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SCHOOL OF EDUCATION

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HISTORY

The School of Education has its roots in the Normal Department of Battle Creek College, the progenitor of Andrews University established in 1874 in Battle Creek, Michigan.

In 1901, Battle Creek College moved to Berrien Springs and became Emmanuel Missionary College (EMC). The Department of Education at EMC took on formal structure in the early 1900s. The preparation of church-school teachers gained importance as the church placed greater emphasis on Christian elementary and secondary schools. During those years it was not unusual for one-third of the college graduates to complete programs qualifying them to teach elementary or secondary school.

In 1956, responding to the need for graduate education within the church, the Autumn Council of the Seventh-day Adventist General Conference authorized the organization of a university-type educational institution. In 1958 the School of Graduate Studies and the Seventh-day Adventist Theological Seminary merged with EMC in Berrien Springs to become Andrews University.

By 1960 the Education Department offered master's degree programs. Curriculum development was rapid with frequent changes in the course offerings and programs to keep up with the demands of students, society, and the church.

During the late 1960s, Andrews University began to consider application for National Council for the Accreditation of Teacher Education (NCATE) accreditation. The council considered and approved the university's request for accreditation of its elementary and secondary teacher-education programs at both the baccalaureate- and master's-degree levels beginning September 1, 1970.

The North Central Association of Colleges and Schools approved the introduction of doctoral programs (1973) and granted accreditation to Andrews University as a doctoral-degree-granting institution in 1979. This included the new EdD degree.

In 1981, the department reorganized into three areas: Educational Leadership and Management, Educational and Psychological Services, and Teacher Education. The following year the PhD degree was introduced with approval of the North Central Association.

In June 1983 the various undergraduate and graduate programs merged into a School of Education. The School of Education currently consists of three academic departments:

- Educational and Counseling Psychology (ECP)
- Teaching, Learning, and Curriculum (TLC)
- Leadership and Educational Administration (LEAD)

ACCREDITATION

Andrews University is accredited by the North Central Association of Colleges and Schools to confer degrees at the bachelor's, master's, specialist, and doctoral levels.

The teacher-preparation and school-service personnel programs, which include teacher education programs, MAT programs, the

elementary and secondary principals' programs, and programs to prepare school guidance counselors and school psychologists, are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Michigan Board of Education and the North American Division Board of Education.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Post-secondary Accreditation (COPA), has conferred accreditation to the following program areas in the Department of Educational and Counseling Psychology at Andrews University: Community Counseling (MA) and School Counseling (MA). The National Association of School Psychologists has approved the EdS program in School Psychology.

FACULTY

The School of Education has selected a faculty based on diversity of experience and professional expertise. Equipped with advanced degrees, all have extensive experience in the areas in which they teach. They have authored books and published in professional journals. They are regularly sought as researchers, lecturers, and consultants.

CONCEPTUAL FRAMEWORK

Andrews University was founded as Battle Creek College in 1874. One of the founders, Ellen Gould White, presented a compelling vision for education.

“True education means more than the pursuit of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and the whole period of existence possible to man. It is the harmonious development of the physical, mental, and spiritual powers. It prepares the student for the joy of service in this world and the higher joy of wider service in the world to come.

In the highest sense the work of education and the work of redemption are one.” Ellen G. White (1903), *Education*, Mountain View, CA; Pacific Press 13, 30.

Andrews University School of Education embraces this vision as the organizing theme for its conceptual framework and the inspiration for its mission.

MISSION

The School of Education mission is to provide programs based on a redemptive Christian worldview to prepare professionals for global service.

To Educate Is to Redeem

Element I: Worldview

This Element addresses appreciation of the perspectives of others and development of a personal philosophy from which action and service arise. Graduates will be able to

- Explain world views and trace their historical development
- Critique world views from a Christian perspective
- Integrate principles of a Christian world view into their chosen fields of study.

Element II: Human Growth & Change

This Element addresses principles of growth behavior and the use of these principles to effect positive change for individuals and organizations. Graduates will be able to

- Describe human development
- Apply current theories of learning.

