

Regular Courses

Selected regular courses have been designed with options that allow student flexibility in special circumstances. Currently the following courses may be taken through the Office of Instructional Support and Innovation and applied toward an Andrews University degree with permission of the student’s advisor.

- EDFN514 Theological Foundation of Family Life Education
- EDFN500 Philosophical Foundations of Education and Psychology
- EDFN530 Teaching Ministry of Jesus
- EDFN554 History of Education

TEACHING AND LEARNING

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PROGRAMS OF STUDY

The Department of Teaching and Learning offers undergraduate degrees, graduate degrees, and teacher certification programs. Programs leading to BS or BA degrees are discussed in the “Teaching and Learning Undergraduate Programs” section. The department also offers a Graduate Certificate in Reading/Literacy Education and an MA in Reading Education. (Information on these two programs are found in the Teaching and Learning Graduate Programs section.)

Students receiving Michigan Certification at Andrews University are eligible through reciprocal agreements for teacher licensure in approximately 40 other States. Andrews University is also approved for teacher education and certification by the North American Division Office of Education of the General Conference of Seventh-day Adventists, the State of Michigan Board of Education, and the National Council for the Accreditation of Teacher Education (NCATE).

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
- Teacher Preparation
- Student Teaching

TEACHING AND LEARNING UNDERGRADUATE PROGRAMS

Undergraduate Academic Programs	Credits
BS: Elementary Education <i>(requires a content major or two minors)</i>	
General Science	36 major/24 minor
Language Arts	36 major/24 minor
Social Studies	38 major/24 minor
<i>(See pp. 239-240 for additional majors and minors)</i>	
BS: Secondary Certification	
General Science	45
Social Studies	50
<i>(See p. 241 for other areas of certification)</i>	
Teacher Certification Programs	variable
BS: Individualized Program	66

Pre-Teacher Preparation Status. All undergraduate students admitted into the School of Education are in a Pre-Teacher Preparation status until they are formally admitted into the Teacher Preparation program. Only the following Teacher Preparation courses can be taken without admission to the program or special permission: EDTE215, EDPC302, EDTE328, 408 and 410.

Admittance into the Teacher Preparation Program. A formal application for admittance into the Teacher Preparation Program must be submitted to the Department of Teaching and Learning. This should be done during the sophomore year or during the first semester of course work for transfer and graduate students. The Basic Skills portion of the *Michigan Test for Teacher Certification (MTTC)* must be passed before admittance to the Teacher Preparation Program. See the Teacher Education Program and Certification Procedures for specific details, p. 241.

Special Requirements for School of Education Students.

Applicants who do not qualify for regular or provisional admission to the School of Education may apply to the College of Arts and Sciences. After achieving a minimum GPA of 2.50 for at least one semester (minimum 12 credits), the applicant may apply for a transfer to the School of Education.

BS: Elementary Education

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

To qualify for graduation and certification, Elementary Education students must complete the following:

- General education core
- 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 of these areas must have a 2.50 GPA with no grade of C- or below.*

Courses counted toward meeting the requirements for the planned program minor, the professional education courses, the subject content major, minors, area of concentration, or SDA 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 either SDA or Michigan 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 REQUIREMENTS

Philosophy of General Education. The School of Education attempts 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, 225, 308; RELB210, plus one credit of religion elective.

Arts and Humanities—11-12

HIST205, 230, ENGL407, EDTE410

One course from: ARTH220; IDSC200, 211; MUHL214; PHTO210; INSL220

Physical/Natural Science—9

Choose a minimum of two areas from the following:

BIOL100, 111, 112, 113, 165, 166, 208, 330

CHEM110, 131, 132

PHYS110, 115, 131, 132, 141, 142

IDSC321, 322

Social Science—8

GEOG110, PLSC104, EDPC302

Language and Communication—8

1. Written Expression

ENGL115, 215

2. Communication

COMM104 or 450

Mathematics and Computer Science—5-8

1. Mathematics

MATH165

2. Computer Science

INFS110 Computer Tools (or competency exam)

EDTE476

Wellness—3

HLED130 plus two activity courses

Service—2

EDTE215 plus field work

TOTAL credits—62

***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 or another Seventh-day Adventist college or university.

PROFESSIONAL ELEMENTARY EDUCATION REQUIREMENTS

The primary aim of professional education is to prepare teachers who are competent, compassionate, and committed. Upon completion of the professional education program, the pre-service teacher demonstrates knowledge and skill in the following areas:

1. Content knowledge
2. Worldview
3. Human growth and change
4. Groups, leaders, and change
5. Communication and technology
6. Research and evaluation
7. Personal and professional growth

Professional Education Courses

EDPC302, EDTE215, 408, 410, 457;

Language Arts/Reading—2;

Science/Health—2;

Mathematics—3;

Social Studies—2;

Religion—2 **or**

Character Development—2

EDTE438 Multi-grade/Multi-age Experience—1,

EDTE487*, 488*

**Exact number of credits for student teaching is determined by the Department of Teaching and Learning.*

THE PLANNED PROGRAM MINOR

The planned program minor consists of a group of courses related to teaching in the elementary school. All courses listed must be completed either in the Planned Program minor or in other areas of the degree requirements. The total credits in the planned program must be at least 20 credits.

