

research requirements. Designed for first-year doctoral students.
Prerequisite: EDRM505 or equivalent. Graded S/U.

EDRM775

(1-3)

Applied Research Seminar: Selected Topics

Repeatable. The application of selected research methodologies and approaches. Topic to be selected by academic advisement. A contract must be developed between advisor and student.

Prerequisites: EDRM505, 611 or their equivalents. Graded S/U.

EDRM880

(2)

Dissertation Proposal Development

Designing and writing the doctoral dissertation proposal in cooperation with the student's dissertation committee. Graded S/U.

**GRADUATE STUDIES IN
CURRICULUM,
ADMINISTRATION &
RELIGIOUS EDUCATION
(CARE)**

AREAS OF EMPHASIS OFFERED

The Department of Graduate Studies in Curriculum, Administration and Religious Education offers programs leading to the Graduate Certificate in Special Education, Educational Leadership and Reading/Literacy Education, the Master of Arts, Educational Specialist, Doctor of Education, and Doctor of Philosophy degrees in Curriculum and Instruction, Educational Administration and Leadership, and Religious Education.

FIELD-BASED PROGRAMS

Designed for working professionals, the field-based master's, specialist, doctoral programs in CARE allow participants to meet program competencies within the context of their current career positions. This immediate application strengthens learning, provides relevancy, and benefits the place of employment.

CERTIFICATES OFFERED

The Curriculum and Instruction program offers an Andrews University Graduate Certificate in Special Education. The program is offered in combination with other departments within the School of Education. The program consists of 12 semester hours of graduate credit emphasizing strategies for teaching persons with learning disabilities. For more information contact the Curriculum and Instruction Office.

The Educational and Administration and Leadership Program offers a Graduate Certificate in Educational Leadership. See p. 260 for details.

The Graduate Programs Department of Teaching & Learning offers a Graduate Certificate in Reading/Literacy Education. See p. 244 for details.

Persons with initial teaching certification (State and/or SDA) may pursue graduate study in Curriculum and Instruction as a planned program for professional development and additional areas/levels of certification. For more information, contact the

The thesis, EDCI699, is optional. If desired, a proposal for its completion should be developed cooperatively with the faculty advisor. Credits for thesis (3) may count toward the specialization section above.

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

EDCI552 Curriculum Design. 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 92 semester credits beyond the baccalaureate degree and a dissertation as outlined below.

Prerequisites.

EDUCATIONAL ADMINISTRATION AND LEADERSHIP

MISSION

We serve an international clientele by preparing professionals for leadership and administration from the perspective of Christian service in a global setting. This is put into practice through the cooperative effort between students and faculty in the exchange of information, involvement in research, and participation in field-based experiences.

RESPONSIBILITY OF THE STUDENTS

Students in this area are expected to become familiar with the goal statements of the programs as expressed through competencies that are embedded in the various courses. These statements, which call for the development of the student's understanding and potential ability in administrative and leadership tasks, are available from the program advisors.

As early as possible but at least before completion of their program, students shall (1) complete two years of teaching or service in an organization approved by the program faculty, and (2) qualify for a teaching certificate, except for those connected with higher education institutions, educational agencies, or other programs.

The aim of the degree programs is to provide students with the opportunity to acquire skills and insights required by those striving for excellence as educational leaders.

PROGRAMS

Graduate Certificate, Master of Arts, Educational Specialist, Doctor of Education, and Doctor of Philosophy degrees are available in Educational Administration and Leadership with emphases in the following areas:

- Elementary School Leadership
- Secondary School Leadership
- Leadership of School Systems
- Higher Education Administration
- General Educational Leadership

Graduate Certificate: Educational Leadership

The Graduate Certificate in Educational Leadership (GCEL) is designed for post baccalaureate or post-master's students who are desirous of obtaining or upgrading skills in certain specialized areas in order to become effective educational leader-practitioners.

