

Andrews University

Seek Knowledge. Affirm Faith. Change the World.

2015 – 2016 Bulletin

School of Education

Berrien Springs, Michigan 49104
www.andrews.edu 800-253-2874

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Every effort has been made to assure the accuracy of information in this bulletin. Students are advised, however, that bulletin provisions do not constitute a contract between a student and Andrews University and that attendance at Andrews University is a privilege and not a right. The university faculty and administration reserve the right to make and give public notice of such changes as deemed necessary during the period for which this bulletin is in effect.

Please contact the appropriate personnel for information pertaining to schools, departments, programs, and courses. For all other bulletin inquiries you may contact the Publications & Communication Specialist in the Office of Academic Records by email at bulletin@andrews.edu or by phone at (269) 471-3233.

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Course Prefixes and Numbers

Courses are listed by course prefix and course number. Course prefixes are listed below in alphabetical order. At the end of each prefix designation is an abbreviated symbol in parentheses for the school in which the prefix occurs. Symbols are as follows:

College of Arts and Sciences (CAS)		School of Business Administration (SBA)		School of Health Professions (SHP)	
School of Architecture, Art & Design (SAAD)		School of Education (SED)		Seventh-day Adventist Theological Seminary (SEM)	
ACCT	Accounting (SBA)	ENGL	English (CAS)	MUCT	Music Composition & Theory (CAS)
AFLT	Aeronautical Flight	ENGR	Engineering (CAS)	MUED	Music Education (CAS)
AGRI	Agriculture	ENSL	Intensive English (CAS)	MUHL	Music History & Literature (CAS)
ALHE	Allied Health (CAS)	FDNT	Nutrition (SHP)	MUPF	Music Performance (CAS)
ANEA	Ancient Near Eastern Archaeology (SEM)	FILM	Film (SAAD)	MURE	Music—Religious (CAS)
ANSI	Animal Science	FMST	Family Studies (CAS)	NRSG	Nursing (SHP)
ANTH	Anthropology (CAS)	FNCE	Finance (SBA)	NTST	New Testament Studies (SEM)
ARCH	Architecture (SAAD)	FREN	French (CAS)	OTST	Old Testament Studies (SEM)
ART	Art Studio (SAAD)	FTES	Fitness & Exercise Studies (SHP)	PBHL	Public Health (SHP)
ARTH	Art History (SAAD)	GDPG	Graduate Psychology & Counseling (SED)	PHIL	Philosophy (CAS)
AVIA	Aviation	GEOG	Geography (CAS)	PHTH	Physical Therapy (SHP)
AVMT	Aviation Maintenance	GNST	General Studies (CAS)	PHTO	Photography (SAAD)
BCHM	Biochemistry (CAS)	GRMN	German (CAS)	PHYS	Physics (CAS)
BHSC	Behavioral Sciences (CAS)	GSEM	General Theological Seminary (SEM)	PLSC	Political Science (CAS)
BIBL	Biblical Languages (CAS)	HIST	History (CAS)	PORT	Portuguese (CAS)
BIOL	Biology (CAS)	HLED	Health Education (SHP)	PREL	Public Relations (CAS)
BSAD	Business Administration (SBA)	HONS	Honors (all undergraduate)	PSYC	Psychology (CAS)
CHEM	Chemistry (CAS)	HORT	Horticulture (CAS)	PTH	Physical Therapy – Professional & Post–Professional (SHP)
CHIS	Church History (SEM)	IDAS	International Development Admin St (CAS)	RELB	Religion—Biblical Studies (CAS)
CHMN	Christian Ministry (SEM)	IDSC	Interdisciplinary Studies (CAS)	RELG	Religion—General (CAS)
CIDS	Comm & Intl Development (CAS)	INFS	Information Systems (SBA)	RELH	Religion—History (CAS)
COMM	Communication (CAS)	INLS	International Language Studies (CAS)	RELP	Religion—Professional & Applied Studies (CAS)
CPTR	Computing & Software Engineering (CAS)	INT	Interiors (SAAD)	RELT	Religion—Theology (CAS)
DSGN	Design (SAAD)	ITLN	Italian (CAS)	SOCI	Sociology (CAS)
DSRE	Discipleship & Religious Education (SEM)	JOUR	Journalism (CAS)	SOWK	Social Work (CAS)
ECON	Economics (SBA)	LEAD	Leadership (SED)	SPAN	Spanish (CAS)
EDAL	Educational Administration & Leadership (SED)	MAED	Mathematics Education (CAS)	SPED	Special Education (SED)
EDCI	Educational Curriculum & Instruction (SED)	MATH	Mathematics (CAS)	SPPA	Speech—Language Pathology & Audiology (SHP)
EDFN	Educational Foundations (SED)	MDIA	Media (SAAD)	STAT	Statistics (CAS)
EDRM	Research & Measurement (SED)	MKTG	Marketing (SBA)	THST	Theology & Christian Philosophy (SEM)
EDTE	Teacher Education (SED)	MLSC	Medical Laboratory Sciences (SHP)		
EDUC	Education—General (SED)	MSCI	Mathematics and Science (CAS)		
		MSSN	World Mission (SEM)		

COURSE NUMBERS

Non Credit	Below 100	Courses enabling the student to qualify for freshman standing
Undergraduate Lower Division	100–199	Courses usually taken during the freshman year
	200–299	Courses usually taken during the sophomore year
Undergraduate Upper Division	300–399	Courses usually taken during the junior year
	400–499	Courses usually taken during the senior year
Graduate Level	500–699	Courses for graduate students only
	700–999	Courses for post–masters students

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School of Education

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History

The School of Education has its roots in the Normal Department of Battle Creek College, the progenitor of Andrews University established in 1874 in Battle Creek, Michigan.

In 1901, Battle Creek College moved to Berrien Springs and became Emmanuel Missionary College (EMC). The Department of Education at EMC took on formal structure in the early 1900s. The preparation of church-school teachers gained importance as the church placed greater emphasis on Christian elementary and secondary schools. During those years it was not unusual for onethird of the college graduates to complete programs qualifying them to teach elementary or secondary school.

In 1956, responding to the need for graduate education within the church, the Autumn Council of the Seventh-day Adventist General Conference authorized the organization of a universitytype educational institution. In 1958 the School of Graduate Studies and the Seventh-day Adventist Theological Seminary merged with EMC in Berrien Springs to become Andrews University.

By 1960 the Education Department offered master's degree programs. Curriculum development was rapid with frequent changes in the course offerings and programs to keep up with the demands of students, society, and the church.

During the late 1960s, Andrews University began to consider application for National Council for the Accreditation of Teacher Education (NCATE) accreditation. The council considered and approved the university's request for accreditation of its elementary and secondary teacher-education programs at both the baccalaureate- and master's-degree levels beginning September 1, 1970. The North Central Association of Colleges and Schools approved the introduction of doctoral programs (1973) and granted accreditation to Andrews University as a doctoral-degreegranting institution in 1979.

In 1981, the department reorganized into three areas: Educational Leadership and Management, Educational and Psychological Services, and Teacher Education. The following year the PhD degree was introduced with approval of the North Central Association. In June 1983 the various undergraduate and graduate programs merged into a School of Education.

The School of Education currently consists of three academic departments:

- Graduate Psychology & Counseling (GPC)
- Leadership (LEAD)
- Teaching, Learning & Curriculum (TLC)

Accreditation

Andrews University is accredited by the North Central Association of Colleges and Schools to confer degrees at the bachelor's, master's, specialist, and doctoral levels.

The teacher-preparation and school-service personnel programs, which include teacher education programs, MAT programs, the elementary and secondary principals' programs, and programs to prepare school psychologists, are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Michigan Board of Education and the North American Division Board of Education.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Post-secondary Accreditation (COPA), has conferred accreditation to the following program areas in the Department of Graduate Psychology & Counseling at Andrews University: Clinical Mental Health Counseling (MA) and School Counseling (MA).

The National Association of School Psychologists (NASP) has approved the EdS program in School Psychology.

Faculty

The School of Education has selected a faculty based on diversity of experience and professional expertise. Equipped with advanced degrees, all have extensive experience in the areas in which they teach. They have authored books and published in professional journals. They are regularly sought as researchers, lecturers and consultants.

Conceptual Framework

Andrews University was founded as Battle Creek College in 1874. One of the founders, Ellen G. White, presented a compelling vision for education.

"True education means more than the pursuit of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and the whole period of existence possible to man. It is the harmonious development of the physical, mental, and spiritual powers. It prepares the student for the joy of service in this world and the higher joy of wider service in the world to come.

In the highest sense the work of education and the work of redemption are one." Ellen G. White (1903), *Education*, Mountain View, CA; Pacific Press 13, 30.

The Andrews University School of Education embraces this vision as the organizing theme for its conceptual framework and mission.

A *conceptual framework* is a way of looking at the world that affects our values, goals and practices. It influences our work and how we think about what we do.

The School of Education, as part of Andrews University, has developed its conceptual framework by considering the University's mission statement—*Seek Knowledge. Affirm Faith. Change the World.*—with respect to our specific task in training educational professionals.

Our conceptual framework helps us to clarify our purpose and mission—serving as a continual reminder of what we consider important and of how we approach our goals.

Dispositions

Dispositions are the personal characteristics our graduates will display, making them exceptional educators committed to fairness and learning for all students.

Elements

The six elements of our conceptual framework outline the principles driving our instruction and articulate particular dispositions and skills our graduates will take with them into the workplace. The elements are incorporated into all our courses and activities.

Element One: Worldview

We appreciate the perspectives of others and value the development of a personal philosophy from which action and service arise.

Our graduates will:

- Explain worldviews and trace their historical development
- Critique worldviews from a Christian perspective
- Integrate principles of a Christian worldview into their chosen fields of study

Disposition: We value fairness, service and diversity.

Element Two: Human Growth and Change

We want to see growth, development and learning used to effect positive change.

Our graduates will:

- Describe human development
- Apply current theories of learning

Disposition: We believe that all students can learn.

Element Three: Groups, Leadership and Change

We want to encourage principles of group behavior that effect positive change for individuals and organizations.

Our graduates will:

- Facilitate change in groups and organizations
- Relate effectively with various cultural, racial and special interest groups
- Identify political and legal issues
- Manage human, financial and material resources
- Demonstrate servant leadership

Disposition: We recognize personal leadership responsibility.

Element Four: Communication and Technology

We want to use technology to enhance communication, whether oral, written, intrapersonal or interpersonal.

Our graduates will:

- Communicate effectively in written, verbal, and non-verbal forms
- Use electronic tools effectively for professional communication, teaching and research

Disposition: We value respectful communication.

Element Five: Research and Evaluation

We both conduct and value disciplined inquiry for decisionmaking.

Our graduates will:

- Read and evaluate research
- Conduct research
- Report research findings

Disposition: We are committed to inquiry.

Element Six: Personal and Professional Growth

We believe in holistic personal and professional growth.

Our graduates will:

- Demonstrate continuing professional development

- Demonstrate ethical behavior in all professional activities
- Demonstrate balanced physical, mental, spiritual and social development

Disposition: We value personal and professional growth.

Mission Statement

To educate is to redeem

Educar Es Redimir

Philosophy

We believe that God is the ultimate reality and that He has chosen to reveal Himself through His created universe and through His Word. God created human beings in His image and for relationship with Him. When they rebelled against Him, they entered a state of brokenness that extends to every dimension of life. Through His love and mercy, God has provided in His son Jesus Christ the means to redeem human beings from their brokenness, to restore in them His image, and to reestablish their relationship with Him.

As Christian educators supporting the world mission of the Seventh-day Adventist Church, we conceptualize the task of education to be a partnership with God in His work of redemption and restoration. Our role in this partnership is to facilitate the spiritual, mental, physical, and social development of our students through modeling and exhortation.

Accordingly, we hold that:

- God calls students to recognize Jesus Christ as Savior and Lord and through His Spirit to use principles of Scripture as a guide in their relationships with others.
- God calls students to be worthy scholars in their chosen academic discipline and to contribute to that discipline as responsible practitioners and researchers.
- God calls students to live by principles of good health as stewards of His gift of life.
- God calls students to develop and maintain supportive personal and professional relationships and to use their talents in generous service to the church and society in a culturally diverse world. To these ends, we work for the glory of God.

Academic Calendar

In addition to the campus-wide calendar in the front of this bulletin, the following dates are specific to the School of Education.

2015

June

4, 5 Thu, Fri EdD/PhD comps (8:30 a.m.–2:30 p.m.)

5 Fri MA comps (8:30–11:30 a.m.; 1–3 p.m.)

5, 8 Fri, Mon EdS comps (8:30 a.m.–12:30 p.m.)

8, 9 Mon, Tue EdD/PhD comps (8:30 a.m.–2:30 p.m.)

22-26 Mon-Fri Leadership Orientation

28-29 Fri-Sun Leadership Pre-Session Conference

29-30 Sun-Wed Leadership Roundtable Conference

August

3-21 First Days of School Experience (Register for credit summer of 2014 or in the semester of student teaching)

17 RMES & AA begin

October

15, 16 Thu, Fri EdD/PhD comps (8:30 a.m.–2:30 p.m.)

16 Fri MA comps (8:30–11:30 a.m.; 1–3 p.m.)

16, 19 Fri, Mon EdS comps (8:30 a.m.–12:30 p.m.)

19, 20 Mon, Tue EdD/PhD comps (8:30 a.m.–2:30 p.m.)

Spring Semester—2016

March

24, 25 Thurs, Fri EdD/PhD comps (8:30 a.m.–2:30 p.m.)

25 Fri MA comps (8:30–11:30 a.m.; 1–3 p.m.)

25, 28 Fri, Mon EdS comps (8:30 a.m.–12:30 p.m.)

28, 29 Mon, Tues EdD/PhD comps (8:30 a.m.–2:30 p.m.)

April

29 Fri Teacher Dedication Ceremony (5 p.m.)

Undergraduate Programs

The undergraduate programs offered by the School of Education are described under Teaching, Learning & Curriculum.

Graduate Programs

The School of Education offers master's, specialist, and doctoral degrees. A general description of each degree is provided below. Admission for any graduate degree offered in the School of Education is based on the total profile of the student and includes the analysis of admission documents as well as the professional judgment of the program faculty. Requirements for specific degrees offered in the three departments of the School of Education are described under the departmental headings.

MAT: Master of Arts in Teaching. The MAT program is an interdepartmental curriculum for teachers who desire a combination of professional preparation and subject-matter specialization in their graduate study. A teaching certificate is required for graduation. Degrees are offered in the Department of Teaching, Learning & Curriculum.

MA: Master of Arts. The MA program is a one- or two-year program beyond the bachelor's degree and is offered in all three departments of the School of Education.

MS: Master of Science. The MS program is a one- or two-year program beyond the baccalaureate degree for certified teachers who desire an endorsement in Special Education/Learning Disabilities. The degree is offered in the Department of Graduate Psychology & Counseling.

EdS: Educational Specialist. The EdS program builds upon the master's degree in providing a more focused program of study, generally taking a minimum of one year beyond the master's level.

EdD: Doctor of Education and PhD: Doctor of Philosophy. The doctorate consists of course work and a dissertation, usually taking a minimum of two years of work beyond the master's level.

Admission

Time to Apply. While early applications are recommended, the deadlines for application to the School of Education are as follows:

- For North American students: three months prior to the anticipated starting date.
- For non-North American students: four months prior to the anticipated starting date.
- For students applying to the Department of Graduate Psychology & Counseling: students are encouraged to apply by March 1.

Application Procedure. In addition to meeting the general requirements for graduate admission (see School of Graduate Studies & Research), applicants to the School of Education should note the following GRE requirements.

- Official scores from the Graduate Record Examination (GRE) General Test taken within the last five years must be submitted. MA, MAT, and EdS students may be considered for provisional admission without these scores. School Psychology Program students must submit GRE scores before they are considered for any type of admission.

Scholarships/Financial Aid

Named scholarships are allocated in the spring semester for the following school year. Students wishing to apply for scholarships should obtain an application form from the School of Education Dean's Office. The deadline for submitting applications is February 1. Application forms for regular grants are also available from the Dean's Office. Applications for graduate assistantships should be submitted to the Dean's Office.

Applications for loans must be made through the Student Financial Services Office by April. See the Financial Information section for further information.

General Academic Information

Academic Advisement. A student's initial contact is with the department chair/program coordinator. Normally during the first semester of registration, a permanent advisor is selected. The advisor's major tasks are to counsel with the student about academic requirements and expectations, and to help develop a course plan which meets these requirements.

Student Responsibilities. Students are expected to know the regulations governing academic matters. This bulletin covers general questions relating to academic policies. Although the policies in this bulletin have the weight of faculty action, practice, and precedent, special circumstances may occasionally warrant an exception. In such circumstances, students may use the petition process coordinated by the Graduate Programs Office, Room 151.

Procedures to follow in meeting the degree requirements are detailed in the handbooks which have been prepared for the master's, specialist, and doctoral programs.

Responsibility for meeting degree requirements and following the specified procedures rests with the student. Each student is expected to be aware of the various requirements and procedures as published in both the bulletin under which he/she proposes to graduate and the handbook for the program in which he/she is studying. A student may choose to meet the requirements of any bulletin in force while he/she is continuously enrolled as defined for each degree program.

Student Grievance Procedure. Andrews University has a grievance (appeal) procedure for students who may oppose or question any practice, decision, and/or policy. The details of this procedure are found in each of the School of Education graduate handbooks and in the undergraduate *Student Handbook*.

Continuous Registration-Active Status. (Educational Leadership and Leadership students, please see the Leadership section regarding continuous registration). Graduate students are expected to make continuous progress in their graduate program from admission through graduation. Continuous registration (except during the summer session) is required.

Continuous registration will be required beginning the first semester of taking classes following admission to the graduate program. Continuous registration allow students to remain active in the graduate program while physically absent from the campus.

Students must be continuously registered in at least one graduate credit applicable to the graduate program for every fall and spring semester until they complete all requirements for their degree or certificate. Students must also register for the summer session if they use university facilities or consult with faculty during the summer session. Students pursuing a degree during summer sessions only must be enrolled every summer in order to maintain active status in the program.

Leave of Absence. While graduate students are expected to make continuous progress toward completion of their graduate programs, there are instances where continuous registration is not possible. Students who need to temporarily suspend their studies must apply for a leave of absence through their advisor and committee chair. If the leave is approved, the student is placed on inactive status. Inactive status does not negate the policy which requires that all credits counted toward the degree or certificate, including transfer credits, be earned within appropriate period for a given degree prior to graduation. Students who fail to make continuous progress (see Continuous Registration above) or to obtain an approved leave of absence may be removed from active status.

Inactive Status. Graduate students who do not have continuous registration or an approved leave of absence will be placed on inactive status. Students who fail to request reactivation within the allowed time for program completion will be removed from a graduate program.

Doctoral students who do not make any progress on their dissertations for a period of 12 months may be asked to revise the composition of their dissertation committees. The dissertation chair and committee may reconsider their commitment to the student's dissertation.

After being inactivated, students must make a request for reinstatement to a graduate program through the department. (See Graduate Academic Policies--inactive status)

Reactivation Process. Graduate students who have been removed from active status for failing to meet academic standards may apply for reactivation to a graduate program. When re-applying to the School of Education graduate program, it is the student's responsibility to demonstrate his or her ability to succeed in the graduate program.

Graduate students who have been removed from active status for not making continuous progress (see Continuous Registration above) must re-apply to the department for reactivation into the graduate program and pay a reactivation fee of \$541. Students must follow the bulletin in force upon reactivation. (see General Academic Policies) Students seeking reactivation must register for EDUC 560 - Degree Reactivation course for "0" credits.

Upon approval of department chair, registration, and payment of the reactivation fee, a graduate student is considered active for the current semester. Reactivated graduate students must reapply for candidacy and may or may not be required to meet the program requirements which are in effect at the time of reactivation.

Doctoral students may be required to select a new dissertation committee and/or topic.

Standards of Scholarship

- To remain in regular standing and to graduate, students must maintain the minimum GPA (on a 4.00 system) required below:
- The MAT/MA: a minimum GPA of 3.00 in all courses for the degree and in all courses applied to the major/emphasis.
- The EdS: a minimum GPA of 3.20 in all post-master's courses for the degree and in all courses applied to the major/emphasis.
- The EdD/PhD: a minimum GPA of 3.30 in all post-master's courses (or post-specialist courses if EdS was received before admission to the doctoral program) for the degree and in all courses applied to the major/emphasis.
- Students whose cumulative GPA drops below the minimum in any given semester are placed on academic probation. Such students must work with their advisors to develop a schedule of courses that ensures raising the cumulative GPA above the required minimum in a timely manner (normally the following semester). The Graduate Programs Office must approve the plan. Students who fail to meet the terms of such a plan are asked to withdraw.
- No grade of D or F or U may count toward a degree. Courses with a grade less than a B- do not count toward the major or emphasis.
- If a student receives an unsatisfactory grade (normally a D or F), the course may be repeated once. The credits and quality points earned in the most recent course will be used to calculate the GPA. Course grades may be replaced only by grades for course work repeated on campus.
- Any student who receives a grade below B- (including U) in more than four courses in an MA program and in more than three courses (in addition to the four from the MA) in an EdS/EdD/PhD program is asked to withdraw.
- Students may not apply credits earned by examination toward a graduate degree.
- Candidates for the MA degree must pass comprehensive examinations and (if thesis option is chosen) formally defend a master's thesis. Candidates for EdS degrees must pass comprehensive examinations. Candidates for PhD/EdD degrees must pass comprehensive examinations and formally defend a dissertation.

Satisfactory Academic Progress (SAP). See the section on SAP Policy for Graduate Students with Financial Aid, Financial Information.

Transfer Credits. General requirements for transfer credits are found in the School of Graduate Studies & Research section of the bulletin. In addition, graduate course work taken at any Seventh-day Adventist college in the United States offering an MA degree may transfer up to 50% of the minimum credits required. Graduate credits taken in the MDiv program may be transferred into MA, EdS or doctoral programs in the School of Education. However, 1 Master of Divinity credit will be marked down to .75 School of Education credits. Transfer credits from other Seminary programs need to be evaluated on a case-by-case basis.

Time Limits. A student must complete the requirements for a master's degree normally within six years, but no more than ten years from the beginning of the first semester of class work irrespective of admission classification. Leadership students please see Leadership program sections regarding program time limits. Course work taken more than six years but less than ten years prior to the graduation year must be updated in order to apply to the degree, if taken at Andrews University. Transfer courses for which advanced credit is requested must be taken within six years of the graduation year.

Master's Degrees (MA/MAT/MS)

The master's degrees (MA/MAT/MS) prepare personnel for leadership and specialized positions in education beyond the bachelor's degree. While additional specific departmental requirements are described under the different departments, some general requirements are indicated below. Students are responsible for reading the Academic Information section of this bulletin. Also, students should consult the *Handbook for Master's Students* or the *Handbook for Master of Arts in Teaching (MAT) Students and Faculty*.

Admission to MA/MAT/MS Programs. See the General Admission Requirements and the Minimum Academic Standards for Admission to Graduate Programs sections of this bulletin, School of Graduate Studies & Research.

General Requirements (MA/MAT/MS)

- Students are responsible to note the requirements in the School of Graduate Studies & Research section of this bulletin.
- The candidate's undergraduate background for advanced study must be approved by the department in which enrollment is sought. An applicant who receives provisional admission while having undergraduate deficiencies must remove these deficiencies with approved undergraduate or graduate credits before completing 50% of his/her course work. These credits do not apply to the degree program.

- Students must satisfactorily complete a minimum of 32-48 credits (as determined by the program chosen). One-half of these credits must be in courses numbered 500 or above.
- MAT students must satisfactorily complete at least 12 credits in the area of emphasis required by their chosen program.

General Requirements (MA/MS ONLY)

- The program must include EDFN 500 and EDRM 505.
- All MA students must pass a comprehensive examination after they are advanced to degree candidacy. The examination is scheduled on specific dates each semester (see the School of Education academic calendar). The exam schedule varies according to the student's program. An *Application for Advancement to Candidacy* form is filed upon completion of 50% of the student's course work.
- All MA students planning on taking comprehensive exams are registered for the EDUC 670 - Master's Comprehensive Exam course for 0 credits after taking the exam. Students who fail the master's comprehensive exam will have only one more opportunity to retake the exam. Students who fail the exam on their second attempt may be removed from the program.
- All MS students—If you want to add this endorsement to your Michigan Teaching Credential, you must successfully complete the Michigan Test for Teacher Certification (MTTC) subject area exam. In addition, you are required to pass a comprehensive examination after advancement to degree candidacy in order to obtain the Master of Science degree. The examination, which is scheduled on specific dates each semester (see the School of Education academic calendar above), consists of one 3-hour session and one 2-hour session.

Preparation and Presentation of a Thesis. To fulfill the thesis option for a master's degree, the student must write a thesis and successfully defend it in an oral examination at an officially designated time and place. See *Handbook for Master's Students*.

The format of the thesis must conform to the guidelines found in the *Andrews University Standards for Written Work*.

Students elect to take either a thesis or non-thesis option. Those who plan to take additional graduate study should elect to write a thesis. Students who do not plan to pursue a specialist degree or a doctoral degree may substitute 3 semester credits of course work in the major area of emphasis in place of the thesis.

Guidelines for Practicums. Students in the MAT program which requires certification endorsements must take a practicum in accordance with these guidelines:

- Students should take the practicum experience toward the end of their program after completing all required prerequisites.
- Students must submit an application to the Certification, Screening, and Petitions Committee before January 31 to be eligible to take the practicum experience the next academic year.
- The director of student teaching makes all arrangements for placement in schools.
- Students must make a pre-practicum visit to the school before placement is finalized.

Transfer From One Program to Another. Acceptance into an MA or MAT program in the School of Education does not include the option of automatic transfer to another program at a subsequent time. A student in one of the programs may be permitted to reapply for the other degree program until the last day of the second semester. Upon application for transfer, advisors re-evaluate the student's current program and make adjustments for the new degree requirements. Following that re-evaluation, those courses which are relevant to the second degree may be transferred.

Progression Through the MA/MAT/MS Degree Programs

Academic Advisement. Students initially contact the department chair or program coordinator. Then, during the first semester of registration, a permanent advisor is selected. The advisor's major tasks are to counsel with the student about academic requirements and expectations, and to help develop a course plan which meets these requirements.

Advancement to Degree Candidacy. For information regarding advancement to degree candidacy for master's degree students, see the General Academic Policies section of this bulletin.

Educational Specialist Degree (EdS)

The specialist degree prepares personnel for leadership and specialized positions in education. It builds upon the master's degree in providing a more focused program of study. In some cases the specialist program accommodates persons desiring career shifts and advancement in certification. Because the educational specialist program emphasizes practice rather than research, a dissertation and advanced research course work are not required.

The specialist degree should be considered a terminal program. However, doctoral students may elect to complete the specialist degree as a component of the doctoral program. Such an arrangement should be made in consultation with the student's

advisor and approved by the Graduate Programs Office no later than the first semester of course work.

Students are responsible for reading the Graduate Programs and Academic Information portions of the Admissions and Academics section of this bulletin. Also, students should consult the Handbook for Educational Specialist Students.

Admission to the EdS Program. Admission to a specialist program is based on the total profile of the student. To qualify for regular admission, the student must

- Have a master's degree or its equivalent from an accredited university (see Department of Graduate Psychology & Counseling for possible exceptions).
- Give evidence of ability to pursue advanced study in graduatelevel work with a cumulative graduate GPA of 3.20 (4.00 system).
- Meet all other admission standards listed in the Graduate Programs under the Admissions and Academic Information (School of Graduate Studies & Research) sections of this bulletin.

Transferring Specialist Degree Credits. Graduate credits received from institutions generally considered to be diploma/degree mills are not eligible to be transferred into a degree program.

General Requirements. General program requirements are indicated below. Additional program-specific requirements are described in the departmental sections which follow.

- The program requires a minimum of 64 semester credits of post-baccalaureate study.
- At least 24 semester credits must be completed within the EdS program at Andrews University. This course plan must include at least two-thirds of the required minimum of credits in course work numbered 500 and above.
- Major requirements for the completion of the program are determined by the individual department offering the degree.
- A cognate in an appropriate supportive area may be required.
- Two educational foundations courses:
EDFN 500 - Philosophical Foundations for Professionals —3
and one of the following:
Historical
EDFN 517 - History of Seventh-day Adventist Education —2
Philosophical
EDFN 610 - History and Philosophy of Education —3
Psychological
GDPC 514 - Psychology of Learning —3
GDPC 520 - Life Span Development —2-3
GDPC 615 - Advanced Human Development —3
GDPC 625 - Biopsychology —3
GDPC 626 - Cognitive Psychology —3
Sociological
EDFN 689 - Seminar in Foundations: —2-3
Theological
EDFN 688 - Integration of Faith and Learning —1-2
- The student must submit evidence of competence in understanding and conducting investigations in his/her field of study. Depending on the particular program, a student may fulfill this requirement by doing one or more of the following:

Course work in research and/or statistics.

An advanced project featuring the systematic development of a significant educational product.

A research study.

- The minimum GPA required for completion of the program is 3.20 figured on all course work included as a part of the EdS program.
- A minimum of two years work experience in the field of education or appropriate clinical experience is required before the degree is granted. The individual department determines the appropriateness of the experience.

Time Limits. A student must complete the requirements for a specialist degree within six calendar years from the beginning of the first semester of class work irrespective of admission classification.

Bulletin Requirements. A student may choose to meet the requirements of any bulletin in force after acceptance into the specialist program, as long as he/she maintains active status. If a break of enrollment occurs, the student must meet the requirements of a bulletin in effect after enrollment resumes.

Transfer of Degree Program

From One Specialist Program to Another. Acceptance into a specialist program in the School of Education does not include the option of automatic transfer to another specialist program at a subsequent time. A student in one of the specialist programs may be permitted to reapply for the other program up to the last day of the second semester. On such application for transfer, advisors reevaluate the current program of the student and make adjustments for the new requirements. Following that reevaluation, those courses which are relevant to the second degree may be transferred.

From Doctoral to Specialist Program. Students already accepted into a doctoral program who wish to transfer to the specialist degree program in the same department are transferred by a petition which is approved by the department chair and the Graduate Programs Office. The student must follow the current bulletin and submit a new Statement of Purpose and may be required to submit new recommendations. After receiving the specialist degree, the student may return to the doctoral program by either of the following two options:

- By petition with all previous doctoral requirements (course plan, time limits, etc.) in effect
- By application to the Graduate Educational Programs Committee with all new requirements

Progression Through the EdS Degree Program

Course Plan. Normally, during the first semester the student and advisor work out a proposed course plan to complete degree requirements. This is submitted to the Graduate Programs office.

Advancement to Candidacy. Students must file an *Application for Advancement to Degree Candidacy* form which can be obtained from the Dean's office or the Graduate Programs office.

- Students must make application for advancement to degree candidacy before registering for the last 16 credits of course work.
- Before filing an *Application for Advancement to Degree Candidacy* form, the student must
 - Remove all deficiencies
 - Demonstrate English Language proficiency (where required)
 - Achieve regular admission status
 - Have a cumulative GPA of 3.20 or higher.

After being advanced to degree candidacy, students may request to take the comprehensive examinations.

Comprehensive Examination. A written comprehensive examination is scheduled for specific dates each semester as noted in the academic calendar. Normally the *Application for the Comprehensive Examination* form and the *Application for Advancement to Degree Candidacy* form are filed together during the semester prior to the comprehensive examination. Students are not permitted to sit for the examination until they have been advanced officially to degree candidacy. All course work and the comprehensive examination must be completed within six years of initial registration for Andrews University specialist course work. Students applying for comprehensive examination must register for EDUC870 - Specialist Comprehensive Exam. Students who fail the specialist comprehensive exam will have only one more opportunity to retake the exam. Students who fail the exam on their second attempt may be removed from the program.

Preparation and Presentation of a Project. A department may require a project. Students should consult the *Handbook for Educational Specialist Students* for further information regarding the preparation, scheduling, and presentation of a project.

Doctoral Degrees (EdD/PhD)

The doctoral degree prepares personnel for leadership and specialized positions in education beyond the master's or specialist degree. This program requires advanced research course work and the writing of a dissertation. While additional specific departmental requirements are described under the individual departments, some general requirements are indicated below. Students are responsible for reading the Graduate Programs and the Admissions and Academic Information sections of this bulletin School of Graduate Studies & Research. Also, students should consult the *Handbook for Doctoral Students*.

Admission to a Doctoral Program. Admission is based on the total profile of the student. To qualify for admission, the student must meet all the admissions standards listed in the Graduate Admissions section of this bulletin, including:

- Earned master's degree or its equivalent from an accredited university with adequate preparation for the proposed doctoral specialization (see the Department of Graduate Psychology & Counseling and the Leadership program for possible exceptions).
- Evidence of ability for doctoral-level work as demonstrated by superior undergraduate- and graduate-level work and an adequate score on a Graduate Record Examination (GRE) General Test taken within five years of admission.
- Presenting a report that demonstrates adequate ability to undertake research. Students seeking admission to a doctoral program who cannot present evidence of research ability must register for appropriate course work which provides research experience as prescribed by the departments the students are entering.

Transferring Doctoral Degree Credits. Graduate credits received from institutions generally considered to be diploma/degree mills are not eligible to be transferred into a degree program.

General Requirements

Leadership students should see the Leadership Program section. All others students note the requirements below.

- The student must successfully complete the minimum required semesters of study and research beyond the bachelor's degree which may include formal courses, seminars, independent study, field work, and internships to a minimum of 74 credits of graduate work, plus 16 credits for the dissertation. At least two thirds of the requirements must be met by courses, seminars, and other learning experiences numbered 500 and above with a minimum of 6 credits numbered 700 and above.
- The student may be required to complete a cognate or equivalent which includes a planned sequence of courses outside the major (see individual departmental requirements).
- A minimum of 32 credits in approved on-campus doctoral course work (not including the dissertation) must be completed after acceptance into the doctoral program at Andrews University. *A minimum of 24 credits is required for students with an EdS degree from another institution and a minimum of 16 credits for students with an AU EdS degree.*
- Students must have a 3.30 cumulative GPA for all course work included in the degree program; a 3.30 GPA must be maintained in all post-master's course work (or post-specialist if a specialist degree was received before admission to the doctoral program) included in the degree program.
- Students must take the following educational foundations courses:
 - EDFN 500 - Philosophical Foundations for Professionals—3 and one course from two of the following areas:
 - Psychological*
 - GDPG 514 - Psychology of Learning—3
 - GDPG 520 - Life Span Development—3
 - GDPG 615 - Advanced Human Development—3
 - GDPG 625 - Biopsychology—3
 - GDPG 626 - Cognitive Psychology—3
 - Sociological*
 - EDFN 689 - Seminar in Foundations:—2,3
 - Theological*
 - EDFN 688 - Integration of Faith and Learning—1,2
- Students must follow specific program requirements in the area of research (see *Research Requirements* below).
- Students must establish residency as follows:
 - PhD Residency.** A sequence of two out of three consecutive semester at a full-time load. The PhD Counseling Psychology program has other residency requirements which are noted within the program description section.
 - EdD Residency.** A sequence of any three out of seven consecutive terms (semester or summer) at a full-time load. This requirement may be met by enrolling for three consecutive summers.
- Students must successfully pass the comprehensive examination.
- Students are required to take a minimum of 16 dissertation credits and write and defend a dissertation.
- Students who have registered for the minimum of 16 dissertation credits and have not graduated and are still within the program time limit will register for dissertation continuation until graduation.
- Students who registered for the total required minimum of 16 dissertation credits but have not graduated within the program time limit must register for one (1) dissertation credit each semester until graduation.

Time Limits

- Time limits are determined by the specific program and the time length is counted from the first registration for AU doctoral course work. Students in the Department of Teaching, Learning & Curriculum must complete all requirements, including dissertation, within 10 years. Students in the Department of Graduate Psychology & Counseling must complete all requirements, including dissertation, within seven years. Students from the Department of Leadership must complete all requirements, including dissertation, within seven years.
- All course work and the comprehensive examination must be completed within 5 years of first registration for AU doctoral course work.
- The dissertation must be completed within 7 years of first registration for AU doctoral course work.

Full-time Status. For students who have completed all classes for the degree except dissertation and/or internship, full-time status requires the following:

- Registering for one or more credits of dissertation, dissertation continuation, or internship every semester until graduation
- Doing "full-time" work on the dissertation or internship as defined by at least 24 hours a week or 720 hours per year
- Receiving confirmation by the dissertation chair or internship supervisor that full-time work is being done

For students who have not completed all classes for the degree, full-time status requires one of the following options:

- Registering for 8 or more credits of course work and/or dissertation and/or internship
 - Registering for one or more credits of dissertation or internship; doing "full-time" work on the dissertation or internship as defined by at least 24 hours a week or 720 hours per year; and having approval by the dissertation chair or internship supervisor that full-time work is being done. Students may not take more than 16 credits during a semester.
 - Registering for LEAD600 allows a student to be considered a full-time student
- Bulletin Requirements.** A student may choose to meet the requirements of any bulletin in force after acceptance into the doctoral program, as long as he/she maintains active status. If a break of enrollment occurs and the student is placed on inactive status, he/she must meet the requirements of a bulletin in effect after enrollment resumes.
- Transferring from one doctoral program to another within a department.** Transfers between EdD and PhD degrees within the same department shall be by petition to the Graduate Educational Programs Committee and can be made at any time during the student's program. Original time limits are maintained.

Transfer of Degree Program

Transferring between departments. Students who wish to transfer between departments must submit new applications to the Graduate Educational Programs Committee.

Returning to doctoral-degree program from a specialist program. After receiving the specialist degree, students who had previously been admitted to a doctoral program may return to the program by either of the following two options:

- By petition with all previous requirements (such as doctoral course plan and time limits) in effect
- By application to the Graduate Educational Programs Committee (GEPC) on the basis of the requirements of the current bulletin

Progression Through the EdD/PhD Degree Program

Leadership students should see the Leadership Program section.

Course Plan. Normally within the first 16 credits, the student and advisor work out a proposed course plan to complete degree requirements. This must be approved by the department chair and the Graduate Programs office.

Research Requirements. Research requirements for the doctoral degrees include breadth, depth, and flexibility. Requirements are designed to enable doctoral students to critique journal articles that use common methodologies, statistics, and techniques; conduct research using appropriate methodologies; write research reports, including the dissertation; and continue scholarly research activity beyond the dissertation.

Comprehensive Examination. A written comprehensive examination is scheduled for specific dates each semester as noted in the academic calendar. Normally the *Application for the Comprehensive Examination* form and the *Application for Advancement to Degree Candidacy* form are filed together during the semester prior to the comprehensive examination. All course work and the comprehensive examination must be completed within six years of initial registration for Andrews University doctoral course work. Students applying for comprehensive examination must register for EDUC870 *Doctoral Comprehensive Exam*. Students who fail the doctoral comprehensive exam will have only one more opportunity to retake the exam. Students who fail the exam on their second attempt may be removed from the program.

Advancement to Degree Candidacy. An *Application for Advancement to Degree Candidacy* form is filed after the student

- Applies for the comprehensive examination
- Completes all course requirements or registers for them
- Removes all curriculum deficiencies
- Removes any language deficiency

The student is advanced to degree candidacy when the comprehensive examination is passed.

Preparation and Presentation of a Dissertation. Students should consult the School of Graduate Studies & Research section of this bulletin and the *Handbook for Doctoral Students* for information regarding the preparation, scheduling, and presentation of dissertations.

Distance Education

Office of Distance Learning/School of Education
Bell Hall, Suite 205
1-800-471-6210 option #1
odl@andrews.edu
www.andrews.edu/pdc

Faculty and Staff

Heidi Labbe, *Supervisor*

Partnership Courses

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

New courses are added during the year. Please refer to our website for a complete list and partner contact information.

EDCI631 (Partner is Performance Learning)

EDCI632 (Partner is Quality Education)

EDCI633 (Partner is Teacher Online Education)

EDCI634 (Partner is Teachescape)

EDCI635 (Partner is Virtual Education)

EDCI641 (Partner is Learners Edge)

EDCI642 (Partner is Continuing Education for Teachers)

Education-General

EDUC 560 - Degree Reactivation

Credits: 0 | Students who have 2 semesters of break in enrollment must register for this reactivation course. | \$ - Course or lab fee | **Grade Mode:** Noncredit (NC,W) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **College Code:** SED

EDUC 670 - Master's Comprehensive Exam

Credits: 0 | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **College Code:** SED

EDUC 870 - Doctoral Comprehensive Exam

Credits: 0 | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **College Code:** SED

Teaching, Learning & Curriculum

Integrated Science (minor included) - 64 cr.
Social Studies (minor included) - 56 cr

Bell Hall, Room 014
269-471-3465
www.andrews.edu/sed/tlc/

Faculty

R. Lee Davidson, *Chair*
Nancy Agnetta
Michelle Bacchiocchi
Larry D. Burton
Anneris B. Coria-Navia
Lori Kristine Imasiku
Tammy B. Overstreet

Emeriti

M. Louise Moon
Raymond J. Ostrander
Millie U. Youngberg

Programs of Study

The Department of Teaching, Learning, & Curriculum (TLC) offers the following degrees and programs:

Undergraduate Programs leading to BA or BS degrees programs/degrees:

- BSLED - Bachelor of Science Elementary Education
- BS - Bachelor of Science
- Programs leading to Secondary Certification

Graduate Programs:

- Master of Arts in Teaching
Teaching, Learning & Curriculum
Secondary Education Specialization MAT
Individualized Specialization MAT - (permission of the TLC Department required)
- Master of Arts: Education with an emphasis in Curriculum and Instruction
- EdS: Curriculum & Instruction
- EdD/Phd: Curriculum & Instruction

Teacher Certification

- Seventh-day Adventist Teaching Credentials
- State of Michigan Teacher Certification

Undergraduate Programs

Teacher Preparation Mission

The primary aim of Andrews University teacher preparation programs (BA, BS, MAT & MA) is to prepare teachers who are competent, compassionate and committed to quality education. Upon completion of the professional education program, the preservice teacher demonstrates knowledge and skill in the following areas:

- Worldview
- Human growth and change
- Groups, leadership, and change
- Communication and technology
- Research and evaluation
- Personal and professional growth
- Content knowledge

Undergraduate Academic Programs

BSELED - requires a content major or two minors

- Emphasis Areas:
Integrated Science - 36 cr. major/29 cr. minor
Language Arts - 36 cr. major/24 minor
Social Studies - 44 cr. major
Reading (K-8) - 20 cr. minor

BS with Secondary Certification

- Emphasis Areas:

BS in 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.

TEACHING, LEARNING & CURRICULUM UNDERGRADUATE PROGRAMS

Students in the Elementary Education program must include the Planned Program minor and one subject content major or two minors. When two minors are chosen, they should be chosen from different groups and at least one should be a subject area commonly taught in elementary schools (indicated with a *).

The required courses for an approved major or minor in Integrated Science, Language Arts, Reading, and Social Studies are listed in the chart below. All other approved majors and minors are listed and described under the appropriate department in the College of Arts & Sciences, School of Architecture, Art & Design and School of Health Professions sections of this bulletin.

Majors and Minors for Elementary Education Certification

Subject Content Areas	BA	BS	Minors
Group A: Language Arts			
Language Arts BSLED, Language Arts Minor *		36	24
Reading Minor *			20
Group B: Social Studies			
Social Studies *		44	
Group C: Integrated Science			
Integrated Science BSLED, Integrated Science Minor *		36	29
Group D: Mathematics			
Mathematics Education BS, Mathematics minor *		36	20
Group E: Supporting Areas			
ESL			21
French (K-12) BA French Education minor	36#		24
Spanish (K-12) BA Spanish Education minor	36#		21
Group F: Religion minor			
Religion Minor (for Seventh-day Adventist certification only)			20
* Indicates a major/minor commonly taught in the Elementary School.			
# K-12 Endorsement in major area only			

Note: It is the responsibility of all students seeking teacher certification to verify that they are meeting the current requirements which have been submitted to the State of Michigan. This includes requirements for General Education, content major, minor, planned program minor and Professional Education. These requirements may differ from what is listed in the content department.

General Education Core Requirements

The School of Education philosophy of general education is to give the prospective teacher the balance, perspective, and understanding of a well-educated person—to free him/her from bias, intolerance, and ignorance about humanity's world environment. Such education should acquaint the student with the basic knowledge and skills necessary for independent and reflective thought so essential for successful living in today's complex world.

Elementary Education General Education Requirements—53+

Religion—12

RELT 100 RELT 225 RELH 400

An additional 3-credit Biblical Studies class chosen in consultation with your SED advisor.

Language/Communication—9–13

ENGL 115 ENGL 215 COMM 450

Foreign Language (BA only) Intermediate Language (4)

History—6

HIST 204 HIST 205

Fine Arts/Humanities—5

ENGL 407

Plus one course from:

MUHL 214 PHTO 115 PHTO 210 Studio Art (3), Ensemble Music (3)

Life/Physical Sciences—8

Students must take BIOL 110 and choose one from PHYS 110 or PHYS 115

Mathematics - 3

MATH 220

Service—4

EDTE 165

Social Sciences—3

PLSC 104

Fitness Education—3

HLED 120 plus two Fitness Education courses

The Planned Program Minor (20) (all courses must be completed - this minor consists of a group of courses related to teaching in the elementary school and is required by the State of Michigan. 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 minor must be at least 20.)

EDTE 228 - Strategies for Educating Exceptional and Diverse Learners - 3

EDTE 418 - Methods for Teaching Beginning Reading - 3

EDTE 420 - Literacy Intervention Strategies - 3

EDTE 424 - Classroom Testing and Evaluation - 2

EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum - 3

EDTE 476 - Methods for Integrating Instructional Technology - 2

EDTE 480 - First Days of School Experience - 2

EDTE 484 - Developmental Reading Methods - 2

ENGL 407 - Literature for Children - 2,3

MATH 220 - Geometry and Numbers - 3

GEOG 110 - Survey of Geography - 3 or

GEOG 475 - Regional Geography: _____ - 3

Professional Elementary Education Requirements

GDPC 302 - Educational Psychology - 3

EDTE 165 - Philosophical and Social Foundations of Education - 4

EDTE 408 - Principles of Teaching and Learning - 3

EDTE 425 - Multi-grade/Multi-age Education - 1

EDTE 444 - Elementary Language Arts Methods - 2

EDTE 445 - Elementary Mathematics Methods - 3

EDTE 446 - Elementary Science and Health Methods - 3

EDTE 447 - Elementary Social Studies and Character Education Methods - 3

EDTE 487 - Student Teaching Seminar - 1

EDTE 488 - Student Teaching (Level) - 1-15

Bachelor of Science (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 or for individuals planning on earning certification in a five-year program ending with an MAT degree.

The degree includes two main parts:

- an appropriate general education component, and
- an interdepartmental area of concentration totaling at least 66 credits, 20 of which must be education course credits. Admission to the program or transfer from another program must be granted by program faculty before any education courses may be taken.

Secondary Certification with a BA or BS Degree

Students preparing for teaching in secondary schools (grades 6–12) may choose from either the Bachelor of Arts or the Bachelor of Science degree programs. These degrees are granted by the College of Arts & Sciences, School of Architecture, Art & Design, and School of Education. Students must have a subject major and a subject minor, which Andrews University has approved with the State of Michigan for certification purposes, in addition to their Professional Education courses. In order for Andrews University to recommend a student for certification the Michigan Test for Teacher Certification (MTTC) subject area exams must be passed in both the major and minor, and have current certification in First Aid & CPR.