EDTE328, 418, 420, 457, one of PE Methods, MUED456 Music in the Elementary School or ART457 Art Methods: Elementary, EDTE476, 480, 484, ENGL407, GEOG110 or 240, MATH165.

CONTENT MAJORS AND MINORS FOR ELEMENTARY EDUCATION

The Bachelor of Science in Elementary Education program must include one subject content major or two minors selected from the approved list below. When two minors are chosen, they should be chosen from different groups and one should be a starred (*) subject area.

The required courses for an approved major or minor in General Science, Language Arts, Reading, and Social Studies are listed below. All other approved majors and minors are listed and described under the appropriate department in the College of Arts and Sciences section of this bulletin.

Subject Areas	Majors	Minors
Group A: Religion		
Religion (for SDA certification only)		20
Group B: Language Arts		
Communication (Speech)		20
Language Arts*	36	24
Reading (K-12)*		20
Group C: Social Studies		
Geography*		20
History*		20
Social Studies*	38	24
Group D: Science/Health, Math		
Biology*	40	24
Chemistry		20
General Science*	36	24
Mathematics*	30	20
Physics		20
Group E: Supporting Areas		
Art		24
Bilingual Education in French or Spanish (added endorsement only)		24
Behavioral Science (fourth minor only)		24
French		20
Music Education	36	25
Physical Education		20

General Science Major—36

The Michigan Department of Education requirements for this major will be changing within the next two years. 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 Teaching and Learning.

Required courses:

Life Science/Biology—6-8 credits

BIOL208, choose one from BIOL100, 111, 165

Physical Science—6 credits minimum

CHEM110, PHYS115

Earth/Space Science—9 credits minimum

BIOL330, GEOG240, PHYS110

Math & Technology—5 credits minimum

MATH165, EDTE476

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

Language Arts Major—36

Advising for this major is done by the Department of Teaching and Learning.

Required courses:

COMM280, 450, EDTE418, ENGL250, 267, 300, 407, SPPA435; two courses from ENGL270, 375, 376, 378; one from ENGL438, 454 or 467. Remaining credits from COMM320, 436, 456, EDTE420, 484, ENGL445, 460, SPPA234, 321.

Social Studies Major—38

The Michigan Department of Education requirements for this major have changed since this bulletin went to press. 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 History and Political Science.

Required courses:

ECON225, 226, GEOG110, 260, HIST117, 118, 204, 205, 404, 490, PLSC104, 307, EDTE457-Social Studies. Remaining credits may be chosen from history, political science, geography, and economics.

General Science Minor—24

The Michigan Department of Education requirements for this minor will be changing within the next two years. All students with this minor will be expected to meet the requirements in effect for this minor at the time of graduation. Contact your advisor for further details.

Advising for this minor is done by the Department of Teaching and Learning.

Life Science/Biology— 6 credits

BIOL100, 111 and 208

Physical Science—minimum 6 credits

CHEM110, PHYS115

Earth/Space Science—minimum 6 credits

Select from: BIOL330, GEOG240, PHYS110

Math & Technology—minimum 3 credits

MATH165

Electives by advisement.

Language Arts Minor—24

Advising for this minor is done by the Department of Teaching and Learning.

COMM450, EDTE418, ENGL250, 267, 300, 407, one of ENGL270, 378; select remaining courses from COMM280, 436, EDTE420, 484, ENGL454, 460, SPPA234, 321, 435.

Reading Minor—20

The Michigan Department of Education requirements for this minor will be changing within the next two years. All students with this minor will be expected to meet the requirements in effect for this minor at the time of graduation. Contact your advisor for further details.

Required courses:

EDTE417, 418, 420, 460, 484, 485.
Choose electives from COMM280, EDTE160, 164, 438, 460, 499, ENGL407, 408, 460, SPPA234, 321

Social Studies Minor—24

The Michigan Department of Education requirements for this minor will be changing within the next two years. All students with this minor will be expected to meet the requirements in effect for this minor at the time of graduation. Contact your advisor for further details.

Advising for this minor is done by the Department of History and Political Science.

Required courses:

HIST118, 204, 205, 404, PLSC104, GEOG110, EDTE457-08, and 6 credits from two of the following areas: political science, geography, and economics.

BA Option

Students may choose the Bachelor of Arts degree with Elementary Certification. The degree is granted by the College of Arts and Sciences. The requirements for the professional education courses and the planned program minor are the same as for a Bachelor of Science. A subject content major may be chosen from the following: Art, Biology, Communication (Speech), English, French, History, Mathematics, Music Education, Physical Education, Religion (for SDA certification only), and Spanish.

BS (Individualized Program)

This degree may be planned for students who have career goals and/or special interests in the area of education not requiring K-12 teaching credentials. Two main parts constitute this degree: (1) an appropriate general education component and (2) an interdepartmental area of concentration totaling at least 66 credits, 20 of which must be education course credits. Admittance 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 BS or a BA 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

To qualify for certification, Secondary Education students must complete the following:

- General education core
- 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 with no grade of C- or below.*

The number of credits a student needs to take for courses listed for variable credit (i.e., 3, 4) is to be decided by the student's advisor and, if applicable, the department offering the course.

