

**Preparation and Presentation of a Dissertation.** Students should consult pp. 52–53 of this bulletin and the *Handbook for Doctoral Students* for information regarding the preparation, scheduling, and presentation of dissertations.

## Distance Education

Office of Distributed Learning/School of Education  
Bell Hall, Suite 116  
1-800-471-6210 option #1  
sedde@andrews.edu  
<http://www.educ.andrews.edu>

### Faculty and Staff

Andrew Pfeifer, *Director*  
Heidi Labbe, Administrative Assistant

## Pa e C e

Courses have been designed especially for K-12 practicing teachers who are not on campus but who want to take a course for professional development, personal enrichment, continuing education credit, or degree requirements. Students must have prior approval from a state regional teacher certification board or from the university which is providing their advanced degree or planned program to include these courses in their planned program.

### EDCI689

- 001 Assertive Discipline and Beyond
- 002 How to Get Parents on Your Side
- 003 Succeeding with Difficult Students
- 004 The High-Performing Teacher
- 005 Teaching Students to Get Along
- 007 Motivating Today's Learner
- 009 Building Your Repertoire of Teaching Strategies
- 010 Learning Differences
- 011 Helping Students Become Self-Directed Learners
- 014 Assessment to Improve Student Learning
- 015 Teaching Reading in the Elementary Grades
- 017 Improving Reading in the Content Areas
- 018

# 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

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**

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.

### **General Education Requirements for Elementary Education Majors**

#### **Religion—12\***

- RELT100 God and Human Life—3
- RELT225 Doctrines of the Adventist Faith—3
- RELT308 Gift of Prophecy—3 or +RELH400 SDA History & Prophetic Heritage—3

An additional 3-credit class may be chosen in consultation with your SED advisor.

#### **Arts and Humanities—8–10**

- HIST205 American Experience II—3
  - +HIST404 Adventist Heritage—3
  - ENGL407 Literature for Children—2 or 3
- One course from:
- ARTH220 Language of Art—3
  - IDSC200 Christ in Music and Art—3
  - IDSC211 Creativity and the Arts—3
  - INLS215 Great Classics of Culture—3
  - MUHL214 Enjoyment of Music—3
  - PHTO115 Introduction to Photography—4
  - PHTO210 History of Photography—3

#### **Physical/Natural Science—8**

Students must take one class from Life Science and one from Physical Science.

##### **Life Science**

- BIOL100 Human Life Science

C e Ma a d M f E e a r  
Ed ca

**Physical Science—8 credits**

CHEM110 Intro. to Inorganic and Organic Chemistry—4

PHYS115 Concepts of Physics—4

**Earth/Space Science—8 credits**

BIOL330 History of Earth and Life—4

PHYS110 Astronomy—4

**Language Arts Minor—24**

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

**Required courses:**

COMM450

**Arts and Humanities—12**

- HIST117 Civilizations and Ideas I—3  
 HIST118 Civilizations and Ideas II—3  
 HIST404<sup>+</sup> Adventist Heritage—3

One course from:

- ARTH220 Language of Art—3  
 ENGL255 Studies in Literature—3  
 IDSC200 Christ in Music and Art—3  
 IDSC211 Creativity and the Arts—3  
 MUHL214 Enjoyment of Music—3  
 PHTO115 Introduction to Photography—4  
 PHTO210 History of Photography—3

**Physical/Natural Science—8**

Students must take one class from Life Science and one from Physical Science.

**Life Science**

- BIOL100 Human Biology—4  
 BIOL208 Principles of Environmental Science—4  
 BIOL330 History of Earth and Life—4  
 FDNT230 Nutrition—4

**Physical Science**

- CHEM110 Intro. to Inorganic and Organic Chemistry—4  
 PHYS110 Astronomy—4  
 PHYS115 Concepts of Physics—4

**Social Science—9**

Two courses chosen from:

- ANTH124 Introduction to Anthropology—3  
 ECON225 Principles of Macroeconomics—3  
 EDPC302 Educational Psychology—3  
 EDTE228 Strat. for Educ. Except. & Diverse Learners—3  
 GEOG110 Survey of Geography—3  
 PLSC104 American Government—3  
 PSYC101 Introduction to Psychology—3  
 SOCI119 Principles of Sociology—3

