

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