GENERAL EDUCATION REQUIREMENTS FOR SECONDARY CERTIFICATION**Religion—12***

RELT100, 225, 308, RELB210, plus one credit of religion elective

Arts and Humanities—11-12

HIST117, 118, 230, EDTE410
One course from: ARTH220, ENGL255, IDSC211, 200, INSL220, MUHL214, PHTO210

Physical/Natural Science—8

IDSC321 and 322
Plus one 3-credit restricted choice
BIOL208, 330, CHEM110, PHYS110

Social Science—8-10

1. ANTH124, ECON225, EDPC302, EDTE328, GEOG110, PLSC104, PSYC101, SOCI119
2. 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

Mathematics and Computer Science—5-8

1. Mathematics
MATH165
2. Computer Science
INFS110 Computer Tools or competency exam
EDTE476

Wellness—3

HLED130 plus two activity courses (each .5 credits)

Service—2

EDTE215 plus field work

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 or another Seventh-day Adventist college or university.

SECONDARY PROFESSIONAL EDUCATION COURSES

EDPC302, EDTE215, 328, 408, 410, 417, 459, 476, 480, 487*, 488*

**The exact number of credits for student teaching is determined by the Department of Teaching and Learning.*

CONTENT MAJORS AND MINOR FOR SECONDARY EDUCATION

Descriptions of the General Science and Social Studies majors and the Reading minor follow. All other approved majors and

minors are described under their respective departments in other sections of this bulletin.

Subject Areas	BA	BS	Minor
Art Education (K-12)		45	24
Behavioral Science (Behavioral Studies)		40	24
Biology		40	22
Bilingual Education in Spanish (Endorsement area only)		24	
Chemistry		40	20
Communication (Speech)	37		20
Computer Science		40	20
English	36		21
French	30		21
General Science (must be accompanied with a Biology, Chemistry or Physics minor)		45	
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
Reading (K-12)			20
Religion (SDA only)	54		20
Social Studies		50	
Sociology			20
Spanish	30		21
Technology Education (Industrial Arts)		64-69	

General Science Major—38

The Michigan Department of Education requirements for this major will be changing within the next two years. 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 Teaching and Learning.

The General Science major requires 38 semester credits. To complete the General 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.

Biology—minimum 10 credits

BIOL165, 166

Chemistry—minimum 8 credits

CHEM131, 132

Physics—minimum 8 credits

PHYS141, 142

Earth/Space Science—minimum 12 credits

BIOL330, 348, PHYS110, GEOG240

Required Cognate

MATH165

Electives, as approved by advisement, from these content areas to complete requirements.

Social Studies Major—50

The Michigan Department of Education requirements for this major will be changing within the next two years. 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 History and Political Science.

Requirements: ECON225, 226, GEOG110, 260, HIST 117, 118, 204, 205, 404, 459, 490, PLSC104, 307. *Remaining credits may be chosen from history, political science, geography, or economics.*

Reading Minor—20

The Michigan Department of Education requirements for this minor will be changing within the next two years. All students with this minor will be expected to meet the requirements in effect for this minor at the time of graduation. Contact your advisor for further details.

See section for Reading Minor in BS in Elementary Education on p. 240.

THE TEACHER EDUCATION PROGRAM AND CERTIFICATION PROCEDURES

Admission to the Teacher Preparation Program. The application for admission to the teacher preparation program should be submitted by undergraduate students during their sophomore year while completing EDTE215. This should be done by transfer students and by Master of Arts in Teaching (MAT) students during the first semester of enrollment. Applications are considered biannually by the Certification, Screening, and Petitions Committee.

Before being admitted, students must meet the criteria for admission listed below:

- Take the following tests: ACT or SAT, and Andrews Mathematics Department placement examination. Take additional courses as indicated by exam results.
- Satisfactorily complete EDTE215.
- Choose appropriate teaching major and/or minor(s).
- Pass the *MTTC Basic Skills Test*.
- Maintain a minimum GPA of 2.50 in each of the following areas:
 1. major(s)
 2. minor(s)
 3. professional education courses, and
 4. overall course work.

A course with a grade less than a C in a major, minor or professional education must be repeated. All courses taken at Andrews University or transferred to Andrews University are included in calculating the GPA.

- Furnish a positive recommendation from the teacher of EDTE215 and one other Andrews University faculty member.
- Have a developing professional teaching portfolio.
- Have clearance in regard to felony or misdemeanor conviction as an adult.
- Demonstrate the professional disposition of professional educators.

Admission to Student Teaching Candidacy

- A formal application for student teaching must be submitted by the student prior to November 29 of the school year before the student wants to do student teaching.

