K-12 Educational Administration Handbook

2009-2010

Leadership & Educational Administration Department

School of Education

Andrews University

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The K-12 Educational Administration Handbook

The *K-12 Educational Administration Handbook* is designed to help candidates and faculty in the planning and execution of certification programs and graduate degrees in K-12 Educational Administration. The *K-12 Educational Administration Handbook* complements but does not supercede either the *Andrews University Bulletin* or the *School of Education Handbook*. The *Andrews University Bulletin* and related policies on graduate programs are available at http://www.andrews.edu/grad/. Policies related to the *School of Education* are available at http://www.andrews.edu/sed/. Updated information on the K-12 Educational Administration Programs is available at http://www.andrews.edu/sed/lead_ed_admin/k-12_ed_admin/.

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Welcome

Welcome to the K-12 Educational Administration programs from Andrews University. We are honored that you are seeking information about the programs and anticipate that this handbook will be useful as you pursue your educational plans.

The following information will help you to better understand the history and context of Andrews University, the School of Education, and Leadership and Educational Administration Department—and how the K-12 Educational Administration programs fit into this context.

About Andrews University

Our History

The roots of Andrews University date back to a little 19th-century school of 12 students, one of which was the breakfast cereal genius-to-be John Harvey Kellogg. Through the leadership of a teacher, Goodloe Harper Bell, the Battle Creek, Michigan-based school expanded quickly and, in 1874, took the name Battle Creek College. By 1901, the school's administrators had decided to experiment with a non-classical concept for education that fused traditional academia with a practical approach to learning. For this experiment, school leaders felt that a new location was needed, away from the moral and ecological pollution of the city. Eighteen thousand dollars bought a 272-acre piece of land in Berrien Springs, Michigan. The "experiment" packed into 16 box cars and traveled from Battle Creek to a new home nestled in gentle hills and farming fields.

With a new location came a new name, Emmanuel Missionary College (EMC). There was much work to be done as the new school had no buildings. For the 1901-1902 school year the college rented a barn, the former Berrien County courthouse, an office building, a jail, and a sheriff's residence to serve as temporary school buildings. Construction of the new school started almost immediately. All buildings were built from wood, as brick was perceived to be too permanent for those expecting the imminent return of Jesus. Early buildings were built almost entirely by students.

Faculty also got involved with helping to get things under way in Berrien Springs. EMC's first president, E. A. Sutherland, felt inspired to plant a long row of Norway spruce trees to help landscape the new school. The tall row of trees stands proud today, over a hundred years later, as a testimony to the hands-on attitude of our school's pioneers.

As EMC began to establish itself in the community, students and faculty developed a deep interest in oversees missionary work. By the 1920s, mission fervor had become one of the defining features of the Andrews experience. Despite the Depression of the 1930s, the Andrews leadership was successful as they worked to arrange accreditation for the institution. Amazingly, during the difficult war years of the 1940s, the college was able to

obtain the materials for and the permission to build a new administration building, Nethery Hall, now home to the College of Arts and Sciences.

Momentum was growing and in 1959, Washington, D.C.-based Potomac University moved to Berrien Springs and merged with EMC, bringing with it a School of Graduate Studies and the Seventh-day Adventist Theological Seminary. The combined institutions were chartered as Andrews University the very next year. Andrews University was named after John Nevins Andrews (1829-1883), a pioneer in the 19th-century Adventist Church. He was also the first sponsored missionary that the Church sent overseas. J. N. Andrews' example of careful thought and compassionate action in Christian life is something that we have taken to heart.

In 1974, the undergraduate division of Andrews was organized into two colleges–the College of Arts and Sciences and the College of Technology. The School of Business was established in 1980. The School of Education was organized in 1983. In 1993 the Department of Architecture became the Division of Architecture. The present organizational structure of the School of Graduate Studies was adopted in 1987.

Students from across the United States and the globe are attracted to Andrews because of what we stand for and what we offer. *U.S. News and World Report* says that Andrews is one of the most culturally diverse universities in the nation. We are a thinking, faith-focused, and dynamic international community. More than 3000 students study here, representing most U.S. states and nearly 100 countries and another 1700 students study at affiliate campuses around the world. We offer approximately 180 undergraduate degrees and just under 50 postgraduate programs.

At Andrews we are serious about giving you choices. We offer options in undergraduate, graduate, and doctoral studies. If you feel like spending a year abroad, you can choose from an impressive range of opportunities at Andrews' affiliate schools or service posts around the globe. We are real people at Andrews. Whatever it is you choose to do here, we aim to make sure that you achieve that balance between theory and practice, and that you experience growth on your personal spiritual journey.

Our Faith

Andrews University is a Seventh-day Adventist institution. As a Christian school, we encourage strong moral principles and a close relationship with God. We celebrate the diversity of faiths represented at Andrews and respect the differences of persuasion that are present. We believe in a holistic approach to life that balances mind, body, and spirit in such a way that candidates are fully prepared to serve the world when they finish their studies.

Adventists hold most beliefs in common with other Protestants: the Trinity, the divinity of Jesus, and salvation through faith in Jesus. Adventists believe that true spirituality impacts every area of our lives. Physical health, a sound mind, and strong relationships with God and other people are all seen as important. Each Saturday, Adventists celebrate a 24-hour Sabbath rest from work and school. The day is about taking a break from the

daily grind, spending quality time in worship, and nurturing relationships with family and friends.

Seventh-day Adventists trace their roots back to the Millerite movement of the 1840s, when thousands of Christians were searching for a better understanding of Bible prophecy. A small group of these searchers, based in New England, felt impressed to start a church with the knowledge they had gained. The name they chose reflects two distinctive ideas they discovered: "Seventh-day" refers to the biblical Sabbath, Saturday. The fourth commandment of God's law requires the observance of this seventh-day Sabbath as the day of rest, worship and ministry in harmony with the teaching and practice of Jesus, the Lord of the Sabbath. "Adventist" refers to the second coming of Jesus–something they believed was happening soon. In 1863, pioneers organized the new denomination with 3,500 members worshiping in 125 churches. The church grew quickly and today there are over 13 million members in more than 200 countries around the world. Adventists operate the largest Protestant hospital and educational system in the world, as well as several publishing houses and humanitarian organizations.

Our Mission

Andrews University, a distinctive Seventh-day Adventist Christian institution, transforms its candidates by educating them to seek knowledge and affirm faith in order to change the world. The full mission statement is as follows:

Andrews University candidates will:

SEEK KNOWLEDGE as they

- Commit to a mindset of intellectual discovery
- Demonstrate the ability to think clearly and critically
- Communicate effectively utilizing multiple media
- Understand the arts, letters, and sciences from a Christian point of view
- Become competent to serve humanity in their chosen disciplines and professions
- Prepare for meaningful work in a complex, technological and global society

AFFIRM FAITH as they

- Nurture life in the Spirit
- Deepen their faith commitment and practice
- Demonstrate personal and moral integrity
- Embrace a wholesome way of life
- Respect ethnic and cultural diversity

CHANGE THE WORLD as they go forth to

- Cultivate the capacity for creative problem-solving and innovation
- Commit to generous service through civic engagement

- Create a caring culture of global leadership
- Carry out the world-wide mission of the Seventh-day Adventist church

About the School of Education (SED)

Our Conceptual Framework

One of the founders of Andrews University, Ellen Gould White (1903), presented a compelling vision for education.

> True education means more than the pursuit of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and the whole period of existence possible to man. It is the harmonious development of the physical, mental, and spiritual powers. It prepares the candidate for the joy of service in this world and the higher joy of wider service in the world to come. In the highest sense the work of education and the work of redemption are one. (pp. 13, 30)

Andrews University's School of Education embraces this vision as the organizing theme for its conceptual framework and the inspiration for its mission.

Our Mission

The School of Education's mission is to provide programs based on a redemptive Christian worldview to prepare professionals for global service.

The mission is succinctly captured in the phrase "To educate is to redeem" through the harmonious development of candidates for service. The mission is expressed through six elements that reflect the ideal development for all graduates of the School of Education.

Our Elements

Element I: Worldview

This element addresses appreciation of the perspectives of others and development of a personal philosophy from which action and service arise. Graduates will be able to:

- Explain worldviews and trace their historical development
- Critique worldviews from a Christian perspective
- Integrate principles of a Christian worldview into their chosen fields of study

Element II: Human Growth & Change

This element addresses principles of growth behavior and the use of these principles to effect positive change for individuals and organizations. Graduates will be able to:

- Describe human development
- Apply current theories of learning

Element III: Groups, Leadership, and Change

This element addresses principles of group behavior and the use of these principles to effect positive change for individuals and organizations. Graduates will be able to:

- Facilitate change in groups and organizations
- Relate effectively with various cultural, racial, and special interest groups
- Identify political and legal issues
- Manage human, financial, and material resources
- Demonstrate servant leadership

Element IV: Communication and Technology

This element addresses oral, written, intrapersonal, and interpersonal communication as the essence of human behavior and technology as it enables, supports, and enhances human interaction and learning. Graduates will be able to:

- Communicate effectively in written, verbal, and non-verbal forms
- Use electronic tools effectively for professional communication, teaching, and research

Element V: Research and Evaluation

This element addresses valuing and conducting disciplined inquiry for decision-making. Graduates will be able to:

- Read and evaluate research
- Conduct research
- Report research findings

Element VI: Personal and Professional Growth

This element addresses commitment to holistic personal and professional growth. Graduates will be able to:

- Demonstrate continuing professional development
- Demonstrate ethical behavior in all professional activities
- Demonstrate balanced physical, mental, spiritual, and social aspects of their lives

About the Leadership and Educational Administration Department (LEAD)

Core Values

We understand that as we live our lives, the following core values are connected to one another: community, service, integrated life, and human dignity. These are explained

Community

Ethical Principle: Leader administrators recognize that community is foundational to learning and change.

Leader administrators understand that human beings need to be in relationship with others. Therefore, they encourage collaboration, cooperation, and dialogue so that groups may accomplish common goals.

Behaviors: Leader administrator/candidates who accept this value will

- facilitate transformative group activities (processes)
- engage in active dialogue and learn from other people
- share their knowledge, skills, and attitudes with other people
- participate in regional groups and the annual conference

Service

Ethical Principle: Leader administrators help other people realize their unique purpose in life and help unleash their capacity to serve and lead.

Leader administrators meet the needs of others. They give time, knowledge, and skills to help other people.

Behaviors: Leader administrators/candidates who accept this value will

- give individual attention through multiple media: e-mail, telephone, video conference, etc.
- facilitate mentor/mentee relationships
- encourage individualized (unique) portrayals of the course plan, portfolio, synthesis paper, and final presentation

Integrated Life

Ethical Principle: Leader administrators recognize the importance of integrating life into a balanced whole.
Leader administrators pursue the harmonious development of the mental, physical, social, and spiritual faculties in order to maximize human potential.

Behaviors: Leader administrators/candidates who accept this value will

- demonstrate growth in mental capacities of motivation, concentration, critical thinking skills, analysis, and evaluation
- set personal goals that promote healthy choices in nutrition, exercise, rest, and sustainable workloads
- build meaningful social (interpersonal) relationships in order to establish a collaborative and supportive community (home, profession, etc.)
- reflect on the spiritual life

Human Dignity

Ethical Principle: Leader administrators respect human dignity and safeguard the conditions for moral well-being.

Leader administrators recognize the universal conditions of moral well-being: privacy, autonomy, community, and identity. Privacy is represented by the need for confidentiality and time for reflection. Autonomy is the need to make choices that impact one's life. Community is the need to be a member of a group with a shared vision. Identity is the need to be unique and different from others. Leaders often make judgments and take actions whereby one or more aspects outweigh another, but they will acknowledge and explain the reasons for their choices.

Behaviors: Leader administrators/candidates who accept this value will

- interact with integrity
- hold confidences
- act only after discussion with those who are impacted by the decision
- avoid discrimination, affirm diversity
- include all candidates
- remain flexible
- provide nurture and support
- avoid dismissive comments
- provide safe feeling, openness, and acceptance
- call on another when behaviors are violated

LEAD Department Personnel

To familiarize yourself with how to reach our friendly department personnel, see our contact points in Appendix M.

LEAD Department Programs

As the accompanying Venn diagram demonstrates, there are three major program areas in the Leadership and Educational Administration Department. The first program is K-12 Educational Administration, the second is Higher Education Administration, and the third is Leadership. All program areas require a week-long orientation, usually in July, which introduces candidates to values of community, service, integrated life, and human dignity, which permeate all departmental programming; Leadership has an additional three-day conference. All three have MA, EdS, EdD, and PhD degree options (with Educational Administration also having graduate certificates). They have the same tuition for similar degrees. All provide strong distance education options so that candidates do not have to move to campus to complete their graduate education. All three utilize the same excellent Andrews University online resources which allow the delivery of D2L web-based courses, excellent online library resources, and effective technology-enabled communication. All programs share the same excellent faculty and staff who provide effective distance education and communication. All three programs are competency-based, with the K-12 Educational Administration program guided by 9 standards, the Higher Education Administration program guided by 16 outcomes, and the Leadership program focused on at least 15 competencies. All programs necessitate candidates completing and passing a portfolio assessment to demonstrate that they meet standards, outcomes, or competencies. All programs also have doctoral options which require an extensive research competency and a dissertation.

There are also some differences between these three programs. The K-12 Educational Administration program is designed around online course work that prepares administrators to serve in educational institutions. Educational Administration programs cover traditional topics like leadership and vision, curriculum and educational programming, finance, human resources and staff development, facilities, community and public relations, ethics, law and policy, technology, research, and philosophy. While the department is very eager to help candidates transfer credits into their programs, transfer credits to the K-12 Educational Administration program must align with the required standards.

While the Higher Education Administration programs are also based on the traditional topics listed above, the program is directed towards training high quality mid-level administrators for postsecondary institutions. Assistant deans, assistant to the president, director and in-service directors, department chairpersons in selected areas, and program managers are thoroughly prepared for advancement and service to higher education entities. While the department is very eager to help candidates transfer credits into their programs, transfer credits to the Higher Education program must align with the required outcomes.

The Leadership programs are less traditional, based on individualized program development, and serve a wider variety of leaders, such as hospital administrators, business administrators, entrepreneurs, and church and civic leaders. MA, EdS, EdD,

and PhD degrees are available in Leadership. Throughout their education, candidates in Leadership must have regular meetings with a leadership and learning group that typically consists of 3-7 candidates at different stages of graduate work. These leadership and learning groups provide guidance, education, encouragement, and peer-evaluation and accountability. While in the program, candidates must attend the annual Roundtable conferences (which are typically held in Berrien Springs, Michigan).

While candidates can only transfer in graduate credits from accredited institutions, there is greater flexibility in Leadership programs to accept courses outside the areas of education, administration, and leadership. The competencies in Leadership can also be learned, applied, and demonstrated in a variety of situations in education, community service, business, church and civic work, and many other areas.

Despite these differences, all programs are designed to prepare leaders for creative and ethical service to others. They also share common faculty resources, topical areas of study, and School of Education and School of Graduate Studies policies, procedures, and protocols.

Leadership Program
Key Experiences: *Job-embedded, Adult learning, Theory-based*

1. Leadership learning plan allows self-created courses.
2. Regular leadership learning group meetings with 3-7 members meeting 7 times per year.
3. Annual Roundtable Meeting required.
4. Very flexible transfer of previous graduate credits.
5. Competencies apply to many areas of leadership, business, school & college, non-profit, church, etc.

Shared

K-12 Ed Admin Program
Key Experiences: *School-based projects, extensive internship*

1. Course-based program with most online.
2. Community; no learning group meetings.
3. No summer annual meeting requirement but some campus trips needed for dissertation and comprehensives.
4. Transfer of credits must relate to traditional course plan.

Higher Education Program
Key Experiences: *University-based projects, International study tour*

1. Course-based program with most online.
2. Internship in college administration.
3. No summer annual meeting requirement, but some campus trips needed for dissertation and comprehensives/portfolio.
4. Transfer of credits must relate to traditional course plan.
5. Self-selected cognate in any field such as business, communication, psychology, social work, religion, leadership, etc.

- Joint orientation in July
- Grounded in values of community, service, integrated living & human dignity
- Same tuition for similar degrees
- Excellent Andrews University online library and resources
- Shared curriculum through distance courses and competency development
- Shared faculty
- Portfolio assessment
- Doctoral requirements
  Research competency

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K-12 Educational Administration

Guiding Philosophy, Unique Characteristics, and Program Standards

The first part of this section reviews the unifying philosophy that guides all K-12 Educational Administration programs. The second part reviews specific worldview content and program characteristics of learning that flow from this philosophy or worldview. The final section reviews the 9 program standards that make up the focus of all K-12 Educational Administration programs.

Program Philosophy/Worldview

Philosophy/worldviews are not just topics for aimless discussion. Worldviews create a frame of reference, a context from which our decisions emerge and by which our actions are guided. Three issues are especially important in a worldview. Those are (a) *origin,* (b) *purpose,* and (c) *destiny* as it relates to administration and our educational administration programs. If we accept that our existence is real, that earth is, and that the heavens are; then we seek to understand the *origins* of all these things. The study of beginnings is not just an esoteric study. It leads to crucial understanding about our dependence and interdependence, our accountability, and our voluntary surrender to God's authority and submission "one to another." Administrators who wrestle with their own personal origin as well as the origin of the world and universe develop beliefs that guide their understanding of their responsibility, purpose, and destiny. For example, those who believe in a *fiat* (out of nothing) creation by a loving Creator will foster a different understanding of themselves, their purpose, and their destiny than those who believe in evolutionary sources of origin. This latter evolutionary view leaves man in the sad condition of self-dependence, self-accountability, and self-governance. The former view motivates a voluntary dependence on the Creator-God, a personal accountability to God, and a submissive acceptance of His guidance and expectations and call to serve others.

As one experiences and reflects on one's existence and origin, one begins to question the *purpose* of one's existence. *Why* am I here? What is my purpose? This leads to continual exploration, which is never completely exhausted. However, one works on a continuum. If I am here only as an accident or by-product of evolutionary forces, my purpose at best is based on only personal ability and at worst limited, vague, and relatively insignificant and inconsequential. If, on the other hand, I originated and exist at the hand of a loving Creator, my purpose is discernable and important. Through communion with my Creator I come to understand that my purpose is relationship with Him. Though this relationship has been severed and the understanding of our purpose has been badly distorted, it has not been completely lost. God is seeking to redeem us and restore our relationship with Him and that our purpose is realized in relationship to Him and in service to others.

As one hammers out an understanding of one's existence, origin, and purpose, one is brought to deeper questions about *destiny.* What is my future and where should my plans and efforts be focused? As God becomes a part of the discovery of our origin, and

purpose, He also becomes part of our understanding of the future. As one hymn notes, we "ponder anew what the Almighty can do when with His love He befriends us." Destiny becomes our joy to discover that we have a personal relationship with God that will sustain us regardless of the life situations that we will face. This worldview helps us understand our destiny includes our purpose in this life and in eternity.

Specific Characteristics of the Program

One of the underlying purposes of the K-12 Educational Administration program is to help candidates work on these issues of origin, purpose, and destiny and to create their own worldview. We believe such a worldview will consciously and unconsciously guide their work in educational administration. While each candidate must make his or her own decisions and discoveries related to their worldview, the K-12 Educational Administration program is guided by a Seventh-day Adventist Christian worldview.

In addition to the source of content and development of a knowledge base in the program, the program's philosophy has also led us to develop six unique characteristics of the program:

First, the belief that origin, purpose, and destiny are found in God leads us to a belief that all individuals have a *life calling* that gives them specific direction. We believe program candidates should seek to apprehend and fulfill this life calling. As they grow in understanding their calling, it will give them direction in planning their work and in selecting careers and vocations, and in planning their graduate school education. Growing in understanding a life calling empowers individuals to be active learners in working with God as they envision Him working on in and with them. Thus, an important first step in this program is to help candidates clarify their calling in order to plan their course work. Candidates work on that calling in their Administration Self-Assessment completed in the EDAL500, the Educational Administration orientation.

Second, as life callings vary, so will *course plans*. As candidates work out their calling they also work out their course plan. The Educational Administration programs allow flexibility, especially at the doctoral level. This allows candidates to focus on specific areas of development that they believe match their callings.

Third, because learning is never completely private and teaching is never one way, this program seeks to build a *community of learning*. Candidates learn from each other. The Educational Administration program creates a community of learning through discussion and postings via online courses in D2L, independent studies that require self-teaching, and through varied mentored internship opportunities that allow candidates to take advantage of "teachers" outside the program's traditional faculty. Such a dynamic experience of learning liberates candidates from a top-down learning environment and makes them full candidates in their own development. They become responsible in facilitating others —including faculty—to learn.

Fourth, we believe learning is holistic and must show: 1) knowledge, 2) application and skill development, and 3) development and refinement of attitudes. The best way to focus

on holistic learning is to foster holistic assessment. Educational Administration requires the development of a *portfolio demonstration of holistic development*. Portfolio-driven development fosters a competency-based attainment of program standards. Such competency focus is crucial for educational administration because this profession is a calling that requires intensive skill development backed by sound educational research that is driven by deep philosophical and attitudinal commitments and beliefs about learning, people, schools, children, and youth.

Fifth, because competency development is central in the program and learning is holistic, each of our courses requires *engaged activity in a school or educational situation.* Job-embedded, school embedded, or educationally-embedded learning is then extended as our degree programs also require a mentored internship experience. This helps to ensure that administrators are not just reading and thinking about educational administration, but actually doing it.

Sixth, we are committed to *servant leadership.* We believe that an educational administrator is not one who sits behind a desk telling others what to do; rather, an administrator leads by seeking to meet the needs of those in the organization. An administrator works with and for those he or she is leading.

Nine Standards and Internship

Nine standards plus an internship are the focus of all our K-12 Educational Administration degree programs. These standards not only guide candidate performance but also direct program planning and expectations. As such the belief and goal is that a successful educational leader is one who promotes the success of all candidates by (a) knowledge, (b) dispositions (attitudes and beliefs), and (c) performances (skills and abilities) in:

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community,

2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to candidates learning and staff professional growth,

3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment,

4. Collaborating with families and responding to diverse community interests and needs, and mobilizing community resources,

5. Acting with integrity, fairness, 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 candidate achievement,

8. Appreciating the perspectives of others and developing a personal philosophy from which action and service arise, and

9. Understanding and comprehensively applying research and evaluation for effective decision making.

These nine standards have been developed in alignment with U.S. national standards as identified by the Educational Constituent Council (ELCC), State of Michigan expectations, discussion with leaders of the North American Division of Seventh-day Adventists, and the faculty of the School of Education at Andrews University (see Table 1). Andrews University Educational Administration standards 1-6 are the ELCC standards.

Table 1

Alignment of Program Standards to National, State, and Denominational Standards

K-12 Ed Admin 9 Standards	ISLLC-1996 6 Standards	ELCC-2002 7 Standards	Michigan 7 Standards	NAD SDA School of Ed Added
1-Vision	1	1	1	
2-Culture/Program	2	2	2	
3-Management/Admin	3	3	3	
4-Schl/Com Relations	4	4	4	
5-Ethics	5	5	5	
6-Law, Politics	6	6	6	
7-Technology			7	
8-Worldview				8
9-Research				9
x-Internship		7		

The State of Michigan adopted these six standards (ELCC) as guidelines for voluntary approval of educational administration programs. However, they added the **Technology Standard, which is now our Standard 7**. This was in keeping with a national movement of many technology leaders who felt this area was neglected. Many technology leaders noted that technology issues have become increasingly prominent since the 1990s and that administrators now need specific training and knowledge in this area.

During this same time, the ELCC in 2002 also felt an internship needed to be added as a factor in the evaluation of Educational Administration preparation programs. It is not a standard in our program, but a component all candidates must experience.

Although there have been changes to these standards over the last decade, they are now being used in most states to evaluate educational administrators and educational administration programs. They are used to evaluate our programs with the State of Michigan and with our national accreditation group, the National Council on Accreditation of Teacher Education (NCATE).

The Andrews University K-12 Educational Administration program supports candidates' development in these nine standards through online and face-to-face course work and a sustained internship program. All degree candidates must participate in significant internship experiences that provide learning opportunities to synthesize and apply knowledge and practice.

Our programs are flexible, and are designed to provide a learning community for administrators who want to earn a certificate or graduate degree while continuing to be employed. However, employment is not required, and full-time candidates are welcomed into the program.

These nine standards are further divided into elements that are used both to assess candidates and to assess and guide program planning. In the Portfolio in LiveText and in this Handbook, (Appendices A and B), we provide assessments which will be used to: (a) guide individuals in their self-assessment at the beginning of the program in EDAL500 Administration Orientation, (b) help them identify areas of need for their internship/mentoring experiences, and (c) guide them in the development and reflection on these standards in their final portfolio. For your convenience, the LiveText version of the self-assessment will automatically calculate scores on standard and elements. We believe these instruments are very useful in helping candidates to understand and report their progress on each element.

These standards, elements, and their indicators (explanatory statements) come from reflections and a reworking of the original ELCC standards, and also from our NCATE national accreditations guidelines for program evaluation (National Policy Board for Educational Administration, 2002). Appendix C provides grids that help individuals relate their development in the standards to coursework and portfolio artifacts.