Element III: Groups, Leadership & Change

This Element addresses principles of group behavior and the use of these principles to effect positive change for individuals and organizations. Graduates will be able to

- Facilitate change in groups and organizations
- Relate effectively with various cultural, racial, and special interest groups
- Identify political and legal issues
- Manage human, financial, and material resources
- Demonstrate servant leadership.

Element IV: Communication & Technology

This Element addresses oral, written, intrapersonal, and interpersonal communication as the essence of human behavior and technology as it enables, supports, and enhances human interaction and learning. Graduates will be able to

- Communicate effectively in written, verbal and non-verbal forms
- Use electronics tools effectively for professional communication, teaching, and research.

Element V: Research and Evaluation

This Element addresses valuing and conducting disciplined inquiry for decision-making. Graduates will be able to

- Read and evaluate research
- Conduct research
- Report research findings.

Element VI: Personal & Professional Growth

This Element addresses commitment to holistic personal and professional growth. Graduates will be able to

- Demonstrate continuing professional development
- Demonstrate ethical behavior in all professional activities
- Demonstrate balanced physical, mental, spiritual, and social aspects of their lives.

PHILOSOPHY

We believe that God is the ultimate reality and that He has chosen to reveal Himself through His created universe and through His Word. God created human beings in His image and for relationship with Him. When they rebelled against Him, they entered a state of brokenness that extends to every dimension of life. Through His love and mercy, God has provided in His son Jesus Christ the means to redeem human beings from their brokenness, to restore in them His image, and to reestablish their relationship with Him.

As Christian educators supporting the world mission of the Seventh-day Adventist Church, we conceptualize the task of education to be a partnership with God in His work of redemption and restoration. Our role in this partnership is to facilitate the spiritual, mental, physical, and social development of our students through modeling and exhortation.

Accordingly, we hold that:

- God calls students to recognize Jesus Christ as Savior and Lord and through His Spirit to use principles of Scripture as a guide in their relationships with others.

- God calls students to be worthy scholars in their chosen academic discipline and to contribute to that discipline as responsible practitioners and researchers.
- God calls students to live by principles of good health as stewards of His gift of life.
- God calls students to develop and maintain supportive personal and professional relationships and to use their talents in generous service to the church and society in a culturally diverse world. To these ends, we work for the glory of God.

ACADEMIC CALENDAR

In addition to the campus-wide calendar in the front of this bulletin, the following dates are specific to the School of Education.

2005

June

16, 17	Thurs, Fri	EdD/PhD comps (8:30 am–2:30 pm)
17, 20	Thurs, Mon	EdS comps (8:30 am–12:30 pm)
20, 21	Mon, Tues	EdD/PhD comps (8:30 am–2:30 pm)
24	Fri	MA comps (8:30–11:30 am; 1–3 pm)

July

5–15		Orientation Leadership Program
18–29		Leadership Orientation
24–27	Sun–Wed	Leadership Roundtable Conference

August

10–26		First Days of School Experience (Register for credit Summer of 2005)
12	Fri	Fall Semester student-teacher orientation assembly
15–Sept 9		Three-way Orientation Conference (Fall semester student teachers and supervisors)

September

12–Dec. 16		Fall semester student-teacher schedule
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October

27, 28	Thurs, Fri	EdD/PhD comps (8:30 am–2:30 pm)
28, 31	Fri, Mon	EdS comps (8:30 am–12:30 pm)
31, Nov 1	Mon, Tues	EdD/PhD comps (8:30 am–2:30 pm)

November

3	Thurs	Department assembly: How to Apply for Student Teaching for the 2006–2007 Academic Year
4	Fri	MA comps (8:30–11:30 am; 1–3 pm)
10	Thurs	Spring Semester student-teacher orientation assembly
11–Dec 9		Three-way orientation conference (for Spring Semester student teachers and supervisors)
16, 17	Wed, Thurs	Student-Teacher Professional Conference
29	Fri	Deadline for application to Teacher Preparation Program

December

9	Fri	Deadline to apply to Student Teacher for 2006–2007 academic year
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Spring Semester—2006

