

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: <http://www.coatt.org>. If you are interested in pursuing COATT recognition, contact either Dr. Burton or Dr. Lee Davidson.

Undergraduate and Graduate Teacher Preparation at Andrews

Michigan Department of Education Definition of “Program Completers”

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

- General education core
- Pass the *MTTC Basic Skills Exam*
- Professional education courses*
- Planned program minor*
- Approved subject content major* **or** two minors*
- Pass the *MTTC Elementary Education Exam* (additional subject area exams are optional)
- Be recommended for certification

* ***EACH***

**PROFESSIONAL ELEMENTARY EDUCATION
REQUIREMENTS**
Professional Education Courses

to the program or transfer from another program must be granted by program faculty before any education courses may be taken.

Secondary Certification with a BA or BS Degree

Students preparing for teaching in secondary schools (grades 7-12) may choose from either the Bachelor of Arts or the Bachelor of Science degree programs. These degrees are granted by the College of Arts and Sciences, School of Education, and College of Technology.

Michigan Department of Education Definition of Program Completers

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

- Completion of general education core
- Passing score on the *MTTC Basic Skills Exam*
- Completion of professional education courses*
- Approved subject content teaching major*
- Approved subject content teaching minor*
- Passing score on the *MTTC Subject Area Exams* for both major and minor
- Recommendation for certification.

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

GENERAL EDUCATION REQUIREMENTS FOR SECONDARY CERTIFICATION

Religion—12*

RELT100, 225, 308; additional classes may be chosen from RELB210, 214, 304, 305, 335, 374, 375

Arts and Humanities—10

HIST117, 118, 404
One course from: ARTH220, ENGL255, IDSC200, 211, MUHL214, PHTO115, 210

Physical/Natural Science—9

IDSC321 and 322
Plus one 3-credit restricted choice
BIOL100, 208, 330, CHEM110, PHYS110, 115, 405

Social Science—9

Two courses chosen from ANTH124, ECON225, EDPC302, EDTE228, GEOG110, PLSC104, PSYC101, SOC119
One of the following courses: BHSC220, 235, IDSC237

Language and Communication—8-12

1. Written Expression
ENGL115, 215
2. Communication
COMM104
3. Foreign Language (BA only)
FREN/SPAN241
FREN/SPAN242

Mathematics and Computer Science—5-8

Mathematics
MATH145
Computer Science
INFS110 Computer Tools or competency exam
EDTE476

Wellness—4

HLED120 plus two activity courses (1 credit each)

Service—4

EDTE165(4)

TOTAL Credits—59-65

***Religion Credits for Transfer Students.** 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.

SECONDARY PROFESSIONAL EDUCATION COURSES

EDPC302, EDTE165(4), 228(3), 408(3), 417, 424, 459, 476(2), 480, 487, 488*

*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.

CONTENT MAJORS AND MINOR FOR SECONDARY EDUCATION

Descriptions of the General Science and Social Studies majors follow. All other approved majors and minors are described under their respective departments in other sections of this bulletin.

LIST OF CONTENT MAJORS AND MINORS FOR SECONDARY CERTIFICATION			
Subject Areas	BA	BS	Minor
Behavioral Science (Behavioral Studies)		40	24
Biology		40	22
Bilingual Education in Spanish (Endorsement area only)		24	
Chemistry		40	20
Computer Science		40	20
English	36		21
French (K-12)#	30		21
General Science (must be accompanied with a Biology, Chemistry or Physics minor)		38	
Geography			20
History	38		20
Mathematics		39	20
Mathematics Education		30	
Music Education (K-12) (BMus degree includes minor)	70		
Physical Education (K-12)#		40	24
Physics		40	20
Political Science			21
Religion (SDA only)	54		20
Social Studies		56	
Sociology			20
Spanish (K-12)#	30		21
Technology Education (Industrial Arts)		64-69	
Visual Arts Education (K-12)+		50	

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

General Science Major—38

The Michigan Department of Education requirements for this major will change within the next two years. All students with this major will be expected to meet the requirements in effect for this

ments with the schools. Student preferences are considered, but not necessarily honored.