Descriptions of the Integrated Science and Social Studies majors are listed in the School of Education. All other approved majors and minors are described under their respective departments in other sections of this bulletin.

CONTENT MAJORS AND MINORS FOR SECONDARY CERTIFICATION

Subject Major	BA	BS	Minor
Biology, Secondary Education Emphasis BS, Biology Minor		42	22
Chemistry BS (Secondary Education Emphasis), Chemistry Minor (Secondary Education Emphasis)		40	24
Communication Arts, Secondary Education BS		36	21-24
Computing, Software Systems Emphasis BS, Computing Minor		40#	20
English, English Education Emphasis BA, English Minor		42	21
ESL			21
French for K-12 Education BA, French for Education Minor	36#		24
History BA	54		39
Secondary Certification, Integrated Science Emphasis BS (minor included)		64	
Mathematics BS		39	20
Mathematics Education BS, Mathematics Minor		36	
Music Education, Teacher Certification BMus (includes a minor)+	82		
Physics BS, Physics Minor		40	20
Physics Education BS		30	
Political Science BS, Political Science Minor	42		33
Secondary Certification, Social Studies Emphasis BS (minor included)		56	
Spanish for K-12 Education BA, Spanish for Education Minor	36#		21
Religion, Secondary Education BA, Religion Minor	33-35		20
Visual Arts Education Secondary (K-12) BS (minor included)		53	
+ pending State of Michigan approval			
# K-12 Endorsement is major area only			

Note: It is the responsibility of all students seeking teacher certification to verify that they are meeting the current requirements which have been submitted to the State of Michigan. This includes requirements for General Education, content major, minor, planned program minor and Professional Education. These requirements may differ from what is listed in the content department.

Secondary Certification General Education Requirements—55+

Religion—12

RELT 100 RELT 225, RELH 400

An additional 3-credit Biblical Studies class chosen in consultation with your SED advisor.

Language/Communication—9–13

ENGL 115 ENGL 215 COMM 450

Foreign Language (BA only) Intermediate Language (4)

History—6

HIST 117 HIST 118

Fine Arts/Humanities—3

Choose one course from:

MUHL 214 ENGL 255 MUHL 214 PHIL 224 PHTO 210, Studio Art (3), or Ensemble Music (3)

Life/Physical Sciences—8

Take one course from Life Science and one from Physical Science

Mathematics—3

MATH 145 or higher-level course

Service—4

EDTE 165

Social Sciences - 6

GDCP 302 and EDTE 228

Fitness Education—3

HLED 120 plus two activity courses

Secondary Professional Education Courses

GDCP 302 - Educational Psychology —3

EDTE 165 - Philosophical and Social Foundations of Education - 4

EDTE 228 - Strategies for Educating Exceptional and Diverse Learners - 3

EDTE 408 - Principles of Teaching and Learning - 3

EDTE 417 - Teaching Reading in the Secondary Content Areas - 3

EDTE 424 - Classroom Testing and Evaluation - 2

EDTE 459 - Methods for Teaching Secondary School: Area - 3

EDTE 476 - Methods for Integrating Instructional Technology - 2

EDTE 480 - First Days of School Experience - 2

EDTE 487 - Student Teaching Seminar - 1

EDTE 488 - Student Teaching (Level) - 1-15

Admission to the Teacher Preparation/Student Teaching Program

An application for admission to the Teacher Preparation Program and Student Teaching must be completed during the semester EDTE 408 - Principles of Teaching and Learning is being taken. This must be completed at least a year before a student plans to do Student Teaching. Applications will be considered at the end of each semester once all requirements have been completed.

To be admitted to the teacher education program, students must meet the criteria listed below:

- Satisfactorily complete EDTE 165, EDTE 228, GDCP 302 and EDTE 408. (to be completed in order)
- Choose appropriate teaching major and/or minor(s).
- Pass the MTTC Professional Readiness Examination (PRE), formally known as the Basic Skills Test (students are only allowed to take this test three times).
- Have a cumulative GPA of 2.75.
- Obtain a recommendation from three sources: a professor from a education course, and a professor from your major and minor.
- Demonstrate clearance as in regard to felony or misdemeanor conviction as an adult.
- Submit an acceptable plan for completing all required course work. (You must notify the Director of Student Teaching and the Certification Registrar if this plan changes). All prerequisites for student teaching as stated in the University Bulletin must be met prior to the student-teaching semester.
- Submit a plan for completing the required MTTC Michigan Subject Area Exam(s).

Applications will be processed as they are received and completed. It is the student's responsibility to see that all paperwork is in for the application to be processed in a timely manner.

Once admitted to the Teacher Education/Student Teaching Program students must:

- Maintain good and regular status.
- Maintain a 2.50 GPA in each of the following areas:
Major(s)*,
Minor(s)*,
- Professional education courses*, and
- Overall course work.

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

Continue working on their professional teaching portfolio (begun in EDTE 165).

Demonstrate the professional disposition of an educator.

NOTE: A student cannot be admitted to the Teacher Preparation/Student Teaching Program, or remain in the program once admitted, if he/she fails two classes in their major, minor, courses for Professional Education or Planned Program minor.

Special Requirements for School of Education Students.

Applicants who do not qualify for regular or provisional admission to the School of Education due to low GPA may apply to the School of Education to take classes on a semester by semester basis.

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. An official 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, beyond the one hour distance, will be borne by the student.

The First Days of School Experience is a concentrated, full-time laboratory program which begins prior to the beginning of the University's fall semester. First Days of School Experience is taken in August before Student Teaching.

The experience focuses on the critical weeks 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:

Short- and long-range planning
Constructing units of instruction
Selecting materials and supplies
Organizing and managing the classroom
Establishing discipline procedures
Record keeping (including the daily register)

Student Teaching Semester. The student-teaching semester consists of a minimum of 14 weeks of full-time observation, participation and teaching under supervision in an elementary or secondary school. If the beginning and ending dates do not coincide with the university semester calendar, 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 (including courses from Griggs University). Work for remuneration should be suspended. Full attention to teaching responsibilities helps ensure students' success, which in turn is vital to receiving a positive recommendation from the supervising teacher and university supervisor.

The exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required for graduate students and a minimum of 12 for undergraduate students.

Undergraduate Graduation Requirements

In addition to meeting the general requirements for a baccalaureate degree, students who seek baccalaureate degrees with elementary or secondary certification must do the following:

- 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.)
- Have a minimum GPA of 2.50 overall, and a 2.50 in the following:
major(s)*,
minor(s)*,
area of concentration*, and
professional education courses*

(*The averages include all courses taken at Andrews University and those transferred from other institutions.)

- Earn a 2.00 minimum GPA in all other credits at Andrews University
- Complete the Senior Exit examination, and major field exam if required, which serves as the senior-level evaluation
- Take a minimum of 30 of the final 36 semester credits in residence (permission must be given by the dean to take up to 10 credits anywhere other than Andrews University.)
- Qualify for either Michigan Teacher Certification or an Adventist Basic Teaching Credential (This item applies to BS Elementary Education majors and BS Secondary Integrated Science and Social Studies majors.)

- Submit a formal request for graduation, approved by the student's advisor, the Certification Registrar, and a designated records officer.
- Verify that all official transcripts have been received by the Teacher Certification Registrar.
- Apply for a MEIS Account with the Michigan Department of Education.

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

Application for a Teaching Certificate. In their final year, while applying for graduation, students must also apply to the Department of Teaching, Learning and Curriculum for a teaching certificate, as well as apply on MOECS for a MEIS Account and their MI Teaching Certificate. The certificate is approved after graduation. The certification application is filed on forms available at the Teacher Certification Office located in the Department of TLC. Students are responsible to see that official transcripts are sent directly to the Certification Registrar in the Department of Teaching, Learning & Curriculum for all schools attended other than Andrews University. Andrews University approves recommendations of applicants who apply to the Michigan Department of Education and qualify for certification. Students qualifying for Seventh-day Adventist certification receive a Verification of Eligibility Certificate that is honored by the union (an Adventist jurisdiction) in which they first accept a teaching position.

Further information on teaching credentials, Adventist certification, State of Michigan certification, updating original certificates, and adding endorsements check the information below.

The Consortium for Outstanding Achievement in Teaching with Technology
Andrews University is a founding member of the Michigan-based Consortium for Outstanding Achievement in Teaching with Technology (COATT). This consortium of higher education institutions and supporting P-12 organizations exists to promote the use of technology in P-12 schools.

Note: It is the responsibility of all students seeking teacher certification to verify that they are meeting the current requirements which have been submitted to the State of Michigan. This includes requirements for General Education, content major, minor, planned program minor and Professional Education. These requirements may differ from what is listed in the content department.

Graduate Programs

Graduate Academic Programs in Teaching, Learning & Curriculum

- Master of Arts in Teaching - 32+ credits
Teaching, Learning & Curriculum
Secondary Education Specialization MAT
Individualized Specialization MAT - (permission of the TLC Department required)
- Education, Curriculum and Instruction Emphasis MA - 32 credits
- Curriculum and Instruction EdS - 64 credits
- Curriculum and Instruction EdD - 92 credits
- Curriculum and Instruction PhD - 92 credits
- Non-Degree Graduate-Level Teacher Certification and Endorsements:
(Elem) Adventist and MI Certification - variable
(Sec) Adventist and MI Certification - variable

Mission

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

Program Description

The Curriculum & Instruction program is concerned with creating superior learning environments within learning organizations such as corporations, schools, colleges and universities. Curriculum & Instruction (C&I) degrees at Andrews University are interdisciplinary, involving a broad spectrum of content areas and educational levels. Graduates of the Andrews University Curriculum & Instruction program serve as classroom teachers, department heads, principals, superintendents, curriculum specialists, teacher educators, department chairs, researchers, academic vice presidents, and college presidents. Persons seeking initial teacher certification for K-12 schools at the master's level should pursue the MAT degree for elementary or secondary education (see p. 287). The Curriculum & Instruction 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 than the minimum number of credits.

Interactive Online Delivery of Graduate Programs

Designed for three-four summers (4-8 weeks) on Andrews University campus and online courses during two-three school years, for working professionals. The interactive online master's, specialist and doctoral programs allow participants to meet program competencies within the context of their current career positions. This immediate application of learning strengthens authenticity, provides relevancy, and benefits the place of employment.

Interactive online programs are offered through a combination of summer intensives, regional group sessions, and Internet study.

With two exceptions (see below), all required courses are delivered via the Internet using both synchronous and asynchronous techniques. This allows candidates to advance their education while maintaining their current employment and residence. Learning-while-working also provides candidates with the opportunity to immediately apply new knowledge and skills in their workplace.

Program Characteristics

Face-to-face Orientation.

In order to create a vibrant learning community from the beginning, all new C&I students participate in a week-long orientation session. This is typically held on the Andrews University campus in Berrien Springs during the summer months.

Developing Instructional Expertise.

To change the way we teach, we need to experience new ways of teaching and learning ourselves. It is not enough to read about and discuss alternative methods of instruction. Mastery of a new teaching strategy requires understanding of the theory underlying the strategy, participation as a learner in the strategy, and feedback in shaping use of the strategy. For this reason all C&I students participate in one- or two-week face-to-face instructional institutes. As with the C&I Orientation these institutes are typically scheduled on the Berrien Springs campus during the summer months.

Admission Requirements

Admission decisions are based on an overall profile of each applicant. The applicant profile consists of information that indicates personal "fit" with the Curriculum and Instruction program and potential for success in the program. To ensure consideration for acceptance into the current year's summer cohort, completed applications must be on file at the Andrews University Office of Graduate Admissions by March 1.

- In addition to application materials required of all graduate school applicants the following items are of particular importance:
 - A 500-word statement of purpose explaining how your professional goals fit with the mission of the Curriculum and Instruction program.
 - Recommendation forms and letters from professionals. Do not submit recommendations from relatives or current students.
 - A completed Professional Experience form.
 - A current resume or vita.
 - Official transcripts from all schools where undergraduate or graduate course were taken.
 - Graduate Record Examination (GRE) general exam scores. Note: MA students may receive provisional acceptance without GRE scores, but will need to complete the exam within four months of course enrollment.
 - Documentation of English proficiency. See University Graduate Programs General Admission Requirements for details.

Please consult the Graduate Programs Admission section of this bulletin for complete information regarding admissions requirements.

Prerequisites at the master's level include at least 9 semester credits of course work in educational philosophy, educational psychology, or instructional methods. Persons who seek admission without such a background may be required to include such courses in their course plan. These prerequisites may add to the total number of credits needed to complete the degree.

Accreditation

Andrews University teacher education programs are approved for certification by the following accrediting organizations:

- North American Division Office of Education of the General Conference of Seventh-day Adventists,
- State of Michigan Board of Education
- National Council for the Accreditation of Teacher Education (NCATE).

Students acquiring Michigan Certification at Andrews University are eligible through reciprocal agreements for teacher licensure in most other states and the Canadian provinces

Teacher Certification

Seventh-day Adventist Certification - Information

State of Michigan Certification - Information and Procedures

Application for a Teaching Certificate. In their final year, while applying for graduation, students must also apply to the Department of Teaching, Learning and Curriculum for a teaching certificate, as well as apply on MOECS for a MEIS Account and their MI Teaching Certificate. The certificate is approved after graduation. The certification application is filed on forms available at the Teacher Certification Office located in the Department of TLC. Students are responsible to see that official transcripts are sent directly to the Certification Registrar in the Department of Teaching, Learning & Curriculum for all schools attended other than Andrews University. Andrews University approves recommendations of applicants who apply to the Michigan Department of Education and qualify for certification. Students qualifying for Seventh-day Adventist certification receive a Verification of Eligibility Certificate that is honored by the union (an Adventist jurisdiction) in which they first accept a teaching position.

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 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 TLC secretary.

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

Residency Requirements for Certification. Non-Andrews University graduates must complete at least 9 credits in residence to qualify for a recommendation for a teaching certificate and/or endorsement.

Michigan Department of Education Definition of Program Completers

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

Passing score on the MTTC Professional Readiness Examination (PRE) A bachelor's degree

Elementary:

Professional education courses* Planned program minor* Approved subject content major or two minors* The MTTC Elementary Education Exam (subject area exams are optional)

Secondary

Professional education courses* Approved subject content teaching major* Approved subject content teaching minor* The MTTC Subject Area Exams for both major and minor.

- Current First Aid & CPR Certification from the American Red Cross or the American Heart Association
 - 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 2.75. Graduate students must maintain a 3.0 GPA at the graduate level.

Courses counted toward meeting the requirements for the planned program minor, the professional education courses, the subject content major, minors, area of concentration, or Adventist certification requirements must have a grade of C or above. Students are expected to meet all requirements for Seventh-day Adventist and State of Michigan certification before the degree can be granted. Degree candidates who are unable to qualify for Adventist certification may petition the dean of the School of Education to be exempted from meeting the requirements for one of the two types of certification.

Note: It is the responsibility of all students seeking teacher certification to verify that they are meeting the current requirements which have been submitted to the State of Michigan. This includes requirements for General Education, content major, minor, planned program minor and Professional Education. These requirements may differ from what is listed in the content department.

Bachelors

Elementary Education, Integrated Science Emphasis BSELED

Go to: Teaching, Learning & Curriculum

Integrated Science Major (36)

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

Required courses:

Life Science/Biology - 16 credits

- BIOL 165 - Foundations of Biology Credits: 5 or 4
- BIOL 208 - Environmental Science Credits: 4
- BIOL 221 - Anatomy and Physiology I Credits: 4
- BIOL 222 - Anatomy and Physiology II Credits: 4

Physical Science - 8 credits

- CHEM 110 - Introduction to Inorganic Chemistry Credits: 4
- PHYS 115 - Mythbusting Credits: 4

Earth/Space Science 8 credits

- BIOL 330 - History of Earth and Life Credits: 4
- PHYS 110 - Astronomy Credits: 4

Integrated Science - 4 credits

- IDSC 456 - Integrated Science Credits: 4

Electives may be chosen from BIOL, CHEM and PHYS under advisement

Andrews Core Experience

Religion - 12

- RELT 100 - God and Human Life Credits: 3
- RELT 225 - Doctrines of the Adventist Faith Credits: 3
- RELH 400 - SDA History and Prophetic Heritage Credits: 3,4
- An additional 3-credit class chosen in consultation with your SED advisor.

Language and Communication - 9

- ENGL 115 - College Writing I Credits: 3
- ENGL 215 - College Writing II Credits: 3
- COMM 450 - Communication in the Classroom Credits: 3

History - 6

- HIST 204 - American Experience I Credits: 3
- HIST 205 - American Experience II Credits: 3

Fine Arts and Humanities - 5

- ENGL 407 - Literature for Children Credits: 2,3

Choose one of the following courses:

- MUHL 214 - Enjoyment of Music Credits: 3
- PHTO 115 - Photography I Credits: 3
- PHTO 210 - History of Photography Credits: 3
- 3 Credits of Studio Art
- 3 Credits of Ensemble Music

Life and Physical Sciences - 8

- BIOL 110 - Principles of Biology Credits: 4

Choose one of the following courses:

- PHYS 110 - Astronomy Credits: 4
- PHYS 115 - Mythbusting Credits: 4

Mathematics - 3

- MATH 220 - Geometry and Numbers Credits: 3

Social Science - 3

- PLSC 104 - American Government Credits: 3

Fitness Education - 3

- HLED 120 - Fit for Life Credits: 1
- Plus two Fitness Education courses

Service - 4

- EDTE 165 - Philosophical and Social Foundations of Education Credits: 4

The Planned Program Minor — 20

The planned program minor consists of a group of courses related to teaching in the elementary school and is required by the State of Michigan. 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 minor must be at least 20.

- EDTE 228 - Strategies for Educating Exceptional and Diverse Learners Credits: 3 ***
- EDTE 418 - Methods for Teaching Beginning Reading Credits: 3
- EDTE 420 - Literacy Intervention Strategies Credits: 3
- EDTE 424 - Classroom Testing and Evaluation Credits: 2,3
- EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum Credits: 3
- EDTE 476 - Methods for Integrating Instructional Technology Credits: 2,3
- EDTE 480 - First Days of School Experience Credits: 2
- EDTE 484 - Developmental Reading Methods Credits: 2
- ENGL 407 - Literature for Children Credits: 2,3
- GEOG 110 - Survey of Geography Credits: 3
- GEOG 475 - Regional Geography: _____ Credits: 3
- MATH 220 - Geometry and Numbers Credits: 3

Professional Elementary Education Requirements

- GDPC 302 - Educational Psychology Credits: 3
- EDTE 165 - Philosophical and Social Foundations of Education Credits: 4
- EDTE 408 - Principles of Teaching and Learning Credits: 3
- EDTE 425 - Multi-grade/Multi-age Education Credits: 1
- EDTE 444 - Elementary Language Arts Methods Credits: 2
- EDTE 445 - Elementary Mathematics Methods Credits: 3
- EDTE 446 - Elementary Science and Health Methods Credits: 3
- EDTE 447 - Elementary Social Studies and Character Education Methods Credits: 3
- EDTE 487 - Student Teaching Seminar Credits: 1 *
- EDTE 488 - Student Teaching (Level) Credits: 1 *

**(Exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required. Students needing full time status will take additional credits.)*

Elementary Education, Language Arts Emphasis BSELED

Go to: Teaching, Learning & Curriculum

Total Credits: 100000

Major: Core Requirements — 36

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

Core Requirements

- COMM 280 - Voice and Diction Credits: 3
- COMM 450 - Communication in the Classroom Credits: 3
- EDTE 418 - Methods for Teaching Beginning Reading Credits: 3
- EDTE 420 - Literacy Intervention Strategies Credits: 3
- EDTE 436 - Writing K-8 Credits: 2
- EDTE 484 - Developmental Reading Methods Credits: 2
- ENGL 267 - Approaches to Literature Credits: 3

- ENGL 300 - Modern English Grammar Credits: 3,4
- ENGL 407 - Literature for Children Credits: 2,3
- SPPA 435 - Communication Development and Disorders for Classroom Teachers Credits: 3

Literature

Choose two of the following courses:

- ENGL 273 - American Literature to 1865 Credits: 3
- ENGL 274 - American Literature 1865 Credits: 3
- ENGL 371 - English Literature to 1600 Credits: 3
- ENGL 372 - English Literature 1600 Credits: 3
- ENGL 373 - English Literature 1800 Credits: 3
- ENGL 403 - 20th-century English and American Literature Credits: 3

Writing

Choose one of the following courses:

- ENGL 430 - Topics in _____ Credits: 1
- ENGL 437 - Teaching and Tutoring Writing Credits: 3
- ENGL 438 - Advanced Composition Credits: 3
- ENGL 454 - The Writing Life Credits: 3
- ENGL 467 - Creative Writing Credits: 3

Electives

Select remaining courses from the following:

- COMM 320 - Interpersonal Communication Credits: 3
- ENGL 404 - New Global Literature Credits: 3
- ENGL 460 - Linguistics Credits: 3
- SPPA 234 - Introduction to Speech-Language Pathology and Audiology Credits: 3
- SPPA 321 - Normal Language Development Credits: 3

Andrews Core Experience

Religion - 12

- RELT 100 - God and Human Life Credits: 3
- RELT 225 - Doctrines of the Adventist Faith Credits: 3
- RELH 400 - SDA History and Prophetic Heritage Credits: 3,4
- An additional 3-credit class chosen in consultation with your SED advisor.

Language and Communication - 9

- ENGL 115 - College Writing I Credits: 3
- ENGL 215 - College Writing II Credits: 3
- COMM 450 - Communication in the Classroom Credits: 3

History - 6

- HIST 204 - American Experience I Credits: 3
- HIST 205 - American Experience II Credits: 3

Fine Arts and Humanities - 5

- ENGL 407 - Literature for Children Credits: 2,3

Choose one of the following courses:

- MUHL 214 - Enjoyment of Music Credits: 3
- PHTO 115 - Photography I Credits: 3
- PHTO 210 - History of Photography Credits: 3
- 3 Credits of Studio Art
- 3 Credits of Ensemble Music

Life and Physical Sciences - 8

- BIOL 110 - Principles of Biology Credits: 4

Choose one of the following courses:

- PHYS 110 - Astronomy Credits: 4
- PHYS 115 - Mythbusting Credits: 4

Mathematics - 3

- MATH 220 - Geometry and Numbers Credits: 3

Social Science - 3

- PLSC 104 - American Government Credits: 3

Fitness Education - 3

- HLED 120 - Fit for Life Credits: 1
- Plus two Fitness Education courses

Service - 4

- EDTE 165 - Philosophical and Social Foundations of Education Credits: 4

The Planned Program Minor — 20

The planned program minor consists of a group of courses related to teaching in the elementary school and is required by the State of Michigan. 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 minor must be at least 20.

- EDTE 228 - Strategies for Educating Exceptional and Diverse Learners Credits: 3 ***
- EDTE 418 - Methods for Teaching Beginning Reading Credits: 3
- EDTE 420 - Literacy Intervention Strategies Credits: 3
- EDTE 424 - Classroom Testing and Evaluation Credits: 2,3
- EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum Credits: 3
- EDTE 476 - Methods for Integrating Instructional Technology Credits: 2,3
- EDTE 480 - First Days of School Experience Credits: 2
- EDTE 484 - Developmental Reading Methods Credits: 2
- ENGL 407 - Literature for Children Credits: 2,3
- GEOG 110 - Survey of Geography Credits: 3
- GEOG 475 - Regional Geography: _____ Credits: 3
- MATH 220 - Geometry and Numbers Credits: 3

Professional Elementary Education Requirements

- GDPC 302 - Educational Psychology Credits: 3
 - EDTE 165 - Philosophical and Social Foundations of Education Credits: 4
 - EDTE 408 - Principles of Teaching and Learning Credits: 3
 - EDTE 425 - Multi-grade/Multi-age Education Credits: 1
 - EDTE 444 - Elementary Language Arts Methods Credits: 2
 - EDTE 445 - Elementary Mathematics Methods Credits: 3
 - EDTE 446 - Elementary Science and Health Methods Credits: 3
 - EDTE 447 - Elementary Social Studies and Character Education Methods Credits: 3
 - EDTE 487 - Student Teaching Seminar Credits: 1 *
 - EDTE 488 - Student Teaching (Level) Credits: 1 *
- *(Exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required. Students needing full time status will take additional credits.)*

Elementary Education, Major in Social Studies BSLED

This degree is only open to students taking Elementary Education Certification.

See Department of Teaching, Learning & Curriculum section under School of Education for teaching certification requirements.

Total Credits: 44

Degree Requirements

- ECON 225 - Principles of Macroeconomics Credits: 3

- ECON 226 - Principles of Microeconomics Credits: 3
- FNCE 206 - Personal Finance Credits: 2,3
- GEOG 110 - Survey of Geography Credits: 3
- GEOG 260 - Cultural Geography Credits: 3
- HIST 117 - Civilizations and Ideas I Credits: 3
- HIST 118 - Civilizations and Ideas II Credits: 3
- HIST 204 - American Experience I Credits: 3
- HIST 205 - American Experience II Credits: 3
- HIST 290 - Research Seminar Credits: 3
- PLSC 104 - American Government Credits: 3
- PLSC 120 - Analyzing Politics Credits: 3
- PLSC 237 - The Individual, State, and Marketplace Credits: 3
- PLSC 435 - Public Policy Credits: 3

- PLSC 225 - Comparative Politics Credits: 3 or
- PLSC 230 - International Relations Credits: 3

Andrews Core Experience

Religion - 12

- RELT 100 - God and Human Life Credits: 3
- RELT 225 - Doctrines of the Adventist Faith Credits: 3
- RELH 400 - SDA History and Prophetic Heritage Credits: 3,4
- An additional 3-credit class chosen in consultation with your SED advisor.

Language and Communication - 9

- ENGL 115 - College Writing I Credits: 3
- ENGL 215 - College Writing II Credits: 3
- COMM 450 - Communication in the Classroom Credits: 3

History - 6

- HIST 204 - American Experience I Credits: 3
- HIST 205 - American Experience II Credits: 3

Fine Arts and Humanities - 5

- ENGL 407 - Literature for Children Credits: 2,3

Choose one of the following courses:

- MUHL 214 - Enjoyment of Music Credits: 3
- PHTO 115 - Photography I Credits: 3
- PHTO 210 - History of Photography Credits: 3
- 3 Credits of Studio Art
- 3 Credits of Ensemble Music

Life and Physical Sciences - 8

- BIOL 110 - Principles of Biology Credits: 4

Choose one of the following courses:

- PHYS 110 - Astronomy Credits: 4
- PHYS 115 - Mythbusting Credits: 4

Mathematics - 3

- MATH 220 - Geometry and Numbers Credits: 3

Social Science - 3

- PLSC 104 - American Government Credits: 3

Fitness Education - 3

- HLED 120 - Fit for Life Credits: 1
- Plus two Fitness Education courses

Service - 4

- EDTE 165 - Philosophical and Social Foundations of Education Credits: 4

The Planned Program Minor — 20

The planned program minor consists of a group of courses related to teaching in the elementary school and is required by the State of Michigan. 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 minor must be at least 20.

- EDTE 228 - Strategies for Educating Exceptional and Diverse Learners Credits: 3 ***
- EDTE 418 - Methods for Teaching Beginning Reading Credits: 3
- EDTE 420 - Literacy Intervention Strategies Credits: 3
- EDTE 424 - Classroom Testing and Evaluation Credits: 2,3
- EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum Credits: 3
- EDTE 476 - Methods for Integrating Instructional Technology Credits: 2,3
- EDTE 480 - First Days of School Experience Credits: 2
- EDTE 484 - Developmental Reading Methods Credits: 2
- ENGL 407 - Literature for Children Credits: 2,3
- GEOG 110 - Survey of Geography Credits: 3
- GEOG 475 - Regional Geography: _____ Credits: 3
- MATH 220 - Geometry and Numbers Credits: 3

Professional Elementary Education Requirements

- EDTE 165 - Philosophical and Social Foundations of Education Credits: 4
- EDTE 408 - Principles of Teaching and Learning Credits: 3
- EDTE 425 - Multi-grade/Multi-age Education Credits: 1
- EDTE 444 - Elementary Language Arts Methods Credits: 2
- EDTE 445 - Elementary Mathematics Methods Credits: 3
- EDTE 446 - Elementary Science and Health Methods Credits: 3
- EDTE 447 - Elementary Social Studies and Character Education Methods Credits: 3
- EDTE 487 - Student Teaching Seminar Credits: 1
- EDTE 488 - Student Teaching (Level) Credits: 1
- GDPC 302 - Educational Psychology Credits: 3

Elementary Education, Social Studies Emphasis BSELED

Social Studies Major (44)

Advising for this major is done by the Department of History & Political Science.

Required courses:

- ECON 225 - Principles of Macroeconomics Credits: 3
- ECON 226 - Principles of Microeconomics Credits: 3
- FNCE 206 - Personal Finance Credits: 2,3
- GEOG 110 - Survey of Geography Credits: 3
- GEOG 260 - Cultural Geography Credits: 3
- HIST 117 - Civilizations and Ideas I Credits: 3
- HIST 118 - Civilizations and Ideas II Credits: 3
- HIST 204 - American Experience I Credits: 3
- HIST 205 - American Experience II Credits: 3
- HIST 290 - Research Seminar Credits: 3
- PLSC 104 - American Government Credits: 3
- PLSC 120 - Analyzing Politics Credits: 3
- PLSC 225 - Comparative Politics Credits: 3
- PLSC 230 - International Relations Credits: 3
- PLSC 237 - The Individual, State, and Marketplace Credits: 3
- PLSC 435 - Public Policy Credits: 3
- Remaining credits may be chosen from history, political science, geography, and economics.

Andrews Core Experience

Religion - 12

- RELT 100 - God and Human Life Credits: 3
- RELT 225 - Doctrines of the Adventist Faith Credits: 3
- RELH 400 - SDA History and Prophetic Heritage Credits: 3,4
- An additional 3-credit class chosen in consultation with your SED advisor.

Language and Communication - 9

- ENGL 115 - College Writing I Credits: 3
- ENGL 215 - College Writing II Credits: 3
- COMM 450 - Communication in the Classroom Credits: 3

History - 6

- HIST 204 - American Experience I Credits: 3
- HIST 205 - American Experience II Credits: 3

Fine Arts and Humanities - 5

- ENGL 407 - Literature for Children Credits: 2,3

Choose one of the following courses:

- MUHL 214 - Enjoyment of Music Credits: 3
- PHTO 115 - Photography I Credits: 3
- PHTO 210 - History of Photography Credits: 3
- 3 Credits of Studio Art
- 3 Credits of Ensemble Music

Life and Physical Sciences - 8

- BIOL 110 - Principles of Biology Credits: 4

Choose one of the following courses:

- PHYS 110 - Astronomy Credits: 4
- PHYS 115 - Mythbusting Credits: 4

Mathematics - 3

- MATH 220 - Geometry and Numbers Credits: 3

Social Science - 3

- PLSC 104 - American Government Credits: 3

Fitness Education - 3

- HLED 120 - Fit for Life Credits: 1
- Plus two Fitness Education courses

Service - 4

- EDTE 165 - Philosophical and Social Foundations of Education Credits: 4

The Planned Program Minor — 20

The planned program minor consists of a group of courses related to teaching in the elementary school and is required by the State of Michigan. 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 minor must be at least 20.

- EDTE 228 - Strategies for Educating Exceptional and Diverse Learners Credits: 3 ***
- EDTE 418 - Methods for Teaching Beginning Reading Credits: 3
- EDTE 420 - Literacy Intervention Strategies Credits: 3
- EDTE 424 - Classroom Testing and Evaluation Credits: 2,3
- EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum Credits: 3
- EDTE 476 - Methods for Integrating Instructional Technology Credits: 2,3
- EDTE 480 - First Days of School Experience Credits: 2
- EDTE 484 - Developmental Reading Methods Credits: 2
- ENGL 407 - Literature for Children Credits: 2,3
- GEOG 110 - Survey of Geography Credits: 3
- GEOG 475 - Regional Geography: _____ Credits: 3
- MATH 220 - Geometry and Numbers Credits: 3

Professional Elementary Education

Requirements

- GDPC 302 - Educational Psychology Credits: 3
 - EDTE 165 - Philosophical and Social Foundations of Education Credits: 4
 - EDTE 408 - Principles of Teaching and Learning Credits: 3
 - EDTE 425 - Multi-grade/Multi-age Education Credits: 1
 - EDTE 444 - Elementary Language Arts Methods Credits: 2
 - EDTE 445 - Elementary Mathematics Methods Credits: 3
 - EDTE 446 - Elementary Science and Health Methods Credits: 3
 - EDTE 447 - Elementary Social Studies and Character Education Methods Credits: 3
 - EDTE 487 - Student Teaching Seminar Credits: 1 *
 - EDTE 488 - Student Teaching (Level) Credits: 1 *
- *(Exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required. Students needing full time status will take additional credits.)*

Secondary Certification, Integrated Science Emphasis BS

Secondary Certification with a BA or BS Degree

Students preparing for teaching in secondary schools (grades 6–12) may choose from either the Bachelor of Arts or the Bachelor of Science degree programs. These degrees are granted by the College of Arts & Sciences, School of Architecture, Art & Design, School of Education and School of Health Professions. Students must have a subject major and a subject minor, which Andrews University has approved with the State of Michigan for certification purposes, in addition to their Professional Education courses. In order for Andrews University to recommend a student for certification the Michigan Test for Teacher Certification (MTTC) subject area exams must be passed in both the major and minor.

Total Credits: 64

Integrated Science Emphasis

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

Advising for this major is done by the Department of TLC. The Integrated Science major requires 64 semester credits.

Required Courses:

Life Science/Biology—23 credits

- BIOL 165 - Foundations of Biology Credits: 5 or 4
- BIOL 166 - Foundations of Biology Credits: 5 or 4
- BIOL 208 - Environmental Science Credits: 4
- BIOL 348 - General Ecology Credits: 3
- BIOL 371 - Genetics Credits: 3
- BIOL 372 - Cell and Molecular Biology Credits: 3

Chemistry—minimum 12 credits

- CHEM 131 - General Chemistry I Credits: 4
- CHEM 132 - General Chemistry II Credits: 4
- CHEM 231 - Organic Chemistry I Credits: 3
- CHEM 241 - Organic Chemistry Laboratory I Credits: 1

Physics—minimum 8 credits

Choose one of the following sets:

- PHYS 141 - General Physics I Credits: 4
- PHYS 142 - General Physics II Credits: 4
- or
- PHYS 241 - Physics for Scientists and Engineers I Credits: 4
- PHYS 242 - Physics for Scientists and Engineers II Credits: 4

Earth/Space Science—minimum 15 credits

- BIOL 330 - History of Earth and Life Credits: 4
- GEOG 240 - Physical Geography Credits: 3
- IDSC 456 - Integrated Science Credits: 4
- PHYS 110 - Astronomy Credits: 4

Required Cognates—6 credits

- MATH 191 - Calculus I Credits: 4
- EDTE 456 - Secondary Science Methods Credits: 2

Electives

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

Note:

The State of Michigan recommends that students pass MTTC subject exams in biology, physics and chemistry.

Secondary Certification General Education

Requirements—63–66

See professional program requirements and note the following **specific** requirements:

Religion—12

- RELT 100 - God and Human Life Credits: 3
- RELT 225 - Doctrines of the Adventist Faith Credits: 3
- RELH 400 - SDA History and Prophetic Heritage Credits: 3,4
- Plus one additional 3 credit class chosen in consultation with your SED advisor.

Language/Communication—9–13

- ENGL 115 - College Writing I Credits: 3
- ENGL 215 - College Writing II Credits: 3
- *Foreign Language (BA only)*
- Intermediate Language Credits: 4

History—6

- HIST 117 - Civilizations and Ideas I Credits: 3
- HIST 118 - Civilizations and Ideas II Credits: 3

Fine Arts/Humanities—3

Choose one course from:

- ARTH 220 - Language of Art Credits: 3
- PHTO 210 - History of Photography Credits: 3
- Studio Art Credits: 3
- ENGL 255 - Studies in Literature Credits: 3
- PHIL 224 - Introduction to Philosophy Credits: 3
- MUHL 214 - Enjoyment of Music Credits: 3
- Ensemble Music Credits: 3

Life/Physical Sciences—8

- Take one course from Life Science and one from Physical Science

Mathematics—3

- MATH 145 - Reasoning with Functions Credits: 3 or higher-level course

Service—4

- EDTE 165 - Philosophical and Social Foundations of Education Credits: 4

Social Sciences—6

- GDPC 302 - Educational Psychology Credits: 3
- EDTE 228 - Strategies for Educating Exceptional and Diverse Learners Credits: 3

Fitness Education—3

- HLED 120 plus two activity courses

Secondary Professional Education Courses

- GDPC 302 - Educational Psychology Credits: 3
- EDTE 165 - Philosophical and Social Foundations of Education Credits: 4
- EDTE 228 - Strategies for Educating Exceptional and Diverse Learners Credits: 3
- EDTE 417 - Teaching Reading in the Secondary Content Areas Credits: 3
- EDTE 424 - Classroom Testing and Evaluation Credits: 2,3
- EDTE 459 - Methods for Teaching Secondary School: Area Credits: 3
- EDTE 476 - Methods for Integrating Instructional Technology Credits: 2,3
- EDTE 480 - First Days of School Experience Credits: 2
- EDTE 487 - Student Teaching Seminar Credits: 1
- EDTE 488 - Student Teaching (Level) Credits: 1 *

Note:

* The exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required. Students needing full-time status will take additional credits.

Secondary Certification, Social Studies Emphasis BS

Secondary Certification with a BA or BS Degree

Students preparing for teaching in secondary schools (grades 6–12) may choose from either the Bachelor of Arts or the Bachelor of Science degree programs. These degrees are granted by the College of Arts & Sciences, School of Architecture, Art & Design, School of Education and School of Health Professions. Students must have a subject major and a subject minor, which Andrews University has approved with the State of Michigan for certification purposes, in addition to their Professional Education courses. In order for Andrews University to recommend a student for certification the Michigan Test for Teacher Certification (MTTC) subject area exams must be passed in both the major and minor.

Total Credits: 56

Social Studies Emphasis

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

- BHSC 235 - Culture, Place and Interdependence Credits: 3
- ECON 225 - Principles of Macroeconomics Credits: 3
- ECON 226 - Principles of Microeconomics Credits: 3
- FNCE 206 - Personal Finance Credits: 2,3
- GEOG 110 - Survey of Geography Credits: 3
- GEOG 260 - Cultural Geography Credits: 3
- HIST 117 - Civilizations and Ideas I Credits: 3
- HIST 118 - Civilizations and Ideas II Credits: 3
- HIST 204 - American Experience I Credits: 3
- HIST 205 - American Experience II Credits: 3
- HIST 277 - History Colloquium Credits: 0
- HIST 290 - Research Seminar Credits: 3
- HIST 404 - Adventist Heritage Credits: 3
- HIST 459 - Special Methods in Teaching History and Social Studies Credits: 3
- PLSC 104 - American Government Credits: 3
- PLSC 120 - Analyzing Politics Credits: 3
- PLSC 225 - Comparative Politics Credits: 3
- PLSC 230 - International Relations Credits: 3
- PLSC 237 - The Individual, State, and Marketplace Credits: 3
- PLSC 435 - Public Policy Credits: 3

Note:

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 & Political Science.

The State of Michigan recommends that students pass MTTC subject exams in History, Geography, Economics and Political Science.

Secondary Certification General Education

Requirements—63–66

See professional program requirements and note the following **specific** requirements:

Religion—12

- RELT 100 - God and Human Life Credits: 3
- RELT 225 - Doctrines of the Adventist Faith Credits: 3
- RELH 400 - SDA History and Prophetic Heritage Credits: 3,4
- Plus one additional 3 credit class chosen in consultation with your SED advisor.

Language/Communication—9–13

- ENGL 115 - College Writing I Credits: 3
- ENGL 215 - College Writing II Credits: 3
- *Foreign Language (BA only)*
- Intermediate Language Credits: 4

History—6

- HIST 117 - Civilizations and Ideas I Credits: 3
- HIST 118 - Civilizations and Ideas II Credits: 3

Fine Arts/Humanities—3

Choose one course from:

- ARTH 220 - Language of Art Credits: 3
- PHTO 210 - History of Photography Credits: 3
- Studio Art Credits: 3
- ENGL 255 - Studies in Literature Credits: 3
- PHIL 224 - Introduction to Philosophy Credits: 3
- MUHL 214 - Enjoyment of Music Credits: 3
- Ensemble Music Credits: 3

Life/Physical Sciences—8

- Take one course from Life Science and one from Physical Science

Mathematics—3

- MATH 145 - Reasoning with Functions Credits: 3 or higher-level course

Service—4

- EDTE 165 - Philosophical and Social Foundations of Education Credits: 4

Social Sciences—6

- GDPC 302 - Educational Psychology Credits: 3
- EDTE 228 - Strategies for Educating Exceptional and Diverse Learners Credits: 3

Fitness Education—3

- HLED 120 plus two activity courses

Secondary Professional Education Courses

- GDPC 302 - Educational Psychology Credits: 3
- EDTE 165 - Philosophical and Social Foundations of Education Credits: 4
- EDTE 228 - Strategies for Educating Exceptional and Diverse Learners Credits: 3
- EDTE 417 - Teaching Reading in the Secondary Content Areas Credits: 3
- EDTE 424 - Classroom Testing and Evaluation Credits: 2,3
- EDTE 459 - Methods for Teaching Secondary School: Area Credits: 3
- EDTE 476 - Methods for Integrating Instructional Technology Credits: 2,3
- EDTE 480 - First Days of School Experience Credits: 2
- EDTE 487 - Student Teaching Seminar Credits: 1

- EDTE 488 - Student Teaching (Level) Credits: 1 *

Note:

* The exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required. Students needing full-time status will take additional credits.

Undergraduate Minors

Integrated Science Minor

Go to: Teaching, Learning & Curriculum

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 TLC.

Required courses:

Life Science/Biology—9 credits

- BIOL 165 - Foundations of Biology Credits: 5 or 4
- BIOL208 - Environmental Science Credits: 4

Physical Science—8 credits

- CHEM 110 - Introduction to Inorganic Chemistry Credits: 4
- PHYS 115 - Mythbusting Credits: 4

Earth/Space Science—8 credits

- BIOL 330 - History of Earth and Life Credits: 4
- PHYS110 - Astronomy Credits: 4

Integrated Science—4 credits

- IDSC 456 - Integrated Science Credits: 4

Language Arts Minor

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

Total Credits: 24

Minor: Core Requirements

- COMM 450 - Communication in the Classroom Credits: 3
- EDTE 418 - Methods for Teaching Beginning Reading Credits: 3
- EDTE 420 - Literacy Intervention Strategies Credits: 3
- EDTE 436 - Writing K-8 Credits: 2
- EDTE 484 - Developmental Reading Methods Credits: 2
- ENGL 267 - Approaches to Literature Credits: 3
- ENGL 300 - Modern English Grammar Credits: 3,4
- ENGL 407 - Literature for Children Credits: 2,3

Choose one of the following courses:

- ENGL 273 - American Literature to 1865 Credits: 3
- ENGL 274 - American Literature 1865 Credits: 3
- ENGL 403 - 20th-century English and American Literature Credits: 3

Select remaining courses from the following:

- COMM 280 - Voice and Diction Credits: 3
- ENGL 404 - New Global Literature Credits: 3
- ENGL 460 - Linguistics Credits: 3
- SPPA 234 - Introduction to Speech-Language Pathology and Audiology Credits: 3
- SPPA 321 - Normal Language Development Credits: 3

- SPPA 435 - Communication Development and Disorders for Classroom Teachers Credits: 3

Admission Requirements

English Language Requirements

Students whose first language is not English must provide evidence of English-language proficiency before they are accepted into any program in the Department of English. To qualify for admission, students must obtain at least a minimum composite score on one of the following exams, with component score(s) at or above those indicated:

- Paper-based TOEFL (ITP) composite score of 600 with no component score lower than 55. An additional written essay exam is required with a minimum score of 80, and an additional speaking evaluation with a score of not less than 3.
- Internet-based TOEFL (iBT) composite score of 100, with Reading and Listening component scores of at least 15, Writing component score of at least 17, and Speaking component score of at least 18.
- MELAB composite score of 84 with no component score lower than 80.
- IELTS composite score of 7, with Reading, Listening, and Speaking component scores of at least 6, and a Writing component score of at least 5.

The exam must be taken within two years prior to enrollment. Students who score below these levels may complete language requirements by enrolling in Intensive English Program courses (ENSL) on campus. Students with a score on the TOEFL ITP of 575-599 (or the equivalent on any of the four other exams) may be eligible for the Language Bridge Program which allows students to take a limited number of degree program courses while completing language proficiency requirements in Intensive English Program courses. Students in the Language Bridge Program must demonstrate language proficiency within two semesters in order to continue in the degree program. Exceptions to these requirements may be granted by the Department of Communications on an individual basis.

Reading Minor

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

Required courses:

- EDTE 417 - Teaching Reading in the Secondary Content Areas Credits: 3
- EDTE 418 - Methods for Teaching Beginning Reading Credits: 3
- EDTE 420 - Literacy Intervention Strategies Credits: 3
- EDTE 460 - Reading Practicum Credits: 1
- EDTE 484 - Developmental Reading Methods Credits: 2
- EDTE 485 - Advanced Methods for Elementary Classroom Literacy Credits: 3

Choose electives from:

- COMM 280 - Voice and Diction Credits: 3
- EDTE 160 - College Reading Efficiency Credits: 2
- EDTE 164 - Dynamic Reading Strategies Credits: 2
- ENGL 407 - Literature for Children Credits: 2
- ENGL 408 - Literature for Young Adults Credits: 2,3
- ENGL 460 - Linguistics Credits: 3
- SPPA 321 - Normal Language Development Credits: 3
- SPPA 435 - Communication Development and Disorders for Classroom Teachers Credits: 3

The Planned Program Minor

Go to: Teaching, Learning & Curriculum

The planned program minor consists of a group of courses related to teaching in the elementary school and is required by the State of Michigan. 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 minor must be at least 20.

(all courses must be completed)

- EDTE 228 - Strategies for Educating Exceptional and Diverse Learners Credits: 3

Individualized Specialization MAT

Total Credits: 32**

* Students who enter the MAT program without teacher certification must qualify for a teaching certificate to complete the degree.

Required Courses

Educational Foundations - 3 Credits

- EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3

Professional Education Core - 9-12 Credits

- GDPC 525 - Psychology and Education of Exceptional Children Credits: 3
- 3 credits of instructional methods by advisement
- EDTE 476 - Methods for Integrating Instructional Technology Credits: 2,3
- EDCI 696 - Project Implementation Credits: 1-3

Specialization and Electives — 17-20

Content Area 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. Students seeking a subject endorsement must complete the equivalent of a minor in that area.

Master of Arts in Teaching (MAT)

This flexible, professional degree program is designed to meet the needs of a wide range of individuals. Typical MAT students belong to one of the following categories:

Persons who have earned a bachelor's degree and are now seeking teacher certification at the elementary or secondary level

- Persons who hold teacher certification at either the elementary or secondary level and seek certification at the other level.
- Persons who hold a teaching certificate and want to strengthen or add a specific subject area endorsement.
- Candidates for the MAT degree must hold or qualify for a Seventh-day Adventist or State of Michigan teaching certificate or its equivalent before the degree can be granted. The 32 credits listed for the completion of this degree represent 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 content area emphasis - (permission of the TLC department required)

MAT Prerequisites

- An undergraduate degree with a major and/or a minor(s) in teaching area(s).
- MAT students are required to meet the same requirements for a content major/minor as undergraduate students. If these requirements have not been met, they will need to be completed as soon as possible. Graduate level education courses may be taken concurrently; however any undergraduate requirements will need to be met before student teaching can be done.

