

May

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Teacher dedication program

Dates for Summer 2002 will be announced.

Undergraduate Programs

The undergraduate programs offered by the School of Education are described under the Department of Teaching & Learning on p. 237.

Graduate Programs

The School of Education offers master's, specialist, and doctoral degrees. A general description of each degree is provided below. The MA program is a one- or two-year program beyond the bachelor's degree and is offered in all four departments of the School of Education. The EdS program is a one- or two-year program beyond the bachelor's degree and is offered in all four departments of the School of Education. The EdD program is a three-year program beyond the bachelor's degree and is offered in all four departments of the School of Education. Degrees are offered in the Department of Teaching and Learning.

MA Master of Arts. The MA program is a one- or two-year program beyond the bachelor's degree and is offered in all four departments of the School of Education.

EdS Educational Specialist. The EdS program builds upon the master's degree in providing a more focused program of study, generally taking a minimum of one year beyond the master's level.

EdD Requirements for graduate admission as listed on p. 38, applicants to the School of Education should note the following GRE requirements.

General Test taken within the last five years must be submitted. MA, MAT, and EdS students may be considered for provisional admission without these scores. MA and EdS students applying for the programs listed below must submit GRE scores before they are considered for any type of admission:

GENERAL ACADEMIC INFORMATION

Academic Advisement. A student's initial contact is with the department chair/program coordinator. Normally during the first semester of registration, a permanent advisor is selected. The advisor's major tasks are to counsel with the student about academic requirements and expectations, and to help develop a course plan which meets these requirements.

Student Responsibilities. Students are expected to know the regulations governing academic matters. This bulletin covers general questions relating to academic policies. Although the policies in this bulletin have the weight of faculty action, practice, and precedent, special circumstances may occasionally warrant an exception. In such circumstances, students may use the petition process coordinated by the Graduate Programs Office, Room 164.

Procedures to follow in meeting the degree requirements are detailed in the handbooks which have been prepared for the master's, specialist, and doctoral programs.

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programs, they must enroll for classes two out of three semesters (including summers) during the school year. Students pursuing a degree during summer sessions only must be enrolled every summer in order to maintain active status in the program. If a doctoral student in the department does not make any progress on his/her dissertation for a period of 12 months, the dissertation chair and committee may reconsider their commitment to the student's dissertation.

After being deactivated, one must make a request to the Graduate Programs Office for reinstatement before continuing in the program. If it is granted, the student must meet the requirements of the bulletin in force at the time of reinstatement. Doctoral students may be required to select a new dissertation committee and/or topic.

Standards of Scholarship

- To remain in regular standing and to graduate, students must maintain the minimum GPA (on a 4.00 system) required below:

- Students must submit an application to the Certification, Screening, and Petitions Committee before January 31 to be eligible to take the practicum experience the next academic year.
- The director of student teaching makes all arrangements for placement in schools.
- Students must make a pre-practicum visit to the school before placement is finalized.

Transfer From One Program to Another. Acceptance into an MA or MAT program in the School of Education does not include the option of automatic transfer to another program at a subsequent time. A student in one of the programs may be permitted to reapply for the other degree program until the last day of the second semester. Upon application for transfer, advisors re-evaluate the student's current program and make adjustments for the new degree requirements. Following that re-evaluation, those courses which are relevant to the second degree may be transferred.

PROGRESSION THROUGH THE MA/MAT DEGREE PROGRAMS

Academic Advisement. Students initially contact their department chair or program coordinator. Then, during the first semester of registration, a permanent advisor is selected. The advisor's major tasks are to counsel with the student about academic requirements and expectations, and to help develop a course plan which meets these requirements.

Advancement to Degree Candidacy. For information regarding

PROGRESSION THROUGH THE EdS DEGREE PROGRAM Course Plan. Normally, during the first semester the student and advisor work out a proposed course plan to complete degree requirements. This is submitted to the Graduate Programs Office.

Advancement to Candidacy. Students must file an *Application for Advancement to Degree Candidacy* form which can be obtained from the dean's office or the Graduate Programs Office.

- Students must make application for advancement to degree candidacy before registering for the last 16 credits of course work.
- Before filing an *Application for Advancement to Degree Candidacy* form, the student must
 1. Remove all deficiencies
 2. Demonstrate English Language proficiency (where required)
 3. Achieve regular admission status
 4. Have a cumulative GPA of 3.20 or higher.

After being advanced to degree candidacy, students may request to take the comprehensive examinations.

Comprehensive Examination. Students are required to pass a comprehensive examination. The comprehensive examination is scheduled for specific dates each semester as noted in the academic calendar. Two 3-hour sessions are scheduled. Students are not permitted to sit for the examination until they have been advanced officially to degree candidacy.

Preparation and Presentation of a Project. A department may require a project. Students should consult the *Handbook for Educational Specialist Students* for further information regarding the preparation, scheduling, and presentation of a project.