The following graphic shows the integration of the nine standards:

K-12 Educational Administration Standards
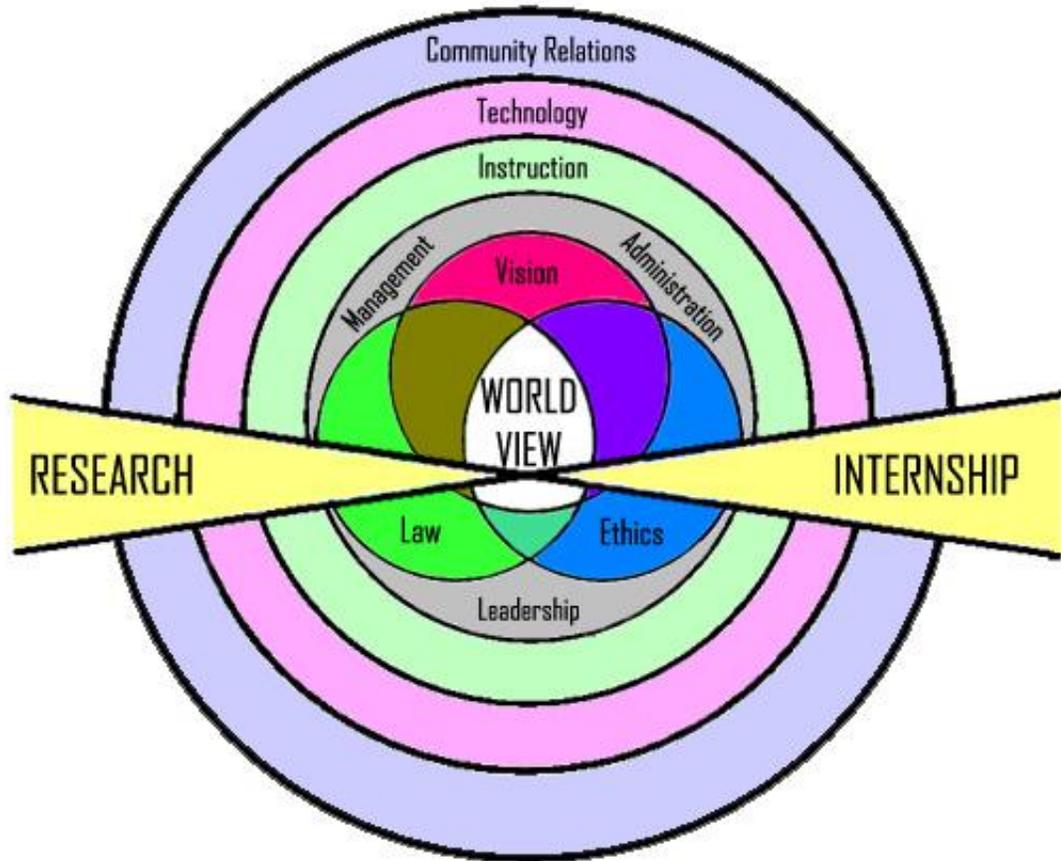
Central Core: World View (frame of reference, values, beliefs)
Common Core: Vision, Ethics, Law
Core Link to Application: Management, Administration, Leadership
Application: Instruction, Technology, Community Relations

Note: Research and the Internship are an integral part that influence and are influenced by each circle.

Overview of K-12 Educational Administration Programs

The K-12 Educational Administration program:

- requires a week-long orientation, usually in July, which introduces candidates to values of community, service, integrated life, and human dignity, which permeate all department programming.

- offers North American Division of SDA K-12 Educational Administration certification with endorsements as principal, supervisor of instruction, and superintendent of schools.

- offers MA, EdS, EdD, and PhD degree options.

- has some variation in tuition costs based on degree taken.

- provides strong distance education options so that candidates do not have to move to campus to complete their graduate education.

- utilizes excellent Andrews University online resources which allow the delivery of D2L web-based courses, excellent online library resources, and effective technology-enabled communication.

- shares excellent faculty and staff who provide effective advising, quality distance education, and communication.

- evaluates candidates on the basis of 9 standards, and requires them to evidence that they meet the standards by writing a comprehensive examination and/or creating a portfolio that is orally presented and successfully defended.

- has doctoral options which require extensive research competency and a dissertation.

- is designed around online course work that prepares administrators to serve in K-12 educational institutions.

- covers traditional topics like educational administration, vision, supervision, finance, human resources and staff development, facilities, community and public relations, ethics, law and policy, technology, research, and philosophy.

- builds its community around extensive online courses and a mentored internship which require interaction and regular communication.

- requires some visitation to campus.

- is designed to prepare leaders for creative and ethical service to others.

- operates under the School of Education and School of Graduate Studies policies, procedures, and protocols.

K-12 Educational Administration Certificates and Degree Programs

There are five levels of study in K-12 educational administration:

Level 1) Certificate/licensure/Endorsement Programs. This first level is a non-degree option that prepares candidates to fulfill specific state certification or licensure requirements for educational administration and/or Seventh-day Adventist North American Division (NAD) Educational Administration certification and endorsement(s) requirements.
Level 2) Masters (MA)
Level 3) Educational Specialist (EdS)
Level 4) Doctor of Education (EdD)
Level 5) Doctor of Philosophy (PhD)

Level 1. Educational Administration Certificate Programs and Requirements

Public School Administration Certification/Licensure Program

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 candidates 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 Preparation Program

The K-12 educational administrator graduate certificate/endorsements preparation program is designed for post-baccalaureate or post-master's candidates who desire to obtain a North American Division Educational Administration certificate. Those specifically served by this certificate are the following:

a. Teachers interested in becoming educational administrators, supervisors of instruction, or superintendents.
b. Principals of K-8, K-10, K-12, and 9-12 schools interested in becoming or required to become certified educational administrators, supervisors of instruction, or superintendent of schools.

The University offers the course work required for Educational Administration certification by the North American Division Education Department. In consultation with a University advisor, the candidate is responsible for creating and successfully completing a course plan that will fulfill the specific North American Division Education Department requirements. The University does *not* provide the certification or endorsement. Rather, the candidate applies to the North American Division Education Department through his or her union conference education department for educational administration certification.

Certificate/Endorsement Requirements (18-24 credits)

Graduate candidates interested in this certificate should review the recent guidelines of the Education Department of the North American Division of the Seventh-day Adventist Church to understand the qualifications for this certificate and its endorsements. See the link at our website at www.andrews.edu/sed/lead_ed_admin/k-12_ed_admin/resources. 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 administrative certificate must be accompanied by an endorsement as principal, supervisor or superintendent. As such, the certificate course requirements listed above 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 may include the Administrative Internship (EDAL680 and LEAD886), foundations courses, or additional graduate coursework in educational administration, curriculum, or supervision.

A. **Principal endorsement** (18 credits minimum; also fulfills certificate requirements):
   School Administration
   EDAL500   Administration Orientation—1-2
   EDAL520   Foundations of Educ. Leadership—2-3
   EDAL565   Lead. for Seventh-day Adventist Educ.—1-2
   School Law
   EDAL560   K-12 Law—2-3
   Curriculum
   EDCI547   Foundations of Curriculum Development—3
   Supervision
   EDAL570   Principles of Educational Supervision—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 is school administration as listed below):

School Administration
EDAL500   Administration Orientation—1-2
EDAL520   Foundations of Educ. Leadership—2-3
EDAL565   Lead. for Seventh-day Adventist Educ.—1-2
Curriculum
EDCI547   Foundations of Curriculum Development—3
EDCI565   Improving Instruction—3
Supervision
EDAL570   Principles of Educational Supervision—2-3
EDAL677   Higher Educ. Supervision & Prof. Dev.—1-3

C. **Superintendent of Schools endorsement** (24 credits; also fulfills certificate requirements):

School Administration
EDAL500   Administration Orientation—1-2
EDAL520   Foundations of Educ. Leadership—2-3
EDAL565   Lead. for Seventh-day Adventist Educ.—1-2
School Law
EDAL560   K-12 Law—2-3
Curriculum
EDCI547   Foundations of Curriculum Development—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 Partnership – 1-3

Level 2. MA: K-12 Educational Administration Program and Requirements

The Program

The K-12 Educational Administration master's program (32 credits) is designed for post-baccalaureate candidates who desire to obtain a degree in educational administration with or without Seventh-day Adventist NAD administrative endorsement. For NAD certification purposes, candidates need to have a 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 candidate, 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:
a. Teachers interested in transitioning into educational administration
b. Principals of K-8, K-10, K-12, and 9-12 schools

MA: Degree Requirements

Core—minimum 17, with more credits available from variable credit courses

EDAL500	Administration Orientation—1–2
EDAL520	Foundations of Educational Leadership—2–3
EDAL645	K-12 Educational Finance—2–3
EDAL670	Technology for Leaders—1–3
EDAL680	Administration Internship and Fieldwork—1–12
EDCI547	Foundations of Curriculum Studies – 3 **OR**
EDCI565	Improving Instruction – 3
EDFN500	Phil. Foundations of Educ. & Psych.—3

Concentration —minimum 10, with more credits available from variable credit courses

EDAL560	K-12 Law—2–3
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—3
EDRM505   Research Methods in Educ. & Psych.—3

Electives—As Needed
In consultation with your advisor.

TOTAL MA degree credits—32

Level 3. EdS: K-12 Educational Administration Program and Requirements

The Program

The K-12 Educational Administration Educational Specialist degree program (64 credits) prepares candidates to serve as principals, supervisors, or superintendents in elementary and/or secondary systems.

Those specifically served by this degree are the following:

a. Teachers with master's degrees interested in transitioning into educational administration and securing an additional degree while completing their NAD administration certification or endorsement.
b. Principals of K-8, K-10, K-12, and 9-12 schools
c. Supervisors of instruction
d. Superintendents of schools

EdS: Degree Requirements (64 credits)

Minimum 17, with more credits available from variable credit courses

EDAL500	Administration Orientation—1–2	
EDAL520	Foundations of Educational Leadership—2–3	
EDAL645	K-12 Educational Finance—2–3	
EDAL670	Technology for Leaders—1–3	
EDCI547	Foundations of Curriculum Studies – 3 **OR**	
EDCI565	Improving Instruction – 3	
EDFN500	Phil. Foundations of Educ. & Psych.—3	
LEAD886	Advanced Internship: (Topic)—1–12	

Concentration —minimum 12, with more credits available from variable credit courses

EDAL560	K-12 Law—2–3
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—11

EDCI636	Program Evaluation—3
EDRM505	Research Methods in Educ. & Psych.—3
EDRM611	Applied Statistics in Educ. & Psych. I—3
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

Level 4/5. EdD/PhD: K-12 Educational Administration Program and Requirements

The Programs

The doctoral programs in Educational Administration (90 credits) prepare candidates for professional careers in education as superintendents or elementary and secondary-school administrators or for leadership 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. 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

EdD: Degree Requirements (90 credits)

Core—minimum 17, with more credits available from variable credit courses

EDAL500	Administration Orientation—1–2
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 – 3
EDFN500	Phil. Foundations of Educ. & Psych.—3
LEAD886	Advanced Internship: (Topic)—1–12

Concentration—minimum 12, with more credits available from variable credit courses

EDAL560	K-12 Law—2–3
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 Relations: Community Partnerships – 1-3

Research—12

EDCI636	Program Evaluation—3
EDRM505	Research Methods in Educ. & Psych.—3
EDRM611	Applied Statistics in Educ. & Psych. I—3
EDRM612	Applied Statistics in Educ. & Psych. II—1–3

| LEAD637 | Issues in Research—2 |

Cognates —12

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

Dissertation—16

EDRM880 or
| 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 17, with more credits available from variable credit courses
EDAL500	Administration Orientation—1–2
EDAL520	Foundations of Educational Leadership—2–3
EDAL645	K-12 Educational Finance—2–3
EDAL670	Technology for Leaders—1–3
EDCI547	Foundations of Curriculum Studies – 3 OR
EDCI565	Improving Instruction – 3
EDFN500	Phil. Foundations of Educ. & Psych.—3
LEAD886	Advanced Internship: (Topic)—1–12

Concentration—min. 12, with more credits available from variable credit courses
EDAL560	K-12 Law—2–3
EDAL565	Leadership for SDA Education—2–3
EDAL570	Principles of Educational Supervision—2–3
EDAL635	Human Resources Administration—2–3
EDAL660	Planning & Operating Educational Facilities—2–3
EDAL664/665	Elem./Secondary School Leadership—2–3
LEAD525	Public Relations: Community Partnerships—1–3
LEAD645	Ethical Leadership – 2-3

Research—17
EDCI636	Program Evaluation—3
EDRM505	Research Methods in Educ. & Psych.—3
EDRM605	Qualitative Research Methods in Educ. & Psych.—3
EDRM611	Applied Statistics in Educ. & Psych. I—3
EDRM612	Applied Statistics in Educ. & Psych. II—1–3
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
EDRM880 or LEAD880	Dissertation Proposal Dev.—2
LEAD899	Doctoral Dissertation—14

Electives—As Needed
> In consultation with your advisor.

TOTAL PhD degree credits—90

Status Categories

The K-12 Educational Administration faculty recommends acceptance into the program based on several criteria including, but not limited to, the minimum standards required by the School of Graduate Studies and the additional K-12 Educational Administration admission requirements. The decision of the Graduate Education Programs Committee is final.

Regular Status

An applicant who meets all of the admission requirements of the University and the K-12 Educational Administration program may be eligible for regular admission status. However, the decision to recommend regular status admission is based on the vote of the Educational Administration faculty. In order to maintain regular status, a K-12 Educational Administration candidate must register at least one semester out of every year.

Provisional Status

The K-12 Educational Administration faculty may, at its discretion, recommend acceptance for candidates who do not meet all of the requirements for regular admission if, in its judgment, the applicant demonstrates the ability to be successful in the program. Such individuals may be admitted on a provisional basis under specific provisions voted by the faculty, i.e., requirement to take LEAD535 Graduate Writing Seminar, EDRM505 or EDRM611 Statistics within their 2nd semester, maintain a 3.5 GPA for first 12 graded credits, etc. These provisions must be met and regular status must be granted by the time specified by the faculty or, at the latest, when the candidate completes 50% of the program's coursework. **In the event a candidate on provisional status fails to meet the specifications of his or her acceptance, he or she may be released from the program.** It is vital that you take your provision(s) very seriously and endeavor to comply and be recategorized to regular status as soon as possible.

Permission to Take Classes (PTC) Status

Occasionally an unusual situation merits allowing a candidate to take Educational Administration credits before official acceptance. When this occurs, the faculty must grant permission to take classes (PTC). However, PTC does not guarantee regular or provisional admission. Only eight credits taken on PTC status may apply toward a degree. To transfer PTC courses, submit a PTC Transfer Petition Form for approval by advisor, program coordinator, and Director of Graduate Programs. The Educational Administration program office will automatically fill out this form. Check with the Educational Administration program office to confirm that all intended transfer credits are included.

Maintaining Active (Regular) Status

Register for a Course

To maintain active status in the K-12 Educational Administration program, the candidate must register for one or more courses at least one semester out of three consecutive semesters. Candidates are expected to stay in touch with their advisor, fully participate in their course(s), and meet financial obligations to the University.

Register for Program Continuation

Candidates 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 candidates want to remain active and not register for regular course work they will need to register for EDAL650 Educational Administration Program Continuation at least every third semester. This course has no credit but allows continued advising from the faculty and access to the Andrews University library.

Register for Dissertation Continuation

Candidates who have previously registered for all 16 dissertation credits and are still working on their dissertation must register for EDAL888 Dissertation Continuation for 0 credits. Candidates who have not registered for all 16 dissertation credits may not register for EDAL888. (Dissertation Continuation requires a semester fee.)

Inactive Status

At any time, a candidate may choose to go "inactive," or K-12 Educational Administration faculty may place a candidate on inactive status when, in its judgment, the candidate has failed to make appropriate progress in the program.

Reactivation

When "Active Status" is desired, the candidate may request Degree Reactivation by registering for EDUC560 and paying the $100 Reactivation Fee.

Academic Probation

There are two ways to be put on academic probation:

1. For any candidate who accumulates four or more deferred grades (DGs), the advisor can recommend probationary status.

2. If the candidate cumulative grade-point average (GPA) in doctoral work at Andrews University drops below 3.3 in any given semester after the completion of 12 credits, he or she may be placed on academic probation. The candidate and the advisor must develop a plan to raise the GPA above 3.3 within the subsequent semester. The Director of Graduate Programs must approve this plan. When the cumulative GPA reaches 3.3, the Director of Graduate Programs reinstates the candidate to regular status. However, if the candidate has not reached the minimum GPA within the time limit stated in the approved plan, he or she may be dropped from the program.

3. At the annual review candidates may be put on probation based on the recommendation of their advisor, if it appears that they have met with their Leadership and Learning Group fewer than 7 times over the past year (including the Roundtable).

A candidate on academic probation may not register for dissertation, independent study, or workshop credits, and may not advance to degree candidacy or present his or her portfolio for comprehensive evaluation. However, while on probation, the candidate will be expected to continue registering for Educational Administration Continuation (EDAL650) a minimum of one semester out of three semesters.

Conditions for Withdrawal

A candidate may choose to withdraw from the program. Withdrawal from the K-12 Educational Administration program is appropriate if the candidate does not plan to reactivate or has determined that the program does not serve his or her needs. In order to withdraw from the K-12 Educational Administration program, the candidate must submit a written notice of intent to the program office.

Academic Advisement

Advisor

Upon acceptance into the program, the candidate is assigned an advisor who may or may not remain as the candidate main advisor. After the Orientation, candidate and advisor are more closely matched by mutual interests and expertise and/or by the candidate request for a change of advisor. The faculty team reserves the right to make the final decision in regard to advisement.

Course Plans

A course plan is a formal agreement between the candidate and the University of their requirements for degree completion. Candidates and faculty create a course plan to meet individual candidate needs using the four-year schedule of Leadership and Educational Administration Department courses and the four-year service course schedule (of other School of Education courses). This process is completed during Orientation. (See Appendix D for course plan templates, Appendix E for a list of courses and descriptions, and Appendix F for course schedules.)

Dissertation Chair

When ready to begin the development of a dissertation proposal, the candidate will seek an Educational Administration faculty member to chair the dissertation committee. The dissertation chair is chosen based on his/her research competence and/or familiarity with the subject matter of the research and must be approved by the School of Graduate Studies. This chair may or may not be the candidate academic advisor. The candidate and the chair will confer on the selection of at least two other faculty members to serve on the dissertation committee. Such persons are chosen based on their research or subject matter competence and also must be approved by the School of Graduate Studies for membership on dissertation committees. All travel for non-resident dissertation committee members will be the responsibility of the candidate. See the dissertation section for more details.

Academic Integrity

In harmony with the mission statement, Andrews University expects that candidates will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, candidates are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts:
- Falsifying official documents.
- Plagiarism, which includes copying others' published work, and/or failing to give credit properly to other authors and creators.
- Misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the university).
- Using media from any source of medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive, or defraud.
- Presenting another's work as one's own (e.g., homework assignments)
- Using materials during a quiz or examination other than those specifically allowed by the teacher or program.
- Stealing, accepting, or studying from stolen quizzes or examination materials.
- Copying from another candidate during a regular or take-home test quiz.
- Assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

The Andrews University policy on academic dishonesty includes incremental discipline for multiple offenses and severe penalties for some offenses. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the candidate leaves the course, program, or university.

Full details of the academic integrity policy and the procedures for implementation and due process are published in the Student Handbook. Candidates may ask for copies in academic or student services offices. Departments and faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses.

Mentored Internship

The skills needed in school administration are best learned in actual leadership work. While many of our candidates are engaged in leadership in the places they work and most courses require field-based activities, formal mentored internships are required through two courses: EDAL680 Administration Internship or Fieldwork (for MA candidates) or LEAD886 Advanced Internship (for EdS, EdD, and PhD candidates). These courses allow the candidate to work with a LEAD advisor and with a school to accomplish a project(s) that help the school while it also helps the individual develop skills that meet specific K-12 Educational Administration standards and elements. The mentor coordinator helps them locate a school and leader to work with and then plan out their project. There are four stages to the internship. They are: Stage 1, Assessment, Stage 2, Plan, Stage 3, Implementation, and Stage 4, Evaluation. The candidate must accomplish the specifics associated with each stage and then document this with time logs, completed projects and reflections on this work. Their work is presented to a mentoring committee and made part of their program portfolio. Candidates will receive full information regarding the mentored internship when they register for EDAL680 or LEAD886.

Comprehensive Evaluation

MA, EdS, EdD, and PhD candidates complete a portfolio and an oral examination as their comprehensive evaluation. EdS, EdD, and PhD candidates also complete a written test as a part of their comprehensive evaluation. Table 2 shows these requirements. This comprehensive evaluation section of the handbook describes the portfolio and its value, and the written test portion of the candidate evaluation process.

Portfolio

Many educators have been developing a variety of holistic assessment tools to better guide and evaluate learning development and professional performance. Portfolio evaluations have emerged as one such holistic assessment tool. They have been widely used by teachers and candidates and have gained popularity among educational leaders as a way to document learning and plan for further development. Portfolios make up the primary vehicle for candidate and program evaluation in educational administration programs.

The portfolio is a systematic and purposive collection of select artifacts that show a person's overall ability and accomplishments in an area of learning. Often, portfolios include substantive commentary and reflections on how artifacts shows competency and support overall holistic learning. These reflections include value statements about past, present, and future learning. These reflections may also be linked to special individualized meaning—one's sense of identity and calling—and used to create a story about one's personal and professional goals.

In educational administration, the portfolio functions as both a **formative** and a **summative** instrument for development of educational administration abilities. It serves as a formative evaluation instrument because it provides a means by which candidates can *organize* their learning and *track* their development in meeting program standards. It serves as a summative evaluation instrument because it constitutes the comprehensive exam (for MA candidates) or the largest portion of the *comprehensive examination* (for EdS and doctoral candidates), and provides an assessment to evaluate candidates' readiness for graduation and/or the dissertation stage of their doctoral work.

The portfolio is an assessment process that results in a collection of carefully chosen artifacts to describe and document the development competence in the K-12 Educational Administration. It is *developmental* (it documents competency-development activities and growth as an administrator over time), *reflective* (it makes connections between personal, professional, and scholarly dimensions of competency and interprets their meaning to the candidate), *scholarly* (it contains evidence of an appropriate knowledge base for each of the competencies), and *representational* (it shows how the items in the portfolio represent the fulfillment of the goals outlined in the program). The portfolio:

- gives substantive, meaningful, and appropriate documentation for each competency element.
- identifies level of mastery for each competency developed by the candidate, in alignment with program requirements.
- is reviewed by the appointed portfolio development faculty members.
- is submitted for formal and final approval in the portfolio presentation.

Because the portfolio plays a central role in the educational administration programs, rationale for its use is described in the following sections. In the first section, the Christian philosophy of evaluation that guides the program and portfolio process is explored. In the second section, the use of the portfolio in educational evaluation is documented using scholarship from select researchers. The third section will specifically show how the portfolio aligns with Andrews University educational administration programming and course work. The fourth section will outline the structure and typical content of the portfolio and give some guidance for creating the portfolio. Supporting documents are provided in the Appendix. Finally, the fifth section, the portfolio's component of the comprehensive examination is reviewed.

A Christian Worldview for Evaluation and the Portfolio

As a program embedded in Christian practices and purposes, the goal of the K-12 Educational Administration program—as all the educational experiences at Andrews University—is to cooperate with God as the center of all learning. This vital connection is especially helpful during the delicate and difficult process of evaluation — self-evaluation, peer-evaluation, faculty-evaluation, and program-related evaluation. Within healthy relationships the portfolio process can be a restorative and developmental. However, without that context, the portfolio can quickly take on several possible negative experiences. It can become a superficial task that lapses into mere busy work. It can become an instrument of unnecessary comparison between others. It can become a tool for self-aggrandizement. All of these miss the crucial role of personal development of the portfolio process.

We believe the best safeguard against these potential negativity experiences is to view the portfolio as a way of keeping track of God's guidance and direction in the candidate's development. Within such a frame of reference, the candidate is more inclined to view all the difficult work and discipline that he or she experiences as education necessary to be a better and more joyful servant-leader. Fostering such a spirit is essential for the candidate to have the success they need in the program.

With such a perspective that views God's grace as received "without merit," the candidate is simultaneously inspired by his or her personal worth and energized toward development. Belief in God generates a source of help in all things. Work on the portfolio is a labor of love and a way to keep focused on one's calling to educational administration and on the equipping one is experiencing for wider service and leadership. Through the creation of clear expectations and directions, the portfolio becomes an instrument of harmonious development and preparation to serve others competently, courageously, and compassionately.

In addition to organizing personal developmental, there is also a public aspect of the portfolio process. In Psalm 26, King David acknowledges that such testing allows us to "publish with a voice of thanksgiving and tell of all Thy wondrous works" (Ps 26:7, Modern Language Bible). This public component makes the portfolio the central document for create a learning community by which we inspire each other to development. Thus, a redemptive perspective on the portfolio includes public presentation of one's portfolio. This takes place *throughout* the program as candidates share their portfolio with others. This helps to create a community of learners. This public sharing also takes place at the end of the program as part of the comprehensive examination. This continual public sharing of portfolio work allows candidates to learn from each other and get specific advice and validation of their work.

In summary, using an "education as redemption" model frames the portfolio as a healthy and holistic tool for educational leaders to grow in their callings as educational administrators. It provides a place for learning and a way to showcase that learning to peers, teachers, and future employers.

Scholarly Support for Portfolios

We believe that the use of portfolios in education is defensible. Since ability in a standard is demonstrated by (a) practical experience, (b) reflective observation, (c) abstract conceptualization, and (d) active experimentation leading to the implementation of new insights (Kolb, 1984), the demonstration and evaluation of competency in a standard must also include dialogue about appropriate knowledge bases and experiments of learning. Optimal learning should include an appropriate assessment process compatible with the broader goal of personal and professional development. Angelo (1995) captures the essence of these dynamics well:

> Assessment is an ongoing process aimed at understanding and improving candidate learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education. (p. 8)

Notice the emphasis on the dialogical dimension of assessment that not only furthers the developing leader's growth, but also enhances the institution's openness to learning. Unlike closed-end tests, the portfolio and its emphasis on job-embedded learning support this emerging understanding of learning. Because of the portfolio's public nature, all candidates, including faculty and instructors, are engaged as partners in helping others in the community of learning. The portfolio shines as very effective in such a context of learning.

Because the portfolio includes statements about what one believes he or she has learned and how documents evidence that learning, the portfolio also creates a reflective learning

process deemed essential in current literature on learning. By encouraging commentary on past learning and presenting struggles as well as statements about future development, the portfolio may lead to a "written plan for future actions based on assessment and analysis" (Brown & Irby, 2001, p. 2). The portfolio "represents who you are, what you do, where you have been, where you are, where you want to go, and how you plan on getting there" (Norton, 2004, p. 223, citing Evans, 1995, p. 11).

Given this robust nature of portfolios, it is understandable why Brown and Irby (2001), in reviewing the literature on portfolios, found "students" who use portfolios to have "increased interest in learning, heightened motivation to achieve, a stronger sense of self-responsibility for learning, metacognitive growth, and improved organizational skills" (p. 3). Portfolios move evaluation from just being that of what "teachers do to students" to being an artifact *created within a community of learners*. We cannot stress enough how this matches work on learning theory and practice.

