

Education

Faculty/Staff

Cheryl The, Chair; Heather Archer Wilson (Program Director), Tevita Tameifuna

Staff: Michelle Calagos, Administrative Assistant

Adjunct: Donna Berkner, Laura McCormick, Jarrett Morgan, Kisha Norris, Marcel Sargeant

Mission

Southwestern Adventist University Education Department is committed to inspiring knowledge, faith, and service through Christ-centered education. Our mission is to prepare effective educators who are equipped for teaching in Seventh-day Adventist schools and/or Texas public schools.

Education Degrees and Certificates

Master of Education, Curriculum and Instruction Literacy

Faculty

Cheryl The, Chair; Donna Berkner, Renard Doneskey, Michael England, Marcel Sargeant, Tevita Tameifuna

Staff: Michelle Calagos, Administrative Assistant

Aims of the Graduate Education Program

The Master of Education program at Southwestern Adventist University is designed to prepare teachers for advancement in the field of education in areas of leadership and literacy. The program promotes the development of pedagogy and professional dispositions to support leadership in many educational environments with an emphasis on Seventh-day Adventist Schools.

The specific aims of the MEd Program are as follows:

1. To promote excellence in graduate education through teaching, research, and service.
2. To prepare competent teachers, administrators, and other professional specialists for service in the field of education.
3. To conduct research, disseminate new knowledge, and develop applications of existing knowledge.
4. To improve human cognitive, academic, physical, emotional, and social development and performance.

Comprehensive Examination

Each MEd student is required to successfully pass a comprehension examination at the conclusion of the program. Detailed information about the exam is provided by the Chair. The exam must be taken during the last semester before anticipated graduation.

Core Courses

Required of all MEd students:

Item #	Title	credits
EDUC 505	Philosophical Foundations of Education	3
EDUC 525	Psychology of Learning	3
EDUC 535	Educational and Psychological Research	3
EDUC 550	Curriculum Development	3
EDUC 555	Statistical Methods	3
EDUC 560	Principles of Instruction	3

Curriculum and Instruction with Literacy Concentration Requirements

Eighteen semester hours to be selected from the following courses:

Item #	Title	credits
EDRE 505	Reading Diagnosis and Remediation	3
EDRE 510	Composition: Process and Application	3
EDRE 515	Advanced Children's Literature	3
EDRE 520	Language: Grammar and History	3
EDRE 525	Advanced Literacy Methods	3
EDRE 550	Literacy Practicum	3
	Total credits:	36

Master of Education, Educational Leadership

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Educational Leadership Concentration Requirements

Eighteen semester hours to be selected from the following courses:

Item #	Title	credits
EDAD 505	Management of School Resources	3
EDAD 510	Legal Aspects of Education	3
EDAD 515	Foundations of Educational Administration	3
EDAD 520	Trends and Issues in Education	3
EDAD 525	Instructional Leadership	3
EDAD 530	Internship in Education	3
Total credits:		36

Education Classes

EDAD 505: Management of School Resources

A course designed to explore the planning and management of school resources. Designed to prepare building level administrators to understand the issues influencing the planning and management of personnel, financial and capital resources at the school building level.

Credits: 3

Program: Education Graduate

EDAD 510: Legal Aspects of Education

A philosophical consideration of the ethical principles, legal rights, responsibilities, and liabilities which influence the teacher's professional behavior.

Credits: 3

Program: Education Graduate

EDAD 515: Foundations of Educational Administration

Examines the fundamental principles and concepts of organizational theory, structure and climate. There is an emphasis on the administrative processes and professional ethics of leadership, motivation, decision making, communication, organizational change and strategic planning. The course offers opportunities to apply theory to professional practice through the use of case studies. Emphasis on administrative competences and planning for effective change within a complex educational environment for effective administrators.

Credits: 3

Program: Education Graduate

EDAD 520: Trends and Issues in Education

Provides students the opportunity to examine the process of educational change and reform from a variety of perspectives. Emphasis is placed upon the understanding of the change process itself, factors producing, facilitating, and inhibiting change, and the impact of major social, political, economic, and education issues on the role of school leaders and the delivery and quality of programs and services. Highlights the changing role of our educational system in meeting demands of our post-industrial society.

Credits: 3

Program: Education Graduate

EDAD 525: Instructional Leadership

Designed for principals, superintendents, and instructional supervisors concerned with the improvement of teaching and learning by professional supervision; the role, aims, and principles of instructional supervision; introductory study of supervisory techniques.

Credits: 3

Program: Education Graduate

EDAD 530: Internship in Education

The application of theory, knowledge, and skills in authentic educational settings. Required of all certification candidates and serves as the culminating experience and the capstone of the degree/certification program. During the internship, students will assess the suitability of their skills and dispositions for administrative work; integrate skills and knowledge previously acquired; and become socialized into the administrative role. Grade assigned will be "credit" (CR) or "no credit" (NC). The internship requires 180 hours of experience at either a secondary, middle, elementary, or alternative school site.