January

9–May 5		Spring Semester student-teacher schedule
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March

20, 21	Mon, Tues	EdD/PhD comps (8:30 am–2:30 pm)
20, 27	Mon	EdS comps (8:30 am–12:30 pm)
24	Fri	MA comps (8:30–11:30 am; 1–3 pm)
27, 28	Mon, Tues	EdD/PhD comps (8:30 am–2:30 pm)

April

13	Thurs	2006–2007 Student-teacher orientation assembly
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May

6	Sat	Teacher Dedication Ceremony
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Undergraduate Programs

The undergraduate programs offered by the School of Education are described under the Department of Teaching, Learning, and Curriculum on p. 252.

Graduate Programs

The School of Education offers master's, specialist, and doctoral degrees. A general description of each degree is provided below. Admission for any graduate degree offered in the School of Education is based on the total profile of the student and includes the analysis of admission documents as well as the professional judgment of the program faculty. Requirements for specific degrees offered in the three departments of the School of Education are described under the departmental headings.

MAT Master of Arts in Teaching. The MAT program is an inter-departmental curriculum for teachers who desire a combination of professional preparation and subject-matter specialization in their graduate study. A teaching certificate is required for graduation. Degrees are offered in the Department of Teaching, Learning, and Curriculum.

MA Master of Arts. The MA program is a one- or two-year program beyond the bachelor's degree and is offered in all three departments of the School of Education.

EdS Educational Specialist. The EdS program builds upon the master's degree in providing a more focused program of study, generally taking a minimum of one year beyond the master's level.

EdD Doctor of Education and PhD Doctor of Philosophy. The doctorate consists of course work and a dissertation, usually taking a minimum of two years of work beyond the master's level.

ADMISSION

Time to Apply. While early applications are recommended, the deadlines for application to the School of Education are as follows:

- For North American students: three months prior to the anticipated starting date.
- For non-North American students: four months prior to the anticipated starting date.
- For students applying to the Department of Educational and Counseling Psychology: February 1.

Application Procedure. In addition to meeting the general requirements for graduate admission as listed on pp. 46–48, applicants to the School of Education should note the following GRE requirements.

- Official scores from the Graduate Record Examination (GRE) General Test taken within the last five years must be submitted. MA, MAT, and EdS students may be considered for provisional admission without these scores. School Psychology Program students must submit GRE scores before they are considered for any type of admission.

SCHOLARSHIPS/FINANCIAL AID

Named scholarships are allocated in the spring semester for the following school year. Students wishing to apply for scholarships should obtain an application form from the School of Education dean's office. The deadline for submitting applications is March 1. Application forms for regular grants are also available from the dean's office. Applications for graduate assistantships should be submitted to the Dean's Office. Applications for loans must be made through the Student Financial Services Office by April. See Financial Information section of this bulletin for further information.

GENERAL ACADEMIC INFORMATION

Academic Advisement. A student's initial contact is with the department chair/program coordinator. Normally during the first semester of registration, a permanent advisor is selected. The advisor's major tasks are to counsel with the student about academic requirements and expectations, and to help develop a course plan which meets these requirements.

Student Responsibilities. Students are expected to know the regulations governing academic matters. This bulletin covers general questions relating to academic policies. Although the policies in this bulletin have the weight of faculty action, practice, and precedent, special circumstances may occasionally warrant an exception. In such circumstances, students may use the petition process coordinated by the Graduate Programs Office, Room 164.

Procedures to follow in meeting the degree requirements are detailed in the handbooks which have been prepared for the master's, specialist, and doctoral programs.

Responsibility for meeting degree requirements and following the specified procedures rests with the student. Each student is expected to be aware of the various requirements and procedures as published in both the bulletin under which he/she proposes to graduate and the handbook for the program in which he/she is studying. A student may choose to meet the requirements of any bulletin in force while he/she is continuously enrolled as defined for each degree program.