One of the following courses:

- BHSC220 An Interdisc. Appr. to Contemporary Soc. Issues—3  
 BHSC235 Culture, Place & Interdependence—3  
 IDSC237 The Individual, State, and Marketplace—3

**Language and Communication—8-12***Written Expression*

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

*Communication*

- COMM104 Communication Skills—3

*Foreign Language (BA only)*

Intermediate Language (4)

**Mathematics and Computer Science—5-8***Mathematics*

- MATH145 Reasoning with Functions—3, or higher

*Computer Science*

- INFS110 Introductory Computer Tools—3, or competency exam  
 EDTE476 Meth. for Integrating Instructional Tech.—2-3

**Wellness—3**

- HLED120 Fit and Well—1

Plus two activity courses (1 credit each)

**Service—4**

- EDTE165 Philosophical & Social Found. of Education—4

**TOTAL Credits—59-65**

**\*Religion Credits for Transfer Students.** Students must take

one religion course each school year.

## **Integrated Science Major—51**

**(This major includes a built-in minor in Biology)**

The Michigan Department of Education requirements for this major have changed. All students with this major will be expected to meet the requirements in effect for this major at the time of graduation. Contact your advisor for further details.

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

The Integrated Science major requires 51 semester credits. To complete the Integrated Science major students complete courses in **three** of the four content area groups listed below. The student must complete a subject minor in the fourth area. Currently, minors in Biology, Chemistry and Physics are approved for certification.

### **Required Courses:**

- BIOL165 Foundations of Biology—5
- BIOL166 Foundations of Biology—5
- BIOL208 Principles of Environmental Science—4
- BIOL371 Genetics, Cellular and Molecular Biology I—3
- BIOL372 Genetics, Cellular and Molecular Biology II—3
- BIOL449 Historical and Philosophical Biology—4

### **Chemistry—minimum 8 credits**

- CHEM131 General Chemistry I—4
- CHEM132 General Chemistry II—4

### **Physics—minimum 8 credits**

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

### **Earth/Space Science—minimum 12 credits**

- BIOL330 History of Earth and Life—4
- BIOL348 General Ecology—3
- PHYS110 Astronomy—4

### **Required Cognate**

- MATH167 Precalculus Trigonometry—2

**Electives chosen by advisement from the above areas to complete the requirements.**

The State of Michigan recommends that students pass MTTC subject exams in Physics and Chemistry.

## **BS: Secondary Education Social Studies Major—56**

**(This major contains a built-in minor in History)**

- BHSC235 Culture, Place and Interdependence—3
- ECON225 Principles of Macroeconomics—3
- ECON226 Principles of Microeconomics—3
- GEOG110 Survey of Geography—3
- GEOG260 Cultural Geography—3
- HIST117 Civilizations and Ideas I—3
- HIST118 Civilizations and Ideas II—3
- HIST204 American Experience I—3
- HIST205 American Experience II—3
- HIST404 Adventist Heritage—3
- HIST459 Special Meth. In Teaching History & Soc. St.—3
- HIST490 Research Seminar—

7. Demonstrate clearance in regard to felony and misdemeanor conviction as an adult. A new form must be signed at this time even though one was filed previously.
8. Demonstrate acceptable professional dispositions.

#### **Admission to Student Teaching Semester**

1. The Director of Student Teaching presents to the Certification, Screening, and Petitions Committee the prospective student teacher's candidacy for clearance to begin student teaching.
2. This clearance should be made the semester before the student begins the student teaching experience.
3. Before being cleared for student teaching, students must meet the following criteria:
  - Admission to student teaching candidacy
  - Completion of the approved course of study
  - Passing scores on *MTTC Subject Area Exams*
  - Completion of all transfer and correspondence courses at least one month before the student teaching semester begins
  - Submission of **OFFICIAL** transcripts for any course work completed at another institution.
4. The minimum GPA required for admission to the teacher preparation program must be maintained.
5. Clearance in regard to felony and misdemeanor conviction as an adult must be demonstrated. A new form must be signed at this time even though one was filed previously.

