LEADERSHIP

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Academic Programs	Credits
Educational Leadership	
Non-Degree NAD Certificate Preparation Programs	
Principal Endorsement	18
Supervisor of Instruction Endorsement	18
Superintendent of Schools Endorsement	24
MA	34
EdS	64
EdD	90
PhD	90
Higher Education Administration	
MA	36
EdS	64
EdD	90
PhD	90
Leadership	
MA	36
EdS	64
EdD	90
PhD	90

Mission
The Department of Leadership develops a community of scholar practitioners who transform the power of knowledge into service. Its core values include community, service, integrated life and human dignity.

The department supports three major programs: 1) K–12 Education, 2) Higher Education Administration, and 3) Leadership.

Educational Leadership

Program Mission
The Educational Leadership segment of the Department of Leadership (LEAD) seeks to prepare effective educational administrators for servant leadership in educational settings.

Program Emphases
The Educational Leadership program serves two constituencies: K–12 and higher education administrators. The two emphases share several components.

The Portfolio Component
The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD630, required in all administration programs.

Continuous Registration
Educational Leadership participants comply with continuous registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go "Inactive." When "Active Status" is desired, the participant may request reactivation and if approved pay the current "Reactivation Fee."

Time Limits
An Educational Leadership participant must complete the requirements for the MA (within four years), EdS, EdD and PhD degree within seven calendar years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

Educational Leadership Programs
Educational Leadership programs at Andrews University are designed to prepare administrators for the opportunities in school leadership as principals, superintendents or supervisors. Whether you are an individual seeking to be mentored into an administrative position or a seasoned professional who wishes to enroll in a program that respects and uses your past experiences, we are ready to serve you in ways that meet your needs.

Educational Leadership programs are guided by nine standards. The first six standards are derived from the Educational Leadership Constituent Council (ELCC), which

is identified by our accrediting body, the National Council of Accreditation in Teacher Education (NCATE), as the appropriate council to provide guidance for K–12 Educational programs. The additional three standards have been added in consultation with educational leaders in the North American Division of Seventh-day Adventists. The nine standards are listed below followed by an outline of the levels of study we offer.

Nine Guiding Standards

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by:

1. facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community;
2. promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff;
3. managing the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment;
4. collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources;
5. acting with integrity, fairly, and in an ethical manner;
6. understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context;
7. understanding and comprehensively applying technology to advance student achievement;
8. appreciating the perspectives of others and developing a personal philosophy from which action and service emerge; and
9. understanding and comprehensively applying research and evaluation for effective decision making.

The Internship/Mentoring Component

All degree programs require an internship/mentoring component that provides significant learning opportunities to synthesize and apply the knowledge and practice and develop the skills identified in the standards through substantial, sustained, standards-based work in a real setting, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Five Levels of Study in Educational Leadership

Level 1) Certificate/Licensure/Endorsement Programs
Level 2) Masters (MA)
Level 3) Educational Specialist (EdS)
Level 4) Doctor of Education (EdD), and
Level 5) Doctor of Philosophy (PhD)

Level 1. Educational Leadership Certificate Programs, Requirements and Application Process

Public School Administration Certification or Licensure

Although the certification and licensure requirements for public school administrators vary by state, the programs and courses offered below fulfill many of the requirements of most state certification programs. These courses and programs align with the ELCC standards that guide educational administration policies throughout the United States. Andrews University School of Education is also accredited by NCATE to offer educational programs. NCATE is the leading accrediting body for K–12 educational preparation programs. Andrews University is also accredited by North Central Association to offer graduate degrees. Because state requirements vary, it is the responsibility of prospective students to check with their own state or local authorities to determine what coursework meets the requirements for public school certification in their state.

NAD Certificate Endorsement

The educational leadership graduate certificate program is designed for post-baccalaureate or post-master's participants who desire to obtain an NAD Educational Administration certificate. Those specifically served by this graduate certificate are the following:

- Teachers interested in transitioning into educational administration
- Principals of K–8, K–10, K–12, and 9–12 schools
- Supervisors of instruction
- Superintendents of schools

The University offers the course work and a graduate certificate that can fulfill the Educational Leadership certification requirements of the NAD Office of Education. In consultation with a University advisor, the student is responsible to create and successfully complete a course plan that will fulfill the specific NAD Office of Education requirements. The University does NOT provide the NAD certification or endorsement. Rather, the student applies to the NAD Office of Education through his or her union conference education department for the Educational Leadership certification.

Certificate/Endorsement Requirements (18–24 credits)

Graduate candidates interested in this certificate should review the recent guidelines of the NAD Office of Education to understand the qualifications for this certificate and its endorsements. Access the link at http://www.andrews.edu/sed/lead_ed_admin/k-12_ed_admin/programs/index.html. There are non-educational requirements for this certificate, and the candidate, not the University, has the responsibility to ensure compliance with these. NAD certification requires either a minimum of eighteen credits of graduate coursework selected from the areas of curriculum, school administration, supervision, school law, school finance, school plant planning, personnel administration, school public relations, religious education, and field experience, or the completion of a doctorate in school administration.

To be valid, the Educational Leadership certificate must be accompanied by an endorsement as principal, supervisor or superintendent. As such, the certificate course requirements have been incorporated into the unique requirements of each endorsement below. The NAD core requirements are shown corresponding to AU course requirements. Electives may need to be added to meet the required credits. Those electives may include the Administrative Internship (EDAL680), foundations courses, or additional graduate coursework in educational administration, curriculum, or supervision.

A. Principal Endorsement (18 credits minimum; also fulfills certificate requirements):
School Administration
LEAD630 Introduction to Leadership—2
EDAL520 Foundations of Educ Leadership—2–3
EDAL565 Lead for Seventh-day Adventist Educ—1–2

School Law
EDAL560 K–12 Law—3
Curriculum
EDCI547 Foundations of Curriculum Studies—3
Supervision
EDAL570 Principles of Educational Supervision—2–3
School Finance
EDAL645 K–12 Educational Finance—2–3

B. Supervisor of Instruction Endorsement (18 credits; also fulfills certificate requirements; must complete a minimum of two graduate courses in curriculum, two in supervision and one in school administration as listed below):
School Administration
LEAD630 Introduction to Leadership—2
EDAL520 Foundations of Educ Leadership—2–3
EDAL565 Lead for Seventh-day Adventist Educ—1–2
Curriculum
EDCI547 Foundations of Curriculum Studies—3
EDCI565 Improving Instruction—2
Supervision
EDAL570 Principles of Educational Supervision—2–3
LEAD689 Seminar: (Topic)—1–12 (2 minimum)

