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.

EDCI630 (Partner is Canter)

-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
-006 Teaching Beginning Readers
-007 Motivating Today's Learner
-008 Teaching Developing Readers
-009 Building Your Repertoire of Teaching Strategies
-010 Learning Differences
-011 Helping Students Become Self-Directed Learners
-012 Using Technology to Engage Diverse Learners
-014 Assessment to Improve Student Learning
-017 Improving Reading in the Content Areas
-018 Math: Teaching for Understanding (K–6)
-019 Supporting the Struggling Reader
-023 Designing Curriculum and Instruction with the Learner in Mind
-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
-032 Teacher Leadership: Mentoring & Coaching
-033 Teacher Leadershp: Professional Communities
-034 Differentiated Instruction for Student Success
-035 Returning Creativity to Your Classroom
-036 Technology and 21st Century Literacy Skills
-037 Using Technology in Content Area Learning
-038 The Effective Reading Teacher
-039 Motivating Students to Read
-040 Supporting Students with Learning Disabilities
-041 The Adolescent Brain

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 Responsibilty
-018 Teaching Algebra to Middle School Students
-019 Teaching the English Language Learner
-020 Using Online Resources
-021 Thinking Mathematically—Elementary Edition
-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

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 Home School Partnerships
-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

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

EDCI 635 (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

TEACHING, LEARNING & CURRICULUM

Bell Hall, Room 014
269-471-3465
www.andrews.edu/sed/tlc/

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

Emeriti
Richard T. Orrison
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