**Student Teaching Placement Process.** Elementary and secondary student-teaching placements are available in private or public schools. Specific assignments are made after consultation with the Director of Student Teaching who makes all contacts and arrangements with the schools.

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

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

**The First Days of School Experience** is a concentrated, full-time laboratory program which begins prior to the beginning of the university's fall semester.

The experience focuses on the critical week preceding and following the first day of school. It provides specific answers to



- Pass *MTTC Subject Area Exams*.
- Complete student teaching with a positive recommendation from the supervising teacher.
- Obtain a positive recommendation for certification from a faculty member in the Department of TLC.
- Demonstrate clearance in regard to felony or misdemeanor conviction as an adult. Forms for clearance purposes are available at the Department of TLC.
- Demonstrate acceptable professional dispositions.
- Have current First Aid CPR Certification from the American Red Cross (must include infant, child and adult CPR in addition to First Aid).
- Request that official transcripts be sent directly to the Certification Registrar in the Department of TLC.

**Application for a Teaching Certificate.** In their final year, while applying for graduation, students must also apply for the teaching certificate. The certificate is granted after graduation. The certification application is filed on forms available at the Teacher Certification Office located in the Department of TLC. Andrews University recommends the applicants who qualify for certification. Students qualifying for Seventh-day Adventist certification receive a *Verification of Eligibility Certificate* that is honored by the union (an Adventist jurisdiction) in which they first accept a teaching position. A recommendation for a Michigan Provisional Teaching Credential is submitted to the Michigan Department of Education. The State of Michigan bills the recommended applicant for a Provisional Teaching Certificate. The amount billed **must be paid directly to the state** before the

## Special Education (Adventist Speciality Endorsement)

This graduate certificate emphasizes teaching strategies for persons with disabilities. It is offered in combination with other departments within the School of Education. Program courses may include fieldwork.

### C e f e P a

- SPED525 Psych. & Educ. of the Exceptional Child—3
- EDPC540 Behavioral & Emotional Problems of Children—3
- EDPC644 Psychological Testing—3
- EDCI617 Instruction: \_\_\_\_\_—2
- EDCI665 Advanced Instructional Models: \_\_\_\_\_—1-2

Persons completing certificate requirements who currently hold a standard Adventist teaching credential will be recommended for an Adventist speciality endorsement in special education.

**TOTAL for GC SPED—12 credits**

## Master of Arts in Teaching (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.

the specific subject area requirements in the appropriate section of this bulletin. Requirements vary. Students seeking a subject endorsement must complete the equivalent of a minor in that area.

**Eligibility for Certification—variable\***

Students who enter the MAT program without teacher certification must qualify for a teaching certificate to complete the degree. See specific certification requirements below.

**TOTAL degree credits—32\*\***

\*Course requirements for persons seeking their first teaching certificate vary slightly from those who already have a teaching certificate.

\*\* A minimum of 12 credits must be 500-level or higher. Students who enter the MAT program without a teaching certificate typically must complete more than 32 to qualify for a teaching certificate.

**Field Work and Comprehensive Examinations.** Field work and comprehensive examinations may be required at the discretion of the subject specialization advisor and/or the professional education advisor. See Application for a Teaching Certificate on p. 259.

MAT students should consult the Teacher Certification Procedures section of this bulletin for details about applying for Teacher Certification.

## **MA: EDUCATION**

### **Reading Emphasis**

**(Not currently enrolling students in this program)**

#### **M**

The Reading Education Program prepares educators to enrich and improve the quality of life of all individuals through literacy.

Faculty and students collabo.1609 Tm[rC(i)5(z)5(a609 Tm6)10(a)10(b)1[(Th)5(y)]]TJETprove nd 7tualT/24(froEo)5(r)5/24(fru0(a)10(c)10(u)rove )-adid s

\* Students may have to take additional credits if they have taken the required course work from another institution and the courses are older than the acceptable university course credit transfer policy and/or the student is over the number of credits they can transfer in from another university. When a student is in this situation, additional courses should be chosen in consultation with his or her advisor.

