

- By application to the Graduate Educational Programs Committee (GEPC) 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. 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. 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 Distance Learning/School of Education
Bell Hall, Suite 116
1-800-471-6210 option #1
odl@andrews.edu
www.andrews.edu/sed/pdc/

Faculty and Staff

Heidi Labbe, *Supervisor*

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.

EDCI631 (Partner is Performance Learning)

- 001 Action Research for the Classroom
- 002 Action Research in the E-Learning Environment
- 003 Building Online Collaborative Environment
- 004 Cultural Competence
- 006 Developing 21st Century Literacy Skills
- 007 Differentiated Instruction in Today's Classroom
- 008 Educating the Net-Generation
- 009 Facilitating Online Learning Communities
- 010 Geometry for Middle School Teachers
- 011 Infusing Arts into the Curriculum
- 012 Instruction Design for Online Educators
- 013 Merging Educational Goals
- 014 Reading Across the Curriculum
- 015 Simulations and Gaming Technologies
- 016 Strategies for Middle School Science Teachers
- 017 Successful Teaching for Accepting Responsibility
- 018 Teaching Algebra to Middle School Students
- 019 Teaching the English Language Learner
- 020 Using Online Resources
- 021 Thinking Mathematically—Elementary Edition
- 022 Creating Professional Learning Communities
- 023 Purposeful Learning Through Multiple Intelligences
- 024 Response to Intervention
- 041 Classroom Management: Orchestrating a Community of Learners
- 042 Teaching Through Learning Channels
- 045 Blended and Synchronous Design
- 046 Writing Across the Curriculum
- 047 Foundations of Literacy—Begin to Read
- 048 Rigor, Relevance & Relationships

EDCI632 (Partner is Quality Education)

- 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
- 056 Teaching in the 21st Century
- 057 Improving Student Achievement
- 059 Building Home School Relationships
- 060 Every Student Can Succeed
- 061 Teaching in the Inclusive Classroom
- 062 Differentiated Instructional Strategies
- 063 Differentiated Assessment Strategies
- 064 Introduction to Differentiation
- 065 Creating Your Professional Portfolio
- 066 Differentiation and Literacy
- 067 Classroom of Choice
- 068 Teaching Students Responsible Behavior Part II

EDCI633 (Partner is Teacher Online Education)

- 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

EDCI634 (Partner is Teachscape)

- 001 Assessment & Intervention for Struggling Readers
- 002 Reading in the Content Area

- 003 The Reading and Writing Connection
- 004 The Thinking and Learning Brain
- 005 Student-Directed Learning to Foster, Motivate & Engage
- 006 Classroom Assessment for Today's Teacher
- 007 Inquiry Based Science
- 008 The 21st Century Learner
- 082 Fundamentals of Mathematics: Teaching for Conceptual Understanding
- 084 Foundations of Reading & Literacy
- 085 Teacher as Leader
- 086 Instructional Design
- 087 Understanding Teaching and Learning
- 088 Measurement and Geometry Elementary
- 089 Proportional Reasoning Middle Grades
- 090 Meeting the Needs of All Students
- 091 Effective Assessment
- 092 Problem Solving K–5
- 093 Problem Solving 6–8
- 094 Research-Based Instructional Strategies
- 095 Algebra, K–5
- 096 Algebra, 6–8
- 097 Measurement and Geometry, 6–8
- 098 Data & Analysis & Probability, K–5
- 099 Data & Analysis & Probability, 6–8

EDCI635 (Partner is Virtual Education)

- 001 Advance Classroom Management
- 002 Attention Deficit Disorder
- 003 Autism & Asperger's Syndrome
- 004 Behavior is Language
- 005 Child Abuse
- 006 Drugs and Alcohol in School
- 007 ECE Family Centered Services
- 008 ECE Observation & Assessment
- 009 ECE Program Planning
- 010 ECE Typical & Atypical Development
- 011 Educational Assessment
- 012 Harassment, Bullying & Cyber-Intimidation
- 013 Inclusion
- 014 Infant and Toddler Mental Health
- 015 Learning Disabilities
- 016 Reading Fundamentals #1
- 017 Reading Fundamentals #2
- 018 Reading Fundamentals #3
- 019 Talented and Gifted
- 020 Teaching Diversity
- 021 Traumatized Child
- 022 Understanding Aggression
- 023 Violence in Schools
- 024 Teaching Elementary Math Conceptually
- 026 Why DI? An Introduction to Differentiate Instruction

TEACHING, LEARNING & CURRICULUM

Bell Hall, Room 014
269-471-3465

www.andrews.edu/sed/tlc/

Faculty

R. Lee Davidson, *Chair*
Nancy Agnetta
Michelle Bacchiocchi
Larry D. Burton
Faith-Ann McGarrell
Raymond J. Ostrander
Barbara A. Reid

Emeriti

M. Louise Moon
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 and Master of Arts: Education with an emphasis in Curriculum and Instruction, and a Master of Science. 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 online courses during 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.