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

**AUCANTER 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.
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.