cyber-Intimidation
- 013 Inclusion
- 014 Infant and Toddler Mental Health
- 015 Learning Disabilities
- 016 Reading Fundamentals #1
- 017 Reading Fundamentals #2
- 018 Reading Fundamentals #3
- 019 Talented and Gifted
- 020 Teaching Diversity
- 021 Traumatized Child
- 022 Understanding Aggression
- 023

The Consortium for Outstanding Achievement in Teaching with Technology

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 demonstrate an exemplary use of technology in teaching. Details on the application process may be found on the Consortium's web site: www.coatt.org. If you are interested in pursuing COATT recognition, contact either Dr. Lee Davidson or Dr. Ray Ostrander.

Phase of Teacher Preparation

Undergraduate and graduate teacher preparation at Andrews University is a three-phase process. Students proceed through the teacher preparation program via a series of formal applications and evaluations. The three phases of the program are:

- ✓ 3 UH 7 HSDU F R Q W O H C Q M U D X F D W L R Q
- ✓ 7 H D F K U H S D U F R Q W O L R Q M V V G K E D W L R Q requirements plus major and minors)
- ✓ 6 W X G H I Q F V K L Q J

Teacher Education Report Card, Annual

These data are supplied as mandated by Federal regulations. Individual copies of the "Report Card" are available from the Department of TLC. The data reported are specific to completers of the Andrews University teacher preparation program September 2008 through August 2009.

Data Type	Data
Number taking MTTC Basic Skills Exam	28
S D V V L T O J S D V L N F L Q D F	93
Number taking MTTC Subject Area Exams	32
S D V V L T O J S X E M S U F H P D P V	84
Number of students in the Andrews University Teacher Preparation Program	144
Number of student teachers supervised (may include guests from other universities)	19
Number of faculty who supervised student teachers	3
Student teacher/faculty ratio	1:6

TEACHING, LEARNING & CURRICULUM UNDERGRADUATE PROGRAMS

Undergraduate Academic Programs	Credits
BS: Elementary Education (BSELED) (requires a content major or two minors) Emphasis Areas Integrated Science Language Arts Social Studies	36 major/29 minor 36 major/24 minor 44 major
BS with Secondary Certification Emphasis Areas Integrated Science (includes minor) Social Studies (includes minor)	64 56

Teacher Preparation Mini

The primary aim of Andrews University teacher preparation programs (BA, BS, MAT & MA) is to prepare teachers who are competent, compassionate and committed to quality education. Upon completion of the professional education program, the pre-service teacher demonstrates knowledge c JOT0[(c JOT0[(c JOTil(pr)1 0(e)1(t)10(ea

BS in Elementary Education

The Bachelor of Science in Elementary Education degree is a professional degree with emphasis in the curriculum and methodology of teaching in the elementary school.

Michigan Department of Education Definition of "Program Completers"

Elementary Education "Program Completers" must qualify for graduation. This includes the following:

- ✓ & R P S O R I S V L R I C H V H I G F X F D I D R L X R U Q / H V
- ✓ 3 D V V L E R J Q W M I T C Basic Skills Exam
- ✓ & R P S O R I S V L R I C H V H I G F X F D I D R L X R U Q / H V
- ✓ & R P S O R I S V L R I C H V H I G F X F D I D R L X R U Q / H V
- ✓ & R P S O R I S V L R I C H V H I G F X F D I D R L X R U Q / H V
- ✓ 3 D V V L E R J Q W M I T C Elementary Education Exam (additional subject area exams are optional)
- ✓ & X U U J H Q S W G & 3 S H U W L I L F B A M S H R Q U L F H D Q Cross or the American Heart Association
- ✓ 5 H F R P P H Q I C E M U L W Q I L F D W L R Q

* of these areas must have a 2.50 GPA with no grade of C- or below, in addition to a minimum cumulative GPA of 2.75.