C. Superintendent of Schools Endorsement (24 credits; also fulfills certificate requirements):
School Administration
LEAD630 Introduction to Leadership—2
EDAL520 Foundations of Educ Leadership—2–3
EDAL565 Lead for Seventh-day Adventist Educ—1–2
School Law
EDAL560 K–12 Law—3
Curriculum
EDCI547 Foundations of Curriculum Studies—3
Supervision
EDAL570 Principles of Educational Supervision—2–3
School Finance
EDAL645 K–12 Educational Finance—2–3
Personnel Administration
EDAL635 Human Resources Administration—2–3
Public Relations
LEAD525 Public Relations: Community Partnerships—1–3

Application Process
Students may take certification courses on a permission-to-take classes basis (PTC). However, depending on financial aid and employer requirements, the student may need to apply and be accepted into a graduate certificate or degree program. At that point, through the petition process, the student may transfer up to eight PTC credits into a graduate certificate or degree program. To be admitted into the graduate certificate program students need to:

1. Complete a graduate school application, and
2. Check the "graduate certificate" circle on the application.

Note: A Graduate Record Examination (GRE) is **not** required for the graduate certificate programs.

Level 2. MA: Educational Leadership Program, Requirements and Application Process (34 credits)

The K–12 Educational Leadership master's program is designed for post-baccalaureate participants who desire to obtain a degree in educational administration with or without Seventh-day Adventist NAD administrative endorsement. For NAD certification purposes, students need to have an NAD professional teaching certificate which requires graduate work in two of the following areas: learning theory/style, curriculum, improvement of instruction, education of the exceptional student, trends and issues in education, and multicultural education. As such, those completing this master's degree and wanting NAD administrative endorsement will also need to take an additional course from the areas listed if they have not done so.

Those specifically served by this degree are the following:

- Teachers interested in transitioning into educational administration
- Principals of K–8, K–10, K–12, and 9–12 schools

MA: DEGREE REQUIREMENTS (34 credits)
Core—minimum 18, with more credits available from variable credit courses
LEAD630 Introduction to Leadership—2
EDAL520 Foundations of Educational Leadership—2–3
EDAL645 K–12 Educational Finance—2–3
EDAL670 Technology for Leaders—3
EDAL680 Internship: (Topic)—1–12 (3 minimum)
EDCI547 Foundations of Curriculum Studies—3 **or**
EDCI565 Improving Instruction—2
EDFN500 Phil Foundations of Educ & Psych—3
LEAD675 Portfolio Development: (Topic)—1–3
Concentration—minimum 11, with more credits available from variable credit courses
EDAL560 K–12 Law—3
EDAL565 Leadership for SDA Education—1–2
EDAL570 Principles of Educational Supervision—2–3
EDAL635 Human Resources Administration—2–3
EDAL664/665 Elem/Secondary School Leadership—2–3
LEAD525 Public Relations: Community Partnerships—1–3
Research—5
EDRM505 Research Meth & Stats in Educ & Psych I—3
LEAD535 Principles of Academic Writing—1–3 (2 minimum)
Electives—As Needed
In consultation with your advisor.
TOTAL MA degree credits—34

Application Process
Applicants must meet School of Education admission requirements. Once accepted into this master's program, students must complete the administration orientation course (LEAD630) where they will be introduced to the philosophy of educational leadership and review the standards that will guide their educational plan. The curriculum consists of a minimum of 34 credits beyond the baccalaureate degree. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and when registering for these courses. The portfolio serves as a component of the master's comprehensive examination. There is no thesis requirement for the master's degree program.

Level 3. EdS: Educational Leadership Program, Requirements and Application Process (64 credits)

The Educational Leadership Educational Specialist degree program prepares candidates to serve as principals, supervisors, or superintendents in elementary and/or secondary systems. Those specifically served by this degree are the following:

- Teachers with master's degrees interested in transitioning into educational administration and securing an additional degree while completing their NAD administration certification or endorsement

- Principals of K–8, K–10, K–12, and 9–12 schools
- Supervisors of instruction
- Superintendents of schools

EdS: DEGREE REQUIREMENTS (64 credits)
Core—minimum 18, with more credits available from variable credit courses
LEAD630 Introduction to Leadership—2
EDAL520 Foundations of Educational Leadership—2–3
EDAL645 K–12 Educational Finance—2–3
EDAL670 Technology for Leaders—3
EDCI547 Foundations of Curriculum Studies—3 **or**
EDCI565 Improving Instruction—2
EDFN500 Phil Foundations of Educ & Psych—3
LEAD675 Portfolio Development: (Topic)—1–3
LEAD886 Advanced Internship: (Topic)—1–12 (3 minimum)
Concentration—minimum 13, with more credits available from variable credit courses
EDAL560 K–12 Law—3
EDAL565 Leadership for SDA Education—2–3
EDAL570 Principles of Educational Supervision—2–3
EDAL635 Human Resources Administration—2–3
EDAL664/665 Elem/Secondary School Leadership—2–3
LEAD525 Public Relations: Community Partnerships—1–3
LEAD645 Ethical Leadership—1–3
Research—13
EDCI636 Program Evaluation—3
EDRM505 Research Methods & Stats in Educ & Psych I—3
EDRM611 Research Methods & Stats in Educ & Psych II—3
LEAD535 Principles of Academic Writing—1–3 (2 minimum)
LEAD637 Issues in Research—2–3
Cognates—9
Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.
Electives—As Needed
In consultation with your advisor.
TOTAL EdS degree credits—64

Application Process
Applicants must meet School of Education admission requirements for the specialist degree. Applicants may transfer up to 32 credits from previous graduate work into the specialist degree at the discretion of their academic advisors. Candidates must complete LEAD630 Introduction to Leadership, an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 64 credits beyond the baccalaureate degree and requires the completion of both an internship and a portfolio. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the EdS comprehensive examination. There is no thesis requirement for the EdS degree program.

