- -063 Differentiated Assessment Strategies
- -064 Introduction to Differentiation
- -065 Creating Your Professional Portfolio
- LT -06ReDifficilentiastiOff6structional Strategies that Improve

#### **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

## $T \perp C$ , which is 0 where 0 , $A_{n_1}$ , and 1 , 2 , 3 , 4

Andrews University is a founding member of the Michiganbased 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: <a href="https://www.coatt.org">www.coatt.org</a>. If you are interested in pursuing COATT recognition, contact either Dr. Lee Davidson or Dr. Ray Ostrander.

## $P_{1} = P_{1} + P_{2} + P_{3} + P_{4} + P_{4$

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

# $\begin{array}{lll} T_{n-n-1}(E) = \mathbb{Z} & \quad R_{n+n-1}\mathbb{Z} C(\chi_{n-n}(A)) & \quad T\mathbb{Z} = H \\ R_{n+n-1}\mathbb{Z} & & \end{array}$

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

Undergrpe5pyE <b>R</b> n	

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 ustor

# 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  $C_{\chi}$ .

EDTE165 Philosophical &

Earth/SpaceScience—minimum 15 creditsBIOL330History of Earth and Life—4GEOG240Physical 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 COOL ervision and Land

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

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  $^{st}$

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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 mother for

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#### PhD Research: 16 credits

EDRM505 Research Methods & Stats I—3
EDRM611 Applied Statistics in Educ & Psych II—3
EDRM710 Seminar in Research Methodology—1

Three of the following:

EDRM605 Qual Research Meth in Educ & Psych—3 EDRM704 Design & Anal of Educ & Psych Surveys—3

EDRM712 Research Methods & Stats III—3 EDRM713 Research Methods & Stats IV—3

#### EdD/PhD Dissertation: 16+ credits

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

EDCI899 Doctoral Dissertation—14+\*

#### PhD Electives: 7–13 credits EdD Electives: 10–14 credits

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

#### TOTAL PhD degree credits-92+

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

#### **Specializations**

Teaching in Higher Education Curriculum Leadership Instructional Leadership Teacher Education

#### Cognates

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

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<sup>\*</sup> Beginning the semester after registering for EDRM/LEAD880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Michiga , request an application for the Professional Education certificate from the Michigan Department of Education or obtain a copy from the website.)

 Satisfactory completion of the additional 3-credit state required course of study in the diagnosis and remediation of reading disabilities and differentiated instruction, including field experiences—EDCI645.

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The Michigan Provisional Teaching Credential is valid for six years. By the end of that period, each certificate holder who wishes to upgrade or to keep his/her Michigan credential current must qualify either for a certificate renewal of their Michigan Provisional Teaching Credential or a Michigan Professional Teaching Credential.

**Renewal of Provisional Certificate.** To qualify for the renewal, the applicant must complete at least 9 semester credits of approved course work in a planned program after the Provisional Certificate is issued. Work taken by correspondence does not qualify.

Renewal of Professional Education Certificate. A Professional Education Certificate is valid for up to five years. It may be renewed, with proper application, for up to an additional five years. Renewal assumes that the applicant has completed 6 semester credits from an approved teacher-preparation institution, or submitted evidence of the equivalent in continuing education units completed through professional development programs or professional activities defined and approved by the state board, or completed any combination thereof. Applicants need to contact the Michigan Department of Education to renew their credentials and for further information.

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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. 288.)

• Pass the MTTC Subject Area Exam(s)

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**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

**Doctoral Orientation Seminar Doctoral Seminar** Survey of essential principles and practices underlying the Engagement in professional development activities appropriate Curriculum and Instruction program. Open to specialist and to doctoral-level candidates. Includes critiques of dissertations, doctoral students only. dissertation defenses, professional conference participation, and serving as teaching assistant for a college-level course. **EDCI730 (3) Curriculum Theory EDCI895** The examination of philosophical and theoretical underpinnings **Doctoral Portfolio** to educational issues. Emphasis upon theorizing within student's research interest. Includes student's development of theoretical **EDCI899** D (1-14+) frameworks. Prerequisite: EDCI686 or permission of instructor. **Doctoral Dissertation** A minimum of 14 credits required. Repeatable. Fall, Spring EDCI756 D (1-3) Summer **Advanced Studies:** Investigation of the knowledge base of a given area of study, **EDUC560** including a comprehensive search of the literature and seminar **Degree Reactivation** presentations. Offered in areas such as Curriculum Leadership, Instructional Leadership, The Professorate, and Research on Teacher Education. **Master's Comprehensive Exam EDUC870 EDCI795** D (1) **Specialist Portfolio Doctoral Comprehensive Exam EDCI799** D (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. Prerequisite: permission of instructor. **EDCI870** D (0) **Comprehensive Exam Preparation** Fall, Spring, Summer EDCI884 **(3) Internationalizing Curriculum Studies** An in-depth examination of a variety of international perspectives and voices which shape the curriculum theorizing and implementation. A required final evaluation project will analyze the impact of international issues on curriculum studies and research within specific learning environments. (Letter grade, not DG eligible.) EDCI885 D (1-8) 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** D (1-8) Internship: 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

D (0)

**EDCI889** 

D (1-3)

D (1)

\$ (0)

(0)

**(0)** 

\$ (1)

EDCI725

EDCI888

**Dissertation Continuation** 

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-8loØ

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**

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 gathajun property and theory in the contract of the co