- The application is considered by the Certification, Screening, and Petitions Committee.
- Before being accepted, students must have met the criteria for admission listed below.
 1. Be admitted to the teacher preparation program.
 2. Complete EDPC302 and EDTE408 (MAT students: EDTE408 or EDPC514 and EDCI565).
 3. Submit an acceptable plan for completing program requirements.
 4. Submit an acceptable plan for taking the *Michigan Subject Area Tests*.
 5. Maintain a minimum GPA as outlined in the criteria for admission to teacher preparation.
 6. Submit a recommendation from the Department of Teaching and Learning for elementary- and secondary-school applicants, and a recommendation from the subject area major department for secondary applicants.

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:
 - Be admitted to student teaching candidacy
 - Successfully complete the approved course of study
 - Submit plans for taking the *MTTC Subject Area Tests*.
4. Maintain a minimum GPA as required for admission to the teacher preparation program.
5. Have 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.

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. 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. 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. Elementary student teachers should be aware that experience in a multi-grade (a minimum of three grades) classroom is required for Seventh-day Adventist certification.

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 the pre-service teacher's question, "What do I actually *do* during the first days and weeks of school?" The program includes practical application of classroom-management theories. Emphasis is placed on the tasks teachers must perform in the weeks before school opens, organizing and conducting the all-important first day, and the tasks teachers encounter during the

first weeks of school. These tasks include

1. Short- and long-range planning
2. Constructing units of instruction
3. Selecting materials and supplies
4. Organizing and managing the classroom
5. Establishing discipline procedures
6. Assessing and addressing individual differences
7. Record keeping (including the daily register), grading, and evaluating.

Student Teaching Semester. The student-teaching semester consists of a minimum of 15 weeks of full-time observation, participation, and teaching under supervision in an elementary or secondary school. The beginning and ending dates may not coincide with the university semester calendar. When this is the case, the student-teaching calendar takes precedence over the university calendar.

Orientation for student teaching is conducted before the students go to their assigned schools. The time and date of orientation are announced by the director of student teaching. During orientation, each student receives a packet of materials containing information about student-teaching requirements and evaluation procedures.

A weekly student-teaching seminar meets after school hours during the semester. The specific time is announced by the director of student teaching.

The student may not take other courses during the student-teaching semester. Work for which the student receives remuneration should be suspended. Full attention to their teaching responsibilities helps ensure students' success, which in turn is vital to receiving a positive recommendation from the supervising teacher and university supervisor.

TEACHER CERTIFICATION PROCEDURES

Michigan Tests for Teacher Certification. All applicants for State of Michigan K–12 teaching credentials must pass the *MTTC Subject Area Exams* before a recommendation for certification can be submitted to the Michigan Department of Education. For details on what the tests are and when they are offered, see the Department of Teaching and Learning.

Certification Exemption Petition. Students planning to qualify for a teaching certificate at Andrews University are expected to meet both SDA and State of Michigan certification requirements. Exceptions to this requirement are considered only after a student submits a formal petition to the Department of Teaching and Learning Certification, Screening, and Petitions Committee.

Final Steps to Secure Certification. The student working towards a teaching certificate is responsible for ensuring that his/her program is one of the programs approved at Andrews University for teacher certification at the appropriate level. The student should early seek the advice of the appropriate Department of Teaching and Learning advisor. Undergraduate and graduate students should not assume that completing a degree qualifies them for a specific teaching certificate. Graduate students must consult with and have their certification programs approved by the certification registrar. The following requirements for certification eligibility apply to both undergraduate and graduate students and must be met before a recommendation for certification is issued:

- Complete bachelor's degree requirements
- Achieve a minimum GPA of 2.50 overall, 2.50 in the following:
 1. Major(s)
 2. Minor(s)
 3. Area of concentration

4. Professional education courses. (The averages include all courses taken at Andrews University and those transferred from other institutions.)
- Earn grades of C or above in courses in all courses in
 1. Professional education
 2. Major(s)
 3. Minor(s), and
 4. Areas of concentration.
 - 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 Teaching and Learning
 - Have a clearance in regard to felony or misdemeanor conviction as an adult*
 - Have Official Transcripts sent directly to the Certification Registrar in the Department of Teaching and Learning.
- *Forms for clearance purposes are available at the Department of Teaching and Learning.

Application for a Teaching Certificate. In their final year, while applying for graduation, students must also apply for the teaching certificate which is granted after graduation. The application is filed on forms available at the Teacher Certification Office located in the Department of Teaching and Learning. Andrews University recommends those applicants who qualify for certification. Students qualifying for Seventh-day Adventist certification receive a *Verification of Eligibility Certificate* that is honored by the union in which they first accept a teaching position. A recommendation for a Michigan Provisional Teaching Credential is also 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 certificate is issued.

Further information on teaching credentials, SDA certification, State of Michigan certification, updating original certificates, and adding endorsements can be found on pp. 246-247.