Level 4/5. EdD/PhD: Educational Leadership Programs, Requirements and Application Process (90 credits)

The doctoral programs in Educational Leadership prepare participants for professional careers in education as superintendents or elementary and secondary-school administrators. These programs also prepare leaders for service in many types of agencies and organizations. Both the Doctor of Education (EdD) and the Doctor of Philosophy (PhD) programs require a minimum of 90 credits and the submission of a research-based article to a peer-reviewed publication. However, the PhD degree is more research-oriented and requires more courses in advanced research methodologies. Those specifically served by this degree are the following:

- Teachers with master's degrees interested in transitioning into educational administration and securing an additional degree while completing their NAD administration certification and endorsement.
- Principals of K–8, K–10, K–12, and 9–12 schools
- Supervisors of instruction
- Superintendents of schools
- Those interested in teaching Educational Administration at the higher education level

EdD: DEGREE REQUIREMENTS (90 credits)
Core—minimum 18, with more credits available from variable credit courses
LEAD630 Introduction to Leadership—2
EDAL520 Foundations of Educational Leadership—2–3
EDAL645 K–12 Educational Finance—2–3
EDAL670 Technology for Leaders—3
EDCI547 Foundations of Curriculum Studies—3 **or**
EDCI565 Improving Instruction—2
EDFN500 Phil Foundations of Educ & Psych—3
LEAD886 Advanced Internship: (Topic)—1–12 (3 minimum)
Concentration—minimum 13, with more credits available from variable credit courses
EDAL560 K–12 Law—3
EDAL565 Leadership for SDA Education—1–2
EDAL570 Principles of Educational Supervision—2–3
EDAL635 Human Resources Administration—2–3
EDAL664/665 Elem/Secondary School Leadership—2–3
LEAD525 Public Relations: Community Partnerships—1–3
LEAD645 Ethical Leadership—1–3
Research—13
EDCI636 Program Evaluation—3
EDRM505 Research Meth & Stats in Educ & Psych I—3
EDRM611 Research Meth & Stats in Educ & Psych II—3
LEAD535 Principles of Academic Writing—1–3 (2 minimum)
LEAD637 Issues in Research—2–3
Cognates—12
Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.
Dissertation—16+
LEAD880 Dissertation Proposal Dev—2
LEAD899 Doctoral Dissertation—14+
Electives—As needed
In consultation with your advisor.
TOTAL EdD degree credits—90+

PhD: DEGREE REQUIREMENTS (90 credits)
Core—minimum 18, with more credits available from variable credit courses
LEAD630 Introduction to Leadership—2
EDAL520 Foundations of Educational Leadership—2–3
EDAL645 K–12 Educational Finance—2–3
EDAL670 Technology for Leaders—3
EDCI547 Foundations of Curriculum Studies—3 **OR**
EDCI565 Improving Instruction—2

EDFN500 Phil Foundations of Educ & Psych—3
LEAD675 Portfolio Development: (Topic)—1–3
LEAD886 Advanced Internship: (Topic)—1–12 (3 minimum)

Concentration—minimum 13, with more credits available from variable credit courses

EDAL560 K–12 Law—3
EDAL565 Leadership for SDA Education—2–3
EDAL570 Principles of Educational Supervision—2–3
EDAL635 Human Resources Administration—2–3
EDAL664/665 Elem/Secondary School Leadership—2–3
LEAD525 Public Relations: Community Partnerships—1–3
LEAD645 Ethical Leadership—1–3

Research—19

EDCI636 Program Evaluation—3
EDRM505 Research Meth & Stats in Educ & Psych I—3
EDRM605 Qual Research Methods in Educ & Psych—3
EDRM611 Research Meth & Stats in Educ & Psych II—3
EDRM712 Research Meth & Stats in Educ & Psych III—3
LEAD535 Principles of Academic Writing—1–3 (2 minimum)
LEAD637 Issues in Research—2–3

Cognates—12

Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.

Dissertation—16+

LEAD880 Dissertation Proposal Dev—2
LEAD899 Doctoral Dissertation—14+

Electives—As Needed

In consultation with your advisor.

TOTAL PhD degree credits—90+

Application Process

Applicants must meet School of Education admission requirements for doctoral programs. They may transfer up to 42 credits from previous graduate work into the doctoral program. If they have not previously taken the course, candidates must complete LEAD630 Introduction to Leadership, an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 90 semester credits beyond the baccalaureate degree and requires the completion of a portfolio and a dissertation. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the doctoral comprehensive examination. Both doctorates require the successful completion of a dissertation.

Beginning the semester after registering for LEAD880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Higher Education Administration Programs

Higher Education is one of the fastest growing areas of education in the world. Many faculty and administrators in higher education who do not have advanced degrees in their subject area often seek a degree in educational administration. As such, there is a high demand for higher education administration. This department has four degree options in this area: 1) Master's (MA), 2) Educational Specialist (EdS), 3) Doctor of Education (EdD), and 4) Doctor of Philosophy (PhD). As with the K–12 courses, portfolio requirements apply.

Program Mission

To empower diverse scholar-practitioners for service in national and international colleges and universities, committed to Christian values and high professional standards.

Program Components

Portfolio

The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD630, required in all programs.

Continuous Registration

Participants comply with continuous registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go Inactive. When Active Status is desired, the participant may request reactivation and, if approved, pay the current Reactivation Fee.

Time Limits

Participants must complete the requirements for the MA within four years; EdS, EdD, and PhD degrees within seven calendar years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

Guiding Principles for Higher Education Administration

The Higher Education program of Andrews University is committed to the fundamental guiding principles of the Council for the Advancement of Standards in Higher Education (CAS), a consortium of 35 professional associations concerned with the development and promulgation of professional standards and guidelines for student learning and personal development support programs and services in institutions of higher learning.

According to the Council for the Advancement of Standards in Higher Education, the five guiding principles for Higher Education can be summarized as follows:

1. Students and Their Institutions (the student must be considered as a whole person)
   - Each student is a unique person and must be treated as such.
   - The student's total environment is educational and must be used to achieve full development.
   - Students seek higher education in responsible ways and will, when encouraged to do so, access appropriate educational resources when they are provided, made known, and relevant to students' felt educational and developmental needs.
   - Institutions of higher learning are purposeful and function as social and cultural resources to provide opportunities for students to learn and develop in holistic ways.
   - The primary responsibility for learning and development rests with the student.

- Institutions of higher learning reflect the diversity of the societies and cultures in which they exist.
- Institutions are responsible for creating learning environments that provide a choice of educational opportunities and challenge students to learn and develop while providing support to nurture their development.

2. Diversity and Multiculturalism
   - Institutions embrace diversity and eliminate barriers that impede student learning.
   - Justice and respect for differences bond individuals to community.
   - Education for multicultural awareness and positive regard for differences is essential to the development and maintenance of a health-engendering society.
   - All students must have access to the educational and co-curricular resources available to the academic community at large; no student, for any reason, should be denied access to them.
3. Organization, Educational Administration, and Human Resources
   - Capable, credible, knowledgeable, and experienced educational administration is essential for institutional success.
   - Organizational units are most successful when their missions and outcome expectations are effectively documented and understood by all concerned.
   - Effective programs and services require well-qualified staff members who understand and support the student learning and development outcomes the programs are intended to provide.
   - Leaders and staff members alike must possess effective managerial skills, be properly titled, and be well-qualified by both education and experience.
4. Health-Engendering Environments
   - Educational programs and services prosper in benevolent environments that provide students with appropriate levels of challenge and support.
   - The primary purpose of education has always been to promote change, both in individuals and in society. College and university student support programs are first and foremost educational enterprises.
5. Ethical Considerations
   - Ethical standards are essential to guide the behavior of staff members in ways that enhance the program's overall integrity.
   - Because special mentoring relationships develop between students and those who facilitate their learning and development, support service providers must exemplify impeccable ethical behavior in both their professional relationships and personal lives.