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.

fessional 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 evaluation
- Take a minimum of 30 of the final 37 semester credits in residence (permission must be given by the dean to take up to 10 credits anywhere other than Andrews University.)
- Qualify for either Michigan Teacher Certification or an SDA Basic Teaching Credential (This item applies to BS Elementary Education majors and BS Secondary General Science and Social Studies majors.)
- Submit a formal request for graduation, approved by the student's advisor, the certification registrar, and a designated records officer.

Michigan Department of Education Definition of Program Completers

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

- A bachelor's degree
- Professional education courses*
- Planned program minor*
- Approved subject content major or two minors*
- Pass the *MTTC Elementary Education Exam* (subject area exams are optional)
- Be recommended for certification.

* *EACH of these areas must have a 2.50 GPA.*

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

- A bachelor's degree
- Professional education courses*
- Approved subject content teaching major*
- Approved subject content teaching minor*
- Pass the *MTTC Subject Area Exams* for both major and minor
- Be recommended for certification.

* *EACH of these areas must have a 2.50 GPA.*

MAT Program Procedures

- Apply for admission to the Andrews University School of Education
- Request evaluation of transcripts by the certification registrar
- Develop a course plan in collaboration with advisor
- Take initial classes during the first semester
- Take the Basic Skills section of the MTTC during first semester
- Students transferring in a major and/or minor must pass the relevant MTTC Subject Exams during their first semester of enrollment
- Apply for admission to the teacher preparation program during the first semester (see p. 254)*
- Continue course work
- Apply for admission to Student Teaching Candidacy (see p. 254)*
- Take the Subject Area section(s) of the *MTTC*
- Complete course work, including EDTE588 & 688.
- Apply for teaching certificate (see p. 255).

MAT: REQUIRED COURSEWORK (Twice) — Completers

- **Apply for teaching certificate (see p. 255).**

centrations, research, and electives.

While programs 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 32 credits.

Prerequisites. Study covering such basic areas as educational philosophy, educational psychology, instruction and evaluation is a prerequisite for admission. If not previously taken at the undergraduate level, credits may be taken at the graduate level but do not necessarily apply toward the graduate-degree program.

DEGREE REQUIREMENTS

Core Requirements—14

EDCI547, 565, 620, 650, 689: Portfolio, 689: Assessment, 689: Trends

Focus Area Requirements—12

To include 4 credits course work selected by advisement from EDCI607, 617, 627, 637, 647, 657 and 3 credits selected by advisement from one or more of the following: EDCL, EDAL, EDFN, EDRE and EDPC and 5 credits of guided electives

Educational Foundations—3

EDFN500

Research—3

EDRM505

TOTAL MA degree credits—32

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.

MS: EDUCATION

Special Education/Learning Disabilities

Emphasis

All students seeking this degree will be expected to meet the requirements in effect which are set forth by the State of Michigan at the time of graduation. Students should contact their advisor for further details. This certification has been submitted to the Michigan Department of Education, when this bulletin went to press, but it has not been approved.

Completion of required course work leads to a Michigan State Teaching Certification in Special Education in the area of Learning Disabilities and a Masters of Science Degree in Education.

Tmphasis

* For students with appropriate and verified teaching experience, some student-teaching credit by examination for student-teaching may be granted. Requests for such credit should be made after consultation with the Department of Teaching, Learning and Curriculum on forms available at that office. This should be done before applying for student teaching. All candidates qualifying for SDA certification must have had significant structured experience in a multi-grade SDA school.

- **Approved Majors and Minors for Elementary Certification.** Seventh-day Adventist and State of Michigan elementary certification require a subject content major or two minors in addition to the planned program minor. See the list of approved majors and minors for elementary certification on p. 251.
- **Planned Program Minor.** For requirements, see the undergraduate teacher education section on p. 250. Courses at the 400 level must be taken for graduate credit to count for MAT requirements.

Secondary Certification Requirements. Students must take sufficient course work in three areas to be eligible for Michigan secondary certification: (1) Professional education courses, (2) a content major, and (3) minor in a qualifying area of instruction.