GRADUATION REQUIREMENTS

- In addition to meeting the general requirements for a baccalaureate degree on p. 25, students who seek baccalaureate degrees with elementary or secondary certification must
- Complete requirements for approved major, minor(s), and professional 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
 4. Professional education courses
 5. Overall course work. (The averages include all courses taken at Andrews University and those transferred from other institutions.)
 - A 2.00 minimum GPA in all other credits earned at Andrews University
 - Complete the Senior Exit examination, which serves as the senior-level evaluation
 - Take a minimum of 30 of the last 37 semester credits earned in residence immediately preceding conferral of degrees (Permission must be given by the dean to take up to 10 credits anywhere other than at Andrews University.)
 - Be eligible for either Michigan Teacher Certification or an SDA

- Basic Teaching Credential (This item applies to BS Elementary Education candidates and BS Secondary General Science majors.)
- Submit a formal request for graduation, approved by the student's advisor, the certification registrar, and a designated records officer.

TEACHING AND LEARNING GRADUATE PROGRAMS

Graduate Degree Programs and Certification Programs	Credits
Graduate Teacher Certification and Endorsement Programs	
(Elem) SDA and MI Certification	variable
(Sec) SDA and MI Certification	variable
Michigan Reading Endorsement	20
Graduate Certificate in Reading/Literacy Education	12
Graduate Certificate in Special Education (see Curriculum and Instruction, p. 258)	12
Master of Arts in Teaching Degrees	
Elementary Education	32+
Secondary Education	32+
Secondary Content Area (Biology, English, ESL, History, Foreign Languages, Physics)	32
Master of Arts Degree	
Reading Education	32

Master of Arts in Teaching

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. Persons who have earned a bachelor's degree and are now seeking teacher certification at the elementary or secondary level
2. Persons who hold teacher certification and are seeking an additional certificate at another level
3. Persons who hold an elementary teaching certificate and want to broaden their professional training with a series of practical, field-focused and/or content courses
4. Persons who hold a secondary teaching certificate and want to strengthen or add a specific subject area endorsement.

Candidates for the MAT degree must have or qualify for a valid Seventh-day Adventist or State of Michigan teaching certificate or its equivalent before the degree can be granted. Therefore, the 32 credits listed for the completion of this degree should be viewed as the minimum number of hours required for the MAT. Persons who enter the MAT program without a teaching certificate should expect to complete more than 32 credits. The certification registrar evaluates transcripts and identifies specific certification requirements for each student needing certification.

Three specialization options are available in the MAT program:

- An elementary education emphasis
- A secondary education emphasis
- A specific secondary content area (biology, English, English as a second language, history, and modern languages) emphasis.

Prerequisites

1. An undergraduate degree with a major and/or a minor(s) in teaching area(s).
2. Six credits covering such basic areas as educational philosophy, educational psychology, instruction, and evaluation. If not previously taken at the undergraduate level, the 6 credits may be taken at the graduate level but do not necessarily apply toward the graduate degree program.

Michigan Department of Education Definition of Program Completers

To qualify for graduation and certification, 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 for graduation and certification, MAT students seeking their initial **secondary teaching** certificate must complete the following:

- A bachelor's degree
- A 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*
- Apply for admission to the teacher preparation program during the first semester (see p. 243)*
- Continue course work
- Apply for admission to Student Teaching Candidacy (see p. 244)*
- Take the Content Area section(s) of the *MTTC**
- Complete course work, including EDTE588 and 688.
- Apply for teaching certificate (see p. 244).

* *Berrien Springs campus students only.*

REQUIRED COURSES**Educational Foundations—2-3**

EDFN500 or EDTE410

Professional Education Core—15-18

EDCI547, 565 or EDTE408, EDPC514, 525, EDTE459 or EDTE457-06 & 08 or EDTE457-06 & 09, 698

Specialization and Electives—14-17

A minimum of 8 credits in the area of specialization must be 500-level courses or higher. Choose one of the following areas of specialization.

Elementary Education Specialization. Students select courses in consultation with their advisor from those required for certification. If the student already has an elementary teaching certificate, courses are chosen from professional education and/or content courses to meet the student's specific goals.

Secondary Education Specialization. Students select courses in consultation with their advisor from those required for certification. Students who already have a secondary teaching certificate may choose between a content area specialization or professional education as described below.

Secondary Content Specialization. Students select courses in consultation with a content area advisor. Students should note the specific subject area requirements in the appropriate section of this bulletin. Requirements vary.

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 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.

Research Projects, Field Work, and Comprehensive Examinations.

A project is required, and field work and comprehensives 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. 245.

Residency Requirements for Certification.

Non-Andrews University graduates must complete at least 14 credits in residence to qualify for a recommendation for a teaching certificate, endorsement, or a renewal of a certificate.

Graduate Certificate: Reading/Literacy Education**MISSION**

A Graduate Certificate in Reading/Literacy Education prepares teachers and clinicians to enrich and improve the quality of life of all individuals through literacy.

The program is designed to provide a planned sequence of courses that may be used to earn an SDA endorsement in reading by persons holding an SDA Standard Teaching Certificate in Elementary or Secondary Education. Each certificate candidate must work with the certification registrar in the Department of Teaching and Learning to see that all requirements are met and they are recommended for the endorsement. Completion of the certificate is a separate process from obtaining the endorsement and it is the student's responsibility to make the appropriate contact with the certification registrar.

EDPC525: Education and Psychology of the Exceptional Child (or equivalent) is a prerequisite for admission to the certificate program.