Competency-Based Student Learning and Development Outcomes for the Higher Education Administration Programs

Higher Education requires theoretical knowledge and practical application in the following core competencies:

1. **Self-Development Competencies:** This cluster of competencies focuses on the self awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.
   a. *Philosophical foundations*—Higher Education functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice.
   b. *Ethics, values, and spirituality*—Higher Education functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision-making and their relationships with others.
   c. *Human development and career choice*—Higher Education is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences.
2. **Interpersonal Development Competencies:** This cluster of competencies focuses on the interpersonal aspects of Higher Education that promote growth and development of others and challenge students to learn and develop in holistic ways.
   a. *Effective communication and mentoring*—Higher Education fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships that are trust-centered, providing empowerment that results in personal and performance improvement toward satisfying mutual objectives.
   b. *Appreciating diversity*—Higher Education values one's own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences.
   c. *Social responsibility*—Higher Education is accountable to others and endeavors to see that family, community, and environmental needs are met in local and in global ways, as appropriate.
3. **Leadership and Organizational Development Competencies:** This cluster of competencies addresses the organizational aspects of Higher Education, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise.
   a. *Resource development; human and financial*—Higher Education appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes.
   b. *Legal and policy issues*—Higher Education applies and understands the scope of a legal and policy structure appropriate for their field.
   c. *Organizational behavior, change, and culture*—Higher Education understands personal, group, and inter-group behaviors, and how they impact the organizational culture and shape the vision and strategy for facilitating the change process.
4. **Research Development Competency:** Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education projects.
   Conducting, evaluating and reporting research—Higher Education understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace.

International Focus

Higher education is becoming an increasingly global phenomenon characterized by international trade in educational services. For this reason, the Higher Education program is structured with an international focus. As an international Adventist institution, Andrews University is uniquely positioned to offer the following opportunities:

International Study Tour. A seminar in International Higher Education in the format of a summer tour to visit systems of higher education that have influenced postsecondary education in different parts of the world, such as Europe, Asia, Africa and Latin America. The tour includes campus visits and interaction with faculty and students of public, private, and Adventist international institutions of higher education, and meets the requirements of master's and doctoral programs. Travel expenses are mostly covered by tuition credits.

International Internships. The Higher Education program works with international Seventh-day Adventist colleges and universities to develop an internship program that integrates theory and research with the practice of higher education in international settings. The extent and format of these programs vary and are negotiated on a personal basis between the participant and the institution.

Intercultural Seminar. This is a seminar in intercultural communication that explores the role of culture and diversity in today's organizations in order to develop cross-cultural competence and sensitivity. Explores issues such as effective communication across group barriers, leadership and culture, and the impact of cultural differences on relationships, decision making, motivation, conflict management, human resource development, and other leadership issues.

For further information, students may contact the coordinator of the Higher Education program.

Degree Programs

1. MA: Higher Education Administration Program, Requirements and Application Process (36 credits)

The MA program in Higher Education prepares students for entry-level and mid-management level positions at public and private colleges or universities and community colleges in different areas of student affairs, such as:

- Admissions and enrollment
- Financial services management
- Residence halls administration
- Religious and social activities coordination
- Athletic and recreation administration
- Health services
- International student services
- Other related areas

MA: DEGREE REQUIREMENTS (36 credits)

Core—minimum 16

LEAD630 Introduction to Leadership—2
EDAL655 Higher Education Finance and Technology—3
EDAL667 Leadership in Higher Education—3
EDAL680 Internship: (Topic)—1–12
EDCI606 Teaching in Higher Education—3
EDFN500 Phil Foundations of Educ. & Psych.—3

Concentration—minimum 16

EDAL640 Higher Education Law—3
EDAL674 Administration of Student Services—3
EDAL675 College Student Development Theory—3
EDALXXX Study Tour: (Topic)—1–6 (5 minimum)
LEAD689 Seminar: (Topic)—1–12

Electives—As needed

In consultation with your advisor.

Research—4

EDRM505 Research Methods & Stats in Educ & Psych I—3
LEAD535 Principles of Academic Writing—1–3

TOTAL MA degree credits—36

Application Process

Applicants must meet School of Education admission requirements. Once accepted into this master's program, students must complete LEAD630 Introduction to Leadership, an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 36 credits beyond the baccalaureate degree. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and when registering for these courses. The portfolio serves as a component of the master's comprehensive examination. There is no thesis requirement for the master's degree program.

2. EdS: Higher Education Administration Program, Requirements and Application Process (64 credits)

The Educational Specialist program in Higher Education provides advanced graduate education and training of high quality mid-level administrators for postsecondary institutions. It prepares professionals seeking administrative advancement and service to local institutions of higher education. This degree is appropriate for positions such as:

- Deans and assistant deans
- Assistant to the president
- Director and in-service directors
- Department chairperson in selected areas
- Program manager

EdS: DEGREE REQUIREMENTS (64 credits)

Core—minimum 16

LEAD630 Introduction to Leadership—2
EDAL655 Higher Education Finance and Technology—3
EDAL667 Leadership in Higher Education—3
EDCI606 Teaching in Higher Education—3
EDFN500 Phil Foundations of Educ & Psych—3
LEAD886 Advanced Internship: (Topic)—1–12

Concentration—minimum 19

EDAL640 Higher Education Law—3
EDAL674 Administration of Student Services—3
EDAL675 College Student Development Theory—3
EDAL676 Administration of Academic Services—3
LEAD778 Higher Education Study Tour—1–6
LEAD789 Advanced Seminar: (Topic)—1–12

Electives—As Needed

In consultation with your advisor.

Cognates—9

Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Religious Education, Curriculum, Leadership, Research, or transfer credits.

Research—13

EDCI636 Program Evaluation—3
EDRM505 Research Meth & Stats in Educ & Psych I—3
EDRM611 Research Meth & Stats in Educ & Psych II—3
LEAD535 Principles of Academic Writing—1–3
LEAD637 Issues in Research—2–3

Research Electives

EDRM605 Qual Research Methods in Educ. & Psych.—3
EDRM704 Design & Analysis of Educ & Psych Surveys—3
EDRM712 Research Meth & Stats in Educ & Psych III—3

EDRM713 Research Meth & Stats in Educ & Psych IV—3
HIST650 Historical & Social Sci Research Methods—3
TOTAL EdS degree credits—64

Application Process
Applicants must meet School of Education admission requirements for the specialist degree. Applicants may transfer up to 32 credits from previous graduate work into the specialist degree at the discretion of their academic advisors. Candidates must complete LEAD630 Introduction to Leadership, an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 64 semester credits beyond the baccalaureate degree and requires the completion of both an internship and a portfolio. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the EdS comprehensive examination. There is no thesis requirement for the EdS.