- **Professional Education Courses.** Listed below are the required graduate professional education courses for Michigan secondary-teaching credentials. If students have taken the undergraduate course, they do not need to repeat the graduate-level course. Graduate students who are qualifying for certification and wish to apply credit to a graduate degree must select courses at the graduate level.

EDPC514, 525, EDCI565 or EDTE408, 417, 459, 476, 690
(Ind. Study: Philosophical & Social Foundations of Education-4)

First Days of School Experience

EDTE424, 480

Student Teaching*

EDTE 487, 588

* For students with appropriate and verified teaching experience, some student-teaching credit by examination for student-teaching may be granted. Requests for such credit should be made after consultation with the Department of Teaching, Learning and Curriculum on forms available at that office. This should be done before applying for student teaching. All candidates qualifying for SDA certification must have had significant structured experience in a multi-grade SDA school.

- **Approved Majors and Minors for Secondary Certification.** Seventh-day Adventist and State of Michigan secondary certification require a major and minor teaching area. Seventh-day Adventist certification also recognizes additional majors and minors. See the list of approved majors and minors for secondary certification on p. 253.

SEVENTH-DAY ADVENTIST TEACHING CREDENTIAL LEVELS AND REQUIREMENTS

Seventh-day Adventist K-12 teacher credentialing is organized into three levels of certificates: Basic, Standard, and Professional. The following section describes each level, points out specific

requirements, and tells how they are met at Andrews University.

All courses needed for SDA certification or State of Michigan certification require a grade of C or above.

LEVELS OF SDA CERTIFICATION AND CREDENTIAL REQUIREMENTS

SDA Basic Certificate. The *Basic Teaching Certificate* may be issued to the candidates presenting a *Verification of Eligibility* form from Andrews University. The certificate is issued by the union conference where the candidate takes his/her first teaching position.

Religion Requirements. A minimum of 12 semester hours in religion, taken at a Seventh-day Adventist college/university or through Home Study International, to include the following areas:

Biblical Studies courses such as: Jesus in His Time and Ours, Law & Writings of the New & Old Testament, Acts & Epistles, Prophets of Israel

Spirit of Prophecy. A study of the gift of prophecy revealed in the Bible and the writings of Ellen G. White. *Choose one:* GSEM532, 534, RELT308

Seventh-day Adventist Church History. *Choose one:* CHIS570, EDFN517, HIST404

Health Principles. A course in health based on the Bible and the writings of Ellen G. White. *Choose one:* CHMN547, HLED130

SDA School Experience. All candidates for SDA certification must have significant structured experiences in a Seventh-day Adventist school. To fulfill this certification requirement at Andrews University, any one of the following experiences are considered appropriate.

- Full-semester student teaching in an approved Seventh-day Adventist school.
- A lab experience for EDTE165 in a recognized Seventh-day Adventist school.
- Three weeks of pre- or post-student teaching experience in a recognized Seventh-day Adventist school.

Other verified experiences may fulfill this requirement. Requests to have these considered must be made on a petition form available at the Department of Teaching, Learning and Curriculum office. Such petitions should be submitted at least one semester before student teaching begins.

Multi-grade\Multi-age Teaching Experience (Elementary only). For the *Elementary Teaching* endorsement, multi-grade teaching experience is required. The unique curriculum, instructional strategies, and scheduling which characterize the multi-grade classroom are the focus of the course program and its 50-hour fieldwork experience. Arrangements to take EDTE425 Multi-grade\Multi-age Education should be made with the director of student teaching immediately following admission to the teacher preparation program.

Renewal of SDA Basic Certificate. The *Basic Teaching Certificate* is valid for any three-year period (commencing when it is activated) during the first five years after it is issued. It can be re-validated by completing additional approved professional education/activities. See *Manual for SDA Certification Requirements K-12* for specifics.

SDA Standard Certificate

The *Standard Teaching Certificate* may be issued to an applicant who

- Meets initial General Eligibility Requirements.

- Meets the requirements for a *Basic Teaching Certificate*.
- Completes a minimum of three years of full-time teaching or equivalent.
- Completes 6 credits of professional education or courses in area(s) of endorsements beyond the requirements of the *Basic Teaching Certificate*.