MAT Program Procedures

- Graduate Record Examination (GRE) general exam scores. Note: MAT students may receive provisional acceptance without GRE scores, but will need to complete the exam within four months of course enrollment.
- 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

- EDTE 418 - Methods for Teaching Beginning Reading Credits: 3
- EDTE 420 - Literacy Intervention Strategies Credits: 3
- EDTE 424 - Classroom Testing and Evaluation Credits: 2,3
- EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum Credits: 3
- EDTE 476 - Methods for Integrating Instructional Technology Credits: 2,3
- EDTE 480 - First Days of School Experience Credits: 2
- EDTE 484 - Developmental Reading Methods Credits: 2
- ENGL 407 - Literature for Children Credits: 2,3
- GEOG 110 - Survey of Geography Credits: 3 or
- GEOG 475 - Regional Geography: _____ Credits: 3
- MATH 220 - Geometry and Numbers Credits: 3

Total Credits: 20

Masters

Education, Curriculum and Instruction Emphasis MA

Program Delivery

This program is offered on campus and as an interactive online program (see School of Distance Education Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

Degree Requirements

Prerequisites:

- Nine semester credits of education courses including an undergraduate (or graduate equivalent) in educational psychology
- GDPC 514 - Psychology of Learning Credits: 3 This course will be required for those who did not meet the above prerequisite.

MA Core: 19 credits

- EDCI 525 - Master's Orientation Seminar Credits: 1
- EDCI 545 - Assessment & Evaluation of Learning Credits: 3
- EDCI 547 - Foundations of Curriculum Studies Credits: 3
- EDCI 565 - Improving Instruction Credits: 2,3
- EDCI 595 - Master's Portfolio Credits: 1
- EDCI 620 - Systems Concepts and Change Credits: 3
- EDCI 650 - Curriculum Design and Development Credits: 3
- EDCI 684 - International Perspectives on Curriculum Credits: 3

MA Foundations: 3 credits

- EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3

MA Research: 4-8 credits

- EDCI 696 - Project Implementation Credits: 1-3
- EDCI 699 - Thesis Credits: 3
- EDRM 505 - Research Methods Credits: 3

MA Electives: 3-6 credits

- Course electives are selected by advisement to fit the student's professional goals.

Total MA degree Credits: 32

- Take initial classes during the first semester
- Maintain a 3.0 GPA
- Take the Professional Readiness Examination (PRE) section of the MTTC during first semester
- Students transferring in a major and/or minor must pass the relevant MTTC Subject Exams during their first semester of enrollment
- Apply for admission to the teacher preparation program and student teaching candidacy during EDTE 408 (see here)*
- Continue course work
- Take the Subject Area section(s) of the *MTTC*
- Complete course work, including EDTE 588 & EDCI 696.
- Apply for teaching certificate.
- Students should apply for Advancement to Candidacy at the time they begin First Days of School Experience or the summer prior to Student Teaching.

Field Work and Comprehensive Examinations. Field work and comprehensive examinations may be required at the discretion of the subject specialization advisor and/or the professional education advisor.

Notes:

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

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

***On the graduate level GDPC 525 replaces EDTE 228.

- GDPC 525 - Psychology and Education of Exceptional Children Credits: 3
- EDTE 408 - Principles of Teaching and Learning Credits: 3
- EDTE 417 - Teaching Reading in the Secondary Content Areas Credits: 3
- EDTE 424 - Classroom Testing and Evaluation Credits: 2,3
- EDTE 459 - Methods for Teaching Secondary School: Area Credits: 3
- EDTE 476 - Methods for Integrating Instructional Technology Credits: 2,3
- EDTE 630 - Seminar: Philosophical and Social Foundations of Education Credits: 2

First Days of School Experience

- EDTE 480 - First Days of School Experience Credits: 2

Student Teaching*

- EDTE 487 - Student Teaching Seminar Credits: 1
- EDTE 588 - Graduate Student Teaching: Level Credits: 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, Learning & Curriculum on forms available at that office. This should be done before applying for student teaching. All candidates qualifying for Adventist certification must have had significant structured experience in a multigrade Adventist school.

Master of Arts in Teaching (MAT)

This flexible, professional degree program is designed to meet the needs of a wide range of individuals. Typical MAT students belong to one of the following categories:

Persons who have earned a bachelor's degree and are now seeking teacher certification at the elementary or secondary level

- Persons who hold teacher certification at either the elementary or secondary level and seek certification at the other level.
- Persons who hold a teaching certificate and want to strengthen or add a specific subject area endorsement.
- Candidates for the MAT degree must hold or qualify for a Seventh-day Adventist or State of Michigan teaching certificate or its equivalent before the degree can be granted. The 32 credits listed for the completion of this degree represent 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 content area emphasis - (permission of the TLC department required)

MAT Prerequisites

- An undergraduate degree with a major and/or a minor(s) in teaching area(s).
- MAT students are required to meet the same requirements for a content major/minor as undergraduate students. If these requirements have not been met, they will need to be completed as soon as possible. Graduate level education courses may be taken concurrently; however any undergraduate requirements will need to be met before student teaching can be done.

MAT Program Procedures

- Graduate Record Examination (GRE) general exam scores. Note: MAT students may receive provisional acceptance without GRE scores, but will need to complete the exam within four months of course enrollment.
- 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
- Maintain a 3.0 GPA
- Take the Professional Readiness Examination (PRE) section of the MTTC during first semester
- Students transferring in a major and/or minor must pass the relevant MTTC Subject Exams during their first semester of enrollment
- Apply for admission to the teacher preparation program and student teaching candidacy during EDTE 408 (see here)*

Secondary Education Specialization MAT

Total Credits: 32**

* Students who enter the MAT program without teacher certification must qualify for a teaching certificate to complete the degree.

Required Courses

- Educational Foundations - 3 Credits
EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3

Professional Education Core - 9-12 Credits

- GDPC 525 - Psychology and Education of Exceptional Children Credits: 3
- 3 credits of instructional methods by advisement
- EDTE 476 - Methods for Integrating Instructional Technology Credits: 2,3
- EDCI 696 - Project Implementation Credits: 1-3

Secondary Certification Requirements

Students must take sufficient course work in three areas to be eligible for Michigan secondary certification:

- Professional education courses,
- a content major, and
- minor in a qualifying area of instruction.

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

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.

- GDPC 514 - Psychology of Learning Credits: 3

- Continue course work
- Take the Subject Area section(s) of the *MTTC*
- Complete course work, including EDTE 588 & EDCI 696.
- Apply for teaching certificate.
- Students should apply for Advancement to Candidacy at the time they begin First Days of School Experience or the summer prior to Student Teaching.

Field Work and Comprehensive Examinations. Field work and comprehensive examinations may be required at the discretion of the subject specialization advisor and/or the professional education advisor.

Notes:

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

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

***On the graduate level GPC 525 replaces EDTE 228.

The planned program minor consists of a group of courses related to teaching in the elementary school and is required by the State of Michigan. 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 minor must be at least 20.

- EDTE 228 - Strategies for Educating Exceptional and Diverse Learners Credits: 3 ***
- EDTE 418 - Methods for Teaching Beginning Reading Credits: 3
- EDTE 420 - Literacy Intervention Strategies Credits: 3
- EDTE 424 - Classroom Testing and Evaluation Credits: 2,3
- EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum Credits: 3
- EDTE 476 - Methods for Integrating Instructional Technology Credits: 2,3
- EDTE 480 - First Days of School Experience Credits: 2
- EDTE 484 - Developmental Reading Methods Credits: 2
- ENGL 407 - Literature for Children Credits: 2,3
- GEOG 110 - Survey of Geography Credits: 3
- GEOG 475 - Regional Geography: _____ Credits: 3
- MATH 220 - Geometry and Numbers Credits: 3

Teaching, Learning & Curriculum

Total Credits: 32**

* Students who enter the MAT program without teacher certification must qualify for a teaching certificate to complete the degree.

Required Courses

Educational Foundations - 3 Credits

- EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3

Professional Education Core - 9-12 Credits

- GPC 525 - Psychology and Education of Exceptional Children Credits: 3
- 3 credits of instructional methods by advisement
- EDTE 476 - Methods for Integrating Instructional Technology Credits: 2,3
- EDCI 696 - Project Implementation Credits: 1-3

Specialization and Electives — 17-20

Elementary Education Specialization

Students select courses in consultation with their advisor from those required for certification.

Professional Education Courses

Listed below are the required graduate professional education courses for Michigan elementary-teaching credentials which must be taken. 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.

- EDTE 408 - Principles of Teaching and Learning Credits: 3
- EDTE 424 - Classroom Testing and Evaluation Credits: 2,3
- EDTE 444 - Elementary Language Arts Methods Credits: 2
- EDTE 445 - Elementary Mathematics Methods Credits: 3
- EDTE 446 - Elementary Science and Health Methods Credits: 3
- EDTE 447 - Elementary Social Studies and Character Education Methods Credits: 3
- EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum Credits: 3
- EDTE 480 - First Days of School Experience Credits: 2
- EDTE 487 - Student Teaching Seminar Credits: 1
- EDTE 588 - Graduate Student Teaching: Level Credits: 1
- EDTE 630 - Seminar: Philosophical and Social Foundations of Education Credits: 2
- GPC 514 - Psychology of Learning Credits: 3

The Planned Program Minor — 20

Master of Arts in Teaching (MAT)

This flexible, professional degree program is designed to meet the needs of a wide range of individuals. Typical MAT students belong to one of the following categories:

Persons who have earned a bachelor's degree and are now seeking teacher certification at the elementary or secondary level

- Persons who hold teacher certification at either the elementary or secondary level and seek certification at the other level.
- Persons who hold a teaching certificate and want to strengthen or add a specific subject area endorsement.
- Candidates for the MAT degree must hold or qualify for a Seventh-day Adventist or State of Michigan teaching certificate or its equivalent before the degree can be granted. The 32 credits listed for the completion of this degree represent 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 content area emphasis - (permission of the TLC department required)

MAT Prerequisites

- An undergraduate degree with a major and/or a minor(s) in teaching area(s).
- MAT students are required to meet the same requirements for a content major/minor as undergraduate students. If these requirements have not been met, they will need to be completed as soon as possible. Graduate level education courses may be taken concurrently; however any undergraduate requirements will need to be met before student teaching can be done.

MAT Program Procedures

- Graduate Record Examination (GRE) general exam scores. Note: MAT students may receive provisional acceptance without GRE scores, but will need to complete the exam within four months of course enrollment.
- 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
- Maintain a 3.0 GPA
- Take the Professional Readiness Examination (PRE) section of the MTTC during first semester
- Students transferring in a major and/or minor must pass the relevant MTTC Subject Exams during their first semester of enrollment
- Apply for admission to the teacher preparation program and student teaching candidacy during EDTE 408 (see here)*
- Continue course work
- Take the Subject Area section(s) of the *MTTC*
- Complete course work, including EDTE 588 & EDCI 696.
- Apply for teaching certificate.

- Students should apply for Advancement to Candidacy at the time they begin First Days of School Experience or the summer prior to Student Teaching.

Field Work and Comprehensive Examinations. Field work and comprehensive examinations may be required at the discretion of the subject specialization advisor and/or the professional education advisor.

Notes:

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

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

***On the graduate level GPC 525 replaces EDTE 228.

Post-Masters

Curriculum and Instruction EdD

Program Delivery

This program is offered on campus and as an interactive online program (see School of Distance Education Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

Doctor of Education (EdD)

As the more professionally-oriented degree, the EdD is designed for educational leaders who contribute to the field of education through their work in the field, developing curricula, supervising, and leading out in instructional improvement and school change. Additional program requirements for this degree include an internship (EDCI 799).

EdD Background Courses: 17 credits

- EDCI 545 - Assessment & Evaluation of Learning Credits: 3
- EDCI 547 - Foundations of Curriculum Studies Credits: 3
- EDCI 565 - Improving Instruction Credits: 2,3
- EDCI 620 - Systems Concepts and Change Credits: 3
- EDCI 650 - Curriculum Design and Development Credits: 3
- EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3

EdD Core: 19-20 credits

- EDCI 606 - Teaching in Higher Education Credits: 2
- EDCI 686 - Curriculum Past and Present Credits: 3
- EDCI 725 - Doctoral Orientation Seminar Credits: 1
- EDCI 730 - Curriculum Theory Credits: 3
- EDCI 884 - Internationalizing Curriculum Studies Credits: 3
- EDCI 889 - Doctoral Seminar Credits: 1
- EDCI 895 - Doctoral Portfolio Credits: 1
- EDRM 636 - Program Evaluation Credits: 3
- LEAD 535 - Principles of Academic Writing Credits: 1-3

EdD Foundations: 5-6 credits

- GPC 514 - Psychology of Learning Credits: 3
- One additional foundations course Credits: 2-3

EdD Research: 13-14 credits

- EDRM 505 - Research Methods Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3
- EDRM 710 - Seminar in Research Methodology Credits: 1

Two of the following:

- EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 704 - Design and Analysis of Educational and Psychological Surveys Credits: 3

- EDRM 712 - Applied Statistical Methods II Credits: 3
- EDRM 713 - Applied Statistical Methods III Credits: 3
- EDCI 885 - Applied Research: _____ Credits: 1

EdD Dissertation: 16+ credits

- EDRM 880 - Dissertation Proposal Development Credits: 2
- LEAD 880 - Dissertation Proposal Development Credits: 2
- EDCI 899 - Doctoral Dissertation Credits: 1-14

EdD Electives: 19-22 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 EdD degree Credits: 92+

EdD 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

* Beginning the semester after registering for EDRM 880/LEAD 880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Curriculum and Instruction EdS

Program Delivery

This program is offered on campus and as an interactive online program (see School of Distance Education Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

Degree Requirements

EdS Background Courses: 17 credits

- EDCI 545 - Assessment & Evaluation of Learning Credits: 3
- EDCI 547 - Foundations of Curriculum Studies Credits: 3
- EDCI 565 - Improving Instruction Credits: 2,3
- EDCI 620 - Systems Concepts and Change Credits: 3
- EDCI 650 - Curriculum Design and Development Credits: 3
- EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3

EdS Core: 15 credits

- EDCI 606 - Teaching in Higher Education Credits: 2
- EDCI 665 - Advanced Instructional Models: _____ Credits: 1
- EDCI 686 - Curriculum Past and Present Credits: 3
- EDCI 725 - Doctoral Orientation Seminar Credits: 1
- EDCI 795 - Specialist Portfolio Credits: 1
- EDCI 884 - Internationalizing Curriculum Studies Credits: 3
- EDRM 636 - Program Evaluation Credits: 3

EdS Specialization: 8–12 credits

- Electives are selected by advisement to expand personal development within targeted roles. Examples of specializations and cognates for the EdS degree are listed below with those for the doctoral degrees.

EdS Foundations: 3 credits

- GDPC 514 - Psychology of Learning Credits: 3

EdS Research: 7-9 credits

- EDRM 505 - Research Methods Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3
- EDCI 799 - Advanced Project: _____ Credits: 1

EdS Electives: 8-14 credits

Total EdS degree Credits: 64

Curriculum and Instruction PhD

Program Delivery

This program is offered on campus and as an interactive online program (see School of Distance Education Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

Doctor of Philosophy (PhD)

As the research-oriented degree, the PhD is designed for individuals who wish to be educational leaders. This is accomplished by original, theoretical and conceptual research along with immersion in the field. Individuals taking this degree typically enter higher education, government and/or advanced positions in K–12 education. Program requirements for this degree include an additional research course.

PhD Background Courses: 17 credits

- EDCI 545 - Assessment & Evaluation of Learning Credits: 3
- EDCI 547 - Foundations of Curriculum Studies Credits: 3
- EDCI 565 - Improving Instruction Credits: 2,3
- EDCI 620 - Systems Concepts and Change Credits: 3
- EDCI 650 - Curriculum Design and Development Credits: 3
- EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3

PhD Core: 19-20 credits

- EDCI 606 - Teaching in Higher Education Credits: 2
- EDCI 686 - Curriculum Past and Present Credits: 3
- EDCI 725 - Doctoral Orientation Seminar Credits: 1
- EDCI 730 - Curriculum Theory Credits: 3
- EDCI 884 - Internationalizing Curriculum Studies Credits: 3
- EDCI 889 - Doctoral Seminar Credits: 1
- EDCI 895 - Doctoral Portfolio Credits: 1
- EDRM 636 - Program Evaluation Credits: 3
- LEAD 535 - Principles of Academic Writing Credits: 1–3

PhD Foundations: 5–6 credits

- GDPC 514 - Psychology of Learning Credits: 3
- One additional foundations course Credits: 2–3

PhD Research: 16 credits

- EDRM 505 - Research Methods Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3
- EDRM 710 - Seminar in Research Methodology Credits: 1

Three of the following:

- EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 704 - Design and Analysis of Educational and Psychological Surveys Credits: 3
- EDRM 712 - Applied Statistical Methods II Credits: 3
- EDRM 713 - Applied Statistical Methods III Credits: 3
- EDCI 885 - Applied Research: _____ Credits: 1

PhD Dissertation: 16+ credits

- EDRM 880 - Dissertation Proposal Development Credits: 2
- LEAD 880 - Dissertation Proposal Development Credits: 2
- EDCI 899 - Doctoral Dissertation Credits: 1–14

PhD Electives: 17–18 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

* Beginning the semester after registering for EDRM 880/LEAD 880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Certification

Post-Baccalaureate/Master's-Level Teacher Certification,
Elementary Certification

Certification Requirements for Post-Baccalaureate/ Master's-Level Students

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. 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.

- GDPC 514 - Psychology of Learning Credits: 3
- EDTE 408 - Principles of Teaching and Learning Credits: 3
- EDTE 424 - Classroom Testing and Evaluation Credits: 2,3

- EDTE 444 - Elementary Language Arts Methods Credits: 2
- EDTE 445 - Elementary Mathematics Methods Credits: 3
- EDTE 446 - Elementary Science and Health Methods Credits: 3
- EDTE 447 - Elementary Social Studies and Character Education Methods Credits: 3
- EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum Credits: 3
- EDTE 480 - First Days of School Experience Credits: 2
- EDTE 630 - Seminar: Philosophical and Social Foundations of Education Credits: 2

Student Teaching*

- EDTE 487 - Student Teaching Seminar Credits: 1
- EDTE 588 - Graduate Student Teaching: Level Credits: 1

Note(s):

* For students with appropriate and verified teaching experience, some student-teaching credit by examination for student-teaching may be granted. Requests for such credit should be made after consultation with the Department of Teaching, Learning & Curriculum on forms available at that office. This should be done before applying for student teaching.

- All candidates qualifying for Adventist certification must have had significant structured experience in a multi-grade Adventist school.
- Have current First Aid & CPR Certification from the American Red Cross or the American Heart Association (must include infant, child and adult CPR in addition to First Aid).

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 education.

Planned Program Minor

For requirements, see the undergraduate teacher education section on p. 287 . Courses at the 400-level must be taken for graduate credit to count for MAT requirements.

Post-Baccalaureate/Master's-Level Teacher Certification, Secondary Certification

Certification Requirements for Post-Baccalaureate/ Master's-Level Students

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.

- GDPC 514 - Psychology of Learning Credits: 3
- GDPC 525 - Psychology and Education of Exceptional Children Credits: 3
- EDTE 408 - Principles of Teaching and Learning Credits: 3
- EDTE 417 - Teaching Reading in the Secondary Content Areas Credits: 3
- EDTE 424 - Classroom Testing and Evaluation Credits: 2,3
- EDTE 459 - Methods for Teaching Secondary School: Area Credits: 3
- EDTE 476 - Methods for Integrating Instructional Technology Credits: 2,3
- EDTE 630 - Seminar: Philosophical and Social Foundations of Education Credits: 2

First Days of School Experience

- EDTE 480 - First Days of School Experience Credits: 2

Student Teaching*

- EDTE 487 - Student Teaching Seminar Credits: 1
- EDTE 588 - Graduate Student Teaching: Level Credits: 1

Note:

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

First Aid & CPR Certified

Have current First Aid & CPR Certification from the American Red Cross or the American Heart Association (must include infant, child and adult CPR in addition to First Aid).

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 content majors and minors for secondary education.

Teacher Certification

Teacher Certification

(SDA Certification & State of Michigan Certification)

Teacher Certification Information

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

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.

Adventist 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 Consortium of Adventist Colleges and Universities, to include the following areas:

Doctrines of the Seventh-day Adventist Church

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

Spirit of Prophecy. A study of the gift of prophecy revealed in the Bible and the writings of Ellen G. White.

RELH 400 - SDA History and Prophetic Heritage
Seventh day Adventist Church History.

(RELH 400 covers both Gift of Prophecy and Seventh-day Adventist Church History)

Seventh-day Adventist Church History. Choose one:

- CHIS 504 - Adventist Heritage
- HIST 404 - Adventist Heritage
- EDFN 517 - History of Seventh-day Adventist Education
- RELH 400 - SDA History and Prophetic Heritage

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

- CHMN 547 - The Ministry of Healing
- HLED 120 - Fit for Life

Adventist School Experience. All candidates for Adventist 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 EDTE 165 in a recognized Seventh-day Adventist school. Three weeks of pre- or post-student teaching experience in a recognized Seventh-day Adventist school. Other verified experiences may fulfill this requirement. Requests to have these considered must be made on a petition form available at the Department of Teaching, Learning & Curriculum office. Such petitions should be submitted at least one semester before student teaching begins.

Multi-grade/Multi-age Teaching Experience (Elementary only).

For the Elementary Teaching endorsement, multi-grade teaching experience is required. The unique curriculum, instructional strategies, and scheduling which characterize the multi-grade classroom are the focus of the course program and its 50-hour fieldwork experience. Arrangements to take EDTE 425 - Multi-grade/Multi-age Education should be made with the Director of Student Teaching immediately following admission to the teacher preparation program.

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 Requirements K-12 for specifics.

Adventist Standard Certificate

The Standard Teaching Certificate may be issued to an applicant who meets initial General Eligibility Requirements. Meets the requirements for a Basic Teaching Certificate, Completes a minimum of three years of full-time teaching or equivalent. Completes 6 credits of professional education or courses in area(s) of endorsements beyond the requirement of the Basic Teaching Credential.

Renewal of Adventist 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.

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

Meet initial general eligibility requirements. Qualify for the Standard Teaching Certificate Meet one of the following: Hold a master's degree. Complete a prescribed fifth-year program for teachers. Earn 40 semester hours of graduate/post-baccalaureate upper-division credit. Have 30 semester credits in professional education courses and/or in no more than two areas of certification endorsement. Earn graduate/post-baccalaureate upper-division credit in at least two of the areas listed below: Curriculum Improvement of instruction Learning theory/style Education of the exceptional child Trends and issues in education Multi-cultural education

Renewal of Adventist Professional Certificate.

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

State of Michigan Certification

ATTENTION Beginning September 1, 2013, the administrative rules for teacher certification will be changing. This will affect all levels of certification. The Michigan Department of Education (MDE) plans to have the changes solidified by March 2012. Please be aware that the reading diagnostic course will still be required to go from a Provisional Certificate to a Professional Certificate. At Andrews University the course required is EDCI645 Advanced Diagnosis & Educational Therapy in Reading. If your certificate is expiring BEFORE September 1, 2013, you will be renewing or applying for your certificate under the current rules (prior to 9/1/13).

Michigan currently issues the following certificates:

Provisional Certificate, Two-Year Extended Provisional Certificate, Professional Education Certificate, Interim Occupational Certificate, Occupational Education Certificate, Preliminary School Psychologist, Certificate School Psychologist Certificate, Temporary Teacher Employment Authorization, Interim Teaching Certificate, School Guidance Counselor License, Temporary School Counselor Authorization, Preliminary School Counselor Authorization, Administrator Certificate

Michigan no longer issues the following certificates; however, they are still valid for those who hold them:

18-Hour and 30-Hour Continuing Certificate Permanent Certificate Full Vocational Authorization

For further information regarding the certificates mentioned above please check the Michigan Department of Education website at: http://www.michigan.gov/mde/0,4615,7-140-6530_5683_14795---,00.html and choose "Facts on Educator Certification in Michigan."

http://www.michigan.gov/documents/mde/Facts_About_Teacher_Certification_In_Michigan_230612_7.pdf

Provisional Certificate

(Initial teaching license/credential; valid for up to six years)

- The initial teaching certificate (Provisional Certificate) is issued upon successful completion of a state approved teacher preparation program and a passing score on the appropriate Michigan Test for Teacher Certification (MTTC) exams, including the Professional Readiness Exam (PRE).

Note: After January 1, 2013, the BST became known as the Professional Readiness Examination (PRE) and this terminology will be phased in within the year.

The following link provides information on Michigan approved EPO and programs: <https://mdoe.state.mi.us.proprep/>.

- Programs completed through colleges/universities outside of Michigan must be approved for the certification of teachers by another state. Contact that state's education department for information. Upon completion of the out-of-state program, candidates must apply for a Michigan teacher certification, and their credentials must be evaluated by the OPPS.
- Alternate routes to certification completed in another state will require the completion of three years of teaching experience within the validity of the out-of-state regular standard teaching certificate.

Administrative Rule Changes Effective after September 1, 2013)

Provisional Certificate Renewal (after September 1, 2013) (Each renewal is valid for up to three years)

- **First renewal** requires completion of ONE OF THE FOLLOWING:
 - 6 semester hours in a planned course of study* since the issue date of the initial Provisional Certificate at an approved EPI AND within the three years preceding application;
 - 180 State Continuing Education Clock Hours (SCECHs) appropriate to the grade level and content endorsement(s) of the certificate held since the issue date of the initial Provisional Certificate AND within the three years preceding application;
 - Combination of semester credit hours and SCECHs (30 SCECHs equate to 1 semester credit hour) since the issue date of the initial Provisional Certificate AND within the three years preceding application;
- **Second renewal** requires completion of ONE OF THE FOLLOWING:
 - 6 semester hours in a planned course of study* since the issue date of the FIRST Provisional Certificate renewal at an approved EPI AND within the three years preceding application;
 - 180 State Continuing Education Clock Hours (SCECHs) appropriate to the grade level and content endorsement(s) of the certificate held since the issue date of the FIRST Provisional Certificate renewal AND within the three years preceding application; or
 - Combination of semester credit hours and SCECHs (30 SCECHs equate to 1 semester credit hour) since the issue date of the FIRST Provisional Certificate renewal AND within the three years preceding application or
- **Third renewal** requires sponsorship by the local school district or private school, completion of all academic requirements for the Professional Education Certificate, and approval of the MDE. This renewal will not be issued to individuals who meet all the requirements for the Professional Education Certificate.

An individual who holds an expired Provisional, Temporary Vocational Authorization, or Interim Occupational Certificate, and who has not met the credit requirements for a first or second renewal may qualify for a three-year renewal of the certificate if he/she:

- Holds a valid certificate from another state; **AND**
- Has taught in that state within the grade level and subject area endorsement or endorsements to the validity of the certificate for least one year in the preceding five year period.

Two-Year Extended Provisional Certificate (after September 1, 2013)

Individuals with expired Provisional Certificates who do not meet the requirement for a provisional renewal may be eligible for a Two-Year Extended Provisional Certificate if the following conditions are met:

- The individual's initial Provisional Certificate expired less than ten years ago;
- The individual has at least one year of satisfactory teaching experience within the validity of his/her teaching certificate;
- The individual is currently enrolled* in a planned program at an approved college/university;
- A Michigan public or private school is employing and sponsoring the individual for the Two-Year Extended Provisional Certificate.

The sponsoring school agrees to monitor the teacher's progress towards the completion of the Professional Education Certificate requirements.

The Two-Year Extended Provisional Certificate is valid for two calendar years and is nonrenewable. **Individuals who fail to complete all requirements for the professional education certificate during the two-year validity period of the Two-Year Extended Provisional Certificate will not be granted additional renewals or extensions of their Provisional Certificates.**

Professional Education Certificate (after September 1, 2013)
(Initial advanced teaching license/credential; valid for up to five years)

Requirements:

- Three years of successful teaching experience* since the issue date, and within the validity and grade level, of the Provisional Certificate;
- The appropriate reading credit as described in the "Additional Requirements" below;

And one or the combination of the following:

(Within the five year period preceding the date of application and since the issue date of the Provisional Certificate or Provisional Renewal)

- 6 semester hours in a planned program** at an approved EPI or 6 semester credit hours of academic credit appropriate to the grade level and content endorsement(s) of the certificate at any approved college or university.
- 180 State Continuing Education Clock Hours (SCECHs) appropriate to the grade level and content endorsement(s) of the certificate held.
- 150 annual District Provided Professional Development (DPPD) hours in accordance with Michigan School Code Sections 380.1527 completed through professional development programs that are appropriate to the grade level and content endorsement(s) of the certificate.

NOTE: The DPPD forms if available in the Michigan Online Educator Certification System www.michigan.gov/moecs. You are required to complete the DPPD form (one per school year) and have them signed by the Principal or Designee of the school district. Once signed by the Principal or Designee of the school district, you may then enter the DPPD hours into MOECS. Make sure you retain the signed DPPD form(s) for auditing purposes by the OPPS, and DPPD form(s) would be requested to be submitted to us at that time

Note: SECHs (30 SCECHs equate to 1 semester credit hour), and/or DPPD hours (30 clock hours of DPPD equates to 1 semester credit hour or 30 SCECHs) since the issue date of the Provisional Certificate.

Additional Requirements:

In-state applicant

(Program completed through a Michigan University)

- Must also meet the basic reading requirements (6 semester hours of teaching of reading or reading methods for elementary or 3 semester hours for secondary); **AND**
- Beginning July 1, 2009, all teachers advancing to the Professional Education Certificate must have completed 3 semester credits in reading diagnostics and remediation, which includes a field experience in accordance with Michigan Revised School Code MCL380.1531(4)***; The following link provides a list of approved Michigan courses that meet the requirement under the Specialty Programs heading at the bottom of the page: <http://www.michigan.gov/teachercert>.

Out-of-state applicant (Initial Michigan Certification)

(Program completed through a state other than Michigan)

- Must also meet the basic reading requirements (6 semester hours of teaching of reading or reading methods for elementary and 3 semester hours for secondary);
- Candidates from other states who hold a regular, valid teaching certificate from another state and meet all of the requirements of the Professional Education Certificate at the time of application are not required to take the Michigan Test for Teacher Certification (MTTC) for initial Michigan Certification.

* Teaching experience acquired in a licensed, private, "Child Care Center" may apply towards the experience requirements for an elementary Professional Education Certificate. The Michigan institution which plans a person's 18-semester hour planned program shall determine that the experience is under appropriate supervision and is successful for in-state candidates based on the report of the employing district(s)

** Credit completed outside the State of Michigan must be in an approved master's Degree program (minimum 20 semester credit hours to obtain endorsement) at a state approved EPI.

*** Applicants who complete the reading diagnosis course **out-of-state** must have the Reading Diagnosis Course Certification form completed and signed by the out-of-state university.

How to Apply for a Michigan Educator Certificate

All Michigan educator certificates and renewals must be applied for through the Michigan Online Educator Certification System (MOECS). The following steps need to be taken to obtain access to MOECS and apply for your certificate, renewal or additional endorsement:

Go to www.michigan.gov/moecs

go to the MOECS Login Page

Click on the "Create new Login Name/Password" link (if you are NEW to the system)

Follow the instructions and provide the required information to create your login name and password.

Print the confirmation page that contains your login name, password, and Michigan Education Information Systems (MEIS) account number.

Click on the link to return to MOECS.

Log into MOECS using the login name and password that you created.

After logging in, select "Educator" from the dropdown list.

Click on "Continue."

Follow the instructions and provide the required information to self-register in MOECS.

Once you have successfully self-registered in MOECS, you will be sent an e-mail that contains a link to activate your account.

Click on that link and the MOECS login screen will appear.

Log into MOECS again, using the login name and password that you previously created.

Update and save your demographic information.

After you update and save your demographic information, the left navigation menus will appear on the screen.

Select "Apply for Educator Certificate or Renewal" from the left navigation menus.

Select the type of educator certificate that you are applying for or renewing from the dropdown list.*

Follow the instructions and answer all the questions.

Once you have completed the application process, a summary of your application will appear on the screen.

Review the summary and make sure that all the information and answers that you provided are correct.

After you have determined that the information on the application is correct, click on "continue."

Read the advisory and check the boxes to verify that you have read and understood the advisory and that the information on the application is correct and true.

Enter your electronic signature and submit the application.

Once your application has been successfully submitted, you will receive a confirmation message.

If you completed your program or renewal credits through a college or university outside the State of Michigan, the confirmation message will list the documents that you need to submit to the Michigan Department of Education and provide an address where the documents must be sent. Evaluation of your credits or program for the purpose of Provisional certification, Provisional renewal or advancement to the Professional certificate will not occur until payment is made.

If you completed your program or renewal credits through a Michigan college/university, that college/university will contact you if they need you to provide additional documentation.

Adding Endorsements to Adventist 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 a Department of Teaching, Learning and Curriculum advisor as the program is being implemented. Apply for admission to the program and student teaching on the new level. Pass the MTTC Subject Area Exams(s) for any new endorsements. Apply to the Certification Registrar for a teaching certificate 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, see here.) Pass the MTTC Subject Area Exam(s) for any new endorsement area(s) and the Elementary Professional Exam Complete professional education courses and the planned program minor (See here 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, see here.) Pass the MTTC Subject Area Exams for any new endorsements. Take EDTE 417 - Teaching Reading in the Secondary Content Areas Take EDTE 459 - Methods for Teaching Secondary School: Area Complete 6 credits of student teaching at the secondary level Apply for new endorsement

For additional information on adding endorsements in the State of Michigan please go to the following link:
<https://mdoe.state.mi.us/proprep/Index.asp>

Other Programs

Elementary Education, Two Minors BSELED

Students in the Elementary Education program must include The Planned Program Minor and one subject content major or two minors. When two minors are chosen, they should be chosen from different groups and at least one should be a subject area commonly taught in elementary schools (indicated with a *). See course requirements above. For more information regarding approved majors and minors see the Teaching, Learning & Curriculum Department page.

The required courses for an approved major or minor in Integrated Science, Language Arts, Reading, and Social Studies are listed in the chart below. All other approved majors and minors are listed and described under the appropriate department in the College of Arts & Sciences, School of Architecture, Art & Design and School of Health Professions sections of this bulletin.

Subject Content Areas	BA Credits	BS Credits	Minors Credits
Group A: Language Arts Language Arts* Reading (K-8)*	36	36	24 20
Group B: Social Studies Social Studies*		44	
Group C: Science/Health Integrated Science*		36	29
Group D: Mathematics Mathematics*		36	20
Group E: Supporting Areas ESL French (K-21) Spanish (K-12)	36# 36#		21 24 21
Group F: Religion Religion (for Seventh-day Adventist certification only)			20
*Indicates a major/minor commonly taught in the Elementary School.			
# K-12 Endorsement in major area only			

Educational Curriculum & Instruction

EDCI 525 - Master's Orientation Seminar

Credits: 1 | Survey of essential principles and practices underlying the Curriculum & Instruction program. Open to MA level students only. | \$ - Course or lab fee | **Grade Mode:** Satisfactory (S,U,I,W) | **Schedule Type:** Seminar, Interactive Online | **College Code:** SED

EDCI 545 - Assessment & Evaluation of Learning

Credits: 3 | Exploration and application of effective assessment practices and technology tools for measuring and documenting student learning and development. | **Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W) | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

EDCI 547 - Foundations of Curriculum Studies

Credits: 3 | The relationship of the purposes of education to the design, implementation, and evaluation of curriculum at any level. Criticism of contemporary

curriculum theories from a Christian perspective. Basic to other courses in curriculum and instruction. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Repeatable:** Repeatable | **Schedule Type:** Lecture, Lab, Interactive Online | **College Code:** SED

EDCI 565 - Improving Instruction

Credits: 2,3 | Designed to provide a framework for organizing and teaching declarative and procedural knowledge, developing habits for lifelong learning, and building a positive classroom environment (including the use of cooperative learning groups). Includes reflection, micro-teaching, and peer feedback. Basic to other courses in curriculum and instruction. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Repeatable:** Repeatable | **Schedule Type:** Lecture, Lab, Blended Learning, Interactive Online | **College Code:** SED

EDCI 600 - Program Continuation

Credits: 0 | The Curriculum & Instruction student may register for this title while clearing deferred (DG) and/or incomplete (I) grades with advisor approval only. Registration for this title indicates fulltime status. | \$ - Course or lab fee | **Course Attribute:** Full-time status | **Grade Mode:** Noncredit (NC,W) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **College Code:** SED

EDCI 605 - Design & Development of Online Courses

Credits: 3 | Survey of research on best practices in online learning; study and application of principles, techniques, and technologies for designing and creating engaging, interactive online learning experiences. Delivered online and requires access to high speed Internet, webcam, video recording device. Check with professor for current technology and software requirements for the course. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

EDCI 606 - Teaching in Higher Education

Credits: 2 | Teaching in Higher Education consists of two modules. The first module includes evaluation, analysis, and practice of a variety of instructional approaches, specifically, but not limited to collaborative learning and direct instruction in the university classroom. The second module includes evaluation and analysis of issues specific to faculty in higher education, such as workload, advancement, Integration of Faith and Learning, and instructional planning. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

EDCI 607 - Curriculum: _____

Credits: 1 | Topics such as Designing Online Courses, Integrated Design, Standards-based Design, and Adventist Curriculum Studies. | **Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W) | **Repeatable:** Repeatable with different topics | **Schedule Type:** Lecture, Lab, Blended Learning, Interactive Online | **College Code:** SED

EDCI 610 - Teaching the Adult Learner

Credits: 2,3 | Examines and applies educational theory to skills used by helping professionals in the classroom, community and clinical facility. Topics include the taxonomies of learning, learning styles, multiple intelligences, educational technology and application. | **Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W) | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

EDCI 611 - Design and Development of Training Programs

Credits: 3 | Design and creation of programs for adult learners in training settings (i.e., NGO, continuing education, health care, corporate). Includes the planning of a field-based implementation project. Offered for extension campuses only. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Repeatable:** Repeatable | **Schedule Type:** Lecture, Lab, Interactive Online | **College Code:** SED

EDCI 617 - Instruction: _____

Credits: 3 | Topics such as Instructional Design, Technology Integration, Differentiated Instruction, and Developmentally Appropriate Instruction in the area of special education, mild cognitive disorders. | **Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W) | **Repeatable:** Repeatable with different topics | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

EDCI 620 - Systems Concepts and Change

Credits: 3 | Theoretical and applied study of curriculum change and organizational development in learning organizations. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture, Lab, Interactive Online | **College Code:** SED

EDCI 631-635, 641-642 - Professional Development Courses

Credits: 2-3 | Contemporary and selected topics in curriculum and instruction. | **Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W) | **Repeatable:** Repeatable with different topics. Open to all graduate students. | **Schedule Type:** Self-Paced | **College Code:** SED

EDCI 637 - Technology: _____

Credits: 3 | Topics such as Classroom Software Applications, Educational Media Production, Classroom Computer Management, Teaching with the Internet, and

Curriculum Productivity Tools. | \$ - Course or lab fee | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Repeatable:** Repeatable with different topics | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

EDCI 645 – Advanced Diagnosis & Educational Therapy in Reading

Credits: 3 | Advanced course for diagnosis and remediation or prevention of reading disabilities. | \$ - Course or lab fee | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Prerequisite(s):** EDTE 420. | **Schedule Type:** Lecture | **College Code:** SED

EDCI 647 – Diversity: _____

Credits: 1–3 | Topics such as Multicultural Education and Inclusive Education. | **Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W) | **Repeatable:** Repeatable | **Schedule Type:** Lecture | **College Code:** SED

EDCI 648 – Workshop: _____

Credits: 1 | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Repeatable:** Repeatable | **Schedule Type:** Blended Learning, Workshop | **College Code:** SED

EDCI 650 – Curriculum Design and Development

Credits: 3 | The study of specific curriculum design models to aid educators with the analysis, development, and improvement of curriculum at specific educational levels. Includes development of a curriculum project. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Repeatable:** Repeatable | **Schedule Type:** Lecture, Lab, Interactive Online | **College Code:** SED

EDCI 665 – Advanced Instructional Models: _____

Credits: 1 | Introduction and practice of advanced teaching strategies and/or Special Education Academic Intervention that rely on a system of instruction based upon theory, research, and scholarly thinking in specific disciplines. Designed to increase teaching repertoire. Students develop the ability to reflect on their own performance and provide effective feedback and support to others. | **Grade Mode:** Normal (A-F,I,W) | **Prerequisite(s):** EDCI 565 or EDTE 444, EDTE 445, EDTE 446, EDTE 447 or EDTE 459. | **Schedule Type:** Lecture | **College Code:** SED

EDCI 665 (option) – Advanced Instructional Models: Writing

Process Methods

Credits: 1,2 | Designed for the student to apply teaching principles and methods to the role of the teacher in organizing a writing workshop, including methods for connecting reading and writing; developing the writing process; conferencing with student writers; incorporating appropriate usage; editing, revising, and proofreading; assessing writing; writing with related technologies; and writing across the curriculum. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

EDCI 676 – Technology for Learning

Credits: 2 | The use, selection and evaluation of media/technology for learning organizations. An overview of technologies for teaching and learning including opportunities for hands-on application. (See EDCI 637 for additional topics.) | \$ - Course or lab fee | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

EDCI 678 – Researching & Theorizing Curriculum Studies: (Tour Location)

Credits: 0–3 | A structured travel-based learning experience which immerses the learner in the researching and/or theorizing contexts of Curriculum Studies. Learners will join renowned scholars, emerging scholars, and others to engage in complex conversations with each other. Tours visit major international or domestic conferences such as the World Curriculum Studies Conference (WCSC), the American Association for the Advancement of Curriculum Studies Conference (AACCS), the Bergamo Conference, the ASCD Annual Conference, and/or the annual conference of the American Educational Research Association (AERA). | \$ - Course or lab fee | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Schedule Type:** Lecture | **College Code:** SED

EDCI 680 – Field Work: _____

Credits: 1 | Supervised curriculum and instruction experiences in approved educational institutions, agencies, and learning organizations. Offered in areas such as Elementary Education, Middle-level Education, Secondary Education, Higher Education and Teacher Education. Permission of supervisor and plans required one semester in advance of registration. | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Repeatable:** Repeatable | **Schedule Type:** Practicum | **College Code:** SED

EDCI 684 – International Perspectives on Curriculum

Credits: 3 | A survey of theoretical and practical implications of internationalization on curriculum studies. Designed to familiarize students with a variety of international perspectives and voices, this course examines the process of curriculum theorizing and implementation practiced across national borders. Course experiences include selected readings, book reviews, small group discussions, personal critique and mini-lectures. Participants will evaluate learning environments, reflect on diverse points-of-view, critique individual cultural conditioning, and develop awareness of how various

perspectives influence curriculum development, student learning and success in an increasingly global community. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

EDCI 685 – Comprehensive Exam Preparation

Credits: 0 | **Grade Mode:** Noncredit (NC,W) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **Offering:** Fall, Spring, Summer | **College Code:** SED

EDCI 686 – Curriculum Past and Present

Credits: 3 | Survey of curriculum events, ideas, and trends since 1890. Special attention is given to landmark studies and seminal curriculum documents. Students investigate one historical topic and one current trend. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

EDCI 690 – Independent Study: _____

Credits: 1 | Individual research and study under the guidance of an instructor. A minimum of 45 clock hours of study time expected per credit. Limited prior approval by the advisor and instructor. | **Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **College Code:** SED

EDCI 695 – Master's Portfolio

Credits: 1 | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Schedule Type:** Independent | **College Code:** SED

EDCI 696 – Project Implementation

Credits: 1–3 | Students are expected to make practical application of an educational theory through practical implementation and supervision of an instruction and/or curriculum project. Students are expected to collect field-based data related to such functions, and, with such data, revise the original project. | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Repeatable:** Repeatable | **Schedule Type:** Independent, Practicum | **College Code:** SED

EDCI 699 – Thesis

Credits: 3 | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **College Code:** SED

EDCI 725 – Doctoral Orientation Seminar

Credits: 1 | Survey of essential principles and practices underlying the Curriculum and Instruction program. Open to specialist and doctoral students only. | \$ - Course or lab fee | **Grade Mode:** Satisfactory (S,U,I,W) | **Schedule Type:** Seminar, Interactive Online | **College Code:** SED

EDCI 730 – Curriculum Theory

Credits: 3 | 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. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Prerequisite(s):** EDCI 686 or permission of instructor. | **Schedule Type:** Lecture, Lab, Blended Learning, Interactive Online | **College Code:** SED

EDCI 756 – Advanced Studies: _____

Credits: 1 | 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. | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Repeatable:** Repeatable | **Schedule Type:** Independent, Interactive Online | **College Code:** SED

EDCI 795 – Specialist Portfolio

Credits: 1 | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Schedule Type:** Independent | **College Code:** SED

EDCI 799 – Advanced Project: _____

Credits: 1 | This empirically based product should be constructed using sound principles of curriculum/instruction design. A final written report documents project development and performance. | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Prerequisite(s):** permission of instructor. | **Repeatable:** Repeatable | **Schedule Type:** Independent | **College Code:** SED

EDCI 870 – Comprehensive Exam Preparation

Credits: 0 | **Grade Mode:** Noncredit (NC,W) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **Offering:** Fall, Spring, Summer | **College Code:** SED

EDCI 884 – Internationalizing Curriculum Studies

Credits: 3 | 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. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

EDCI 885 - Applied Research: _____

Credits: 1 | 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. | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **College Code:** SED

EDCI 886 - Internship: _____

Credits: 1 | 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. | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Repeatable:** Repeatable up to 8 credits | **Schedule Type:** Practicum | **Offering:** Fall, Spring, Summer | **College Code:** SED

EDCI 888 - Dissertation Continuation

Credits: 0 | **Grade Mode:** Noncredit (NC,W) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **College Code:** SED

EDCI 889 - Doctoral Seminar

Credits: 1 | 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. | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Repeatable:** Repeatable | **Schedule Type:** Blended Learning, Seminar, Interactive Online | **College Code:** SED

EDCI 895 - Doctoral Portfolio

Credits: 1 | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Schedule Type:** Independent | **College Code:** SED

EDCI 899 - Doctoral Dissertation

Credits: 1-14 | A minimum of 14 credits required. | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **Offering:** Fall, Spring, Summer | **College Code:** SED

Educational Foundations

EDFN 500 - Philosophical Foundations for Professionals

Credits: 2,3 | Examines philosophical and theological bases of major worldviews and, taking into account the conceptual framework of the Andrews University School of Education, critiques the impact of naturalism and post-modernism on education, psychology, and religion from a Christian perspective. Preferably taken in the first year of any graduate program in the School of Education. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture, Blended Learning, Interactive Online | **College Code:** SED

EDFN 517 - History of Seventh-day Adventist Education

Credits: 2 | Development of educational theory and institutions among Seventh-day Adventists, with emphasis on discernible eras and their characteristics. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

EDFN 610 - History and Philosophy of Education

Credits: 3 | A study of the major influences and ideas in the history and philosophy of education from biblical and classical times to the present. The course materials cover a broad overview of the entire period, with a more detailed focus on noteworthy developments and significant eras. Students are required to research 3-4 topics. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture | **College Code:** SED