## Curriculum and Instruction Advanced Degree Program

### M

As companions in learning, faculty and students are committed to global Christian service through excellence in teaching, learning and research.

### P a D e c

The Curriculum and Instruction program is concerned with creating superior learning environments within learning organizations, such as corporate training, schools, colleges, and universities. Curriculum & Instruction (C&I) degrees at Andrews University are interdisciplinary, involving a broad spectrum of content areas and educational levels. Specialized study is offered within Curriculum & Instruction for school-based personnel at elementary, secondary, and tertiary levels. While degrees in Curriculum and Instruction are designed for experienced educators, provision is made for individuals desiring a career change. Such persons may be required to earn more than the minimum number of credits.

Increasingly, the C&I program is involved in the preparation of trainers and consultants for business, government, and non-government organizations. Curriculum & Instruction cooperates with selected departments in offering advanced cognates for persons preparing to be college teachers. Graduates of the Andrews University Curriculum and Instruction program serve as classroom teachers, department heads, principals, superintendents, curriculum specialists, teacher educators, department chairs, researchers, academic vice presidents, and college presidents. Persons seeking initial teacher certification for K–12 schools at the master's level should pursue the MAT degree for elementary or secondary education (see p. 261).

### D e e O

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

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

### P a C a a c e c

**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 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 description of C&I Roles below.)

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

**Residential Options.** The Curriculum & Instruction program is designed to meet the needs of our students. The majority of students in the C&I program choose the field-based residency option and maintain their current employment while completing face-to-face classes in the summer and distance classes during the traditional academic year. We also have students who choose the traditional, residential program and move to Berrien Springs for full-time study. Students may select either residency option or a combination of the two.

**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 Institute on the Berrien Springs campus. International cohorts begin their programs at arranged times and locations.

**Membership in an International Learning Community.** Beginning with the classmates in your initial cohort, you will spend your time in the C&I program developing personal and professional relationships. The Andrews Community of Curriculum & Instruction Scholars (ACCIS) is composed of students, alumni, faculty, and friends of the C&I program. ACCIS is a student-led professional organization whose purpose is to foster professional growth and networking. In addition to cohorts and ACCIS, students function as members of regional groups and study teams.

**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.

**Admissions Requirements.** Admissions 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 Graduate Admissions office by February 1.



## **EdS: Curriculum and Instruction**

### **DEGREE REQUIREMENTS**

**EdS Core: 35–37 credits**

**I: Christian Philosopher (3 cr)**

EDFN500 Phil. Foundations of Educ. & Psych.—3

**II: Learning Theorist (3 cr)**

EDPC514 Psychology of Learning—3

**III: Servant Leader (2 cr)**

EDCI620 Systems Concepts and Change—2

**IV: Effective Communicator**

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

**V: Capable Researcher (6 cr)**

EDRM505 Research Methods in Educ. & Psych.—3

EDRM611

Curriculum Leadership  
Instructional Leadership  
Teacher Education  
Training & Consulting  
Special Education

**Cognates**

Educational Foundations  
Educational Research  
Religious Education

## Teacher Certification Information

### Teacher Certification Procedure

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

### Non-Degree Teacher Certification Programs

Post-baccalaureate teacher certification and endorsement programs **not** leading to a degree are available.

Post-Baccalaureate/Graduate Level MTTC RBT/TT01 TT09 00 ST9e457.9616 0uluavailMTTCRBT/TT01 TT09 00 9 55 457.u2tric ri/GS0 gs54 36 504 711 r

## Adding an Elementary or Secondary Endorsement

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

### Procedures for Adding Another Level of Certification—Elementary or Secondary

- Develop a program for securing the additional level of certification in counsel with the Certification Registrar.
- Counsel with a Department of Teaching, Learning and Curriculum advisor as the program is being implemented.
- Apply for admission to the program on the new level.
- Pass the *MTTC Subject Area Exams(s)* for any new endorsements.
- Apply for student teaching before the end of the Fall Semester of the school year prior to the one in which you wish to student teach.
- Apply to the Certification Registrar for a teaching certificate within one semester of completing the program.