This explains why the leading educational accreditation organization (NCATE) has over the past decade encouraged educational training facilities to "use authentic performance activities as assessments rather than traditional tests" (Stader & Hill-Winstead, 2002). Educational administration programs have increased their use of such artifacts, and the portfolio has become a means for collecting those artifacts to create a more holistic understanding of the individual's development. Likewise, practicing educational leaders have begun using portfolios in their own administrative work.

This broadened concept of assessment has expanded to become not only an assessment tool but also a crucial document to guide the learning process. The introduction of a portfolio process has helped candidates better understand their professional expectations and to plan their own development of administration knowledge, skills, and dispositions. As such "the portfolio provides, not only method for assessment, but also is a catalyst for learning" (Brown, 2002, p. 2).

Another emerging beneficial characteristic of portfolios is that they can also be adapted to multiple media. This e-process promises to allow more systematic use of data generated from portfolios (such as web-based databases) for both personal, organizational, and university work. Thus, the portfolio's flexibility and electronic adaptability promise to help in both personal and group assessment, and the continuous improvement of not only individuals, teams, and organizations but also university professional training.

Finally, portfolios have become essential tools as candidates of educational administration seek and secure administrative roles and develop in them. Many studies have pointed to the effectiveness of portfolio assessment as a way for administrators to keep track of the many aspects of successful educational administration that will support healthy schools and effective student learning (Brown, 2002; Lashway, 2003).

In summary, portfolios serve the following purposes:

1. Portfolios serve as guides for candidates to organize their educational administration development.

2. They provide opportunities to encourage holistic reflection on strengths, weaknesses, and learning outcomes.

3. They become the catalyst for creating learning communities and a focal point by which members of those communities communicate with each other.

4. They provide a platform for effective assessments to evaluate candidates' overall attainment of program objectives.

5. As an evaluation format, portfolios are adaptable to a variety of media and therefore useful for multiple subject areas and domains. Their adaptability to electronic media (including web-based databases) is particularly beneficial for personal, team, organizational, and programmatic assessment and improvement.

6. Portfolios are sources of data for continuous improvement.

7. Finally, portfolios serve as effective documentation to help candidates to secure professional employment and continue their professional development once they are employed.

Educational Administration Programming Alignment to Portfolio

Appendix C shows how courses align with the 9 standards required in the program and are documented in the portfolio. The responsibility of the program is to provide courses, advisement, and resources useful for the candidates' development. However, this is a collaborative relationship with the candidates. **It remains the responsibility of candidates to develop in these educational administration areas**. Regardless of programming, each candidate takes ownership of the documentation of his or her own development. That is the beauty of the portfolio. It gives each candidate ultimate ownership of his or her development. Appendices G and H provide general portfolio timelines and an outline of program processes. Throughout the program, this table will be useful to help candidates keep the big picture in mind as they move through the program and gather their artifacts together to show their development in these standards.

Immediately following is a Portfolio Contents Overview that provides an outline of the items that are to be included in each candidate's portfolio in LiveText.

Portfolio Content Overview

Part 1 Title Page

Part 2 Assessments
  2.01   Vita (from beginning of the Internship)
  2.02   Self Assessment Instrument (SAI) Pre- and Post-Internship Assessments
  2.03   360° Participant Assessment by Others (360° CABO)
            2.03.01   360° CABO by Peer
            2.03.02   360° CABO by Superior
            2.03.03   360°CABO by Subordinate
  2.04   Outcomes Assessments Outcomes (OAO) including Gregorc, Strength Finder, Vark, Etc.
  2.04.01   Candidate Pre-Program Narrative of Self Assessments
  2.05   Position Goal Statement and Leadership Goal Statement
  2.06   School or District Needs Assessment
  2.07   Candidate Assessment Narrative (CAN) Five sections or paragraphs

Part 3 Internship Plan
  3.01   Intern Contract (IC)—The Elements and Professional Activities I Plan to Include in My Internship
  3.02   Stage 2.2 Mentor/Intern meeting with dates and notes
  3.03   Service Activity(ies)
  3.04   Local Project(s)
  3.05   Interns' Resource Network
  3.06   Internship Overall Plan Report

Part 4 Implementation
  4.01   Evidence of Competence in the K-12 Ed. Admin. 9 Standard and 34 Element
            4.01.01   Standard 1
                4.01.01.01   Element 1
                4.01.01.02   Element 2
                4.01.01.03   Element 3
                4.01.01.04   Element 4
                4.01.01.05   Element 5
                4.01.01.06   Reflection on the Standard
            4.01.02   Standard 2
                4.01.02.01   Element 1
                4.01.02.02   Element 2
                4.01.02.03   Element 3
                4.01.02.04   Element 4
                4.01.02.05   Reflection on the Standard
            4.01.03   Standard 3

Portfolio Development Specifics

In the K-12 Educational Administration program, the portfolio is managed through LiveText, which is a web-based portfolio management system. (For more information about LiveText, see the Other Program Issues section of this handbook.) This section reviews the structure and content of the portfolio within LiveText

Part 1. Title Page
Your portfolio must have a title page, which contains information about you and your portfolio for your committee. You will complete your title page within LiveText, using the instructions you will find in Part 1 of the portfolio section of LiveText.

Livetext has a built-in Table of Contents which you will use to load your artifacts. That Table of Contents is shown on the left hand column of your Livetext portfolio and helps you plan your overall portfolio structure.

Part 2. Assessments
This section of the portfolio contains your assessment information in the following seven parts.

Part 2.01.	Educator's VITA
Part 2.02.	Self Assessment Instrument
Part 2.03.	360° Candidate Assessment by Others
Part 2.04.	Outcomes of Other Assessments.
Part 2.05.	Position and Leadership Goals
Part 2.06.	School District Needs Assessment
Part 2.07.	Candidate Assessment Narrative Plan

Part 3. Internship Plan
One of the most important parts of developing competency in educational administration is to complete a sustained and substantive internship. You will do that in either EDAL680 or LEAD886. In Part 3 of LiveText, you will plan your Mentored Internship Experience and upload the main documents into LiveText. You may also refer to these artifacts in Part 4 as evidence of competency in the nine Standards. Following is a list of 6 internship plan related items that you will upload to the portfolio.

3.01	Internship Contract (IC): The Elements, and Professional Activities I Plan to Include in My Internship;
3.02	Mentor/Coordinator Meeting Dates and Notes;
3.03	Service Activities
3.04	Local Projects
3.05	Internship Resource Network
3.06	Internship Overall Plan Report

Part 4. Evidence of Competence in K-12 Educational Administration 9 Standards & 34 Elements

In K-12 Educational Administration, there are nine Standards, which are subdivided into 34 Elements (pages 47-48). For each Element, include a **Candidate Element Experience Log** and supporting **Artifacts.** Use the **Evaluation Rubric** to guide the creation process. In addition, at the completion of each standard, the intern will write a reflection paper.

1. **Element Documentation**

   a. **Candidate Element Experience Log (CEEL)**

      i. First of all, you will find a copy of a blank CEEL in each Element in LiveText.

      ii. You will be asked to include the following information in the CEEL:
         - Number and title of selected Standard:
         - Number and title of selected Element:
         - Documentation for this CEEL is to be found: (here or in X Element)
         - Title of the CEEL:
         - Date CEEL turned in:
         - Duration (list the hours involved) of the CEEL:
         - Person(s) worked with:
         - Location (school, etc.) where CEEL took place:
         - Whether the CEEL was a planned project or service activity

      iii. The CEEL will also explain how your artifact fulfills the ELCC Element/Standard. It will consist of three clear statements.
         1. The first statement (paragraph) describes what Standard and Element the artifact supports. You could begin this paragraph as follows: "This portfolio experience log (CEEL) describes Standard (X) Element (X) which indicates that Educational Administrators need to . . . ." (Summarize the Standard/Element using your own words and phrases from the Standard/Element. Don't cite too much of the Standard language, but capture much of the key concepts and phrases and put them in your own words.)
         2. The second statement (one or two paragraphs) clarifies how aspects of your artifact fulfill specific aspects of the Element. For example, "My work with the school board to create an informational website for the school demonstrates my ability to create means of communication with families and the community (4.1). The website not only provides updated information but also allows feedback from parents and community members. This has improved overall public relations." The indicators within each Element will help you with specific wording for this Statement of your CEEL.

3. The third statement (one paragraph) outlines areas that still need improvement and future plans to make those improvements. Your improvement plan may include multiple tasks, including taking specific future courses, doing a mentorship or professional development seminar around that area, or taking up informal educational administration roles that would give you experience in this Element.

iv. After producing the CEELs for all the Elements in each of the nine Standards, you will summarize and reflect on your fulfillment of the Standard as a whole. This is called the reflection paper. This will be discussed later.

b. **Artifacts**

i. Types of Artifacts

1. *Things created*. An artifact is just about anything that you might wish to use to document your experience in connection with an Element. Examples of artifacts are school manuals, syllabi, school web pages, PTA events and fund-raising, program evaluations, seminar materials, marketing materials, budgets, financial statements, agendas, minutes, proposals, videos of presentations, policy descriptions, reviews of books, articles, reports, photographs, papers, course assignments, and a thousand other possibilities.

2. *Verification of competency in Standards and Elements from others*. Items such as letters, cards, evaluations, and annual reports would be included in this type of artifact. A Nobel Prize would fit here.

3. *Reflective journals and papers written by the candidate that demonstrates growth in a particular competence that is connected with the knowledge base or theoretical underpinnings of a given experience*. A self-reflection of a particularly difficult parent or candidate interaction would be a good example of this type of artifact. A self-reflection essay describes personal growth and the practical application of competency and theoretical knowledge bases supporting the competency. LiveText will receive Artifacts in a number of formats, which include but are not limited to Microsoft Word, Excel, PowerPoint, PDF, audio files, and video files.

ii. Quality of Artifacts

1. We use five categories to evaluate Standards. The Element and Reflection rubrics provide further details about these levels.

a. Distinguished

b. Proficient
c. Satisfactory
d. Emerging
e. Unsatisfactory

2. Pass level indicators

a. MA: To pass, each Standard must be at the ***satisfactory*** level.
b. EdS: To pass, each Standard must be at the ***satisfactory*** level with two at the ***proficient*** level.
c. EdD: To pass, each Standard must be at the ***satisfactory*** level with three at the ***proficient*** level.
d. PhD: To pass, each Standard must be at the ***satisfactory*** level with three at the ***proficient*** level and one at the ***distinguished*** level.

iii. Quantity of Artifacts

The quantity is not as important as quality. Often one significant artifact can fulfill multiple Elements and possibly multiple Standards. We strongly encourage working with your advisor to determine the appropriate quantity. Include significant projects or artifacts that show extensive knowledge, skills, experience and appropriate attitudes in a Standard.

iv. Following are some stems to facilitate reflection:

"This artifact demonstrates my competency because . . ."

"This artifact is meaningful to me because . . ."

"This artifact shows my understanding and application of . . ."

"A question or plan of action I plan to pursue as a result of this experience/artifact is . . ."

v. Upload your Artifact into the Element that most matches the artifact. You can refer to the artifact in other Elements and Standards but pick the best match for a place to house/link/locate the item.

c. **Element Rubrics**

i. Each of the 34 Elements has its own separate rubric. Please find the rubric for the evaluation within each Element of LiveText.

ii. Most of the Elements use the same rubric. This will make evaluating work more uniform. However, a few Elements have unique rubrics designed for use on special assignments that are in connection with specific courses.

iii. Use each of the rubrics to guide you in writing the CEELs and organizing your artifacts. Your professor may use these rubrics to evaluate your artifacts in a course, or your advisor may use these rubrics to evaluate your portfolio. Or both situations may apply. Ultimately, you work with your advisor on this process.

2. **Part 4.01.01 – Part 4.01.09 The Rest of Your Element CEELs and Artifacts**

Use the format above in Part 4 and repeat for each of the Elements and Standards. You will find specific instruction in your portfolio template in LiveText. For your convenience, here is a list of the Standards and Elements.

Part 4.01.01 Standard 1: Vision/Mission
4.01.01.01	Develop a School Vision of Learning
4.01.01.02	Articulate a School Vision of Learning
4.01.01.03	Implement a School Vision of Learning
4.01.01.04	Steward a School Vision of Learning
4.01.01.05	Promote Community Involvement in School Vision

Part 4.02.01 Standard 2: Instructional Programming
4.01.02.01	Promote a Positive School Culture
4.01.02.02	Provide Effective Instructional Program
4.01.02.03	Apply Best Practice to Candidate Learning
4.01.02.04	Design Comprehensive Professional Growth Plans

Part 4.01.03. Standard 3: Management/Administration
4.01.03.01	Manage the Organization
4.01.03.02	Manage the Operations
4.01.03.03	Manage the Resources

Part 4.01.04. Standard 4: Community Relations and Collaboration
4.01.04.01	Collaborate with Families and Other Community Member
4.01.04.02	Respond to Community Interests and Needs
4.01.04.03	Mobilize Community Resources

Part 4.01.05. Standard 5: Ethics, Values and Spirituality
4.01.05.01	Acts with Integrity
4.01.05.02	Acts Fairly
4.01.05.03	Acts Ethically

Part 4.01.06. Standard 6: Politics, Law, and Society
4.01.06.01	Understand the Larger Educational Context
4.01.06.02	Respond to the Larger Educational Context
4.01.06.03	Influence the Larger Educational Context

Part 4.01.07. Standard 7: Technology
      4.01.07.01   Technology Leaders and Vision
      4.01.07.02   Teaching and Learning
      4.01.07.03   Productivity and Professional Practice
      4.01.07.04   Support, Management and Operations
      4.01.07.05   Assessment and Evaluation
      4.01.07.06   Technology, Social, Legal and Ethical Issues

Part 4.01.08. Standard 8: Worldview and Personal Philosophy
      4.01.08.01   Worldview, History and Major Strands
      4.01.08.02   Personal Worldview
      4.01.08.03   Worldview and its Influence in the School

Part 4.01.09. Standard 9: Research and Evaluation
      4.01.09.01   Research Methodologies
      4.01.09.02   Conducting Research
      4.01.09.03   Evaluating Research
      4.01.09.04   Reporting Research

Special Note on the Research Standard
Research will be documented under the ninth Standard in your portfolio. We give some added focus here because of the centrality of research in graduate work. At the MA level, you will have to document your general knowledge of the research processes and overview of your understanding of research methods. Your artifacts from EDRM505 should provide sufficient documentation of the fulfillment of this Standard. However, if you have collected data at your school and analyzed it and used it in decision making, then this too should be referred in this section. At the advanced levels, EdS, EdD and PhD, there are more courses that will provide you with the ability to show the level of research competency you have attained. A few of these courses are EDCI636, EDRM505, EDRM605, EDRM611, EDRM612, EDRM612, HIST650, and LEAD637. In these courses you will produce artifacts like program evaluations, article critiques, research proposals, qualitative research projects, literature reviews, and collaborative, descriptive, and inferential statistics research projects. All of these show aspects of research competency that you will explain in your CEELs and in your reflection papers. Doctoral candidates will also have the added material of their dissertation.

Those collecting data for research purposes need to complete an application to the Andrews University Institutional Review Board. Please talk with your instructor or advisor about this process.

The central requirement for research competency will be that EdS candidates show the same general knowledge as the master's plus ONE basic research method. The EdD must in addition show research

experience in TWO basic research methods. The PhD must show, in addition to the EdD work, thorough knowledge of ONE advanced research method. Your advisor will help you prepare this material.

3. Reflection Paper on Each Standard

After completing a CEEL for each Element in a Standard and linking it to the appropriate artifact, you will need to write a reflection on your fulfillment of the Standard as a whole. Use the Reflection Rubric to write this three- to four-page document. Your reflection will connect the Elements to the Standard and show integration of knowledge with practice. Your reflection paper should cite and give reference to the academic readings in the program related *directly* to that Standard. At the conclusion of your portfolio you will write a synthesis paper. This reflection paper differs from the synthesis paper which will be discussed later. A simple way to remember this is that a CEEL explains the fulfillment of an Element, a reflection paper explains the fulfillment of a Standard, and the synthesis paper explains your overall growth in the fulfillment of the program as a whole.

4. Synthesis Paper

After completing all sections above (self assessment section, all Element CEELs and artifacts, the reflection paper for each Standard, the internship related material), you will need to write a synthesis paper on the entire portfolio and your experience in the program as a whole.

Most candidates are able to accomplish the requirements of the synthesis rubric within the following page requirements:

1. **MA:** 5-7 page synthesis paper which demonstrates a thoughtful and reflective overview of the development in the Standards.
2. **EdS:** 10-12 page synthesis which demonstrates a thoughtful and reflective overview of the development in the Standards, with reference to key works and ideas from the literature explored in the program.
3. **EdD:** 12-15 page synthesis paper which demonstrates a thoughtful and reflective overview of the development in the Standards, with a strong inclusion of research based perspectives and conceptual literature that helped frame this development.
4. **PhD:** 15-20 page synthesis paper which demonstrates a thoughtful and reflective overview of the development in the Standards, with a strong inclusion of research based perspectives and conceptual literature that helped frame this development.

While the synthesis paper cites academic material, the primary focus is to link your work in the program as a whole to your practice as a leader. It is more of a critical reflection in the light of the Standards and Elements of the K-12

Educational Administration Programs. It will summarize a candidate journey as s/he developed the required competencies. The synthesis paper is an attempt to integrate the competencies into a unique whole that captures conceptually what *Educational Leadership* means. The synthesis paper is an opportunity for the candidate to show evidence of personal and professional growth in the program. When the synthesis paper is approved by the candidate Program Team (advisor and team member(s)), the request for a date for the portfolio presentation is submitted to the K-12 Educational Administration Program faculty.

Load your synthesis paper into Part 4.01.10 My Journal of the K-12 Portfolio in LiveText.

5. **Summative Evaluation**

This section of the portfolio contains summative items you create for the portfolio as well as items of an evaluative nature. Titles of these items follow:

Part 5.01	List of Results and Recommendations for School Improvement;
Part 5.02	Updated Vita;
Part 5.03	Letter of Application;
Part 5.04	Three Year Professional Growth Plan;
Part 5.05	Mentor's Interns Assessment;
Part 5.06	Candidate's Portfolio Contents Check Sheet;
Part 5.07	Portfolio/Internship Presentation Decision Form;
Part 5.08	Interns Internship Report

In addition to these eight items, the portfolio will also be evaluated using the Element rubrics, and the reflection rubrics. The score for those rubrics and other rubrics will then be aggregated to form an overall portfolio evaluation. The overall portfolio evaluation will be identified at one of five levels (Distinguished, Proficient, Satisfactory, Emerging, or Unsatisfactory).

The following minimum pass level indicators must be met for candidates seeking the following degrees:

Pass level indicators

a. MA: To pass, each Standard must be at the ***satisfactory*** level.
b. EdS: To pass, each Standard must be at the ***satisfactory*** level with two at the ***proficient*** level.
c. EdD: To pass, each Standard must be at the ***satisfactory*** level with three at the ***proficient*** level.
d. PhD: To pass, each Standard must be at the ***satisfactory*** level with three at the ***proficient*** level and one at the ***distinguished*** level.

There is a required oral presentation of the portfolio. It must be assessed by the participating evaluators at a minimum of a Passing level.

(Table 2) Portfolio and Comprehensive Examinations in the K-12 Educational Administration Programs

	Masters	Ed. Specialist	EdD	PhD
Purpose	To assess candidates' competency in the 9 standards of educational administration and general research processes	To assess candidates competency in the 9 standards of educational administration and knowledge in general research processes and *one* basic research method	To assess candidates competency in the 9 standards of educational administration and knowledge in *two* basic research methods	To assess candidates competency in the 9 standards of educational administration and knowledge and application of *two* basic and *one* advanced research methods
Area/ Content	9 Standards	9 Standards	9 Standards	9 Standards
Nature Form Time Portfolio requires extensive documentation (see Handbook Section) Oral presentation is required for all degree-seeking candidates but can be done through telephone conference or face-to-face.	**Part I Portfolio**. The portfolio is the comprehensive evaluation for MA. Completion of a **Portfolio** based on all 9 standards of the Program: 1. Vision & Mission 2. Culture & Instructional Programming 3. Management/Administration 4. School-Community Relations 5. Ethics & Morality 6. Law, Politics, Sociology 7. Technology 8. Worldview 9. Research (General Processes) **Part II Oral Examination** (2 hours): Oral presentations are made to a two-faculty-member committee. Candidate will be questioned by faculty during the oral examination. Candidate shows overall integrated development in the standards and with a synthesis that shows knowledge base, developed skills, and appropriate educational administration dispositions.	**Part I Written** Test (2 hours) Requires integration and application of knowledge base. This test is taken near the completion of coursework. **Part II Portfolio** Same as Masters except research section (9) must show knowledge of general research processes and show experience/application in *one* basic research method. **Part III Oral Examination** (2 hours) Oral Presentation to a three-faculty-member panel on the fulfillment of 9 standards and their link to SED Core, and explanation of research processes and *one* basic research method. Candidate will be questioned by faculty during the oral examination.	**Part I Written Test** (4 hours) Requires integration and application of knowledge base. **Part II Portfolio** Same as EdS except research section (9) must show knowledge of general research processes and show experience/application in *two* basic research methods. **Part III Oral Examination** (2 hours) Oral Presentation to a three-faculty-member panel on the fulfillment of 9 standards and their link to SED Core, and explanation of research processes and *two* basic research methods. Candidate will be questioned by faculty during the oral examination.	**Part I Written Test** (6 hours) Requires integration and application of knowledge base. **Part II Portfolio** Same as EdS except research section (9) must show knowledge of general research processes and show experience/application in *two* basic research methods and *one* advanced research method. **Part III Oral Examination** (2 hours) Oral Presentation to a three-faculty-member panel on the fulfillment of 9 standards and their link to SED Core, and explanation of research processes, *two* basic research methods, and *one* advanced research method. Candidate will be questioned by faculty during the oral examination.
Grading and Reporting	The Portfolio will be reviewed during the formative phase with the advisor. The summative evaluation will be completed by two faculty members—the advisor plus one other faculty. To Pass, all sections must be at the *satisfactory* level.	The Portfolio will be reviewed during the formative phase with the advisor. The summative evaluation will be completed by a three-faculty-member committee (advisor plus two other faculty members). To Pass, all sections must be at the *satisfactory* level with two at the *proficient* level.	The Portfolio will be reviewed during the formative phase with the advisor. The summative evaluation will be completed by a three-faculty-member committee (advisor plus two other faculty members). To Pass, all sections must be at the *satisfactory* level with three at the *proficient* level.	The Portfolio will be reviewed during the formative phase with the advisor. The summative evaluation will be completed by a three-faculty-member committee (advisor plus two other faculty members). To Pass, all sections must be at the *satisfactory* level with three at the *proficient* level and one at the *distinguished* level.

Question for the examination are selected by candidate's advisors. Comprehensive tests are independently assessed by two faculty members. Results are compared and the assessment is finalized and reported to the candidate.

See the "Portfolio" Section of the Handbook for more information on the full requirements of a portfolio.

Doctoral Dissertation

Dissertation Purpose and Credits

This section documents the dissertation and its processes (topic and committee selection, the proposal, the written dissertation, and the oral defense). Those securing the EdD or PhD are securing terminal degrees. These degrees represent comprehension of an extensive knowledge base, as well as the completion of high quality independent research. The dissertation is where much of the ability to do high quality independent research is developed and documented. The dissertation is the most in-depth research many persons complete in their entire lifetime. For that reason, it is often the most difficult part of a program. Regardless of how prepared, capable, funded, or committed a person may be, the dissertation still requires extensive academic, social, emotional, and practical resources to complete. It also requires a tremendous amount of time commitment, usually two to three years for candidates in full-time jobs.

Nevertheless, the completion of the dissertation can be one of the most rewarding graduate experiences. Candidates who are passionate about an issue can devote themselves wholeheartedly to a topic and thoroughly explore a valued question in great detail. They can read literature they have always wanted to read and collect data to answer deep professional concerns or pursue personal interests. They then share their discoveries with others through written and oral presentations and apply their work to their own educational administration context. Given these dynamics, the dissertation can be a very rewarding experience.

While there is (and should be) great diversity between dissertations, dissertations in K-12 Educational Administration must do the following: (a) reveal familiarity with the literature pertinent to the dissertation; (b) demonstrate a candidate competence to conduct independent research; (c) present a logically organized and readable account of the investigation, its findings, conclusions, and implications; and (d) relate to K-12 Educational Administration Standards. Dissertations will also focus on a clearly defined problem of strong importance to the profession and employ well-planned and well-executed, acceptable research techniques.

There are three major, but overlapping, phases of the doctoral program: (a) coursework, (b) comprehensive examination and portfolio work, and (c) the dissertation. See Appendix G: Dissertation and Portfolio Timeline. For doctoral candidates, the completion of the dissertation is the major fulfillment of the research standard. The dissertation should, therefore, be viewed as a part of work to fulfill the standards and therefore part of the portfolio. Candidates should complete the dissertation toward the end of their coursework but before the final oral presentation of their portfolio. This process differs from some traditional doctoral programs in that the portfolio, which is part of the overall comprehensives, comes after the dissertation. Please see your advisor for more detail on this process. During the dissertation phase of the program, candidates will go through five major stages: (a) selecting a topic and committee, (b) writing a

proposal, (c) researching (collecting data), (d) writing the dissertation, and finally, (e) orally defending the dissertation. Each of these five stages in outlined in Table 3.

While going through these stages, the candidate will register for dissertation credits. All registration of dissertation credits must be approved by the dissertation chair. Candidates must register for a total of 16 dissertation credits prior to graduation. Two of these credits are allocated for the course LEAD/EDRM880 Dissertation Proposal Development. This course facilitates the candidate working development of a proposal. The remaining 14 credits are to be taken while developing the dissertation proposal and the dissertation itself (LEAD899 Doctoral Dissertation).