EDFN 688 - Integration of Faith and Learning

Credits: 1,2 | An interdisciplinary consideration of faith-maturing activities in the school: philosophy, curriculum, and teaching strategies. Attention directed toward classroom practice in the secondary school and college, although the general principles under review have direct implications for Christian education in the elementary and junior high school. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Repeatable:** Repeatable up to 2 credits | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

EDFN 689 - Seminar in Foundations:

Credits: 2,3 | Examination of leadership, education and psychology. Topics may include historical, philosophical, psychological, sociological, and curricular foundations of education, as well as fundamental issues of leadership, finance, law, diversity and international understanding. The course is comprised of presentations by experts on

the topics selected, and discussion based on assigned readings. Each student chooses two areas for in-depth study and makes presentations to the class. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Repeatable:** Repeatable with different topics | **Schedule Type:** Seminar | **College Code:** SED

Teacher Education

EDTE 110 - Basic Reading/Language Skills

Credits: 1,2 | 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 | **Grade Mode:** Normal (A-F,I,W) | **Repeatable:** Repeatable up to 8 credits | **Schedule Type:** Lecture | **College Code:** SED

EDTE 140 - Reading Vocabulary Development

Credits: 2 | 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 | **Grade Mode:** Normal (A-F,I,W) | **Repeatable:** Repeatable up to 4 credits | **Schedule Type:** Lecture/Lab | **College Code:** SED

EDTE 160 - College Reading Efficiency

Credits: 2 | Designed to develop active reading comprehension and flexible reading rates and strategies to meet varied purposes for reading. | Lab required | **Grade Mode:** Normal (A-F,I,W) | **Repeatable:** Repeatable up to 4 credits | **Schedule Type:** Lecture/Lab | **College Code:** SED

EDTE 164 - Dynamic Reading Strategies

Credits: 2 | Designed to assist average and above-average readers in increasing comprehension and reading rate. | Lab required | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

EDTE 165 - Philosophical and Social Foundations of Education

Credits: 4 | An orientation to the teaching profession in a multicultural society, including the philosophical/ethical assumptions underlying different education philosophies and the social, cultural, and instructional aspects of American education. Students analyze educational philosophies and practices from a Christian perspective and study the implications of school law on educational practice. 30-hour field experience required outside of class time. | **Course Attribute:** Service course | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **Offering:** Fall, Spring | **College Code:** SED

EDTE 175 - Philosophy of Adventist Education

Credits: 3 | A study of the fundamental principles, concepts, and aims of Adventist education. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Interactive Online | **College Code:** SED

EDTE 175V - Philosophy of Adventist Education

Credits: 3 | A study of the fundamental principles, concepts, and aims of Adventist education. | **Grade Mode:** Self-Paced (A-F,I,W) | **Schedule Type:** Self-Paced | **College Code:** SED

EDTE 228 - Strategies for Educating Exceptional and Diverse Learners

Credits: 3 | An introduction to the characteristics and educational needs of learners from various backgrounds. Emphasis is placed on meeting these students' educational needs in regular classrooms. 20-hour field experience. | **Grade Mode:** Normal (A-F,I,W) | **Prerequisite(s):** EDTE 165. | **Schedule Type:** Lecture, Lab | **Offering:** Even Fall, Spring, Summer | **College Code:** SED

EDTE 376 - Topics:

Credits: 1-3 | Topics of current significance. Credit to be announced with topic in advance. | **Grade Mode:** Normal w S (A-F,I,S,U,W) | **Repeatable:** Repeatable with different topics | **Schedule Type:** Lecture, Interactive Online | **Offering:** As scheduled | **College Code:** SED

EDTE 389 - Work Conference: Topic

Credits: 1-3 | In-service training, clinics, and supervised experiences in education. Credit to be announced with topic in advance. As scheduled | **Grade Mode:** Normal w S (A-F,I,S,U,W) | **Repeatable:** Repeatable with different topics | **Schedule Type:** Independent | **College Code:** SED

EDTE 408 - Principles of Teaching and Learning

Credits: 3 | Basic techniques of instruction, planning, and classroom management. Emphasis is on acquisition and application of an instructional framework and basic classroom management. Field experience required. | Swing course | **Grade Mode:**

Normal (A-F,I,W) | **Prerequisite(s):** EDTE 165, EDTE 630 or equivalent, EDTE 228 and GDPC 302. | **Schedule Type:** Lecture | **Offering:** Fall, Spring, Summer | **College Code:** SED

EDTE 416 - Individualized Reading Instruction

Credits: 3 | 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. | \$ - Course or lab fee | Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

EDTE 417 - Teaching Reading in the Secondary Content Areas

Credits: 3 | Methods for teaching content area reading to secondary students and adults, strategies for effective content lessons, application of basic skills, vocabulary comprehension, and study skills within subject areas. Includes objectives and methods, reading problems of adolescents and adults, and selection and development of materials. 30-hour field experience. | Swing course | **Course Attribute:** Service course | **Grade Mode:** Normal (A-F,I,W) | **Prerequisite(s):** GDPC 302 or GDPC 514, EDTE 408. | **Schedule Type:** Lecture/Lab | **Offering:** Spring, even Summers | **College Code:** SED

EDTE 418 - Methods for Teaching Beginning Reading

Credits: 3 | Application of principles of effective instruction to early literacy acquisition. Focuses on balanced, explicit instruction approaches. Field Experience required | \$ - Course or lab fee | Swing course | **Course Attribute:** Service course | **Grade Mode:** Normal (A-F,I,W) | **Prerequisite(s):** GDPC 302 or GDPC 514, EDTE 408. | **Schedule Type:** Lecture | **Offering:** Spring, odd Summers | **College Code:** SED

EDTE 420 - Literacy Intervention Strategies

Credits: 3 | Assessment and methods for prevention and remediation of reading problems. Useful for classroom and clinical settings. Field experience included in class meeting time. | \$ - Course or lab fee | Swing course | **Course Attribute:** Service course | **Grade Mode:** Normal (A-F,I,W) | **Prerequisite(s):** GDPC 302 or GDPC 514, EDTE 408, EDTE 418. | **Schedule Type:** Lecture | **Offering:** Fall, even Summers | **College Code:** SED

EDTE 424 - Classroom Testing and Evaluation

Credits: 2,3 | Writing instructional objectives. Topics may include: 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. | Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students | **Grade Mode:** Normal (A-F,I,W) | **Prerequisite(s):** admission to student teaching. | **Schedule Type:** Lecture, Interactive Online | **Offering:** Fall, odd Summers | **College Code:** SED

EDTE 425 - Multi-grade/Multi-age Education

Credits: 1 | 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. | \$ - Course or lab fee | Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **Offering:** Spring | **College Code:** SED

EDTE 436 - Writing K–8

Credits: 2 | A theoretical and practical examination of instructional methodologies used for elementary writers. | Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

EDTE 438 - Workshop:

Credits: 1 | Credit to be announced with topic in advance. | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Repeatable:** Repeatable with different topics | **Schedule Type:** Workshop | **Offering:** As scheduled | **College Code:** SED

EDTE 444 - Elementary Language Arts Methods

Credits: 2 | Application of principles of effective instruction to Language Arts with specific emphasis on writing workshop methodology. An introduction to the curriculum of K8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. | Swing course | **Course Attribute:** Service course | **Grade Mode:** Normal (A-F,I,W) | **Corequisite(s):** EDTE 484. | **Prerequisite(s):** GDPC 302 or GDPC 514, EDTE 408. | **Schedule Type:** Lecture | **Offering:** Fall, odd Summers | **College Code:** SED

EDTE 445 - Elementary Mathematics Methods

Credits: 3 | Application of principles of effective instruction to Mathematics. An introduction to the curriculum of K8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. | \$ - Course or lab fee | Swing course | **Course Attribute:** Service course | **Grade Mode:** Normal (A-F,I,W) | **Prerequisite(s):** MATH 220 | **Schedule Type:** Lecture | **Offering:** Spring, even Summers | **College Code:** SED

EDTE 446 - Elementary Science and Health Methods

Credits: 3 | Application of principles of effective instruction to Science and Health. An introduction to the curriculum of K8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience. | \$ - Course or lab fee | Swing course | **Course Attribute:** Service course | **Grade Mode:** Normal (A-F,I,W) | **Prerequisite(s):** GDPC 302 or GDPC 514, EDTE 408. | **Schedule Type:** Lecture | **Offering:** Spring, even Summers | **College Code:** SED

EDTE 447 - Elementary Social Studies and Character Education Methods

Credits: 3 | Application of principles of effective instruction to Social Studies and Character Education. An introduction to the curriculum of K(8) schools, including unique SDA curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. | Swing course | **Course Attribute:** Service course | **Grade Mode:** Normal (A-F,I,W) | **Prerequisite(s):** GDPC 302 or GDPC 514, EDTE 408. | **Schedule Type:** Lecture | **Offering:** Fall, even Summers | **College Code:** SED

EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum

Credits: 3 | Application of principles integrating art, music, and physical education instruction in the elementary curriculum. An introduction to the curriculum of K8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. | \$ - Course or lab fee | Swing course | **Course Attribute:** Service course | **Grade Mode:** Normal (A-F,I,W) | **Prerequisite(s):** GDPC 302 or GDPC 514, EDTE 408. | **Schedule Type:** Lecture | **Offering:** Spring, odd Summers | **College Code:** SED

EDTE 456 - Secondary Science Methods

Credits: 2 | Materials and methods for science instruction with particular emphasis on inquiry teaching, use of technology and safety issues in the 612 classroom. | **Grade Mode:** Normal (A-F,I,W) | **Prerequisite(s):** EDTE 459 and EDTE 408, and acceptance into the teacher education program. | **Schedule Type:** Lecture | **College Code:** SED

EDTE 459 - Methods for Teaching Secondary School: Area

Credits: 3 | 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. | Swing course | **Course Attribute:** Service course | **Grade Mode:** Normal (A-F,I,W) | **Prerequisite(s):** GDPC 302 or GDPC 514, EDTE 408. | **Repeatable:** Repeatable | **Schedule Type:** Lecture | **Offering:** Fall, odd Summers | **College Code:** SED

EDTE 460 - Reading Practicum

Credits: 1 | Observation and supervised instruction with individual students and reading classes on the elementary level. | Swing course | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Prerequisite(s):** EDTE 417, EDTE 420, EDTE 485. May be graded S/U. | **Repeatable:** Repeatable up to 4 credits | **Schedule Type:** Practicum | **College Code:** SED

EDTE 467 - School and Society

Credits: 1 | The school as an institution in a multi-cultural society; the cardinal purposes, structure, and operation of education. | Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

EDTE 476 - Methods for Integrating Instructional Technology

Credits: 2,3 | Course focuses on the use of a wide variety of instructional technology and media to support student learning with emphasis on the application of technologies to effective teaching. Topics covered during course include: technology as a tool, internet in the classroom, standards for integrating technology and multimedia teaching tools, and facilitating students' use of technology. | \$ - Course or lab fee | Swing course | **Grade Mode:** Normal w S (A-F,I,S,U,W) | **Prerequisite(s):** EDTE 408. | **Repeatable:** Repeatable | **Schedule Type:** Lecture, Interactive Online | **Offering:** Even Summer & Fall, odd Spring | **College Code:** SED

EDTE 480 - First Days of School Experience

Credits: 2 | An intensive, comprehensive, full-time field experience beginning in early August. Integrates the study and application of strategies for classroom management; guidelines for beginning the school year successfully. Required prior to student teaching. Field experience. | Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students | **Grade Mode:** Normal (A-F,I,W) |

Prerequisite(s): Admission to Student Teaching. | **Schedule Type:** Lecture | **Offering:** Summer | **College Code:** SED

EDTE 484 - Developmental Reading Methods

Credits: 2 | Prepares upper-elementary and middle-school teachers in the techniques of developmental reading and other language arts components. Includes whole-language techniques, direct instruction of comprehension strategies, and the reading-writing connection. Field experience included in class meeting time. | \$ - Course or lab fee | Swing course | **Grade Mode:** Normal (A-F,I,W) | **Corequisite(s):** EDTE 444. | **Prerequisite(s):** GDPC 302 or GDPC 514, EDTE 408. | **Schedule Type:** Lecture | **Offering:** Fall | **College Code:** SED

EDTE 485 - Advanced Methods for Elementary Classroom Literacy

Credits: 3 | s for literacy teaching in grades K8. 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. | Swing course | **Grade Mode:** Normal (A-F,I,W) | **Prerequisite(s):** EDTE 418 or EDTE 484. | **Schedule Type:** Lecture | **Offering:** Summer, even years | **College Code:** SED

EDTE 487 - Student Teaching Seminar

Credits: 1 | A weekly seminar for student teachers. | Swing course | **Grade Mode:** Normal (A-F,I,W) | **Corequisite(s):** EDTE 488 or EDTE 588. | **Schedule Type:** Seminar, Interactive Online | **Offering:** Fall, Spring | **College Code:** SED

EDTE 488 - Student Teaching (Level)

Credits: 1 | The student-teaching experience requires full participation in an elementary (K8) or secondary (712) school. Emphasis is on application of teaching theory in the classroom with supervision and feedback. | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Corequisite(s):** EDTE 487. | **Prerequisite(s):** Admission to Student Teaching. | **Repeatable:** Repeatable up to 15 credits | **Schedule Type:** Practicum | **Offering:** Fall, Spring | **College Code:** SED

EDTE 499 - Independent Study:

Credits: 1 | 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. | **Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **Offering:** Fall, Spring, Summer | **College Code:** SED

EDTE 588 - Graduate Student Teaching: Level

Credits: 1 | Instructional and/or supervisory experience in an elementary (K8) or secondary (712) school under supervision. | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Corequisite(s):** EDTE 487. | **Prerequisite(s):** Admission to Student Teaching. Graded S/U. | **Repeatable:** Repeatable up to 10 credits | **Schedule Type:** Practicum | **Offering:** Fall, Spring | **College Code:** SED

EDTE 600 - Program Continuation

Credits: 0 | The Teacher Education student may register for this title while clearing deferred (DG) and/or incomplete (I) grades with advisor approval only. Registration for this title indicates full-time status. | **Course Attribute:** Full-time status | **Grade Mode:** Noncredit (NC,W) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **College Code:** SED

EDTE 630 - Seminar:

Credits: 1-4 | Seminar in specific topics relevant to teacher education. Each seminar examines one topic in detail. | **Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W) | **Repeatable:** Repeatable with different topics | **Schedule Type:** Seminar, Interactive Online | **Offering:** Summer | **College Code:** SED

EDTE 630 - Seminar: Philosophical and Social Foundations of Education

Credits: 2 | **Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W) | **Repeatable:** Repeatable | **Schedule Type:** Seminar, Interactive Online | **Offering:** Fall, Spring | **College Code:** SED

EDTE 630:03 - 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. | **College Code:** SED

EDTE 630:05:00 - Seminar: Classroom Testing and Evaluation

| **Offering:** Summer, odd years | **College Code:** SED

EDTE 630:06:00 - Seminar: Classroom Management

| **Offering:** Summer, even years | **College Code:** SED

EDTE 648 - Workshop:

Credits: 1 | Credit to be announced with topic in advance. | **Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W) | **Repeatable:** Repeatable with different topics | **Schedule Type:** Workshop | **Offering:** As scheduled | **College Code:** SED

EDTE 690 - Independent Study:

Credits: 1 | 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. | **Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **Offering:** Fall, Spring, Summer | **College Code:** SED

Graduate Psychology & Counseling

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Mission

The mission of the Department of Graduate Psychology & Counseling is to:

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

Accreditation

Andrews University is accredited by The Higher Learning Commission and a Member of the North Central Association. It is also accredited by The Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities.

The School of Education, as a unit, is accredited by the National Council for the Accreditation of Teacher Education (NCATE). NCATE has approved two programs within this department: School Psychology and School Counseling.

The Michigan State Department of Education has approved the following programs: School Psychology, Special Education, and School Counseling.

The National Association of School Psychologists (NASP) has approved the Ed.S. program in School Psychology.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has approved the two M.A. degrees in counseling programs offered here at Andrews University: the M.A. in Clinical Mental Health Counseling and the M.A. in School Counseling degrees. The accreditation for both programs runs through October 31, 2015.

Fieldwork

All students must obtain a background check before they can participate in any course that requires fieldwork, including practicum and internship. Some programs require additional paperwork, e.g. Conviction Clearance forms.

Admission Requirements

General admission requirements for degrees in the School of Education are stated in the Graduate Programs portion of the Admissions and Academics section of this bulletin. Additional requirements are listed under the separate program descriptions which follow. Admission for any graduate degree offered in the School of Education is

based on the total profile of the student and includes the analysis of admission documents, interviews, as well as the professional judgment of the program faculty.

*Programs offered in this Department are listed below.

Masters

Clinical Mental Health Counseling MA

The Clinical Mental Health Counseling program is designed to prepare students to function as professional clinical mental health counselors in community agency and mental health settings, such as: (a) mental health centers; (b) family counseling centers, and (c) solo or group private practice.

MA Degree Requirements

Common Core—30

- EDFN 500 - Philosophical Foundations for Professionals Credits: 3
- GDPC 520 - Life Span Development Credits: 3
- GDPC 554 - Career Development Credits: 3
- GDPC 635 - Theories and Techniques of Counseling Credits: 3
- GDPC 638 - Group Processes Credits: 3
- GDPC 640 - Multicultural Issues for Counselors and Psychologists Credits: 3
- GDPC 644 - Psychological Testing Credits: 3
- GDPC 645 - Professional Ethics for Counselors and Psychologists Credits: 3
- GDPC 695 - Professional Portfolio Credits: 0
- EDRM 506 - Research and Evaluation for Counselors Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3

Specialty Area—18

- GDPC 600 - Family Counseling Credits: 3
- GDPC 610 - Marital Counseling Credits: 3
- GDPC 619 - Professional Issues in Clinical Mental Health Counseling Credits: 3
- GDPC 624 - Addictions and Addictive Behaviors Credits: 3
- GDPC 629 - Psychopathology: Classification & Treatment Credits: 3
- GDPC 630 - Personality Assessment Credits: 3

Clinical Instruction—9

- GDPC 650 - Practicum in Counseling Credits: 3
- GDPC 655 - Internship in Counseling Credits: 6

Electives —3

Choose one of the following courses:

- GDPC 686 - Interventions and Diagnosis with Children and Adolescents Credits: 3
- GDPC 687 - Counseling and Therapeutic Interventions for Adults Credits: 3

Total MA Degree Credits: 60

Note(s):

Due to the sequential nature of the Clinical Mental Health Counseling program, students must begin full-time study in the fall semester if they are to complete in two academic years.

Students are required to attend a minimum of eight weekly personal counseling sessions during the first semester of enrollment. These sessions may be arranged with the University's Counseling & Testing Center or in the public sector by a licensed therapist. A letter verifying the completion of these eight sessions is required by the end of the first semester.

Continuation in the Clinical Mental Health Counseling program is based upon a periodic review, by the department, of the student's academic performance and personal qualifications as a counselor.

A student who wishes to seek licensure as a Licensed Mental Health Counselor (LMHC) in the State of Indiana should consult with the Coordinator of the MA in Clinical Mental Health Counseling program.

Program Outcomes

The Clinical Mental Health Counseling program is designed to meet the criteria established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This program requires instruction in nine common-core areas as well as clinical instruction. The CACREP Core Program Objectives are met in various courses throughout the program. These Core Program Objectives include the following:

Professional Counseling Identity. Our graduates will develop understanding of the history of professional counseling, knowledge of the philosophical foundations of the profession, knowledge of the roles and functions of counselors, professional pride/professional engagement and knowledge and understanding of professional ethics.

Ethical Practice. Our graduates will commit to and follow professional ethics consistent with the American Counseling Association ethical guidelines. They seek supervision/consultation to resolve ethical dilemmas and take personal responsibility in the event an ethical error is committed. Students also develop a strong awareness of their own values and worldviews, recognize their own competencies and limitations, maintain openness to supervision and recognize/acknowledge/remediate personal issues that may impact client care. They express a clear understanding of personal needs, values, strengths, weaknesses, feelings and motivations that may impinge upon effectiveness as a counselor. They understand the need for themselves to maintain good mental and physical health.

Social and Cultural Diversity. Our graduates will develop awareness of power, privilege and difference and their own cultural attitudes, beliefs and effects of social location and learn strategies for working with diverse populations, gender, sexual orientation, ethnic and other non-dominant groups. Students develop an ability to recognize the injustices that affect physical, academic, career, economic and mental wellbeing of individuals and learn skill sets to act to alleviate such injustices in the society. Students develop the ability to be empowering agents and advocates in service as change agents on the systemic level to better serve under-represented, marginalized and oppressed individuals and groups. Our students will also model the desire to give back to one's community, church or society either by advocating for an identified issue of social justice or by engaging in service to their church and/or community.

Human Growth and Development. Our graduates will learn to interpret and apply core theory and research of the nature and needs of individuals at all developmental levels and in multicultural contexts.

Career Development. Our graduates will develop understanding on how to apply core theory and research of career development, the psychology of work and related factors. Students learn which assessment instruments and techniques are relevant to career planning and decision making.

Helping Relationships. Our graduates will develop therapeutic communications skills, emphasize the client-counselor relationship and facilitate and manage the counseling process with individuals and groups. Students develop an understanding of a range of counseling theories consistent with their own theoretical orientation, a critical evaluation of the literature, client mental health needs and goals in counseling, diagnosis and best practices in the profession.

Group Work. Our graduates will develop an understanding of the theoretical and experiential foundations of group purpose, development and dynamics and understand how to apply group counseling methods and skills in group settings.

Assessment. Our graduates will understand principles of testing and measurement and learn how to apply both individual and group methods of assessment and evaluation.

Research and Program Evaluation. Our graduates will understand methods and roles of research, statistical analysis, needs assessment and program evaluation.

Upon completion of the master's degree in Clinical Mental Health Counseling, students will be able to:

- Understand, respond to and advocate for the needs of diverse client populations in a multicultural and pluralistic society, including issues regarding race, culture, religion, spirituality, sexual orientation, age, ability, gender, socioeconomic status, educational levels and multi-racial identities.
- Demonstrate knowledge and understanding of the major theories of counseling and develop a personal theory of counseling.

- Demonstrate knowledge and understanding of the major theories of career development and how to provide career/lifestyle counseling to clients.
- Demonstrate understanding and knowledge of human development across the life span and how this relates to counseling interventions and assessment of clients.
- Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
- Demonstrate the ability to use current technology for presentations, supervision, assessment, and professional record keeping.
- Develops measurable outcomes for clinical mental health counseling programs, interventions and treatments, and then analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.
- Model legal and ethical standards of clinical mental health counseling in accordance with state and federal law and the standards of the American Counseling Association.
- Apply basic counseling and facilitative communication skills in individual and small group settings.
- Demonstrate a commitment to professional development by joining and becoming active members in the American Counseling Association (ACA) or the American Mental Health Counselors Association (AMHCA).
- Model the desire to give back to one's community, church or society either by advocating for an identified issue of social justice or by engaging in service to their church and/or community.

Counseling Psychology, MS

Program Description

The Master's in Counseling Psychology is available only to students already accepted into the PhD Counseling Psychology program. This embedded degree trains students to work as counselors and therapists at the master's level. It also provides the foundation for pursuit of state licensure for persons interested in working as master's level psychologists in a variety of settings. Graduation requirements at the MS level require students to complete all required coursework, comprehensive exams, and 150 supervised hours of practicum. Once 500 hours of clinical experience have been accumulated (150 from program plus 350 additional), graduates of the MS may choose to apply for licensure through the State of Michigan.

Total Credits: 60

Degree Core - 57

Core Requirements - 48

- EDFN 500 Philosophical Foundations for Professionals Credits: 3
- GDPC 514 - Psychology of Learning Credits: 3
- GDPC 520 - Life Span Development Credits: 3
- GDPC 554 - Career Development Credits: 3
- GDPC 635 - Theories and Techniques of Counseling Credits: 3
- GDPC 638 - Group Processes Credits: 3
- GDPC 640 - Multicultural Issues for Counselors and Psychologists Credits: 3
- GDPC 644 - Psychological Testing Credits: 3
- GDPC 676 - Theories of Personality Credits: 3
- GDPC 616 - Psychology of Religious Experience Credits: 3
- GDPC 625 - Biopsychology Credits: 3
- GDPC 629 - Psychopathology: Classification & Treatment Credits: 3
- GDPC 645 - Professional Ethics for Counselors and Psychologists Credits: 3
- GDPC 652 - Cognitive Assessment Credits: 3
- GDPC 687 - Counseling and Therapeutic Interventions for Adults Credits: 3
- GDPC 750 - Personality Assessment Credits: 3

Research - 9

- EDRM 505 - Research Methods Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3
- EDRM 712 - Applied Statistical Methods II Credits: 3

Additional Requirements – 3

Practicum – 3

- GDPC 650 - Practicum in Counseling Credits: 3

Program Outcomes

Students completing the Master's in Counseling Psychology are expected to attain competency in the following five areas.

Competency #1: The breadth of scientific psychology, its history of thought and development, its research methods, and its applications

- Biological aspects of behavior
- Cognitive aspects of behavior
- Affective aspects of behavior
- Social aspects of behavior
- History and systems of psychology
- Psychological measurement
- Research methodology
- Techniques of data analysis

Competency #2: The scientific, methodological, and theoretical foundations of practice in the substantive area(s) of professional psychology in which the program has its training emphasis.

- Individual differences in behavior
- Human development
- Dysfunctional behavior or psychopathology

Competency #3: Diagnosing or defining problems through psychological assessment and measurement and formulating and implementing intervention strategies (including training in empirically supported procedures).

- Professional standards and ethics
- Theories and methods of assessment and diagnosis
- Theories and methods of effective intervention
- Theories and methods of consultation
- Theories and methods of supervision

Competency #4: Issues of cultural and individual diversity that are relevant to all of the above

Competency #5: Attitudes essential for life-long learning, scholarly inquiry, and professional problem-solving as psychologists in the context of an evolving body of scientific and professional knowledge.

- Attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving

Educational Psychology, Developmental Psychology Emphasis MA

Educational psychologists are involved in the following settings: classroom teaching at the elementary, secondary, and higher education levels; research related to schools, learning and human growth and development; the construction, administration, and evaluation of tests; early childhood education programs; training programs in business and industry; and residence-hall directors.

Each student in the Educational Psychology program will select one of the following emphases: Developmental, Instructional, Research, or General.

The student and advisor plan a provisional sequence of experiences in accordance with the student's professional objectives, the general requirements of the MA degree and the chosen emphasis.

Continuation in the Educational Psychology program is based upon a periodic review, by the department, of the student's academic performance and personal qualifications as they pertain to an educational psychologist.

Educational Psychology: Developmental Psychology Emphasis

This emphasis is aimed at those who wish to specialize in the area of human development. It is of interest to people who wish to work in children or adult facilities or community colleges, and desire a strong psychological understanding of development. Graduates from this program may also go on to do a doctorate in Educational Psychology, Developmental Psychology, or School Psychology.

Foundations/Research/Statistics—9

- EDFN 500 - Philosophical Foundations for Professionals Credits: 3
- EDRM 505 - Research Methods Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3

Concentration (Developmental Psychology)—15

- GDPC 514 - Psychology of Learning Credits: 3
- GDPC 615 - Advanced Human Development Credits: 3
- GDPC 625 - Biopsychology Credits: 3
- GDPC 626 - Cognitive Psychology Credits: 3
- GDPC 676 - Theories of Personality Credits: 3

Electives—6

Two courses from the following:

- GDPC 525 - Psychology and Education of Exceptional Children Credits: 3
- GDPC 540 - Behavioral and Emotional Problems of Children Credits: 3
- GDPC 554 - Career Development Credits: 3
- or
- Choose one and write a thesis

Total Credits: 30

Notes:

The 30–33 credit MA Educational Psychology programs may be completed in one year of full-time study.

Students planning further graduate work are encouraged to include GDPC699 Thesis. Those who do not plan further graduate study may substitute course work for the thesis in their program.

Program Outcomes

Master-Level - Educational Psychology Student Learning Outcomes

- Demonstrate the ability to integrate a spiritual perspective into educational psychological practice and theory
- Demonstrate knowledge and understanding of human development, and human learning across the life span
- Demonstrate knowledge and understanding of the major theories of learning and motivation.
- Competency in the planning and prescribing of teaching and curriculum strategies for students
- Knowledge of human behavior and behavior management techniques and capacity to plan and implement classroom management procedures pertaining to the behavior of students
- The acquisition and mastery of a broad understanding of learning and learning impairments
- Skills in the ability to consult, counsel, and collaborate with students, parents, school personnel, and appropriate outside personnel regarding mental health, behavior, and educational concerns utilizing psychologist principles
- Knowledge of human growth and development in pupils with or without handicaps
- Demonstrate the ability to use current technology for supervision, assessment, and professional record keeping and consultation
- Understand and interpret statistical data from research studies
- Integrate data from tests and other measurement sources
- Understand dynamics of research
- Communicate research findings to parents, students and other professionals in a meaningful way
- Demonstrate ability to provide psychological information to special populations including ethnic minorities, female students, learning disabled students, mentally challenged students, emotionally handicapped students, physically disabled students, and gifted students
- Conduct research in the area of Education and School Psychology.
- Understands ethical standards for the profession of Educational Psychology
- Demonstrates ethical behaviors in the area of Educational Psychology

Educational Psychology, General Emphasis MA

Educational psychologists are involved in the following settings: classroom teaching at the elementary, secondary, and higher education levels; research related to schools, learning and human growth and development; the construction, administration, and evaluation of tests; early childhood education programs; training programs in business and industry; and residence-hall directors.

Each student in the Educational Psychology program will select one of the following emphases: Instructional, Developmental, Research or General.

The student and advisor plan a provisional sequence of experiences in accordance with the student's professional objectives, the general requirements of the MA degree and the chosen emphasis.

Continuation in the Educational Psychology program is based upon a periodic review, by the department, of the student's academic performance and personal qualifications as they pertain to an educational psychologist.

Educational Psychology: General Emphasis

This program provides a broad perspective of this field with emphasis on learning, development, testing and research. The General Emphasis allows students to choose the areas where they wish to develop individual strengths. These areas are presented in depth through varied instructional modes. This program is designed to train graduate students to become college instructors, educational consultants, or researchers in the field of Educational Psychology.

Foundations/Research/Statistics—9

- EDFN 500 - Philosophical Foundations for Professionals Credits: 3
- EDRM 505 - Research Methods Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3

Educational Psychology Core—9

- GDPC 514 - Psychology of Learning Credits: 3
- GDPC 520 - Life Span Development Credits: 3
- GDPC 644 - Psychological Testing Credits: 3

Electives—12

- Twelve credits by advisement, limited to GDPC courses, or courses in instruction from the School of Education.

Three credits may be fulfilled by writing a thesis.

Total Credits: 30

Notes:

The 30–33 credit MA Educational Psychology programs may be completed in one year of full-time study.

Students planning further graduate work are encouraged to include GDPC699 Thesis. Those who do not plan further graduate study may substitute course work for the thesis in their program.

Program Outcomes

Master-Level - Educational Psychology Student Learning Outcomes

- Demonstrate the ability to integrate a spiritual perspective into educational psychological practice and theory
- Demonstrate knowledge and understanding of human development, and human learning across the life span
- Demonstrate knowledge and understanding of the major theories of learning and motivation.
- Competency in the planning and prescribing of teaching and curriculum strategies for students
- Knowledge of human behavior and behavior management techniques and capacity to plan and implement classroom management procedures pertaining to the behavior of students

- The acquisition and mastery of a broad understanding of learning and learning impairments
- Skills in the ability to consult, counsel, and collaborate with students, parents, school personnel, and appropriate outside personnel regarding mental health, behavior, and educational concerns utilizing psychologist principles
- Knowledge of human growth and development in pupils with or without handicaps
- Demonstrate the ability to use current technology for supervision, assessment, and professional record keeping and consultation
- Understand and interpret statistical data from research studies
- Integrate data from tests and other measurement sources
- Understand dynamics of research
- Communicate research findings to parents, students and other professionals in a meaningful way
- Demonstrate ability to provide psychological information to special populations including ethnic minorities, female students, learning disabled students, mentally challenged students, emotionally handicapped students, physically disabled students, and gifted students
- Conduct research in the area of Education and School Psychology.
- Understands ethical standards for the profession of Educational Psychology
- Demonstrates ethical behaviors in the area of Educational Psychology

Educational Psychology, Instructional Psychology Emphasis MA

Educational psychologists are involved in the following settings: classroom teaching at the elementary, secondary, and higher education levels; research related to schools, learning and human growth and development; the construction, administration, and evaluation of tests; early childhood education programs; training programs in business and industry; and residence-hall directors.

Each student in the Educational Psychology program will select one of the following emphases: Instructional, Developmental, Research or General.

The student and advisor plan a provisional sequence of experiences in accordance with the student's professional objectives, the general requirements of the MA degree and the chosen emphasis.

Continuation in the Educational Psychology program is based upon a periodic review, by the department, of the student's academic performance and personal qualifications as they pertain to an educational psychologist.

Educational Psychology: Instructional Psychology Emphasis

This emphasis is specifically designed for teachers who wish to expand their understanding of the teaching and learning process. It is also recommended for those students who plan to continue in the EdS in School Psychology program or obtain qualification as psychological associates. The courses are designed to assist the teacher and others who wish to broaden their understanding of the learner and learning environments. This emphasis is of interest to teachers who wish to renew their certification or move up on the salary scale and at the same time improve their understanding of children and how they learn.

Prerequisites - 3

GDPC514 Psychology of Learning, or an undergraduate or graduate-level learning course.

Foundations/Research/Statistics—5

- EDFN 500 - Philosophical Foundations for Professionals Credits: 2
- EDRM 505 - Research Methods Credits: 3

Concentration (Instructional Psychology)—22

- GDPC 525 - Psychology and Education of Exceptional Children Credits: 3
- GDPC 540 - Behavioral and Emotional Problems of Children Credits: 3
- GDPC 615 - Advanced Human Development Credits: 3
- GDPC 625 - Biopsychology Credits: 3
- GDPC 626 - Cognitive Psychology Credits: 3
- GDPC 635 - Theories and Techniques of Counseling Credits: 3

- GDPC 644 - Psychological Testing Credits: 3
- GDPC 649 - Crisis Intervention Credits: 1

Electives—3

Three credits to be chosen in consultation with an advisor.

It is presumed that this course will assist in the understanding of the learner and/or the learning environment. For those who wish to complete their EdS in School Psychology degree, it is recommended that GDPC618 is chosen as the elective.

Total Credits: 30

Notes:

The 30–33 credit MA Educational Psychology programs may be completed in one year of full-time study.

Students planning further graduate work are encouraged to include GDPC699 Thesis. Those who do not plan further graduate study may substitute course work for the thesis in their program.

Program Outcomes

Master-Level - Educational Psychology Student Learning Outcomes

- Demonstrate the ability to integrate a spiritual perspective into educational psychological practice and theory
- Demonstrate knowledge and understanding of human development, and human learning across the life span
- Demonstrate knowledge and understanding of the major theories of learning and motivation.
- Competency in the planning and prescribing of teaching and curriculum strategies for students
- Knowledge of human behavior and behavior management techniques and capacity to plan and implement classroom management procedures pertaining to the behavior of students
- The acquisition and mastery of a broad understanding of learning and learning impairments
- Skills in the ability to consult, counsel, and collaborate with students, parents, school personnel, and appropriate outside personnel regarding mental health, behavior, and educational concerns utilizing psychologist principles
- Knowledge of human growth and development in pupils with or without handicaps
- Demonstrate the ability to use current technology for supervision, assessment, and professional record keeping and consultation
- Understand and interpret statistical data from research studies
- Integrate data from tests and other measurement sources
- Understand dynamics of research
- Communicate research findings to parents, students and other professionals in a meaningful way
- Demonstrate ability to provide psychological information to special populations including ethnic minorities, female students, learning disabled students, mentally challenged students, emotionally handicapped students, physically disabled students, and gifted students
- Conduct research in the area of Education and School Psychology.
- Understands ethical standards for the profession of Educational Psychology
Demonstrates ethical behaviors in the area of Educational Psychology

Educational Psychology, Research Emphasis MA

Educational psychologists are involved in the following settings: classroom teaching at the elementary, secondary, and higher education levels; research related to schools, learning and human growth and development; the construction, administration, and evaluation of tests; early childhood education programs; training programs in business and industry; and residence-hall directors.

Each student in the Educational Psychology program will select one of the following emphases: Instructional, Developmental, Research or General. The student and advisor plan a provisional sequence of experiences in accordance with the student's

professional objectives, the general requirements of the MA degree and the chosen emphasis.

Continuation in the Educational Psychology program is based upon a periodic review, by the department, of the student's academic performance and personal qualifications as they pertain to an educational psychologist.

Educational Psychology: Research Emphasis

The MA program in Educational Psychology with an emphasis in research is designed for those interested in applying research and statistical principles for solving problems in educational, psychological and social settings. Graduates of the program may be consultants in research agencies, instructors in colleges and universities, and/or pursue doctoral degrees in research, statistics, measurement and evaluation.

Foundations—9

- EDFN 500 - Philosophical Foundations for Professionals Credits: 3
- EDRM 505 - Research Methods Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3

Educational Psychology Core—9

- GDPC 514 - Psychology of Learning Credits: 3
- GDPC 615 - Advanced Human Development Credits: 3
- GDPC 644 - Psychological Testing Credits: 3

Concentration (Research)—15

- EDRM 604 - Design and Analysis of Educational and Psychological Surveys Credits: 3
- EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 612 - Applied Statistical Methods II Credits: 3
- EDRM 613 - Applied Statistical Methods III Credits: 3
- GDPC 699 - Thesis Credits: 3

Total Credits: 33

Notes:

The 30–33 credit MA Educational Psychology programs may be completed in one year of full-time study.

Students planning further graduate work are encouraged to include GDPC699 Thesis. Those who do not plan further graduate study may substitute course work for the thesis in their program.

Program Outcomes

Master-Level - Educational Psychology Student Learning Outcomes

- Demonstrate the ability to integrate a spiritual perspective into educational psychological practice and theory
- Demonstrate knowledge and understanding of human development, and human learning across the life span
- Demonstrate knowledge and understanding of the major theories of learning and motivation.
- Competency in the planning and prescribing of teaching and curriculum strategies for students
- Knowledge of human behavior and behavior management techniques and capacity to plan and implement classroom management procedures pertaining to the behavior of students
- The acquisition and mastery of a broad understanding of learning and learning impairments
- Skills in the ability to consult, counsel, and collaborate with students, parents, school personnel, and appropriate outside personnel regarding mental health, behavior, and educational concerns utilizing psychologist principles
- Knowledge of human growth and development in pupils with or without handicaps
- Demonstrate the ability to use current technology for supervision, assessment, and professional record keeping and consultation
- Understand and interpret statistical data from research studies
- Integrate data from tests and other measurement sources
- Understand dynamics of research

- Communicate research findings to parents, students and other professionals in a meaningful way
- Demonstrate ability to provide psychological information to special populations including ethnic minorities, female students, learning disabled students, mentally challenged students, emotionally handicapped students, physically disabled students, and gifted students
- Conduct research in the area of Education and School Psychology.
- Understands ethical standards for the profession of Educational Psychology
- Demonstrates ethical behaviors in the area of Educational Psychology

School Counseling MA

The School Counseling curriculum prepares students for counseling in elementary and secondary schools.

The program includes the course work and experiences required for endorsement as a school counselor. Students working toward certification as K–12 school counselors should consult with the coordinator of the School Counseling program about the requirements of the state where they plan to work. Some states require teacher certification in order to obtain school counselor endorsement.

Students enrolled in the MA in School Counseling program must sign a Conviction Clearance form, certifying they have not been convicted of (or pleaded no contest to) a misdemeanor or felony. This form must be signed at three points in their program: prior to registering for their first class, prior to registering for GDPC 655 Internship in Counseling and beginning their internship, and prior to applying for certification as a school counselor through the Office of Teacher Certification at Andrews University. Students must also have fingerprints on file with the Michigan State Police. Having a prior conviction may make it impossible to complete the program.

MA Degree Requirements

Common Core—30

- EDFN 500 - Philosophical Foundations for Professionals Credits: 3
- GDPC 520 - Life Span Development Credits: 3
- GDPC 554 - Career Development Credits: 3
- GDPC 635 - Theories and Techniques of Counseling Credits: 3
- GDPC 638 - Group Processes Credits: 3
- GDPC 640 - Multicultural Issues for Counselors and Psychologists Credits: 3
- GDPC 644 - Psychological Testing Credits: 3
- GDPC 645 - Professional Ethics for Counselors and Psychologists Credits: 3
- EDRM 506 - Research and Evaluation for Counselors Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3
- GDPC 695 - Professional Portfolio Credits: 0

Specialty Area—21

- GDPC 525 - Psychology and Education of Exceptional Children Credits: 3
- GDPC 530 - Professional Issues in School Counseling Credits: 3
- GDPC 540 - Behavioral and Emotional Problems of Children Credits: 3
- GDPC 545 - Administration of Guidance Services Credits: 3
- GDPC 600 - Family Counseling Credits: 3
- GDPC 624 - Addictions and Addictive Behaviors Credits: 3
- GDPC 686 - Interventions and Diagnosis with Children and Adolescents Credits: 3

Clinical Instruction—9

- GDPC 650 - Practicum in Counseling Credits: 3
- GDPC 655 - Internship in Counseling Credits: 6

Total MA Degree Credits: 60

Note(s):

Due to the sequential nature of the School Counseling program, students must begin full-time study in the fall semester if they are to complete in two academic years.

Students are required to attend a minimum of eight weekly personal counseling sessions during the first semester of enrollment. These sessions may be arranged with the University's Counseling & Testing Center or in the public sector by a licensed therapist. A letter verifying the completion of these eight sessions is required by the end of the first semester.

Continuation in the School Counseling program is based upon a periodic review, by the department, of the student's academic performance and personal qualifications as a school counselor.

A student who already possesses a master's degree and wishes to qualify for certification as a school counselor should consult with the Coordinator of the MA in School Counseling program.

Program Outcomes

The School Counseling program is designed to meet the criteria established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This program require instruction in nine common-core areas as well as clinical instruction. The CACREP Core Program Objectives are met in various courses throughout the program. These Core Program Objectives include the following:

Professional Counseling Identity. Our graduates will develop understanding of the history of professional counseling, knowledge of the philosophical foundations of the profession, knowledge of the roles and functions of counselors, professional pride/professional engagement and knowledge and understanding of professional ethics.

Ethical Practice. Our graduates will commit to and follow professional ethics consistent with the American Counseling Association ethical guidelines. They seek supervision/consultation to resolve ethical dilemmas and take personal responsibility in the event an ethical error is committed. Students also develop a strong awareness of their own values and worldviews, recognize their own competencies and limitations, maintain openness to supervision and recognize/acknowledge/remediate personal issues that may impact client care. They express a clear understanding of personal needs, values, strengths, weaknesses, feelings and motivations that may impinge upon effectiveness as a counselor. They understand the need for themselves to maintain good mental and physical health.

Social and Cultural Diversity. Our graduates will develop awareness of power, privilege and difference and their own cultural attitudes, beliefs and effects of social location and learn strategies for working with diverse populations, gender, sexual orientation, ethnic and other non-dominant groups. Students develop an ability to recognize the injustices that affect physical, academic, career, economic and mental wellbeing of individuals and learn skill sets to act to alleviate such injustices in the society. Students develop the ability to be empowering agents and advocates in service as change agents on the systemic level to better serve under-represented, marginalized and oppressed individuals and groups. Our students will also model the desire to give back to one's community, church or society either by advocating for an identified issue of social justice or by engaging in service to their church and/or community.

Human Growth and Development. Our graduates will learn to interpret and apply core theory and research of the nature and needs of individuals at all developmental levels and in multicultural contexts.

Career Development. Our graduates will develop understanding on how to apply core theory and research of career development, the psychology of work and related factors. Students learn which assessment instruments and techniques are relevant to career planning and decision making.

Helping Relationships. Our graduates will develop therapeutic communications skills, emphasize the client-counselor relationship and facilitate and manage the counseling process with individuals and groups. Students develop an understanding of a range of counseling theories consistent with their own theoretical orientation, a critical evaluation of the literature, client mental health needs and goals in counseling, diagnosis and best practices in the profession.

Group Work. Our graduates will develop an understanding of the theoretical and experiential foundations of group purpose, development and dynamics and understand how to apply group counseling methods and skills in group settings.

Assessment. Our graduates will understand principles of testing and measurement and learn how to apply both individual and group methods of assessment and evaluation.

Research and Program Evaluation. Our graduates will understand methods and roles of research, statistical analysis, needs assessment and program evaluation.

After completion of the M.A. in School Counseling, the students will be able to:

- Understand, respond to and advocate for the guidance needs of diverse student populations in a multicultural and pluralistic society, including issues regarding race, culture, religion, spirituality, sexual orientation, age, ability, gender, socioeconomic status, educational levels and multi-racial identities.
- Communicate and collaborate with school age students, their families, school staff and community agency representatives to promote a safe, healthy and effective learning environment.
- Demonstrate knowledge and understanding of systems theories, models and processes of consultation in school system settings and develop a personal theory of counseling.
- Apply knowledge of career development theory and practice to facilitate development student career and transition skills.
- Demonstrate understanding of the psychosocial foundations of human development across the life span.
- Applies relevant research findings to inform the practice of school counseling. Utilize student and institutional data to improve programs and recommend change.
- Develop, organize administer and conduct programs to enhance student academic development.
- Apply basic counseling and facilitative communication skills in individual and small group settings.
- Apply the knowledge of current technology for purposes of presentations, supervision, assessment, and professional record keeping.
- Apply psycho-educational theory and concepts in relation to individual assessment of aptitude, interest and achievement.
- Model legal and ethical standards of school counseling in accordance with state and federal law and the standards of the American School Counselor Association and the American Counseling Association.
- Demonstrate a commitment to professional development by joining and becoming active members in the American Counseling Association (ACA) or the American School Counselor Association.
- Model the desire to give back to one's community, church or society either by advocating for an identified issue of social justice or by engaging in service to their church and/or community.

Special Education, Adventist Specialty Endorsement

Special Education (Adventist Specialty Endorsement)

This endorsement, created especially for Seventh-day Adventist teachers already having denominational certification, emphasizes teaching strategies for students with disabilities in special education and/or inclusive education (special needs in the regular classroom). Program courses may include fieldwork. At the completion of these 12 credit hours the candidate will receive a Special Education Specialty certificate from Andrews University.

Total Credits: 12

- SPED 618 - Legal and Ethical Issues in Schools Credits: 3
- SPED 645 - Reading and Writing Assessment & Intervention Credits: 3
- SPED 630 - Education of Students with Math Disabilities Credits: 3
- SPED 525 - Psychology and Education of Exceptional Children Credits: 3

Note:

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

Special Education, Learning Disabilities K-12 Endorsement MS

Special Education (Learning Disabilities K-12 Endorsement) Completion of required course work leads to a Michigan State Teaching Endorsement in Special Education in

the area of Learning Disabilities and a Master of Science in Education. Students who have been accepted into the MAT program, or those without current certification, can petition to be concurrently accepted into the MAT/MS program.