Courses counted toward meeting the requirements for the planned program minor, the professional education courses, the subject content major, minors, area of concentration, or Adventist certification requirements must have a grade of C or above. Students are expected to meet all requirements for Seventh-day Adventist and State of Michigan certification before the degree can be granted. Degree candidates who are unable to qualify for Adventist certification may petition the dean of the School of Education to be exempted from meeting the requirements for one of the two types of certification.

General Education Core Requirements

The School of Education philosophy of general education is to give the prospective teacher the balance, perspective, and understanding of a well-educated person—to free him/her from bias, intolerance, and ignorance about humanity's world environment. Such education should acquaint the student with the basic knowledge and skills necessary for independent and reflective thought so essential for successful living in today's complex world.

Professional Education Courses

from different groups and at least one should be a subject area
FRPPR WOXU BWHPH QVORL QGLZD WDK GHH
course requirements on p. 279.

The required courses for an approved major or minor in

**Michigan Department of Education
Page**

Secondary Education "Program Completers" must qualify for graduation or hold a bachelor's degree. Additional requirements for "Program Completers" include the following:

- ✓ & R P S O R I W L R H Q U O X O F D F W L L R H Q
- ✓ 3 D V W I E R J H

- PLSC225 Comparative Politics—3 or
- PLSC230 International Relations—3
- PLSC237 Individual State & Marketplace—3
- PLSC435 Public Policy—3

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 & Political Science.

The State of Michigan recommends that students pass MTTC subject exams in History, Geography, Economics and Political Science.

Teacher Education Program Prerequisites

Application for Admission to the Teacher Preparation Program and Student Teaching. An application for admission to the Teacher Preparation Program and Student Teaching must be completed during the semester EDTE408 Principles of Teaching is being taken. This must be completed at least a year before a student plans to do Student Teaching. Applications will be considered at the end of each semester once all requirements have been completed.

To be admitted to the teacher education program, students

Teacher Certification Procedure

Michigan Tests for Teacher Certification. All applicants for State of Michigan K-12 teaching credentials must pass the MTTC Subject Area Exams before a recommendation can be submitted to the Michigan Department of Education. For details on what the

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

- v 7 K U H H D E M X F F H W H I D E K Q G W K D K W K R I D Q G \ after the issuance of a valid Provisional Teaching Credential.
 - v (L J K W K H A C H P H F V W H C R I M W X D G V L F V W X D R Q V F K H H state Provisional Teaching Credential in a planned course of study that includes the reading credits required by the State of Michigan.
 - v & R P S O H R W L K B G S U R S U H L D G F L H W K R E X / Z R H U N 3 semester hours for the secondary level certificate; 6 for the elementary. (If the course work is **completed at a Michigan teacher preparation institution**, refer to your institution to be recommended. If the course work was **completed outside of Michigan**, request an application for the Professional Education certificate from the Michigan Department of Education or obtain a copy from the website.)
 - v 6 D W L V I E F F S R Q U R W L K B G G L W L F Q B G / D W H required course of study in the diagnosis and remediation of reading disabilities and differentiated instruction, including field experiences—EDCI645.
- (Beginning July 1, 2009, all teachers advancing to the Professional Education Certificate must have completed 3 semester credits of reading diagnostics and remediation, which includes a field experience, in accordance with Michigan Revised School Code 0 & / Ú ß x Ø Ü Ú Ø K Ü R O O R Z L Q N R Y D G H V D S S U R Y H G Michigan courses that meet this requirement:
www.michigan.gov/mde/0,1607,7-140-6530_5683_14795---,00.html.

11. Once you have successfully self-registered in MOECS, you will be sent an e-mail that contains a link to activate your account.
12. Click on that link and the MOECS login screen will appear.
13. Log into MOECS again, using the login name and password that you previously created.
14. Update and save your demographic information.
15. After you update and save your demographic information, the left navigation menus will appear on the screen.
16. Select "Apply for Educator Certificate or Renewal" from the left navigation menus.
17. Select the type of educator certificate that you are applying I R U

Renewal of Professional Education Certificate. A Professional Education Certificate is valid for up to five years. It may be renewed, with proper application, for up to an additional five years. Renewal assumes that the applicant has completed 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.

