

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. 46-47 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.educ.andrews.edu/canter.html>

Faculty and Staff

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

The School of Education offers a variety of distance education courses at the graduate level. These courses are designed to give flexible accessibility to students who do not reside on campus.

SCHOOL OF EDUCATION DEPARTMENTAL COURSES

Selected courses have been designed with options that allow students non-traditional delivery styles. Currently, the following courses may be taken from the appropriate SED departments and applied toward an Andrews University degree.

Students are encouraged to consult with their academic advisor regarding Distance Education courses in their degree program.

EDAL520	Foundation of Educational Leadership
EDAL635	Human Resources Administration
EDAL645	Educational Finance and Marketing
EDAL664	Elementary School Leadership
EDAL665	Secondary School Leadership
EDAL670	Information Management Technology in Educ/Administration
EDFN514	Theological Foundations of Family Life Education
EDFN500	Philosophical Foundations of Education and Psychology
EDFN530	Teaching Ministry of Jesus
EDFN554	History of Education

AU/CANTER 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, continuing education credit, or degree requirements. 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.

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
- 13 Managing Behavior in the Diverse Classroom
- 14 Assessment to Enhance Student Learning
- 15 Teaching Reading in the Elementary Grades
- 16 Using the Internet to Enhance Teaching and Learning
- 17 Improving Reading in the Content Areas
- 18 Math: Teaching for Understanding (K-6)*

* In addition to video format, this course is available online.

TEACHING & LEARNING

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

Faculty

Larry D. Burton, *Chair*
 Judith Strand Barcelo
 M. Louise Moon
 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.)

Program Approvals

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). Students acquiring Michigan Certification at Andrews University are eligible through reciprocal agreements for teacher licensure in more than 40 other states and the Canadian provinces.

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 16 higher education institutions and several supporting P-12 organizations exists to promote the use of technology in P-12 schools. COATT issues certificates of recognition for pre-service and in-service teachers who demonstrate an exemplary use of technology in teaching. Details on the application process may be found on the Consortium's web site: <http://www.coatt.org>. If you are interested in pursuing COATT recognition, contact either Dr. Burton or Dr. Ostrander.

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

Teacher Education "Report Card," Annual Title II Report

These data are supplied as mandated by Federal regulations. Individual copies of the "Report Card" are available from the Department of Teaching and Learning. The data reported are specific to the Andrews University Teacher Preparation Program between July 1999 and June 2000.