

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. 51-53 in this bulletin and the *Handbook for Doctoral Students* for information regarding the preparation, scheduling, and presentation of dissertations.

Distance Education

Office of Distributed Learning/School of Education
Bell Hall, Suite 116
1-800-471-6210 option #1
sedde@andrews.edu
<http://www.educ.andrews.edu>

Faculty and Staff

Neal Boger, *Director*
Jim Jeffrey, *Faculty Chair*, SED Distributed Education Advisory Team
Heidi Labbe, Program Secretary

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
EDFN500	Philosophical Foundations of Education and Psychology
EDFN6XX	History and Philosophy of Education

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 Improve 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)
- 19 Supporting the Struggling Reader
- 20 Foundations of Reading and Literacy
- 21 "Strategies for Literacy Instruction—Phonics, Vocabulary, and Fluency"
- 22 "Strategies for Literacy Instruction—Comprehension"
- 23 Designing Curriculum and Instruction with the Learner in Mind
- 51 Teaching Students Responsible Behavior
- 52 Cooperation and the Quality Classroom
- 53 Teaching in the Quality Classroom
- 54 Responsibility, Respect and Relationships
- 55 Dealing with Discipline Problems
- 56 Teaching in the 21st Century
- 57 Improving Student Achievement