H A f a Michiga Ed ca Ce ifica e
 All Michigan educator certificates and renewals must be applied for through the Michigan Online Educator Certification System (MOECS). The following steps need to be taken to obtain access to MOECS and apply for your certificate, renewal or additional endorsement:

1. Go to www.michigan.gov/moecs
2. Click on "Click Here to go to the MOECS Login Page" Logo
3. Click on the "Create new Login Name/Password" link
4. Follow the instructions and provide the required information to create your login name and password.
5. Print the confirmation page that contains your login name, password, and Michigan Education Information Systems (MEIS) account number.
6. Click on the link to return to MOECS.
7. Log into MOECS using the login name and password that you created.
8. After logging in, select "Educator" from the dropdown list.
9. Click on "Continue."
10. Follow the instructions and provide the required information to selfregister in MOECS.

- √ & R P S O P V M R W Z R L Q F D L S U R S B W D H O H P H Q W
- level (See list of majors and minors under elementary certification at post-baccalaureate level, p. 288.)
- √ 3 D W W M I T C Subject Area Exam(s) for any new endorsement area(s) and the Elementary Professional Exam
- √ & R P S O S H U R I H V V I G R C F D I R L X R U Q / G V K S H D D Q Q H G
- program minor (See p. 279 for specific requirements.)
- √ \$ S S O Q H Z Q G R U V H P H Q W

Adding a Secondary Endorsement to an Elementary Certificate

To add a secondary-level teaching endorsement to an elementary certificate, one must:

- √ + D O Y H D O L G H P H Q W D B R I H Q W L I L F D W H
- √ & R P S O P V M R W Z R L Q F D L S U R S B W D H O H P H Q W
- level (See list of approved majors and minors under secondary certification at post-baccalaureate level, p. 282.)
- √ 3 D W W M I T C Subject Area Exams for any new endorsements.
- √ 7 D N H 7 (Û Ø Þ Ì D F K S L C D J G L Q W J 6 H H F R Q & B Q W H Q W
- Areas—3
- √ Take EDTE459 Methods for Teaching Secondary School: Area—3
- √ & R P S O Y H W H I R L M W X G V H C D F B W Q M H F R Q C Q H D Y H O
- √ \$ S S O Q H Z Q G R U V H P H Q W

number of hours required for the MAT. Persons who enter the MAT program without a teaching certificate should expect to complete more than 32 credits. The Certification Registrar evaluates transcripts and identifies specific certification requirements for each student needing certification.

Three specialization options are available in the MAT program:

- √ \$ O H P H Q W D I D H W P L S R K D V L V
 - √ \$ H F R Q I G G X J F D H W P L S R K D V L V
 - √ \$ S H F E R I Q F V D H U Q M D S K D V L V
- (Biology, English, English as a second language, History, French, Spanish and Reading.) Specific requirements for these content area emphases are found in the departmental listings of this bulletin.

MAT P e e i i e

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.

**Teachi g, Lea i g & C i c
G ad a e P g a**

Graduate Programs	Credits
Non-Degree Graduate-Level Teacher Certification and Endorsement Programs	
(Elem) Adventist and MI Certification	variable
(Sec) Adventist and MI Certification	variable
Master of Arts in Teaching	
Elementary Education specialization	32
Secondary Education specialization	32
Content Area Specialization	32
(Biology, English, ESL, History, Spanish, French)	
MA: Education	
Emphasis Areas	
Curriculum and Instruction Emphasis	32
EdS: Curriculum and Instruction	64
EdD/PhD: Curriculum and Instruction	91/92

Ma e f A i Teachi g (MAT)

This flexible, professional degree program is designed to meet the needs of a wide range of individuals. Typical MAT students belong to one of the following categories:

1. Persons who have earned a bachelor's degree and are now seeking teacher certification at the elementary or secondary level
2. Persons who hold teacher certification at either the elementary or secondary level and seek certification at the other level.
3. Persons who hold a teaching certificate and want to strengthen or add a specific subject area endorsement.