The dissertation topic and the committee are often selected before registering for any dissertation credits. However, sometimes candidates wish to take time to fine-tune a dissertation topic or select their dissertation committee. The Dissertation Prospectus Guidelines (Appendix L) will be used by your advisor to help you create a workable topic and title for your dissertation plans. During that time they may register for the first two dissertation credits. No further dissertation credits can be taken until the topic is approved. If more time is needed to develop a topic, and no more course credits are available, and candidates need to fulfill their continuous registration requirement for a semester then candidates must register for Educational Administration Program Continuation (EDAL650). Continuous registration requires a candidate to be registered at that least every third semester.

Once the topic and committee are approved, the candidate should be able to register for the 2-credit course, LEAD/EDRM880 Dissertation Proposal Development. Appendix L contains a LEAD880 Self-Evaluation Form to assist in determining one's readiness for the course. Polishing the dissertation proposal and getting it approved may take another 2 dissertation credits (to a total of 6). No further dissertation credits will be allowed until the proposal is approved. If needed, at least every third semester, candidates must register for EDAL650 Educational Administration Program Continuation to fulfill continuous registration requirements.

After the proposal is approved, additional dissertation credits can be taken. It is recommended that candidates pace their completion of dissertation credits so that should their dissertation take longer than planned, they can still register for dissertation credits. As they experience more progress on their dissertation, they may increase their credits. Here is a summary of how candidates could pace their dissertation credits to reduce the necessity of registering for continuation:

Topic & committee approved (no more than 2 credits total)	2 cr.
Dissertation Proposal Development (LEAD880/EDRM880)	2 cr.
Proposal development & approval (no more than 6 credits total)	2 cr.
Data collecting	4 cr.
Completion of dissertation & oral defense	6 cr.

Table 3

Dissertation Process

Stage 1: Topic and Committee Approval

1. Talk with Advisor about various topics for a dissertation
2. Write a Dissertation Topic Prospectus
3. Identify and request a faculty member to serve as your dissertation chair
4. Submit the Prospectus to the potential dissertation chair
5. Work with the chair until Prospectus is polished enough to share with others
6. Finalize a dissertation committee in cooperation with your chair and submit Topic and Committee Approval form with completed Prospectus
7. Continue to work with chair and committee to expand Prospectus

Stage 2: Proposal

1. Check readiness to take LEAD/EDRM880 (see form in Appendix L).
2. Work on readiness factors (read literature, expand research methods reading, etc.)
3. Take LEAD/EDRM 880
4. Write a Research Proposal (RP)
5. Submit RP to your chair
6. Work with your chair until RP approval is obtained
7. Submit RP to committee
8. Continue to work with chair and committee until the committee approves RP
9. Send one completed chapter to Dissertation Secretary (Bonnie Proctor) to get feedback on format and style that will need to be incorporated throughout the dissertation write up process
10. Get IRB approval (this may take from one to three months)

Stage 3: Data Collection

1. Contact subjects, collect data, etc.
2. Work with Chair on any changes to the research plan or problems that develop in the data collection phase
3. Continue to edit chapters 1-3 as needed while collecting data or waiting for data to come in
4. Submit findings chapter to chair for reading
5. Finalize discussion chapter with chair and rest of the committee as agreed upon with the chair.
6. Complete publishable paper for final chapter of the dissertation
7. Submit dissertation as a whole to Chair
8. Work with the chair until chair approves the dissertation

Stage 4: Dissertation

1. Submit the full dissertation to the whole committee
2. Make changes to the document as suggested by the committee

Stage 5: Defense

1. Arrange and complete a pre-defense meeting with the committee
2. Make changes to the document as suggested by the committee
3. Repeat steps 1 & 2 if needed.
4. Send final draft to Dissertation Secretary for her review
5. Make changes per Secretary comments (this may take weeks)
6. Work with chair and Dean of SED to identify an External Reviewer and provide dissertation copy
7. Work with chair and Dean to arrange defense date
8. Work with chair to prepare materials for dissertation defense presentation.
9. Successfully present an oral defense of the dissertation before the full committee
10. Follow the Post-Defense guidelines from chair and SED graduate secretary

NOTE: The stages are sequential, but the order of the items in each stage can be varied.

Stage 1: Topic and Committee Approval

Candidates should think about their dissertation topic and committee soon in the graduate process. However, they should have a significant knowledge base in educational administration content as well as methodolgy before starting to work with their academic advisor on selecting a dissertation topic and committee. This process does not have a regular progression of steps. Frequently, consideration of the dissertation topic, dissertation chair, and other members of the dissertation committee takes place simultaneously. Some candidates select a topic before approaching a faculty member about being the chair of the committee. Others approach faculty first and together select a topic.

Discussing ideas for potential dissertation topics with several faculty members helps in selecting a topic and in choosing a chair and committee. Selecting a chair then facilitates selection of the rest of the committee. As ideas about topics and committee members crystalize, it is important to discuss them with the advisor or chair. It is wise to treat the topic as negotiable in its details and to consider other topics that might be recommended. The final topic is usually a result of much discussion.

To facilitate faculty decisions to serve on a dissertation, candidates should create a Dissertation Topic Prospectus, a brief statement (one to four pages) outlining their research plan. This brief statement should include a description or nature of the topic, the problem, its importance to the researcher, the literature to be surveyed, and a brief

statement about the proposed methodology. Based on this statement, chair or member decisions can be made. Participation on a committee is a faculty member's choice. This choice can be based on many different factors. If a candidate is not able to secure a chair or members, he or she may have to interest other faculty members in his or her topic, or work with the advisor or chair to craft a different topic.

The dissertation committee consists of a minimum of three members, including the chair. The chair and one other member shall be selected from among the current full-time Andrews graduate faculty. The third member may be from the Andrews graduate faculty or a person outside of the University. Candidates should work with their advisor or chair to determine appropriate and qualified members for their disssertation committee. If a dissertation committee member is chosen who is not a resident faculty member at Andrews University, *the candidate is responsible for the cost of that committee member's travel and participation.*

The dissertation topic must be in educational administration. Also, the topic must be one where Andrews University resources, or other available resources, can support the dissertation research.

Once a topic has been selected and the acceptance of a chair and members has been secured, the chair should process the topic and committee approval form (Request for Doctoral Dissertation Committee and Topic Approval). This form lists the necessary names, the dissertation topic, and the research methodologies that are evidenced in the candidate course plan. Committee members' signatures, as well as appropriate department chair and Graduate Programs Office approval, are needed before the form is considered approved. Only after approval of the topic and committee is a candidate ready to begin the dissertation proposal process.

Stage 2: Proposal

Once the topic is selected and a committee has been formed, the candidate starts working with his or her chair to create a dissertation proposal. This process will vary depending on candidate, chair, and member preferences (See Table 3 for processes). This is an interactive process. Most often the candidate works closely with the chair to polish the proposal before it is sent to the rest of the committee for additional input. At other times, the proposal is created in a more dynamic and collaborative process with the whole committee. Approval of the dissertation proposal indicates that the topic and the procedures for investigating are methodologically appropriate as well as relevant to educational administration. The proposal must be approved by the committee and the Institutional Review Board (IRB) before data collection can begin.

Format and Content for the Proposal

Graduate written work must follow the latest edition of *Andrews University Standards for Written Work*. This is especially true of the proposal and the dissertation. The Leadership and Educational Administration Department follows the APA style of scholarly writing (see latest edition of *Publication Manual of the American*

Psychological Association). If there is a difference between APA and *Andrews University Standards for Written Work*, *AU Standards* must be followed. *AU Standards*, as well as other documents and forms related to the dissertation, are reviewed on our web page in more detail. In addition to explaining format and style rules, these documents explain procedures and policies that are important in the dissertation process.

Ultimately, the Dissertation Secretary is responsible for assuring conformity to the University's *Standards for Written Work*; the chair, department, school, and graduate division ensure compliance with other policies. When candidates first begin writing their proposal, they are encouraged to make a brief visit with the Dissertation Secretary or arrange a consultation via e-mail at proctorb@andrews.edu. This will alert candidates early on to policies and format issues they need to attend to.

While each dissertation proposal is unique, they all share some common elements. The items to include and the location of the items within sections may vary, but the following are normally included in a research proposal:

A. The Problem

1. Introduction and background of the problem
2. Statement of the problem
3. Purpose of the study
4. Research questions or objectives/hypotheses and sub-hypotheses
5. Rationale for the study, including its relevance to educational administration
6. Theoretical/conceptual framework
7. Significance/importance of the study
8. Definition of terms
9. Assumptions
10. General methodology
11. Limitations and/or delimitations of the study
12. Summary
13. Outline of the remainder of the proposal

B. Review of Literature

A brief overview and description of representative literature related to the topic should be included. When appropriate, this overview of the proposed literature search should support the methodology used in the research. For certain types of research, such as statistical or clinical studies, this may require a brief description of procedures and instrumentation of previous studies. The committee may want to know the proposed search strategy to be used in the various databases, as well as the key words that will be used.

C. Methodology

Research methods vary depending on the nature of the study. For example, historical, philosophical, and developmental studies each have their own unique requirements. The following is a list of the most common elements included in the methodology for education research:

1. Description of the population and any sampling procedures used.
2. Identification of the independent, dependent, and classification variables and, sometimes, formulating a workable statement of the research hypotheses in null form to prepare for a research design permitting statistical inferences.
3. Instruments used, tests, measures, interview or observation schedules, scales and questionnaires including details of validity and reliability, or a design for instrument development, including procedures for showing validity and reliability.
4. Pilot studies.
5. Procedures:
   a. Field, classroom, or laboratory procedures
   b. Data collection and recording
   c. Null hypotheses, data processing, and data analysis

Types of Proposals

Two types of proposals are acceptable in the School of Education. Both types must review major elements of the A, B, and C content listed above. A proposal can be either of two types:

1. The proposal can follow the first-three-chapters model of a dissertation. This is the most common type used by candidates because it provides more detailed guidance to the data collection process. It also represents work that will have to be done for the dissertation and therefore encourages the candidate further along the dissertation completion process.
2. The proposal can be ten to fifteen pages long, covering this content in an overview style.

Proposal Procedures and Roles

During the proposal writing process, typically all drafts are submitted to the committee chair for evaluation and comment. After the chair has given approval, the draft may be shared with the other members of the committee. This is a very iterative process which also may involve feedback from members outside the committee (specialists, copy editors, etc.). Candidates are encouraged to utilize specialists, but should remember that final decisions are made by the chair and the committee.

Some candidates may find it necessary to engage a copy editor or avail themselves of the free writing tutors available at the Andrews University Writing Center. The copy editor or tutors may assist with grammar, syntax, and format; however, they are not to take responsibility for the content.

When both the committee chair and the members of the committee have evaluated the proposal, the candidate can request that the chair call the committee for formal consideration of the proposal. The candidate is strongly encouraged to listen to the advice of the chair as the committee should not be assembled prematurely for a proposal presentation.

Two weeks before the committee meets for the proposal presentation, the candidate sends the final corrected draft of the proposal to the committee chair and each of the committee members. The full committee shall meet with the candidate to discuss any relevant issues before approving the proposal. Approval may require an executive session of the committee for which the candidate is not present. If members of the committee or the candidate are not present on campus, the K-12 Educational Administration Program usually requires an alternative format that facilitates a synchronous meeting of the committee with the candidate that allows actual dialogue with the candidate (e.g., by teleconference, video conference, Voxwire, Skype, etc.). The committee's acceptance of the proposal is indicated on the "Report of the Candidate's Dissertation Committee" form. All members of the committee, the department chair/coordinator, and the Graduate Programs Office sign this form, and a copy of the proposal is attached to this document.

IRB (Institutional Review Board) approval must be secured before the candidate can begin collecting data. In some cases, the chair may require IRB approval prior to the final approval of the proposal. In other instances, the approval is allowed to come after the proposal is accepted. In all cases, data cannot be collected without IRB approval. See the following website for forms and procedures: http://old.andrews.edu/GRAD/OSR/IRB/.

Stage 3: Data Collection

Once the proposal and IRB approval have occurred, candidates are then to follow their research design to secure and analyze data. While collecting data, candidates should continue to refine their proposal so that it matures into the first three chapters of their dissertation. During both the data collection process and the polishing process, candidates should keep in contact with their chair. This become especially important if data collection methods are not working as planned and modification to the research process may need to occur. Significant changes in research protocol must not only go through the committee but also IRB.

Candidates should not get discouraged during this phase of their dissertation as research is often fraught with setbacks, time delays, and detours. The committee will be ready to provide guidance and encouragement throughout this process. It is also suggested that

candidates have a buddy system, coach, or other forms of support outside the University to provide ongoing support and wisdom.

Stage 4: Dissertation

Writing Completion Process

When coming to the end of the dissertation process, there will often be many drafts of the document that must be completed by the candidate. This is typical and should not be seen as overly demanding. Part of the document polish process will also include the Dissertation Secretary (which was reviewed earlier). Several crucial steps exist at the ending stages of the dissertation process that must be taken into consideration for both the written and oral presentation part. Given that each candidate and dissertation committee is faced with various time constraints and deadlines, and differ in nature and makeup, two tracks are possible:

> **Track One:** At least four weeks before pre-defense, the candidate submits a complete dissertation to the Dissertation Secretary, after which the candidate makes the required changes. The candidate then provides each of the committee members with the *new corrected* document for the pre-defense. If the required changes from the Dissertation Secretary were extensive, a corrected version must be submitted to the Dissertation Secretary for further review. At this point, no further major changes to the document are anticipated.

> **Track Two:** Occasionally, it is advisable for the candidate, because of time constraints, to submit the dissertation to the Dissertation Secretary on a chapter-by-chapter basis as the committee approves each chapter. This is especially true between the months of March and July when many candidates are preparing to defend. Ultimately, the document format needs to be approved by the Dissertation Secretary. When the dissertation *content*, *format*, and *style* have been approved by the committee and the Dissertation Secretary, then a final copy is given to the Dean of the School of Education who arranges for an external examiner to be secured and sent a copy of the dissertation. At this point, a dissertation defense date may be set.

Candidates who have registered for all 16 credits and are still working on the dissertation must register for EDAL888 (Dissertation Continuation) at least one semester out of three. Candidates who have not registered for all 16 dissertation credits may not register for EDAL888. Dissertation Continuation requires a semester fee. If U.S. government agencies or sponsors require a full course load to qualify for continued benefits, then the candidate must register for dissertation or dissertation continuation each semester. Academic Records may prepare a letter or statement concerning the full-time status.

Stage 5: Defense

Pre-Defense Meeting of the Dissertation Committee

Before finalizing the defense date, the committee meets and signs off the dissertation as "ready to defend," which means no further changes are anticipated. This is a crucial meeting. The meeting must convene no later than three weeks before the proposed defense date. If the committee votes that the candidate is ready to defend, the chair confirms the requested defense date with the Secretary of the SED Graduate Programs by completing a "ready for defense" form. If the committee votes that the candidate is not ready to defend, another meeting will be rescheduled to assess the readiness for defense. The pre-defense meeting may occur more than twice until it is determined the candidate is ready to defend.

Oral Defense Process

The oral defense of the dissertation is an important part of the dissertation process. It is a way to test the candidate ability to defend the concepts and data of the dissertation and to give the candidate an opportunity to show an understanding of the larger context in which the dissertation lies. Candidates should see the schedule of graduation deadlines to avoid missing deadlines and postponing graduation. The School of Education reserves the right to schedule defenses according to time and faculty availability. It is advised that candidates defend their dissertation one semester prior to the semester they plan on graduating. If, however, it is necessary to defend the same semester as graduation, it is imperative that the candidate be familiar with the *Graduation Countdown Chart*. Contact the Graduate Programs Secretary for the most current copy.

The dissertation committee and external examiner compose the defense examining committee. The external examiner is chosen by the Dean of the School of Education in accordance with the policy of the Graduate School. The Dean usually consults with the chair in making such a selection. *Any expenses related to the defense examining committee will be the responsibility of the candidate.* Under no circumstance is the candidate to dialogue with the external examiner prior to defense. The Graduate Programs Office permits observers at the defense upon request.

Normally two and a half hours are scheduled for the oral defense. Committee members bring written questions based on their review and reading. As the examination progresses other questions usually emerge. The School of Education Dean or the Dean of Graduate Studies, or their appointee, will chair the defense, which usually consists of three rounds of questions. After questioning, the candidate and observers leave and the committee convenes in executive session. At the oral defense of the dissertation, the examining committee will determine the candidate ability to defend the dissertation document. The vote taken will be either (1) to approve the defense, (2) to approve with changes, (3) to reject the defense with the opportunity for another defense, or (4) to reject the defense with no further opportunity for defense. The vote is recorded on the appropriate form.

Following the defense and prior to publication, the dissertation is to be submitted in the form outlined in the *Standards for Written Work* to the Dissertation Secretary (see previous section on the role of the Dissertation Secretary in the written completion process). Candidates have two options:

> **Option 1:** The Dissertation Secretary arranges for duplicating with Andrews University LithoTech, and the candidate account is billed. At this point, the Dissertation Secretary submits the Notification of Thesis/Dissertation Completion form to the Records Office and the candidate's dissertation process is complete.

> **Option 2:** The candidate can personally arrange for the duplicating of their dissertation. Three unbound copies must be made to show to the Dissertation Secretary (and to receive a Completion form) and to deliver to the Library Director's office. An additional unbound copy must be given to the Dissertation Secretary to be processed for microfiching.

Dissertation Documents

The Educational Administration web page contains a collection of documents and forms essential for the dissertation process. These are explained at (www.andrews.edu/sed/lead_ed_admin/) and in Appendix I. Listed in Appendix J, you will find a number of answers to frequently asked questions (FAQ) regarding the dissertation.

Other Program Issues

Desire2Learn (D2L) Online Course Software

Andrews University's D2L portal offers students the opportunity to take web-based courses using an award-winning electronic learning (eLearning) program. Entire courses can be taken online using this course software. Candidates can view the CLASSLIST to see who else is enrolled in the course, and can communicate with them using a variety of embedded tools, including CONTENT, PAGING, CHATROOMS, and DISCUSSION BOARDS. Candidates can view all the contents of the course, and will be expected to utilize the online quizzes and exams. Candidates will also be expected to use the DROPBOX to submit assignments and papers, and will be able to view their GRADES online. Candidates can log into their D2L personal homepages, using their Andrews University usernames and passwords, from anywhere, at anytime, provided they meet the basic systems requirements.

System Requirements

- An internet connection (a LAN or cable modem is recommended)
- An e-mail account (*your Andrews University username@andrews.edu*)

- Internet browser must support JavaScript (it is recommended that Microsoft Internet Explorer 6 be used in order to ensure full functionality of all components)
- Cookies must be enabled to allow for an increased level of security
- Computer screen must be using a sufficiently-sized screen resolution and must meet the required level of color depth in order to view pages properly
- NOTE: Some additional software or hardware may be required depending on the course. Candidates will be notified of any additional course-specific requirements by the professor.

Candidates may run a systems check before they sign into the D2L portal at http://d2l.andrews.edu/

LiveText Online Course Software for Portfolio Creation and Assessment

LiveText is web-based software designed to manage documents and artifacts for candidates, faculty and administrators. It is useful for tracking candidate development and for assessment to improve program delivery. Basically, it is helpful for making all of us more productive. You will add content to your LiveText account all the way through the program, from your first self-assessment in EDAL 500 to finalizing your portfolio. Your internship information will also be placed in LiveText. Most all of you will have a portfolio that will be appropriately presented and evaluated in LiveText.

One of the additional benefits of LiveText is that we as a department can aggregate your data with your other candidates to assess the strengths and weaknesses of not only individuals but for specific programs.

Additional information below will be in most of your course syllabi. It provides information about signing up for LiveText. You will buy it at the Andrews University Bookstore or online at http://www.livetext.com/purchasing/membership_student.html.

The cost of LiveText is $98. Your LiveText membership is valid for **the entire time you are enrolled in SED programs, plus an additional year from your date of graduation** (bachelor's degree through to doctoral programs).

LiveText Membership

The School of Education has chosen LiveText, an accreditation data management system, to facilitate candidate submissions of required evidences of competence from candidates for careers in education. If you have not yet purchased your LiveText license, please do so right away. LiveText Membership provides each candidate with a personal online digital workspace to author class assignments, journals, and e-portfolios, or to create your own secure access web space. Your one-time membership fee covers your use of LiveText until you complete your education program, and one year beyond. Using LiveText, you will author and submit your required work on-line in all creative

forms—written, digitally designed, audio, or video clips. In addition to meeting course and program requirements through LiveText, you can create Visitor's Passes which enable you to quickly and easily showcase your portfolios, achievements, and creative work to prospective employers and other interested parties.

Throughout the program, LiveText submission will be expected for assignments as clearly stated in each course syllabus.

LiveText System Requirements

- A high-speed internet connection (DSL/Cable/T1) is strongly recommended. 56k dial-up minimum.
- An e-mail account (your Andrews University username@andrews.edu).
- Internet browser must support JavaScript (it is recommended that Firefox, version 1.0 or greater [preferred browser] be used in order to ensure full functionality of all components).
- Cookies must be enabled to allow for an increased level of security.
- Computer screen must be using a sufficiently-sized screen resolution and must meet the required level of color depth in order to view pages properly.
- NOTE: Some additional software or hardware may be required depending on the course. Candidates will be notified of any additional course-specific requirements by the professor.

Note: Those in certification programs DO NOT need to use LiveText. However, it is to their advantage to have an online portfolio they can send to prospective or current employers for job placement or promotion. As such, we highly recommend candidates use this regardless of their degree status.

Time Limits

Educational Administration degree programs have to be completed within the following time limits:

- **MA:** 6 years
- **EdS/EdD/PhD:** Course work and comprehensive examinations must be completed in 5 years. Dissertation must be completed at 7 years.

During their time in the program candidates have to enroll in one or more courses at least one semester out of three consecutive semesters. Each year candidates are evaluated in their progress during the annual review. This process is part of the accountability system embedded in the program. If a candidate runs out of time, as established by the above guidelines, he or she may apply for time extensions, which may be granted by the Graduate Programs Committee under certain circumstances. To avoid unnecessary delays and costs, it is recommended that candidates carefully consider with their advisor how to complete their program in a timely manner.

Finances

Loan Deferment

Loans are available through the Student Financial Services office. You may reach them by calling 800-253-2874. Enrollment is necessary to receive loan deferment or to fulfill loan status. Documentation for full-time status for any given semester in the K-12 Educational Administration Program may be obtained in either of two ways:

1. **Registering for four or more credits.** (For most graduate loans, registering half-time for four credits will defer the loan. Check with your loan company and Student Financial Services to be sure). If a candidate registers for fewer than 4 credits, he or she may also register for EDAL650 (Program Continuation). After a candidate has registered for all dissertation and course credits, the candidate must register for EDAL888 (Dissertation Continuation) each term until graduation.

2. **Submitting a Full-time Status Request form.** To use this form, the candidate must register for LEAD899 Dissertation Credit, EDAL888 Dissertation Continuation, or EDAL650 Program Continuation and clock at least 24 hours a week or at least 360 hours per semester for each semester of loan deferment desired.

Forms are available from the Graduate Programs Office or the Leadership & Educational Administration office. Based on the above and upon request, the Leadership & Educational Administration office may submit a letter verifying full-time status to the Student Financial Services office.

IMPORTANT—EDUCATIONAL ADMINISTRATION CONTINUATION

Registering for EDAL650 Educational Administration Program Continuation for 0 credits indicates that the candidate is committed to working a minimum of 24 hours per week on program content to clear deferred grades (DGs) with advisor approval. If a candidate choses not to register for any credits for more than two consecutive semesters, he or she must register for EDAL650 or become inactive. The Student Financial Services office recognizes registration for EDAL650 as full-time status, and as a condition for deferring repayment of academic loans.

Fees

Costs per credit for master's and doctoral coursework are determined by Andrews University and published in the official *Andrews University Bulletin* each year. Further categories of miscellaneous charges, such as the general fee charged to all candidates each semester, are also found in the current Bulletin. However, because candidates are

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located off campus, their fees will be labeled an "online delivery fee." (Refer to the current *Andrews University Bulletin* for credit costs.)

Additionally, the K-12 Educational Administration program generates specific costs, which may include items such as:

- Summer travel, room, and board
- Equipment costs (i.e. computer, phone lines, software)
- Books, supplies, and duplicating (books average $100 per course)
- Program or Dissertation Continuation fee
- Faculty travel to dissertation defense or portfolio presentation

Sponsorship

When sponsored, candidates must work closely with their assigned Student Financial Services Advisor to ensure all sponsorship requirements are met.

Residency Requirements for the EdS, EdD, and PhD

Residency requirements may be fulfilled by complying with the following by the end of the candidate fourth semester in the program:

- Have an approved course plan
- Register for a minimum of 12 credits including EDAL500 Orientation and EDAL520 Foundations of Educational Administration.
- Be on regular admission status
- Begin participation in the mentored internship program

Advancement to Degree Candidacy

Advancement to Degree Candidacy. An applicant for Advancement to Degree Candindacy form is filled after the candidate
- Applies for the comprehensive evaluation
- Completes all course requirements or registers for them
- Removes all curriculum deficiencies
- Removes any language deficiency.

The candidate is advanced to degree candidacy when the comprehensive evaluation is passed.

Standards of Scholarship

Course Plan and Portfolio

The candidate must satisfactorily fulfill the credits outlined in the approved Course Plan and complete their comprehensive evaluation.

APA Standards

All written work must conform to APA standards and *AU Standards for Written Work.* (version 11 from January 2008 now applies, but new versions are released about ever 4-6 years). See Student Resources on this website: *http://www.andrews.edu/GRAD.*

Grade-Point Average

To remain in the program, the candidate must maintain an overall grade-point average of 3.30. No grade of D or F may count toward a degree. If the candidate repeats a course, both grades affect the grade-point average. After acceptance into the doctoral program, earning more than three grades below a B, including any grades of *Unsatisfactory*, may result in suspended enrollment.

Annual Evaluation

An annual evaluation takes place every spring for all candidates. At this time, K-12 Educational Administration faculty determine each candidate progress in the program. Any concerns are brought to the attention of the candidate at that time.

Transfer of Credits

Transfer Credits to an MA

Graduate credits taken at another accredited/recognized institution fewer than six calendar years before the expected graduation year may be transferred and applied toward a master's degree. An MA candidate can transfer in 6 out of the 32 credits if those credits have grades of B (3.0) or above. The Andrews University credits taken toward the Master's degree constitute at least 80% of the requirements for the degree.

