

- Registering for 4 or more credits of dissertation
- Registering for one or more credits of dissertation, dissertation continuation, 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.

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.

TRANSFER OF DEGREE PROGRAM

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.

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 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.

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 pp. 45-46 in this bulletin and the *Handbook for Doctoral Students* for information regarding the preparation, scheduling, and presentation of dissertations.

Distance Education

Office of Instructional Support and Innovation
Bell Hall, Suite 116
1-800-471-6210 option #1
sedde@andrews.edu
<http://www.edu.andrews.edu/sedde>

Faculty and Staff

Neal Boger, *Director*
Jim Jeffrey, *Faculty Chair*, SED Distributed Education Advisory Team
Lisa Oetman, *Course Administrator*

The School of Education offers a variety of distance education courses at the graduate level. Housed in the Office of Instructional Support and Innovation, distance education courses are designed to give flexible accessibility to students who do not reside on campus. At this time, no degree programs are offered through distance education in the School of Education.

PROFESSIONAL DEVELOPMENT COURSES

Courses have been designed 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. (However, these courses are not approved for Michigan recertification.)

EDCI689

- 01 Assertive Discipline and Beyond
- 02 How to Get Parents on Your Side
- 03 Succeeding with Difficult Students
- 04 The High-Performing Teacher
- 05 Teaching Students to Get Along
- 06 Strategies for Preventing Conflict and Violence
- 07 Motivating Today’s Learner
- 08 Including Students with Special Needs in the Regular Classroom
- 09 Building Your Repertoire of Teaching Strategies
- 10 Learning Differences: Effective Teaching with Learning Styles and Multiple Intelligences
- 11 Helping Students Become Self-Directed Learners
- 12 Technology and Learning in Today’s Classroom
- 13 Managing Behavior in the Diverse Classroom
- 14 Assessment to Enhance Student Learning

Regular Courses

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

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

TEACHING AND LEARNING

Bell Hall, Room 014
 (616) 471-3465
 tla@andrews.edu
 http://www.educ.andrews.edu

Faculty

- Larry D. Burton, *Chair*
- Paul H. Denton
- Linda S. Fuchs
- M. Louise Moon
- Richard T. Orrison
- Raymond J. Ostrander
- Bradley W. Sheppard

PROGRAMS OF STUDY

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

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

Teacher Preparation at Andrews University is a three-phase process. Students proceed through the Teacher Preparation Program via a series of formal applications and evaluations. The three phases of the program are:

- Pre-Teacher Preparation
- Teacher Preparation
- Student Teaching

TEACHING AND LEARNING UNDERGRADUATE PROGRAMS

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