Candidates for the MAT degree must hold or qualify for a Seventh-day Adventist or State of Michigan teaching certificate or its equivalent before the degree can be granted. The 32 credits listed for the completion of this degree represent the mini-

**Michiga De a e f Ed ca i Defi i i f
P g a C e e**

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

- √ \$ E D F K H G R J U V H
 - √ 3 U R I H V H G R Q D F R L X R U Q / H V
 - √ 3 O D G O I R G U P D R U
 - √ \$ S S U R X I E G F H R Q W P H D O V R W Z R L Q R U V
 - √ 7 K M I T C Elementary Education Exam (subject area exams are optional)
 - √ & X U U) H Q S W V G & 3 & H U W L I L U F B M V S H R Q U L F H D Q
 - Cross or the American Heart Association
 - √ 5 H F R P P H Q I G B M U L W Q I L F D W L R Q
- * EACH of these areas must have a 2.50 GPA if taken at the undergraduate level, a 3.00 GPA must be maintained at the graduate level.

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

- √ \$ E D F K H G R J U V H
 - √ 3 U R I H V H G R Q D F R L X R U Q / H V
 - √ \$ S S U R X I E G F H R Q W W H C D F R D Q R U
 - √ \$ S S U R X I E G F H R Q W W H C D F R L Q R U
 - √ 7 M I T C Subject Area Exams for both major and minor
 - √ & X U U) H Q S W V G & 3 & H U W L I L U F B M V S H R Q U L F H D Q
 - Cross or the American Heart Association
 - √ 5 H F R P P H Q I G B M U L W Q I L F D W L R Q
- * EACH of these areas must have a 2.50 GPA if taken at the undergraduate level, a 3.00 GPA must be maintained at the graduate level.

graduate 4000TJ0 8DC e hef i g:

√ jöç‡ 7 „pD„œi† € ... P½Æ v P Dip :ç v jöç‡ 7 „pD„œi†" R jE9öRS

- v 7 D N Q L W Q D Q X H M Q K U H U M H P H V W H U
- v 7 D N H K H D V 6 N F L O O F V R L M R I Q H 7 & X U L I Q U M H P H V W H U
- v 6 W X G W Q V Q V I L H O P D L M O R D G F R L Q R X V S D W M K H
 relevant MTTC Subject Exams during their first semester of
 enrollment
- v \$ S S O R D G P L V W R R Q H D F S K U H L S D U S D M R U R D Q R G
 V W X G V H C D F K D Q G L G X D F I Q J U x B V H S U B U
- v & R Q W F R Q X Z H R H N
- v 7 D W H G X E M S L F V D H F W L F R M Q K N F T C
- v & R P S O R H X V Z H R H I N Q F O X (G L O J B (' & , Y à Y
- v \$ S S O W H D F K H Q W L M H S D M U H
- v 6 W X G M Q R V X C S I O R S G Y D Q F H P R D Q Q G L B W K H

tertiary levels. Curriculum & Instruction cooperates with selected departments in offering advanced cognates for persons preparing to teach at the university level.

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

Degree Options

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

- ✓ M.Ed. in Curriculum & Instruction
- ✓ M.Ed. in Curriculum & Instruction with a concentration in Instructional Technology
- ✓ M.Ed. in Curriculum & Instruction with a concentration in Leadership
- ✓ M.Ed. in Curriculum & Instruction with a concentration in Research

Program Characteristics

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

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

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

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

Role-based Curriculum. Curriculum scholars around the world fulfill specific roles when designing, developing, implementing and evaluating the educational enterprise. The learning outcomes for this program, which are based on the SED conceptual framework, are designed to help individuals develop competence in these roles within the context of educational practice. Successful mastery of these roles promotes the development of a service-focused, scholarly mindset. (See p. 269 for the SED conceptual framework.)

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

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

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

Admission Requirements

Admission decisions are based on an overall profile of each applicant. The applicant profile consists of information that indicates personal "fit" with the Curriculum and Instruction program and potential for success in the program. To ensure consideration for acceptance into the current year's summer cohort, completed applications must be on file at the Andrews University Office of Graduate Admissions by March 1.