Student Grievance Procedure. Andrews University has a grievance (appeal) procedure for students who may oppose or question any practice, decision, and/or policy. The details of this procedure are found in each of the School of Education graduate handbooks and in the undergraduate *Student Handbook*.

Inactive Status. A student is considered inactive if he/she has not written to or had a personal visit with his/her advisor or the director of graduate programs for more than two years.

Doctoral students are placed on inactive status if either of the following occurs:

- Before passing the comprehensive examination the student fails to register for six consecutive semesters (including summers).

- After passing the comprehensive examination no progress is made toward completion of the degree (as determined by the student's advisor, dissertation chair, or department chair) for six consecutive semesters (including summers).

For students in the Department of Educational and Counseling Psychology to maintain active status in any of the MA or EdS programs, they must enroll for classes two out of three semesters (including summers) during the school year. Students pursuing a degree during summer sessions only must be enrolled every summer in order to maintain active status in the program. If a doctoral student in the department does not make any progress on his/her dissertation for a period of 12 months, the dissertation chair and committee may reconsider their commitment to the student's dissertation.

After being deactivated, one must make a request to the Graduate Programs Office for reinstatement before continuing in the program. If it is granted, the student must meet the requirements of the bulletin in force at the time of reinstatement. Doctoral students may be required to select a new dissertation committee and/or topic.

Standards of Scholarship

- To remain in regular standing and to graduate, students must maintain the minimum GPA (on a 4.00 system) required below:
 1. The MAT/MA: a minimum GPA of 3.00 in all courses for the degree and in all courses applied to the major/emphasis.
 2. The EdS: a minimum GPA of 3.20 in all post-master's courses for the degree and in all courses applied to the major/emphasis.
 3. The EdD/PhD: a minimum GPA of 3.30 in all post-master's courses (or post-specialist courses if EdS was received before admission to the doctoral program) for the degree and in all courses applied to the major/emphasis.
- Students whose cumulative GPA drops below the minimum in any given semester are placed on academic probation. Such students must work with their advisor to develop a schedule of courses that ensures raising the cumulative GPA above the required minimum in a timely manner (normally the following semester). The Graduate Programs Office must approve the plan. Students who fail to meet the terms of such a plan are asked to withdraw.
- No grade of D or F or U may count toward a degree. Courses with a grade less than a B- do not count toward the major or emphasis.
- If a student receives an unsatisfactory grade (normally a D or F), the course may be repeated once. However, both the original grade and the repeated grade are used in computing the GPA.
- Any student who receives a grade below B- (including U) in more than four courses in an MA program and in more than three courses (in addition to the four from the MA) in an EdS/EdD/PhD program is asked to withdraw.
- Students may not apply credits earned by examination toward a graduate degree.
- Candidates for the MA degree must pass comprehensive examinations and (if thesis option is chosen) formally defend a master's thesis. Candidates for EdS degrees must pass comprehensive examinations. Candidates for PhD/EdD degrees must pass comprehensive examinations and formally defend a dissertation.

Satisfactory Academic Progress. See the Financial Information section of this bulletin.

Transfer Credits. General requirements for transfer credits are found on p. 52. In addition, graduate course work taken at any Seventh-day Adventist college in the United States offering an MA degree may transfer up to 50% of the minimum credits required.

Time Limits. A student must complete the requirements for a master's degree normally within six years, but no more than ten years from the beginning of the first semester of class work irrespective of admission classification. Course work taken more than six years but less than ten years prior to the graduation year must be updated in order to apply to the degree, if taken at Andrews University. Transfer courses for which advanced credit is requested must be taken within six years of the graduation year.

MASTER'S DEGREES (MA/MAT)

The master's degrees (MA and MAT) prepare personnel for leadership and specialized positions in education beyond the bachelor's degree. While additional specific departmental requirements are described under the different departments, some general requirements are indicated below. Students are responsible for reading the Academic Information section of this bulletin. Also, students should consult the *Handbook for Master's Students* or the *Handbook for Master of Arts in Teaching (MAT) Students and Faculty*.

Admission to MA/MAT Programs. See the General Admission Requirements and the Minimum Academic Standards for Admission to Graduate Programs sections of this bulletin on pp. 46–48.