Components of the Program

EDCI689 Portfolio (0), EDPC644, EDTE485, EDCI627, 647, 680, 689

Total for GCR/LE—12**MA: READING EDUCATION****MISSION**

The Reading Education Program prepares educators to enrich and improve the quality of life of all individuals through literacy. Faculty and students collaborate to develop expertise in understanding and guiding the reading/learning process for a diverse clientele.

The Master of Arts: Reading Education prepares students for work as reading consultants, supervisors in reading instruction, or teachers of reading. After determining the student's academic preparation and goals, a course plan is prepared to meet his/her individual needs. The program leading to a Master of Arts: Reading Education requires a minimum of 32 credits with 22 credits in the reading area of emphasis.

Prerequisites. Three of the following four courses (EDTE417, 418, 420, 484) are prerequisites for admission. If not previously taken at the undergraduate level, the three courses may be taken at the graduate level but do not apply toward the graduate degree program.

MA: Degree Requirements

Reading Core Concentration—22

COMM436, EDCI569, 665, 680, 689, EDTE417, 485, 630, EDTE485 or EDCI570

Required Related Emphasis—6

EDFN500, EDRM505

Electives approved by advisor—4

(or enough to total 32 credits for total program)

ENGL460, EDCI547, 645, 646, 648, 665, 680, 690, EDPC514

TOTAL MA degree credits—32

TEACHER CERTIFICATION INFORMATION

TEACHER CERTIFICATION PROCEDURES

Michigan Tests for Teacher Certification. All applicants for State of Michigan K-12 teaching credentials must pass the *MTTC Subject Area Exams* before the certificates are issued. For details on what the tests are and when they are offered, see the Department of Teaching and Learning.

NON-DEGREE TEACHER CERTIFICATION PROGRAMS

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

Post Baccalaureate/Graduate Level. Andrews University provides opportunities on the graduate level for achieving Seventh-day Adventist and or State of Michigan elementary and secondary certification. Students may work towards certification without being in a degree program only, or may complete certification requirements while taking courses required for the Master of Arts in Teaching (MAT) degree.

Steps for Obtaining Teacher Certification

1. Submit transcript for evaluation by the certification registrar in the Department of Teaching and Learning and receive an outline of requirements needed for certification.
2. Apply for admission to the School of Education.
3. Counsel with a faculty advisor in the Department of Teaching and Learning and in major/minor departments as needed.
4. Begin taking courses.
5. Apply for admission to the Teacher Preparation Program. (See Admission to the Teacher Preparation Program on p. 243 for additional criteria.)
6. Continue taking courses.
7. Apply for admittance to student teaching. See Admission to Student Teaching Candidacy and Admission to Student Teaching on p. 244.
8. Complete program of study and apply for certification.

Residency Requirements for Certification. Non-Andrews University graduates must complete at least 14 credits in residence to qualify for a recommendation for a teaching certificate and endorsement.

STATE OF MICHIGAN CERTIFICATION

The State of Michigan issues two types of teaching credentials—provisional and professional. Elementary certificates are valid for teaching all subjects in grades K–5 and in all subjects in grades 6–8 if teaching in a self-contained classroom. Secondary certificates are valid for teaching in subject areas in grades 9–12.

Michigan Provisional Certificate. The *Provisional Certificate* is issued to certification candidates who have completed the requirements for a bachelor's degree, including a major and minor (elementary has a major **or** two minors option) and the professional education component. The specific requirements for the provisional certificate are included in the Andrews University BS in Elementary Education degree program.

Michigan Professional Certificate. To qualify for a Michigan *Professional Education Teaching Credential*, applicants must show that they have completed the following:

- Three years of successful teaching under the authority of and after the issuance of a valid *Provisional Teaching Credential*.
- Eighteen (18) semester credits of study after issuance of the state *Provisional Teaching Credential* in a planned course of study that includes the reading credits required by the State of Michigan.

RENEWING STATE OF MICHIGAN CREDENTIALS AND STATE PROFESSIONAL CERTIFICATION

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 10 semester credits of approved course work in a Planned Program after the *Provisional Certificate* is issued. Work taken by correspondence does not qualify. Non-AU graduates must complete at least 2/3 of these credits in residence to qualify for renewal of a certificate.

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 in any combination thereof. Applicants need to contact the Michigan Department of Education to renew their credentials and for further information.

ADDING ENDORSEMENTS TO SDA AND MICHIGAN CREDENTIALS

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 the Department of Teaching and Learning advisor as the program is being implemented.
- Apply for admission to the program on the new level.
- Pass the *MTTC* subject area test(s) for any new endorsements.
- Apply for student teaching before November 29 to be eligible for the next academic year.
- 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)
- Pass the *MTTC* subject area test(s) for any new endorsement area(s) and the Elementary Professional Exam
- Complete professional education courses and the planned program minor (See p. 241 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.
- Pass the *MTTC* subject area for any new endorsements.
- Take EDTE417 Reading in Content Areas: Secondary (3 credits)
- Take EDTE459 Secondary Methods: (area).
- 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, EDTE408, 410, 480 (part of Planned Program minor), 690 (Ind. Study: Introduction to the Teaching Profession–2); EDTE457 (Language Arts–2; Science/Health–2; Mathematics–3; Social Studies–2; Religion–2 or Character Development–2); Student Teaching¹ EDTE487, 588

¹ 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 and Learning 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 pp. 240, 242.
- **Planned Program Minor.** For requirements, see the undergraduate teacher education section on p. 241. 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, 565 or EDTE408, 410, 417, 459, 476, 690 (Ind. Study: Introduction to the Teaching Profession–2)

First Days of School Experience

EDTE480

Student Teaching¹

EDTE 487, 588

¹ See footnote at top of column.