3/4. EdD/PhD: Higher Education Administration Programs, Requirements and Application Process (90 credits)

The doctoral program in Higher Education is designed to prepare experienced practitioners for senior administrative and policy-making positions. The PhD degree is more research oriented and requires more courses in advanced research methodologies. The EdD program primarily serves those seeking administrative and executive positions, while the PhD program serves those who wish to pursue careers in research and teaching. Both degrees require the submission of a research-based article to a peer-reviewed publication. Graduates typically work in the following professional areas:

- Research
- Teaching
- Policy leadership
- College administration at all levels
- Community college leadership and management
- Student personnel administration
- Corporate and post-secondary policy analysis

EdD: DEGREE REQUIREMENTS (90 credits)
Core—minimum 16
LEAD630 Introduction to Leadership—2
EDAL655 Higher Education Finance and Technology—3
EDAL667 Leadership in Higher Education—3
EDCI606 Teaching in Higher Education—3
EDFN500 Phil Foundations of Educ & Psych—3
LEAD886 Internship: (Topic)—1–12
Concentration—19
EDAL640 Higher Education Law—3
EDAL674 Administration of Student Services—3
EDAL675 College Student Development Theory—3
EDAL676 Administration of Academic Services—3
LEAD778 Higher Education Study Tour—1–6
LEAD789 Advanced Seminar: (Topic)—1–12
Electives—As Needed
In consultation with your advisor.
Cognates—12
Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Religious Education, Curriculum, Leadership, Research Electives or transfer credits.
Research—13
EDCI636 Program Evaluation—3
EDRM505 Research Meth & Stats in Educ & Psych I—3
EDRM611 Research Meth & Stats in Educ & Psych II—3
LEAD535 Principles of Academic Writing—1–3
LEAD637 Issues in Research—2–3
Research Electives
EDRM605 Qual Research Methods in Educ & Psych—3
EDRM713 Research Meth & Stats in Educ & Psych IV—3
HIST650 Historical & Social Science Research Methods—3
Dissertation—16+
LEAD880 Dissertation Proposal Dev—2
LEAD899 Doctoral Dissertation—14+
TOTAL EdD degree credits—90

PhD: DEGREE REQUIREMENTS (90 credits)
Core—minimum 16
LEAD630 Introduction to Leadership—2
EDAL655 Higher Education Finance and Technology—3
EDAL667 Leadership in Higher Education—3
EDCI606 Teaching in Higher Education—3
EDFN500 Phil Foundations of Educ & Psych—3
LEAD886 Advanced Internship: (Topic)—1–12
Concentration—19
EDAL640 Higher Education Law—3
EDAL674 Administration of Student Services—3
EDAL675 College Student Development Theory—3
EDAL676 Administration of Academic Services—3
LEAD778 Higher Education Study Tour—1–6
LEAD789 Advanced Seminar: (Topic)—1–12
Electives—As Needed
In consultation with your advisor.
Cognates—12
Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Religious Education, Curriculum, Leadership, Research Electives, or transfer credits.
Research—19
EDCI636 Program Evaluation—3
EDRM505 Research Meth & Stats in Educ & Psych I—3
EDRM605 Qual Research Methods in Educ & Psych—3
EDRM611 Research Meth & Stats in Educ & Psych II—3
EDRM712 Research Meth & Stats in Educ & Psych III—3
LEAD535 Principles of Academic Writing—1–3
LEAD637 Issues in Research—2–3
Research Electives
EDRM604 Design & Analysis of Educ & Psych Surveys—3
EDRM713 Research Meth & Stats in Educ & Psych IV—3
HIST650 Historical & Social Science Research Methods—3
Dissertation—16+
LEAD880 Dissertation Proposal Dev—2
LEAD899 Doctoral Dissertation—14+
TOTAL PhD degree credits—90

Application Process
Applicants must meet School of Education admission requirements for doctoral programs. They may transfer up to 42 credits from previous graduate work into the doctoral program. If they have not previously taken the course, candidates must complete LEAD630 Introduction to Leadership, an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 90 semester credits beyond the baccalaureate degree

and requires the completion of a portfolio and a dissertation. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the doctoral comprehensive examination. Both doctorates require the successful completion of a dissertation.

Beginning the semester after registering for LEAD880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Undergraduate Leadership Certificate

The Undergraduate Leadership Certificate is a University-wide collaboration between academic departments and the Division of Student Life with the goal to prepare students for meaningful engagement in a global environment. It integrates knowledge and skills from the students' course of study into a concentration focused on building the students' capacity to influence their surroundings whether in the home, school, church or marketplace. Certificate graduates will learn to lead positive change, resist inappropriate change and recognize their calling.

The certificate has academic and co-curricular requirements that work together to develop leadership capacity. See pages 90–91 for complete details.

Leadership Program

The Leadership program represents a new concept in graduate education. It is offered by the School of Education as an international and interdisciplinary collaborative graduate program.

It is designed to meet the needs of mid-career leaders and to provide an innovative and highly flexible program allowing self-motivated learners the opportunity to pursue an MA, EdS, EdD, or PhD degree in the context of a learning community, without requiring a move of their families or a break in their careers. Participants in this interdisciplinary program come from a variety of professional backgrounds including healthcare, business, education, pastoring, the military, and government.

Defining the Program

The Leadership Program:

- Leads to an MA in Education with an emphasis in Leadership or EdS/EdD/PhD degrees in Leadership.
- Is established on the idea of developing and demonstrating competency in several key areas.
- Gives each participant the opportunity to design and carry out a Leadership and Learning Plan (LLP) in order to fulfill competency requirements.
- Allows participants to demonstrate competence through the oral presentation of a portfolio, which includes a written synthesis paper.
- Fosters collaboration and cooperation among its participants.

Characteristics of the Program

The program allows the self-directed learner to participate in a dynamic-action agenda devoted to service. The program's strengths are evident in several ways:

The Leadership Program is learner-driven. The participant works with an advisor and develops a plan of study with course work and directed activities to fit his/her needs. An extraordinary amount of personal ownership by the participant is critical for satisfactory completion of the program.

The Leadership Program is life-embedded. Participants are encouraged to use their work and life experience as the basic context to demonstrate the Leadership competencies.

