

- 063 Differentiated Assessment Strategies
- 064 Introduction to Differentiation
- 065 Creating Your Professional Portfolio
- LT -066 Differentiation Instructional Strategies that Improve Student Achievement

Student Achievement

- 084 Research-based Strategies for Improved Reading Success
- 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
- EDCI (Pa e i Vi al Ed ca i)
- 001 Advance Classroom Management
- 002 Attention Deficit Disorder
- 003 Autism & Asperger's Syndrome

TECHNOLOGY OUTSTANDING ACHIEVEMENT IN TEACHING WITH TECHNOLOGY (COATT)

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.

PRE-TEACHER PREPARATION PROGRAM

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:

- Pre-Teacher Preparation (contains General Education)
- Teacher Preparation (contains Professional Education requirements plus major and minors)
- Student Teaching

TEACHER EDUCATION REPORT CARD

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 | 33 |
| % passing MTTC Basic Skills Exam | 90.9 |
| Number taking MTTC Subject Area Exams | 45 |
| % passing MTTC Subject Area Exams | 77.8 |
| Number of students in the Andrews University Teacher Preparation Program | 287 |
| Number of student teachers supervised (may include guests from other universities) | 24 |
| Number of faculty who supervised student teachers | 4 |
| Student teacher/faculty ratio | 1:6 |

TEACHING LEARNING CURRICULUM UNDERGRADUATE PROGRAM

| Undergraduate | 5pyEBn |
|---------------|--------|
| | |

B E E

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 usbr

Required courses:

Life Science/Biology—9 credits

BIOL165 Foundations of Biology—5

BIOL208 Environmental Science—4

Physical Science—8 credits

CHEM110 Intro to Inorganic and Organic Chemistry—4

PHYS115 Mythbusting—4

- 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.

EDPC302 Educational Psychology—3
EDTE165 Philosophical &

Earth/Space Science—minimum 15 credits

BIOL330 History of Earth and Life—4

GEOG240 Physical Geography—3

IDSC456 Integrated Science—4

PHYS110 Astronomy—4

Required Cognates—4 credits

- There is a \$100 late fee if the packet is turned in after finals are over and before January 31.
- If the application is received after January 31, a \$200 late fee will be charged and the applicant will need to file a petition to explain why the application was late. The Certification, Screening and Petitions Committee may or may not grant special permission to do student teaching for the upcoming year.

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 additional \$600 supervision fee. Final

Application for a Teaching Certificate. In their final year,
while applying for

Master of Education

Program Completion

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

- A bachelor's degree
- Professional education courses*
- Planned program minor*
- Approved subject content major or two minors*
- The MTTh

program is designed to meet the needs of our students. The majority of students maintain their current employment while completing their degrees online. We also have students who choose a traditional, residential program and move to Berrien Springs for full-time study.

Specialized study is offered within Curriculum & Instruction for school-based personnel at elementary, secondary and 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

to more for may to

Renewal of Adventist 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

Differentiated Instruction, and Developmentally Appropriate
Instruction

| | | | |
|---|----------------|---|------------------|
| EDCI725 | \$ (1) | EDCI889 | D (1-3) |
| Doctoral Orientation Seminar | | Doctoral Seminar | |
| Survey of essential principles and practices underlying the Curriculum and Instruction program. Open to specialist and doctoral students only. | | 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. | |
| EDCI730 | (3) | EDCI895 | D (1) |
| Curriculum Theory | | Doctoral Portfolio | |
| 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. | | EDCI899 | D (1-14+) |
| EDCI756 | D (1-3) | Doctoral Dissertation | |
| Advanced Studies: _____ | | A minimum of 14 credits required. Repeatable. Fall, Spring Summer | |
| 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. | | EDUC560 | \$ (0) |
| EDCI795 | D (1) | Degree Reactivation | |
| Specialist Portfolio | | EDUC670 | (0) |
| EDCI799 | D (1-6) | Master's Comprehensive Exam | |
| Advanced Project: _____ | | EDUC870 | (0) |
| 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. | | Doctoral Comprehensive Exam | |
| EDCI870 | D (0) | EDUC884 | (3) |
| Comprehensive Exam Preparation | | Internationalizing Curriculum Studies | |
| Fall, Spring, Summer | | 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.) | |
| EDCI884 | (3) | EDCI885 | D (1-8) |
| Internationalizing Curriculum Studies | | Applied Research: _____ | |
| 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.) | | 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. | |
| EDCI885 | D (1-8) | EDCI886 | D (1-8) |
| Applied Research: _____ | | Internship: _____ | |
| 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. | | 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 | |
| EDCI886 | D (1-8) | EDCI888 | D (0) |
| Internship: _____ | | Dissertation Continuation | |
| 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 | | | |

EDTE425 **§ § (1)**

Multi-grade/Multi-age Education

Techniques, practices and strategies appropriate for multi-age/
multi-grade classrooms. Includes an introduction to relevant
NAD administrative and curriculum materials. 50-hours of field
experience. Spring

K-8lo

EDTE436 **§ (2)**

Writing K-8

A theoretical and practical examination of instructional
methodologies used for elementary writers.

EDTE438 **(1-3)**

Workshop:

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

EDTE444 **§ (2)**

Elementary Language Arts Methods

Application of principles of effective instruction to Language Arts
methodologies used for elementary writers. An
introduction to the curriculum of K-8 schools, including

an elementary (K–8) or secondary (7–12) school. Emphasis is on application of teaching theory in the classroom with supervision and feedback. Prerequisites: Admission to Student Teaching. Corequisite: EDTE487. Fall, Spring

EDTE499

(1–3)

Independent Study:

Individual research and study under the guidance of a faculty member. Prerequisite: EDTE487. Corequisite: EDTE487. Fall, Spring