Credits: 3

Program: Education Graduate

EDRE 505: Reading Diagnosis and Remediation

Students will learn to diagnose problems in reading and explore remedial strategies. The class will review the fundamentals of the reading process and introduce the nature of corrective reading; describe lyric teaching and the analytic process; present foundations of language diversity; discuss reading related factors such as physical, psychological, and environmental correlates; and describe ways to assess and evaluate literacy performance. Specific information will also be provided on instructional techniques for the major literacy domains of oral and written language, word recognition, reading comprehension, meaning vocabulary, strategic reading for narrative text, strategic reading for expository text, and study skills.

Credits: 3

Program: Education Graduate

EDRE 510: Composition: Process and Application

The course helps students understand the principles of composition, with special emphasis on modal organization, argumentation, and literary analysis, focusing on how best to help K-12 students improve their writing skills. We discuss theories of composition, including the processes of writing, such as heuristic devices, writing, and editing. Students learn to recognize and mark common errors in grammar and usage. Students will also improve their own writing skills by writing mode-based essays (including literary analysis), poems, and a short story.

Credits: 3

Program: Education Graduate

EDRE 515: Advanced Children's Literature

Students will examine current philosophy and research supporting literature-based reading instruction. The class will review four different models for preparing students for literature circles, using response logs, Post-it notes, and role sheets; address structures for primary, intermediate, middle, and high school grades; present alternative scheduling patterns for group meetings and reading time; develop mini-lessons for training, problem solving, and book sharing; examine tools and materials for assessing and grading literature circles; discuss ideas for using literature circles with nonfiction texts across the curriculum; and address common management problems and solutions.

Credits: 3

Program: Education Graduate

EDRE 520: Language: Grammar and History

Students will examine how the history of the English language applies to its modern usage and grammar, particularly in the development of the parts of speech and sentence syntax. In addition, the class focuses on language issues in the current classroom: non-standard usage, ESL differences, and techniques for teaching grammar. Students will produce a graduate research paper as well as a detailed analysis of representative sentences.

Credits: 3

Program: Education Graduate

EDRE 525: Advanced Literacy Methods

Students will examine current philosophy and research supporting methods of teaching literacy to include including, writing, speaking, and listening. The course will address components of a comprehensive literacy program to support the development of literacy acquisition, reading, and writing across the curriculum and literacy assessment to inform instructional decision-making. Students will learn to organize and conduct reading and writing workshops for different age groups. Students will examine components of high-quality literacy instruction including comprehension strategies, narrative and information text strategies, and writing and reading for different purposes.

Credits: 3

Program: Education Graduate

EDRE 550: Literacy Practicum

Students will observe reading classes and instruct those classes, under supervision, on the elementary and secondary levels. Each student will arrange for the assessment of one elementary, middle school, or secondary student thought to have potential reading and/or writing difficulty and will provide instruction and support. A case study of the elementary or secondary student will be presented which will include daily lesson plans, reflections, anecdotal records, journal, pre-and post-assessment data, and a summary report.

Credits: 3

Program: Education Graduate

EDSC 545: Dinosaurs for Teachers

This class is designed for teachers who need science credit for an advanced degree in education. Content covered include developing a working knowledge of geology, consideration of all of the major dinosaur groups, detailed understanding of the Upper Cretaceous fauna of the Lance Formation, issues in each science and origins, and acquiring "hands-on" experience in how science works. Lab work will include learning excavation techniques for fossils, and excavating dinosaur bones from quarry sites, and contributing to the on-going scientific investigation of the taphonomy of dinosaurs. The class is taught in Wyoming during the month of June, 2 Lecture, 2 Lab.

Credits: 4

Program: Education Graduate

EDUC 505: Philosophical Foundations of Education

This course will examine theological and philosophical foundations of major world views and critically analyze the effect of major world views and post-modernism on education, and religion from a Christian standpoint.

Credits: 3

Program: Education Graduate

EDUC 525: Psychology of Learning

A study of psychological, social, environmental and biological factors affecting the ability to learn will be explored. Impact areas such as gender, culture, race, self-concept, perception, cognition and emotion will be examined. An historical review of major learning theories will also be addressed.

Credits: 3

Program: Education Graduate

EDUC 535: Educational and Psychological Research

The study of scientific and disciplined inquiry applied to educational issues. Course content includes quantitative and qualitative research approaches as well as an overview of elementary statistics. Students learn how to critically evaluate and utilize research.

Credits: 3

Program: Education Graduate

EDUC 550: Curriculum Development

Descriptions and analyses of conceptual models of curriculum theory, curriculum development, and curriculum inquiry and research.

Credits: 3

Program: Education Graduate

EDUC 555: Statistical Methods

This course covers the calculation, use, and interpretation of descriptive and inferential statistics at the graduate level. This course introduces inferential statistics and their application to research design. Parametric and non-parametric approaches to the analysis of data are addressed with emphasis on application and interpretation of a number of statistical tests used in research at this level.

Credits: 3

Program: Education Graduate

EDUC 560: Principles of Instruction

A study of effective teaching models and principles of instruction. A review of current trends in instructional design and the role of the teacher as an educational designer. Emphasis on instructional decision-making based on data, student needs, and relevant school factors. This course has applications for individual teachers and educational leaders.

Credits: 3

Program: Education Graduate