The Leadership Program is competency-based. Although not listing a prescribed set of courses, the program is designed around a set of competencies, including both skill and knowledge-based areas necessary to demonstrate competence.

The Leadership Program builds a learning community. The participants collaborate in study groups and learn through various media.

The Leadership Program is flexible. The flexibility allows the educational needs, career goals, and past experience of the participant to play an important part in the development of an individualized plan of study and development.

The Leadership Program builds important bonds among its participants. The participants become partners in learning, both with faculty members and other participants. This process is enhanced by involvement in orientation activities, seminars, learning groups, and through continued contact and discussion via the Internet, and other forms of telecommunication.

The Leadership Program evaluates achievement.

- Throughout the course of study, individual achievement is evaluated on the basis of demonstrated competencies.
- The program is completed when the participant has demonstrated achievement of at least 15 competencies (see below).
- Demonstration of achievements is documented in a portfolio that is assembled throughout the program. The portfolio is presented for validation to a faculty team at the end of the program.
- For the MA and EdS degrees, a research project is completed and approved.
- For the EdD and PhD degrees, a doctoral dissertation must be completed, defended, and approved.

Applying to the Program

Applicants should read the Graduate Admissions Requirements section of this bulletin.

Potential participants should also communicate directly with the Leadership Program office to indicate how they have met or plan to meet the prerequisites for admission to the program.

Additional recommendations and interviews may be requested prior to formal admission to the program. Only a limited number of participants are admitted each year, so applicants should apply early.

Specific Admission Requirements

- A completed bachelor's or master's degree (an MA degree is recommended for the doctoral programs).
- A sample of your best writing (could be a research paper).
- A successful interview with one or more members of the Leadership faculty.
- A minimum of five years of professional work experience in a leadership setting for the doctorate and three years for the MA.
- Must be currently employed in a leadership position in which competencies can be demonstrated. This environment, which is the participant's place of employment, provides the "laboratory" for developing and demonstrating expertise in the competency areas and for preparing the portfolio.
- Applicants must commit to participate in:
  1) The initial Leadership orientation.

2) Regularly scheduled Leadership and Learning Group meetings, preferably on a monthly basis *but at least seven times* a year.
3) The annual Leadership Roundtable Conference.
4) Regular online communication. The participant is responsible for keeping abreast of announcements and program updates presented by faculty and staff via e-mail and the Leadership website.

Maintaining Active Status

To maintain active status in the Leadership program the participant must:

- Make appropriate progress in fulfilling the LLP.
- Meet regularly with a Leadership and Learning Group, usually on a monthly basis *but at least seven times* a year.
- Maintain contact with the advisor.
- Register every semester.
- Attend the annual Leadership Roundtable Conference.
- Meet financial obligations to the university.
- Maintain employment throughout the program.
- A EdD/PhD participant must maintain active status a minimum of six years of their allocated seven.

Time Limits. A Leadership participant must complete the requirements for the EdD and PhD degree within seven calendar years from the beginning of the first semester of class work. Participants granted advanced standing must complete their requirements within five years.

Basic Degree Requirements for MA, EdS, EdD and PhD

1. Participate in the on-campus program orientation: LEAD630 Introduction to Leadership (2 cr) and in annual Leadership Roundtable Conferences.
2. Complete LEAD635 Leadership and Learning Plan (LLP, 4) designed by the participant and approved by the Leadership faculty team.
3. Complete the following web-based learning experiences:
   LEAD535 Principles of Academic Writing—1–3
   LEAD636 Issues in Leadership Foundations—2–3
   LEAD637 Issues in Research—2–3
   LEAD638 Issues in Leadership Theory—2–3
4. Participate regularly and actively in a Leadership and Learning Group *at least seven times* a year.
5. Maintain employment throughout the program.
6. Complete the development and a presentation of a portfolio based on the participant's LLP. The portfolio must document the satisfactory completion of the required competencies.
7. Complete the specific number of credits:
   36 credits for the MA degree
   64 credits for the EdS degree
   90 credits for the EdD/PhD degrees
8. Research:

MA: Complete a research project.
EDRM505 Research Methods in Ed. & Psych. I—3
LEAD698 MA Research Project—3

EdS: Complete a research project.
Prerequisite: EDRM505 or equivalent
LEAD7xx EdS Research Project—3–6

EdD/PhD: Complete a dissertation. Both degrees require the submission of a research-based article to a peer-reviewed publication.
Prerequisite: EDRM505 or equivalent
LEAD880 Proposal Development—2
LEAD899 Doctoral Dissertation—14

Competencies of the Leadership Program

Leadership requires theoretical knowledge and practical application in the following core competencies:

1. **Leadership and the Self:** This cluster of competencies focuses on the self awareness and the personal and professional identity required when practicing leadership.
   a. *Philosophical foundations*—Leadership functions within the context of multiple perspectives and understands how their own worldview influences their practice.
   b. *Ethics, values, and spirituality*—Leadership functions from a set of principles and standards that guides their work and all their relationships with others.
   c. *Learning and human development*—Leadership understands the principles of learning and is committed to and practices continuous personal, interpersonal and organizational learning.

2. **Leadership with Others:** This cluster of competencies focuses on the interpersonal aspects of leadership. Growth and development of others is an essential function of leadership.
   a. *Effective communication*—Leadership fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships.
   b. *Mentor/coach*—Leadership promotes relationships that are trust-centered, providing the kind of empowerment that results in personal and performance improvement toward satisfying mutual objectives.
   c. *Social responsibilities*—Leadership understands social systems and is accountable to others and endeavors to see that family, community, and environmental needs are met in local and, as appropriate, in global ways.

3. **Leadership through Organizations:** This cluster of competencies focuses on the organizational aspects of leadership. Leadership sets direction in ways that facilitiate achievement of organizational goals.
   a. *Resource development, human and financial*—Leadership appropriately allocates and manages human and financial resources for healthy and strategic outcomes.
   b. *Legal and policy issues*—Leadership applies and understands the scope of legal and policy structures appropriate for their field.
   c. *Organizational behavior, development, and culture*—Leadership understands personal, group, and inter-group behaviors, and how they impact organizational history, needs, and goals.
   d. *Implementing change*—Leadership involves working with others in order to collaboratively shape the vision and strategy for change, as well as being capable of facilitating the change process.
   e. *Evaluation and assessment*—Leadership uses appropriate evaluation and assessment tools to make decisions about programs and plans.