COMPONENTS OF THE PROGRAM

Administrative Core—9

EDAL520, 635, 645

Specialty Area—3

Choose only one course: EDAL545, 660, 664, 665, 667, 668, 670, 674, 676

TOTAL for GCEL—12

MA: Educational Administration and Leadership

The master's degree program in Educational Administration and Leadership is designed to prepare candidates to serve as principals at the elementary and secondary levels, supervisors of elementary and/or secondary programs, superintendents of school systems, administrators in school systems or higher education institutions, or as educational leaders in church organizations.

The curriculum for the Master of Arts: Educational Administration and Leadership consists of a minimum of 32 semester credits beyond the baccalaureate degree. Except where indicated in parentheses, all courses carry 3 credits.

MA: DEGREE REQUIREMENTS

Administrative Core—20

EDAL520, 560, 570(2), 635, 645, 680, EDCI547

Specialty Area—3

Choose one of the following:

EDAL545, 660, 664, 665, 667, 668, 670, 674, 676

Educational Foundations—3

EDFN500

Educational Research—3

EDRM505

Thesis or Electives—3

TOTAL MA degree credits—32

Professional SDA certification requires 2 of 6 specified areas (see pp. 248, 249). The MA: Educational Administration and Leadership program provides a broad exposure to the profession and allows flexibility in the selection of courses. Students should be aware, however, that specific requirements for certification as a school administrator and/or supervisor vary among states and systems (i.e., private, parochial, or government) and are subject to periodic change. Each student is responsible to determine which certification(s), if any, will be sought and to counsel with his/her advisor early in the program to assure that requirements are satisfied. In some instances, certification provisions may require study beyond the 32-credit minimum.

EdS: Educational Administration and Leadership

The Educational Specialist degree (EdS): Educational Administration and Leadership is intended to prepare students for positions as principals, supervisors, superintendents, directors of education, or administrators of higher education.

Students completing the EdS program meet educational requirements for administrative certification in the Seventh-day Adventist Church and can be recommended for endorsement in their specialized area(s) of study.

The curriculum for the Educational Specialist degree consists of a minimum of 65 semester credits beyond the baccalaureate degree.

EdS: DEGREE REQUIREMENTS

Administrative Core—26

EDAL520, 560, 570(2), 635, 645, 670, 680, 720, 886 or 887

Specialty Area—9

Choose 9 credits from the following: EDAL545, 648, 660, 664, 665, 667, 668, 674, 676, 677

Cognate/Electives—9-10

Select 9 or 10 (if EDFN510 is included) 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—6

EDRM505, 611

TOTAL EdS degree credits—65

Edd/PhD: Educational Administration and Leadership

The doctoral programs in Educational Administration and Leadership prepare participants for professional careers in education as superintendents of schools, elementary and secondary-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—26

EDAL520, 560, 570(2), 635, 645, 670, 680, 720; 886 or 887

Speciality Area—9

Choose 9 credits from the following: EDAL545, 648, 660, 664, 665, 667, 668, 674, 676, 677

Cognate/Electives—9-10

Select 9 or 10 (if EDUC510 [1] is included) 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

Dissertation—16

EDRM880 (2), EDAL899 (14)

TOTAL EdD / PhD degree credits—91

Education include family life education, discipling, and church vitality, campus spiritual leadership, and other options customized by the student in consultation with an advisor. The degrees are interdisciplinary and offer students a great deal of flexibility in designing programs to meet their own needs by taking classes from other programs, departments and schools at Andrews University.

In addition to each student's chosen area of emphasis, the core requirements focus on facilitating the development of the graduate as a

- Christian Apologist
- Pastor-Teacher
- Servant Leader
- Reflective Researcher
- Maturing Christian
- Lifelong Scholar

Each of these roles includes a number of competencies that serve as a guide to students in designing their programs of study and choosing their courses. Students generally meet the competencies by satisfactorily completing the core courses and emphasis area electives in the curriculum. A Personal Development Plan (PDP) is prepared by each student in consultation with his or her Religious Education advisor. Well-planned choices help to ensure that com-

RELIGIOUS EDUCATION

MISSION

The Religious Education Program prepares men and women to fulfill the teaching and discipling mandates of the gospel commission.