General Requirements (MA/MAT)

- Students are responsible to note the requirements in the Academic Information section of this bulletin on pp. 49–54.
- The candidate's undergraduate background for advanced study must be approved by the department in which enrollment is sought. An applicant who receives provisional admission while having undergraduate deficiencies must remove these deficiencies with approved undergraduate or graduate credits before completing 50% of his/her course work. *These credits do not apply to the degree program.*
- Students must satisfactorily complete a minimum of 32–48 credits (as determined by the program chosen). One-half of these credits must be in courses numbered 500 or above.
- MAT students must satisfactorily complete at least 12 credits in the area of emphasis required by their chosen program.

General Requirements (MA/MS ONLY)

- The program must include EDFN500 and EDRM505.
- All MA students must pass a comprehensive examination after they are advanced to degree candidacy. The examination, which is scheduled on specific dates each semester (see the School of Education academic calendar), consists of one 3-hour session and one 2-hour session. An *Application for Advancement to Candidacy* form is filed upon completion of 50% of the student's course work.
- All MS students—If you want to add this endorsement to your Michigan Teaching Credential you must successfully complete the Michigan Test for Teacher Certification (MTTC) subject area exam. If you do not want to add this to a Michigan Credential you must pass a comprehensive examination after advancement to degree candidacy. The examination, which is scheduled on specific dates each semester (see the School of Education academic calendar), consists of one 3-hour session and one 2-hour session.

Preparation and Presentation of a Thesis. To fulfill the thesis option for a master's degree, the student must write a thesis and successfully defend it in an oral examination at an officially designated time and place. See *Handbook for Master's Students*.

The format of the thesis must conform to the guidelines found in the *Andrews University Standards for Written Work*.

Students elect to take either a thesis or non-thesis option. Those who plan to take additional graduate study should elect to write a thesis. Students who do not plan to pursue a specialist degree or a doctoral degree may substitute 3 semester credits of course work in the major area of emphasis in place of the thesis.

Guidelines for Practicums. Students in programs such as MAT or MA in Reading which require certification endorsements must take a practicum in accordance with these guidelines:

- Students should take the practicum experience toward the end of their program after completing all required prerequisites.
- Students must submit an application to the Certification, Screening, and Petitions Committee before January 31 to be eligible to take the practicum experience the next academic year.
- The director of student teaching makes all arrangements for placement in schools.
- Students must make a pre-practicum visit to the school before placement is finalized.

Transfer From One Program to Another. Acceptance into an MA or MAT program in the School of Education does not include the option of automatic transfer to another program at a subsequent time. A student in one of the programs may be permitted to reapply for the other degree program until the last day of the second semester. Upon application for transfer, advisors re-evaluate the student's current program and make adjustments for the new degree requirements. Following that re-evaluation, those courses which are relevant to the second degree may be transferred.

PROGRESSION THROUGH THE MA/MAT DEGREE PROGRAMS

Academic Advisement. Students initially contact their department chair or program coordinator. Then, during the first semester of registration, a permanent advisor is selected. The advisor's major tasks are to counsel with the student about academic requirements and expectations, and to help develop a course plan which meets these requirements.

Advancement to Degree Candidacy. For information regarding advancement to degree candidacy for master's degree students, see the Academic Information section of this bulletin on p. 53.

EDUCATIONAL SPECIALIST DEGREE (EdS)

The specialist degree prepares personnel for leadership and specialized positions in education. It builds upon the master's degree in providing a more focused program of study. In some cases the specialist program accommodates persons desiring career shifts and advancement in certification. Because the educational specialist program emphasizes practice rather than research, a dissertation and advanced research course work are not required.

The specialist degree should be considered a terminal program. However, doctoral students may elect to complete the specialist degree as a component of the doctoral program. Such an arrangement should be made in consultation with the student's advisor and approved by the Graduate Programs Office no later than the first semester of course work.

Students are responsible for reading the Graduate Programs and Academic Information portions of the Admissions and Academics section of this bulletin. Also, students should consult the *Handbook for Educational Specialist Students*.