4. **Leadership and Research:** This cluster of competencies focuses on the need to use data to communicate, persuade, and make decisions, and to contribute to the knowledge base for leadership. Competence in research needs to include both qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment, and evaluation, and other leadership projects.
   a. *Reading and evaluating research*—Leadership critiques the adequacy of research reports, conducts literature reviews

using electronic sources, and relates research to the body of knowledge in their professional field.

b. *Conducting research*—Leadership understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically driven research problems, selects appropriate research designs, explains standards for data collection, and conducts basic data collection and analysis.

c. *Reporting and implementing research*—Leadership adequately communicates research findings and implements the findings in the workplace.

5. **Individually Chosen Options:** One required. Additional options may be chosen, if needed.

Basic Competency Requirements for the MA degree. Completion of the MA in Education is achieved only after the development of a portfolio demonstrating mastery in each of the 15 competencies.

The participants prepare a Leadership and Learning Plan (LLP), which becomes his/her course of study. The course of study translates into at least 36 semester credits. Completion of the program is by submission of an approved research project and by the oral presentation of a portfolio, which includes a written synthesis paper.

Specialist and Doctoral Program Residency Requirements

By the end of the sixth semester: (1) Complete degree requirements 1, 2, and 3 above under Basic Degree Requirements for the MA, EdS, EdD and PhD, (2) complete 13 of the minimum 28 required credits for the EdS, or complete 16 of the minimum 32 required credits for the EdD/PhD, and (3) receive regular admission status.

To qualify as enrolled, participants must register for a minimum half-time load of study or be involved in work directly related to fulfilling the LLP requirements (not including dissertation).

Basic Competency Requirements for the EdS degree. Completion of the EdS in Leadership is achieved only after the development of a portfolio demonstrating mastery in at least 15 competencies.

The participant prepares a Leadership and Learning Plan (LLP) which becomes his/her course of study. The course of study translates into at least 64 semester credits.

Basic Competency Requirements for the EdD and PhD degrees. Completion of the EdD or PhD in Leadership is achieved only after the development of a portfolio demonstrating mastery in at least 15 competencies.

The participant prepares a Leadership and Learning Plan (LLP), which becomes his/her course of study. The course of study translates into at least 90 semester credits.

Courses (Credits)

See inside front cover for symbol code.

Students in the Leadership and Educational Administration programs, in consultation with their advisors, may choose from the following list of EDAL and LEAD courses. 600-level courses are available for both master's and doctoral programs.

EDAL520 **D (2–3)**
Foundations of Educational Leadership
A basic orientation to the purposes, organization, and administration of educational programs and institutions; the structure and control of school systems; the nature of administration; and the conceptual foundations of educational administration and leadership.

EDAL560 **D (3)**
K–12 Law
Emphasizes legal issues affecting teachers and educational administrators, including governmental relations, church state issues, teacher employment, student control, and school board operations and procedures.

EDAL565 **D (1–2)**
Leadership for Seventh-day Adventist Education
Explores the spiritual climate and leadership practices of administration in Seventh-day Adventist education. Uses scripture, the writings of Ellen White, and other sources to develop a frame of reference for educational leadership and an understanding of the role of the divine in education.

EDAL570 **D (2–3)**
Principles of Educational Supervision
Designed for principals, superintendents, and instructional supervisors concerned with the improvement of teaching and learning by professional supervision; the role, aims, principles, and practices of instructional supervision; introductory study of supervisory techniques.

EDAL635 **D (2–3)**
Human Resources Administration
Reviews personnel services; policy for certified and noncertified employees; personnel functions in education; the interpersonal process in educational organizations, communications, and group dynamics for educational administrators.

EDAL 640 **D (2–3)**
Higher Education Law
Legal aspects of the administration of higher education institutions. Policy issues related to student rights, intellectual property, academic freedom, admission, employee relations, and property use.

EDAL645 **D (2–3)**
K–12 Educational Finance
Focuses on financial and economic issues affecting educational institutions, including school support, costs of education, sources of revenue, budgeting, and the organization and maintenance of the fiscal and physical resources of educational systems.

EDAL650 **$ D (0)**
Educational Administration Program Continuation (MA)
A master's student may register for this title to comply with continuous registration requirements. Registration for this title constitutes full-time status.

EDAL655 **D (3)**
Higher Education Finance and Technology
An overview of issues related to the financing of higher education, including the nature of educational costs, state and federal finance policy, economic perspectives, basic concepts of budgeting, and the implications of financing on college access and affordability. The course focuses on the benefits

of contemporary technology systems and its ethical usage to enhance financial and organizational effectiveness.

EDAL660 **D (2–3)**
Planning and Operating Educational Facilities
A survey of the planning, modernizing and managing of educational facilities including buildings, equipment and sites. A comprehensive study of educational facilities planning as related to preliminary development plans, long range master planning of educational facilities/campuses, considering educational philosophy and resources.

EDAL664 **D (2–3)**
Elementary School Leadership
Explores the role of the principal; leadership in curriculum implementation and reform; organization of schedules, calendar, and catalogue; staff organization and utilization; attendance program; responsibilities such as assemblies, opening and closing of school, supervision of staff, and operation of school facilities.

EDAL665 **D (2–3)**
Secondary School Leadership
Explores the role of the principal; leadership in curriculum implementation and reform; organization of schedules, calendar, and catalogue; staff organization and utilization; attendance program; responsibilities such as assemblies, opening and closing of school, and supervision of staff. Also includes office management and auxiliary services.

EDAL667 **D (3)**
Leadership in Higher Education
Focuses on the study of governance of higher education institutions, stressing administrative roles and leadership in visioning distinctive organizational and environmental features of colleges, universities and community colleges, and how these features affect the management of these organizations.

EDAL670 **D (3)**
Technology for Leaders
Philosophical basis for technology usage in various leadership settings to enhance organizational effectiveness, survey of contemporary technologies appropriate to most organizational settings and cost benefit analysis of various systems, development of a technology plan for leadership development, ethics of technology usage.

EDAL674 **D (3)**
Administration of Student Services
Overview of student services in higher education and its historical and philosophical foundations, guiding theories, and professional practices. Focuses on administrative structures and processes, and the organization of student services programs in the context of contemporary issues and trends.

EDAL675 **D (3)**
College Student Development Theory
Explores the characteristics of college students and the theories of growth and development for traditional and non-traditional students. Emphasis is placed on understanding the immediate and long-term impact of a college experience.

EDAL676 **D (3)**
Administration of Academic Services
Focuses on the principles academic officers use in dealing with selected administrative functions related to academic departments, degree programs, faculty development, curriculum administration, instructional resources, student development, budget planning, enrollment, and academic personnel.

EDAL680 **D (1–12)**
Internship: (Topic)____
A planned internship in leadership at a cooperating organization, institution, school district, or agency. Permission of supervisor and plans required in advance of registration. May be graded S/U. Repeatable.