The State of Michigan requires students to possess a valid State of Michigan Elementary or Secondary Education Teaching Certification prior to the submission of an application for a Special Education/Learning Disabilities Endorsement. Completion of the portfolio requirements and a "pass" grade on the MTTC Subject Area (Learning Disabilities) Exam is required. All students seeking this degree will be expected to meet the requirements in effect as set forth by the State of Michigan at the time of graduation.

MS Degree Requirements

Prerequisites

Must have Teacher Certification or be accepted into the MAT program.

General Requirements-14

- EDFN 500 - Philosophical Foundations for Professionals Credits: 2
- EDRM 505 - Research Methods Credits: 3
- GDPC 514 - Psychology of Learning Credits: 3
- GDPC 615 - Advanced Human Development Credits: 3
- GDPC 644 - Psychological Testing Credits: 3

Core-19

- GDPC 540 - Behavioral and Emotional Problems of Children Credits: 3
- SPED 525 - Psychology and Education of Exceptional Children Credits: 3
- SPED 588 - Graduate Student Teaching: K-5 Credits: 2
- SPED 588 - Graduate Student Teaching: 6-12 Credits: 2
- SPED 618 - Legal and Ethical Issues in Schools Credits: 3
- SPED 651 - Behavioral and Educational Assessment Credits: 3
- SPED 672 - Psychoeducational Consultation Credits: 3

Specialty-11

- SPED 554 - Supervisory Skills of Special Education Support Staff Credits: 1
- SPED 610 - Instructional Design for Special Education Credits: 3
- SPED 630 - Education of Students with Math Disabilities Credits: 3
- SPED 645 - Reading and Writing Assessment & Intervention Credits: 3
- GDPC 649 - Crisis Intervention Credits: 1

Total MS Degree Credits: 44

Program Outcomes

Special Education - Student Learning Outcomes

SLO 1: Learner Development and Individual Learning Differences

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals.

SLO 2: Learning Environments

Beginning special education professionals create safe, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional wellbeing, positive social interactions, and self-determination.

SLO 3: Curricular Content Knowledge

Beginning special education professionals use their knowledge of the general and specialized curricula to personalize learning for individuals with exceptionalities.

SLO 4: Assessment

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

SLO 5: Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of instructional strategies to advance learning of individuals with exceptionalities in general and specialized curricula.

SLO 6: Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and the profession's ethical principles and practice standards to inform their special education practice, to engage in lifelong learning, and to advance the profession.

SLO 7: Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to assure that the needs of individuals with exceptionalities are addressed across a range of learning experiences.

Special Education, Research Emphasis (Certification Eligible)

Program Description

The research emphasis with certification, which includes a thesis, is commonly required for international students, or those who want to pursue a doctoral degree and certification. Students who have been accepted into the MAT program, or those without current certification, can petition to be concurrently accepted into the MAT/MS program. The State of Michigan requires students to possess a valid State of Michigan Elementary or Secondary Education Teaching Certification prior to the submission of an application for a Special Education/Learning Disabilities Endorsement. Completion of the portfolio requirements and a "pass" grade on the MTTC Subject Area (Learning Disabilities) Exam is required. All students seeking this degree will be expected to meet the requirements in effect as set forth by the State of Michigan at the time of graduation.

MS Degree Requirements - Certification Eligible

Prerequisites

Must have current Teacher Certification or be accepted into the Masters of Arts in Teaching program.

General Requirements-11

- 2 Credits of EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
- GDPC 514 - Psychology of Learning Credits: 3
- GDPC 615 - Advanced Human Development Credits: 3
- GDPC 644 - Psychological Testing Credits: 3

Core-15

- GDPC 540 - Behavioral and Emotional Problems of Children Credits: 3
- SPED 525 - Psychology and Education of Exceptional Children Credits: 3
- GDPC 618 - Legal and Ethical Issues in Schools Credits: 3
- SPED 651 - Behavioral and Educational Assessment Credits: 3
- SPED 672 - Psychoeducational Consultation Credits: 3

Speciality-24

- SPED 554 - Supervisory Skills of Special Education Support Staff Credits: 1
- 4 Credits of SPED 588 - Graduate Student Teaching: Credits: 2 (2 credits grades 6-12 and 2 credits K-5)
- SPED 610 - Instructional Design for Special Education Credits: 3
- SPED 630 - Education of Students with Math Disabilities Credits: 3
- SPED 645 - Reading and Writing Assessment & Intervention Credits: 3
- GDPC 649 - Crisis Intervention Credits: 1
- EDRM 505 - Research Methods Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3
- 3 Credits of GDPC 699 - Thesis Credits: 1-3

Total MS Degree Credits: 50

Program Outcomes

Special Education - Student Learning Outcomes

SLO 1: Learner Development and Individual Learning Differences

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals.

SLO 2: Learning Environments

Beginning special education professionals create safe, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional wellbeing, positive social interactions, and self-determination.

SLO 3: Curricular Content Knowledge

Beginning special education professionals use their knowledge of the general and specialized curricula to personalize learning for individuals with exceptionalities.

SLO 4: Assessment

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

SLO 5: Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of instructional strategies to advance learning of individuals with exceptionalities in general and specialized curricula.

SLO 6: Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and the profession's ethical principles and practice standards to inform their special education practice, to engage in lifelong learning, and to advance the profession.

SLO 7: Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to assure that the needs of individuals with exceptionalities are addressed across a range of learning experiences.

Special Education, Research Emphasis (Without Certification)

Program Description

The research emphasis, which includes a thesis, is commonly required for international students, or those who want to pursue a doctoral degree. Completion of required coursework leads to a Master of Science in Education with an emphasis on research within the special education field. Completion of the portfolio requirements and a "pass" grade on the thesis and comprehensive exam is required. All students seeking this degree will be expected to meet the requirements at the time of graduation.

MS Degree Requirements (No Certification)

General Requirements-11

- 2 Credits of EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
- GDPC 514 - Psychology of Learning Credits: 3
- GDPC 615 - Advanced Human Development Credits: 3
- GDPC 644 - Psychological Testing Credits: 3

Core-12

- GDPC 540 - Behavioral and Emotional Problems of Children Credits: 3
- SPED 525 - Psychology and Education of Exceptional Children Credits: 3
- SPED 651 - Behavioral and Educational Assessment Credits: 3
- SPED 672 - Psychoeducational Consultation Credits: 3

Speciality-20

- SPED 554 - Supervisory Skills of Special Education Support Staff Credits: 1
- SPED 610 - Instructional Design for Special Education Credits: 3
- SPED 630 - Education of Students with Math Disabilities Credits: 3
- SPED 645 - Reading and Writing Assessment & Intervention Credits: 3
- GDPC 649 - Crisis Intervention Credits: 1
- EDRM 505 - Research Methods Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3
- GDPC 699 - Thesis Credits: 1-3

Total MS Degree Credits: 43

Program Outcomes

Special Education - Student Learning Outcomes

SLO 1: Learner Development and Individual Learning Differences

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals.

SLO 2: Learning Environments

Beginning special education professionals create safe, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional wellbeing, positive social interactions, and self-determination.

SLO 3: Curricular Content Knowledge

Beginning special education professionals use their knowledge of the general and specialized curricula to personalize learning for individuals with exceptionalities.

SLO 4: Assessment

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

SLO 5: Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of instructional strategies to advance learning of individuals with exceptionalities in general and specialized curricula.

SLO 6: Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and the profession's ethical principles and practice standards to inform their special education practice, to engage in lifelong learning, and to advance the profession.

SLO 7: Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to assure that the needs of individuals with exceptionalities are addressed across a range of learning experiences.

Post-Masters

Counseling Psychology, Adult Emphasis Ph.D.

Ph.D.: Counseling Psychology

The Ph.D. in Counseling Psychology prepares students for the multi-faceted role of the professional psychologist, which allows them to work in a variety of settings including: academia, clinical settings, consultation, churches, businesses, and private settings. It is also the intent of the program to prepare graduates for licensure as professional psychologists in the U.S. and with eligibility to practice internationally. Students should consult with the appropriate authorities regarding requirements in the states or countries in which they wish to engage in clinical practice. Counseling psychology students must specialize in one of the listed areas of emphases: Adult, Child/Family, Cultural Diversity, and Health Psychology. Specialty emphases should be developed within a student's course plan in close consultation with their advisor to coincide with the student's dissertation topic. Additionally, each emphasis requires students to complete specified coursework, Advanced Emphasis practicum, and a dissertation topic related to chosen emphasis.

Admissions. Students entering the Ph.D. program in Counseling Psychology should have a master's degree in counseling or a related field.

In order for an applicant without a master's degree to be eligible for consideration of admissions, they must have the following: undergraduate major in psychology; outstanding academic record with satisfactory GPA; and satisfactory scores on both the GRE General Test and Advanced Test in Psychology. A master's degree may be received en route to the doctoral degree, however, all master's degree requirements must be met.

The Ph.D. course requirements assume a prior master's degree that includes graduate courses in the following areas. If courses in these areas have not been taken prior to admission, the indicated Andrews University course must be taken as part of the degree, in addition to Ph.D. courses listed below:

- EDFN 500 - Philosophical Foundations for Professionals

- GDPC 514 - Psychology of Learning
- GDPC 520 - Life Span Development
- GDPC 635 - Theories & Techniques of Counseling
- GDPC 638 - Group Processes
- GDPC 640 - Multicultural Issues for Counselors and Psych
- GDPC 644 - Psychological Testing
- GDPC 650 - Practicum in Counseling
- GDPC 676 - Theories of Personality
- EDRM 505 - Research Methods OR EDRM 506 - Research and Evaluation for Counselors
- EDRM 611 - Applied Statistical Methods I

Students accepted into the PhD in Counseling Psychology, without a prior master's degree in that field, are eligible to apply for the MS in Counseling Psychology and complete it en-route to their PhD. Completion of this degree along with additional supervised practicum hours allow students to apply for State of Michigan psychology licensure at the master's level.

Andrews University Doctoral Transfer Requirements: The Ph.D. Counseling Psychology program requires a minimum of 32 course credits be taken in residence at Andrews University.

- Completion of all required practicum (in this case 3 consecutive semesters - 9 credits)
- Completion of internship (one calendar year 40 hr per week APA approved internship - 3 credits)
- Dissertation credit to complete your dissertation – 16 credits minimum (14 dissertation, 2 EDRM880)
- Doctoral Comprehensive Examination

Residency Requirements: The Counseling Psychology program requires students to complete a minimum of 3 full-time academic years of graduate study, with at least 2 of those years at Andrews University. At least 1 year must be in full-time residence (3-consecutive full-time semesters) at Andrews University.

Ph.D. Course Requirements

Psychological Foundations—18

- GDPC 616 - Psychology of Religious Experience Credits: 3
- GDPC 620 - History and Systems of Psychology Credits: 3
- GDPC 625 - Biopsychology Credits: 3
- GDPC 626 - Cognitive Psychology Credits: 3
- GDPC 629 - Psychopathology: Classification & Treatment Credits: 3
- GDPC 670 - Advanced Social Psychology Credits: 3

Professional Studies—38

- GDPC 554 - Career Development Credits: 3
- GDPC 645 - Professional Ethics for Counselors and Psychologists Credits: 3
- GDPC 652 - Cognitive Assessment Credits: 3
- GDPC 686 - Interventions and Diagnosis with Children and Adolescents Credits: 3
- GDPC 687 - Counseling and Therapeutic Interventions for Adults Credits: 3
- GDPC 688 - Advanced Group Therapy Credits: 3
- GDPC 735 - Clinician Self-Assessment for the Treatment of Culturally Diverse Populations Credits: 3
- GDPC 745 - Practicum in Counseling Psychology Credits: 1
 - Select additional practicum hours from chosen emphasis.
- GDPC 750 - Personality Assessment Credits: 3
- GDPC 753 - Psychological Decision Making and Interventions Credits: 3
- GDPC 765 - Seminar in the Supervision of Counselors Credits: 2
- GDPC 820 - Internship in Counseling Psychology Credits: 3
- GDPC 835 - Seminar in Counseling Psychology Credits: 3

Adult Emphasis—15

Dissertation focus must be selected from this topic area.

- GDPC 624 - Addictions and Addictive Behaviors Credits: 3
- GDPC 720 - Marital Therapy Credits: 3
- Electives - By advisement Credits: 3
- GDPC 846 Adult Advanced Emphasis Practicum Credits 6

Research & Dissertation

Research & Statistics—15

- EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 704 - Design and Analysis of Educational and Psychological Surveys Credits: 3
- EDRM 710 - Seminar in Research Methodology Credits: 1
- EDRM 712 - Applied Statistical Methods II Credits: 3
- EDRM 713 - Applied Statistical Methods III Credits: 3
- EDRM 880 - Dissertation Proposal Development Credits: 2

Dissertation - 14+

- GDPC 899 - Doctoral Dissertation Credits: 1–16
Student's dissertation topic must coincide with their specialty concentration

TOTAL PhD degree credits - 100+

NOTE: A 2,000-hour supervised internship is required. Students apply through the Association of Psychology, Postdoctoral and Internship Centers for an approved internship. Preference is given to American Psychological Association (APA)–approved internships. The internship is usually completed on a full-time basis (40 hours per week) for one year. Continuation in the Counseling Psychology program is based upon an annual review by the department faculty of the student's academic performance, professional development and personal qualifications as a counseling psychologist.

Beginning the semester after registering for EDRM880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Program Outcomes

Consistent with the scientist-practitioner model and our training philosophy, the Counseling Psychology doctoral program integrates theory, research and practice by training counseling psychologists who (1) have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology, (2) have the necessary knowledge and skills for competent practice and research within a multicultural and spiritually diverse society, and (3) will contribute to and apply the scientific knowledge base of psychology using skills in qualitative and quantitative research methods. Each of these goals, objectives, and competencies are detailed below.

Goal #1: To train counseling psychologists who have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology

Objective 1.1: Students acquire a knowledge base of psychology as a scientific discipline, and of counseling psychology as an area of professional specialization

- Understand the current body of knowledge of scientific psychology in biological, cognitive, affective, and social aspects of behavior, the history /systems of psychology, learning theory, multi-cultural issues, psychopathology, personality, spiritual/religious psychology, psychological measurement, research methods, and techniques of data analysis.
- Understand the scientific, methodological, and theoretical foundations of practice in counseling psychology including individual differences in behavior, human development, psychopathology, and professional standards and ethical responsibilities, including applications to a multicultural and religiously diverse society.

Objective 1.2: Students acquire a knowledge base and skills necessary to diagnose or define problems through psychological assessment and measurement, and formulate and implement intervention strategies (including empirically supported procedures).

- Understand the theories and methods of assessment and diagnosis, effective intervention, consultation and supervision, and evaluating the efficacy of interventions, including applications to a multicultural diverse and religiously diverse society.
- Demonstrate knowledge and skills in empirically supported procedures.

Objective 1.3: Students acquire an awareness and understanding of professional issues to practice psychology in an ethical and professional manner

- Understand ethical/legal standards in professional practice and research.
- Demonstrate the capacity to make reasoned judgments about ethical practice related to emerging issues using codes, literature in professional ethics, and consultation with colleagues.

Goal #2: To train counseling psychologists who have the necessary knowledge and skills for competent practice and research within a multicultural and religiously diverse society

Objective 2.1: Students acquire self-awareness and comprehensive knowledge and skills to be a multiculturally competent psychologist

- Demonstrate the self-awareness necessary to be a multiculturally competent psychologist.
- Understand the concepts, theory, and research related to culturally competent practice and research as a professional psychologist in diverse settings.
- Understand the concepts, theory, and research related to spiritual and religious aspects of psychology.
- Demonstrate the ability to integrate a spiritual perspective into counseling and psychotherapy practice.

Objective 2.2: Students acquire a comprehensive understanding of the theories and applications of theories related to psychology, career development/vocational psychology, and education in multicultural and religiously diverse settings.

- Understand multicultural and issues as they impact psychological and educational practice and research.
- Demonstrate diagnostic and assessment work, and plan and implement interventions that are culturally responsive to diverse populations.
- Understand spiritual and religious issues as they impact psychological and educational practice and research.
- Demonstrate diagnostic and assessment work, and plan and implement interventions that are spiritually and religiously responsive to diverse populations.

Objective 2.3: Students acquire the knowledge and skills necessary for life-long learning, professional problem-solving and scholarly inquiry as a professional psychologist in the context of an evolving body of scientific and professional knowledge.

- Engage in professional development to maintain effective clinical practice and research.
- Demonstrate knowledge and skills in program development and evaluation.
- Demonstrate professional service and leadership.

Goal #3: To train counseling psychologists who will contribute to and apply the scientific knowledge base of psychology using skills in qualitative and quantitative research methods

Objective 3.1: Students acquire the knowledge and skills necessary to engage in qualitative and quantitative scholarly research

- Demonstrate methodological and quantitative/qualitative analytic skills necessary to read and understand psychological research.
- Demonstrate the ability to initiate, plan, and execute original research and/or theoretical inquiry in counseling psychology.

Objective 3.2: Students acquire the knowledge and skills to integrate psychological research and practice consistent with a scientist practitioner model

- Understand research in counseling process and outcome and its application to practice.
- Demonstrate the skills to apply theoretical and empirical literature to professional practice.
- Demonstrate the skills to design original research to address clinical and/or theoretical questions.

Counseling Psychology, Child/Family Emphasis Ph.D.

Ph.D.: Counseling Psychology

The Ph.D. in Counseling Psychology prepares students for the multi-faceted role of the professional psychologist, which allows them to work in a variety of settings including: academia, clinical settings, consultation, churches, businesses, and private settings. It is also the intent of the program to prepare graduates for licensure as professional psychologists in the U.S. and with eligibility to practice internationally. Students should consult with the appropriate authorities regarding requirements in the states or countries in which they wish to engage in clinical practice. Counseling psychology students must specialize in one of the listed areas of emphases: Adult, Child/Family, Cultural Diversity, and Health Psychology. Specialty emphases should be developed within a student's course plan in close consultation with their advisor to coincide with the student's dissertation topic. Additionally, each emphasis requires students to complete specified coursework, Advanced Emphasis practicum, and a dissertation topic related to chosen emphasis.

Admissions. Students entering the Ph.D. program in Counseling Psychology should have a master's degree in counseling or a related field.

In order for an applicant without a master's degree to be eligible for consideration of admissions, they must have the following: undergraduate major in psychology; outstanding academic record with satisfactory GPA; and satisfactory

scores on both the GRE General Test and Advanced Test in Psychology. A master's degree may be received en route to the doctoral degree, however, all master's degree requirements must be met.

The Ph.D. course requirements assume a prior master's degree that includes graduate courses in the following areas. If courses in these areas have not been taken prior to admission, the indicated Andrews University course must be taken as part of the degree, in addition to Ph.D. courses listed below:

- EDFN 500 - Philosophical Foundations for Professionals
- GDPC 514 - Psychology of Learning
- GDPC 520 - Life Span Development
- GDPC 635 - Theories & Techniques of Counseling
- GDPC 638 - Group Processes
- GDPC 640 - Multicultural Issues for Counselors and Psych
- GDPC 644 - Psychological Testing
- GDPC 650 - Practicum in Counseling
- GDPC 676 - Theories of Personality
- EDRM 505 - Research Methods OR EDRM 506 - Research and Evaluation for Counselors
- EDRM 611 - Applied Statistical Methods I

Students accepted into the PhD in Counseling Psychology, without a prior master's degree in that field, are eligible to apply for the MS in Counseling Psychology and complete it en-route to their PhD. Completion of this degree along with additional supervised practicum hours allow students to apply for State of Michigan psychology licensure at the master's level.

Andrews University Doctoral Transfer Requirements: The Ph.D. Counseling Psychology program requires a minimum of 32 course credits be taken in residence at Andrews University.

- Completion of all required practicum (in this case 3 consecutive semesters - 9 credits)
- Completion of internship (one calendar year 40 hr per week APA approved internship - 3 credits)
- Dissertation credit to complete your dissertation – 16 credits minimum (14 dissertation, 2 EDRM880)
- Doctoral Comprehensive Examination

Residency Requirements: The Counseling Psychology program requires students to complete a minimum of 3 full-time academic years of graduate study, with at least 2 of those years at Andrews University. At least 1 year must be in full-time residence (3-consecutive full-time semesters) at Andrews University.

Ph.D. Course Requirements

Psychological Foundations—18

- GDPC 616 - Psychology of Religious Experience Credits: 3
- GDPC 620 - History and Systems of Psychology Credits: 3
- GDPC 625 - Biopsychology Credits: 3
- GDPC 626 - Cognitive Psychology Credits: 3
- GDPC 629 - Psychopathology: Classification & Treatment Credits: 3
- GDPC 670 - Advanced Social Psychology Credits: 3

Professional Studies—38

- GDPC 554 - Career Development Credits: 3
- GDPC 645 - Professional Ethics for Counselors and Psychologists Credits: 3
- GDPC 652 - Cognitive Assessment Credits: 3
- GDPC 686 - Interventions and Diagnosis with Children and Adolescents Credits: 3
- GDPC 687 - Counseling and Therapeutic Interventions for Adults Credits: 3
- GDPC 688 - Advanced Group Therapy Credits: 3
- GDPC 735 - Clinician Self-Assessment for the Treatment of Culturally Diverse Populations Credits: 3
- GDPC 745 - Practicum in Counseling Psychology Credits: 1
 - Select additional practicum hours from chosen emphasis.
- GDPC 750 - Personality Assessment Credits: 3
- GDPC 753 - Psychological Decision Making and Interventions Credits: 3
- GDPC 765 - Seminar in the Supervision of Counselors Credits: 2
- GDPC 820 - Internship in Counseling Psychology Credits: 3
- GDPC 835 - Seminar in Counseling Psychology Credits: 3

Child/Family Emphasis—15

Dissertation focus must be selected from this topic area.

- GDPC 710 - Family Therapy Credits: 3
- GDPC 720 - Marital Therapy Credits: 3
- Electives - By advisement Credits: 3
- GDPC 847 - Child/Family Advanced Emphasis Practicum Credits: 6

Research & Dissertation

Research & Statistics—15

- EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 704 - Design and Analysis of Educational and Psychological Surveys Credits: 3
- EDRM 710 - Seminar in Research Methodology Credits: 1
- EDRM 712 - Applied Statistical Methods II Credits: 3
- EDRM 713 - Applied Statistical Methods III Credits: 3
- EDRM 880 - Dissertation Proposal Development Credits: 2

Dissertation - 14+

- GDPC 899 - Doctoral Dissertation Credits: 1–16
 - Student's dissertation topic must coincide with their specialty concentration

TOTAL PhD degree credits - 100+

NOTE: A 2,000-hour supervised internship is required. Students apply through the Association of Psychology, Postdoctoral and Internship Centers for an approved internship. Preference is given to American Psychological Association (APA)–approved internships. The internship is usually completed on a full-time basis (40 hours per week) for one year. Continuation in the Counseling Psychology program is based upon an annual review by the department faculty of the student's academic performance, professional development and personal qualifications as a counseling psychologist.

Beginning the semester after registering for EDRM880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Program Outcomes

Consistent with the scientist-practitioner model and our training philosophy, the Counseling Psychology doctoral program integrates theory, research and practice by training counseling psychologists who (1) have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology, (2) have the necessary knowledge and skills for competent practice and research within a multicultural and spiritually diverse society, and (3) will contribute to and apply the scientific knowledge base of psychology using skills in qualitative and quantitative research methods. Each of these goals, objectives, and competencies are detailed below.

Goal #1: To train counseling psychologists who have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology

Objective 1.1: Students acquire a knowledge base of psychology as a scientific discipline, and of counseling psychology as an area of professional specialization

- Understand the current body of knowledge of scientific psychology in biological, cognitive, affective, and social aspects of behavior, the history /systems of psychology, learning theory, multi-cultural issues, psychopathology, personality, spiritual/religious psychology, psychological measurement, research methods, and techniques of data analysis.
- Understand the scientific, methodological, and theoretical foundations of practice in counseling psychology including individual differences in behavior, human development, psychopathology, and professional standards and ethical responsibilities, including applications to a multicultural and religiously diverse society.

Objective 1.2: Students acquire a knowledge base and skills necessary to diagnose or define problems through psychological assessment and measurement, and formulate and implement intervention strategies (including empirically supported procedures).

- Understand the theories and methods of assessment and diagnosis, effective intervention, consultation and supervision, and evaluating the efficacy of interventions, including applications to a multicultural diverse and religiously diverse society.
- Demonstrate knowledge and skills in empirically supported procedures.

Objective 1.3: Students acquire an awareness and understanding of professional issues to practice psychology in an ethical and professional manner

Understand ethical/legal standards in professional practice and research.

Demonstrate the capacity to make reasoned judgments about ethical practice related to emerging issues using codes, literature in professional ethics, and consultation with colleagues.

Goal #2: To train counseling psychologists who have the necessary knowledge and skills for competent practice and research within a multicultural and religiously diverse society

Objective 2.1: Students acquire self-awareness and comprehensive knowledge and skills to be a multiculturally competent psychologist

- Demonstrate the self-awareness necessary to be a multiculturally competent psychologist.
- Understand the concepts, theory, and research related to culturally competent practice and research as a professional psychologist in diverse settings.
- Understand the concepts, theory, and research related to spiritual and religious aspects of psychology.
- Demonstrate the ability to integrate a spiritual perspective into counseling and psychotherapy practice.

Objective 2.2: Students acquire a comprehensive understanding of the theories and applications of theories related to psychology, career development/vocational psychology, and education in multicultural and religiously diverse settings.

- Understand multicultural and issues as they impact psychological and educational practice and research.
- Demonstrate diagnostic and assessment work, and plan and implement interventions that are culturally responsive to diverse populations.
- Understand spiritual and religious issues as they impact psychological and educational practice and research.
- Demonstrate diagnostic and assessment work, and plan and implement interventions that are spiritually and religiously responsive to diverse populations.

Objective 2.3: Students acquire the knowledge and skills necessary for life-long learning, professional problem-solving and scholarly inquiry as a professional psychologist in the context of an evolving body of scientific and professional knowledge.

- Engage in professional development to maintain effective clinical practice and research.
- Demonstrate knowledge and skills in program development and evaluation.
- Demonstrate professional service and leadership.

Goal #3: To train counseling psychologists who will contribute to and apply the scientific knowledge base of psychology using skills in qualitative and quantitative research methods

Objective 3.1: Students acquire the knowledge and skills necessary to engage in qualitative and quantitative scholarly research

- Demonstrate methodological and quantitative/qualitative analytic skills necessary to read and understand psychological research.
- Demonstrate the ability to initiate, plan, and execute original research and/or theoretical inquiry in counseling psychology.

Objective 3.2: Students acquire the knowledge and skills to integrate psychological research and practice consistent with a scientist practitioner model

- Understand research in counseling process and outcome and its application to practice.
- Demonstrate the skills to apply theoretical and empirical literature to professional practice.
- Demonstrate the skills to design original research to address clinical and/or theoretical questions.

Counseling Psychology, Cultural Diversity Emphasis Ph.D.

Ph.D.: Counseling Psychology

The Ph.D. in Counseling Psychology prepares students for the multi-faceted role of the professional psychologist, which allows them to work in a variety of settings including: academia, clinical settings, consultation, churches, businesses, and private settings. It is also the intent of the program to prepare graduates for licensure as professional psychologists in the U.S. and with eligibility to practice internationally. Students should consult with the appropriate authorities regarding requirements in the states or

countries in which they wish to engage in clinical practice. Counseling psychology students must specialize in one of the listed areas of emphases: Adult, Child/Family, Cultural Diversity, and Health Psychology. Specialty emphases should be developed within a student's course plan in close consultation with their advisor to coincide with the student's dissertation topic. Additionally, each emphasis requires students to complete specified coursework, Advanced Emphasis practicum, and a dissertation topic related to chosen emphasis.

Admissions. Students entering the Ph.D. program in Counseling Psychology should have a master's degree in counseling or a related field.

In order for an applicant without a master's degree to be eligible for consideration of admissions, they must have the following: undergraduate major in psychology; outstanding academic record with satisfactory GPA; and satisfactory scores on both the GRE General Test and Advanced Test in Psychology. A master's degree may be received en route to the doctoral degree, however, all master's degree requirements must be met.

The Ph.D. course requirements assume a prior master's degree that includes graduate courses in the following areas. If courses in these areas have not been taken prior to admission, the indicated Andrews University course must be taken as part of the degree, in addition to Ph.D. courses listed below:

- EDFN 500 - Philosophical Foundations for Professionals
- GDPC 514 - Psychology of Learning
- GDPC 520 - Life Span Development
- GDPC 635 - Theories & Techniques of Counseling
- GDPC 638 - Group Processes
- GDPC 640 - Multicultural Issues for Counselors and Psych
- GDPC 644 - Psychological Testing
- GDPC 650 - Practicum in Counseling
- GDPC 676 - Theories of Personality
- EDRM 505 - Research Methods OR EDRM 506 - Research and Evaluation for Counselors
- EDRM 611 - Applied Statistical Methods I

Students accepted into the PhD in Counseling Psychology, without a prior master's degree in that field, are eligible to apply for the MS in Counseling Psychology and complete it en-route to their PhD. Completion of this degree along with additional supervised practicum hours allow students to apply for State of Michigan psychology licensure at the master's level.

Andrews University Doctoral Transfer Requirements: The Ph.D. Counseling Psychology program requires a minimum of 32 course credits be taken in residence at Andrews University.

- Completion of all required practicum (in this case 3 consecutive semesters - 9 credits)
- Completion of internship (one calendar year 40 hr per week APA approved internship - 3 credits)
- Dissertation credit to complete your dissertation – 16 credits minimum (14 dissertation, 2 EDRM880)
- Doctoral Comprehensive Examination

Residency Requirements: The Counseling Psychology program requires students to complete a minimum of 3 full-time academic years of graduate study, with at least 2 of those years at Andrews University. At least 1 year must be in full-time residence (3-consecutive full-time semesters) at Andrews University.

Ph.D. Course Requirements

Psychological Foundations—18

- GDPC 616 - Psychology of Religious Experience Credits: 3
- GDPC 620 - History and Systems of Psychology Credits: 3
- GDPC 625 - Biopsychology Credits: 3
- GDPC 626 - Cognitive Psychology Credits: 3
- GDPC 629 - Psychopathology: Classification & Treatment Credits: 3
- GDPC 670 - Advanced Social Psychology Credits: 3

Professional Studies—38

- GDPC 554 - Career Development Credits: 3
- GDPC 645 - Professional Ethics for Counselors and Psychologists Credits: 3
- GDPC 652 - Cognitive Assessment Credits: 3
- GDPC 686 - Interventions and Diagnosis with Children and Adolescents Credits: 3
- GDPC 687 - Counseling and Therapeutic Interventions for Adults Credits: 3
- GDPC 688 - Advanced Group Therapy Credits: 3
- GDPC 735 - Clinician Self-Assessment for the Treatment of Culturally Diverse Populations Credits: 3

- GDPC 745 - Practicum in Counseling Psychology Credits: 1
- Select additional practicum hours from chosen emphasis.
- GDPC 750 - Personality Assessment Credits: 3
- GDPC 753 - Psychological Decision Making and Interventions Credits: 3
- GDPC 765 - Seminar in the Supervision of Counselors Credits: 2
- GDPC 820 - Internship in Counseling Psychology Credits: 3
- GDPC 835 - Seminar in Counseling Psychology Credits: 3

Cultural Diversity Emphasis—15

Dissertation focus must be selected from this topic area.

- GDPC 730 - International Psychology Credits: 3
- GDPC 755 - Refugee & Displaced Populations Clinical Interventions Credits: 3
- Electives - By advisement Credits: 3
- GDPC 848 - Diversity Advanced Emphasis Practicum Credits: 6

Research & Dissertation

Research & Statistics—15

- EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 704 - Design and Analysis of Educational and Psychological Surveys Credits: 3
- EDRM 710 - Seminar in Research Methodology Credits: 1
- EDRM 712 - Applied Statistical Methods II Credits: 3
- EDRM 713 - Applied Statistical Methods III Credits: 3
- EDRM 880 - Dissertation Proposal Development Credits: 2

Dissertation - 14+

- GDPC 899 - Doctoral Dissertation Credits: 1–16
Student's dissertation topic must coincide with their specialty concentration

TOTAL PhD degree credits - 100+

NOTE: A 2,000-hour supervised internship is required. Students apply through the Association of Psychology, Postdoctoral and Internship Centers for an approved internship. Preference is given to American Psychological Association (APA)–approved internships. The internship is usually completed on a full-time basis (40 hours per week) for one year. Continuation in the Counseling Psychology program is based upon an annual review by the department faculty of the student's academic performance, professional development and personal qualifications as a counseling psychologist.

Beginning the semester after registering for EDRM880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Program Outcomes

Consistent with the scientist-practitioner model and our training philosophy, the Counseling Psychology doctoral program integrates theory, research and practice by training counseling psychologists who (1) have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology, (2) have the necessary knowledge and skills for competent practice and research within a multicultural and spiritually diverse society, and (3) will contribute to and apply the scientific knowledge base of psychology using skills in qualitative and quantitative research methods. Each of these goals, objectives, and competencies are detailed below.

Goal #1: To train counseling psychologists who have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology

Objective 1.1: Students acquire a knowledge base of psychology as a scientific discipline, and of counseling psychology as an area of professional specialization

- Understand the current body of knowledge of scientific psychology in biological, cognitive, affective, and social aspects of behavior, the history /systems of psychology, learning theory, multi-cultural issues, psychopathology, personality, spiritual/religious psychology, psychological measurement, research methods, and techniques of data analysis.
- Understand the scientific, methodological, and theoretical foundations of practice in counseling psychology including individual differences in behavior, human development, psychopathology, and professional standards and ethical responsibilities, including applications to a multicultural and religiously diverse society.

Objective 1.2: Students acquire a knowledge base and skills necessary to diagnose or define problems through psychological assessment and measurement, and formulate and implement intervention strategies (including empirically supported procedures).

- Understand the theories and methods of assessment and diagnosis, effective intervention, consultation and supervision, and evaluating the efficacy of interventions, including applications to a multicultural diverse and religiously diverse society.
- Demonstrate knowledge and skills in empirically supported procedures.

Objective 1.3: Students acquire an awareness and understanding of professional issues to practice psychology in an ethical and professional manner

- Understand ethical/legal standards in professional practice and research.
- Demonstrate the capacity to make reasoned judgments about ethical practice related to emerging issues using codes, literature in professional ethics, and consultation with colleagues.

Goal #2: To train counseling psychologists who have the necessary knowledge and skills for competent practice and research within a multicultural and religiously diverse society

Objective 2.1: Students acquire self-awareness and comprehensive knowledge and skills to be a multiculturally competent psychologist

- Demonstrate the self-awareness necessary to be a multiculturally competent psychologist.
- Understand the concepts, theory, and research related to culturally competent practice and research as a professional psychologist in diverse settings.
- Understand the concepts, theory, and research related to spiritual and religious aspects of psychology.
- Demonstrate the ability to integrate a spiritual perspective into counseling and psychotherapy practice.

Objective 2.2: Students acquire a comprehensive understanding of the theories and applications of theories related to psychology, career development/vocational psychology, and education in multicultural and religiously diverse settings.

- Understand multicultural and issues as they impact psychological and educational practice and research.
- Demonstrate diagnostic and assessment work, and plan and implement interventions that are culturally responsive to diverse populations.
- Understand spiritual and religious issues as they impact psychological and educational practice and research.
- Demonstrate diagnostic and assessment work, and plan and implement interventions that are spiritually and religiously responsive to diverse populations.

Objective 2.3: Students acquire the knowledge and skills necessary for life-long learning, professional problem-solving and scholarly inquiry as a professional psychologist in the context of an evolving body of scientific and professional knowledge.

- Engage in professional development to maintain effective clinical practice and research.
- Demonstrate knowledge and skills in program development and evaluation.
- Demonstrate professional service and leadership.

Goal #3: To train counseling psychologists who will contribute to and apply the scientific knowledge base of psychology using skills in qualitative and quantitative research methods

Objective 3.1: Students acquire the knowledge and skills necessary to engage in qualitative and quantitative scholarly research

- Demonstrate methodological and quantitative/qualitative analytic skills necessary to read and understand psychological research.
- Demonstrate the ability to initiate, plan, and execute original research and/or theoretical inquiry in counseling psychology.

Objective 3.2: Students acquire the knowledge and skills to integrate psychological research and practice consistent with a scientist practitioner model

- Understand research in counseling process and outcome and its application to practice.
- Demonstrate the skills to apply theoretical and empirical literature to professional practice.
- Demonstrate the skills to design original research to address clinical and/or theoretical questions.

Counseling Psychology, Health Psychology Emphasis Ph.D.

Ph.D.: Counseling Psychology

The Ph.D. in Counseling Psychology prepares students for the multi-faceted role of the professional psychologist, which allows them to work in a variety of settings including: academia, clinical settings, consultation, churches, businesses, and private settings. It is also the intent of the program to prepare graduates for licensure as professional psychologists in the U.S. and with eligibility to practice internationally. Students should consult with the appropriate authorities regarding requirements in the states or countries in which they wish to engage in clinical practice. Counseling psychology students must specialize in one of the listed areas of emphases: Adult, Child/Family, Cultural Diversity, and Health Psychology. Specialty emphases should be developed within a student's course plan in close consultation with their advisor to coincide with the student's dissertation topic. Additionally, each emphasis requires students to complete specified coursework, Advanced Emphasis practicum, and a dissertation topic related to chosen emphasis.

Admissions. Students entering the Ph.D. program in Counseling Psychology should have a master's degree in counseling or a related field.

In order for an applicant without a master's degree to be eligible for consideration of admissions, they must have the following: undergraduate major in psychology; outstanding academic record with satisfactory GPA; and satisfactory scores on both the GRE General Test and Advanced Test in Psychology. A master's degree may be received en route to the doctoral degree, however, all master's degree requirements must be met.

The Ph.D. course requirements assume a prior master's degree that includes graduate courses in the following areas. If courses in these areas have not been taken prior to admission, the indicated Andrews University course must be taken as part of the degree, in addition to Ph.D. courses listed below:

- EDFN 500 - Philosophical Foundations for Professionals
- GDPC 514 - Psychology of Learning
- GDPC 520 - Life Span Development
- GDPC 635 - Theories & Techniques of Counseling
- GDPC 638 - Group Processes
- GDPC 640 - Multicultural Issues for Counselors and Psych
- GDPC 644 - Psychological Testing
- GDPC 650 - Practicum in Counseling
- GDPC 676 - Theories of Personality
- EDRM 505 - Research Methods OR EDRM 506 - Research and Evaluation for Counselors
- EDRM 611 - Applied Statistical Methods I

Students accepted into the PhD in Counseling Psychology, without a prior master's degree in that field, are eligible to apply for the MS in Counseling Psychology and complete it en-route to their PhD. Completion of this degree along with additional supervised practicum hours allow students to apply for State of Michigan psychology licensure at the master's level.

Andrews University Doctoral Transfer Requirements: The Ph.D. Counseling Psychology program requires a minimum of 32 course credits be taken in residence at Andrews University.

- Completion of all required practicum (in this case 3 consecutive semesters - 9 credits)
- Completion of internship (one calendar year 40 hr per week APA approved internship - 3 credits)
- Dissertation credit to complete your dissertation – 16 credits minimum (14 dissertation, 2 EDRM880)
- Doctoral Comprehensive Examination

Residency Requirements: The Counseling Psychology program requires students to complete a minimum of 3 full-time academic years of graduate study, with at least 2 of those years at Andrews University. At least 1 year must be in full-time residence (3-consecutive full-time semesters) at Andrews University.

Ph.D. Course Requirements

Psychological Foundations—18

- GDPC 616 - Psychology of Religious Experience Credits: 3
- GDPC 620 - History and Systems of Psychology Credits: 3
- GDPC 625 - Biopsychology Credits: 3
- GDPC 626 - Cognitive Psychology Credits: 3

- GDPC 629 - Psychopathology: Classification & Treatment Credits: 3
- GDPC 670 - Advanced Social Psychology Credits: 3

Professional Studies—38

- GDPC 554 - Career Development Credits: 3
- GDPC 645 - Professional Ethics for Counselors and Psychologists Credits: 3
- GDPC 652 - Cognitive Assessment Credits: 3
- GDPC 686 - Interventions and Diagnosis with Children and Adolescents Credits: 3
- GDPC 687 - Counseling and Therapeutic Interventions for Adults Credits: 3
- GDPC 688 - Advanced Group Therapy Credits: 3
- GDPC 735 - Clinician Self-Assessment for the Treatment of Culturally Diverse Populations Credits: 3
- GDPC 745 - Practicum in Counseling Psychology Credits: 1
- - Select additional practicum hours from chosen emphasis.
- GDPC 750 - Personality Assessment Credits: 3
- GDPC 753 - Psychological Decision Making and Interventions Credits: 3
- GDPC 765 - Seminar in the Supervision of Counselors Credits: 2
- GDPC 820 - Internship in Counseling Psychology Credits: 3
- GDPC 835 - Seminar in Counseling Psychology Credits: 3

Health Psychology Emphasis—15

- GDPC 746 - Issues in Health Psychology Seminar Credits: 3
- SOWK 675 - Topics in: Psychopharmacology Credits: 3
- Electives - By advisement Credits: 3
- GDPC 849 - Health Psychology Advanced Emphasis Practicum Credits: 6

Research & Dissertation

Research & Statistics—15

- EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 704 - Design and Analysis of Educational and Psychological Surveys Credits: 3
- EDRM 710 - Seminar in Research Methodology Credits: 1
- EDRM 712 - Applied Statistical Methods II Credits: 3
- EDRM 713 - Applied Statistical Methods III Credits: 3
- EDRM 880 - Dissertation Proposal Development Credits: 2

Dissertation - 14+

- GDPC 899 - Doctoral Dissertation Credits: 1–16
Student's dissertation topic must coincide with their specialty concentration

TOTAL PhD degree credits - 100+

NOTE: A 2,000-hour supervised internship is required. Students apply through the Association of Psychology, Postdoctoral and Internship Centers for an approved internship. Preference is given to American Psychological Association (APA)-approved internships. The internship is usually completed on a full-time basis (40 hours per week) for one year. Continuation in the Counseling Psychology program is based upon an annual review by the department faculty of the student's academic performance, professional development and personal qualifications as a counseling psychologist.

Beginning the semester after registering for EDRM880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Program Outcomes

Consistent with the scientist-practitioner model and our training philosophy, the Counseling Psychology doctoral program integrates theory, research and practice by training counseling psychologists who (1) have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology, (2) have the necessary knowledge and skills for competent practice and research within a multicultural and spiritually diverse society, and (3) will contribute to and apply the scientific knowledge base of psychology using skills in qualitative and quantitative research methods. Each of these goals, objectives, and competencies are detailed below.

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- Understand the scientific, methodological, and theoretical foundations of practice in counseling psychology including individual differences in behavior, human development, psychopathology, and professional standards and ethical responsibilities, including applications to a multicultural and religiously diverse society.

Objective 1.2: Students acquire a knowledge base and skills necessary to diagnose or define problems through psychological assessment and measurement, and formulate and implement intervention strategies (including empirically supported procedures).

- Understand the theories and methods of assessment and diagnosis, effective intervention, consultation and supervision, and evaluating the efficacy of interventions, including applications to a multicultural diverse and religiously diverse society.
- Demonstrate knowledge and skills in empirically supported procedures.

Objective 1.3: Students acquire an awareness and understanding of professional issues to practice psychology in an ethical and professional manner

- Understand ethical/legal standards in professional practice and research.
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- Demonstrate knowledge and skills in program development and evaluation.
- Demonstrate professional service and leadership.

Goal #3: To train counseling psychologists who will contribute to and apply the scientific knowledge base of psychology using skills in qualitative and quantitative research methods

Objective 3.1: Students acquire the knowledge and skills necessary to engage in qualitative and quantitative scholarly research

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- Demonstrate the ability to initiate, plan, and execute original research and/or theoretical inquiry in counseling psychology.

Objective 3.2: Students acquire the knowledge and skills to integrate psychological research and practice consistent with a scientist practitioner model

- Understand research in counseling process and outcome and its application to practice.
- Demonstrate the skills to apply theoretical and empirical literature to professional practice.
- Demonstrate the skills to design original research to address clinical and/or theoretical questions.

Educational Psychology, General Emphasis Ed.D.

This emphasis prepares individuals for educational psychology positions. It prepares college and university instructors, generally in the areas of human development, personality and learning and instruction. Educational psychologists also work in schools, businesses, industries and various human-development settings.

Degree Requirements

Professional Core—36

- EDRM 636 - Program Evaluation Credits: 3
- GDPC 514 - Psychology of Learning Credits: 3
- GDPC 525 - Psychology and Education of Exceptional Children Credits: 3
- GDPC 540 - Behavioral and Emotional Problems of Children Credits: 3
- GDPC 615 - Advanced Human Development Credits: 3
- GDPC 625 - Biopsychology Credits: 3
- GDPC 626 - Cognitive Psychology Credits: 3
- GDPC 644 - Psychological Testing Credits: 3
- GDPC 670 - Advanced Social Psychology Credits: 3
- GDPC 676 - Theories of Personality Credits: 3
- GDPC 736 - Field Work in Educational Psychology Credits: 1–6
- GDPC 834 - Seminar in Educational/School Psychology Credits: 3

Educational Foundations—9

- EDFN 500 - Philosophical Foundations for Professionals Credits: 3
- GDPC 616 - Psychology of Religious Experience Credits: 3
- GDPC 620 - History and Systems of Psychology Credits: 3
- or a non-psychological foundations course

Research & Statistics—15

- EDRM 505 - Research Methods Credits: 3
 - EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
 - EDRM 611 - Applied Statistical Methods I Credits: 3
 - EDRM 710 - Seminar in Research Methodology Credits: 1
 - EDRM 712 - Applied Statistical Methods II Credits: 3
 - EDRM 880 - Dissertation Proposal Development Credits: 2
- Research Experience:** This requirement is met in EDRM 712. Transfer students who have taken related courses elsewhere must see their advisor for appropriate procedures.

Electives—16

By advisement.

Dissertation—14+

Total Credits: 90+

Program Outcomes

Educational Psychology Student Learning Outcomes

- Demonstrate the ability to integrate a spiritual perspective into educational psychological practice and theory.
- Demonstrate knowledge and understanding of human development, and human learning across the life span.
- Demonstrate knowledge and understanding of the major theories of learning and motivation.
- Competency in the planning and prescribing of teaching and curriculum strategies for students.
- Knowledge of human behavior and behavior management techniques, and capacity to plan and implement classroom management procedures pertaining to the behavior of students.
- The acquisition and mastery of a broad understanding of learning, and learning impairments.
- Knowledge of federal and state special education laws and other legal aspects of the role of the educational psychologist.
- Skills in the ability to consult, counsel, and collaborate with students, parents, school personnel, and appropriate outside personnel regarding mental health, behavior, and educational concerns utilizing psychologist principles. Knowledge of human growth and development in pupils with or without handicaps.
- Knowledge of the organization and administration of local and state agencies and their services for pupils.
- Demonstrate the ability to use current technology for supervision, assessment, and professional record keeping and consultation.
- Understand and interpret statistical data from research studies.
- Integrate data from tests and other measurement sources. Understand dynamics of research.
- Communicate research findings to parents, students and other professionals in a meaningful way.
- Demonstrate ability to provide psychological services to special populations including ethnic minorities, female students, learning disabled students, mentally challenged students, emotionally handicapped students, physically disabled students, and gifted students.
- Conduct evaluations and research in the area of educational and school psychology.
- Understand ethical standards for the profession of educational psychology.
- Demonstrate ethical behaviors.