- **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 pp. 241, 242.

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

- **Seventh-day Adventist Doctrines**—RELT225
- **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, RELT208, 308, 426
- **Seventh-day Adventist Church History**
Choose one: CHIS570, EDFN517, HIST230, 404
- **Health Principles.** A course in health based on the Bible and the writings of Ellen G. White. *Choose one:* CHMN547, HLED130, 420.

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 EDTE215 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 and Learning 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 EDTE438 Workshop: Multi-grade/Multi-age Experience 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.
- Has met the requirements for a *Basic Teaching Certificate*.
- Has completed a minimum of three years of full-time teaching or equivalent.
- Has completed 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.

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

TEACHER EDUCATION

For enrollment in EDTE416 or any EDTE course above 416, 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.

Courses

(Credits)

See inside front cover for symbol code.

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 strategies and skills for word meaning and identification. Instruction includes comprehension emphasis to place vocabulary learning in a meaningful context and to apply word recognition strategies in authentic situations. Lab required. Repeatable one semester.

EDTE160 (2)

College Reading Efficiency

Designed to develop active reading comprehension and flexible reading rates and strategies to meet varied purposes for reading. Lab required. Repeatable once.

EDTE164 (1-2)

Dynamic Reading Strategies

Designed to assist average and above-average readers in increasing comprehension and reading rate. Lab required.

EDTE215 (2)

Introduction to the K-12 Teaching Profession

A basic orientation to the teaching profession in a multicultural society. Includes an introduction to social, cultural, and institutional aspects of American education. 40 hours field experience. *Fall, Spring*

EDTE328 (2)

Strategies for Educating Exceptional and Diverse Learners

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 hours field experience. Prerequisite: EDPC302. Honors section available. *Fall*

EDTE376 (1-3)

Topics: _____

Topics of current significance. Repeatable with different topics. Credit to be announced with topic in advance. May be graded S/U. *As scheduled*

EDTE389 (variable)

Work Conference: Topic

In-service training, clinics, and supervised experiences in education. Repeatable with different topics. Credit to be announced with topic in advance. *As scheduled*

- EDTE408** (2) multi-grade classrooms. Includes an introduction to NAD administrative and curriculum materials designed for multi-age/multi-grade schools. 50 hours field experience. *Fall, Spring* (workshop must be attended Spring)
- Principles of Teaching and Learning**
Basic techniques of instruction, planning, and classroom management. Emphasis is on acquisition and application of an instructional framework and basic classroom management. Field experience. Honors section available. *Fall, Spring*
- EDTE410** (2) **Elementary Methods: Area**
Application of principles of effective instruction to specific subjects: Art, Health/Science, Mathematics, Physical Education, Reading/ Language Arts, Religion or Character Education, Social Studies, and Art. An introduction to the curriculum of K-8 schools, including unique SDA curricular materials. Field experience included in class meeting time. Prerequisites: EDPC302, EDTE408.
- Philosophical and Ethical Issues in K-12 Education**
An exploration of philosophical/ethical assumptions underlying different education philosophies. Students analyze educational philosophies from a Christian perspective and study the implications of school law on educational practice. 20 hours field experience. Honors section available. *Spring* (odd years), *Summer* (even years).
- EDTE416** (3) **EDTE457:01** S Alt (2)
Elementary Methods: Art
As scheduled.
- Individualized Reading Instruction**
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. *Offered on extension campuses only.*
- EDTE417** (3) **EDTE457:02** S (2)
Elementary Methods: Science and Health
Spring, Summer (even years)
- Teaching Reading in the Secondary Content Areas**
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 hours field experience. Prerequisites: EDPC302, EDTE408. *Spring, Alternate Summers*
- EDTE418** S (3) **EDTE457:03** S (3)
Elementary Methods: Mathematics
Spring, Summer (even years)
- Teaching Beginning Reading**
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, EDTE408. *Fall*
- EDTE420** S (2) **EDTE457:04** S Alt (2)
Elementary Methods: Physical Education
5 hours field experience outside of class time. *Fall, Summer* (even years)
- Literacy Intervention Strategies**
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, EDTE408. *Spring*
- EDTE424** (2) **EDTE457:05** S (2)
Elementary Methods: Reading and Language Arts
Corequisite EDTE484. *Fall, Summer* (odd years)
- Classroom Testing and Evaluation**
Writing instructional objectives; preparing classroom tests to measure the attainment of those objectives; concepts of reliability and validity; simple item analysis; interpreting data from standardized tests and other data in cumulative folders; sociometric procedures; grading and reporting. Prerequisite: Admission to Student Teaching. Corequisite: EDTE480. *Summer*
- EDTE438** (1-3) **EDTE457:06** S (2)
Elementary Methods: Religion
Co-requisite EDTE457:08. Student cannot register for both EDTE457:06 and EDTE457:09. *Fall, Summer* (even years)
- Workshop: _____**
Repeatable with different topics. Credit to be announced with topic in advance. May be graded S/U. *As scheduled*
- EDTE438** (option) (1) **EDTE457:08** S (2)
Elementary Methods: Social Studies
Corequisite: EDTE457:06 or 09. *Fall, Summer* (even years)
- Workshop: Multi-grade/Multi-age Education**
Techniques, practices and strategies appropriate for multi-age/
- EDTE459** S (3) **EDTE457:09** (2)
Elementary Methods: Character Education
- Methods for Teaching Secondary School: Area**
Focuses on teaching strategies especially useful at the secondary-age level. Emphasis on developing a repertoire of strategies that enhance a variety of learning outcomes in students and blend theory and practice. Field experience included in class meeting time. Prerequisites: EDPC302, EDTE408. *Fall*
- EDTE460** (1-4) **Reading Practicum: Level**
Observation and supervised instruction with individual students and reading classes on the elementary or secondary level. Repeatable to 4 credits for each level. Prerequisites: EDTE417, 420, 485. May be graded S/U. *Fall, Spring*