Transfer Credits to an EdS

EdS candidates must take a minimum of 24 credits from Andrews University toward the total required 64 credits. The remaining credits may be transferred to Andrews University. To qualify, credits must be from an accredited university and grades must be B (3.0) or higher.

Transfer Credits to an EdD or PhD

Up to 42 qualifying graduate semester credits will count towards the total 90 credits and may be transferred into the K-12 Educational Administration doctoral program. To qualify, credits must be from an accredited university and grades must be B (3.0) or higher.

Credits earned *before* acceptance into the doctoral program: In order to request that qualifying graduate credits be transferred, the candidate must submit a Transfer Petition Request to the Graduate Programs office. Staff at the K-12 Educational Administration Program office will automatically fill out this form from available admission transcripts. It is the candidate responsibility, however, to provide official transcripts that come

directly from the institution to Andrews University, and to check with the K-12 Educational Administration program office to confirm that all intended transfer credits are included.

Credits earned *after* acceptance into the doctoral program: Candidates who wish to obtain transfer credit from another university after acceptance into the Educational Administration doctoral program must petition for the approval of such credits *before* taking the courses intended to be transferred. To do so, the candidate must provide a copy of the description of the course (a course outline is helpful), and submit it with a Graduate Petition Form to his or her advisor for approval. (Forms may be found on the Graduate Studies web page, http://www.andrews.edu/GRAD/welcome.html.) These credits must be included as part of the 42 semester transfer credits. They may not count as part of the required 32 non-dissertation credits.

Transfer of Degree Programs

From One Doctoral Degree to Another within a Given Program

To transfer between EdD and PhD degrees within the same program, the candidate may submit a petition to the Graduate Educational Programs Committee prior to the topic approval of the dissertation. The course plan must be adjusted accordingly and the original schedule for completing the program must be maintained, that is, transferring from one program to another does not allow more time for the program's completion (See section on Time Limitations).

Between Programs

To transfer from another doctoral program to K-12 Educational Administration, the candidate must submit a new application to K-12 Educational Administration faculty and to the Graduate Educational Programs Committee.

Bulletin Requirements and Responsibility

The *Andrews University Bulletin* covers general questions about academic policies, and each candidate is responsible for becoming familiar with regulations governing such matters. Although the policies of the *Bulletin* carry the weight of faculty action, practice, and precedent, special circumstances occasionally may suggest an exception. The petition process handles such circumstances through the office of the Director of Graduate Programs.

Candidates may choose to meet the requirements of any *Bulletin* published after acceptance into the doctoral program, as long as they maintain active status (see Inactive Status). A break in enrollment may result in being placed on inactive status. In order to reactivate, the requirements must be met as listed in the *Bulletin* in effect when re-enrollment resumes.

For more information on any of the contents of this handbook, please see the current *Andrews University Bulletin*.

Services for Candidates with Disabilities

The K-12 Educational Administration Program, as part of Andrews University, accepts and appreciates diversity in its candidates, including candidates with disabilities. Accordingly, qualified candidates are encouraged to inform the University and the K-12 Educational Administration office of their disability and enter into a dialogue regarding ways in which the program might reasonably accommodate them.

Candidate Appeal Process

Candidates who find themselves in conflict with or questioning any practice, decision, and/or policy that, in their minds, impacts upon them adversely, may discuss the matter with responsible School of Education personnel in an attempt to have the situation considered, improved, or settled. The nature of the conflict will, in part, determine the procedure to follow. Fundamental to any procedure, however, is the basic commitment to Christian principles.

Candidate →
- Dean
- Department Chair
- Program Coordinator
- Advisor
- SED Faculty
- Graduate Student Association
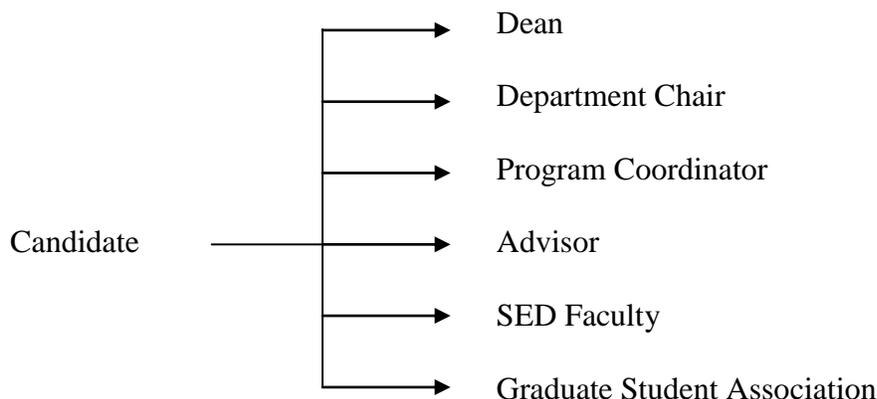
Conflict with Policy in General

When a question arises in regards to an established policy, candidates may discuss it with their advisor, department chair, program coordinator, the Dean, and/or any faculty member; or direct the question to the Graduate Student Association for general discussion by other candidates.

Conflict with Policy in Particular

When candidates feel adversely affected by established policy, they should discuss it first with the advisor. This may result in petitioning to waive the policy in this particular case.

Candidate → Advisor → Program Coordinator → Dept Chair → Dean

If the Candidate cannot get the advisor to support the petition, it should be discussed next with the program coordinator, and if necessary, with department chair. At this

point, a petition may be filed seeking a waiver or the chair may intervene by bringing the matter to the Dean's Administrative Council (DAC).

Candidate → Program Coordinator → Petition → Dept Chair → Dean

OR

Candidate → Dept Chair → DAC → Appropriate resource

Or, if neither of the above protocols brings satisfactory resolution to the problem, the matter may be brought to the Dean of the School of Education. If the Dean cannot settle the situation, the matter may be referred to the School of Education Graduate and Undergraduate Academic Policies and Curricula Committee (AP&CC).

Candidate → Dean

OR

Candidate → Dean → AP & CC

If the problem still does not have a resolution, the matter may be discussed with the Provost.

Candidate → Provost (Final Appeal)

Conflict with a Faculty Member over a Practice

If conflict arises between a candidate and a faculty member, the ideal protocol from a Christian perspective is that resolution be sought first with the faculty member.

Candidate → Faculty Member

When candidates feel that the procedure may, in itself, affect them adversely, they should contact their advisor who may then mediate on their behalf.

Candidate → Advisor → Program Coordinator → Dept Chair → Faculty Member

If candidates consider either of the above procedures counterproductive, they may bring their grievance directly to the Dean of the School of Education.

Candidate → Dean → Faculty Member

In those rare instances when a candidate considers all of the above procedures to be intimidating or it fails to bring relief, the problem may be brought to the Provost.

Candidate → Provost → Appropriate Personnel

In those extreme instances when none of the above procedures bring satisfactory resolution to the problem, the candidate then has the right to bring the matter to the President of the University. The president's decision is final in this type of conflict.

Candidate → President

Graduation

Applications for Graduation

It is the responsibility of the candidate to obtain and file an "Application for Graduation" request with the Records Office. For May graduation, the application should be filed in mid-January. For August graduation, the application should be filed in mid-May.(See the *Academic Calendar* for specific dates).

Completion of Program Requirements

Candidates planning to graduate must complete all program requirements (check with the Secretary of Graduate Programs) and receive financial clearance from Student Financial Services, one week before commencement.

Graduation Gown

There are several options to choose from:

- The regular black one-tripper gown can be purchased at the Bookstore. This gown is made of a sheer/flimsy material with a black mortarboard hat. The tassel is yellow.
- Special order the custom-made doctoral regalia (made just for Andrews University) for about $1000 by calling the Records Office. This must be done three to four months before graduation to insure delivery by graduation. This gown is dark blue with gold and an 8-sided velvet tam with admiral blue head band.
- The School of Education has a few gowns to rent. Check with the Secretary of Graduate Programs as soon as possible because the gowns are available on a first come, first served basis.
- Borrow a gown from a previous Andrews University graduate.

Announcements/Name Cards

Announcements and name cards may be purchased through the Andrews University Bookstore. Personalized and generic announcements are available. For more information, call 269-471-3287 or 800-385-2001.

Graduation Lodging

Anyone needing to arrange for a place to stay may call 269-471-3295 to reserve a room on campus. Space is limited so housing arrangements need to be made as soon as possible.

Graduation Schedule

Graduation is a full weekend event. Rehearsal is Thursday evening, and there are ceremonies on Friday evening, Saturday morning, and Sunday morning.

Conferral of Degree

Degrees are awarded after candidates complete all degree requirements. There are two commencement services each year, scheduled for May and August. Degree conferral without the graduation ceremony is available in December.

Graduation in Absentia

Candidates may graduate in absentia by indicating their request to the Records Office.

Appendices

Appendix A: Self-Assessment Instrument (SAI) for K-12 Educational Administrators

This instrument is available in LiveText, EDAL680 & LEAD886

WHAT IS THIS (SAI) FOR? This SAI is designed to help students assess the level of their understanding in several areas related to administrative functioning in K-12 School systems in accordance with the standards set for by the Interstate School Leaders Licensure Consortium (ISLLC), Educational Leadership Constituent Council (ELCC), and the SDA Church. The six ISLLC and ELCC Standards are addressed as well as the Technology Standards for School Administrators (TSSA) as a seventh Standard. An eighth Standard insures that candidates are provided opportunities to develop a personal worldview. A ninth Standard insures that candidates are provided opportunities to understand and apply research and evaluation for effective decision making. The SAI allows for a pre-assessment by the participant at the beginning of the program and a follow-up post-assessment by the participant at the end of the program.

INSTRUCTIONS FOR COMPLETING THE SAI at the beginning of your program - When you begin your program complete the Pre-Test column of this assessment form. Use the PRE-test column and enter the numbers (1-5) to identify your response to the following statements:

1 - I can't do and/or don't know anything about this at all.
2 - I can't do and/or don't know much about this at all.
3 - I know about and/or can do this at a satisfactory, beginning level.
4 - I know about and/or can do this at an adequate, proficient level.
5 - I know about and/or can do this at a expert distinguished level.
Please do not spend too much time with this activity. Go with you first impression.

INSTRUCTIONS FOR COMPLETING THE SAI at the end of your program - When you near the end of your program, complete the Post-Test column of this assessment form. Use the Post-Test column and enter the numbers (1-5) to identify your response to the following statements:

STANDARDS	ELEMENTS	INDICATORS	Pre Test		Post Test		
STANDARD 1—Vision as an Essential of Leadership Development: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.							
	ELEMENT 1.1 Develop a School Vision of Learning						
		a) I develop a vision of learning for a school that promotes the success of all students.					
		b) I base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.					
	ELEMENT 1.1 Average		0%		0%	0%	
	ELEMENT 1.2 Articulate a School Vision of Learning						
		a) I demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.					

		b) I demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.					
		c) I demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.					
	ELEMENT 1.2 Average			0%		0%	0%
	ELEMENT 1.3 Implement a School Vision of Learning						
		a) I can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.					
		b) I develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).					
	ELEMENT 1.3 Average			0%		0%	0%
	ELEMENT 1.4 Steward a School Vision of Learning						
		a) I demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.					
		b) I design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.					
		c) I assume stewardship of the vision through various methods					
	ELEMENT 1.4 Average			0%		0%	0%
	ELEMENT 1.5 Promote Community Involvement in School Vision						
		a) I demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts					

		b) I acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.				
	ELEMENT 1.5 Average			**0%**		**0%**	**0%**
STANDARD 1.0 Average				**0%**		**0%**	**0%**

STANDARD 2—Instructional Culture as an Essential of Leadership Development: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practices to student learning, and designing comprehensive professional growth plans for staff.

	ELEMENT 2.1 Promote a Positive School Culture					
		a) I assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.				
	ELEMENT 2.1 Average			**0%**		**0%**	**0%**
	ELEMENT 2.2 Provide Effective Instructional Program					
		a) I demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.				
		b) I demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.				
		c) I demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.				
	ELEMENT 2.2 Average			**0%**		**0%**	**0%**
	ELEMENT 2.3 Apply Best Practice to Student Learning					
		a) I demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.				
		b) I apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.				

		c) I demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.			
	ELEMENT 2.3 Average			**0%**		**0%**	**0%**

	ELEMENT 2.4 Design Comprehensive Professional Growth Plans				
		a) I design and demonstrate an ability to implement well-planned, context appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.			
		b) I demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.			
		c) I develop and implement personal professional growth plans that reflect a commitment to life-long learning.			
	ELEMENT 2.4 Average			**0%**		**0%**	**0%**

STANDARD 2.0 Average				**0%**		**0%**	**0%**

STANDARD 3—Management as an Essential of Leadership Development: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

	ELEMENT 3.1 Manage the Organization				
		a) I demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency.			
		b) I develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.			
		c) I demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.			

ELEMENT 3.1 Average			0%		0%	0%

| **ELEMENT 3.2 Manage the Operations** |

	a) I demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.				
	b) I develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.				
	c) I demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.				

| **ELEMENT 3.2 Average** | | | 0% | | 0% | 0% |

| **ELEMENT 3.3 Manage the Resources** |

	a) I use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.				
	b) I creatively seek new resources to facilitate learning.				
	c) I apply and assess current technologies for school management, business procedures, and scheduling.				

| **ELEMENT 3.3 Average** | | | 0% | | 0% | 0% |

| **STANDARD 3.0 Average** | | | 0% | | 0% | 0% |

STANDARD 4—Collaboration as an Essential of Leadership Development: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to the diverse community interests and needs, and mobilizing community resources.

| **ELEMENT 4.1 Collaborate with Families and Other Community Members** |

| | a) I demonstrate an ability to bring together the resources of family members and the community to positively affect student learning. | | | | |

		b) I demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.				
		c) I demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.				
		d) I apply an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.				
		e) I develop various methods of outreach aimed at business, religious, political, and service organizations.				
		f) I demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.				
		g) I demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.				
		h) I develop a comprehensive program of community relations and demonstrate the ability to work with the media.				
	ELEMENT 4.1 Average			**0%**		**0%**	**0%**
	ELEMENT 4.2 Respond to Community Interests and Needs						
		a) I demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.				
		b) I demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.				
		c) I provide leadership to programs serving students with special and exceptional needs.				
		d) I demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.				
	ELEMENT 4.2 Average			**0%**		**0%**	**0%**
	ELEMENT 4.3 Mobilize Community Resources						

		a) I demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.				
		b) I demonstrate how to use school resources and social service agencies to serve the community.				
		c) I demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.				
	ELEMENT 4.3 Average			**0%**		**0%**	**0%**
STANDARD 4.0 Average				**0%**		**0%**	**0%**

STANDARD 5 - Integrity, Fairness, and Ethics as an Essential of Leadership Development: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

	ELEMENT 5.1 Acts with Integrity					
		a) I demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.				
	ELEMENT 5.1 Average			**0%**		**0%**	**0%**
	ELEMENT 5.2 Acts Fairly					
		a) I demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.				
	ELEMENT 5.2 Average			**0%**		**0%**	**0%**
	ELEMENT 5.3 Acts Ethically					
		a) I make and explain decisions based upon ethical and legal principles.				
	ELEMENT 5.3 Average			**0%**		**0%**	**0%**
STANDARD 5.0 Average				**0%**		**0%**	**0%**

STANDARD 6 - Understanding, Responding to, and Influencing the Larger Contexts as an Essential of Leadership Development: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

	ELEMENT 6.1 Understand the Larger Educational Context	

		a) I act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.				
		b) I demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.				
		c) I demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.				
		d) I demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.				
		e) I demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.				
		f) I demonstrate the ability to analyze and describe the cultural diversity in a school community.				
		g) I can describe community norms and values and how they relate to the role of the school in promoting social justice.				
		h) I demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.				
ELEMENT 6.1 Average				**0%**		**0%**	**0%**
ELEMENT 6.2 Respond to the Larger Educational Context							
		a) I demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.				
ELEMENT 6.2 Average				**0%**		**0%**	**0%**
ELEMENT 6.3 influence the Larger Educational Context							
		a) I demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.				

		b) I apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.					
		c) I advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.					
	ELEMENT 6.3 Average		**0%**		**0%**	**0%**
STANDARD 6.0 Average			**0%**		**0%**	**0%**
STANDARD 7 - Integrating Technology into Administrative Processes an Essential of Leadership Development: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by comprehensively applying technology to advance student achievement						
	ELEMENT 7.1 Technology Leaders and Vision					
		a) I inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.					
		b) I can assess technology software and identify concerns, and make recommendations for improvement.					
		c) I can create a website or evaluate and suggest improvements for the school website.					
	ELEMENT 7.1 Average		**0%**		**0%**	**0%**
	ELEMENT 7.2 Teaching and Learning					
		a) I ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.					
	ELEMENT 7.2 Average		**0%**		**0%**	**0%**
	ELEMENT 7.3 Productivity and Professional Practice					
		a) I apply technology to enhance staff professional practice and to increase their productivity and that of others.					
	ELEMENT 7.3 Average		**0%**		**0%**	**0%**
	ELEMENT 7.4 Support, Management and Operations					
		a) I ensure the integration of technology to support productive systems for learning and administration.					
	ELEMENT 7.4 Element Average		**0%**		**0%**	**0%**
	ELEMENT 7.5 Assessment and Evaluation					
		a) I use technology to plan and implement comprehensive systems of effective assessment and evaluation.					

			0%		0%	0%
	ELEMENT 7.5 Average					

	ELEMENT 7.5 Average		0%		0%	0%
	ELEMENT 7.6 Technology, Social, Legal and Ethical Issues					
		a) I use technology in a socially acceptable, legal and ethical manner.				
	ELEMENT 7.6 Average		0%		0%	0%
STANDARD 8.0 Average			0%		0%	0%
Standard 8 - Worldview as an Essential of Leadership Development: Candidates who complete the program are educational leaders who promotes the success of all students by appreciating the perspectives of others and developing a personal and school philosophy from which action and service arise.						
	ELEMENT 8.1 Worldview, History and Major Strands					
		a) I understand the values and practices of major worldviews.				
		b) I understand the history of major worldviews.				
	ELEMENT 8.1 Average		0%		0%	0%
	ELEMENT 8.2 Personal Worldview					
		a) I have identified my worldview				
		b) I can articulate my worldview				
		c) I can compare and contrast my worldview with other major worldviews				
	ELEMENT 8.2 Average		0%		0%	0%
	ELEMENT 8.3 Worldview and its Influence in the School					
		a) I integrate my worldview into my educational administrative philosophy and practice.				
		b) I apply the school's worldview to its mission and vision				
		c) I apply the school's worldview to everyday decisions of the school.				
	ELEMENT 8.3 Average		0%		0%	0%
STANDARD 8.0 Average			0%		0%	0%
Standard 9 - Research and Evaluation as an Essential for leadership Development: Candidates who complete the program are educational leaders who promote the success of all students by comprehensively applying research and evaluation as the basis for effective decision making.						
	ELEMENT 9.1 Research Methodologies					
		a) I understand major research methodologies				
		b) I understand the process and logic of scientific inquiry				
	ELEMENT 9.1 Average		0%		0%	0%
	ELEMENT 9.2 Conducting Research					

		a) I can conduct literature reviews (using appropriate databases and search criteria and effective management tools)				
		b) I understand how to select appropriate research design				
		c) I conduct data collection and analysis				
	ELEMENT 9.2 Average			0%		0%	0%
	ELEMENT 9.3 Evaluating Research					
		a) I can critique the adequacy of research reports				
	ELEMENT 9.3 Average			0%		0%	0%
	ELEMENT 9.4 Reporting Research					
		a) I can adequately communicate research findings				
		b) I can relate research to the body of knowledge in administration				
	ELEMENT 9.4 Average			0%		0%	0%
STANDARD 9.0 Average				0%		0%	0%
Standards 1 to 9 Average				0%		0%	0%

Appendix B: 360° Candidate Assessment by Others (360° CABO)

This instrument is available for you in LiveText, EDAL 680 & LEAD 886.

<table>
<tr><td colspan="5">360° Candidate Assessment by Others (360° CABO)</td></tr>
<tr><td></td><td colspan="2">For</td><td></td><td></td></tr>
<tr><td></td><td colspan="2">K-12 Educational Administrators</td><td></td><td></td></tr>
<tr><td colspan="5">WHAT IS THIS (360° CABO) FOR? This is not a recommendation form on the merit or expertise of the person, but an assessment of your perspective of the knowledge, and/or beliefs behind the words and/or actions of the person. The PAF is designed to help participants obtain an assessment from a peer, a superior, and a subordinate, regarding the level of their understanding in several areas related to administrative functioning in K-12 School systems in accordance with the Standards set forth by the Interstate School Leaders Licensure Consortium (ISLLC), the Educational Leadership Constituent Council (ELCC), and the SDA Church. The six ISLLC and ELCC Standards are addressed as well as the Technology Standards for School Administrators (TSSA) as a seventh Standard. An eighth Standard insures that candidates are provided opportunities to develop a personal worldview. A ninth Standard insures that candidates are provided opportunities to understand and apply research and evaluation for effective decision making.</td></tr>
<tr><td colspan="5">INSTRUCTIONS FOR COMPLETING THE 360 CABO: Please complete this assessment as accurately and honestly as possible. There are no good or bad, right or wrong answers, just your perceptions.

Please respond to the statements in the PAF using the following numbers to identify your perception of the participant's knowledge and ability regarding each statement.

0 - I have no knowledge or opinion about the participant's knowledge or ability regarding this.
1 - The participant can't do and/or doesn't know anything about this at all.
2 - The participant can't do and/or doesn't know much about this at all.
3 - The participant knows about and/or can do this at a satisfactory, beginning level.
4 - The participant knows about and/or can do this at an adequate, proficient level.
5 - The participant knows about and/or can do this at a expert distinguished level.

Write the number that best indicates your response in the box in the Pre Test column of the PAF.

Please do not spend too much time with this activity.

Go with you first impression.

On behalf of the participant, thank you for your time and effort!</td></tr>
<tr><td>STANDARDS</td><td>ELEMENTS</td><td>INDICATORS</td><td>Pre Test</td><td></td></tr>
<tr><td colspan="5">STANDARD 1—Vision as an Essential of Leadership Development: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.</td></tr>
<tr><td></td><td colspan="2">ELEMENT 1.1 Develop a School Vision of Learning</td><td></td><td></td></tr>
</table>

		a) The participant is able to develop a vision of learning for a school that promotes the success of all students.	
		b) The participant is able to base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.	
ELEMENT 1.1 Average			**0%**
ELEMENT 1.2 Articulate a School Vision of Learning			
		a) The participant is able to demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.	
		b) The participant is able to demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.	
		c) The participant is able to demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.	
ELEMENT 1.2 Average			**0%**
ELEMENT 1.3 Implement a School Vision of Learning			
		a) The participant is able to formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.	
		b) The participant is able to develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).	
ELEMENT 1.3 Average			**0%**
ELEMENT 1.4 Steward a School Vision of Learning			
		a) The participant is able to demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.	

		b) The participant is able to design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.	
		c) The participant is able to assume stewardship of the vision through various methods	
	ELEMENT 1.4 Average		**0%**
	ELEMENT 1.5 Promote Community Involvement in School Vision		
		a) The participant is able to demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts	
		b) The participant is able to acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.	
	ELEMENT 1.5 Average		**0%**
STANDARD 1.0 Average			**0%**
STANDARD 2—Instructional Culture as an Essential of Leadership Development: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practices to student learning, and designing comprehensive professional growth plans for staff.			
	ELEMENT 2.1 Promote a Positive School Culture		
		a) The participant is able to assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.	
	ELEMENT 2.1 Average		**0%**
	ELEMENT 2.2 Provide Effective Instructional Program		
		a) The participant is able to demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.	
		b) The participant is able to demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.	

		c) The participant is able to demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.	
	ELEMENT 2.2 Average		**0%**
	ELEMENT 2.3 Apply Best Practice to Student Learning		
		a) The participant is able to demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.	
		b) The participant is able to apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.	
		c) The participant is able to demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.	
	ELEMENT 2.3 Average		**0%**
	ELEMENT 2.4 Design Comprehensive Professional Growth Plans		
		a) The participant is able to design and demonstrate an ability to implement well-planned, context appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.	
		b) The participant is able to demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.	
		c) The participant is able to develop and implement personal professional growth plans that reflect a commitment to life-long learning.	
	ELEMENT 2.4 Average		**0%**
STANDARD 2.0 Average			**0%**
STANDARD 3—Management as an Essential of Leadership Development: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.			
	ELEMENT 3.1 Manage the Organization		

		a) The participant is able to demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency.		
		b) The participant is able to develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.		
		c) The participant is able to demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.		
	ELEMENT 3.1 Average			**0%**
	ELEMENT 3.2 Manage the Operations			
		a) The participant is able to demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.		
		b) The participant is able to develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.		
		c) The participant is able to demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.		
	ELEMENT 3.2 Average			**0%**
	ELEMENT 3.3 Manage the Resources			
		a) The participant is able to use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.		
		b) The participant is able to creatively seek new resources to facilitate learning.		
		c) The participant is able to apply and assess current technologies for school management, business procedures, and scheduling.		
	ELEMENT 3.3 Average			**0%**

STANDARD 3.0 Average		0%

STANDARD 4—Collaboration as an Essential of Leadership Development: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to the diverse community interests and needs, and mobilizing community resources.

ELEMENT 4.1 Collaborate with Families and Other Community Members

a) The participant is able to demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.		
b) The participant is able to demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.		
c) The participant is able to demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.		
d) The participant is able to apply an understanding of community relations models, marketing strategies and processes, data-based decision making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.		
e) The participant is able to develop various methods of outreach aimed at business, religious, political, and service organizations.		
f) The participant is able to demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.		
g) The participant is able to demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.		
h) The participant is able to develop a comprehensive program of community relations and demonstrate the ability to work with the media.		