EDAL685 **$ (0)**
Master's Comprehensive Exam Prep

EDAL750 **$ D (0)**
Educational Administration Program Continuation (EdS/Doctoral)
A doctoral student may register for this title to comply with continuous registration requirements. Registration for this title constitutes full-time status.

EDAL785 **$ D (0)**
Comprehensive Examination Preparation (EdS/Doctoral)

EDAL888 **$ D (0)**
Dissertation Continuation
Registration for this title constitutes full-time status.

EDUC560 **$ (0)**
Degree Reactivation
When participants request reactivation, they will register for Degree Reactivation and pay the associated fee.

EDUC670 **(0)**
Master's Comprehensive Exam

EDUC870 **$ (0)**
Doctoral Comprehensive Exam

Leadership

LEAD525 **D (2–3)**
Public Relations: Community Partnerships
Reviews research on public relations and strategies for improving community relationships and strengthening partnerships with community groups.

LEAD530 **D (1-2)**
Educational Marketing
Provides the foundation knowledge and skills for understanding, planning, and designing marketing plans for educational institutions. Focuses on elements of marketing such as mission statement, target market, image, position, and the market mix (product, price, place, and promotions).

LEAD535 **D (1–3)**
Principles of Academic Writing
This course offers an introduction to the art of academic discourse that will prepare students for writing research papers, theses and dissertations. It covers summary, analysis and synthesis, structure and language use, style and formatting, and the concept of writing as both a process and a skill learned best through continual practice.

LEAD600 **$ (0)**
Annual Conference
Registration for this title constitutes full-time status.

LEAD615 **D (1)**
Leadership Certificate Plan
Preparation and submission of a leadership development plan describing a self-designed program of study, building on past experiences and addressing current and future leadership goals.

LEAD620 **D (1–2)**
Development and Fund Raising
Prepares leaders in educational development through a practical exploration of fund raising research and proposal writing.

LEAD625 **D (1–2)**
Research Writing Seminar
Provides an overview of the technical aspects involved in writing research reports, focusing specifically on the language, structure, style and composition process typically used in research writing.

LEAD630 **$ (2)**
Introduction to Leadership
Intensive introduction and orientation to the Leadership program. Focus on leadership concepts, principles of research, and skills relating to the completion of the program. Graded S/U.

LEAD635 **D (4)**
Leadership and Learning Plan
Preparation and submission of LLP to faculty for approval. Prerequisite: LEAD630.

LEAD636 **D (2–3)**
Issues in Leadership Foundations
Participants review the literature, discuss the findings in study groups and with faculty, and provide scholarly feedback related to assigned topics that address foundations of leadership and worldviews.

LEAD637 **D (2–3)**
Issues in Research
This course serves to develop skills in reading and evaluating qualitative and quantitative research writings.

LEAD638 **D (2–3)**
Issues in Leadership Theory
A seminar in the study of leadership theory. This course is intended to provide a wide coverage of leadership theory based on sound research principles, with implications for informed practice. The seminar includes concept formation in such areas as organizational development, historical and contemporary views of leadership, power and influence, "followership," ethical leadership and diversity, and applications to problem solving in leadership and administrative settings.

LEAD645 **D (1–3)**
Ethical Leadership
Explores the dynamics of moral leadership, ethical decision-making and the administrative role in institutional integrity in organizations and schools.

LEAD648 **D (1–12)**
Workshop: (Topic)_____
Selected learning experiences. Repeatable. Permission of instructor required.

LEAD650 **$ D (0)**
Leadership Program Continuation
After the LLP is approved, the participant may register for this title to maintain active status while clearing DGs (deferred grades) with advisor approval only. Registration for this title constitutes full-time status.

LEAD675 **D (1–3)**
Portfolio Development: (Topic)_____
Development of expertise and documentation in a selected competency area including self reflection that describes personal growth and the theoretical knowledge base supporting the competency. (Repeatable up to 12 credits).

LEAD678 **$ D (1–6)**
Higher Education Study Tour
International or comparative dimensions of education and leadership through a study tour program with travel to destinations relevant to specific topics of study. Intended to give participants a cross-cultural perspective and a global vision of the challenges of education and leadership around the world. Fee may apply.

LEAD680 **D (1–12)**
Internship: (Topic)_____
Planned field experience in leadership at cooperating institutions, school systems, or agencies. Permission of instructor required.

LEAD689 **D (1–12)**
Seminar: (Topic)_____
Selected topics offered. Repeatable. Permission of instructor required.

LEAD690 **D (1–12)**
Independent Study: (Topic)_____
Selected topics. Repeatable with different topics. Permission of advisor and instructor required.

LEAD696 **D (1)**
Leadership Capstone Experience
Presentation of a portfolio demonstrating the development of selected leadership competencies. Participants will reflect on and evaluate their personal and professional growth, their leadership development, and the lifelong impact of these competencies on their career.

LEAD698 **D (3)**
MA Research Project
A planned research experience whereby a problem or issue in the workplace relating to leadership is identified by the participant. The process includes the development of a research proposal, implementation of the research plan, and a written paper using the *Andrews University Standards for Written Work*. Graded S/U.

LEAD699 **D (1–3)**
Thesis

LEAD756 **D (1–12)**
Advanced Studies: (Topic)_____
Advanced studies in leadership. Repeatable with different topics. Permission of instructor required.

LEAD775 **D (1–3)**
Advanced Portfolio Development: (Topic)_____
Building upon the knowledge base developed in LEAD675, the

participant continues to develop expertise and documentation in a selected competency area. (Repeatable up to 12 credits)

LEAD778 **$ D (1–6)**
Higher Education Study Tour
International or comparative dimensions of education and leadership through a study tour program with travel to destinations relevant to specific topics of study. Intended to give participants a cross-cultural perspective and a global vision of the challenges of education and leadership around the world. Fee may apply.

LEAD789 **D (1–12)**
Advanced Seminar: (Topic)_____
Advanced topics in leadership. Repeatable with different topics. Permission of instructor required.

LEAD880 **D (2)**
Dissertation Proposal Development
Designing and writing the doctoral dissertation proposal. Registering for this title constitutes full-time status. Prerequisite: LEAD535, LEAD637 and an approved topic and committee prior to registration for this course.Graded S/U. *Spring only*.

LEAD886 **D (1–12)**
Advanced Internship: (Topic)_____
Under supervision of a faculty member in a leadership area. Student interns in responsible positions with specialists/ administrators in cooperating institutions, school systems, or agencies. Permission of instructor required. Graded S/U.

LEAD888 **$ D (0)**
Dissertation Continuation
Registering for this title constitutes full-time status.

LEAD899 **D (1–14+)**
Doctoral Dissertation
A minimum of 14 credits required. Repeatable. *Fall, Spring, Summer*