- EDTE476** (1-3)
Methods for Integrating Instructional Technology: Topic
 This seminar focuses on the use of a wide variety of instructional technology and media to support student learning. Repeatable with different topics. Two credits required for initial certification. Prerequisites: EDTE408. May be graded S/U. *Fall, Spring, Summer*
- Regularly Scheduled Topics:**
 Computers in the Classroom (1-3)
 Teaching with Internet (1) & Online Adventures (1-2)
 Presentation Software for Teachers (1)
 Hyperstudio in the Classroom (1)
 Web-authoring for Teachers (1)
 Electronic Portfolio Development (1)
 MCOATT Preparation (1)
- EDTE478** (0)
Professional Development Seminar
 This seminar series presents issues of import to K–12 teachers. Students attend a minimum of eight (8) seminar presentations during the Junior and Senior years. Prerequisite: Admission to Andrews University Teacher Preparation Program. May be graded S/U. *Fall, Spring*
- EDTE480** (1-4)
First Days of School Experience
 An intensive, comprehensive, 5-week, full-time field experience beginning in mid-August. Integrates the study and application of (1) procedures for classroom testing, evaluation, and assessment; (2) strategies for classroom and pupil management; (3) guidelines for beginning the school year successfully. Required prior to student teaching. Field experience. Prerequisite: Admission to Student Teaching. *Summer*
- EDTE484** (2)
Developmental Reading
 Prepares upper-elementary and middle-school teachers in the techniques of developmental reading and other language arts components. Emphasis on the teacher as decision maker. Includes whole-language techniques, direct instruction of comprehension strategies, components of the Life Series basals, the reading-writing connection, and practice in writing workshop methodology. Field experience included in class meeting time. Corequisite: EDTE457:05 Elementary Methods: Language Arts/Reading. Prerequisites: EDPC302, EDTE408. *Spring*
- EDTE485** Alt (1-4)
Advanced Methods for Elementary Classroom Literacy
 Methods and materials for literacy teaching in grades K-8. Ways to organize the reading/language arts program to integrate reading, writing, speaking, and listening. Deals with meeting needs of individual learners within a classroom program. Field experience. Prerequisite: EDTE418 or 484. *Fall alternate years*
- EDTE487** (1)
Student Teaching Seminar
 A weekly seminar for student teachers. Corequisite: EDTE488. *Fall, Spring*
- EDTE488** (1-15)
Student Teaching (Level)
 The student-teaching experience requires full participation in 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 or 588. *Fall, Spring*
- EDTE499** (1-3)
Independent Study: _____
 Individual research and study under the guidance of an instructor. A minimum of 45 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*
- EDTE588** (1-10)
Graduate Student Teaching: Level
 Instructional and/or supervisory experience in an elementary (K-8) or secondary (7-12) school under supervision. Prerequisites: Admission to Student Teaching. Corequisite: EDTE487. Graded S/U. *Fall, Spring*
- EDTE630** (1-4)
Seminar: _____
 Seminar in specific topics relevant to teacher education. Each seminar examines one topic in detail. Repeatable with different topics. May be graded S/U. *Summer*
- Topics:**
EDTE630:03
Seminar: Reading
 Reading Seminar is taken near the end of the student's program. It examines leadership for change in literacy instruction, staff development and presentation skills. Students choose other topics to round out their program. *Spring, Alternate Summers*
- EDTE630:05**
Seminar: Classroom Testing and Evaluation
- EDTE630:06**
Seminar: Classroom Management
- EDTE648** (1-3)
Workshop: _____
 Repeatable with different topics. Credit to be announced with topic in advance. May be graded S/U. *As scheduled*
- 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** (1-3)
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*