PROGRAMS

The Religious Education Program offers studies leading to the Master of Arts, Educational Specialist, Doctor of Education, and Doctor of Philosophy degrees in Religious Education. Each graduate will have a biblical knowledge base, an understanding of Christian spiritual formation and nurture, and pedagogical skills to serve in a specialized area of teaching ministry for either the formal (school) or non-formal (church and family) setting.

Religious Education prepares pastor-teachers for leadership roles in settings where religious, moral, and spiritual nurture and growth are primary concerns. Areas of emphasis in Religious

master's-level graduate program, with the exception that the Graduate Record Exam is not required.

GRADUATE CERTIFICATE REQUIREMENTS

EDPC520, EDFN514, EDRE655, 657, 658, 659, 678

TOTAL for Graduate Certificate—15 credits

MA: Religious Education

Prerequisites. Before students are admitted to the MA: Religious Education program, they must have a total of 20 undergraduate credits in education and religion/religious education. A minimum of 10 of these 20 credits must be in religion/religious education and 6 in education (educational philosophy, psychology, curriculum/methods, and sociology preferred).

MA: DEGREE REQUIREMENTS

Christian Apologist—5-6

EDFN500, courses by advisement

Pastor-Teacher—8

EDRE505, methods course (EDCI565 recommended)

Servant Leader—3

Courses by advisement

Reflective Researcher—3

EDRM505

Maturing Christian—1

Courses by advisement (EDRE645 recommended)

Lifelong Scholar—1

EDFN510, EDRE578

Area of Emphasis—10-11

Courses by advisement

TOTAL MA degree credits—32

EdS: Religious Education

The EdS: Religious Education is available to the professional who is more interested in content courses and practical applications than in pursuing a research-oriented program.

Prerequisites. Before students are admitted to the Educational Specialist: Religious Education program, they must have completed a master's degree (or equivalent) and have a total of 28 undergraduate/graduate credits in education and religion/religious education. A minimum of 14 of these 28 credits must be in religion/religious education, and 6 in education (educational philosophy, psychology, curriculum/methods, and sociology preferred).

EdS: DEGREE REQUIREMENTS

Christian Apologist—14

EDFN500, courses by advisement

Pastor-Teacher—14

EDRE505, methods course (EDCI565 recommended)

Servant Leader—5-6

By advisement

Reflective Researcher—12

EDRM505, 611, EDRE799, courses by advisement

Maturing Christian—1

By advisement (EDRE645 recommended)

Lifelong Scholar—4

EDRE860, EDFN510, EDRE878

Area of Emphasis—13-14

EDRE885, courses by advisement

TOTAL EdS degree credits—64

Edd/PhD: RELIGIOUS EDUCATION

The minimum total requirements for the Edd and PhD programs in Religious Education are 76 post-baccalaureate credits plus proposal and dissertation. The PhD program is a research degree and requires a high level of advanced research-methodology skills. A PhD dissertation contributes substantially to the body of knowledge in a discipline. The Edd is an equally rigorous program but allows for a more professionally-oriented dissertation, applying educational theory and theology to the teaching ministries of the church. An Edd dissertation may include some form of product development. In planning the sequence of research classes and basic and advanced research methodologies, and in preparing the dissertation proposal, a student must make a final decision as to which degree he or she will pursue.

The relatively flexible Religious Education Program allows students to build a program that meets personal service goals. The composition of the course plan may vary according to the student's stated goals. Students must rely heavily upon the advisor's recommendations when choosing courses.

Prerequisites. Before students are admitted to doctoral programs in Religious Education, they must have completed a master's degree (or equivalent) and have a total of 28 undergraduate/graduate credits in education and religion/religious education. A minimum of 14 of these 28 credits must be in religion/religious education and 6 in education (educational philosophy, psychology, curriculum/methods, and sociology preferred).