In addition to application materials required of all graduate school applicants the following items are of particular importance:

- ✓ Letters of recommendation from at least two individuals who can attest to your professional goals fit with the mission of the Curriculum and Instruction program.
- ✓ Submission of recommendations from relatives or current students.
- ✓ Submission of GRE scores.
- ✓ Submission of a resume.
- ✓ Submission of a statement of purpose.
- ✓ Submission of a transcript from a regionally accredited institution.
- ✓ Submission of a transcript from a non-accredited institution if you have completed graduate courses there.
- ✓ Submission of a transcript from a non-accredited institution if you have completed MA students may receive provisional acceptance without GRE scores, but will need to complete the exam within four months of course enrollment.
- ✓ Submission of a transcript from a non-accredited institution if you have completed graduate courses there.

v ' R F X P H Q W R Q W L G S U R I L F B H G E L Y H U V L W I.td [<0053005

Doctoral students:

- v 0 H H M V L G H H Q T F X L U H P H Q W V
 - v & R P S D B I W L H F V H D H W K S R U G R M H F W
 - v & R P S D G I W D H Q U F H H G H D H W K S R U G R M H F W Q O \
 - v 6 X E P L O U W W B S H H U U H M B X Z E D V O R O V K H
- dissertation and co-authored by the chair
- v & R P S D G I W L H F F H V G H M E G R F W R L U M D V H U W D W L R Q

**MA Ed ca i :C ic a d l c i
E ha i**

DEGREE REQUIREMENTS

Prerequisites: Nine semester credits of education courses including an undergraduate (or graduate equivalent) in educational psychology

MA Core: 19 credits

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

MA Foundations: 3 credits

- EDFN500 Philosophical Foundations for Professionals—3

MA Research: 4–8 credits

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

MA Electives: 2–6 credits

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

TOTAL MA degree credits—32

EdS Te 0()IJT*(3)IJd(T)15(O) 0(I)IJ227) 0()IJZ 59: c .023h: 8.5ZAc8.5Te 00.5FF0053D

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EDCIB032

EdD/PhD Dissertation: 16+ credits

EDCI565

(2)

- EDRM880 Dissertation Proposal Development—2 or
- LEAD880 Dissertation Proposal Development—2

PhD Electives: 7-13 credits

EdD Electives: 10-14 credits

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

TOTAL EdD/PhD degree credits—92+

EdD and PhD Specializations and Cognates. Within the EdS, EdD, and PhD degree options, the following specializations or cognates are available:

Specializations

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

Cognates

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

candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

C e (C edi)

See inside front cover for symbol code.

D—Distance delivery options available

\$—Course fee assessed

C ic a d l c i

EDCI525 \$ (1)

Survey of essential principles and practices underlying the Curriculum & Instruction program. Open to MA level students only.

EDCI545 D (3)

Exploration and application of effective assessment practices and technology tools for measuring and documenting student learning and development.

EDCI547 D (3)

The relationship of the purposes of education to the design, implementation, and evaluation of curriculum at any level. Criticism of contemporary curriculum theories from a Christian perspective. Basic to other courses in curriculum and instruction.

EDCI637 **D § (3)**

Topics such as Classroom Software Applications, Educational Media Production, Classroom Computer Management, Teaching with the Internet, and Curriculum Productivity Tools. Repeatable by topics.

EDCI645 **§ (3)**

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

EDCI647 **D (2)**

Topics such as Multicultural Education and Inclusive Education.

EDCI648 **D (1-3)**

EDCI650 **D (3)**

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.

EDCI665 **(1-2)**

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.

EDCI665 (option) **(1, 2)**

Designed for the student to apply teaching principles and

EDCI730 (3)
The examination of philosophical and theoretical underpinnings to educational issues. Emphasis upon theorizing within student's research interest. Includes student's development of theoretical frameworks. Prerequisite: EDCI686 or permission of instructor.

EDCI756 D (1-3)
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, and Research on Teacher Education.

