

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. Students applying for comprehensive examination must register for EDUC870 *Doctoral Comprehensive Exam*. Students who fail the doctoral comprehensive exam will have only one more opportunity to retake the exam. Students who fail the exam on their second attempt may be removed from the program.

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. 55–56 of this bulletin and the *Handbook for Doctoral Students* for information regarding the preparation, scheduling, and presentation of dissertations.

Distance Education

Office of Distance Learning/School of Education
Bell Hall, Suite 116
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www.andrews.edu/sed/pdc/

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.

New courses are added during the year. Please refer to the website for a complete list.

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
- 028 Helping Struggling Readers with Content Area Learning 6–12
- 029 Introduction to Teacher Leadership
- 030 Meeting the Needs of Cultural and Linguistically Diverse Learners
- 031 Teacher Leadership for Learning and Teaching
- 041 Classroom Management: Orchestrating a Community of Learners
- 042 Teaching Through Learning Channels
- 043 Beginning Reading Instruction
- 044 Reading to Learn Instruction
- 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
- 071 Classroom-Based Assessment
- 072 Differentiated Instructional Strategies for Today's Classroom
- 073 Best Practices for Brain-Based Classrooms
- 074 Boys and School: Challenge Underachievement
- 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 Success