Educational Psychology, General Emphasis Ph.D.

This concentration (Ph.D.) prepares individuals for educational psychology positions. It prepares college and university instructors, generally in the areas of human development, personality, learning and instruction, measurement, statistics and research design. Educational psychologists also work in schools, businesses, industries and various human-development settings.

General Emphasis

Professional Core—36

- EDRM 636 - Program Evaluation Credits: 3
- GDPC 514 - Psychology of Learning Credits: 3
- GDPC 525 - Psychology and Education of Exceptional Children Credits: 3
- GDPC 540 - Behavioral and Emotional Problems of Children Credits: 3
- GDPC 615 - Advanced Human Development Credits: 3
- GDPC 625 - Biopsychology Credits: 3
- GDPC 626 - Cognitive Psychology Credits: 3
- GDPC 644 - Psychological Testing Credits: 3
- GDPC 670 - Advanced Social Psychology Credits: 3
- GDPC 676 - Theories of Personality Credits: 3
- GDPC 736 Field Work in Educational Psychology Credits: 3
- GDPC 834 - Seminar in Educational/School Psychology Credits: 3

Educational Foundations—9

- EDFN 500 - Philosophical Foundations for Professionals Credits: 3
- GDPC 616 - Psychology of Religious Experience Credits: 3
- GDPC 620 - History and Systems of Psychology Credits: 3
- or a non-psychological foundations course

Research & Statistics—21

- EDRM 505 - Research Methods Credits: 3
 - EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
 - EDRM 611 - Applied Statistical Methods I Credits: 3
 - EDRM 704 - Design and Analysis of Educational and Psychological Surveys Credits: 3
 - EDRM 710 - Seminar in Research Methodology Credits: 1
 - EDRM 712 - Applied Statistical Methods II Credits: 3
 - EDRM 713 - Applied Statistical Methods III Credits: 3
 - EDRM 880 - Dissertation Proposal Development Credits: 2
- Research Experience:** This requirement is met in EDRM 712 and EDRM 713. Transfer students who have taken related courses elsewhere must see their advisor for appropriate procedures.

Electives—10

By advisement.

Dissertation—14+

Total Credits: 90+

Program Outcomes

Educational Psychology Student Learning Outcomes

- Demonstrate the ability to integrate a spiritual perspective into educational psychological practice and theory.
- Demonstrate knowledge and understanding of human development, and human learning across the life span.
- Demonstrate knowledge and understanding of the major theories of learning and motivation.
- Competency in the planning and prescribing of teaching and curriculum strategies for students.
- Knowledge of human behavior and behavior management techniques, and capacity to plan and implement classroom management procedures pertaining to the behavior of students.
- The acquisition and mastery of a broad understanding of learning, and learning impairments.
- Knowledge of federal and state special education laws and other legal aspects of the role of the educational psychologist.
- Skills in the ability to consult, counsel, and collaborate with students, parents, school personnel, and appropriate outside personnel regarding mental health, behavior, and educational concerns utilizing psychologist principles.
- Knowledge of human growth and development in pupils with or without handicaps.
- Knowledge of the organization and administration of local and state agencies and their services for pupils.
- Demonstrate the ability to use current technology for supervision, assessment, and professional record keeping and consultation.
- Understand and interpret statistical data from research studies.
- Integrate data from tests and other measurement sources. Understand dynamics of research.
- Communicate research findings to parents, students and other professionals in a meaningful way.
- Demonstrate ability to provide psychological services to special populations including ethnic minorities, female students, learning disabled students, mentally challenged students, emotionally handicapped students, physically disabled students, and gifted students.
- Conduct evaluations and research in the area of educational and school psychology.
- Understand ethical standards for the profession of educational psychology.

- Demonstrate ethical behaviors.

Educational Psychology, School Psychology Emphasis Ed.D.

This emphasis prepares individuals for the professional practice of school psychology. Doctoral-level school psychologists work in public and private school systems, colleges and universities, preschool and child-development centers, and private practice. Typical responsibilities include assessment, diagnosis, consultation, program planning and intervention services to preschool and school-age children with educational, emotional and behavioral problems. This is a professional degree that is aimed at preparing school psychologists for added responsibility in the area of supervision or more in-depth understanding of school psychological practice and research methodology. It is planned to be a continuation of the Ed.S. degree. Certification/licensure as a school psychologist is advisable. If certification has not been met prior to enrollment in the doctoral program, the sequence of courses for the Ed.S. program as outlined in this bulletin must be completed as part of the doctoral program.

Degree Requirements

Ed.S.—Ed.S. in a state and NASP-approved School Psychology program

Focus Area—9

School Psychology Focus

- GDPC 629 - Psychopathology: Classification & Treatment Credits: 3
- GDPC 670 - Advanced Social Psychology Credits: 3
- GDPC 834 - Seminar in Educational/School Psychology Credits: 3

Supervision Focus

- EDAL 560 - K-12 Law Credits: 3
- EDAL 570 - Principles of Educational Supervision Credits: 2,3
- EDAL 635 - Human Resources Administration Credits: 2,3

Research & Statistics—12

- EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3
- EDRM 710 - Seminar in Research Methodology Credits: 1
- EDRM 712 - Applied Statistical Methods II Credits: 3
- EDRM 880 - Dissertation Proposal Development Credits: 2

Electives—0-9

Students completing the Ed.S. School Psychology program at Andrews University need not take any electives. Students who obtained their Ed.S. at an institution other than Andrews University must complete 9 credits of doctoral electives at Andrews University. Included in these credits must be EDFN 500 and courses missed from Andrews University required courses. If students received their Ed.S. in School Psychology at Andrews University, the following courses must have been included:

- GDPC 626 - Cognitive Psychology Credits: 3
- GDPC 676 - Theories of Personality Credits: 3
- GDPC 686 - Interventions and Diagnosis with Children and Adolescents Credits: 3

Dissertation—14+

Total Credits: 106+

Note:

Continuation in the Educational Psychology program is based upon a periodic review by the department faculty of the student's academic performance and personal qualifications as an educational school psychologist.

Program Outcomes

Educational Psychology Student Learning Outcomes

- Demonstrate the ability to integrate a spiritual perspective into educational psychological practice and theory.
- Demonstrate knowledge and understanding of human development, and human learning across the life span.
- Demonstrate knowledge and understanding of the major theories of learning and motivation.
- Competency in the planning and prescribing of teaching and curriculum strategies for students.
- Knowledge of human behavior and behavior management techniques, and capacity to plan and implement classroom management procedures pertaining to the behavior of students.
- The acquisition and mastery of a broad understanding of learning, and learning impairments.
- Knowledge of federal and state special education laws and other legal aspects of the role of the educational psychologist.
- Skills in the ability to consult, counsel, and collaborate with students, parents, school personnel, and appropriate outside personnel regarding mental health, behavior, and educational concerns utilizing psychologist principles.
- Knowledge of human growth and development in pupils with or without handicaps.
- Knowledge of the organization and administration of local and state agencies and their services for pupils.
- Demonstrate the ability to use current technology for supervision, assessment, and professional record keeping and consultation.
- Understand and interpret statistical data from research studies.
- Integrate data from tests and other measurement sources. Understand dynamics of research.
- Communicate research findings to parents, students and other professionals in a meaningful way.
- Demonstrate ability to provide psychological services to special populations including ethnic minorities, female students, learning disabled students, mentally challenged students, emotionally handicapped students, physically disabled students, and gifted students.
- Conduct evaluations and research in the area of educational and school psychology.
- Understand ethical standards for the profession of educational psychology.
- Demonstrate ethical behaviors.

Educational Psychology, School Psychology Emphasis Ph.D.

This emphasis prepares individuals for the professional practice of school psychology. Doctoral-level school psychologists work in public and private school systems, colleges and universities, pre-school and child-development centers and private practice. Typical responsibilities include assessment, diagnosis, consultation, program planning and intervention services to preschool and school-age children with educational, emotional and behavioral problems. This is a professional degree that is aimed at preparing school psychologists for added responsibility in the area of supervision or more in-depth understanding of school psychological practice and research methodology. It is planned to be a continuation of the Ed.S. degree. Certification/licensure as a school psychologist is advisable. If certification has not been met prior to enrollment in the doctoral program, the sequence of courses for the Ed.S. program as outlined in this bulletin must be completed as part of the doctoral program.

Degree Requirements

Ed.S.—Ed.S. in a state and NASP-approved School Psychology program.

Focus Area—9

School Psychology Focus

- GDPC 629 - Psychopathology: Classification & Treatment Credits: 3
- GDPC 670 - Advanced Social Psychology Credits: 3
- GDPC 834 - Seminar in Educational/School Psychology Credits: 3

Supervision Focus

- EDAL 560 - K-12 Law Credits: 3

- EDAL 570 - Principles of Educational Supervision Credits: 2,3
- EDAL 635 - Human Resources Administration Credits: 2,3

Research & Statistics—18

- EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3
- EDRM 704 - Design and Analysis of Educational and Psychological Surveys Credits: 3
- EDRM 710 - Seminar in Research Methodology Credits: 1
- EDRM 712 - Applied Statistical Methods II Credits: 3
- EDRM 713 - Applied Statistical Methods III Credits: 3
- EDRM 880 - Dissertation Proposal Development Credits: 2

Research Experience: This requirement is met in EDRM 712 and EDRM 713. Transfer students who have taken related courses elsewhere must see their advisor for appropriate procedures.

Electives—0–9

Students completing the Ed.S. School Psychology program at Andrews University need not take any electives. Students who obtained their Ed.S. at an institution other than Andrews University must complete 9 credits of doctoral electives at Andrews University. Included in these credits must be EDFN 500 and courses missed from Andrews University required courses. If students received their Ed.S. in School Psychology at Andrews University, the following courses must have been included:

- GDPC 626 - Cognitive Psychology Credits: 3
- GDPC 638 - Group Processes Credits: 3
- GDPC 686 - Interventions and Diagnosis with Children and Adolescents Credits: 3

Dissertation—14+

Total Credits: 111+

Note:

Continuation in the Educational Psychology program is based upon a periodic performance review and personal qualifications as an educational school psychologist.

Program Outcomes

Educational Psychology Student Learning Outcomes

- Demonstrate the ability to integrate a spiritual perspective into educational psychological practice and theory.
- Demonstrate knowledge and understanding of human development, and human learning across the life span.
- Demonstrate knowledge and understanding of the major theories of learning and motivation.
- Competency in the planning and prescribing of teaching and curriculum strategies for students.
- Knowledge of human behavior and behavior management techniques, and capacity to plan and implement classroom management procedures pertaining to the behavior of students.
- The acquisition and mastery of a broad understanding of learning, and learning impairments.
- Knowledge of federal and state special education laws and other legal aspects of the role of the educational psychologist.
- Skills in the ability to consult, counsel, and collaborate with students, parents, school personnel, and appropriate outside personnel regarding mental health, behavior, and educational concerns utilizing psychologist principles.
- Knowledge of human growth and development in pupils with or without handicaps.
- Knowledge of the organization and administration of local and state agencies and their services for pupils.
- Demonstrate the ability to use current technology for supervision, assessment, and professional record keeping and consultation.
- Understand and interpret statistical data from research studies.
- Integrate data from tests and other measurement sources. Understand dynamics of research.
- Communicate research findings to parents, students and other professionals in a meaningful way.

- Demonstrate ability to provide psychological services to special populations including ethnic minorities, female students, learning disabled students, mentally challenged students, emotionally handicapped students, physically disabled students, and gifted students.
- Conduct evaluations and research in the area of educational and school psychology.
- Understand ethical standards for the profession of educational psychology.
- Demonstrate ethical behaviors.

School Psychology Ed.S.

The Ed.S. in School Psychology provides training for a professional career as a certified or licensed school psychologist. Ed.S.-level school psychologists work primarily in public and private school systems, preschool settings, and child-development centers. Typical responsibilities are assessment, diagnosis, consultation, program planning, and intervention services to preschool and school-age children with educational, emotional and behavioral problems.

Admission. Students may enter the Ed.S. program in School Psychology if they have a master's degree in psychology, education or a related field. An applicant with a good academic record may enter without a master's degree, provided the applicant has an undergraduate major in psychology, education or a related field; a GPA of 3.00; introductory courses in the following areas: statistics, learning theories or educational psychology and human development; and current satisfactory scores on the GRE General Tests. Applicants must also meet the general requirements listed in the Graduate Programs and Academic Information portions of the Admissions and Academics section of this bulletin.

Students admitted to the Ed.S. without a master's degree may elect to receive an MA en route or may proceed directly to the Ed.S. degree. Students who want the MA degree must take and pass the MA comprehensive examinations. Students continuing to the Ed.S. without receiving the MA are not required to take these exams. Students will be required to take and pass the Ed.S. comprehensive examinations.

Students are required to pass the ETS School Psychology (Praxis II) exam and submit a satisfactory portfolio in addition to the requirements below.

Prior to clinical experiences or classes with child contact, students will be required to complete a clearance form indicating whether they have been convicted of a felony and have fingerprints on file with the Michigan State Police. Having a prior conviction may make it impossible to complete the program.

Students must demonstrate computer competency.

Transfer Credits for Ed.S. in School Psychology. The program requires a minimum of 70 semester credits of post-baccalaureate study. At least 24 semester credits (excluding practicum and internship) must be completed within the Ed.S. program at Andrews University.

EdS Degree Requirements

Psychological Foundations—5

- GDPC 615 - Advanced Human Development Credits: 3
- GDPC 640 - Multicultural Issues for Counselors and Psychologists Credits: 2

Professional Core—60

- GDPC 525 - Psychology and Education of Exceptional Children Credits: 3
- GDPC 540 - Behavioral and Emotional Problems of Children Credits: 3
- GDPC 555 - Early Childhood Issues and Assessment Credits: 2
- GDPC 618 - Legal and Ethical Issues in Schools Credits: 3
Three credits are required when GDPC608 is not offered.
- GDPC 625 - Biopsychology Credits: 3
- GDPC 626 - Cognitive Psychology Credits: 3
- GDPC 635 - Theories and Techniques of Counseling Credits: 3
- GDPC 644 - Psychological Testing Credits: 3
- GDPC 651 - Behavioral and Educational Assessment Credits: 3
- GDPC 652 - Cognitive Assessment Credits: 3
- GDPC 654 - Practicum in School Psychology Credits: 6
- GDPC 649 - Crisis Intervention Credits: 1
- GDPC 672 - Psychoeducational Consultation Credits: 3
- GDPC 686 - Interventions and Diagnosis with Children and Adolescents Credits: 3
- GDPC 753 - Psychological Decision Making and Interventions Credits: 3
- GDPC 810 - Internship in School Psychology Credits: 6
- GDPC 795 - Professional Portfolio Credits: 0

- SPED 610 - Instructional Design for Special Education Credits: 3
- SPED 645 - Reading and Writing Assessment & Intervention Credits: 3
- SPED 630 - Education of Students with Math Disabilities Credits: 3

Educational Foundations—2

- EDFN 500 - Philosophical Foundations for Professionals Credits: 2

Research & Statistics—3

- EDRM 505 - Research Methods Credits: 3

Total Credits: 70

Note:

See the School Psychology Program Manual for more information on other specific program requirements. Continuation in the School Psychology program is based upon a periodic review by the department faculty of the student's academic performance and personal qualifications necessary to be a successful school psychologist.

Program Outcomes

The following outcomes guide the training and preparation of our School Psychology degree students.

Domain 1: Data-Based Decision-Making and Accountability

School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problems solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

Domain 2: Consultation and Collaboration

School psychologists have knowledge of varied models of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

Domain 3: Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

Domain 5: School-wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development and mental health. School psychologists in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and their families.

Domain 6: Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical wellbeing through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Domain 7: Family-School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

Domain 8: Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, and disabilities, and other diverse characteristics, principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

Domain 9: Research and Program Evaluations

School Psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or system levels.

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justices, communication skills, effective interpersonal; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

Research & Measurement

EDRM 499 - Independent Study

Credits: 1–3 | Topic to be selected by advisement. Permission of advisor and instructor required. A contract must be developed between the student and the instructor. | **Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **College Code:** SED

EDRM 505 - Research Methods

Credits: 3 | A survey of quantitative and qualitative research designs for conducting basic and applied research in education and psychology. The primary focus will be on the research process including defining variables, formulating and stating the problem, planning and designing the research, conducting the literature review, instrumentation, data collection procedures, basic data analysis, and researcher ethical and legal responsibilities. Students are expected to develop a research proposal. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Repeatable:** Repeatable | **Schedule Type:** Lecture, Blended Learning, Interactive Online | **College Code:** SED

EDRM 506 - Research and Evaluation for Counselors

Credits: 3 | This course seeks to prepare mental health and school counselors to be informed consumers of research and evaluation. It focuses primarily on research designs (quantitative, qualitative, mixed methods), program evaluation models and procedures and data analysis within the counseling field. Ethical and multicultural issues relevant to research in counseling will also be addressed. Critical analyses of the literature and development of a research proposal relevant to counseling will be required. This course is for clinical mental health and school counseling students only. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture | **College Code:** SED

EDRM 604 - Design and Analysis of Educational and Psychological Surveys

Credits: 3 | Development of questionnaires, scale construction, and administration of survey instruments. Topics include item generation, survey development,

establishment of reliability and validity. Analysis of survey data using SPSS will be a major part of this course. Students are expected to submit and present a research paper at the end of the course. (Master's-level only) | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Prerequisite(s):** EDRM611 or equivalent | **Schedule Type:** Lecture | **College Code:** SED

EDRM 605 - Qualitative Research Methods in Education and Psychology

Credits: 3 | The theory, methods, and application of qualitative research in education and psychology with particular emphasis on participant observation and the ethnographic interview. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

EDRM 611 - Applied Statistical Methods I

Credits: 3 | Analysis of educational, counseling and psychological data using descriptive and basic inferential statistics; frequency distribution, measures of central tendency, dispersion, correlation, t-tests, one way Analysis of Variance, simple linear regression, introduction to multiple regression analysis, and Chi-Square. SPSS will be used for all data analysis. Students are expected to submit and present a research paper at the end of the course. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture, Blended Learning, Interactive Online | **College Code:** SED

EDRM 612 - Applied Statistical Methods II

Credits: 3 | Analysis of educational, counseling and psychological data using multiple regression analysis, logistic regression analysis, exploratory factor analysis, factorial analysis of variance, repeated measures analysis of variance, and analysis of covariance. SPSS will be used for all data analysis. Students are expected to submit and present a research paper at the end of the course. (Master's-level only) | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Prerequisite(s):** EDRM 611 or equivalent. | **Schedule Type:** Lecture | **College Code:** SED

EDRM 613 - Applied Statistical Methods III

Credits: 3 | Analysis of educational, counseling & psychological data using multivariate analysis of variance, discriminant analysis, multinomial logistic regression analysis, canonical correlation analysis, cluster analysis, structural equation modeling, and hierarchical linear modeling. SPSS will be primarily used for data analysis. Additional software (e.g. AMOS, HLM) may be required. Students are expected to submit and present a research paper at the end of the course. (Master's-level only) | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Prerequisite(s):** EDRM 612 or equivalent. | **Schedule Type:** Lecture | **College Code:** SED

EDRM 636 - Program Evaluation

Credits: 3 | The application of various evaluation models and techniques for the specific purpose of judging the processes and results of projects and programs. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Prerequisite(s):** EDRM 505 and EDRM 611 or their equivalents. | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

EDRM 648 - Workshop

Credits: 1-4 | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Repeatable:** Repeatable | **Schedule Type:** Workshop | **College Code:** SED

EDRM 690 - Independent Study: Topic

Credits: 1 | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Prerequisite(s):** Permission of curriculum advisor and independent study supervisor required. A contract between the student and supervisor must be developed. Graded S/U. | **Repeatable:** Repeatable | **Schedule Type:** Independent | **College Code:** SED

EDRM 698 - Research Project

Credits: 0 | Group research project to provide students with research experience. | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **College Code:** SED

EDRM 704 - Design and Analysis of Educational and Psychological Surveys

Credits: 3 | Development of questionnaires, scale construction, and administration of survey instruments. Topics include item generation, survey development, establishment of reliability and validity. Analysis of survey data using SPSS will be a major part of this course. Students are expected to submit and present a research paper at the end of the course. (Doctoral-level only) | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Prerequisite(s):** EDRM 611 or equivalent. | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

EDRM 710 - Seminar in Research Methodology

Credits: 1 | This course is designed to help the student in developing a Literature Review on his/her Dissertation topic. Topics to be discussed will include: research articles evaluation, literature review outline, and how to write a literature review. Prerequisites for the course are: to have an approved Dissertation Committee, and

approved Dissertation Topic. | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Prerequisite(s):** An approved dissertation topic and committee. | **Schedule Type:** Seminar | **College Code:** SED

EDRM 712 - Applied Statistical Methods II

Credits: 3 | Analysis of educational, counseling and psychological data using multiple regression analysis, logistic regression analysis, exploratory factor analysis, factorial analysis of variance, repeated measures analysis of variance, and analysis of covariance. SPSS will be used for all data analysis. Students are expected to submit and present a research paper at the end of the course. (Doctoral-level only) | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Prerequisite(s):** EDRM 611 or equivalent. | **Schedule Type:** Lecture | **College Code:** SED

EDRM 713 - Applied Statistical Methods III

Credits: 3 | Analysis of educational, counseling and psychological data using multivariate analysis of variance, discriminant analysis, multinomial logistic regression analysis, canonical correlation analysis, cluster analysis, structural equation modeling, and hierarchical linear modeling. SPSS will be primarily used for data analysis. Additional software (e.g. AMOS, HLM) may be required. Students are expected to submit and present a research paper at the end of the course. (Doctoral-level only) | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Prerequisite(s):** EDRM 712 or equivalent. | **Schedule Type:** Lecture | **College Code:** SED

EDRM 880 - Dissertation Proposal Development

Credits: 2 | Designing and writing the doctoral dissertation proposal. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Prerequisite(s):** EDRM 505, EDRM 611 and EDRM 710 or their equivalents, and permission of instructor. | **Schedule Type:** Lecture | **College Code:** SED

Graduate Psychology & Counseling

GDPG 850 - Doctoral Field Externship

Credits: 1 | Students desiring additional clinical experience may register for Field Externship to accumulate clinical hours. Each credit allows students to accumulate 85 hours, of which 40% is direct service to clients. These hours must be completed outside of the ACCC. | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Repeatable:** Repeatable | **Schedule Type:** Practicum | **College Code:** SED

GDPG 878 - Doctoral Practicum Continuation

Credits: 1 | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Repeatable:** Repeatable | **Schedule Type:** Practicum | **College Code:** SED

GDPG 115 - Academic Learning Assessment

Credits: 2 | A guided experience of self-discovery into the learning factors that yield academic success. Comprehensive assessment and application of individual learning characteristics. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Independent | **College Code:** SED

GDPG 301 - Human Development

Credits: 3 | An introductory study of the nature, conditions, and outcomes of human learning, with emphasis on the psychological development from birth through old age. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

GDPG 302 - Educational Psychology

Credits: 3 | Introductory study of nature, conditions, and outcomes of human learning, with emphasis on the psychological factors. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

GDPG 430 - Introduction to Residence-hall Administration

Credits: 2 | Designed to prepare prospective secondary-school residence-hall directors. Emphasis on practical administration techniques, the relationship between adolescent development and educational programming, and the role of the director as an educator. | Swing course—Approved 400-499 courses qualify for graduate-level credit for graduate students | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

GDPG 438 - Workshop

Credits: 1-4 | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Repeatable:** Repeatable | **Schedule Type:** Workshop | **College Code:** SED

GDPG 499 - Independent Study: Topic

Credits: 1 | **Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W) | **Prerequisite(s):** Permission of curriculum advisor and independent study supervisor required. | **Repeatable:** Repeatable | **Schedule Type:** Independent | **College Code:** SED

GDPG 514 - Psychology of Learning

Credits: 3 | The learning process studied from the viewpoints of intelligence, cognitive language and personality development, learning theories, and motivation. | **Grade Mode:** Normal (A-F,I,W) | **Prerequisite(s):** Introductory course in general or educational/developmental psychology. | **Repeatable:** Repeatable | **Schedule Type:** Lecture | **College Code:** SED

GDCP 520 - Life Span Development

Credits: 3 | A survey of the biological, cognitive, and sociocultural factors influencing human development from conception to senescence, with consideration of cultural and ethnic diversity. | **Grade Mode:** Normal (A-F,I,W) | **Repeatable:** Repeatable up to 3 credits | **Schedule Type:** Lecture | **College Code:** SED

GDCP 525 - Psychology and Education of Exceptional Children

Credits: 3 | A comprehensive survey of the psychological and educational needs of exceptional children. Strategies for incorporating an exceptional student into regular classroom and for supporting the exceptional child in the community. Students are also required to register for GDCP525 PO2 which is the practicum portion of this class and entails 25 hours in a regular or special education classroom | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Prerequisite(s):** A course in human development. | **Schedule Type:** Lecture, Lab | **College Code:** SED

GDCP 530 - Professional Issues in School Counseling

Credits: 3 | A survey of professional issues in school counseling including the roles, functions, and identity of school counselors, the theory and process of school counseling and guidance, consultation, and current trends in legal and ethical matters. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

GDCP 540 - Behavioral and Emotional Problems of Children

Credits: 3 | Identification and remediation of learning, behavioral, emotional, and developmental problems of children in a multicultural context. Classroom behavior management, structuring classroom and home environments for personal development, consulting with parents and school personnel, and developing family and school-based individual intervention plans. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

GDCP 545 - Administration of Guidance Services

Credits: 3 | A study of the organization, administration, and coordination of guidance services in school systems including the development, implementation, and evaluation of comprehensive developmental school counseling programs. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **Offering:** Alternate years | **College Code:** SED

GDCP 554 - Career Development

Credits: 3 | An introduction to career development and career counseling with an emphasis on counseling populations with special needs, career decision making, career adjustment, and changing careers. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

GDCP 555 - Early Childhood Issues and Assessment

Credits: 2 | A study of infant and toddler assessment from birth to 5 years in context of federal legislation and best development and educational practices. The student will study individual and screening instruments for this age group, along with a specific focus on family and community involvement in the assessment process. This course also includes a special emphasis on the assessment and instruction of children with Autism Spectrum Disorder. Students are also required to register for GDCP555 PO5. | \$ - Course or lab fee | **Grade Mode:** Normal (A-F,I,W) | **Prerequisite(s):** GDCP 652 or approval by instructor. | **Schedule Type:** Lecture, Lab | **College Code:** SED

GDCP 600 - Family Counseling

Credits: 3 | Theory of family systems and practice of family therapy with emphasis on multicultural and developmental differences, theoretical models, and professional issues. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Prerequisite(s):** GDCP 650 or equivalent. (Master's-level) | **Schedule Type:** Lecture | **College Code:** SED

GDCP 608 - Topics in Legal and Ethical Issues in Schools

Credits: 1 | Study tour involving attendance, and possibly presentation, at a psychology conference as proposed by faculty. | **Grade Mode:** Normal (A-F,I,W) | **Corequisite(s):** Students must also be enrolled in GDCP 618 for 2 credits. | **Schedule Type:** Lecture | **College Code:** SED

GDCP 609 - Topics in Professional Issues in Clinical Mental Health Counseling

Credits: 1 | Study tour involving attendance, and possibly presentation, at a mental health counseling conference as proposed by faculty. Students must also be enrolled in GDCP 619 for 2 credits | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

GDCP 610 - Marital Counseling

Credits: 3 | Introduction to marital and couple therapy with emphasis on research, multicultural differences, theoretical models, clinical strategies and techniques, and professional issues. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Prerequisite(s):** GDCP 650 or equivalent. (Master's-level) | **Schedule Type:** Lecture | **College Code:** SED

GDCP 615 - Advanced Human Development

Credits: 3 | Critically evaluates contemporary research and theories of human development across the life span. The course has three focuses: a critical analysis of contemporary developmental psychology, the relevance of theory and research findings to educational practice and family context and the analysis of the interaction of the individual and the environment (culture, family and institutions). | **Grade Mode:** Normal (A-F,I,W) | **Prerequisite(s):** A course in human development, or permission of the instructor. | **Schedule Type:** Lecture | **College Code:** SED

GDCP 616 - Psychology of Religious Experience

Credits: 3 | Psychological factors in the religious experience. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

GDCP 618 - Legal and Ethical Issues in Schools

Credits: 3 | An examination of: the history and foundations of school psychology and special education; legal, ethical and professional issues and trends; roles and functions of the special education teams; develop a knowledge of due process requirements, IDEA, Section 504 of the Rehabilitation Act and their implications in the delivery of educational services to students with special needs. | \$ - Course or lab fee | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture, Lab | **College Code:** SED

GDCP 619 - Professional Issues in Clinical Mental Health Counseling

Credits: 3 | A survey of professional issues in clinical mental health counseling including the professional identity of clinical mental health counselors, the public and private practice of mental health counseling as well as consultation, and crisis intervention. | \$ - Course or lab fee | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

GDCP 620 - History and Systems of Psychology

Credits: 3 | The historical and philosophical foundations of contemporary psychology are examined. Both theoretical and applied aspects of the development of psychology as a science and practice are examined, including contributions of important theoretical schools and individuals. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

GDCP 622 - Seminar on Special Topics

Credits: 1-6 | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Repeatable:** Repeatable up to 6 credits with different topics | **Schedule Type:** Seminar | **College Code:** SED

GDCP 623 - Development Research and Applied Statistics

Credits: 3 | Introduction to methodology of conducting responsible social science research as applied to community based problem-solving in the field of international development. Principles of designing, administrating, interpreting, and writing research. Interpretation of scientific reports and professional journals. Applications of statistical data and reasoning including practical utilization of a statistical package. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

GDCP 624 - Addictions and Addictive Behaviors

Credits: 3 | Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

GDCP 625 - Biopsychology

Credits: 3 | A survey of the physiological basis of human behavior, including considerations of sensory phenomena, motor coordination, emotion, and higher-order thought process. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

GDCP 626 - Cognitive Psychology

Credits: 3 | Emphasis on issues and research in cognitive psychology, including perception, attention, categorization, working memory, long-term memory, knowledge, problem solving, reasoning, language, and socio-cultural cognition. A wide variety of theories will be reviewed with application of research to practical problems, including assessment. Selected cognitive issues will be discussed from a cognitive science or neuropsychological perspective. | **Grade Mode:** Normal (A-F,I,W) | **Prerequisite(s):** GDCP 514. | **Schedule Type:** Lecture, Lab | **College Code:** SED

GDCP 628 - Seminar in the Psychology of Women

Credits: 3 | The biological, social, intellectual, and emotional development and adjustment of women from conception to senescence. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Seminar | **Offering:** Alternate years | **College Code:** SED

GDPC 629 – Psychopathology: Classification & Treatment

Credits: 3 | Basic historical concepts, current paradigms, and assessment of psychopathology based on American Psychiatric Association (APA) diagnostic classification system and implications for counseling/clinical approaches to treatment. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

GDPC 630 – Personality Assessment

Credits: 3 | Training in the administration, interpretation, and application of instruments used in the assessment of personality in adults and children including multicultural perspectives. Methods of assessment will include objective personality instruments. Limited to students enrolled in Counseling Psychology or Clinical Mental Health Counseling, or by permission of instructor. (Master's level) | \$ - Course or lab fee | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Prerequisite(s):** GDPC 644 and a course in abnormal psychology. | **Schedule Type:** Lecture, Lab | **College Code:** SED

GDPC 635 – Theories and Techniques of Counseling

Credits: 3 | An introduction to the theory and practice of counseling and psychotherapy. Attention given to counseling therapy models, the therapeutic relationship, the function and role of counselors/therapists, and the systematic development of counseling skills and intervention strategies. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

GDPC 638 – Group Processes

Credits: 3 | Theory, research, observation, and personal experience in the behavior of individuals in small face-to-face groups. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

GDPC 640 – Multicultural Issues for Counselors and Psychologists

Credits: 2,3 | Cultural factors which influence the psychological development of individuals from diverse cultural backgrounds and the effects of these factors on the psychological and educational practices of counselors and psychologists working in a pluralistic society. | **Grade Mode:** Normal (A-F,I,W) | **Repeatable:** Repeatable up to 3 credits | **Schedule Type:** Lecture | **College Code:** SED

GDPC 644 – Psychological Testing

Credits: 3 | An introduction to measurement theory. Selection, administration, and interpretation of standardized tests and non-standardized tools for the purpose of assessment of ability, achievement, aptitude, interest, and personality. Social, legal, and ethical implications of testing. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

GDPC 645 – Professional Ethics for Counselors and Psychologists

Credits: 3 | Ethical standards of counselors and psychologists, standards for psychological providers, standards for educational and psychological tests, ethical principles in conducting research with human participants. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

GDPC 648 – Workshop

Credits: 1–5 | **Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W) | **Repeatable:** Repeatable | **Schedule Type:** Workshop | **College Code:** SED

GDPC 649 – Crisis Intervention

Credits: 1 | This course will cover broad areas of crises interventions related to schools. A total of 15 contact hours will be provided. | **Grade Mode:** Satisfactory (S,U,I,W) | **Schedule Type:** Lecture | **College Code:** SED

GDPC 650 – Practicum in Counseling

Credits: 3 | Supervised experience in the counseling process. Students must complete a minimum of 100 clock hours including 40 hours of direct service with clients. | \$ - Course or lab fee | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Prerequisite(s):** CMHC - GDPC 619, GDPC 635, GDPC 638, GDPC 644; SC - GDPC 530 or GDPC 545, GDPC 635, GDPC 638, GDPC 644; 8 weekly personal counseling sessions; and departmental approval. | **Schedule Type:** Practicum | **College Code:** SED

GDPC 651 – Behavioral and Educational Assessment

Credits: 3 | The selection, administration, and scoring of standardized and non standardized educational and behavioral measures within a Response to Intervention/problem-solving model, for remediation for diagnostic and placement purposes. Emphasis will be placed on connecting assessment with intervention strategies. Current issues in educational assessment pertaining to the classroom and students with special needs, including those of English language learners, will be addressed. Students are also required to register for GDPC651 P03 which is the 50-hour practicum lab portion of this class. Limited to students enrolled in Counseling

Psychology, School Psychology, Clinical Mental Health Counseling, Educational Psychology, School Counseling, or Special Education, or by permission of instructor. | \$ - Course or lab fee | **Grade Mode:** Normal (A-F,I,W) | **Prerequisite(s):** GDPC 514 and GDPC 644, or permission of instructor. | **Schedule Type:** Lecture, Lab | **College Code:** SED

GDPC 652 – Cognitive Assessment

Credits: 3 | The selection, administration, and scoring of standardized individual measures of cognitive abilities for assessment and diagnosis of intellectual ability. Emphasis will be placed on accurate, standardized administration of the most widely used intelligence tests throughout the life span. Current issues in the conceptualization of intelligence and assessment pertaining to students/adults with special needs will be addressed. Students are also required to register for GDPC652 P04. Limited to students enrolled in Counseling Psychology, School Psychology, Clinical Mental Health Counseling, Educational Psychology or School Counseling, or by permission of instructor. | \$ - Course or lab fee | **Grade Mode:** Normal (A-F,I,W) | **Prerequisite(s):** GDPC 644. | **Schedule Type:** Lecture, Lab | **College Code:** SED

GDPC 654 – Practicum in School Psychology

Credits: 3 | Supervised experience in school psychology. 100 hours per credit supervised by a school psychologist in the field and a university professor. | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Prerequisite(s):** The completion of a prescribed set of 15 credits in school psychology and permission of supervisor one semester in advance of registration. | **Repeatable:** Repeatable up to 6 credits | **Schedule Type:** Practicum | **College Code:** SED

GDPC 655 – Internship in Counseling

Credits: 1 | Supervised internship experience in community or school setting. Students must complete a minimum of 600 clock hours including 240 hours of direct service with clients. School Counseling students must complete a minimum of 300 hours within a school setting. | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Prerequisite(s):** GDPC 650. Limited to students enrolled in MA in Clinical Mental Health Counseling or School Counseling programs. | **Repeatable:** Repeatable up to 6 credits | **Schedule Type:** Lab, Practicum | **College Code:** SED

GDPC 660 – Program Continuation

Credits: 0 | See section on Continuous Registration-Active Status. | \$ - Course or lab fee | **Grade Mode:** Noncredit (NC,W) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **College Code:** SED

GDPC 669 – MA Thesis Continuation

Credits: 0 | \$ - Course or lab fee | **Grade Mode:** Noncredit (NC,W) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **College Code:** SED

GDPC 670 – Advanced Social Psychology

Credits: 3 | Emphasis on conceptual and research approaches to social thinking, social influence and social relations. Application of social psychological theories to education, counseling, health and work. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture, Lab | **College Code:** SED

GDPC 672 – Psychoeducational Consultation

Credits: 3 | A study and application of the process of consultation with teachers, families, and other professionals in educational settings. Emphasis will be given to making data-based decisions and applying research-based intervention strategies within the school system. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Prerequisite(s):** GDPC 651 | **Schedule Type:** Lecture | **College Code:** SED

GDPC 675 – Advanced Internship in Mental Health Counseling

Credits: 3 | Advanced internship experience in a mental health setting. Students must complete a minimum of 300 clock hours including 120 hours of direct service with clients. Attention is given to assessment, diagnosis, and treatment of mental, emotional, and behavioral disorders and the promotion of optimal health. | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Prerequisite(s):** GDPC 655 and departmental approval. Limited to students enrolled in the Clinical Mental Health Counseling track. | **Schedule Type:** Independent | **College Code:** SED

GDPC 676 – Theories of Personality

Credits: 3 | Consideration and evaluation of major theories of personality, with emphasis on their implications for counseling and education. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

GDPC 678 – Study Tour

Credits: 1–6 | Travel to destinations relevant to individual programs of study. Classes will be selected from departments(s) offerings. Fee may be required. | \$ - Course or lab fee | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Blended Learning | **College Code:** SED

GDPC 685 – MA Level Comprehensive Exam Preparation

Credits: 0 | **Grade Mode:** Noncredit (NC,W) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **College Code:** SED

GDCP 686 – Interventions and Diagnosis with Children and Adolescents

Credits: 3 | A study of major contemporary, evidence-based interventions for treating psychopathology in children with attention given to multicultural and diagnostic issues. | **Grade Mode:** Normal (A-F,I,W) | **Prerequisite(s):** a master's level course in developmental psychology and an introductory course on theories and techniques of counseling. Limited to students enrolled in Counseling Psychology, School Psychology, Clinical Mental Health Counseling or School Counseling programs. | **Schedule Type:** Lecture | **College Code:** SED

GDCP 687 – Counseling and Therapeutic Interventions for Adults

Credits: 3 | A study of major contemporary theories and treatment modalities for identifying and treating psychological problems of adults, including multicultural issues. | **Grade Mode:** Normal (A-F,I,W) | **Prerequisite(s):** GDCP 635 or equivalent. Limited to students enrolled in Counseling Psychology or Clinical Mental Health Counseling programs. | **Schedule Type:** Lecture | **College Code:** SED

GDCP 688 – Advanced Group Therapy

Credits: 3 | Theory and practice of group therapy with emphasis given to the role and functions of the group leader; outcome research, and ethical issues. | **Grade Mode:** Normal (A-F,I,W) | **Prerequisite(s):** GDCP 638, GDCP 650 or equivalent. | **Schedule Type:** Lecture | **Offering:** Alternate years | **College Code:** SED

GDCP 689 – Topics in Professional Issues in School Counseling

Credits: 1 | Study tour involving attendance, and possibly presentation, at a school counseling conference as proposed by faculty. Students must also be enrolled in GDCP530 for 2 credits. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

GDCP 690 – Independent Study

Credits: 1–6 | **Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W) | **Prerequisite(s):** Permission of instructor required. | **Repeatable:** Repeatable | **Schedule Type:** Independent | **College Code:** SED

GDCP 695 – Professional Portfolio

Credits: 0 | The professional portfolio assesses a student's growth and development throughout their program. It is a collection of experience-based materials and reflective information. Graduation requirement for Clinical Mental Health Counseling, School Counseling, and Special Education students. Limited to Master's-level students only. | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **College Code:** SED

GDCP 699 – Thesis

Credits: 1–3 | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Repeatable:** Repeatable up to 3 credits | **Schedule Type:** Independent | **College Code:** SED

GDCP 710 – Family Therapy

Credits: 3 | Theory of family systems and practice of family therapy with emphasis on multicultural and developmental differences, theoretical models, and professional issues. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Prerequisite(s):** GDCP 650 or equivalent. (Doctorate-level) | **Schedule Type:** Lecture | **College Code:** SED

GDCP 720 – Marital Therapy

Credits: 3 | Introduction to marital and couple therapy with emphasis on research, multicultural differences, theoretical models, clinical strategies and techniques, and professional issues. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Prerequisite(s):** GDCP 650 or equivalent. (Doctorate-level) | **Schedule Type:** Lecture | **College Code:** SED

GDCP 725 – Cross-Cultural Ethics and Research

Credits: 3 | A theory-driven, applied course for researchers to strengthen awareness, knowledge and skills in various multicultural, cross cultural and diversity competencies necessary to design, develop and implement clinical and educational research in diverse populations. A survey of cross-cultural ethics and implications for research and practice in education and psychology will also be reviewed. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

GDCP 730 – International Psychology

Credits: 3 | A survey of theories of international psychology and philosophies of change. Implications for working with culturally diverse populations in education and psychology are emphasized. Examination of mainstream as well as alternative theoretical, methodological and applied approaches that is relevant to the study and practice of international psychology. The topics selected review psychology's relevance to the understanding and solution of global problems, as well as of how

psychology itself is affected by events and cultures around the world. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

GDCP 735 – Clinician Self-Assessment for the Treatment of Culturally Diverse Populations

Credits: 3 | Theories, etiology and function of bias in the clinical assessment and treatment of culturally diverse populations. The primary focus of this course will be on clinician self-assessment of bias, personal development and clinical application. | **Grade Mode:** Normal (A-F,I,W) | **Prerequisite(s):** GDCP 638, GDCP 640, GDCP 650, GDCP 670 or by permission of instructor. | **Schedule Type:** Lecture | **College Code:** SED

GDCP 736 – Field Work in Educational Psychology

Credits: 1–6 | Individualized experience under the supervision of a practicing educational psychologist. A minimum of 40 clock hours of experience required for 1 credit. Up to 6 credits available. | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Prerequisite(s):** Completion of 21 credits in educational psychology and permission of field work supervisor one semester in advance of registration. Open to educational psychology majors only. | **Repeatable:** Repeatable up to 6 credits | **Schedule Type:** Practicum | **College Code:** SED

GDCP 745 – Practicum in Counseling Psychology

Credits: 1 | Supervised experience in counseling psychology. Students enroll for 1-3 academic credits for each semester. Limited to students enrolled in the Counseling Psychology program. | \$ - Course or lab fee | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Prerequisite(s):** GDCP 650 and GDCP 629 or equivalent and approval of the supervisor. | **Repeatable:** Repeatable | **Schedule Type:** Practicum | **College Code:** SED

GDCP 746 – Issues in Health Psychology Seminar

Credits: 3 | Examines current topics, ethical issues, professional practice, and research in health psychology. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Seminar | **College Code:** SED

GDCP 750 – Personality Assessment

Credits: 3 | Training in the administration, interpretation, and application of instruments used in the assessment of personality in adults and children including multicultural perspectives. Methods of assessment will include objective personality instruments. (Doctorate-level) | \$ - Course or lab fee | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Prerequisite(s):** GDCP 644 and a course in abnormal psychology. | **Schedule Type:** Lecture, Lab | **College Code:** SED

GDCP 753 – Psychological Decision Making and Interventions

Credits: 3 | A study of psychological diagnosis using processing instruments and information from various sources. A cross-battery approach to assessment and report writing will also be discussed. A study of appropriate interventions for various diagnoses will be emphasized. Students are also required to register for GDCP753 P07. Limited to students enrolled in Counseling Psychology, School Psychology, Clinical Mental Health Counseling or School Counseling, or by permission of instructor. | \$ - Course or lab fee | **Grade Mode:** Normal (A-F,I,W) | **Prerequisite(s):** GDCP 652. | **Schedule Type:** Lecture, Lab | **College Code:** SED

GDCP 755 – Refugee & Displaced Populations Clinical Interventions

Credits: 3 | A study of major contemporary theories and treatment modalities of crisis intervention for working with displaced diverse populations. The course provides students with opportunities to learn theory and practical skills in a variety of areas including, crisis intervention, disaster relief training and PTSD. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

GDCP 765 – Seminar in the Supervision of Counselors

Credits: 2 | Survey of supervision models with practice in the supervision of counselors. Limited to students enrolled in Counseling Psychology. | \$ - Course or lab fee | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Prerequisite(s):** GDCP 745 | **Schedule Type:** Seminar | **College Code:** SED

GDCP 795 – Professional Portfolio

Credits: 0 | The professional portfolio assesses a student's growth and development throughout their program. It is a collection of experience-based materials and reflective information. Graduation requirement for School Psychology students. | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **College Code:** SED

GDCP 810 – Internship in School Psychology

Credits: 1 | Off-campus experiences representative of the role and function of the school psychologist. Total of 1200 hours supervised by a school psychologist. The student must complete a total of 6 credits. | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Prerequisite(s):** Completion of GDCP 654. Limited to students in the School Psychology program. A student's readiness for internship must be approved by

Program core faculty before an internship site contract can be signed. | **Repeatable:** Repeatable up to 8 credits | **Schedule Type:** Practicum | **College Code:** SED

GDPC 820 – Internship in Counseling Psychology

Credits: 0.5 | 2000 hours of supervised field work in application of theory to counseling psychology practice with individuals, groups, families, children, or adolescents in an approved agency setting. | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Repeatable:** Repeatable up to 3 credits | **Schedule Type:** Practicum | **College Code:** SED

GDPC 825 – Topics in Counseling Psychology

Credits: 1–3 | Study tour involving attendance, and possibly presentation, at a psychology conference as proposed by faculty. Students must also be enrolled in GDPC 835 for 2 credits. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture | **College Code:** SED

GDPC 834 – Seminar in Educational/School Psychology

Credits: 3 | Examines current issues and research in educational, developmental, or school psychology. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Prerequisite(s):** Completion of 16 credits in educational, developmental, or school psychology. | **Repeatable:** Repeatable up to 6 credits | **Schedule Type:** Seminar | **College Code:** SED

GDPC 835 – Seminar in Counseling Psychology

Credits: 3 | Examines professional identity, current ethical issues and research in the theory and practice of counseling psychology. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Seminar | **College Code:** SED

GDPC 846 – Adult Advanced Emphasis Practicum

Credits: 1 | Supervised counseling psychology practicum experience in chosen emphasis must immediately follow completion of GDPC745. Students enroll for a total of 6 academic credits to be completed in two consecutive semesters. | \$ - Course or lab fee | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Prerequisite(s):** GDPC 650 and GDPC 745 or equivalent and approval of the supervisor. Limited to students enrolled in the Counseling Psychology program. | **Repeatable:** Repeatable | **Schedule Type:** Practicum | **College Code:** SED

GDPC 847 – Child/Family Advanced Emphasis Practicum

Credits: 1 | Supervised counseling psychology practicum experience in chosen emphasis must immediately follow completion of GDPC745. Students enroll for a total of 6 academic credits to be completed in two consecutive semesters. | \$ - Course or lab fee | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Prerequisite(s):** GDPC 650 and GDPC 745 or equivalent and approval of the supervisor. Limited to students enrolled in the Counseling Psychology program. | **Repeatable:** Repeatable | **Schedule Type:** Practicum | **College Code:** SED

GDPC 848 – Diversity Advanced Emphasis Practicum

Credits: 1 | Supervised counseling psychology practicum experience in chosen emphasis must immediately follow completion of GDPC745. Students enroll for a total of 6 academic credits to be completed in two consecutive semesters. | \$ - Course or lab fee | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Prerequisite(s):** GDPC 650 and GDPC 745 or equivalent and approval of the supervisor. Limited to students enrolled in the Counseling Psychology program. | **Repeatable:** Repeatable | **Schedule Type:** Practicum | **College Code:** SED

GDPC 849 – Health Psychology Advanced Emphasis Practicum

Credits: 1 | Supervised counseling psychology practicum experience in chosen emphasis must immediately follow completion of GDPC745. Students enroll for a total of 6 academic credits to be completed in two consecutive semesters. | \$ - Course or lab fee | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Prerequisite(s):** GDPC 650 and GDPC 745 or equivalent and approval of the supervisor. Limited to students enrolled in the Counseling Psychology program. | **Repeatable:** Repeatable | **Schedule Type:** Practicum | **College Code:** SED

GDPC 870 – Comprehensive Exam Preparation

Credits: 0 | **Grade Mode:** Noncredit (NC,W) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **College Code:** SED

GDPC 899 – Doctoral Dissertation

Credits: 1–16 | A minimum of 14 credits required. | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **Offering:** Fall, Spring, Summer | **College Code:** SED

Special Education

SPED 525 – Psychology and Education of Exceptional Children

Credits: 3 | A comprehensive survey of the psychological and educational needs of exceptional children. Strategies for incorporating an exceptional student into regular

classroom and for supporting the exceptional child in the community. Students are also required to register for SPED 525 PO2 which is the practicum portion of this class and entails 25 hours in a regular or special education classroom. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Prerequisite(s):** A course in human development. | **Schedule Type:** Lecture, Lab | **College Code:** SED

SPED 554 – Supervisory Skills of Special Education Support Staff

Credits: 1 | This course would allow candidates to obtain the skills needed to supervise paraeducators and other volunteer staff that are commonly associated with special education programs. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

SPED 588 – Graduate Student Teaching:

Credits: 2 | The candidate will be placed with a field-supervisor in a K-5 and a 6-12 resource or inclusion special education setting for a eight week period. The candidate is required to demonstrate the ability to write and implement lesson plans that differentiate instruction, provide an intervention or remediation, collect data and demonstrate the ability to use data to make instructional decisions. At the culmination of both placements (K-5 and 6-12) candidates will be required to submit a portfolio displaying their professional documents that portray their skills and knowledge in the area of learning disabilities. This placement can be extended into the following semester by university supervisor recommendation. The lab hours will be arranged with the professor and field supervisor and will consist of 8 weeks of fulltime teaching. | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Repeatable:** Repeatable up to 4 credits | **Schedule Type:** Practicum | **College Code:** SED

SPED 610 – Instructional Design for Special Education

Credits: 3 | This course will focus on the development of Specially Designed Instruction (SDI) for Children with Disabilities as required by IDEA (2004). SDI includes modification and accommodation to program content methodology and delivery. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture | **College Code:** SED

SPED 618 – Legal and Ethical Issues in Schools

Credits: 3 | An examination of: the history and foundations of school psychology and special education; legal, ethical and professional issues and trends; roles and functions of the special education teams; develop a knowledge of due process requirements, IDEA, Section 504 of the Rehabilitation Act and their implications in the delivery of educational services to students with special needs. Students are also required to register for SPED 618 PO1 which is the practicum portion of this class and entails 25 hours in a regular or special education classroom. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

SPED 630 – Education of Students with Math Disabilities

Credits: 3 | This course will focus on the development of competency in the implementation of evidence-based instructional strategies designed to teach mathematics. Emphasis will be placed on methods supported by research. | **Grade Mode:** Normal (A-F,I,W) | **Schedule Type:** Lecture | **College Code:** SED

SPED 645 – Reading and Writing Assessment & Intervention

Credits: 3 | This is an advanced course for diagnosis and remediation or prevention of reading and writing disabilities. Students will be trained on how to administer and interpret different reading and writing assessments that are used with K-12 students and to determine the correct evidence-based intervention through the analysis of data. Students are also required to register for SPED645 P06 which is the 50-hour practicum lab portion of this class (lab graded S/U). Lab fee required. Background check required for this course. | \$ - Course or lab fee | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture, Lab | **College Code:** SED

SPED 651 – Behavioral and Educational Assessment

Credits: 3 | The selection, administration, and scoring of standardized and non standardized educational and behavioral measures within a Response to Intervention/problem-solving model, for remediation for diagnostic and placement purposes. Emphasis will be placed on connecting assessment with intervention strategies. Current issues in educational assessment pertaining to the classroom and students with special needs, including those of English language learners, will be addressed. Students are also required to register for SPED 651 PO3 which is the 50-hour practicum lab portion of this class Lab fee required. | \$ - Course or lab fee | **Grade Mode:** Normal (A-F,I,W) | **Prerequisite(s):** GDPC 514 and GDPC 644 or permission of instructor. Limited to students enrolled in Counseling Psychology, School Psychology, Clinical Mental Health Counseling, Educational Psychology, School Counseling, or Special Education, or by permission of instructor. | **Schedule Type:** Lecture | **College Code:** SED

SPED 672 – Psychoeducational Consultation

Credits: 3 | A study and application of the process of consultation with teachers, families, and other professionals in educational settings. Emphasis will be given to making data-based decisions and applying research-based intervention strategies

within the school system. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) |
Prerequisite(s): GDPC 651 | **Schedule Type:** Lecture | **College Code:** SED

Leadership

Graduate Leadership Office

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Mission

The Department of Leadership develops a community of scholar practitioners who transform the power of knowledge into service. Its core values include community, service, integrated life and human dignity.