ELEMENT 4.1 Average		0%

ELEMENT 4.2 Respond to Community Interests and Needs

a) The participant is able to demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.		

		b) The participant is able to demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.		
		c) The participant is able to provide leadership to programs serving students with special and exceptional needs.		
		d) The participant is able to demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.		
	ELEMENT 4.2 Average			0%
	ELEMENT 4.3 Mobilize Community Resources			
		a) The participant is able to demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.		
		b) The participant is able to demonstrate how to use school resources and social service agencies to serve the community.		
		c) The participant is able to demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.		
	ELEMENT 4.3 Average			0%
STANDARD 4.0 Average				0%
STANDARD 5—Integrity, Fairness, and Ethics as an Essential of Leadership Development: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.				
	ELEMENT 5.1 Acts with Integrity			
		a) The participant is able to demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.		
	ELEMENT 5.1 Average			0%
	ELEMENT 5.2 Acts Fairly			
		a) The participant is able to demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.		
	ELEMENT 5.2 Average			0%
	ELEMENT 5.3 Acts Ethically			
		a) The participant is able to make and explain decisions based upon ethical and legal principles.		

	ELEMENT 5.3 Average		0%

STANDARD 5.0 Average	0%

STANDARD 6—Understanding, Responding to, and Influencing the Larger Contexts as an Essential of Leadership Development: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

ELEMENT 6.1 Understand the Larger Educational Context

a) The participant is able to act as an informed consumer of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.

b) The participant is able to demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.

c) The participant is able to demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.

d) The participant is able to demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.

e) The participant is able to demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.

f) The participant is able to demonstrate the ability to analyze and describe the cultural diversity in a school community.

g) The participant is able to describe community norms and values and how they relate to the role of the school in promoting social justice.

h) The participant is able to demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.

ELEMENT 6.1 Average	0%

ELEMENT 6.2 Respond to the Larger Educational Context

		a) The participant is able to demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.		
	ELEMENT 6.2 Average			**0%**
	ELEMENT 6.3 influence the Larger Educational Context			
		a) The participant is able to demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.		
		b) The participant is able to apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.		
		c) The participant is able to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.		
	ELEMENT 6.3 Average			**0%**
STANDARD 6.0 Average				**0%**
STANDARD 7—Integrating Technology into Administrative Processes an Essential of Leadership Development: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by comprehensively applying technology to advance student achievement				
	ELEMENT 7.1 Technology Leaders and Vision			
		a) The participant is able to inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.		
		b) The participant is able to assess technology software and identify concerns, and make recommendations for improvement.		
		c) The participant is able to create a website or evaluate and suggest improvements for the school website.		
	ELEMENT 7.1 Average			**0%**
	ELEMENT 7.2 Teaching and Learning			
		a) The participant is able to ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.		

	ELEMENT 7.2 Average		**0%**
	ELEMENT 7.3 Productivity and Professional Practice		
	a) The participant is able to apply technology to enhance staff professional practice and to increase their productivity and that of others.		
	ELEMENT 7.3 Average		**0%**
	ELEMENT 7.4 Support, Management and Operations		
	a) The participant is able to ensure the integration of technology to support productive systems for learning and administration.		
	ELEMENT 7.4 Element Average		**0%**
	ELEMENT 7.5 Assessment and Evaluation		
	a) The participant is able to use technology to plan and implement comprehensive systems of effective assessment and evaluation.		
	ELEMENT 7.5 Average		**0%**
	ELEMENT 7.6 Technology, Social, Legal and Ethical Issues		
	a) The participant is able to use technology in a socially acceptable, legal and ethical manner.		
	ELEMENT 7.6 Average		**0%**
STANDARD 7.0 Average			**0%**

Standard 8—Worldview as an Essential of Leadership Development: Candidates who complete the program are educational leaders who promotes the success of all students by appreciating the perspectives of others and developing a personal and school philosophy from which action and service arise.

	ELEMENT 8.1 Worldview, History and Major Strands		
	a) The participant is able to understand the values and practices of major worldviews.		
	b) The participant is able to understand the history of major worldviews.		
	ELEMENT 8.1 Average		**0%**
	ELEMENT 8.2 Personal Worldview		
	a) The participant is able to have identified his/her worldview		
	b) The participant is able to articulate his/her worldview		
	c) The participant is able to compare and contrast his/her worldview with other major worldviews		
	ELEMENT 8.2 Average		**0%**
	ELEMENT 8.3 Worldview and its Influence in the School		

		a) The participant is able to integrate his/her worldview into his/her educational administrative philosophy and practice.		
		b) The participant is able to apply the school's worldview to its mission and vision		
		c) The participant is able to apply the school's worldview to everyday decisions of the school.		
	ELEMENT 8.3 Average			**0%**
STANDARD 8.0 Average				**0%**
Standard 9—Research and Evaluation as an Essential for leadership Development: Candidates who complete the program are educational leaders who promote the success of all students by comprehensively applying research and evaluation as the basis for effective decision making.				
	ELEMENT 9.1 Research Methodologies			
		a) The participant is able to understand major research methodologies		
		b) The participant is able to understand the process and logic of scientific inquiry		
	ELEMENT 9.1 Average			**0%**
	ELEMENT 9.2 Conducting Research			
		a) The participant is able to conduct literature reviews (using appropriate databases and search criteria and effective management tools)		
		b) I understand how to select appropriate research design		
		c) The participant is able to conduct data collection and analysis		
	ELEMENT 9.2 Average			**0%**
	ELEMENT 9.3 Evaluating Research			
		a) The participant is able to critique the adequacy of research reports		
	ELEMENT 9.3 Average			**0%**
	ELEMENT 9.4 Reporting Research			
		a) The participant is able to adequately communicate research findings		
		b) The participant is able to relate research to the body of knowledge in administration		
	ELEMENT 9.4 Average			**0%**
STANDARD 9.0 Average				**0%**
Standards 1 to 9 Average				

Appendix C: Educational Administration Assessment Grids

NAD-SDA-Administration Certification with Principal's Endorsement
NAD-SDA-Administration Certification with Supervisor of Instruction Endorsement
NAD-SDA-Administration Certification with Superintendent of Schools Endorsement
MA in K-12 Educational Administration
EdS in K-12 Educational Administration
EdD in K-12 Educational Administration
PhD in K-12 Educational Administration

NAD-SDA-Administration Certification with Principal's Endorsement Assessment Grid

The table links program standards to assessment and assessment to standards. It identifies the courses and their artifacts that will support candidates/candidates development in the nine standards and internship. It also provides a frame by which program faculty assess program inputs, outputs, and outcomes.

Standards and Areas of Competency An educational administrator is a leader who promotes the success of all candidates by:	Courses	Portfolio Artifacts
Holistic overview of the 9 standards	EDAL500*- EDAL520*	• Self-Assessment on 9 standards in LiveText • Pre-program Narrative of Self-Assessment in LiveText • Preliminary components of portfolio gathered from past experiences per advisor
1. Facilitating the development, articulation, implementation, and stewardship of a **vision of learning** that is shared and supported by the educational institution or community.	EDAL520* EDAL565	• School vision and mission assignment • Mission statement frame of reference development
2.Advocating, nurturing, and sustaining an **educational culture and instructional program** conducive to candidate learning and staff professional growth	EDCI547* EDAL570*	• Curriculum or Instruction artifact • Case study of a teacher
3.Ensuring **management** of the organization, operations, and resources for a safe, efficient, and effective learning environment	EDAL645*	• School budget development/analysis
4. Collaborating with **community** members, responding to diverse community interest and needs, and mobilizing community resources		
5. Acting with integrity, fairness, and in an **ethical** manner		
6. Understanding, responding to, and influencing the larger **political, social, economic, legal, and cultural context**	EDAL560* EDAL645*	• Law cases summaries; School board analysis • Case studies in economic and political aspects of school finance
7. Understanding and comprehensively applying **technology** to advance candidate achievement		
8. Appreciating the perspectives of others and developing a **personal philosophy** from which action and service arise	EDAL565*	• Personal Frame of Reference for Educational Administrators
9. Understanding and comprehensively **applying research and evaluation** for effective **decision making**		
The application of the nine standards or a portion of them in a holistic administrative experience that includes reflection and significant, sustained and substantive internship or mentoring	EDAL680*	• Individualized assignments vary according to candidates need to fulfill one or more of the 9 standards

*Required Course. Assessments and assignments from cognate courses may be used in the portfolio to document any of the above standards.

NAD-SDA-Administration Certification with
Supervisor of Instruction Endorsement Assessment Grid

The table links program standards to assessment and assessment to standards. It identifies the courses and their artifacts that will support candidates/candidates development in the nine standards and internship. It also provides a frame by which program faculty assess program inputs, outputs, and outcomes.

Standards and Areas of Competency An educational administrator is a leader who promotes the success of all candidates by:	Courses	Portfolio Artifacts
Holistic overview of the 9 standards	EDAL500* EDAL520*	• Self-Assessment on 9 standards in LiveText • Pre-program Narrative of Self-Assessment in LiveText • Preliminary components of portfolio gathered from past experiences per advisor
1. Facilitating the development, articulation, implementation, and stewardship of a **vision of learning** that is shared and supported by the educational institution or community.	EDAL520* EDAL565	• School vision and mission assignment • Mission statement frame of reference development
2. Advocating, nurturing, and sustaining an **educational culture and instructional program** conducive to candidate learning and staff professional growth	EDCI547* EDCI565 EDAL570*	• Curriculum artifact • Instruction artifact • Case study of a teacher
3. Ensuring **management** of the organization, operations, and resources for a safe, efficient, and effective learning environment	EDAL645*	• School budget development/analysis
4. Collaborating with **community** members, responding to diverse community interest and needs, and mobilizing community resources		
5. Acting with integrity, fairness, and in an **ethical** manner		
6. Understanding, responding to, and influencing the larger **political, social, economic, legal, and cultural context**	EDAL645	• Case studies in economic and political aspects of school finance
7. Understanding and comprehensively applying **technology** to advance candidate achievement	EDAL670*	• School technology plan: Development and funding
8. Appreciating the perspectives of others and developing a **personal philosophy** from which action and service arise	EDAL565	• Personal Frame of Reference for Educational Administrators
9. Understanding and comprehensively **applying research and evaluation** for effective **decision making**		
The application of the nine standards or a portion of them in a holistic administrative experience that includes reflection and significant, sustained and substantive internship or mentoring	EDAL680*	• Individualized Assignments vary according to candidates need to fulfill one or more of the 9 standards

*Required Course. Assessments and assignments from cognate courses may be used in the portfolio to document any of the above standards.

NAD-SDA-Administration Certification with
Superintendent of Schools Endorsement Assessment Grid

The table links program standards to assessment and assessment to standards. It identifies the courses and their artifacts that will support candidates/candidates development in the nine standards and internship. It also provides a frame by which program faculty assess program inputs, outputs, and outcomes.

Standards and Areas of Competency An educational administrator is a leader who promotes the success of all candidates by:	Courses	Portfolio Artifacts
Holistic overview of the 9 standards	EDAL500* EDAL520*	• Self-Assessment on 9 standards in LiveText • Pre-program Narrative of Self-Assessment in LiveText • Preliminary components of portfolio gathered from past experiences per advisor
1.Facilitating the development, articulation, implementation and stewardship of a **vision of learning** that is shared and supported by the educational institution or community.	EDAL520* EDAL565	• School vision and mission assignment • Mission statement frame of reference development
2. Advocating, nurturing, and sustaining an **educational culture and instructional program** conducive to candidate learning and staff professional growth	EDCI547* EDAL570*	• Curriculum artifact • Case study of a teacher
3. Ensuring **management** of the organization, operations, and resources for a safe, efficient, and effective learning environment	EDAL635* EDAL645*	• School personnel leader interview • School budget development/analysis
4. Collaborating with **community** members, responding to diverse community interest and needs, and mobilizing community resources		
5. Acting with integrity, fairness, and in an **ethical** manner		
6. Understanding, responding to, and influencing the larger **political, social, economic, legal, and cultural context**	EDAL560* EDAL645*	• Law cases summaries; School board analysis • Case studies in economic and political aspects of school finance
7. Understanding and comprehensively applying **technology** to advance candidate achievement	EDAL670*	• School technology plan: Development and funding
8. Appreciating the perspectives of others and developing a **personal philosophy** from which action and service arise	EDAL565	• Personal Frame of Reference for Educational Administrators
9. Understanding and comprehensively **applying research and evaluation** for effective **decision making**		
The application of the nine standards or a portion of them in a holistic administrative experience that includes reflection and significant, sustained and substantive internship or mentoring	EDAL680*	• Individualized Assignments vary according to candidates need to fulfill one or more of the 9 standards

*Required Course. Assessments and assignments from cognate courses may be used in the portfolio to document any of the above standards.

MA in K-12 Educational Administration Assessment

The table links program standards to assessment and assessment to standards. It identifies the courses and their artifacts that will support candidates/candidates development in the nine standards and internship. It also provides a frame by which program faculty assess program inputs, outputs, and outcomes.

Standards and Areas of Competency An educational administrator is a leader who promotes the success of all candidates by:	Courses	Portfolio Artifacts
Holistic overview of the 9 standards	EDAL500* EDAL520*	• Self-Assessment on 9 standards in LiveText • Pre-program Narrative of Self-Assessment in LiveText • Preliminary components of portfolio gathered from past experiences per advisor
1. Facilitating the development, articulation, implementation, and stewardship of a **vision of learning** that is shared and supported by the educational institution or community.	EDAL520* EDAL565	• School vision and mission assignment • Finish one element (CEEL plus artifact) from previous experience and secure instructor and/or advisor signoff • Frame of reference development and documentation
2. Advocating, nurturing, and sustaining an **educational culture and instructional program** conducive to candidate learning and staff professional growth	EDCI* EDAL570*	• School Curriculum or Instruction artifact • Clinical evaluation, case study and professional development plan for a teacher
3. Ensuring **management** of the organization, operations, and resources for a safe, efficient, and effective learning environment	EDAL635* EDAL645* EDAL664/5* LEAD530	• School personnel leader interview • School budget development/analysis • Principal interview • Board meeting visit and write up • School year cycle and schedules (personal planner) • Marketing plan
4. Collaborating with **community** members, responding to diverse community interest and needs, and mobilizing community resources	LEAD525	• Community analysis paper • Community building project
5. Acting with integrity, fairness, and in an **ethical** manner	LEAD645	• God, Me and Moral Relations Analysis • Organizational Integrity Analysis • Ethical analysis of case study
6. Understanding, responding to, and influencing the larger **political, social, economic, legal, and cultural context**	EDAL560* EDAL645*	• Law cases summaries • School board analysis • Case studies in economic and political aspects of school finance
7. Understanding and comprehensively applying **technology** to advance candidate achievement	EDAL670*	• School technology plan • Development and funding
8. Appreciating the perspectives of others and developing a **personal philosophy** from which action and service arise	EDFN500* EDAL565	• Personal philosophy statement • Personal Frame of Reference for Educational Administrators
9. Understanding and comprehensively **applying research and evaluation** for effective **decision making**	EDRM505*	• Article critique • Review of research methodologies
The application of the nine standards or a portion of them in a holistic administrative experience that includes reflection and significant, sustained and substantive internship or mentoring	EDAL680*	Individualized Assignments vary according to candidates need to fulfill one or more of the 9 standards

*Required Course. Assessments and assignments from cognate courses may be used in the portfolio to document any of the above standards.

EdS in K-12 Educational Administration Assessment

The table links program standards to assessment and assessment to standards. It identifies the courses and their artifacts that will support candidates/candidates development in the nine standards and internship. It also provides a frame by which program faculty assess program inputs, outputs, and outcomes.

Standards and Areas of Competency An educational administrator is a leader who promotes the success of all candidates by:	Courses	Portfolio Artifacts
Holistic overview of the 9 standards	EDAL500* EDAL520*	• Self-Assessment on 9 standards in LiveText • Pre-program Narrative of Self-Assessment in LiveText • Preliminary components of portfolio gathered from past experiences per advisor
1. Facilitating the development, articulation, implementation, and stewardship of a **vision of learning** that is shared and supported by the educational institution or community.	EDAL520* EDAL565	• School vision and mission assignment • Finish one element (CEEL plus artifact) from previous experience and secure instructor and/or advisor signoff • Frame of reference development and documentation
2. Advocating, nurturing, and sustaining an **educational culture and instructional program** conducive to candidate learning and staff professional growth	EDCI* EDAL570*	• School Curriculum or Instruction artifact • Clinical evaluation, case study and professional development plan for a teacher
3. Ensuring **management** of the organization, operations, and resources for a safe, efficient, and effective learning environment	EDAL635* EDAL 645* EDAL664/5* LEAD530	• School personnel leader interview • School budget development/analysis • Principal interview • Board meeting visit and write up • School year cycle and schedules (personal planner) • Marketing plan
4. Collaborating with **community** members, responding to diverse community interest and needs, and mobilizing community resources	LEAD525*	• Community analysis paper • Community building project
5. Acting with integrity, fairness, and in an **ethical** manner	LEAD645	• God, Me and Moral Relations Analysis • Organizational Integrity Analysis • Ethical analysis of case study
6. Understanding, responding to, and influencing the larger **political, social, economic, legal, and cultural context**	EDAL560 EDAL645	• Law cases summaries • School board analysis • Case studies in economic and political aspects of school finance
7. Understanding and comprehensively applying **technology** to advance candidate achievement	EDAL670	• School technology plan • Development and funding
8. Appreciating the perspectives of others and developing a **personal philosophy** from which action and service arise	EDFN500 EDAL565	• Personal philosophy statement • Personal Frame of Reference for Educational Administrators
9. Understanding and comprehensively **applying research and evaluation** for effective **decision making**	EDCI636* EDRM505* EDRM611* LEAD637*	• Article critique • Review of research methodologies • Program evaluation • Descriptive and inferential statistics • Literature review
The application of the nine standards or a portion of them in a holistic administrative experience that includes reflection and significant, sustained and substantive internship or mentoring	LEAD886*	Individualized Assignments vary according to candidates need to fulfill one or more of the 9 standards

*Required Course. Assessments and assignments from cognate courses may be used in the portfolio to document any of the above standards.

EdD in K-12 Educational Administration Assessment

The table links program standards to assessment and assessment to standards. It identifies the courses and their artifacts that will support candidates/candidates development in the nine standards and internship. It also provides a frame by which program faculty assess program inputs, outputs, and outcomes.

Standards and Areas of Competency An educational administrator is a leader who promotes the success of all candidates by:	Courses	Portfolio Artifacts
Holistic overview of the 9 standards	EDAL500* EDAL520*	• Self-Assessment on 9 standards in LiveText • Pre-program Narrative of Self-Assessment in LiveText • Preliminary components of portfolio gathered from past experiences per advisor
1. Facilitating the development, articulation, implementation, and stewardship of a **vision of learning** that is shared and supported by the educational institution or community.	EDAL520* EDAL565	• School vision and mission assignment • Finish one element (CEEL plus artifact) from previous experience and secure instructor and/or advisor signoff • Frame of reference development and documentation
2. Advocating, nurturing, and sustaining an **educational culture and instructional program** conducive to candidate learning and staff professional growth	EDCI* EDAL570*	• School Curriculum or Instruction artifact • Clinical evaluation, case study and professional development plan for a teacher
3. Ensuring **management** of the organization, operations, and resources for a safe, efficient, and effective learning environment	EDAL635* EDAL645* EDAL664/5* LEAD530	• School personnel leader interview • School budget development/analysis • Principal interview • Board meeting visit and write up • School year cycle and schedules (personal planner) • Marketing plan
4. Collaborating with **community** members, responding to diverse community interest and needs, and mobilizing community resources	LEAD525*	• Community analysis paper • Community building project
5. Acting with integrity, fairness, and in an **ethical** manner	LEAD645	• God, Me and Moral Relations Analysis • Organizational Integrity Analysis • Ethical analysis of case study
6. Understanding, responding to, and influencing the larger **political, social, economic, legal, and cultural context**	EDAL560 EDAL645	• Law cases summaries • School board analysis • Case studies in economic and political aspects of school finance
7. Understanding and comprehensively applying **technology** to advance candidate achievement	EDAL670	• School technology plan • Development and funding
8. Appreciating the perspectives of others and developing a **personal philosophy** from which action and service arise	EDFN500 EDAL565	• Personal philosophy statement • Personal Frame of Reference for Educational Administrators
9. Understanding and comprehensively **applying research and evaluation** for effective **decision making**	EDCI636* EDRM505* EDRM605 EDRM611* EDRM712* LEAD637*	• Article critique • Review of research methodologies • Program evaluation • Qualitative methodology • Descriptive and inferential statistics • Literature review
The application of the nine standards or a portion of them in a holistic administrative experience that includes reflection and significant, sustained and substantive internship or mentoring	LEAD886*	Individualized Assignments vary according to candidates need to fulfill one or more of the 9 standards

*Required Course. Assessments and assignments from cognate courses may be used in the portfolio to document any of the above standards.

PhD in K-12 Educational Administration Assessment

The table links program standards to assessment and assessment to standards. It identifies the courses and their artifacts that will support candidates/candidates development in the nine standards and internship. It also provides a frame by which program faculty assess program inputs, outputs and outcomes.

Standards and Areas of Competency An educational administrator is a leader who promotes the success of all candidates by:	Courses	Portfolio Artifacts
Holistic overview of the 9 standards	EDAL500* EDAL520*	• Self-Assessment on 9 standards in LiveText • Pre-program Narrative of Self-Assessment in LiveText • Preliminary components of portfolio gathered from past experiences per advisor
1. Facilitating the development, articulation, implementation, and stewardship of a **vision of learning** that is shared and supported by the educational institution or community.	EDAL520* EDAL565	• School vision and mission assignment • Finish one element (CEEL plus artifact) from previous experience and secure instructor and/or advisor signoff • Frame of reference development and documentation
2. Advocating, nurturing, and sustaining an **educational culture and instructional program** conducive to candidate learning and staff professional growth	EDCI* EDAL570*	• School Curriculum or Instruction artifact • Clinical evaluation, case study and professional development plan for a teacher
3. Ensuring **management** of the organization, operations, and resources for a safe, efficient, and effective learning environment	EDAL635* EDAL 645* EDAL664/5* LEAD530	• School personnel leader interview • School budget development/analysis • Principal interview • Board meeting visit and write up • School year cycle and schedules (personal planner) • Marketing plan
4. Collaborating with **community** members, responding to diverse community interest and needs, and mobilizing community resources	LEAD525*	• Community analysis paper • Community building project
5. Acting with integrity, fairness, and in an **ethical** manner	LEAD645	• God, Me and Moral Relations Analysis • Organizational Integrity Analysis • Ethical analysis of case study
6. Understanding, responding to, and influencing the larger **political, social, economic, legal, and cultural context**	EDAL560 EDAL645	• Law cases summaries • School board analysis • Case studies in economic and political aspects of school finance
7. Understanding and comprehensively applying **technology** to advance candidate achievement	EDAL670	• School technology plan • Development and funding
8. Appreciating the perspectives of others and developing a **personal philosophy** from which action and service arise	EDFN500 EDAL565	• Personal philosophy statement • Personal Frame of Reference for Educational Administrators
9. Understanding and comprehensively **applying research and evaluation** for effective **decision making**	EDCI636* EDRM505* EDRM605* EDRM611* EDRM712* LEAD637*	• Article critique • Review of research methodologies • Program evaluation • Qualitative methodology • Descriptive and inferential statistics • Literature review
The application of the nine standards or a portion of them in a holistic administrative experience that includes reflection and significant, sustained and substantive internship or mentoring	LEAD886*	Individualized Assignments vary according to candidates need to fulfill one or more of the 9 standards

*Required Course. Assessments and assignments from cognate courses may be used in the portfolio to document any of the above standards.

Appendix D: Course Plans

Denominational Administration Certification Endorsement: Principal
Denominational Administration Certification Endorsement: Superintendent of Schools
Denominational Administration Certification Endorsement: Supervisor of Instruction
MA in K-12 Educational Administration
EdS in K-12 Educational Administration
EdD in K-12 Educational Administration
PhD in K-12 Educational Administration

(These course plans are also available at
http://www.andrews.edu/sed/lead_ed_admin/k-12_ed_admin/.)

Denominational Administration Certification: Endorsement as Principal Course Plan (2009-2010 Bulletin)

Name: _____ ID: _____ Date Accepted: _____

For Parts A and B, your advisor is: □ Duane Covrig (covrig@andrews.edu)
□ Gary Gifford (ggifford@andrews.edu)
□ Sylvia Gonzalez (sylviag@andrews.edu)

Degree Requirements				Candidate Credit								
Acro/Num	Title	Credits	AU Credits	Transfer Credits	Waived Credits	Transcript Name of the School	Attached Petition	Term taken or to be taken	Grades	AU After Admission	700 level-no dissertation	
A. Principal Endorsement (18 Credits minimum; also fulfills certificate requirements)												
School Administration												
EDAL500	Administration Orientation	1-2										
EDAL520	Foundations of Educational Leadership	2-3										
EDAL565	Leadership for Seventh-day Adventist Ed.	1-2										
School Law												
EDAL560	K-12 Law	2-3										
Curriculum												
EDC1547	Foundations of Curriculum Development	3										
Supervision												
EDAL570	Principals of Educational Supervision	2-3										
School Finance												
EDAL645	K-12 Educational Finance	2-3										
Total for Part A												

Degree Requirements			Candidate Credit									
Acro/Num	Title	Credits	AU Credits	Transfer Credits	Waived Credits	Transcript Name of the School	Attached Petition	Term taken or to be taken	Grades	AU After Admission	700 level-no dissertation

B. ELECTIVES – to meet unit requirements for certification

Electives that may be used to meet the required units include the Administrative Internship (LEAD680), foundations courses, and additional graduate coursework in educational administration, curriculum, or supervision.

FOR TEACHER CERTIFICATION REQUIREMENTS (THAT MAY FOLLOW IN THESE BOXES) JEANNIE WOLFER (wolferj@andrews.edu) IS YOUR ADVISOR.