Admission to the EdS Program. Admission to a specialist program is based on the total profile of the student. To qualify for regular admission, the student must

- Have a master's degree or its equivalent from an accredited university (see Department of Educational and Counseling Psychology for possible exceptions).
- Give evidence of ability to pursue advanced study in graduate-level work with a cumulative graduate GPA of 3.20 (4.00 system).
- Meet all other admission standards listed in the Graduate Programs under the Admissions and Academic Information sections of this bulletin beginning on pp. 46, 49.

General Requirements. General program requirements are indicated below. Additional program-specific requirements are described in the departmental sections which follow.

- The program requires a minimum of 64 semester credits of post-baccalaureate study.
- At least 24 semester credits must be completed within the EdS program at Andrews University. This course plan must include at least two-thirds of the required minimum of credits in course work numbered 500 and above.
- Major requirements for the completion of the program are determined by the individual department offering the degree.
- A cognate in an appropriate supportive area may be required.
- Two educational foundations courses: EDFN500 and one of the following: Historical (EDFN517), Philosophical (EDFN610), Psychological (EDPC514, 515, 516, 520, 680), Sociological (EDFN689), or Theological (EDFN688).
- The student must submit evidence of competence in understanding and conducting investigations in his/her field of study. Depending on the particular program, a student may fulfill this requirement by doing one or more of the following:
 1. Course work in research and/or statistics.
 2. An advanced project featuring the systematic development of a significant educational product.
 3. A research study.
- The minimum GPA required for completion of the program is 3.20 figured on all course work included as a part of the EdS program.
- A minimum of two years work experience in the field of education or appropriate clinical experience is required before the degree is granted. The individual department determines the appropriateness of the experience.

Time Limits. A student must complete the requirements for a specialist degree within six calendar years from the beginning of the first semester of class work irrespective of admission classification.

Bulletin Requirements. A student may choose to meet the requirements of any bulletin in force after acceptance into the specialist program, as long as he/she maintains active status. If a break of enrollment occurs, the student must meet the requirements of a bulletin in effect after enrollment resumes.

TRANSFER OF DEGREE PROGRAM

From One Specialist Program to Another. Acceptance into a specialist program in the School of Education does not include the option of automatic transfer to another specialist program at a subsequent time. A student in one of the specialist programs may be permitted to reapply for the other program up to the last day of the second semester. On such application for transfer, advisors reevaluate the current program of the student and make adjustments for the new requirements. Following that reevaluation, those courses which are relevant to the second degree may be transferred.

From Doctoral to Specialist Program. Students already accepted into a doctoral program who wish to transfer to the specialist degree program in the same department are transferred by a petition which is approved by the department chair and the Graduate Programs Office. The student must follow the current bulletin and submit a new Statement of Purpose and may be required to submit new recommendations. After receiving the specialist degree, the student may return to the doctoral program by either of the following two options:

1. By petition with all previous doctoral requirements (course plan, time limits, etc.) in effect.
2. By application to the Graduate Educational Programs Committee with all new requirements.

PROGRESSION THROUGH THE EdS DEGREE PROGRAM

Course Plan. Normally, during the first semester the student and advisor work out a proposed course plan to complete degree requirements. This is submitted to the Graduate Programs Office.

Advancement to Candidacy. Students must file an *Application for Advancement to Degree Candidacy* form which can be obtained from the dean's office or the Graduate Programs Office.

- Students must make application for advancement to degree candidacy before registering for the last 16 credits of course work.
- Before filing an *Application for Advancement to Degree Candidacy* form, the student must
 1. Remove all deficiencies
 2. Demonstrate English Language proficiency (where required)
 3. Achieve regular admission status
 4. Have a cumulative GPA of 3.20 or higher.

After being advanced to degree candidacy, students may request to take the comprehensive examinations.

Comprehensive Examination. Students are required to pass a comprehensive examination. The comprehensive examination is scheduled for specific dates each semester as noted in the academic calendar. Two 3-hour sessions are scheduled. Students are not permitted to sit for the examination until they have been advanced officially to degree candidacy.