Edd/PhD: DEGREE REQUIREMENTS

Christian Apologist—18

EDFN500, other courses by advisement

Pastor-Teacher—18

EDRE505, methods course (EDCI565 recommended)

Servant Leader—6

Courses by advisement

Reflective Researcher—29

EDRM505, 611, 710, courses by advisement (13 credits);
EDRM880, EDRE899 (16 proposal & dissertation credits)

Maturing Christian—1

(EDRE645 recommended)

Lifelong Scholar—4

EDRE860, EDFN510, EDRE878

Area of Emphasis—16

EDRE885, courses by advisement

TOTAL Edd/PhD degree credits—92

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*

EDAL545**Alt (3)*****Seminar in Grant Writing***

Considers planning and proposal writing as an ongoing process in any organization. Focuses on the short- and long-term-planning process involved in preparing funding proposals based upon community needs. Includes a grant proposal project. May be graded S/U. *Summer*

EDAL560**(2, 3)*****Legal Aspects of Education: In Public, Private or Higher Education (pick one area)***

Legal issues affecting teachers and educational administrators, including governmental relations, church-state issues, teacher

EDAL720 (1-3) Students develop their ability to reflect on their own teaching

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*

EDCI552 (1-3)

***Curriculum:* _____**

Curriculum design to aid educators concerned with the analysis, development, and improvement of curriculum at specific school levels. Prerequisite: EDCI547 or permission of the instructor. *Spring, Summer*

EDCI565 (3)

Improving Instruction

Designed to increase the teaching repertoire of teachers and other instructional leaders interested in improving instruction. The power and usefulness of several teaching models are presented.

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

EDCI655 (3)
Curriculum Development Research
Empirical and critical examination of principles, problems, and procedures in the development of a field-ready curriculum. Prerequisites: EDCI547 and EDCI552, or permission of instructor. Major term project is the preparation of an instructional product. *Spring*

EDCI657 (1, 2)
Training: _____
Such topics as interactive training models, presentation techniques and technologies for training. Repeatable by topics.

EDCI665 (1, 2)
Advanced Instructional Models: _____
Introduction and practice of advanced teaching strategies 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. Prerequisite: EDCI565 or EDTE457 or EDTE459. *Summer*

EDCI665 (option) (1, 2)
Advanced Instructional Models: Writing Process Methods
Designed for the student to apply teaching principles and methods to the role of the teacher in organizing a writing workshop, including methods for connecting reading and writing; developing the writing process; conferencing with student writers; incorporating appropriate usage; editing, revising, and proofreading; assessing writing; writing with related technologies; and writing across the curriculum. *Spring, Alternate Summers*

EDCI676 (1, 2)
Technology for Learning
The use, selection and evaluation of media/technology for learning organizations. An overview of technologies for teaching and learning including opportunities for hands-on application. (See EDCI637 for additional topics)

EDCI680 (1-3)
Field Work: _____
Supervised curriculum and instruction experiences in approved educational institutions and agencies. Offered in such areas as Elementary, Middle/Secondary, K- 12, or Higher Education. Permission of supervisor and plans required one semester in advance of registration. *Fall, Spring, Summer*

EDCI680 (option) (1-3)
Field Work in Reading: Elementary or Secondary
A practicum for reading majors under the direction of reading specialists. Offered at either the elementary or secondary specialization area. Permission from advisor required before registration. *Fall, Spring, Summer*

EDCI689 (1-4)
Seminar: _____
Contemporary and selected topics in curriculum and instruction.

EDCI887
Applied Research:

(1-8)

EDRE578 (0)

Professional Development

Represents student initiatives for developing sustainable habits of scholarship and includes such things as attendance at colloquia, special-event lectures, and professional conferences, reading professional or scholarly journals. DG will be given until experiences are documented in the portfolio. Graded S/U.

EDRE630 (1-3)

Seminar: _____

Group study in specified areas of Religious Education. Repeatable. Permission of advisor and instructor required.

EDRE645 (1)

Personal Spiritual Formation

An introspective and participatory course that focuses on the spiritual formation of the students themselves. Lab fee: \$10. Graded S/U.

EDRE648 (1-3)

Workshop: _____

EDRE885**(1-5)*****Field Work:*** _____

Supervised religious-education experience for the advanced student's chosen area of specialty such as, family life, children's ministry, youth ministry, academy or college teaching, editorial work, etc. Permission of advisor and fieldwork coordinator required.

EDRE887**(1-3)*****Applied Research***

A planned research experience dealing with a research question in the area of religious education. The student identifies a faculty member or members with whom to engage in collaborative