	Possible Teacher Certification Credits										
	TOTAL CREDITS REQUIRED	**18**									

_____   _____

Candidate's Signature   Date

_____   _____

Academic Advisor   Date

Denominational Administration Certification: Endorsement as Superintendent of Schools Course Plan (2009-2010 Bulletin)

Name: _____ ID: _____ Date Accepted: _____

For Parts A and B, your advisor is: □ Duane Covrig (covrig@andrews.edu)
□ Gary Gifford (ggifford@andrews.edu)
□ Sylvia Gonzalez (sylviag@andrews.edu)

Degree Requirements			Candidate Credit								
Acro/Num	Title	Credits	AU Credits	Transfer Credits	Waived Credits	Transcript Name of the School	Attached Petition	Term taken or to be taken	Grades	AU After Admission	700 level-no dissertation
A. Superintendent of Schools Endorsement (24 Credits; also fulfills certificate requirements):											
School Administration											
EDAL500	Administration Orientation	1-2									
EDAL520	Foundations of Educational Leadership	2-3									
EDAL565	Leadership for Seventh-day Adventist Ed.	1-2									
School Law											
EDAL560	K-12 School Law	2-3									
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									
LEAD 525	Public Relations: Community Partnership	1-3									

Degree Requirements			Candidate Credit								
Acro/Num	Title	Credits	AU Credits	Transfer Credits	Waived Credits	Transcript Name of the School	Attached Petition	Term taken or to be taken	Grades	AU After Admission	700 level-no dissertation
B. ELECTIVES – to meet unit requirements for certification may include LEAD680, foundations courses, and additional graduate coursework in educational administration, curriculum, or supervision.											

Degree Requirements			Candidate Credit								
Acro/Num	Title	Credits	AU Credits	Transfer Credits	Waived Credits	Transcript Name of the School	Attached Petition	Term taken or to be taken	Grades	AU After Admission	700 level-no dissertation
FOR TEACHER CERTIFICATION REQUIREMENTS (THAT MAY FOLLOW IN THESE BOXES) JEANNIE WOLFER (wolferj@andrews.edu) IS YOUR ADVISOR.											
Possible Teacher Certification Credits											
TOTAL CREDITS REQUIRED		**24**									

_____   _____

Candidate's Signature   Date

_____   _____

Academic Advisor   Date

Denominational Administration Certification: Endorsement as Supervisor of Instruction Course Plan (2009-2010 Bulletin)

Name: _____ ID: _____ Date Accepted: _____

For Parts A and B, your advisor is: □ Duane Covrig (covrig@andrews.edu)
□ Gary Gifford (ggifford@andrews.edu)
□ Sylvia Gonzalez (sylviag@andrews.edu)

Degree Requirements			Candidate Credit								
Acro/Num	Title	Credits	AU Credits	Transfer Credits	Waived Credits	Transcript Name of the School	Attached Petition	Term taken or to be taken	Grades	AU After Admission	700 level-no dissertation
A. Administrative Core (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											
EDAL500	Administration Orientation	1-2									
EDAL520	Foundations of Educational Leadership	2-3									
EDAL565	Leadership for Seventh-day Adventist Ed.	1-2									
Curriculum											
EDCI547	Foundations of Curriculum Studies	3									
EDCI565	Improving Instruction	3									
Supervision											
EDAL570	Principles of Educational Supervision	2-3									
EDAL677	Higher Educ. Professional Development	1-3									

Degree Requirements			Candidate Credit								
Acro/Num	Title	Credits	AU Credits	Transfer Credits	Waived Credits	Transcript Name of the School	Attached Petition	Term taken or to be taken	Grades	AU After Admission	700 level-no dissertation
B. ELECTIVES – to meet unit requirements for certification											
Electives that may be used to meet the required units include the Administrative Internship (LEAD680), foundations courses, and additional graduate coursework in educational administration, curriculum, or supervision.											
FOR TEACHER CERTIFICATION REQUIREMENTS (THAT MAY FOLLOW IN THESE BOXES) JEANNIE WOLFER (wolferj@andrews.edu) IS YOUR ADVISOR.											

Degree Requirements				Candidate Credit								
Acro/Num	Title	Credits	AU Credits	Transfer Credits	Waived Credits	Transcript Name of the School	Attached Petition	Term taken or to be taken	Grades	AU After Admission	700 level-no dissertation
Possible Teacher Certification Credits											
TOTAL CREDITS REQUIRED		**18**									

_____   _____

Candidate's Signature   Date

_____   _____

Academic Advisor   Date

MA in K-12 Educational Administration Course Plan
(2009-2010 Bulletin)

Name: _____ ID: _____ Date Accepted: _____

For Parts A, B, C, and D, your advisor is: □ Duane Covrig (covrig@andrews.edu)
□ Gary Gifford (ggifford@andrews.edu)
□ Sylvia Gonzalez (sylviag@andrews.edu)

Degree Requirements			Candidate Credit							
Acro/Num	Title	Credits	AU Credits	Transfer Credits	Waived Credits	Transcript Name of the School	Attached Petition	Term taken or to be taken	Grades	AU After Admission
A. COMMON CORE (17 Cr. minimum) With more credits available from variable credit courses										
EDAL500	Administration Orientation	1-2								
EDAL520	Foundations of Educational Leadership	2-3								
EDAL645	K-12 Educational Finance	2-3								
EDAL670	Technology for Leaders	1-3								
EDAL680	Admin Internship and Fieldwork (3min)	1-12								
EDCI547	Foundations of Curriculum Studies **OR**	3								
EDCI565	Improving Instruction	3								
EDFN500	Phil. Foundations of Educ. & Psych.	3								
	Subtotal	**17-29**								
B. CONCENTRATION AREA (10 Cr. minimum) With more credits available from variable credit courses										
EDAL560	K-12 Law	2-3								
EDAL565	Leadership for SDA Education	1-2								
EDAL570	Principles of Educational Supervision	2-3								
EDAL635	Human Resources Administration	2-3								
EDAL644/5	Elementary/Secondary School Leadership	2-3								
LEAD 525	Public Relations: Community Partnership	1-3								
	Subtotal	**10-17**								
	SUBTOTAL PARTS A and B									

Acro/Num	Title	Credits	AU Credits	Transfer Credits	Waived Credits	Transcript Name of the School	Attached Petition	Term taken or to be taken	Grades	AU After Admission	
C. EDUCATIONAL RESEARCH (3 Cr.)											
EDRM505	Research Methods & Stat in Educ. & Psych. I	3									
D. ELECTIVES—AS NEEDED, In consultation with your advisor, choose from LEAD or EDAL courses.											
FOR TEACHER CERTIFICATION REQUIREMENTS (THAT MAY FOLLOW IN THESE BOXES) JEANNIE WOLFER (wolferj@andrews.edu) IS YOUR ADVISOR.											
SUBTOTAL PARTS A and B		15									
SUBTOTAL PARTS C and D		17									
Possible Teacher Certification Credits											
TOTAL CREDITS REQUIRED		**32**									

Did you transfer in all relevant coursework? ☐Yes ☐No ☐N/A

Did you receive an appropriate approval? ☐Yes ☐No ☐N/A
(You must received Dr Kijai's approval to transfer in research courses)

Did you use any other course to substitute a required course? ☐Yes ☐No ☐N/A

If you substituted a required course, did you submit a petition? ☐Yes ☐No ☐N/A

Are you planning on taking any relevant coursework outside of AU? ☐Yes ☐No ☐N/A

If you are planning it, did you submit a petition for permission to do so? ☐Yes ☐No ☐N/A

Do you have a minimum of AU 26 semester credits of coursework after
    acceptance into the program to meet the minimum residency ? ☐Yes ☐No

Have you met the residency requirements? (See the *MA Handbook*) ☐Yes ☐No

Do you have at least 16 semester credits at the 500 level or above? ☐Yes ☐No

Does your total meet the minimum 32 semester credits? ☐Yes ☐No

_____   _____

Candidate's Signature   Date

_____   _____

Academic Advisor   Date

EdS in K-12 Educational Administration Course Plan
(2009-2010 Bulletin)

Name: _____ ID: _____ Date Accepted: _____

For Parts A, B, C, D, and E, your advisor is: □ Duane Covrig (covrig@andrews.edu)
□ Gary Gifford (ggifford@andrews.edu)
□ Sylvia Gonzalez (sylviag@andrews.edu)

Degree Requirements			Candidate Credit								
Acro/Num	Title	Credits	AU Credits	Transfer Credits	Waived Credits	Transcript Name of the School	Attached Petition	Term taken or to be taken	Grades	AU After Admission	700 level- no dissertation
A. COMMON CORE (17 Cr. minimum) With more credits available from variable credit courses											
EDAL500	Administration Orientation	1-2									
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									
EDCI565	Improving Instruction	3									
EDFN500	Phil. Foundations of Educ. & Psych.	3									
LEAD886	Advanced Internship: (Topic)	1-12									
	Subtotal	**18-29**									
	SUBTOTAL PART A										

Degree Requirements			Candidate Credit								
Acro/Num	Title	Credits	AU Credits	Transfer Credits	Waived Credits	Transcript Name of the School	Attached Petition	Term taken or to be taken	Grades	AU After Admission	700 level- no dissertation
B. CONCENTRATION AREA (12 Cr. minimum) With more credits available from variable credit courses											
EDAL560	K-l2 Law	2-3									
EDAL565	Leadership for SDA Education	2-3									
EDAL570	Principles of Educational Supervision	2-3									
EDAL635	Human Resources Administration	2-3									

Acro/Num	Title	Credits	AU Credits	Transfer Credits	Waived Credits	Transcript Name of the School	Attached Petition	Term taken or to be taken	Grades	AU After Admission	700 level-no dissertation
EDAL664/5	Elementary/Secondary School Leadership	2-3									
LEAD525	Public Relations: Community Partnerships	1-3									
LEAD645	Ethical Leadership	1-3									
	Subtotal	**12-21**									

C. EDUCATIONAL RESEARCH (11 Cr.)

Acro/Num	Title	Credits	AU Credits	Transfer Credits	Waived Credits	Transcript Name of the School	Attached Petition	Term taken or to be taken	Grades	AU After Admission	700 level-no dissertation
EDCI636	Program Evaluation	3									
EDRM505	Research Meth & Stats in Educ. & Psych.I	3									
EDRM611	Research Meth & Stats in Educ. & Psych.II	3									
LEAD637	Issues in Research	2-3									
	Subtotal	**11-12**									

D. COGNATE AREA (9 Cr.) Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.

Acro/Num	Title	Credits	AU Credits	Transfer Credits	Waived Credits	Transcript Name of the School	Attached Petition	Term taken or to be taken	Grades	AU After Admission	700 level-no dissertation
	SUBTOTAL PARTS B, C, and D										

Degree Requirements			Candidate Credit								
Acro/Num	Title	Credits	AU Credits	Transfer Credits	Waived Credits	Transcript Name of the School	Attached Petition	Term taken or to be taken	Grades	AU After Admission	700 level-no dissertation

E. ELECTIVES—As Needed—In consultation with your advisor.

Acro/Num	Title	Credits	AU Credits	Transfer Credits	Waived Credits	Transcript Name of the School	Attached Petition	Term taken or to be taken	Grades	AU After Admission	700 level-no dissertation
FOR TEACHER CERTIFICATION REQUIREMENTS (THAT MAY FOLLOW IN THESE BOXES) JEANNIE WOLFER (wolferj@andrews.edu) IS YOUR ADVISOR.											
	SUBTOTAL PART A										
	SUBTOTAL PARTS B, C, and D										
	SUBTOTAL PART E										
	Possible Teacher Certification Credits										
	TOTAL CREDITS REQUIRED	**64**									

Did you transfer in all relevant coursework? ☐Yes ☐No ☐N/A

Did you receive an appropriate approval? ☐Yes ☐No ☐N/A

(You must received Dr Kijai's approval to transfer in research courses)

Did you use any other course to substitute a required course? ☐Yes ☐No ☐N/A

If you substituted a required course, did you submit a petition? ☐Yes ☐No ☐N/A

Are you planning on taking any relevant coursework outside of AU? ☐Yes ☐No ☐N/A

If you are planning it, did you submit a petition for permission to do so? ☐Yes ☐No ☐N/A

Do you have a minimum of AU 24 semester credits of coursework after
        acceptance into the program to meet the minimum residency ? ☐Yes ☐No

Have you met the residency requirements? (See the *Specialist Handbook*) ☐Yes ☐No

Do you have at least 43 semester credits at the 500 level or above? ☐Yes ☐No

Does your total meet the minimum 64 semester credits? ☐Yes ☐No

_____   _____

Candidate's Signature   Date

_____   _____

Academic Advisor   Date

EdD in K-12 Educational Administration Course Plan
(2009-2010 Bulletin)

Name: _____ ID: _____ Date Accepted: _____

For Parts A, B, C, D, E, and F, your advisor is:
☐ Duane Covrig (covrig@andrews.edu)
☐ Gary Gifford (ggifford@andrews.edu)
☐ Sylvia Gonzalez (sylviag@andrews.edu)

Degree Requirements			Candidate Credit								
Acro/Num	Title	Credits	AU Credits	Transfer Credits	Waived Credits	Transcript Name of the School	Attached Petition	Term taken or to be taken	Grades	AU After Admission	700 level-no dissertation
A. COMMON CORE (17 Cr. minimum) With more credits available from variable credit courses											
EDAL500	Administration Orientation	1-2									
EDAL520	Foundations of Educational Leadership	2-3									
EDAL645	K-12 Educational Finance	2-3									
EDAL670	Technology for Leaders	3									
EDCI547	Foundations of Curriculum Standards, **OR**	3									
EDCI 565	Improving Instruction	3									
EDFN500	Phil. Foundations of Educ. & Psych.	3									
LEAD886	Advanced Internship: (Topic)	1-12									
	Subtotal	**18-29**									
	SUBTOTAL PART A										

Acro/Num	Title	Credits	AU Credits	Transfer Credits	Waived Credits	Transcript Name of the School	Attached Petition	Term taken or to be taken	Grades	AU After Admission	700 level-no dissertation
B. CONCENTRATION AREA (18 Cr. minimum) With more credits available from variable credit courses											
EDAL560	K-12 Law	2-3									
EDAL565	Leadership for SDA Education	2-3									
EDAL570	Principles of Educational Supervision	2-3									
EDAL635	Human Resources Administration	2-3									

EDAL664/5	Elementary/Secondary School Leadership	2-3								
				122						
LEAD525	Public Relations: Community Partnerships	2-3								
LEAD645	Ethical Leadership	1-3								
	Subtotal	**12-21**								

C. EDUCATIONAL RESEARCH (17 Cr.)

EDCI636	Program Evaluation	3								
EDRM505	Research Methods & Stats in Educ. & Psych.I	3								
EDRM611	Applied Statistics& Stats in Educ. & Psych.II	3								
EDRM712	Applied Statistics & Stats in Educ. & Psych. III	3								
LEAD637	Issues in Research	2-3								
	Subtotal	**14**								

D. COGNATE AREA (12 Cr.) Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.										
SUBTOTAL PARTS B, C, and D										

Acro/Num	Title	Credits	AU Credits	Transfer Credits	Waived Credits	Transcript Name of the School	Attached Petition	Term taken or to be taken	Grades	AU After Admission	700 level-no dissertation
E. ELECTIVES—As Needed—In consultation with your advisor.											
F. DISSERTATION (16 Cr.).											
EDRM880 LEAD880	Dissertation Proposal Development	2									
LEAD899	Doctoral Dissertation	1-14									
FOR TEACHER CERTIFICATION REQUIREMENTS (THAT MAY FOLLOW IN THESE BOXES) JEANNIE WOLFER (wolferj@andrews.edu) IS YOUR ADVISOR.											
SUBTOTAL PART A											
SUBTOTAL PARTS B, C, and D											
SUBTOTAL PARTS E and F											
Possible Teacher Certification Credits											
TOTAL CREDITS REQUIRED		**90**									

Did you transfer in all relevant coursework? ☐Yes ☐No ☐N/A
Did you receive an appropriate approval? ☐Yes ☐No ☐N/A
     (You must received Dr Kijai's approval to transfer in research courses)
Did you use any other course to substitute a required course? ☐Yes ☐No ☐N/A
If you substituted a required course, did you submit a petition? ☐Yes ☐No ☐N/A
Are you planning on taking any relevant coursework outside of AU? ☐Yes ☐No ☐N/A
If you are planning it, did you submit a petition for permission to do so? ☐Yes ☐No ☐N/A
Do you have a minimum of AU 32 semester credits of coursework, after
acceptance into the program, to meet the minimum residency ? ☐Yes ☐No
Have you met the residency requirements? (See the *Doctoral Handbook* p. 4) ☐Yes ☐No
Do you have at least 6 semester credits at the 700 level or above? ☐Yes ☐No
Does your total meet the minimum 90 semester credits? ☐Yes ☐No

_____   _____
Candidate's Signature   Date

_____   _____
Academic Advisor   Date

PhD in K-12 Educational Administration Course Plan
2009-2010 Bulletin

Name: _____ ID: _____ Date Accepted: _____

For Parts A, B, C, D, E, and F, your advisor is: □ Duane Covrig (covrig@andrews.edu)
□ Gary Gifford (ggifford@andrews.edu)
□ Sylvia Gonzalez (sylviag@andrews.edu)

Degree Requirements			Candidate Credit								
Acro/Num	Title	Credits	AU Credits	Transfer Credits	Waived Credits	Transcript Name of the School	Attached Petition	Term taken or to be taken	Grades	AU After Admission	700 level-no dissertation
A. COMMON CORE (15 Cr. minimum) With more credits available from variable credit courses											
EDAL500	Administration Orientation	1-2									
EDAL520	Foundations of Educational Leadership	2-3									
EDAL645	K-12 Educational Finance	2-3									
EDAL670	Technology for Leaders	3									
EDCI547	Foundations of Curriculum Studies **OR**	3									
EDCI 565	Improving Instructions	3									
EDFN500	Phil. Foundations of Educ. & Psych.	3									
LEAD886	Advanced Internship: (Topic)	3-12									
	Subtotal	**17-29**									

B. CONCENTRATION AREA (18 Cr. minimum) With more credits available from variable credit courses											
EDAL560	K-12 Law	2-3									
EDAL565	Leadership for SDA Education	2-3									
EDAL570	Principles of Educational Supervision	2-3									
EDAL635	Human Resources Administration	2-3									
EDAL664/5	Elementary/Secondary School Leadership	2-3									
LEAD525	Public Relations: Community Partnerships	1-3									
LEAD645	Ethical Leadership	1-3									

	Subtotal	12-21									
	SUBTOTAL PARTS A and B										

Acro/Num	Title	Credits	AU Credits	Transfer Credits	Waived Credits	Transcript Name of the School	Attached Petition	Term taken or to be taken	Grades	AU After Admission	700 level-no dissertation
C. EDUCATIONAL RESEARCH (17 Cr.)											
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									
LEAD637	Issues in Research	2-3									
	Subtotal	**17**									

D. COGNATE AREA (12 Cr.) Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.

E. DISSERTATION (16 Cr.)

Acro/Num	Title	Credits	AU Credits	Transfer Credits	Waived Credits	Transcript Name of the School	Attached Petition	Term taken or to be taken	Grades	AU After Admission	700 level-no dissertation
EDRM880 LEAD880	Dissertation Proposal Development	2									
LEAD899	Doctoral Dissertation	1-14									

F. ELECTIVES--As Needed—In consultation with your advisor.

FOR TEACHER CERTIFICATION REQUIREMENTS (THAT MAY FOLLOW IN THESE BOXES) JEANNIE WOLFER (wolferj@andrews.edu) IS YOUR ADVISOR.

	SUBTOTAL PARTS A and B										
	SUBTOTAL PARTS C, D, E, and F										
	Possible Teacher Certification Credits										

TOTAL CREDITS REQUIRED	90				

Did you transfer in all relevant coursework?   ☐Yes ☐No ☐N/A

Did you receive an appropriate approval?   ☐Yes ☐No ☐N/A

(You must received Dr Kijai's approval to transfer in research courses)

Did you use any other course to substitute a required course?   ☐Yes ☐No ☐N/A

If you substituted a required course, did you submit a petition?   ☐Yes ☐No ☐N/A

Are you planning on taking any relevant coursework outside of AU?   ☐Yes ☐No ☐N/A

If you are planning it, did you submit a petition for permission to do so?   ☐Yes ☐No   ☐N/A

Do you have a minimum of AU 32 semester credits of coursework, after
acceptance into the program, to meet the minimum residency ?   ☐Yes ☐No

Have you met the residency requirements? (See the *Doctoral Handbook* p. 4)   ☐Yes ☐No

Do you have at least 6 semester credits at the 700 level or above?   ☐Yes ☐No

Does your total meet the minimum 90 semester credits?   ☐Yes ☐No

_____   _____

Candidate's Signature   Date

_____   _____

Academic Advisor   Date

Appendix E: Course Descriptions

Candidates in the Higher Education 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.

EDAL500 $ (1–2)
Administration Orientation
Intensive orientation to the program. Focus on leadership concepts, principles of research, and skills relating to the completion of the program.

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 (2–3)
K-12 Law
Emphasizes legal issues affecting teachers and educational administrators, including governmental relations, church-state issues, teacher employment, candidate 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 non-certified employees; personnel functions in education; the interpersonal process in educational organizations, communications, and group dynamics for educational administrators.

EDAL 640   D (3)
Higher Education Law
Legal aspects of the administration of higher education institutions. Policy issues related to candidate 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 candidate 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.

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 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 (1–3)
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 Candidate Services
Overview of candidate 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 candidate services programs in the context of contemporary issues and trends.

EDAL675 D (3)
College Candidate Development Theory
Explores the characteristics of college candidates and the theories of growth and development for traditional and non-traditional candidates. 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, candidate development, budget planning, enrollment, and academic personnel.

EDAL677 D (1–3)
Higher Education Professional Development
Overview of current trends in faculty appointments, work life, and participation in the teaching and learning mission of higher education. Focuses on the literature on faculty career, faculty involvement in academic support and candidate life programming, and perspectives for personal and professional growth.

EDAL680 D (1–12)
Administration: Internship or Fieldwork: (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.

EDAL750 $ D (0)
Educational Administration Program Continuation (EdS/Doctoral)
A doctoral candidate 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 indicates full-time status.

EDAL685 $ (0)
Master's Comprehensive Exam Prep

EDUC560 $ (0)
Degree Reactivation
When requesting reactivation, candidates will register for Degree Reactivation and pay the associated fee.

EDUC670 (0)
Masters Comprehensive Exam

EDUC870 $ (0)
Doctoral Comprehensive Exam

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 (2-3)
Graduate Writing Seminar
This course gives candidates instruction and practice in effective paragraph and discourse development, reflective writing, and synthesis of source materials. Also includes some review of mechanics and use of APA style and Andrews University format. Repeatable.

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

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

LEAD630 $ D (4)
Leadership Orientation
Intensive orientation to the program. Focus on leadership concepts, effective instruction, principles of research, and skills relating to the completion of the program. Graded S/U.

LEAD635 D (4)
Individual Development Plan
Preparation and submission of IDP to faculty for approval. Prerequisite: LEAD630.

LEAD636 D (2-3)
Issues in Leadership Foundations
Candidates 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 IDP is approved, the candidate may register for this title to maintain active status while clearing DGs (deferred grades) with advisor approval only. Registration for this title indicates 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).

LEAD680 D (1–12)
Fieldwork: (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.

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 candidate. 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.

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

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: 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 leadership area. Candidate 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 indicates full-time status.

LEAD899 D (1-14)
Doctoral Dissertation
Registering for this title indications full-time status. Graded S/U.