Preparation and Presentation of a Project. A department may require a project. Students should consult the *Handbook for Educational Specialist Students* for further information regarding the preparation, scheduling, and presentation of a project.

DOCTORAL DEGREES (EdD/PhD)

The doctoral degree prepares personnel for leadership and specialized positions in education beyond the master's or specialist degree. This program requires advanced research course work and the writing of a dissertation. While additional specific departmental requirements are described under the individual departments, some general requirements are indicated below. Students are responsible for reading the Graduate Programs and the Admissions and Academic Information sections of this bulletin (pp. 46–54). Also, students should consult the *Handbook for Doctoral Students*.

Admission to a Doctoral Program. Admission is based on the total profile of the student. To qualify for admission, the student must meet all the admissions standards listed in the Graduate Admissions section of this bulletin, including

- Having an earned master's degree or its equivalent from an accredited university with adequate preparation for the proposed

doctoral specialization (see the Department of Educational and Counseling Psychology and the Leadership program for possible exceptions).

- Giving evidence of ability for doctoral-level work as demonstrated by superior undergraduate- and graduate-level work and an adequate score on a Graduate Record Examination (GRE) General Test taken within five years of admission.
- Presenting a report that demonstrates adequate ability to undertake research. Students seeking admission to a doctoral program who cannot present evidence of research ability must register for appropriate course work which provides research experience as prescribed by the departments the students are entering.

General Requirements

Leadership students should see the Leadership Program section.

All others students note the requirements below.

- The student must successfully complete the minimum required semesters of study and research beyond the bachelor's degree which may include formal courses, seminars, independent study, field work, and internships to a minimum of 74 credits of graduate work, plus 16 credits for the dissertation. At least two-thirds of the requirements must be met by courses, seminars, and other learning experiences numbered 500 and above with a minimum of 6 credits numbered 700 and above.
- The student may be required to complete a cognate or equivalent which includes a planned sequence of courses outside the major (see individual departmental requirements).
- A minimum of 32 credits in approved on-campus doctoral course work (not including the dissertation) must be completed after acceptance into the doctoral program at Andrews University. *A minimum of 24 credits is required for students with an EdS degree from another institution and a minimum of 16 credits for students with an AU EdS degree.*
- Students must have a 3.30 cumulative GPA for all course work included in the degree program; a 3.30 GPA must be maintained in all post-master's course work (or post-specialist if a specialist degree was received before admission to the doctoral program) included in the degree program, and a 3.00 GPA overall in graduate work taken at Andrews University.
- Students must take three educational foundations courses: EDFN500 and one course from two of the following areas: Historical (EDFN517), Philosophical, Psychological (EDPC514, 515, 516, 520, 680), Sociological or Theological.
- Students must follow specific program requirements in the area of research (see *Research Requirements*).
- Students must establish residency as follows:
 1. **PhD Residency.** A sequence of two out of three consecutive terms (semester or summer) at a full-time load.
 2. **EdD Residency.** A sequence of any three out of seven consecutive terms (semester or summer) at a full-time load. This requirement may be met by enrolling for three consecutive summers.
- Students must successfully pass the comprehensive examination.
- Students are required to take 16 dissertation credits and write and defend a dissertation.

Time Limits

- All degree requirements must be completed within ten years of first registration for AU doctoral course work. Students in the Department of Educational and Counseling Psychology must complete all requirements, including dissertation, within seven years.
- All course work and the comprehensive examination must be completed within six years of first registration for AU doctoral course work.

- The dissertation must be completed within five years after passing the comprehensive examination.

Full-time Status. For students who have completed all classes for the degree except dissertation and/or internship, full-time status requires the following:

- 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
- Receiving confirmation by the dissertation chair or internship supervisor that full-time work is being done.

For students who have not completed all classes for the degree, full time status requires one of the following options:

- Registering for 8 or more credits of course work and/or dissertation and/or internship
- 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. 53–54 of 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 Jeffery, *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
EDFN610 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