Masters

Educational Leadership MA

Program Description

The K-12 Educational Leadership master's program is designed for post-baccalaureate participants who desire to obtain a degree in educational administration. Those seeking to use this degree for North American Division certification purposes, students need to have an NAD professional teaching certificate which requires graduate work in two of the following areas: learning theory/style, curriculum, improvement of instruction, education of the exceptional student, trends and issues in education, and multicultural education. As such, those completing this master's degree and wanting NAD administrative endorsement will also need to take additional course work from the areas listed if they have not done so already.

Those specifically served by this degree are the following:

- Teachers interested in transitioning into educational administration
- Principals of K-8, K-10, K-12 and 9-12 schools
- Aspiring educational leaders

Once accepted into this master's program, students must complete LEAD 630 - Introduction to Leadership where they will be introduced to the philosophy of educational leadership and review the standards that will guide their educational plan. The curriculum consists of a minimum of 36 credits beyond the baccalaureate degree. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and when registering for these courses. The portfolio serves as a component of the master's comprehensive examination. There is no thesis requirement for the master's degree program.

Program Delivery

This program is offered on campus and as an interactive online program (see School of Distance Education Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

Total Credits: 36

Degree Core

Core Requirements - 18

- LEAD 630 - Introduction to Leadership Credits: 2
- EDAL 520 - Foundations of Educational Leadership Credits: 2,3
- EDAL 645 - K-12 Educational Finance Credits: 2,3
- EDAL 670 - Technology for Leaders Credits: 3
- EDAL 680 - Internship: (Topic)_____ Credits: 1-12

- EDCI 547 - Foundations of Curriculum Studies Credits: 3
- Or EDCI 565 - Improving Instruction Credits: 2,3

- EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
- LEAD 675 - Portfolio Development: (Topic)_____ Credits: 1-3

Research - 3

- EDRM 505 - Research Methods Credits: 3

Concentration - 15

- EDAL 560 - K-12 Law Credits: 3
- EDAL 565 - Leadership for Seventh-day Adventist Education Credits: 1,2
- EDAL 570 - Principles of Educational Supervision Credits: 2,3
- EDAL 635 - Human Resources Administration Credits: 2,3
- EDAL 664 - Elementary School Leadership Credits: 2,3
- Or EDAL 665 - Secondary School Leadership Credits: 2,3
- LEAD 525 - Public Relations: Community Partnerships Credits: 2,3
- EDAL 660 - Planning and Operating Educational Facilities Credits: 2

Program Electives

As need in consultation with your advisor.

Additional Requirements

Internship Experience

Internship does not apply to certificates

All degree programs require an internship experience. This provides significant learning opportunities to synthesize and apply the knowledge and practice and to develop the skills identified in the standards. It requires substantial, sustained, standards-based work in a real setting, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Certification

Licenses

Private/Public School Administration Certification or Licensure

Certification and licensure requirements for private/public school administrators vary by state. Andrews University School of Education is also accredited by NCATE to offer educational programs. NCATE is the leading accrediting body for K-12 educational preparation programs. The program was approved by the Higher Learning Commission in 2007, to be delivered on-line. It is the responsibility of prospective students to check with their own state or local authorities to determine what coursework meets the requirements for private/public school certification in their state.

Program Objectives

Ten Guiding Standards

VISION: Collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement

school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

CULTURE/PROGRAM: Sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate.

MANAGEMENT & ADMINISTRATION: Ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

COMMUNITY RELATIONS: Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ETHICS: Acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

LAW & SOCIETY: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

INTERNSHIP: Participating in a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

TECHNOLOGY: Understanding and comprehensively applying technology to advance student achievement.

WORLDVIEW: Appreciating the perspectives of others and developing a personal philosophy from which action and service emerge.

RESEARCH: Understanding and comprehensively applying research and evaluation for effective decision making.

Higher Education Administration MA

Program Description

The Higher Education Administration program seeks to empower diverse scholar-practitioners for service in national and international colleges and universities, committed to Christian values and high professional standards.

Higher Education is one of the fastest growing areas of education in the world today. Graduates at the master level typically work in administrative and executive positions in student services such as enrollment, admissions, financial services, athletics and residence halls. At the doctoral level, the program serves those who wish to pursue careers and academic positions in teaching and research in colleges and universities, as well as corporate training or policy making positions at the private and state level. The curriculum has an international focus that includes visiting international universities to interact with faculty and students of institutions in different countries around the world.

The MA program in Higher Education prepares students for entry-level and mid-management level positions at public and private colleges or universities and community colleges in different areas of student affairs, such as:

- Admissions and enrollment
- Financial services management
- Residence halls administration
- Religious and social activities coordination
- Athletic and recreation administration
- Health services

International student services

Other related areas

Program Delivery

This program is offered on campus and as an interactive online program (see School of Distance Education Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

Total Credits: 36

Degree Core

Core Requirements - 15

- LEAD 600 - Annual Conference Credits: 0
- LEAD 630 - Introduction to Leadership Credits: 2
- EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
- EDAL 655 - Higher Education Finance and Technology Credits: 3
- EDAL 667 - Leadership in Higher Education Credits: 2,3
- EDAL 680 - Internship: (Topic)____ Credits: 1-12
- LEAD 644 - Leadership and Organizational Dynamics Credits: 3

Research - 4

- EDRM 505 - Research Methods Credits: 3
- LEAD 535 - Principles of Academic Writing Credits: 1-3

Concentration - 17

- EDAL 640 - Higher Education Law Credits: 3
- EDAL 674 - Administration of Student Services Credits: 3
- EDAL 675 - College Student Development Theory Credits: 3
- LEAD 678 - Higher Education Study Tour Credits: 1-6
- LEAD 689 - Seminar: (Topic)____ Credits: 1

Additional Requirements

Portfolio

The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD 630, required in all programs.

Registration

Participants comply with registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL 650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go Inactive. When Active Status is desired, the participant may request reactivation and, if approved, pay the current Reactivation Fee.

Time Limits

Participants must complete the requirements for the MA within four years; EdS, EdD, and PhD degrees within seven years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

Program Electives

As needed, in consultation with your advisor.

Admission Requirements

Application Process

Applicants must meet School of Education admission requirements. Once accepted into this master's program, students must complete LEAD 630 - Introduction to Leadership and LEAD 600 - Annual Conference as an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 36 credits beyond the baccalaureate degree. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and when registering for these courses. The portfolio serves as a component of the master's comprehensive examination. There is no thesis requirement for the master's degree program.

Program Objectives

Guiding Principles

The Higher Education program of Andrews University is committed to the fundamental guiding principles of the Council for the Advancement of Standards in Higher Education (CAS), a consortium of 35 professional associations concerned with the development and promulgation of professional standards and guidelines for student learning and personal development support programs and services in institutions of higher learning.

According to the Council for the Advancement of Standards in Higher Education, the five guiding principles for Higher Education can be summarized as follows:

1. Students and Their Institutions (the student must be considered as a whole person)

- Each student is a unique person and must be treated as such.
- The student's total environment is educational and must be used to achieve full development.
- Students seek higher education in responsible ways and will, when encouraged to do so, access appropriate educational resources when they are provided, made known, and relevant to students' felt educational and developmental needs.
- Institutions of higher learning are purposeful and function as social and cultural resources to provide opportunities for students to learn and develop in holistic ways.
- The primary responsibility for learning and development rests with the student.
- Institutions of higher learning reflect the diversity of the societies and cultures in which they exist.
- Institutions are responsible for creating learning environments that provide a choice of educational opportunities and challenge students to learn and develop while providing support to nurture their development.

2. Diversity and Multiculturalism

- Institutions embrace diversity and eliminate barriers that impede student learning.
- Justice and respect for differences bond individuals to community.
- Education for multicultural awareness and positive regard for differences is essential to the development and maintenance of a health-engendering society.
- All students must have access to the educational and co-curricular resources available to the academic community at large; no student, for any reason, should be denied access to them.

3. Organization, Educational Administration, and Human Resources

- Capable, credible, knowledgeable, and experienced educational administration is essential for institutional success.
- Organizational units are most successful when their missions and outcome expectations are effectively documented and understood by all concerned.
- Effective programs and services require well-qualified staff members who understand and support the student learning and development outcomes the programs are intended to provide.
- Leaders and staff members alike must possess effective managerial skills, be properly titled, and be well-qualified by both education and experience.

4. Health-Engendering Environments

- Educational programs and services prosper in benevolent environments that provide students with appropriate levels of challenge and support.
- The primary purpose of education has always been to promote change, both in individuals and in society. College and university student support programs are first and foremost educational enterprises.

5. Ethical Considerations

- Ethical standards are essential to guide the behavior of staff members in ways that enhance the program's overall integrity.

- Because special mentoring relationships develop between students and those who facilitate their learning and development, support service providers must exemplify impeccable ethical behavior in both their professional relationships and personal lives.

International Focus

Higher education is becoming an increasingly global phenomenon characterized by international trade in educational services. For this reason, the Higher Education program is structured with an international focus. As an international Adventist institution, Andrews University is uniquely positioned to offer the following opportunities:

International Study Tour. A seminar in International Higher Education in the format of a summer tour to visit systems of higher education that have influenced post-secondary education in different parts of the world, such as Europe, Asia, Africa and Latin America. The tour includes campus visits and interaction with faculty and students of public, private, and Adventist international institutions of higher education, and meets the requirements of master's and doctoral programs. Travel expenses are mostly covered by tuition credits.

International Internships. The Higher Education program works with international Seventh-day Adventist colleges and universities to develop an internship program that integrates theory and research with the practice of higher education in international settings. The extent and format of these programs vary and are negotiated on a personal basis between the participant and the institution.

Intercultural Seminar. This is a seminar in intercultural communication that explores the role of culture and diversity in today's organizations in order to develop cross-cultural competence and sensitivity. Explores issues such as effective communication across group barriers, leadership and culture, and the impact of cultural differences on relationships, decision making, motivation, conflict management, human resource development, and other leadership issues.

For further information, students may contact the coordinator of the Higher Education program.

Program Outcomes

Competencies of the Program

Higher Education requires theoretical knowledge and practical application in the following core competencies:

1. Self-Development Competencies: This cluster of competencies focuses on the self awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.

a. *Philosophical foundations*—Higher Education functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice.

b. *Ethics, values, and spirituality*—Higher Education functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision making and their relationships with others.

c. *Human development and career choice*—Higher Education is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences.

2. Interpersonal Development Competencies: This cluster of competencies focuses on the interpersonal aspects of Higher Education that promote growth and development of others and challenge students to learn and develop in holistic ways.

a. *Effective communication and mentoring*—Higher Education fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships that are trust-centered, providing empowerment that results in personal and performance improvement toward satisfying mutual objectives.

b. *Appreciating diversity*—Higher Education values one's own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences.

c. *Social responsibility*—Higher Education is accountable to others and endeavors to see that family, community, and environmental needs are met in local and in global ways, as appropriate.

3. Leadership and Organizational Development Competencies: This cluster of competencies addresses the organizational aspects of Higher Education, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise.

a. *Resource development; human and financial*—Higher Education appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes.

b. *Legal and policy issues*—Higher Education applies and understands the scope of a legal and policy structure appropriate for their field.

c. *Organizational behavior, change, and culture*—Higher Education understands personal, group, and inter-group behaviors, and how they impact the organizational culture and

shape the vision and strategy for facilitating the change process.

4. Research Development Competency: Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education projects.

Conducting, evaluating and reporting research—Higher Education understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace.

Leadership, Concentration Design MA

Program Description

The 36-credit Masters of Arts in Leadership helps individuals develop leadership skills to enhance their current work, launch innovative new projects, retool into new areas of management, or practice leadership in their community. Designed around a distance-delivery model, this MA can be taken by on-campus participants as well as participants at a distance. It has been adapted to varying personal, organizational or regional contexts. It is designed to integrate well with other leadership programs in the department or university, and serves as a bridge to both the undergraduate leadership program and the doctoral leadership program.

Recent college graduates transitioning into employment who want to further their leadership development as well as experienced employees who want to target specific areas of leadership for development will find the design of this program flexible to meet their leadership needs.

The overall goal of the MA Leadership program is to develop leaders with a strong sense of personal mission, the ability to work in teams, and experience in leading change that can provide better services and professional solutions in varied local, regional and global situations.

Participants work with advisors to plan their course work in their LLP and have two options: the job-embedded design or the "core + concentration" design. The job-embedded design is created with an official Andrews University partner organization to attract a cohort of professionals that want to work together to develop competencies useful for their organization or region. Competencies are developed and documented in a digital or hardcopy portfolio, and presented to a faculty panel.

The "core + concentration" design allows individuals to work at their own pace to develop specific competencies that are aligned with their area of concentration and specific areas of leadership development. Both designs are 36 credits and require the completion of a portfolio and research work.

Program Delivery

This program is offered only as an interactive online program (see School of Distance Education Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program requires two week on-campus attendance in the first year; and three day on-campus attendance in subsequent years. Students are also encouraged to come to campus for graduation.

Degree Core

Core Requirements

- LEAD 535 - Principles of Academic Writing Credits: 1–3
- LEAD 630 - Introduction to Leadership Credits: 2
- LEAD 635 - Leadership and Learning Plan Credits: 2
- LEAD 638 - Issues in Leadership Theory Credits: 2
- COMM 590 - Graduate Seminar in _____ Credits: 2,3
- EDRM 505 - Research Methods Credits: 3

- LEAD 636 - Issues in Leadership Foundations Credits: 2
- Or EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3

Choose one of the following courses:

- LEAD 698 - MA Research Project Credits: 1
- LEAD 699 - Thesis Credits: 3
- LEAD 680 - Internship: (Topic)_____ Credits: 1
- LEAD 696 - Leadership Capstone Experience Credits: 1

Concentration - 18

Participants work with advisors to develop a course plan in one of five concentrations:

- Communication Leadership Concentration
- Higher Educational Leadership Concentration
- K12 School Leadership Concentration
- Organizational Leadership Concentration
- Spiritual Leadership Concentration

Portfolio of Competencies

All MA in Leadership programs require the development, presentation and successful approval of a portfolio that documents leadership development in 8-10 areas of leadership. Those in the job-embedded cohorts will have competencies set by their cohort. Those in the "core + concentration" must select competencies required in their concentration that align with the Department of Leadership competencies. All participants must have either one of these portfolio developing courses: EDAL680, LEAD675, or LEAD696 to facilitate portfolio development.

The MA in Leadership has a four year time limit for completion.

Leadership, Job Embedded Design MA

Program Description

The 36-credit Masters of Arts in Leadership helps individuals develop leadership skills to enhance their current work, launch innovative new projects, retool into new areas of management, or practice leadership in their community. Designed around a distance-delivery model, this MA can be taken by on-campus participants as well as participants at a distance. It has been adapted to varying personal, organizational or regional contexts. It is designed to integrate well with other leadership programs in the department or university, and serves as a bridge to both the undergraduate leadership program and the doctoral leadership program.

Recent college graduates transitioning into employment who want to further their leadership development as well as experienced employees who want to target specific areas of leadership for development will find the design of this program flexible to meet their leadership needs.

The overall goal of the MA Leadership program is to develop leaders with a strong sense of personal mission, the ability to work in teams, and experience in leading change that can provide better services and professional solutions in varied local, regional and global situations.

Participants work with advisors to plan their course work in their LLP and have two options: the job-embedded design or the "core + concentration" design. The job-embedded design is created with an official Andrews University partner organization to attract a cohort of professionals that want to work together to develop competencies useful for their organization or region. Competencies are developed and documented in a digital or hardcopy portfolio, and presented to a faculty panel.

The "core + concentration" design allows individuals to work at their own pace to develop specific competencies that are aligned with their area of concentration and specific areas of leadership development. Both designs are 36 credits and require the completion of a portfolio and research work.

Program Delivery

This program is offered only as an interactive online program (see School of Distance Education Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program requires two week on-campus attendance in the first year; and three day on-campus attendance in subsequent years. Students are also encouraged to come to campus for graduation.

Total Credits - 36

Degree Core

Participants in the job-embedded option work in a cohort model with face-to-face or online learning sessions. They work to develop and demonstrate 8-10 leadership competencies. Participants in the job-embedded option are required to:

- Create a Leadership and Learning Plan (LLP) that includes a course plan
- Participate regularly and actively in a Leadership and Learning Group (LLG)
- Maintain employment throughout the program

Complete the development and presentation of a portfolio based on the participant's LLP, documenting satisfactory completion of the required competencies. The final presentation of the portfolio and the leadership research project in the job-embedded option will be organized by the coordinator of that cohort.

Off-campus Locations

This program is also offered at approved off-campus locations on a cohort basis.

Post-Masters

Educational Leadership EdD

Program Description

The doctoral programs in Educational Leadership prepare participants for professional careers in education as superintendents or elementary and secondary-school administrators. These programs also prepare leaders for service in many types of agencies and organizations. Both the Doctor of Education (EdD) and the Doctor of Philosophy (PhD) programs require a minimum of 90 credits and the submission of a research based article to a peer-reviewed publication. However, the PhD degree is more research-oriented and requires more courses in advanced research methodologies. Those specifically served by this degree are the following:

- Teachers with master's degrees interested in transitioning into educational administration and securing an additional degree while completing their NAD administration certification and endorsement.
- Principals of K–8, K–10, K–12, and 9–12 schools
- Supervisors of instruction
- Superintendents of schools
- Those interested in teaching Educational Administration at the higher education level

Participants may transfer up to 42 credits from previous graduate work into the doctoral program. Candidates must complete LEAD 630 - Introduction to Leadership as an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 90 semester credits beyond the baccalaureate degree and requires the completion of a portfolio and a dissertation. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the doctoral comprehensive examination. Both doctorates require the successful completion of a dissertation. Beginning the semester after registering for LEAD 880 - Dissertation Proposal Development, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Program Delivery

This program is offered on campus and as an interactive online program (see School of Distance Education Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

Total Credits: 90+

Degree Core

Core Requirements - 18

- LEAD 630 - Introduction to Leadership Credits: 2
- EDAL 520 - Foundations of Educational Leadership Credits: 2,3
- EDAL 645 - K–12 Educational Finance Credits: 2,3
- EDAL 670 - Technology for Leaders Credits: 3
- EDCI 547 - Foundations of Curriculum Studies Credits: 3 or
- EDCI 565 - Improving Instruction Credits: 2,3
- EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
- LEAD 775 - Advanced Portfolio Development: (Topic)_____ Credits: 1–12
- LEAD 886 - Advanced Internship: (Topic)_____ Credits: 1–12 (3 minimum)

Research - 13

- EDRM 505 - Research Methods Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3
- EDRM 636 - Program Evaluation Credits: 3
- LEAD 535 - Principles of Academic Writing Credits: 1–3 (2 minimum)
- LEAD 637 - Issues in Research Credits: 2,3

Dissertation - 16

- LEAD 880 - Dissertation Proposal Development Credits: 2
- LEAD 899 - Doctoral Dissertation Credits: 1–14

Concentration - 18

Concentration Requirements

- EDAL 560 - K–12 Law Credits: 3
- EDAL 565 - Leadership for Seventh-day Adventist Education Credits: 1,2
- EDAL 570 - Principles of Educational Supervision Credits: 2,3
- EDAL 635 - Human Resources Administration Credits: 2,3
- EDAL 660 - Planning and Operating Educational Facilities Credits: 2
- EDAL 664 - Elementary School Leadership Credits: 2,3
- Or EDAL 665 - Secondary School Leadership Credits: 2,3
- LEAD 525 - Public Relations: Community Partnerships Credits: 2,3
- LEAD 645 - Ethical Leadership & Organizational Integrity Credits: 1–3

Cognates - 12

- Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.

Program Electives

As needed, in consultation with your advisor.

Educational Leadership EdS

Program Description

The Educational Leadership Educational Specialist degree program prepares candidates to serve as principals, supervisors, or superintendents in elementary and/or secondary systems. Those specifically served by this degree are the following:

- Teachers with master's degrees interested in transitioning into educational administration and securing an additional degree while completing their NAD administration certification or endorsement
- Principals of K–8, K–10, K–12, and 9–12 schools
- Supervisors of instruction
- Superintendents of schools

Participants may transfer courses that match program requirements. At least 24 semester credits must be completed after admission to the EdS program. Candidates must complete LEAD 630 - Introduction to Leadership which is an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 64 credits beyond the baccalaureate degree and requires the completion of both an internship and a portfolio. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the EdS comprehensive examination. There is no thesis requirement for the EdS degree program.

Program Delivery

This program is offered on campus and as an interactive online program (see School of Distance Education Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

Total Credits: 64

Degree Core

Core Requirements - 18

- LEAD 630 - Introduction to Leadership Credits: 2
- EDAL 520 - Foundations of Educational Leadership Credits: 2,3
- EDAL 645 - K-12 Educational Finance Credits: 2,3
- EDAL 670 - Technology for Leaders Credits: 3
- EDCI 547 - Foundations of Curriculum Studies Credits: 3
- Or EDCI 565 - Improving Instruction Credits: 2,3
- EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
- LEAD 775 - Advanced Portfolio Development: (Topic)_____ Credits: 1-12
- LEAD 886 - Advanced Internship: (Topic)_____ Credits: 1-12

Research - 13

- EDRM 636 - Program Evaluation Credits: 3
- EDRM 505 - Research Methods Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3
- LEAD 535 - Principles of Academic Writing Credits: 1-3 (2 minimum)
- LEAD 637 - Issues in Research Credits: 2,3

Concentration - 18

Concentration Requirements

- EDAL 560 - K-12 Law Credits: 3
- EDAL 565 - Leadership for Seventh-day Adventist Education Credits: 1,2
- EDAL 570 - Principles of Educational Supervision Credits: 2,3
- EDAL 635 - Human Resources Administration Credits: 2,3
- EDAL 660 - Planning and Operating Educational Facilities Credits: 2
- EDAL 664 - Elementary School Leadership Credits: 2,3
- EDAL 665 - Secondary School Leadership Credits: 2,3
- LEAD 525 - Public Relations: Community Partnerships Credits: 2,3
- LEAD 645 - Ethical Leadership & Organizational Integrity Credits: 1-3

Cognates - 9

Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.

Program Electives

As needed, in consultation with your advisor.

Educational Leadership PhD

Program Description

The doctoral programs in Educational Leadership prepare participants for professional careers in education as superintendents or elementary and secondary-school administrators. These programs also prepare leaders for service in many types of agencies and organizations. Both the Doctor of Education (EdD) and the Doctor of Philosophy (PhD) programs require a minimum of 90 credits and the submission of a research based article to a peer-reviewed publication documented by the decision letter from the editor of the peer review journal. However, the PhD degree is more research-oriented and requires more courses in advanced research methodologies. Those specifically served by this degree are the following:

Teachers with master's degrees interested in transitioning into educational administration and securing an additional degree while completing their NAD administration certification and endorsement.

Principals of K-8, K-10, K-12, and 9-12 schools

Supervisors of instruction

Superintendents of schools

Those interested in teaching Educational Administration at the higher education level

Participants may transfer up to 42 credits from previous graduate work into the doctoral program. Candidates must complete LEAD 630 - Introduction to Leadership as an introduction to the philosophy of leadership and review of the standards that will

guide their educational plan. The curriculum consists of a minimum of 90 semester credits beyond the baccalaureate degree and requires the completion of a portfolio and a dissertation. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the doctoral comprehensive examination. Both doctorates require the successful completion of a dissertation. Beginning the semester after registering for LEAD 880 - Dissertation Proposal Development, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Program Delivery

This program is offered on campus and as an interactive online program (see School of Distance Education Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

Total Credits: 90

Degree Core

Core Requirements - 18

More credits are available from variable credit courses.

- LEAD 630 - Introduction to Leadership Credits: 2
- EDAL 520 - Foundations of Educational Leadership Credits: 2,3
- EDAL 645 - K-12 Educational Finance Credits: 2,3
- EDAL 670 - Technology for Leaders Credits: 3
- EDCI 547 - Foundations of Curriculum Studies Credits: 3 or
- EDCI 565 - Improving Instruction Credits: 2,3
- EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
- LEAD 775 - Advanced Portfolio Development: (Topic)_____ Credits: 1-12
- LEAD 886 - Advanced Internship: (Topic)_____ Credits: 1-12 (3 minimum)

Research - 19

- EDRM 636 - Program Evaluation Credits: 3
- EDRM 505 - Research Methods Credits: 3
- EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3
- EDRM 712 - Applied Statistical Methods II Credits: 3
- LEAD 535 - Principles of Academic Writing Credits: 1-3 (2 minimum)
- LEAD 637 - Issues in Research Credits: 2,3

Dissertation - 16

- LEAD 880 - Dissertation Proposal Development Credits: 2
- LEAD 899 - Doctoral Dissertation Credits: 1-14

Concentration - 18

More credits are available from variable credit courses.

Concentration Requirements

- EDAL 560 - K-12 Law Credits: 3
- EDAL 565 - Leadership for Seventh-day Adventist Education Credits: 1,2
- EDAL 570 - Principles of Educational Supervision Credits: 2,3
- EDAL 635 - Human Resources Administration Credits: 2,3
- EDAL 660 - Planning and Operating Educational Facilities Credits: 2
- EDAL 664 - Elementary School Leadership Credits: 2,3
- EDAL 665 - Secondary School Leadership Credits: 2,3
- LEAD 525 - Public Relations: Community Partnerships Credits: 2,3
- LEAD 645 - Ethical Leadership & Organizational Integrity Credits: 1-3

Cognates - 12

- Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.

Program Electives

As needed, in consultation with your advisor.

Higher Education Administration EdD

Program Description

The Higher Education Administration program seeks to empower diverse scholar-practitioners for service in national and international colleges and universities, committed to Christian values and high professional standards.

Higher Education is one of the fastest growing areas of education in the world today. Graduates at the master level typically work in administrative and executive positions in student services such as enrollment, admissions, financial services, athletics and residence halls. At the doctoral level, the program serves those who wish to pursue careers and academic positions in teaching and research in colleges and universities, as well as corporate training or policy making positions at the private and state level. The curriculum has an international focus that includes visiting international universities to interact with faculty and students of institutions in different countries around the world.

The doctoral program in Higher Education is designed to prepare experienced practitioners for senior administrative and policy-making positions. The PhD degree is more research oriented and requires more courses in advanced research methodologies. The EdD program primarily serves those seeking administrative and executive positions, while the PhD program serves those who wish to pursue careers in research and teaching. Both degrees require the submission of a research-based article to a peer-reviewed publication. Graduates typically work in the following professional areas:

- Research
- Teaching
- Policy leadership
- College administration at all levels
- Community college leadership and management
- Student personnel administration
- Corporate and post-secondary policy analysis

Program Delivery

This program is offered on campus and as an interactive online program (see School of Distance Education Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

Total Credits: 90

Degree Core

Core Requirements - 15

- LEAD 600 - Annual Conference Credits: 0
- LEAD 630 - Introduction to Leadership Credits: 2
- EDAL 655 - Higher Education Finance and Technology Credits: 3
- EDAL 667 - Leadership in Higher Education Credits: 2,3
- EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
- LEAD 886 - Advanced Internship: (Topic)_____ Credits: 1-12
- LEAD 644 - Leadership and Organizational Dynamics Credits: 3

Research - 13

- EDRM 505 - Research Methods Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3
- EDRM 636 - Program Evaluation Credits: 3
- LEAD 535 - Principles of Academic Writing Credits: 1-3

- LEAD 637 - Issues in Research Credits: 2,3

Dissertation - 16

- LEAD 880 - Dissertation Proposal Development Credits: 2
- LEAD 899 - Doctoral Dissertation Credits: 1-14

Concentration - 20

Concentration Requirements

- EDAL 640 - Higher Education Law Credits: 3
- EDAL 674 - Administration of Student Services Credits: 3
- EDAL 675 - College Student Development Theory Credits: 3
- EDAL 676 - Administration of Academic Services Credits: 3
- LEAD 778 - Higher Education Study Tour Credits: 1-6
- LEAD 789 - Advanced Seminar: (Topic)_____ Credits: 1

Cognates - 12

- Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Religious Education, Curriculum, Leadership, Research Electives or transfer credits.

Additional Requirements

Portfolio

The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD 630, required in all programs.

Registration

Participants comply with registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL 650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go Inactive. When Active Status is desired, the participant may request reactivation and, if approved, pay the current Reactivation Fee.

Time Limits

Participants must complete the requirements for the MA within four years; EdS, EdD, and PhD degrees within seven years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

Program Electives

As needed, in consultation with your advisor.

Research Electives

- EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 713 - Applied Statistical Methods III Credits: 3
- HIST 650 - Historical Method and Research Credits: 3

Admission Requirements

Application Process

Applicants must meet School of Education admission requirements for doctoral programs. They may transfer up to 42 credits from previous graduate work into the doctoral program. If they have not previously taken the courses, candidates must complete LEAD 630 - Introduction to Leadership and LEAD 600 - Annual Conference as an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 90 semester credits beyond the baccalaureate degree and requires the completion of a portfolio

and a dissertation. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the doctoral comprehensive examination. Both doctorates require the successful completion of a dissertation.

Beginning the semester after registering for LEAD880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Program Objectives

Guiding Principles

The Higher Education program of Andrews University is committed to the fundamental guiding principles of the Council for the Advancement of Standards in Higher Education (CAS), a consortium of 35 professional associations concerned with the development and promulgation of professional standards and guidelines for student learning and personal development support programs and services in institutions of higher learning.

According to the Council for the Advancement of Standards in Higher Education, the five guiding principles for Higher Education can be summarized as follows:

1. Students and Their Institutions (the student must be considered as a whole person)

- Each student is a unique person and must be treated as such.
- The student's total environment is educational and must be used to achieve full development.
- Students seek higher education in responsible ways and will, when encouraged to do so, access appropriate educational resources when they are provided, made known, and relevant to students' felt educational and developmental needs.
- Institutions of higher learning are purposeful and function as social and cultural resources to provide opportunities for students to learn and develop in holistic ways.
- The primary responsibility for learning and development rests with the student.
- Institutions of higher learning reflect the diversity of the societies and cultures in which they exist.
- Institutions are responsible for creating learning environments that provide a choice of educational opportunities and challenge students to learn and develop while providing support to nurture their development.

2. Diversity and Multiculturalism

- Institutions embrace diversity and eliminate barriers that impede student learning.
- Justice and respect for differences bond individuals to community.
- Education for multicultural awareness and positive regard for differences is essential to the development and maintenance of a health-engendering society.
- All students must have access to the educational and co-curricular resources available to the academic community at large; no student, for any reason, should be denied access to them.

3. Organization, Educational Administration, and Human Resources

- Capable, credible, knowledgeable, and experienced educational administration is essential for institutional success.
- Organizational units are most successful when their missions and outcome expectations are effectively documented and understood by all concerned.
- Effective programs and services require well-qualified staff members who understand and support the student learning and development outcomes the programs are intended to provide.
- Leaders and staff members alike must possess effective managerial skills, be properly titled, and be well-qualified by both education and experience.

4. Health-Engendering Environments

- Educational programs and services prosper in benevolent environments that provide students with appropriate levels of challenge and support.
- The primary purpose of education has always been to promote change, both in individuals and in society. College and university student support programs are first and foremost educational enterprises.

5. Ethical Considerations

- Ethical standards are essential to guide the behavior of staff members in ways that enhance the program's overall integrity.
- Because special mentoring relationships develop between students and those who facilitate their learning and development, support service providers must exemplify impeccable ethical behavior in both their professional relationships and personal lives.

International Focus

Higher education is becoming an increasingly global phenomenon characterized by international trade in educational services. For this reason, the Higher Education program is structured with an international focus. As an international Adventist institution, Andrews University is uniquely positioned to offer the following opportunities:

International Study Tour. A seminar in International Higher Education in the format of a summer tour to visit systems of higher education that have influenced post-secondary education in different parts of the world, such as Europe, Asia, Africa and Latin America. The tour includes campus visits and interaction with faculty and students of public, private, and Adventist international institutions of higher education, and meets the requirements of master's and doctoral programs. Travel expenses are mostly covered by tuition credits.

International Internships. The Higher Education program works with international Seventh-day Adventist colleges and universities to develop an internship program that integrates theory and research with the practice of higher education in international settings. The extent and format of these programs vary and are negotiated on a personal basis between the participant and the institution.

Intercultural Seminar. This is a seminar in intercultural communication that explores the role of culture and diversity in today's organizations in order to develop cross-cultural competence and sensitivity. Explores issues such as effective communication across group barriers, leadership and culture, and the impact of cultural differences on relationships, decision making, motivation, conflict management, human resource development, and other leadership issues.

For further information, students may contact the coordinator of the Higher Education program.

Program Outcomes

Competencies of the Program

Higher Education requires theoretical knowledge and practical application in the following core competencies:

1. Self-Development Competencies: This cluster of competencies focuses on the self awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.

- a. *Philosophical foundations*—Higher Education functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice.
- b. *Ethics, values, and spirituality*—Higher Education functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision making and their relationships with others.
- c. *Human development and career choice*—Higher Education is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences.

2. Interpersonal Development Competencies: This cluster of competencies focuses on the interpersonal aspects of Higher Education that promote growth and development of others and challenge students to learn and develop in holistic ways.

- a. *Effective communication and mentoring*—Higher Education fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships that are trust-centered, providing empowerment that results in personal and performance improvement toward satisfying mutual objectives.
- b. *Appreciating diversity*—Higher Education values one's own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences.
- c. *Social responsibility*—Higher Education is accountable to others and endeavors to see that family, community, and environmental needs are met in local and in global ways, as appropriate.

3. Leadership and Organizational Development Competencies: This cluster of competencies addresses the organizational aspects of Higher Education, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise.

- a. *Resource development; human and financial*—Higher Education appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes.
- b. *Legal and policy issues*—Higher Education applies and understands the scope of a legal and policy structure appropriate for their field.
- c. *Organizational behavior, change, and culture*—Higher Education understands personal, group, and inter-group behaviors, and how they impact the organizational culture and shape the vision and strategy for facilitating the change process.

4. Research Development Competency: Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education projects.

Conducting, evaluating and reporting research—Higher Education understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace.

Higher Education Administration EdS

Program Description

The Higher Education Administration program seeks to empower diverse scholar-practitioners for service in national and international colleges and universities, committed to Christian values and high professional standards.

Higher Education is one of the fastest growing areas of education in the world today. Graduates at the master level typically work in administrative and executive positions in student services such as enrollment, admissions, financial services, athletics and residence halls. At the doctoral level, the program serves those who wish to pursue careers and academic positions in teaching and research in colleges and universities, as well as corporate training or policy making positions at the private and state level. The curriculum has an international focus that includes visiting international universities to interact with faculty and students of institutions in different countries around the world.

The Educational Specialist program in Higher Education provides advanced graduate education and training of high quality midlevel administrators for postsecondary institutions. It prepares professionals seeking administrative advancement and service to local institutions of higher education. This degree is appropriate for positions such as:

- Deans and assistant deans
- Assistant to the president
- Director and in-service directors
- Department chairperson in selected areas
- Program manager

Program Delivery

This program is offered on campus and as an interactive online program (see School of Distance Education Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

Total Credits: 64

Degree Core

Core Requirements - 15

- LEAD 600 - Annual Conference Credits: 0
- LEAD 630 - Introduction to Leadership Credits: 2
- EDAL 655 - Higher Education Finance and Technology Credits: 3
- EDAL 667 - Leadership in Higher Education Credits: 2,3
- EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
- LEAD 886 - Advanced Internship: (Topic)_____ Credits: 1–12
- LEAD 644 - Leadership and Organizational Dynamics Credits: 3

Research - 13

- EDRM 505 - Research Methods Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3
- EDRM 636 - Program Evaluation Credits: 3
- LEAD 535 - Principles of Academic Writing Credits: 1–3
- LEAD 637 - Issues in Research Credits: 2,3

Concentration - 20

Concentration Requirements

- EDAL 640 - Higher Education Law Credits: 3
- EDAL 674 - Administration of Student Services Credits: 3
- EDAL 675 - College Student Development Theory Credits: 3
- EDAL 676 - Administration of Academic Services Credits: 3
- LEAD 778 - Higher Education Study Tour Credits: 1–6
- LEAD 789 - Advanced Seminar: (Topic)_____ Credits: 1

Cognates - 9

Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Religious Education, Curriculum, Leadership, Research, or transfer credits.

Additional Requirements

Portfolio

The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD 630, required in all programs.

Registration

Participants comply with registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL 650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go Inactive. When Active Status is desired, the participant may request reactivation and, if approved, pay the current Reactivation Fee.

Time Limits

Participants must complete the requirements for the MA within four years; EdS, EdD, and PhD degrees within seven years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

Program Electives

As needed, in consultation with your advisor.

Admission Requirements

Application Process

Applicants must meet School of Education admission requirements for the specialist degree. Applicants may transfer up to 32 credits from previous graduate work into the specialist degree at the discretion of their academic advisors. Candidates must complete LEAD 630 - Introduction to Leadership and LEAD 630 - Introduction to Leadership as an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 64 semester credits beyond the baccalaureate degree and requires the completion of both an internship and a portfolio. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the EdS comprehensive examination. There is no thesis requirement for the EdS.

Program Objectives

Guiding Principles

The Higher Education program of Andrews University is committed to the fundamental guiding principles of the Council for the Advancement of Standards in Higher Education (CAS), a consortium of 35 professional associations concerned with the development and promulgation of professional standards and guidelines for student learning and personal development support programs and services in institutions of higher learning.

According to the Council for the Advancement of Standards in Higher Education, the five guiding principles for Higher Education can be summarized as follows:

1. **Students and Their Institutions (the student must be considered as a whole person)**

- Each student is a unique person and must be treated as such.
- The student's total environment is educational and must be used to achieve full development.
- Students seek higher education in responsible ways and will, when encouraged to do so, access appropriate educational resources when they are provided, made known, and relevant to students' felt educational and developmental needs.
- Institutions of higher learning are purposeful and function as social and cultural resources to provide opportunities for students to learn and develop in holistic ways.
- The primary responsibility for learning and development rests with the student.
- Institutions of higher learning reflect the diversity of the societies and cultures in which they exist.
- Institutions are responsible for creating learning environments that provide a choice of educational opportunities and challenge students to learn and develop while providing support to nurture their development.

2. Diversity and Multiculturalism

- Institutions embrace diversity and eliminate barriers that impede student learning.
- Justice and respect for differences bond individuals to community.
- Education for multicultural awareness and positive regard for differences is essential to the development and maintenance of a health-engendering society.
- All students must have access to the educational and co-curricular resources available to the academic community at large; no student, for any reason, should be denied access to them.

3. Organization, Educational Administration, and Human Resources

- Capable, credible, knowledgeable, and experienced educational administration is essential for institutional success.
- Organizational units are most successful when their missions and outcome expectations are effectively documented and understood by all concerned.
- Effective programs and services require well-qualified staff members who understand and support the student learning and development outcomes the programs are intended to provide.
- Leaders and staff members alike must possess effective managerial skills, be properly titled, and be well-qualified by both education and experience.

4. Health-Engendering Environments

- Educational programs and services prosper in benevolent environments that provide students with appropriate levels of challenge and support.
- The primary purpose of education has always been to promote change, both in individuals and in society. College and university student support programs are first and foremost educational enterprises.

5. Ethical Considerations

- Ethical standards are essential to guide the behavior of staff members in ways that enhance the program's overall integrity.
- Because special mentoring relationships develop between students and those who facilitate their learning and development, support service providers must exemplify impeccable ethical behavior in both their professional relationships and personal lives.

International Focus

Higher education is becoming an increasingly global phenomenon characterized by international trade in educational services. For this reason, the Higher Education program is structured with an international focus. As an international Adventist institution, Andrews University is uniquely positioned to offer the following opportunities:

International Study Tour. A seminar in International Higher Education in the format of a summer tour to visit systems of higher education that have influenced post-secondary education in different parts of the world, such as Europe, Asia, Africa and Latin America. The tour includes campus visits and interaction with faculty and students of public, private, and Adventist international institutions of higher education, and meets the requirements of master's and doctoral programs. Travel expenses are mostly covered by tuition credits.

International Internships. The Higher Education program works with international Seventh-day Adventist colleges and universities to develop an internship program that integrates theory and research with the practice of higher education in international settings. The extent and format of these programs vary and are negotiated on a personal basis between the participant and the institution.

Intercultural Seminar. This is a seminar in intercultural communication that explores the role of culture and diversity in today's organizations in order to develop cross-cultural competence and sensitivity. Explores issues such as effective communication across group barriers, leadership and culture, and the impact of cultural differences on

relationships, decision making, motivation, conflict management, human resource development, and other leadership issues.

For further information, students may contact the coordinator of the Higher Education program.

Higher Education Administration PhD

Program Description

The Higher Education Administration program seeks to empower diverse scholar-practitioners for service in national and international colleges and universities, committed to Christian values and high professional standards.

Higher Education is one of the fastest growing areas of education in the world today. Graduates at the master level typically work in administrative and executive positions in student services such as enrollment, admissions, financial services, athletics and residence halls. At the doctoral level, the program serves those who wish to pursue careers and academic positions in teaching and research in colleges and universities, as well as corporate training or policy making positions at the private and state level. The curriculum has an international focus that includes visiting international universities to interact with faculty and students of institutions in different countries around the world.