Appendix F: Four-Year Course Schedules

Leadership & Educational Administration 4-Year Schedule (2008-2012)
School of Education Service Courses 4-Year Schedule (2007-2011)

Leadership & Educational Administration Four-Year Schedule

Instr	Course #	Course Title	Credits	2009-2010			2010 - 2011			2011 - 2012			2012 - 2013		
				Su	F	Sp	Su	F	Sp	Su	F	Sp	Su	F	Sp
Cov/Gif	EDAL500	Administration Orientation	1-2	F			F			F			F		
Staff	EDAL520	Foundations of Ed. Leadership	2-3				D				D				D
Fur	EDAL560	K–12 Law	2-3			D				D				D	
Gif	EDAL565	Leadership for Sev-day Adv. Ed.	1-2			D				D				D	
Gif	EDAL570	Principles of Ed. Supervision	2-3		D				D				D		
Gon	EDAL635	Human Resources Admin.	2-3	D				D				D			
Staff	EDAL640	Higher Education Law	3						D						D
Gon	EDAL645	K-12 Ed Finance	2-3		D				D				D		
Staff	EDAL650	Ed. Admin. Prog Cont. (MA)	0	D	D	D	D	D	D	D	D	D	D	D	D
Jef	EDAL655	Higher Education Finance & Tech	3					D						D	
Gif	EDAL664/665	Elem./Sec. School Leadership	2-3	D				D				D			
Mar	EDAL667	Leadership in Higher Education	3					D						D	
Jef	EDAL670	Technology for Leaders	3				D				D				D
Mar	EDAL674	Admin of Student Services	3		D						D				
Mar	EDAL675	College Student Develop Theory	3						D						D
Mar	EDAL676	Admin of Academic Services	3			D						D			
Staff	EDAL 677	Higher Ed Prof Development	1-3	D	D	D	D	D	D	D	D	D	D	D	D
Cov/Gif	EDAL680	Admin. Internship or Fieldwork	1-12	D	D	D	D	D	D	D	D	D	D	D	D
Staff	EDAL 685	MA Comp Exam Prep	0	D	D	D	D	D	D	D	D	D	D	D	D
Staff	EDAL750	Educ Admin Program Cont (EdS & Doc.)	0	D	D	D	D	D	D	D	D	D	D	D	D
Staff	EDAL785	Comp. Exam. Prep. (EdS & Doc.)	0	D	D	D	D	D	D	D	D	D	D	D	D
Staff	EDAL888	Dissertation Cont.	0	D	D	D	D	D	D	D	D	D	D	D	D
Staff	EDUC560	Degree Reactivation	0	D	D	D	D	D	D	D	D	D	D	D	D
Staff	EDUC670	MA Comp Exam	0	D	D	D	D	D	D	D	D	D	D	D	D
Staff	EDUC870	Doctoral Comp. Exam	0	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD101	Leadership 1-Intro to Ldrship (Undergrad only)	2												
Staff	LEAD102	Leadership II-Ldrship Portfolio (Undergrad only)	1												
Cov	LEAD525	Pub. Relations: Com. Partnerships	2-3		D				D				D		
Gon	LEAD530	Educational Marketing	1-2		D						D				
DeO	LEAD535	Graduate Writing Seminar	1-3		D	D		D	D		D	D		D	D

				2009-2010			2010 - 2011			2011 - 2012			2012 - 2013		
Instr	**Course #**	**Course Title**	**Credits**	Su	F	Sp	Su	F	Sp	Su	F	Sp	Su	F	Sp
Staff	LEAD600	Annual Conference	0	F			F			F			F		
Gon	LEAD620	Development and Fund-Raising	1-2				D						D		
Staff	LEAD630	Leadership Orientation	4	F			F			F			F		
Staff	LEAD635	Leadership & Learn Plan -LLP	4	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD636	Issues in Lead Foundations	2-3			D			D			D			D
Cov	LEAD637	Issues in Research	2-3	D				D			D			D	
Bau	LEAD638	Issues in Leadership Theory	2-3		D			D			D			D	
Cov	LEAD645	Ethical Leadership	1-3			D				D				D	
Staff	LEAD648	Workshop Topic	1-12	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD650	Leadership Program Continuation	0	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD675	Portfolio Development	1-3	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD690	Independent Study: (Topic)_____	1-12	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD698	MA Research Project	3	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD756	Advanced Studies: (Topic)_____	1-12	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD775	Adv. Portfolio Development: (Topic)	1-3	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD789	Advanced Seminar: (Topic)_____	1-12	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD880	Dissertation Prop Development.	2			D			D			D			D
Staff	LEAD 886	Advanced Internship: (Topic)_____	1-12	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD 888	Dissertation Continuation	0	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD 899	Doctoral Dissertation	1-14	D	D	D	D	D	D	D	D	D	D	D	D
Service Courses															
Staff	EDCI547	Foundations of Curriculum Studies	3	F D 3	D			F D 3		F D 3					
Staff	EDCI565	Improving Instruction	3		F D		F3				F D				
Staff	EDCI636	Program Evaluation	3	F D 3				D 3		F D 3					
Staff	EDFN500	Phil Found in Ed & Psychology	2-3	F2	F	D	F 2	F	D						
Staff	EDFN610	History and Phil of Education	3												
Staff	EDFN688	Integration of Faith and Learning	1-2	F		D	F		D						
Staff	EDPC514	Psychology of Learning	2-3	F	F		F	F		F	F				
Staff	EDPC520	Psychological Dev- The Life Span	2-3	F		F			F	F		F			
Staff	EDPC525	Psych and Ed of Exceptional Children	2-3	F		F	F		F	F		F			

Leadership & Educational Administration Four-Year Schedule

Instr	Course #	Course Title	Credits	2009-2010			2010 - 2011			2011 - 2012			2012 - 2013		
				Su	F	Sp	Su	F	Sp	Su	F	Sp	Su	F	Sp
Staff	EDRM505	Research Meth Stat Ed Psych I	3	F		D	F		F	F		F			
Staff	EDRM605	Qualitative Research Methods	3		D		F	D		F	D				
Staff	EDRM611	Research Meth Stat Ed Psych II	3	F	FD		F1	FD		F	FD				
Staff	EDRM710	Seminar in Research Methodology	1		F			F			F				
Staff	EDRM712	Research Methods & Stats in Education and Psychology III	3				F		F						
Staff	EDRM713	Research Methods & Stats in Education and Psychology IV	3		F			F			F				
Staff	EDRM880	Dissertation Proposal Development	2	F	F	Lead 880 D		F	Lead 880 D	F	F	Lead 880 D			

Appendix G: Dissertation and Portfolio Timeline

Timeline	Event	Persons Involved
As early in the program as possible	**Select topic**	Candidate in dialogue with potential committee members (faculty)
As topic takes shape	**Select dissertation committee**	Candidate, potential committee members, Director of Graduate Programs
As early as second program semester	**Receive Topic Approval**	Dissertation committee
As early as second program semester	**Take LEAD880**	Dissertation committee
As early as third program semester	**Receive Dissertation Proposal Approval,** including a proposed timeline	Dissertation committee
When the candidate has completed 100% of the course work (excluding dissertation if applicable)	**Request comprehensive exam preparation study guide from advisor**	Candidate, advisor
When 100% of the course work is completed	**Take comprehensive exams, including portfolio defense**	Candidate, advisor, comprehensives proctor
Before data collection	**Receive Institutional Research Approval**	Institutional Review Board, Dissertation Committee
	Submit Completed Chapters to Chair/Committee, Chapter by Chapter, or as Agreed with Chair. Continue additions and revisions to complete the first draft of the final copy.	Dissertation committee
Process starts a minimum of 15 WEEKS prior to Graduation	**Apply for graduation at the Records Office.**	Candidate in dialogue with advisor
At least 15 weeks prior to graduation (8 weeks prior to defense)	• **The candidate must submit to the members of their dissertation committee, a completely edited copy of the dissertation, including all chapters, all appendices, complete bibliography, charts, and tables, numbered and complete.** • **A 350-word abstract of the dissertation must also be submitted at the same time. The 350-word limit is absolute and is imposed by University Microfilms, Inc. Every word beginning with the first paragraph must be counted.** • **The candidate should request a pre-defense date with their committee.**	Candidate, dissertation committee

At least 12 weeks prior to graduation (5 weeks prior to defense)	**Schedule a Pre-Defense Meeting** of the committee (with the candidate) to approve document for defense. If approved, your chair confirms the requested defense date with the Secretary of SED Graduate Programs by completing a "Readiness for Defense" form. Identical copies of the approved document must be submitted to:
	   Each committee member
	   Secretary of SED Graduate Programs
	   Dissertation Secretary
		Dissertation committee, Secretary of SED Graduate Programs, Dissertation Secretary

11 weeks prior to graduation (at least 6 weeks prior to defense)	• **Candidate submits the dissertation to the Dissertation Secretary (Graduate Studies Office) for a final copy edit of the document.** • **The Dissertation Secretary will check that the dissertation conforms to AU's *Standards for Written Work* formatting rules and APA style rules. Until this step has been completed, *no defense date will be set.***	Candidate

8 weeks prior to graduation (at least 3 weeks prior to defense)	**• Receive clearance form from the Dissertation Secretary to take to the Graduate Programs Secretary in the School of Education. The candidate is now cleared to make copies of their dissertation for each committee member and the external examiner.** **• At this point the Dean (in consultation with the dissertation chair) will sign off on the Dissertation Defense, choose the External Examiner, and work to set an acceptable defense date.** *Please note that this defense date will be at least 4 weeks from this sign off date.*	SED Dean, Dissertation Chair, Candidate
At least three weeks prior to defense (at least eight weeks prior to graduation	**Finalize the Defense Date**	Chair in consultation with all parties concerned
At least four weeks prior to graduation	**Defend the Dissertation Orally**	Dissertation committee, External Examiner, Director of Graduate Programs, Dean of SED
At least 3 weeks prior to graduation	**• Secure approval from the chairperson that all changes/additions recommended at defense have been made.** **• Submit dissertation document to Dissertation Secretary.** This submission must include all changes requested by Committee at Oral Defense. Committee Chairperson (Dissertation Advisor) must sign off regarding changes before the Dissertation Secretary can complete final review.	Candidate, Dissertation Chair, Dissertation Secretary
At least two weeks prior to graduation	**Comply with Format Guide**. Changes must be made and submitted to the Dissertation Secretary by two weeks prior to graduation.	Dissertation Secretary, Dissertation Chair
1½ weeks prior to graduation	**• Submit a final version of the dissertation to the Dissertation Secretary along with the signed approval page when no further corrections are needed. This must occur no later than 10 days before graduation, or graduation will be postponed.**	
December Conferral: 12/31/08 Spring 2009 Graduation: 5/3/09 Summer 2009 Graduation: 8/2/09	**• Questions regarding graduation weekend should be addressed to the Records Office by calling 1-800-253-2874 or 269-471-3375.**	

NOTE: If you have any questions about exact dates for this timeline, please contact Anna Piskozub, Graduate Services Coordinator, at 269-471-3109.

Appendix H:
General Portfolio Timeline and Program Processes

Events	Description
Admissions	Prospective applicants are made aware of portfolio processes in the Bulletin and during the interview process as well as in the Educational Administration web page.
EDAL500	Introduction to program standards; introduction to LiveText to facilitate portfolio management; results of self-evaluations on the standards are reported in LiveText; review the portfolio as learning and evaluation tool; start course planning with the advisor.
Advisor Course Planning	Candidate collaboratively works on course and portfolio planning; transfers credits.
Course Work and Professional Work	Course syllabi identify assessment artifacts that need to be included in the LiveText portfolio. The instructor evaluation of these artifacts is recorded in LiveText.
Accumulate Approval of Portfolio Components	In addition to individual course assessment sign-offs, candidates are encouraged to complete other aspects of the portfolio on their own. They should secure approval from their advisors and/or other faculty on these added artifacts, assessments and components.
EDAL680 Or LEAD886	Artifacts from a sustained mentored internship are placed in the portfolio for evaluation and approval
Research Courses and LEAD899 Dissertation	Research component(s) are added to the portfolio and evaluated and approved.
Advisor Finalization	Main Graduation Forms Completed; Reflection papers and synthesis paper are produced in consultation with the advisor and added to the portfolio. Advisor fully approves portfolio.
Written Comprehensives	MA: one other faculty member signs off on the portfolio; EdS and Doctoral: two other faculty members sign off on the portfolio. In addition, EdS and Doctoral candidates must also complete a formal written comprehensive examination.
Oral Comprehensives	Candidates present their portfolios in person or by teleconference.
Portfolio Related to Doctoral Dissertation	The order of dissertation defense and portfolio presentation may vary.

Appendix I: Graduate Forms

Graduate Petition
Report of the Candidate's Dissertation Committee
Request for Doctoral Dissertation Committee and Topic Approval
Portfolio Completion Form

Name: _____
             last   first

Email: _____ ID: _____

ANDREWS UNIVERSITY
GRADUATE PETITION

School: _____ Department: _____

Degree: _____ Concentration/Emphasis: _____

Bulletin: _____ Anticipated graduation date: _____

REQUEST

REASON

_____   _____
Candidate   Date

Recommended

_____   _____
Academic Adviser   Date

_____   _____
Department Chair/Program Coordinator   Date

Approve

_____   _____
School Dean/Director of Graduate Programs   Date

*The graduate Dean's signature is needed for <u>any exceptions to minimum standards voted by the Graduate Council,</u> including exceptions to policies for provisional/regular admission (including English language standards), normal course loads, residency, degree candidacy and deadlines, time limitations on degrees, credit transfers, second degrees, updating, grade changes, grade-point average requirements, academic probation, comprehensive examinations, projects/theses/dissertations, application for graduation deadlines, etc.

_____   _____
*Graduate Dean (if necessary)   Date

ANDREWS UNIVERSITY
School of Education

NAME_____   ID #_____
                    Last   First

_____   E-MAIL_____

                                                              Date_____

REPORT OF THE STUDENT'S DISSERTATION COMMITTEE

Address _____   Degree   EdD _____   PhD _____

                                               Major Area   _____

Phone _____   Cognate Area _____
                                                                  If Applicable

Please use for one purpose only.

1. **Dissertation Proposal** (Attach proposal) (   ) Turabian   (   ) APA

Committee Members: **Signature:** (Indicates Approval)
(Print or Type)

CHAIR _____   _____

_____   _____

_____   _____ | ANTICIPATED DATE OF COMPLETION: |
                                                               | ___/___/___ |
                                                               | Day / Month / Year |

_____   _____

_____ 2. **Oral Defense of Dissertation**

Oral Defense Evaluation		Document Evaluation	
Approve the defense	☐	Pass	☐
Reject the defense:	☐	Pass with minor revisions	☐
a. opportunity for another defense	☐	Pass with major revisions	☐
b. no further opportunity for defense	☐	No Pass	☐

Committee Members: **Signature:** (Indicates Approval)
(Print or Type)

CHAIR _____   _____

_____   _____

_____   _____

_____   _____

APPROVED _____   Date_____
          Department Chair/Program Coordinator

          _____   Date_____
          Dr James Jeffery, Dean/Director of Graduate Programs

Original: GP Files; Copies: Student, Diss Chair, Records
P:\SED - GRAD\DOCTORAL FORMS\DISS PROPOSAL & ORAL DEFENSE REPORT.DOC   SED 8/05

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ANDREWS UNIVERSITY
School of Education

NAME _____
                        Last   *First*

E-MAIL _____

ID # _____

REQUEST FOR DOCTORAL DISSERTATION COMMITTEE AND TOPIC APPROVAL

Address _____ Degree and Major Area_____

_____ Phone_____

Topic Diversity related?   No ☐ Yes ☐ Why:_____

_____

Title:_____

_____

_____

Description:_____

_____

Methodologies (Indicate major methodology used in dissertation and methodologies included on course plan)

Type	Major methodology of dissertation	Methodologies included on course plan	
		Basic (one for EdD; two for PhD)	Advanced (one for PhD)
Documentary			
Evaluation			
Measurement			
Qualitative			
Statistics			

Committee

THIS COMMITTEE WILL ASSIST THE STUDENT IN THE DISSERTATION WRITING STAGE AND THROUGH THE ORAL DEFENSE.

Members must meet the following criteria:

♦ one or more familiar with the content (literature)
♦ one or more familiar with the methodology
♦ two of the 3 members from full time AU faculty at the appropriate ca
♦ at least one member from the School of Education
♦ third member may be from AU graduate faculty at the appropriate category or a person outside AU with a scholarship record equivalent appropriate category.

Please Check

	Indicate the Category	Content Expertise	Methodology Expertise	**Committee Member's Signature**
1. _____ Chair	_____	☐	☐	_____
2. _____	_____	☐	☐	_____
3. _____	_____	☐	☐	_____
4. _____	_____	☐	☐	_____
5. _____	_____	☐	☐	_____

Indicate Methodology Consultant for dissertation workload.

APPROVED _____ Date _____
           Department Chair

_____ Date _____
Director of Graduate Programs

Andrews ◊ University
School of Education

Name _____

ID# _____ Bulletin _____

PORTFOLIO INTERNSHIP COMPLETION FORM

Degree ❏ PhD ❏ EdD ❏ EdS ❏ MA

Dept   Leadership & Educational Administration   Email _____

BEFORE PRESENTATION: **INTERNSHIP SIGN OFF BY COORDINATOR/FACULTY OF RECORD/TEAM MEMBER #3**

2 WEEKS PRIOR TO INTERNSHIP REPORT

Coordinator   _____ Date _____

Faculty of Record   _____ Date _____

Team Member (#3)   _____ Date _____   _____
(#3 Eds, EdD, PhD only)

OFFICE COORDINATION: **PORTFOLIO /INTERNSHIP DATE**

___ Element and Standards Signed-off In LiveText
___ Advisor has cleared participant as ready to present (have advisor email office coordinator)
___ Date set for presentation: _____

Faculty of Record   _____ Date _____

Office Coordinator   _____ Date _____

AFTER PRESENTATION:

RECORD PARTICIPANT COMMENTS/SUGGESTIONS ON PROGRAM IMPROVEMENT (continue on back, if necessary):

_____
_____
_____

SPECIFIC FOLLOW-UP REQUIREMENTS (IF NEEDED)

_____
_____

APPROVAL OF PRESENTATION OF PORTFOLIO/INTERNSHIP

Coordinator   _____ Date _____

Faculty of Record   _____ Date _____

Team Member (#3)   _____ Date _____
(#3 Eds, EdD, PhD only)

FINAL APPROVAL (ALL SPECIFIC FOLLOW-UP REQUIREMENTS ARE MET)

Faculty of Record/Major Advisor _____ Date _____

Department Chair _____ Date _____

Dean of the School of Education _____ Date _____

Director of Graduate Programs _____ Date _____

Appendix J: Frequently Asked Questions

Question	Answer
How many credits must I take?	**MA:** 32 semester credits **EdS:** 32 semester credits (plus 32 credits from MA) **EdD/PhD:** 48 semester credits (32 course credits and 16 dissertation credits. We also accept up to 42 graduate transfer credits that have a grade of B or above. (These are in addition to your 48 credits, totaling 90 credits.) If you have fewer than 42 graduate transfer credits, you can take extra course credits to bring the total to 90 credits.
How much does the program cost?	**MA:** $765 per credit (At 32 credits, the total cost is about $24,500) **EdS:** $891 per credit (At 32 credits, the total cost is about $28,500) **EdD/PhD:** $891 per credit (At 48 credits, the total cost is about $42,800)
When should I apply?	Candidates can apply and begin their program at the beginning of any semester, year-round, but will be required to attend orientation during their first July in the program.
How much time must I spend on campus?	Candidates can attend classes year-round or only during the summers, and all courses are online. However, all dissertation defenses, portfolio presentations, and/or comprehensive exams must be taken at Andrews University. In addition, candidates must attend orientation during their first summer in the program.
How long does it take to complete the program?	**MA:** 2 years **EdS:** 3 years **EdD/PhD:** 4-5 years (max = 7)
How long does it take to complete a dissertation?	The dissertation stage often takes 2-3 years, sometimes longer. It is advisable not to rush the dissertation process, but to think of it as a chance to research a topic that you are passionate about.
Are you an accredited institution?	**Andrews University** is accredited by the North Central Accrediting Association (NCAA). **School of Education** is accredited by the National Council of the Accreditation of Teacher Education (NCATE).

Appendix K: Portfolio Content Creation Guidelines

General Portfolio Timeline and Program Processes

Events	Description
Admissions	Prospective applicants are aware of portfolio processes in the Bulletin and the interview as well as in the Educational Administration web page
EDAL500	Introduction to program standards; pre-evaluation on the standards; review the portfolio as learning and evaluation tool; start course planning with the advisor; begin uploading artifacts to LiveText.
Advisor Course Planning	Candidate collaboratively works on course and portfolio planning; transfers credits
Course Work and Professional Work	Course syllabi identify assessment artifacts that need to be included in the portfolio and uploaded and evaluated in LiveText. The evaluation of these artifacts by your course instructor will help candidates obtain sign offs on parts of their portfolio.
Accumulate Approval of Portfolio Components	In addition to individual course assessment sign-offs, candidates are encouraged to complete other aspects of the portfolio on their own and in their internship and secure approval from their advisors on these added artifacts, assessments and components.
EDAL680 Or LEAD886	Artifacts from a sustained mentored internship are placed in the portfolio for evaluation and approval
Research Courses and for doctoral candidates LEAD899 Dissertation	Research component(s) are added to the portfolio and evaluated and approved.
Advisor Finalization	Main Graduation Forms Completed; Portfolio with CEELs, Artifacts, Reflections, and Synthesis signed off in LiveText.
Committee Approval of LiveText Portfolio	All sections are signed off by the full committee. This requires two faculty for MA and three faculty for EdS, EdD and PhD. Portfolio Completion Form processed with Office Coordinator.
Written Comprehensive Examination	EdS, EdD, and PhD candidates must complete 2, 4, and 6 hour written examinations, respectively. This needs to be completed sometime before the oral presentation. It is best taken after completing most course work (at least 75%)
Portfolio/Comprehensive Oral Presentation	In-person or teleconferencing presentations of learning as demonstrated in the portfolio with oral examination by the designated faculty
Committee Action	Successful completion of Comprehensives as Portfolio or Non-pass of Degree
Portfolio Related to Doctoral Dissertation	Dissertation presentation and defense follows Portfolio presentation and defense for EdD and PhD candidates

Appendix L: Evaluation of Research

Entering Assessment of Research Standard
Initial Evaluation of Research Standard and Recommendations
Dissertation Topic Prospectus
LEAD880 Dissertation Proposal Readiness Evaluation

Entering Assessment of Research Standard

Name _____ Degrees _____

Place a check mark in the areas where you feel competent:

Every leader is a researcher on some level and as such is expected to . . .	Qualitative	Quantitative	Comments:
Appreciate the value of research for decision-making			
Know the logic and process of scientific inquiry			
Explain major research methodologies			
Critique the adequacy of research reports			
Formulate empirically-driven research problems			
Conduct literature reviews using electronic sources—analyze and synthesize literature			
Relate research to the body of knowledge in leadership or professional field			
Select appropriate research designs			
Explain standards for data collection—IRB approval			
Conduct basic data analysis			
Adequately communicate research findings			

Initial Evaluation of Research Standard and Recommendations

Name_____   Date_____

Prior Graduate Research Experience and Training:

Graduate Research Classes Completed:

_____   _____

_____   _____

Research Experiences:

_____

_____

_____

Research Courses:

- ❑ EDRM505 Research Methods & Stats in Education and Psychology I
- ❑ EDCI636 Program Evaluation
- ❑ EDRM605 Qualitative Research Methods in Education and Psychology
- ❑ EDRM611Research Methods & Statistics in Education and Psychology II
- ❑ EDRM712 Research Methods & Statistics in Education and Psychology III
- ❑ EDRM713 Research Methods & Statistics in Education and Psychology IV
- ❑ Others

Dissertation Topic Prospectus
Guidelines

Use this outline to develop your topic prospectus. It will facilitate the conversation with your prospective chair and as you recruit other committee members. You will be expected to attach the completed dissertation topic prospectus to your completed Dissertation Topic & Committee Form. The prospectus should be succinct, about 1-2 pages.

Area	Evaluation Categories	Score
1. Title	1 = Reflects something about the main topic 2 = Includes a few of these: key variables, population/sample, or research design 3 = All variables, sample, research design issues evident in title	
2. Committee	1 = Identifies chair 2 = Methodologist secured 3 = Complete committee agreed and vita of non AU faculty included	
3. Problem (2-3 sentences)	1 = Mentions area of problem without much focus 2 = Described problem 3 = Compelling problem/need stated	
4. Purpose (2-3 sentences)	1 = Vague explanation of purpose 2 = Clearer description of purpose (explore, describe, correlate, etc.) 3 = Identifies major goal of study and the products that will be produced	
5. Research Questions (1-3 listed)	1 = General question about a general area of inquiry 2 = Specific questions 3 = Feasible, clear, and researchable specific questions	
6. Methods (2-3 sentences)	1 = Type of research design is apparent 2 = Design and data source evident 3 = Readiness level to use the chosen research methodologies is indicated	
7. Bibliography (topics/ areas listed)	1 = Vague topical areas listed but not clear 2 = Added details are given 3 = Specific topical areas, authors and resources are briefly listed	
8. Consistency/ Logic/ Alignment	1 = Title, problem & purpose, and research questions are stated, but do not align consistently to reflect the logic of your study 2 = Title, problem, purpose, and research questions reflect an emerging logic but one or more elements are still not well aligned 3 = Title, problem statement, purpose and research questions are thoughtfully stated to reflect a consistent logic of your study	
9. Connection to work/program	1 = Study is not embedded in either work or connected to program parameters 2 = Study is embedded solidly in your work 3 = Study is connected well to program parameters	
10. Timeline & Budget	1 = Vague or unrealistic timeline evident 2 = More realistic timetable with enumeration of key components to work 3 = Realistic timeline with possible contingencies noted	
	Total Points	/30

Comments:

Part 1: Dissertation Proposal Readiness Evaluation

Where are you? *Indicate the level of readiness with xxx*   Low -------------------- **High**

1. Previous reading on a specific area.	**1**	**2**	**3**	**4**	**5**
You cannot write a good dissertation without the advice of others. Much of this wisdom comes from reading journal articles and well-chosen books. Some of it can come from contacting experts and asking the right questions. The goal is not to mirror other peoples' work but build on it. Most dissertation bibliographies have 100-200 references. How much have you read on this particular area of research?	10 articles/ books	50 articles/ books	100 articles/ books	150 articles/ books	200 articles/ books

2. Literature search, review and synthesis.	**1**	**2**	**3**	**4**	**5**
Do you know how to search AU library databases, ERIC, and other public databases, and retrieve material? Have you signed up for Sage, Taylor and Francis and other commercial publisher databases and email updates of new material? Do you know how to systematically review literature, write an article or book review and synthesize conflicting and complex literature?	Search data base				Synthesize complex literature

3. Research topic/title/problem/purpose/research questions.	**1**	**2**	**3**	**4**	**5**
You have a focused understanding of what you are studying, the data you need, why, and how, as well as clear integration and consistency across these five areas.	Have 1 or 2		Have draft of all 5		All 5 with integration

4. Qualitative research knowledge, training, and skills.	**1**	**2**	**3**	**4**	**5**
Avoid the minimalist view. "How little research can I learn to get through the dissertation?" Those who secure a doctorate are looked upon as individuals with special wisdom, discretion, advanced skills of analysis, and the ability to detect falsehood. Research is a wonderful tool to provide that service as well as write a dissertation.	(Breadth + depth). A 4 or 5 means you know enough about many areas of qualitative research and a lot about the area you will use in your research				

5. Quantitative research knowledge, training, and skills.	**1**	**2**	**3**	**4**	**5**
Avoid a minimalist approach. Doctoral candidates in the social sciences are expected to be able to interpret quantitative data, including: survey validation; instrumentation; experimental or correlation design; use of a variety of parametric and non-parametric tests of significance, ANOVA, path analysis, and other statistical techniques.	(Breadth + depth). A 4 or 5 means you know enough about many areas of quantitative research and a lot about the area you will use in your research				

6. Passion and commitment.	**1**	**2**	**3**	**4**	**5**
There is no substitute for hard work but hard work needs fuel and a clear and steady passion is that fuel. In a TV interview, a world-renowned neurologist read the introduction to his massive medical textbook on neurology to an interviewer. He told a story from his childhood of watching his courageous mom fight a five-year losing battle with a crippling neurological disease. With tears in his eyes, he shared how that memory sustained his quest to better understand neurology, and also muster the courage to research and publish. How much fuel do you have? Is the tank full?					Driven High Value Clear Vision

7. Relationship with dissertation chair and committee.	1	2	3	4	5
Dissertations are the product of a scholarly community. Trust and good communication between the researcher and the chair are essential. How well connected are you?	Three names. Talked with all three Emergent trust			Call often; get quick feedback; work through conflict	

8. Resources (financial, social, emotional, physical, mental).	1	2	3	4	5
Time, energy, space, money, and social understanding all can help in this long journey. You can make it even when one or two are missing but it is harder.				Full time; $ for data collection; Good health	

9. Graduate writing ability.	1	2	3	4	5
All right, poetry is more fun to write, but this is a dissertation. It is about technical writing and the precision of research. Extra points if you write enjoyable as well as readable APA cited and AU formatted prose.				Had thesis in MA; Review published	

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