### Adding an Elementary Endorsement to a Secondary Certificate

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

- Have a valid secondary-teaching certificate
- Complete a major or two minors appropriate for the elementary level (See list of majors and minors under elementary certification at post-baccalaureate level, p. 255.)
- Pass the *MTTC Subject Area Exam(s)* for any new endorsement area(s) and the Elementary Professional Exam
- Complete professional education courses and the planned program minor (See p. 254 for specific requirements.)
- Apply for new endorsement.

### Adding a Secondary Endorsement to an Elementary Certificate

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

- Have a valid elementary teaching certificate.
- Complete a major and a minor appropriate to the secondary level (See list of approved majors and minors under secondary certification at post-baccalaureate level, p. 257.)
- Pass the *MTTC Subject Area Exams* for any new endorsements.
- Take EDTE417 Teaching, Reading in the Second. Content Areas—3
- Take EDTE459 Meth. for Teaching Second. School: Area—3
- Complete 6 credits of student teaching at the secondary level.
- Apply for new endorsement.

### Elementary Certification Requirements

Students must take sufficient course work in three areas to be eligible for Michigan elementary certification: (1) professional education courses, (2) subject content majors or minors, and (3) planned program minor.

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

EDPC514 Psychology of Learning—3

EDTE408 Principles of Teaching and Learning—3 **or**

EDCI565 Improving Instruction—3

EDTE424



teaching. All candidates qualifying for Adventist certification must have had significant structured experience in a multi-grade Adventist school.

- Have current First Aid & CPR Certification from the

**Renewal of Adventist Professional Certificate.** The *Professional Teaching Certificate* is valid for five years. Renewal of the certificate requires 6 additional semester credits. See *Manual for SDA Certification Requirements* for specific details.

**C e (C ed )**  
See inside front cover for symbol code.  
D=Distance delivery options available

**C c a d l c**

**EDCI525 \$ (1)**

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

**EDCI547 D (3)**

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.

**EDCI545 D (2)**

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

**EDCI565 (3)**

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. Basic to other courses in curriculum and instruction.

**EDCI569 \$ (3)**

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

**EDCI570 \$ (3)**

Methods and materials for literacy instruction to prevent or remediate reading disabilities. Requires scheduled lab to earn credit for this course. Prerequisite: EDTE420.

**EDCI607 D (2)**

Topics such as Designing Online Courses, Integrated Design, Standards-based Design, and Adventist Curriculum Studies. Repeatable by topics.

**EDCI600 (0)**

The Teacher Education student may register for this title while clearing deferred (DG) and/or incomplete (I) grades with advisor approval only. Registration for this title indicates full-time status.

**EDCI610 D (2-3)**

Examines and applies educational theory to skills used by helping professionals in the classroom, community and clinical facility. Topics include the taxonomies of learning, learning styles, multiple intelligences, educational technology and application.

**EDCI611 D (3)**

Design and creation of programs for adult learners in training settings (i.e., NGO, continuing education, health care, corporate). Includes the planning of a field-based implementation project. Prerequisite: EDCI610

**EDCI/SPED617 D (2-3)**

Topics such as Instructional Design, Technology Integration, and Developmentally Appropriate Instruction in the area of special education, mild cognitive disorders. Repeatable by topics.

**EDCI620 D (2)**

Theoretical and applied study of curriculum change and organizational development in learning organizations.

**EDCI/SPED625 (3)**

Designed to assist educators in developing a knowledge of the Michigan Statute Due Process requirements as well as an understanding of IDEA and Section #504 of the Rehabilitation Act implications in the delivery of educational services to students.

**EDCI636 D (3)**

Systematic research oriented procedures and models used to evaluate needs, planning, and implementation of educational programs and their impact. Prerequisite: EDRM505 or equivalent.

**EDCI637 D \$ (3)**

Topics such as Authoring Systems, Classroom Software Applications, School Lab Administration, Teaching with the Internet, and Curriculum Productivity Tools. Repeatable by topics.

**EDCI638 D (1)**

Requires the implementation of a curriculum project, collection of data related to curriculum function and student learning, and data-based revisions of the original project. Repeatable to 3 credits.  
*Fall*

**EDCI/SPED645 Alt \$ (3)**

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

**EDCI646 Alt (2)**

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.