DOCTORAL DEGREES (EdD/PhD)

The doctoral degree prepares personnel for leadership and specialized positions in education beyond the master's or specialist degree. This program requires advanced research course work and the writing of a dissertation. While additional specific departmental requirements are described under the individual departments, some general requirements are indicated below. Students are responsible for reading the Graduate Programs and the Admissions and Academic Information sections of this bulletin (pp. 38-46). Also, students should consult the *Handbook for Doctoral Students*.

Admission to a Doctoral Program. Admission is based on the total profile of the student. To qualify for admission, the student must meet all the admissions standards listed in the Graduate Admissions section of this bulletin, including

- Having an earned master's degree or its equivalent from an accredited university with adequate preparation for the proposed doctoral specialization (see the Department of Educational and Counseling Psychology and the Leadership program for possible exceptions).
- Giving evidence of ability for doctoral-level work as demonstrated by superior undergraduate- and graduate-level work and an adequate score on a Graduate Record Examination (GRE) General Test taken within five years of admission.
- Presenting a report that demonstrates adequate ability to undertake research. Students seeking admission to a doctoral program who cannot present evidence of research ability must register for appropriate course work which provides research experience as prescribed by the departments the students are entering.

General Requirements

Leadership students should see the Leadership Program section. All others students note the requirements below.

- The student must successfully complete the minimum required semesters of study and research beyond the master's degree which may include formal courses, seminars, independent study, field work, and internships to a minimum of 75 credits of graduate work, plus 16 credits for the dissertation. At least two-thirds of the requirements must be met by courses, seminars, and other learning experiences numbered 500 and above with a minimum of 6 credits numbered 700 and above.
- The student may be required to complete a cognate or equivalent which includes a planned sequence of courses outside the major (see individual departmental requirements).
- A minimum of 32 credits in approved on-campus doctoral course work (not including the dissertation) must be completed after acceptance into the doctoral program at Andrews University. *A minimum of 24 credits is required for students with an EdS degree from another institution and a minimum of 16 credits for students with an AU EdS degree.*
- Students must have a 3.30 cumulative GPA for all course work included in the degree program; a 3.30 GPA must be maintained in all post-master's course work (or post-specialist if a specialist degree was received before admission to the doctoral program) included in the degree program, and a 3.00 GPA overall in graduate work taken at Andrews University.
- Students must take three educational foundations courses: EDFN500 and one course from two of the following areas: Historical (EDFN517, 554), Philosophical (EDFN607), Psychological (EDPC514, 515, 516, 520, 68.Ne.yocihological91.8(A))TJ ndrev

- Registering for 4 or more credits of dissertation
- Registering for one or more credits of dissertation, dissertation continuation, or internship; doing “full-time” work on the dissertation or internship as defined by at least 24 hours a week or 720 hours per year; and having approval by the dissertation chair or internship supervisor that full-time work is being done. Students may not take more than 16 credits during a semester.

Bulletin Requirements. A student may choose to meet the requirements of any bulletin in force after acceptance into the doctoral program, as long as he/she maintains active status. If a break of enrollment occurs and the student is placed on inactive status, he/she must meet the requirements of a bulletin in effect after enrollment resumes.

TRANSFER OF DEGREE PROGRAM

Transferring from one doctoral program to another within a department. Transfers between EdD and PhD degrees within the same department shall be by petition to the Graduate Educational Programs Committee and can be made at any time during the student’s program. Original time limits are maintained.

Transferring between departments. Students who wish to transfer between departments must submit new applications to the Graduate Educational Programs Committee.

Returning to doctoral-degree program from a specialist program. After receiving the specialist degree, students who had previously been admitted to a doctoral program may return to the program by either of the following two options:

- By petition with all previous requirements (such as doctoral course plan and time limits) in effect.
- By application to the Graduate Educational Programs Committee 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.

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. 45-46 in this bulletin and the *Handbook for Doctoral Students* for information regarding the preparation, scheduling, and presentation of dissertations.

Distance Education

Office of Instructional Support and Innovation
Bell Hall, Suite 116
1-800-471-6210 option #1
sedde@andrews.edu
<http://www.edu.andrews.edu/sedde>

Faculty and Staff

Neal Boger, *Director*
Jim Jeffrey, *Faculty Chair*, SED Distributed Education Advisory Team
Lisa Oetman, *Course Administrator*

The School of Education offers a variety of distance education courses at the graduate level. Housed in the Office of Instructional Support and Innovation, distance education courses are designed to give flexible accessibility to students who do not reside on campus. At this time, no degree programs are offered through distance education in the School of Education.

PROFESSIONAL DEVELOPMENT COURSES

Courses have been designed for K-12 practicing teachers who are not on campus but who want to take a course for professional development, personal enrichment, or continuing education credit. (However, these courses are not approved for Michigan recertification.)

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
- 12 Technology and Learning in Today’s Classroom
- 13 Managing Behavior in the Diverse Classroom
- 14 Assessment to Enhance Student Learning