Renewal of SDA Standard Certificate. The *Standard Teaching Certificate* is valid for five years. It can be renewed by completing 9 semester credits of advanced/graduate professional education or approved subject-area courses. See *Manual for SDA Certification Requirements K-12* for specifics.

SDA Professional Certificate. Seventh-day Adventist teachers desiring *Professional Certification* must meet the following criteria:

- Meet initial general eligibility requirements.
- Qualify for the *Standard Teaching Certificate*
- Meet one

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

EDCI650 **(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*

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 EDCI650, or permission of instructor. Major term project is the preparation of an instructional product. *Spring*

EDCI665 **(1, 2)**

Advanced Instructional Models: _____

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. Prerequisite: EDCI565 or EDTE444, 445, 446, 447 or EDTE459. Prerequisite: EDCI617 (for MS Special Education students only). *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.

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

EDCI870 (0)
Comprehensive Exam Preparation

EDCI885 (1-8)
Applied Research: _____
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 (1-8)
Internship: _____
Students, under the supervision of a faculty member in the area of Curriculum and Instruction, intern in responsible positions with curricula specialists/administrators in cooperating institutions, school systems, or agencies. Permission of the supervisor and plans required one quarter in advance of registration. May be repeated or combined with EDCI885 for a total of 8 credits.

EDCI888 (0)
Dissertation Continuation
Fall, Spring, Summer

EDCI889 (1-3)
Doctoral Seminar
Examination of topics presented by students organized around their areas of scholarship. Presentations may encompass a portion of students' comprehensive examination and dissertation experiences. *Fall, Spring, Summer*

EDCI899 (1-14)
Doctoral Dissertation
Fall, Spring, Summer

FOUNDATIONS

EDFN500 (3)
Philosophical Foundations of Education and Psychology
Examines philosophical and theological bases of major world-views 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.

EDFN505 (1-2)
Comparative Education
The major educational systems of the world with emphasis on interrelationships. Approaches to common problems and some problems unique to each.

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

EDFN530 (2)
Teaching Ministry of Jesus
Against a backdrop of Jewish, Greek, and Roman education, the authority, mission, content, discipline, teaching acts, and methodology of Jesus are studied.

EDFN554 (2-3)
History of Education
Educational development from ancient times to the present. The Judeo-Christian educational tradition in relation to secular influences from Greco-Roman times to the modern day.

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 consistent, individual philosophy of education.

EDFN636 (2)
Sociology of Education
Study and application of sociological theory and knowledge to education and the learning process. Focus on the primacy of the family in the learning and education processes and the interdependence of the various educative institutions of society.

EDFN688 (1-2)
Integration of Faith and Learning
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.

Note: Other courses that fulfill the foundations requirements for programs in the School of Education are listed on p. 269.

TEACHER EDUCATION

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)
Basic Reading/Language Skills
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)
Reading Vocabulary Development
Intended for those who need basic reading skills. Develops vocabulary ring activy0 0 12 rra6kpecial n STJ/TT5 1 Tf8r3

EDTE447

S 9 (3)

Elementary Social Studies and Character Education Methods

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.

EDTE690

(1-3)

Independent 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*

EDTE698

(1-4)

Field Project

Designed primarily for MAT students as a culminating experience in their program. Students are expected to make practical application of educational theory. Permission of program advisor and project instructor required. *Fall, Spring, Summer*

EDUCATIONAL AND COUNSELING PSYCHOLOGY

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Academic Programs	Credits
<i>Graduate Certificate in Special Education</i> (see Teaching, Learning, and Curriculum, p. 249)	12
MA: Education	
Community Counseling	48
Educational and Developmental Psychology	30
School Counseling	48
EdS	
School Psychology	69
EdD	
Educational Psychology	90
PhD	
Educational Psychology	90
Counseling Psychology	92

MISSION STATEMENT

The mission of the Department of Educational and Counseling Psychology is to

- Prepare professional psychologists, counselors, and learning specialists who are committed to excellence and world-wide service
- Provide training based on a Christian world view and philosophy that promotes the balanced development of the mental, physical, social, and spiritual nature of persons
- Respect human diversity and the uniqueness of each person as one created by God
- Uphold the principles of Scripture as a guide for interpersonal relations.