EDCI795 D (1)

EDCI799 D (1-6)
This empirically based product should be constructed using sound principles of curriculum/instruction design. A final written report documents project development and performance. Prerequisite: permission of instructor.

EDCI870 D (0)
Fall, Spring, Summer

EDCI884 (3)
An in-depth examination of a variety of international perspectives and voices which shape the curriculum theorizing and implementation. A required final evaluation project will analyze the impact of international issues on curriculum studies and research within specific learning environments. (Letter grade, not DG eligible.)

EDCI885 D (1-8)
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)
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 and accreditation processes. Fall, Spring, Summer

EDCI888 D (0)

EDCI889 D (1-3)
Engagement in professional development activities appropriate to doctoral-level candidates. Includes critiques of dissertations, dissertation defenses, professional conference participation, and serving as teaching assistant for a college-level course.

EDCI895 D (1)

EDCI899 D (1-14+)
A minimum of 14 credits required. Repeatable. Fall, Spring Summer

EDUC560 \$ (0)

EDUC670 (0)

EDUC870 (0)

F a i

EDFN500 (2-3)
Examines philosophical and theological bases of major worldviews 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.

EDFN517 (2)
Development of educational theory and institutions among Seventh-day Adventists, with emphasis on discernible eras and their characteristics.

EDFN610 (3)
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.

EDFN688 (1-2)
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.

EDFN689 (2-3)
Examination of leadership, education and psychology. Topics may include historical, philosophical, psychological, sociological, and curricular foundations of education, as well as fundamental

Teacher Education

EDTE165, 228, GDPC302 and EDTE408 must be taken in order. For enrollment in any EDTE course above 408, the student must be accepted into the Teacher Preparation Program or have permission of the department.

All education courses required for certification have a clinical or field-experience component.

EDTE110 (1-2)

Intended for those who need one-to-one or small-group instruction in basic language skills because of special needs. May include work to improve basic reading, writing, and study skills as determined by individual educational assessment. Lab required. Repeatable up to 4 semesters.

EDTE140 (1-2)

Intended for those who need basic reading skills. Develops vocabulary strategies and skills for word meaning and identification. Instruction includes comprehension emphasis to place vocabulary learning in a meaningful context and to apply word recognition strategies in authentic situations. Lab required. Repeatable one semester.

EDTE160 (2)

Designed to develop active reading comprehension and flexible reading rates and strategies to meet varied purposes for reading. Lab required. Repeatable once.

EDTE164 (1-2)

Designed to assist average and above-average readers in increasing comprehension and reading rate. Lab required.

EDTE165 (4)

An orientation to the teaching profession in a multicultural society, including the philosophical/ethical assumptions underlying different education philosophies and the social, cultural, and instructional aspects of American education. Students analyze educational philosophies and practices from a Christian perspective and study the implications of school law on educational practice. 30-hour field experience required outside of class time. Fall, Spring

EDTE228 (3)

An introduction to the characteristics and educational needs of learners from various backgrounds. Emphasis is placed on meeting these students' educational needs in regular classrooms. 20-hour field experience. Prerequisite: EDTE165. Even Summer, Fall, Spring

EDTE376 (1-3)

Topics of current significance. Repeatable with different topics. Credit to be announced with topic in advance. May be graded S/U. As scheduled

EDTE389 (variable)

In-service training, clinics, and supervised experiences in education. Repeatable with different topics. Credit to be announced with topic in advance. As scheduled

EDTE408 • (3)

Basic techniques of instruction, planning, and classroom management. Emphasis is on acquisition and application of an instructional framework and basic classroom management. Field experience. Prerequisite: EDTE165, 630 or equivalent, 228 and GDPC302. Fall, Spring, Summer

EDTE416 • S (3)

Prepares the teacher to set up a direct instruction format for mastery teaching of reading to individuals using the basal Life Series. Students are introduced to the management system developed by the Exemplary Center for Reading Instruction to teach vocabulary, spelling, penmanship, and discussion techniques. Field experience required.