The doctoral program in Higher Education is designed to prepare experienced practitioners for senior administrative and policy-making positions. The PhD degree is more research oriented and requires more courses in advanced research methodologies. The EdD program primarily serves those seeking administrative and executive positions, while the PhD program serves those who wish to pursue careers in research and teaching. Both degrees require the submission of a research-based article to a peer-reviewed publication. Graduates typically work in the following professional areas:

- Research
- Teaching
- Policy leadership
- College administration at all levels
- Community college leadership and management
- Student personnel administration
- Corporate and post-secondary policy analysis

Total Credits: 90

Degree Core

Core Requirements - 15

- LEAD 600 - Annual Conference Credits: 0
- LEAD 630 - Introduction to Leadership Credits: 2
- EDAL 655 - Higher Education Finance and Technology Credits: 3
- EDAL 667 - Leadership in Higher Education Credits: 2,3
- EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
- LEAD 886 - Advanced Internship: (Topic)____ Credits: 1-12
- LEAD 644 - Leadership and Organizational Dynamics Credits: 3

Research - 19

- EDRM 505 - Research Methods Credits: 3
- EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3
- EDRM 636 - Program Evaluation Credits: 3
- EDRM 712 - Applied Statistical Methods II Credits: 3
- LEAD 535 - Principles of Academic Writing Credits: 1-3
- LEAD 637 - Issues in Research Credits: 2,3

Dissertation - 16

- LEAD 880 - Dissertation Proposal Development Credits: 2
- LEAD 899 - Doctoral Dissertation Credits: 1-14

Concentration - 20

Concentration Requirements

- EDAL 640 - Higher Education Law Credits: 3
- EDAL 674 - Administration of Student Services Credits: 3
- EDAL 675 - College Student Development Theory Credits: 3
- EDAL 676 - Administration of Academic Services Credits: 3
- LEAD 778 - Higher Education Study Tour Credits: 1-6
- LEAD 789 - Advanced Seminar: (Topic)_____ Credits: 1

Cognates - 12

- Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Religious Education, Curriculum, Leadership, Research Electives, or transfer credits.

Additional Requirements

Portfolio

The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD 630, required in all programs.

Registration

Participants comply with registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL 650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go Inactive. When Active Status is desired, the participant may request reactivation and, if approved, pay the current Reactivation Fee.

Time Limits

Participants must complete the requirements for the MA within four years; EdS, EdD, and PhD degrees within seven years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

Program Electives

As needed, in consultation with your advisor.

Admission Requirements

Application Process

Applicants must meet School of Education admission requirements for doctoral programs. They may transfer up to 42 credits from previous graduate work into the doctoral program. If they have not previously taken the courses, candidates must complete LEAD 630 - Introduction to Leadership and LEAD 600 - Annual Conference as an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 90 semester credits beyond the baccalaureate degree and requires the completion of a portfolio and a dissertation. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the doctoral comprehensive examination. Both doctorates require the successful completion of a dissertation.

Beginning the semester after registering for LEAD 880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Program Objectives

Guiding Principles

The Higher Education program of Andrews University is committed to the fundamental guiding principles of the Council for the Advancement of Standards in Higher Education (CAS), a consortium of 35 professional associations concerned with the development and promulgation of professional standards and guidelines for student learning and personal development support programs and services in institutions of higher learning.

According to the Council for the Advancement of Standards in Higher Education, the five guiding principles for Higher Education can be summarized as follows:

1. Students and Their Institutions (the student must be considered as a whole person)

- Each student is a unique person and must be treated as such.
- The student's total environment is educational and must be used to achieve full development.
- Students seek higher education in responsible ways and will, when encouraged to do so, access appropriate educational resources when they are provided, made known, and relevant to students' felt educational and developmental needs.
- Institutions of higher learning are purposeful and function as social and cultural resources to provide opportunities for students to learn and develop in holistic ways.
- The primary responsibility for learning and development rests with the student.
- Institutions of higher learning reflect the diversity of the societies and cultures in which they exist.
- Institutions are responsible for creating learning environments that provide a choice of educational opportunities and challenge students to learn and develop while providing support to nurture their development.

2. Diversity and Multiculturalism

- Institutions embrace diversity and eliminate barriers that impede student learning.
- Justice and respect for differences bond individuals to community.
- Education for multicultural awareness and positive regard for differences is essential to the development and maintenance of a health-engendering society.
- All students must have access to the educational and co-curricular resources available to the academic community at large; no student, for any reason, should be denied access to them.

3. Organization, Educational Administration, and Human Resources

- Capable, credible, knowledgeable, and experienced educational administration is essential for institutional success.
- Organizational units are most successful when their missions and outcome expectations are effectively documented and understood by all concerned.
- Effective programs and services require well-qualified staff members who understand and support the student learning and development outcomes the programs are intended to provide.
- Leaders and staff members alike must possess effective managerial skills, be properly titled, and be well-qualified by both education and experience.

4. Health-Engendering Environments

- Educational programs and services prosper in benevolent environments that provide students with appropriate levels of challenge and support.
- The primary purpose of education has always been to promote change, both in individuals and in society. College and university student support programs are first and foremost educational enterprises.

5. Ethical Considerations

- Ethical standards are essential to guide the behavior of staff members in ways that enhance the program's overall integrity.
- Because special mentoring relationships develop between students and those who facilitate their learning and development, support service providers must exemplify impeccable ethical behavior in both their professional relationships and personal lives.

International Focus

Higher education is becoming an increasingly global phenomenon characterized by international trade in educational services. For this reason, the Higher Education program is structured with an international focus. As an international Adventist institution, Andrews University is uniquely positioned to offer the following opportunities:

International Study Tour. A seminar in International Higher Education in the format of a summer tour to visit systems of higher education that have influenced post-secondary education in different parts of the world, such as Europe, Asia, Africa and Latin America. The tour includes campus visits and interaction with faculty and students of public, private, and Adventist international institutions of higher education, and meets the requirements of master's and doctoral programs. Travel expenses are mostly covered by tuition credits.

International Internships. The Higher Education program works with international Seventh-day Adventist colleges and universities to develop an internship program that integrates theory and research with the practice of higher education in international settings. The extent and format of these programs vary and are negotiated on a personal basis between the participant and the institution.

Intercultural Seminar. This is a seminar in intercultural communication that explores the role of culture and diversity in today's organizations in order to develop cross-cultural competence and sensitivity. Explores issues such as effective communication across group barriers, leadership and culture, and the impact of cultural differences on relationships, decision making, motivation, conflict management, human resource development, and other leadership issues.

For further information, students may contact the coordinator of the Higher Education program.

Program Outcomes

Competencies of the Program

Higher Education requires theoretical knowledge and practical application in the following core competencies:

1. Self-Development Competencies: This cluster of competencies focuses on the self awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.

a. *Philosophical foundations*—Higher Education functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice.

b. *Ethics, values, and spirituality*—Higher Education functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision making and their relationships with others.

c. *Human development and career choice*—Higher Education is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences.

2. Interpersonal Development Competencies: This cluster of competencies focuses on the interpersonal aspects of Higher Education that promote growth and development of others and challenge students to learn and develop in holistic ways.

a. *Effective communication and mentoring*—Higher Education fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships that are trust-centered, providing empowerment that results in personal and performance improvement toward satisfying mutual objectives.

b. *Appreciating diversity*—Higher Education values one's own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences.

c. *Social responsibility*—Higher Education is accountable to others and endeavors to see that family, community, and environmental needs are met in local and in global ways, as appropriate.

3. Leadership and Organizational Development Competencies: This cluster of competencies addresses the organizational aspects of Higher Education, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise.

a. *Resource development; human and financial*—Higher Education appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes.

b. *Legal and policy issues*—Higher Education applies and understands the scope of a legal and policy structure appropriate for their field.

c. *Organizational behavior, change, and culture*—Higher Education understands personal, group, and inter-group behaviors, and how they impact the organizational culture and shape the vision and strategy for facilitating the change process.

4. Research Development Competency: Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education projects.

Conducting, evaluating and reporting research—Higher Education understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace.

Leadership EdD

Program Description

The Leadership program represents a new concept in graduate education. It is offered by the School of Education as an international and interdisciplinary collaborative graduate program.

It is designed to meet the needs of mid-career leaders and to provide an innovative and highly flexible program allowing self-motivated learners the opportunity to pursue an EdS, EdD or PhD degree in the context of a learning community, without requiring a move of their families or a break in their careers. Participants in this interdisciplinary program come from a variety of professional backgrounds including healthcare, business, education, pastoring, the military, and government.

For a more detailed program description visit the Additional Program Information section.

Program Delivery

This program is offered only as an interactive online program (see School of Distance Education Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program requires two week on-campus attendance in the first year; and three day on-campus attendance in subsequent years. Students are also encouraged to come to campus for graduation.

Total Credits: 90

Degree Core

Core Requirement

- LEAD 630 - Introduction to Leadership Credits: 2
- LEAD 635 - Leadership and Learning Plan Credits: 2
- LEAD 535 - Principles of Academic Writing Credits: 1–3
- LEAD 636 - Issues in Leadership Foundations Credits: 2
- LEAD 637 - Issues in Research Credits: 2,3
- LEAD 638 - Issues in Leadership Theory Credits: 2
- 2 Credits of LEAD 625 - Research Writing Seminar Credits: 1,2

Dissertation - 16

Prerequisite: EDRM 505.

- LEAD 880 - Dissertation Proposal Development Credits: 2
- LEAD 899 - Doctoral Dissertation Credits: 1–14

Cognates

Additional Requirements

- Participate in the on-campus program orientation.
- Meet regularly with a Leadership and Learning Group for the primary purpose of sharing and signing off competencies.
- Maintain employment throughout the program.
- Complete the development and presentation of a portfolio based on the participants LLP. The portfolio must document the satisfactory completion of the required competencies.

Maintaining Active Status

To maintain active status in the Leadership program the participant must:

- Make appropriate progress in fulfilling the LLP.
- Maintain contact with the advisor.
- Register every semester.
- Attend the annual Leadership Conference.
- Meet financial obligations to the university.
- Maintain employment throughout the program.
- A EdD/PhD participant must maintain active status a minimum of six years of their allocated seven.
- Show evidence of progress through regular competency evaluations by self, LLG and faculty.

Program Electives

As needed, in consultation with your advisor.

Program Outcomes

Completion of the EdS in Leadership is achieved only after the development of a portfolio demonstrating mastery in at least 15 competencies.

The participant prepares a Leadership and Learning Plan (LLP) which becomes his/her course of study. The course of study translates into at least 64 semester credits.

Competencies of the Program

Leadership requires theoretical knowledge and practical application in the following core competencies:

Leadership and the Self: This cluster of competencies focuses on the self awareness and the personal and professional identity required when practicing leadership.

Philosophical foundations—Leadership functions within the context of multiple perspectives and understands how their own worldview influences their practice.

Ethics, values, and spirituality—Leadership functions from a set of principles and standards that guides their work and all their relationships with others.

Learning and human development—Leadership understands the principles of learning and is committed to and practices continuous personal, interpersonal and organizational learning.

Leadership with Others: This cluster of competencies focuses on the interpersonal aspects of leadership. Growth and development of others is an essential function of leadership.

Effective communication—Leadership fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships.

Mentor/coach—Leadership promotes relationships that are trust-centered, providing the kind of empowerment that results in personal and performance improvement toward satisfying mutual objectives.

Social responsibilities—Leadership understands social systems and is accountable to others and endeavors to see that family, community, and environmental needs are met in local and, as appropriate, in global ways.

Leadership through Organizations: This cluster of competencies focuses on the organizational aspects of leadership. Leadership sets direction in ways that facilitate achievement of organizational goals.

Resource development, human and financial—Leadership appropriately allocates and manages human and financial resources for healthy and strategic outcomes.

Legal and policy issues—Leadership applies and understands the scope of legal and policy structures appropriate for their field.

Organizational behavior, development, and culture—Leadership understands personal, group, and inter-group behaviors, and how they impact organizational history, needs, and goals.

Implementing change—Leadership involves working with others in order to collaboratively shape the vision and strategy for change, as well as being capable of facilitating the change process.

Evaluation and assessment—Leadership uses appropriate evaluation and assessment tools to make decisions about programs and plans.

Leadership and Research: This cluster of competencies focuses on the need to use data to communicate, persuade, and make decisions, and to contribute to the knowledge base for leadership. Competence in research needs to include both qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment, and evaluation, and other leadership projects. A research paper for publication in a peer review source is required as part of this research competency, documented by the decision letter from the editor of the peer review journal.

Reading and evaluating research—Leadership critiques the adequacy of research reports, conducts literature reviews using electronic sources, and relates research to the body of knowledge in their professional field.

Conducting research—Leadership understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically driven research problems, selects appropriate research designs, explains standards for data collection, and conducts basic data collection and analysis.

Reporting and implementing research—Leadership adequately communicates research findings and implements the findings in the workplace.

Individually Chosen Options: One required. Additional options may be chosen, if needed.

Additional Program Information

The Leadership Program:

- Is established on the idea of developing and demonstrating competency in several key areas.
- Gives each participant the opportunity to design and carry out a Leadership and Learning Plan (LLP) in order to fulfill competency requirements.
- Allows participants to demonstrate competence through the oral presentation of a portfolio, which includes a written synthesis paper.
- Fosters collaboration and cooperation among its participants.

Characteristics of the Program

The program allows the self-directed learner to participate in a dynamic-action agenda devoted to service. The program's strengths are evident in several ways:

The Leadership Program is learner-driven. The participant works with an advisor and develops a plan of study with course work and directed activities to fit his/her needs. An extraordinary amount of personal ownership by the participant is critical for satisfactory completion of the program.

The Leadership Program is life-embedded. Participants are encouraged to use their work and life experience as the basic context to demonstrate the Leadership competencies.

The Leadership Program is competency-based. Although not listing a prescribed set of courses, the program is designed around a set of competencies, including both skill and knowledge-based areas necessary to demonstrate competence.

The Leadership Program builds a learning community. The participants collaborate in study groups and learn through various media.

The Leadership Program is flexible. The flexibility allows the educational needs, career goals, and past experience of the participant to play an important part in the development of an individualized plan of study and development.

The Leadership Program builds important bonds among its participants. The participants become partners in learning, both with faculty members and other participants. This process is enhanced by involvement in orientation activities, seminars, learning groups, and through continued contact and discussion via the Internet, and other forms of telecommunication.

The Leadership Program evaluates achievement.

- Throughout the course of study, individual achievement is evaluated on the basis of demonstrated competencies.
- The program is completed when the participant has demonstrated achievement of at least 15 competencies.
- Demonstration of achievements is documented in a portfolio that is assembled throughout the program. The portfolio is presented for validation to a faculty team at the end of the program.
- For the EdS degree a research project is completed and approved.
- For the EdD and PhD degrees, a doctoral dissertation must be completed, defended, and approved.

Leadership EdS

Program Description

The Leadership program represents a new concept in graduate education. It is offered by the School of Education as an international and interdisciplinary collaborative graduate program.

It is designed to meet the needs of mid-career leaders and to provide an innovative and highly flexible program allowing self-motivated learners the opportunity to pursue an EdS, EdD or PhD degree in the context of a learning community, without requiring a move of their families or a break in their careers. Participants in this interdisciplinary program come from a variety of professional backgrounds including healthcare, business, education, pastoring, the military, and government.

For a more detailed program description visit the Additional Program Information section.

Program Delivery

This program is offered only as an interactive online program (see School of Distance Education Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program requires two week on-campus attendance in the first

year; and three day on-campus attendance in subsequent years. Students are also encouraged to come to campus for graduation.

Total Credits: 64

Degree Core

Core Requirements

- LEAD 535 - Principles of Academic Writing Credits: 1–3
- LEAD 630 - Introduction to Leadership Credits: 2
- LEAD 635 - Leadership and Learning Plan Credits: 2
- LEAD 636 - Issues in Leadership Foundations Credits: 2
- LEAD 637 - Issues in Research Credits: 2,3
- LEAD 638 - Issues in Leadership Theory Credits: 2

Research

- LEAD 798 - EdS Research Project Credits: 3–6 **Prerequisite** EDRM 505

Cognates

Program Electives

As needed, in consultation with your advisor.

Additional Requirements

- Participate in the on-campus program orientation.
- Meet regularly with a Leadership and Learning Group for the primary purpose of sharing and signing off competencies.
- Maintain employment throughout the program.
- Complete the development and presentation of a portfolio based on the participants LLP. The portfolio must document the satisfactory completion of the required competencies.

Maintaining Active Status

To maintain active status in the Leadership program the participant must:

- Make appropriate progress in fulfilling the LLP.
- Maintain contact with the advisor.
- Register every semester.
- Attend the annual Leadership Conference.
- Meet financial obligations to the university.
- Maintain employment throughout the program.
- A EdD/PhD participant must maintain active status a minimum of six years of their allocated seven.
- Show evidence of progress through regular competency evaluations by self, LLG and faculty.

Admission Requirements

Applicants should read the Graduate Admissions Requirements section of this bulletin.

Additional recommendations and interviews may be requested prior to formal admission to the program. Only a limited number of participants are admitted each year, so applicants should apply early.

Specific Admission Requirements

- A completed bachelor's or master's degree (an MA degree is recommended for the doctoral programs).
- A sample of your best writing (could be a research paper).
- A successful interview with one or more members of the Leadership faculty.
- A minimum of five years of professional work experience in a leadership setting for the doctorate and three years for the MA.
- Must be currently employed in a leadership position in which competencies can be demonstrated. This environment, which is the participant's place of employment, provides the "laboratory" for developing and demonstrating expertise in the competency areas and for preparing the portfolio.
- Applicants must commit to participate in:
 - 1) The initial Leadership orientation.
 - 2) Regularly scheduled Leadership and Learning Group meetings, preferably on a monthly basis but at least seven times a year.

3) The annual Leadership Conference.

4) Regular online communication. The participant is responsible for keeping abreast of announcements and program updates presented by faculty and staff via e-mail and the Leadership website.

Program Outcomes

Completion of the EdS in Leadership is achieved only after the development of a portfolio demonstrating mastery in at least 15 competencies.

The participant prepares a Leadership and Learning Plan (LLP) which becomes his/her course of study. The course of study translates into at least 64 semester credits.

Competencies of the Program

Leadership requires theoretical knowledge and practical application in the following core competencies:

Leadership and the Self: This cluster of competencies focuses on the self awareness and the personal and professional identity required when practicing leadership.

Philosophical foundations—Leadership functions within the context of multiple perspectives and understands how their own worldview influences their practice.

Ethics, values, and spirituality—Leadership functions from a set of principles and standards that guides their work and all their relationships with others.

Learning and human development—Leadership understands the principles of learning and is committed to and practices continuous personal, interpersonal and organizational learning.

Leadership with Others: This cluster of competencies focuses on the interpersonal aspects of leadership. Growth and development of others is an essential function of leadership.

Effective communication—Leadership fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships.

Mentor/coach—Leadership promotes relationships that are trust-centered, providing the kind of empowerment that results in personal and performance improvement toward satisfying mutual objectives.

Social responsibilities—Leadership understands social systems and is accountable to others and endeavors to see that family, community, and environmental needs are met in local and, as appropriate, in global ways.

Leadership through Organizations: This cluster of competencies focuses on the organizational aspects of leadership. Leadership sets direction in ways that facilitate achievement of organizational goals.

Resource development, human and financial—Leadership appropriately allocates and manages human and financial resources for healthy and strategic outcomes.

Legal and policy issues—Leadership applies and understands the scope of legal and policy structures appropriate for their field.

Organizational behavior, development, and culture—Leadership understands personal, group, and inter-group behaviors, and how they impact organizational history, needs, and goals.

Implementing change—Leadership involves working with others in order to collaboratively shape the vision and strategy for change, as well as being capable of facilitating the change process.

Evaluation and assessment—Leadership uses appropriate evaluation and assessment tools to make decisions about programs and plans.

Leadership and Research: This cluster of competencies focuses on the need to use data to communicate, persuade, and make decisions, and to contribute to the knowledge base for leadership. Competence in research needs to include both qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment, and evaluation, and other leadership projects. A research paper for publication in a peer review source is required as part of this research competency, documented by the decision letter from the editor of the peer review journal.

Reading and evaluating research—Leadership critiques the adequacy of research reports, conducts literature reviews using

electronic sources, and relates research to the body of knowledge in their professional field.

Conducting research—Leadership understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically driven research problems, selects appropriate research designs, explains standards for data collection, and conducts basic data collection and analysis.

Reporting and implementing research—Leadership adequately communicates research findings and implements the findings in the workplace.

Individually Chosen Options: One required. Additional options may be chosen, if needed.

Additional Program Information

The Leadership Program:

- Is established on the idea of developing and demonstrating competency in several key areas.
- Gives each participant the opportunity to design and carry out a Leadership and Learning Plan (LLP) in order to fulfill competency requirements.
- Allows participants to demonstrate competence through the oral presentation of a portfolio, which includes a written synthesis paper.
- Fosters collaboration and cooperation among its participants.

Characteristics of the Program

The program allows the self-directed learner to participate in a dynamic-action agenda devoted to service. The program's strengths are evident in several ways:

The Leadership Program is learner-driven. The participant works with an advisor and develops a plan of study with course work and directed activities to fit his/her needs. An extraordinary amount of personal ownership by the participant is critical for satisfactory completion of the program.

The Leadership Program is life-embedded. Participants are encouraged to use their work and life experience as the basic context to demonstrate the Leadership competencies.

The Leadership Program is competency-based. Although not listing a prescribed set of courses, the program is designed around a set of competencies, including both skill and knowledge-based areas necessary to demonstrate competence.

The Leadership Program builds a learning community. The participants collaborate in study groups and learn through various media.

The Leadership Program is flexible. The flexibility allows the educational needs, career goals, and past experience of the participant to play an important part in the development of an individualized plan of study and development.

The Leadership Program builds important bonds among its participants. The participants become partners in learning, both with faculty members and other participants. This process is enhanced by involvement in orientation activities, seminars, learning groups, and through continued contact and discussion via the Internet, and other forms of telecommunication.

The Leadership Program evaluates achievement.

- Throughout the course of study, individual achievement is evaluated on the basis of demonstrated competencies.
- The program is completed when the participant has demonstrated achievement of at least 15 competencies.
- Demonstration of achievements is documented in a portfolio that is assembled throughout the program. The portfolio is presented for validation to a faculty team at the end of the program.
- For the EdS degree a research project is completed and approved.
- For the EdD and PhD degrees, a doctoral dissertation must be completed, defended, and approved.

Leadership PhD

Program Description

The Leadership program represents a new concept in graduate education. It is offered by the School of Education as an international and interdisciplinary collaborative graduate program.

It is designed to meet the needs of mid-career leaders and to provide an innovative and highly flexible program allowing self-motivated learners the opportunity to pursue an EdS, EdD or PhD degree in the context of a learning community, without requiring a move of their families or a break in their careers. Participants in this interdisciplinary program come from a variety of professional backgrounds including healthcare, business, education, pastoring, the military, and government.

For a more detailed program description visit the Additional Program Information section.

Program Delivery

This program is offered only as an interactive online program (see School of Distance Education Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program requires two week on-campus attendance in the first year; and three day on-campus attendance in subsequent years. Students are also encouraged to come to campus for graduation.

Total Credits: 90

A Leadership PhD student may take 90 or more credits based on variable credit courses.

Degree Core

Core Requirements

- LEAD 630 - Introduction to Leadership Credits: 2
- LEAD 535 - Principles of Academic Writing Credits: 1–3
- LEAD 635 - Leadership and Learning Plan Credits: 2
- LEAD 636 - Issues in Leadership Foundations Credits: 2
- LEAD 637 - Issues in Research Credits: 2,3
- LEAD 638 - Issues in Leadership Theory Credits: 2
- 2 Credits of LEAD 625 - Research Writing Seminar Credits: 1,2

Research

Dissertation - 16

- LEAD 880 - Dissertation Proposal Development Credits: 2
- LEAD 899 - Doctoral Dissertation Credits: 1–14

Cognates

Additional Requirements

- Participate in the on-campus program orientation.
- Meet regularly with a Leadership and Learning Group for the primary purpose of sharing and signing off competencies.
- Maintain employment throughout the program.
- Complete the development and presentation of a portfolio based on the participants LLP. The portfolio must document the satisfactory completion of the required competencies.

Maintaining Active Status

To maintain active status in the Leadership program the participant must:

- Make appropriate progress in fulfilling the LLP.
- Maintain contact with the advisor.
- Register every semester.
- Attend the annual Leadership Conference.
- Meet financial obligations to the university.
- Maintain employment throughout the program.
- A EdD/PhD participant must maintain active status a minimum of six years of their allocated seven.
- Show evidence of progress through regular competency evaluations by self, LLG and faculty.

Program Electives

As needed, in consultation with your advisor.

Admission Requirements

Application Process

Prerequisites

Program Outcomes

Completion of the EdS in Leadership is achieved only after the development of a portfolio demonstrating mastery in at least 15 competencies.

The participant prepares a Leadership and Learning Plan (LLP) which becomes his/her course of study. The course of study translates into at least 64 semester credits.

Competencies of the Program

Leadership requires theoretical knowledge and practical application in the following core competencies:

Leadership and the Self: This cluster of competencies focuses on the self awareness and the personal and professional identity required when practicing leadership.

Philosophical foundations—Leadership functions within the context of multiple perspectives and understands how their own worldview influences their practice.

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Implementing change—Leadership involves working with others in order to collaboratively shape the vision and strategy for change, as well as being capable of facilitating the change process.

Evaluation and assessment—Leadership uses appropriate evaluation and assessment tools to make decisions about programs and plans.

Leadership and Research: This cluster of competencies focuses on the need to use data to communicate, persuade, and make decisions, and to contribute to the knowledge base for leadership. Competence in research needs to include both qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment, and evaluation, and other leadership projects. A research paper for publication in a peer review source is required as part of this research competency, documented by the decision letter from the editor of the peer review journal.

Reading and evaluating research—Leadership critiques the adequacy of research reports, conducts literature reviews using electronic sources, and relates research to the body of knowledge in their professional field.

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Reporting and implementing research—Leadership adequately communicates research findings and implements the findings in the workplace.

Individually Chosen Options: One required. Additional options may be chosen, if needed.

Additional Program Information

The Leadership Program:

- Is established on the idea of developing and demonstrating competency in several key areas.
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Characteristics of the Program

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The Leadership Program is learner-driven. The participant works with an advisor and develops a plan of study with course work and directed activities to fit his/her needs. An extraordinary amount of personal ownership by the participant is critical for satisfactory completion of the program.

The Leadership Program is life-embedded. Participants are encouraged to use their work and life experience as the basic context to demonstrate the Leadership competencies.

The Leadership Program is competency-based. Although not listing a prescribed set of courses, the program is designed around a set of competencies, including both skill and knowledge-based areas necessary to demonstrate competence.

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The Leadership Program builds important bonds among its participants. The participants become partners in learning, both with faculty members and other participants. This process is enhanced by involvement in orientation activities, seminars, learning groups, and through continued contact and discussion via the Internet, and other forms of telecommunication.

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- Demonstration of achievements is documented in a portfolio that is assembled throughout the program. The portfolio is presented for validation to a faculty team at the end of the program.
- For the EdS degree a research project is completed and approved.
- For the EdD and PhD degrees, a doctoral dissertation must be completed, defended, and approved.

Postdoctoral Certificate in Leadership

[Back to Leadership Program Page](#)

Postdoctoral certificate studies are arranged by a person who has completed his or her doctoral studies. Individual requests may be granted by the Department of Leadership for scholarly pursuits in research, teaching, administration and/or practicums. Pursuit of specific areas of interest is determined on the basis of availability of senior faculty members. The total number of credits taken will be determined on an individual basis and will be reflected on the certificate in the form of self-directed studies, independent study, or formal courses. Postdoctoral scholars can attend selected courses in the department of leadership either for academic credit or on audit basis. The postdoctoral certificate experience at Andrews is typically funded entirely by the student and his or her sponsoring organization.

Total Credits - 12-15

Certificates

Graduate Leadership Certificate

The Graduate Leadership Certificate provides an opportunity for professionals from different fields and disciplines to develop and demonstrate competency in the following areas: leadership and the self, leadership with others, leadership in organizations and leadership in the global environment.

Total Credits - 12

Course requirements for the certificate include LEAD 615 - Leadership Certificate Plan (1 credit) and LEAD 696 - Leadership Capstone Experience (1 credit). The remaining 10 required credits are arranged in conversation with the advisor. Certificate credits may be applicable toward other graduate degrees.

Principal Graduate Certificate

[Back to Educational Leadership Program Page](#)

Program Delivery

This program is offered on campus and as an interactive online program (see School of Distance Education Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

Educational Leadership Certificate General Information

The Educational Leadership Graduate Certificate (18–24 credits) is designed for post-baccalaureate or post-masters participants who want to enhance their administrative skills. Those served by this certificate are:

- Teachers interested in transitioning into educational administration
- Principals of K–8, K–10, K–12, and 9–12 schools
- Supervisors of instruction
- Superintendents of schools

Certificate credits can be transferred to the Andrews University MA in Educational Leadership.

Principal

School Administration

- LEAD 630 - Introduction to Leadership Credits: 2
- EDAL 520 - Foundations of Educational Leadership Credits: 2,3
- EDAL 565 - Leadership for Seventh-day Adventist Education Credits: 1,2

School Law

- EDAL 560 - K–12 Law Credits: 3

Curriculum

- EDCI 547 - Foundations of Curriculum Studies Credits: 3

Supervision

- EDAL 570 - Principles of Educational Supervision Credits: 2,3

School Finance

- EDAL 645 - K–12 Educational Finance Credits: 2,3

Total Credits: 18 minimum

Superintendent of Schools Graduate Certificate

[Back to Educational Leadership Program Page](#)

Program Delivery

This program is offered on campus and as an interactive online program (see School of Distance Education Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

Educational Leadership Certificate General Information

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- Principals of K–8, K–10, K–12, and 9–12 schools
- Supervisors of instruction
- Superintendents of schools

Certificate credits can be transferred to the Andrews University MA in Educational Leadership.

Superintendent of Schools

Also fulfills certificate requirements.

School Administration

- LEAD 630 - Introduction to Leadership Credits: 2
- EDAL 520 - Foundations of Educational Leadership Credits: 2,3
- EDAL 565 - Leadership for Seventh-day Adventist Education Credits: 1,2

School Law

- EDAL 560 - K–12 Law Credits: 3

Curriculum

- EDCI 547 - Foundations of Curriculum Studies Credits: 3

Supervision

- EDAL 570 - Principles of Educational Supervision Credits: 2,3

School Finance

- EDAL 645 - K–12 Educational Finance Credits: 2,3

Personnel Administration

- EDAL 635 - Human Resources Administration Credits: 2,3

Public Relations

- EDAL 660 - Planning and Operating Educational Facilities Credits: 2
- LEAD 525 - Public Relations: Community Partnerships Credits: 2,3

Total Credits: 18 - 24

Supervisor of Instruction Graduate Certificate

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Program Delivery

This program is offered on campus and as an interactive online program (see School of Distance Education Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

Educational Leadership Certificate General Information

The Educational Leadership Graduate Certificate (18–24 credits) is designed for post-baccalaureate or post-masters participants who want to enhance their administrative skills. Those served by this certificate are:

- Teachers interested in transitioning into educational administration
- Principals of K–8, K–10, K–12, and 9–12 schools
- Supervisors of instruction
- Superintendents of schools

Certificate credits can be transferred to the Andrews University MA in Educational Leadership.

Supervisor of Instruction

Also fulfills certificate requirements; must complete a minimum of two graduate courses in curriculum, two in supervision and one in school administration as listed below:

School Administration

- LEAD 630 - Introduction to Leadership Credits: 2
- EDAL 520 - Foundations of Educational Leadership Credits: 2,3
- EDAL 565 - Leadership for Seventh-day Adventist Education Credits: 1,2

Curriculum

- EDCI 547 - Foundations of Curriculum Studies Credits: 3
- EDCI 565 - Improving Instruction Credits: 2,3

Supervision

- EDAL 570 - Principles of Educational Supervision Credits: 2,3
- LEAD 689 - Seminar: (Topic)_____ Credits: 1 (2 minimum)

Total Credits: 18 - 24

Leadership (EDAL)

EDAL 520 - Foundations of Educational Leadership

Credits: 2,3 | A basic orientation to the purposes, organization, and administration of educational programs and institutions; the structure and control of school systems; the nature of administration; and the conceptual foundations of educational administration and leadership. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

EDAL 560 - K–12 Law

Credits: 3 | Emphasizes legal issues affecting teachers and educational administrators, including governmental relations, church state issues, teacher employment, student control, and school board operations and procedures. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

EDAL 565 - Leadership for Seventh-day Adventist Education

Credits: 1,2 | Explores the spiritual climate and leadership practices of administration in Seventh-day Adventist education. Uses scripture, the writings of Ellen White, and other sources to develop a frame of reference for educational leadership and an understanding of the role of the divine in education. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

EDAL 570 - Principles of Educational Supervision

Credits: 2,3 | Designed for principals, superintendents, and instructional supervisors concerned with the improvement of teaching and learning by professional supervision; the role, aims, principles, and practices of instructional supervision; introductory study of supervisory techniques. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

EDAL 635 - Human Resources Administration

Credits: 2,3 | Reviews personnel services; policy for certified and noncertified employees; personnel functions in education; the interpersonal process in educational organizations, communications, and group dynamics for educational administrators. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

EDAL 640 - Higher Education Law

Credits: 3 | Legal aspects of the administration of higher education institutions. Policy issues related to student rights, intellectual property, academic freedom, admission, employee relations, and property use. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

EDAL 645 - K–12 Educational Finance

Credits: 2,3 | Focuses on financial and economic issues affecting educational institutions, including school support, costs of education, sources of revenue, budgeting, and the organization and maintenance of the fiscal and physical resources of educational systems. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

EDAL 650 - Educational Administration Program Continuation (MA)

Credits: 0 | A master's student may register for this title to comply with continuous registration requirements. Registration for this title constitutes full-time status. | **Course Attribute:** Full-time status | **Grade Mode:** Noncredit (NC,W) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **College Code:** SED

EDAL 655 - Higher Education Finance and Technology

Credits: 3 | An overview of issues related to the financing of higher education, including the nature of educational costs, state and federal finance policy, economic perspectives, basic concepts of budgeting, and the implications of financing on college access and affordability. The course focuses on the benefits of contemporary technology systems and its ethical usage to enhance financial and organizational effectiveness. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

EDAL 660 - Planning and Operating Educational Facilities

Credits: 2 | A survey of the planning, modernization and management of educational facilities including buildings, equipment, and sites. A comprehensive study of educational facilities planning as related to preliminary development plans, long range master planning of educational facilities/campuses, considering educational philosophy and resources. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

EDAL 664 - Elementary School Leadership

Credits: 2,3 | Explores the role of the principal; leadership in curriculum implementation and reform; organization of schedules, calendar, and catalogue; staff organization and utilization; attendance program; responsibilities such as assemblies, opening and closing of school, supervision of staff, and operation of school facilities. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

EDAL 665 - Secondary School Leadership

Credits: 2,3 | Explores the role of the principal; leadership in curriculum implementation and reform; organization of schedules, calendar, and catalogue; staff organization and utilization; attendance program; responsibilities such as assemblies, opening and closing of school, and supervision of staff. Also includes office management and auxiliary services. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

EDAL 667 - Leadership in Higher Education

Credits: 2,3 | Focuses on the study of governance of higher education institutions, stressing administrative roles and leadership in visioning distinctive organizational and environmental features of colleges, universities and community colleges, and how these features affect the management of these organizations. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

EDAL 670 - Technology for Leaders

Credits: 3 | Philosophical basis for technology usage in various leadership settings to enhance organizational effectiveness, survey of contemporary technologies appropriate to most organizational settings and cost benefit analysis of various systems, development of a technology plan for leadership development, ethics of technology usage. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

EDAL 674 - Administration of Student Services

Credits: 3 | Overview of student services in higher education and its historical and philosophical foundations, guiding theories, and professional practices. Focuses on

administrative structures and processes, and the organization of student services programs in the context of contemporary issues and trends. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

EDAL 675 - College Student Development Theory

Credits: 3 | Explores the characteristics of college students and the theories of growth and development for traditional and non-traditional students. Emphasis is placed on understanding the immediate and long-term impact of a college experience. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

EDAL 676 - Administration of Academic Services

Credits: 3 | Focuses on the principles academic officers use in dealing with selected administrative functions related to academic departments, degree programs, faculty development, curriculum administration, instructional resources, student development, budget planning, enrollment, and academic personnel. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

EDAL 680 - Internship: (Topic)_____

Credits: 1-12 | A planned internship in leadership at a cooperating organization, institution, school district, or agency. Permission of supervisor and plans required in advance of registration. | **Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W) | **Repeatable:** Repeatable | **Schedule Type:** Practicum | **College Code:** SED

EDAL 685 - Master's Comprehensive Exam Prep

Credits: 0 | \$ - Course or lab fee | **Grade Mode:** Noncredit (NC,W) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **College Code:** SED

EDAL 750 - Educational Administration Program Continuation (EdS/Doctoral)

Credits: 0 | A doctoral student may register for this title to comply with continuous registration requirements. Registration for this title constitutes full-time status. | \$ - Course or lab fee | **Course Attribute:** Full-time status | **Grade Mode:** Noncredit (NC,W) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **College Code:** SED

EDAL 785 - Comprehensive Examination Preparation (EdS/Doctoral)

Credits: 0 | \$ - Course or lab fee | **Grade Mode:** Noncredit (NC,W) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **College Code:** SED

EDAL 888 - Dissertation Continuation

Credits: 0 | Registration for this title constitutes full-time status. | \$ - Course or lab fee | **Course Attribute:** Full-time status | **Grade Mode:** Noncredit (NC,W) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **College Code:** SED

Education-General

EDUC 560 - Degree Reactivation

Credits: 0 | When participants request reactivation, they will register for Degree Reactivation and pay the associated fee. | \$ - Course or lab fee | **Grade Mode:** Noncredit (NC,W) | **Schedule Type:** Independent | **College Code:** SED

EDUC 670 - Master's Comprehensive Exam

Credits: 0 | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Schedule Type:** Independent | **College Code:** SED

EDUC 870 - Doctoral Comprehensive Exam

Credits: 0 | \$ - Course or lab fee | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Schedule Type:** Independent | **College Code:** SED

Leadership

LEAD 525 - Public Relations: Community Partnerships

Credits: 2,3 | Reviews research on public relations and strategies for improving community relationships and strengthening partnerships with community groups. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Repeatable:** Repeatable up to 3 credits | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

LEAD 530 - Educational Marketing

Credits: 1,2 | Provides the foundation knowledge and skills for understanding, planning, and designing marketing plans for educational institutions. Focuses on elements of marketing such as mission statement, target market, image, position, and the market mix (product, price, place, and promotions). | **Grade Mode:** Normal with

DG (A-F,I,W,DG,DN) | **Repeatable:** Repeatable up to 2 credits | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

LEAD 535 - Principles of Academic Writing

Credits: 1-3 | This course offers an introduction to the art of academic discourse that will prepare students for writing research papers, theses and dissertations. It covers summary, analysis and synthesis, structure and language use, style and formatting, and the concept of writing as both a process and a skill learned best through continual practice. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Seminar, Interactive Online | **College Code:** SED

LEAD 600 - Annual Conference

Credits: 0 | Registration for this title constitutes full-time status. | \$ - Course or lab fee | **Course Attribute:** Full-time status | **Grade Mode:** Noncredit (NC,W) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **College Code:** SED

LEAD 615 - Leadership Certificate Plan

Credits: 1 | Preparation and submission of a leadership development plan describing a self-designed program of study, building on past experiences and addressing current and future leadership goals. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture | **College Code:** SED

LEAD 625 - Research Writing Seminar

Credits: 1,2 | Provides an overview of the technical aspects involved in writing research reports, focusing specifically on the language, structure, style and composition process typically used in research writing. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Seminar | **College Code:** SED

LEAD 630 - Introduction to Leadership

Credits: 2 | Intensive introduction and orientation to the Leadership program. Focus on leadership concepts, principles of research, and skills relating to the completion of the program. | \$ - Course or lab fee | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Schedule Type:** Lecture, Blended Learning, Seminar | **College Code:** SED

LEAD 635 - Leadership and Learning Plan

Credits: 2 | Preparation and submission of LLP to faculty for approval. | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Prerequisite(s):** LEAD 630. | **Repeatable:** Repeatable | **Schedule Type:** Blended Learning, Independent | **College Code:** SED

LEAD 636 - Issues in Leadership Foundations

Credits: 2 | This course explores the philosophical and spiritual foundations of learning leadership, assisting participants in understanding their own worldview and the perspective of others in the context of their practice. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Repeatable:** Repeatable | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

LEAD 637 - Issues in Research

Credits: 2,3 | This course serves to develop skills in reading and evaluating qualitative and quantitative research writings. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Repeatable:** Repeatable | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

LEAD 638 - Issues in Leadership Theory

Credits: 2 | A seminar in the study of leadership theory. This course is intended to provide a wide coverage of leadership theory based on sound research principles, with implications for informed practice. The seminar includes concept formation in such areas as organizational development, historical and contemporary views of leadership, power and influence, "followership," ethical leadership and diversity, and applications to problem solving in leadership and administrative settings. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Repeatable:** Repeatable | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

LEAD 644 - Leadership and Organizational Dynamics

Credits: 3 | This course reviews organizational design & behavior within the context of contemporary issues in leadership, administration, international business and higher education. Topics include creativity, innovation, organizational development, organizational change and strategic alignment. The course integrates pertinent research literature with pragmatic challenges and priorities. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Repeatable:** Repeatable up to 3 credits | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

LEAD 645 - Ethical Leadership & Organizational Integrity

Credits: 1-3 | Explores the dynamics of moral leadership, ethical decision-making and the administrative role in institutional integrity in organizations and schools. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Repeatable:** Repeatable up to 3 credits | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

LEAD 646 - Leadership Communications

Credits: 2 | A practical class to help students develop their voice for authentic leadership, articulating shared mission and vision, and developing key competencies for effective speaking, writing and multimedia communication. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture | **College Code:** SED

LEAD 647 - Creative Critical Thinking and Problem Solving

Credits: 3 | Helps leaders learn to make better decisions through creative thinking and problem-solving, focusing on the nature and techniques of critical thought and using multiple perspectives to develop creative strategies for confronting ambiguous and complex issues with practical, well-considered solutions. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture, Interactive Online | **College Code:** SED

LEAD 648 - Workshop: (Topic)_____

Credits: 1 | Selected learning experiences. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Prerequisite(s):** Permission of instructor required. | **Repeatable:** Repeatable | **Schedule Type:** Independent, Workshop | **College Code:** SED

LEAD 650 - Leadership Program Continuation

Credits: 0 | After the LLP is approved, the participant may register for this title to maintain active status while clearing DGs (deferred grades) with advisor approval only. Registration for this title constitutes full-time status. | \$ - Course or lab fee | **Course Attribute:** Full-time status | **Grade Mode:** Noncredit (NC,W) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **College Code:** SED

LEAD 675 - Portfolio Development: (Topic)_____

Credits: 1-3 | Development of expertise and documentation in a selected competency area including self reflection that describes personal growth and the theoretical knowledge base supporting the competency. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Repeatable:** Repeatable up to 12 credits | **Schedule Type:** Independent | **College Code:** SED

LEAD 678 - Higher Education Study Tour

Credits: 1-6 | International or comparative dimensions of education and leadership through a study tour program with travel to destinations relevant to specific topics of study. Intended to give participants a cross-cultural perspective and a global vision of the challenges of education and leadership around the world. Fee may apply. | \$ - Course or lab fee | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Repeatable:** Repeatable up to 6 credits | **Schedule Type:** Blended Learning | **College Code:** SED

LEAD 680 - Internship: (Topic)_____

Credits: 1 | Planned field experience in leadership at cooperating institutions, school systems, or agencies. Permission of instructor required. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **College Code:** SED

LEAD 689 - Seminar: (Topic)_____

Credits: 1 | Selected topics offered. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Prerequisite(s):** Permission of instructor required. | **Repeatable:** Repeatable | **Schedule Type:** Blended Learning, Seminar | **College Code:** SED

LEAD 690 - Independent Study: (Topic)_____

Credits: 1 | Selected topics. | **Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W) | **Prerequisite(s):** Permission of advisor and instructor required. | **Repeatable:** Repeatable with different topics | **Schedule Type:** Independent | **College Code:** SED

LEAD 696 - Leadership Capstone Experience

Credits: 1 | Presentation of a portfolio demonstrating the development of selected leadership competencies. Participants will reflect on and evaluate their personal and professional growth, their leadership development, and the lifelong impact of these competencies on their career. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Schedule Type:** Lecture | **College Code:** SED

LEAD 698 - MA Research Project

Credits: 1 | A planned research experience whereby a problem or issue in the workplace relating to leadership is identified by the participant. The process includes the development of a research proposal, implementation of the research plan, and a written paper using the Andrews University Standards for Written Work. | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Repeatable:** Repeatable up to 3 credits | **Schedule Type:** Independent | **College Code:** SED

LEAD 699 - Thesis

Credits: 3 | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Schedule Type:** Independent | **College Code:** SED

LEAD 756 - Advanced Studies: (Topic)_____

Credits: 1-12 | Advanced studies in leadership. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Prerequisite(s):** Permission of instructor required. | **Repeatable:** Repeatable with different topics | **Schedule Type:** Independent | **College Code:** SED

LEAD 775 - Advanced Portfolio Development: (Topic)_____

Credits: 1-12 | Building upon the knowledge base developed in LEAD 675, the participant continues to develop expertise and documentation in a selected competency area. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Prerequisite(s):** Permission of instructor required. | **Repeatable:** Repeatable up to 12 credits | **Schedule Type:** Independent | **College Code:** SED

LEAD 778 - Higher Education Study Tour

Credits: 1-6 | International or comparative dimensions of education and leadership through a study tour program with travel to destinations relevant to specific topics of study. Intended to give participants a cross-cultural perspective and a global vision of the challenges of education and leadership around the world. Fee may apply. | \$ - Course or lab fee | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Repeatable:** Repeatable up to 6 credits | **Schedule Type:** Blended Learning | **College Code:** SED

LEAD 789 - Advanced Seminar: (Topic)_____

Credits: 1 | Advanced topics in leadership. | **Grade Mode:** Normal with DG (A-F,I,W,DG,DN) | **Prerequisite(s):** Permission of instructor required. | **Repeatable:** Repeatable with different topics | **Schedule Type:** Seminar | **College Code:** SED

LEAD 798 - EdS Research Project

Credits: 3-6 | This project includes the identification of a problem in a professional environment, implementation of a research plan, and a research paper. | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Repeatable:** Repeatable up to 6 credits | **Schedule Type:** Independent | **College Code:** SED

LEAD 880 - Dissertation Proposal Development

Credits: 2 | Designing and writing the doctoral dissertation proposal. Registering for this title constitutes full-time status. | **Course Attribute:** Full-time status | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Prerequisite(s):** LEAD 535, LEAD 637 and an approved topic and committee prior to registration for this course. Graded S/U. Spring only. | **Repeatable:** Repeatable | **Schedule Type:** Independent, Interactive Online | **College Code:** SED

LEAD 886 - Advanced Internship: (Topic)_____

Credits: 1-12 | Under supervision of a faculty member in a leadership area. Student interns in responsible positions with specialists/ administrators in cooperating institutions, school systems, or agencies. Permission of instructor required. | **Grade Mode:** Normal w S/DG (A-F,I,S,U,DG,W) | **Repeatable:** Repeatable | **Schedule Type:** Practicum | **College Code:** SED

LEAD 899 - Doctoral Dissertation

Credits: 1-14 | A minimum of 14 credits required. | **Grade Mode:** Satisfactory w/DG (S,U,I,W,DG) | **Repeatable:** Repeatable | **Schedule Type:** Independent | **Offering:** Fall, Spring, Summer | **College Code:** SED