**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

**EDCI870** **D (0)** 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.

Fall, Spring, Summer

**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, NCATE Processes, and Training/Consulting. *Fall, Spring, Summer*

**EDCI888** **D (0)**

*Fall, Spring, Summer*

**EDCI889** **D (1–3)**

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** **D (1–14)**

*Fall, Spring, Summer*

## **F da**

**EDFN500** **(2–3)**

Examines philosophical and theological bases of major worldviews and, taking into account the conceptual framework of

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. *Even Spring, Odd Summer*

**EDFN688** **(1–2)**

An interdisciplinary consideration of faith-maturing activities in the school: philosophy, curriculum, and teaching strategies.

**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 issues of leadership, finance, law, diversity and international understanding. The course is comprised of presentations by experts on the topics selected, and discussion based on assigned readings. Each student chooses two areas for in-depth study and makes presentations to the class. Repeatable by topics. *Even Summer, Odd Fall*

**Note:**

<b>EDTE/SPED228</b>	<b>(3)</b>	<p>interpreting data from standardized tests and other data in cumulative folders; sociometric procedures; grading and reporting. Prerequisite: Admission to Student Teaching. Corequisite: EDTE480. <i>Fall, Odd Summers</i></p>
<p>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. Lab enrollment required. <i>Optional Summer, Fall</i></p>		<b>EDTE425</b>
<b>EDTE376</b>	<b>(1-3)</b>	<b>EDTE425</b>
<p>Topics of current significance. Repeatable with different topics. Credit to be announced with topic in advance. May be graded S/U. <i>As scheduled</i></p>		<b>(Equivalent to EDTE438-001)</b>
<b>EDTE389</b>	<b>(variable)</b>	<b>\$ (1)</b>
<p>In-service training, clinics, and supervised experiences in education. Repeatable with different topics. Credit to be announced with topic in advance. <i>As scheduled</i></p>		
<b>EDTE408</b>	<b>(3)</b>	
<p>Basic techniques of instruction, planning, and classroom management. Emphasis is on acquisition and application of an instructional framework and basic classroom management. Field experience. <i>Fall, Spring, Summer</i></p>		
<b>EDTE416</b>	<b>\$ (3)</b>	
<p>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.</p>		
<b>EDTE417</b>	<b>S (3)</b>	
<p>Methods for teaching content area reading to secondary students and adults, strategies for effective content lessons, application of basic skills, vocabulary comprehension, and study skills within subject areas. Includes objectives and methods, reading problems of adolescents and adults, and selection and development of materials. 30-hour field experience. Prerequisites: EDPC302 or 514, EDTE408. <i>Spring, Even Summers</i></p>		
<b>EDTE418</b>	<b>S \$ (3)</b>	
<p>Application of principles of effective instruction to early literacy acquisition. Focuses on balanced, explicit instruction approaches. Field experience included in class meeting time. Prerequisites: EDPC302 or 514, EDTE408. <i>Fall, Odd Summers</i></p>		
<b>EDTE/SPED420</b>	<b>S \$ (3)</b>	
<p>Assessment and methods for prevention and remediation of reading problems. Useful for class room and clinical settings. Field experience included in class meeting time. Prerequisites: EDPC302 or 514, EDTE408, 418. <i>Spring, Even Summers</i></p>		
<b>EDTE424</b>	<b>(2)</b>	
<p>Writing instructional objectives. Topics may include: preparing classroom tests to measure the attainment of those objectives; concepts of reliability and validity; simple item analysis;</p>		



**EDTE698** (1-4)

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*

**EDUC560** \$ (0)

Students who have 2 semesters of break in enrollment must register for this reactivation course.

**EDUC870** \$ (0)

**S e c a E d c a**

**SPED/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. Lab enrollment required. *Optional Summer, Fall*

**SPED/EDTE420** S \$ (3)

Assessment and methods for prevention and remediation of reading problems. Useful for class room and clinical settings. Field experience included in class meeting time. Prerequisites: EDPC302 or 514, EDTE408, 418. *Spring, Even Summers*

**SPED/EDPC52**