

Preparation and Presentation of a Dissertation. Students should consult pp. 52–53 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
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Faculty and Staff

Andrew Pfeifer, *Director*
Heidi Labbe, Administrative Assistant

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

- 001 Assertive Discipline and Beyond
- 002 How to Get Parents on Your Side
- 003 Succeeding with Difficult Students
- 004 The High-Performing Teacher
- 005 Teaching Students to Get Along
- 007 Motivating Today's Learner
- 009 Building Your Repertoire of Teaching Strategies
- 010 Learning Differences
- 011 Helping Students Become Self-Directed Learners
- 014 Assessment to Improve Student Learning
- 015 Teaching Reading in the Elementary Grades
- 017 Improving Reading in the Content Areas
- 018 Math: Teaching for Understanding (K-6)
- 019 Supporting the Struggling Reader
- 020 Foundations of Reading and Literacy
- 021 "Strategies for Literacy Instruction—Phonics, Vocabulary, and Fluency"
- 022 "Strategies for Literacy Instruction—Comprehension"
- 023 Designing Curriculum and Instruction with the Learner in Mind
- 025 Integrating the Internet into the K–12 Curriculum
- 026 Classroom Management to Promote Student Learning
- 027 Including Students with Special Needs: Curriculum, Instruction & Assessment
- 051 Teaching Students Responsible Behavior
- 052 Cooperation in the Quality Classroom
- 053 Teaching in the Quality Classroom
- 054 Responsibility, Respect & Relationships
- 055 Dealing with Discipline Problems
- 057 Improving Student Achievement
- 081 Foundations of Teaching Reading in Grades K–6
- 082 Fundamentals of Mathematics: Teaching for Conceptual Understanding
- 083 Research-based Instructional Strategies that Improve Student Achievement
- 084 Research-based Strategies for Improved Reading

TEACHING, LEARNING AND CURRICULUM

Bell Hall, Room 014
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Faculty

R. Lee Davidson, *Chair*
Michelle Bacchicocchi
Charline J. Barnes
Larry D. Burton
Raymond J. Ostrander
Barbara A. Reid

Emerita

Millie U. Youngberg

Programs of Study

The Department of Teaching, Learning, & Curriculum (TLC) offers undergraduate degrees, graduate degrees, and teacher certification programs. Programs leading to BA or BS degrees are discussed in the "Teaching, Learning, & Curriculum Undergraduate Programs" section. The department also offers master's programs in the following areas: Master of Arts in Teaching, Master of Arts: Education with emphasis in Reading, which provides a teaching endorsement in Reading/Literacy Education; Master of Arts: Education with an emphasis in Curriculum and Instruction, and a Master of Science: Education with an emphasis in Special Education which provides a teaching endorsement in Special Education/Learning Disabilities. Finally, TLC offers three advanced degrees: EdS: Curriculum & Instruction and EdD/PhD: Curriculum & Instruction. (Information on these master's and advanced degree programs is found in the TLC Graduate Programs section.)

Field-based Delivery of Graduate Programs

Designed for three–four summers (4-8 weeks) on Andrews University campus and two–three school years, for working professionals. The field-based master's, specialist and doctoral programs allow participants to meet program competencies within the context of their current career positions. This immediate application of learning strengthens authenticity, provides relevancy, and benefits the place of employment.

Field-based programs are offered through a combination of summer intensives, regional group sessions, and Internet study. Opportunities for cognate study are offered in business, technology, computer studies, and other areas of interest to persons employed in formal as well as non-formal learning organizations.

Program Approvals

Andrews University is 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 most other states and the Canadian provinces.