

LEADERSHIP AND EDUCATIONAL ADMINISTRATION

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MISSION

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

The department supports two programs: 1) Educational Administration and 2) Leadership.

EDUCATIONAL ADMINISTRATION

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

The Educational Administration program serves two constituencies: K–12 and higher education administrators. Both emphases are grounded in ten administrative standards and field-based internships and mentoring, and require a portfolio as part of degree requirements. The first six standards that guide the Educational Administration program are derived from the Interstate School Leaders Licensure Consortium (ISLLC) standards. These six standards have been adapted by the Educational Leadership Constituent Council (ELCC), which has added a seventh standard on internship for use in program accreditation under the National Council of Accreditation in Teacher Education (NCATE). In addition to these seven standards, three additional standards have been added in consultation with educational leaders in the North American Division of Seventh-day Adventists.

TEN GUIDING STANDARDS

A school administrator is an educational leader who promotes the success of all students by:

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 student 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. receiving significant mentoring and internship experiences that provide significant learning opportunities to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit,
8. understanding and comprehensively applying technology to advance student achievement,
9. appreciating the perspectives of others and developing a personal philosophy from which action and service arise, and
10. understanding and comprehensively applying research and evaluation for effective decision making.

All degree programs require an internship/mentoring component and the completion of a portfolio that documents the candidate's work on the ten standards. For the masters portfolio the candidate must show developing competency in each of the standards. For the EdS the candidate needs to show developing competency in each of the standards and advanced competency in five selected standards. For the EdD and PhD the candidate needs to show advanced competency in all ten standards. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in-person or via electronic media. These portfolio presentations must be assessed and approved by a committee of three faculty. More details on portfolio requirements are provided in the introductory course, EDAL 500, required in all administration programs.

K–12 EDUCATIONAL ADMINISTRATION CERTIFICATES AND DEGREE PROGRAMS

There are five levels of study in K–12 educational administration: 1) A graduate certificate in educational administration that prepares students to fulfill the Seventh-day Adventist North American Division (NAD) Educational Administration certificate requirements. 2) Masters (MA), 3) Educational Specialist (EdS), 4) Doctor of Education (EdD), and 5) Doctor of Philosophy (PhD). The first level is a non-degree option that prepares candidates to fulfill the NAD Educational Administration certification and endorsements requirements. The other four levels are degree programs.

Public School Administration Certification or Licensure

Although the certification and licensure requirements for public school administrators vary by state, the programs and courses offered below fulfill many of the requirements of most state certification programs. These courses and programs align with the ISLLC standards which guide educational administration policies throughout the United States and have been adopted by over 30 states. Andrews University School of Education is also accredited by NCATE to offer educational administration programs. NCATE is the leading accrediting body for K–12 educational preparation programs. Andrews University is also accredited by North Central Association to offer graduate degrees. Because state requirements vary, it is the responsibility of prospective students to check with their own state or local authorities to determine what coursework meets the requirements for public school certification in their state.

1. NAD CERTIFICATE/ENDORSEMENT PREPARATION PROGRAM (18–24 credits)

The educational administrator certificate/endorsements preparation program is designed for post-baccalaureate or post-master's participants who desire a NAD certificate. Those specifically served by this certificate are:

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

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

Application Process

Students may take certification courses on a permission-to-take-classes basis (PTC) without being admitted into a program. However, depending on financial aid and employer requirements, the student may need to apply and be accepted into the certificate or a degree program. At that point, through a petition, the student may transfer up to eight PTC credits into a degree program. To be admitted into the certificate program students need to complete a graduate school application for the master's program. However, they do not need to submit GRE scores and should check the graduate certificate program on the application.

Certificate/Endorsement Requirements (18–24 credits)

Graduate candidates interested in this certificate should review the recent guidelines of the NAD Office of Education to understand the qualifications for this certificate and its endorsements. See the link at our website at www.andrews.edu/leadership/ or www.nadeducation.org. 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 edu-

cation, and field experience, or the completion of a doctorate in school administration.

To be valid, the administrative certificate must be accompanied by an endorsement: principal, supervisor or superintendent. As such, the certificate course requirements have been incorporated into the unique requirements of each endorsement below. The NAD core requirements are shown corresponding to AU course requirements. Electives may need to be added to meet the required credits. Those electives may include the Administrative Internship (EDAL 680), 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
EDAL520 Foundations of Educ. Leadership—2–3
EDAL565 Lead. for Seventh-day Adventist Educ.—1–2
- School Law*
EDAL560 School Law—2–3
- Curriculum*
EDCI565 Improving Instruction—3
- Supervision*
EDAL570 Principles of Educational Supervision—2–3
- School Finance*
EDAL645 School Finance—2–3
- B. Supervisor of Instruction endorsement (18 credits; also fulfills certificate requirements; must complete a minimum of two graduate courses in curriculum, two in supervision and one in school administration as listed below):
- School Administration*
EDAL500 Administration Orientation—1
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
EDAL520 Foundations of Educ. Leadership—2–3
EDAL565 Lead. for Seventh-day Adventist Educ.—1–2
- School Law*
EDAL560 School Law—2–3
- Curriculum*
EDCI565 Improving Instruction—3
- Supervision*
EDAL570 Principles of Educational Supervision—2–3
- School Finance*
EDAL645 School Finance—2–3
- Personnel Administration*
EDAL635 Human Resources Administration—2–3
- School Plant Planning*
EDAL660 Planning & Operating Educ. Facilities—2–3

2. MA: K–12 EDUCATIONAL ADMINISTRATION (32 credits)

The K-12 Educational Administration master's program is designed for post-baccalaureate participants who desire to obtain a degree in

educational administration with or without Seventh-day Adventist NAD administrative endorsement. For NAD certification purposes, students need to have 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 student, trends and issues in education, and multicultural education. As such, those completing this master's degree and wanting NAD administrative endorsement will also need to take an additional course from the areas listed.

Those specifically served by this degree are:

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

Application Process

Applicants must meet School of Education admission requirements. Once accepted into this master's program, students must complete the face-to-face administration orientation course (EDAL 500). That course introduces the philosophy of educational leadership at Andrews University and reviews the standards that guide the program. The curriculum consists of a minimum of 32 credits beyond the baccalaureate degree. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and when registering for these courses. The portfolio serves as a component of the master's comprehensive examination. There is no thesis requirement for the master's degree program.

MA: DEGREE REQUIREMENTS (32 credits)

Administrative Core—minimum 21, with more credits available from variable credit courses

- EDAL500 Administration Orientation—1
- EDAL520 Foundations of Educational Leadership—2–3
- EDAL560 School Law—2–3
- EDAL570 Principles of Educational Supervision—2–3
- EDAL635 Human Resources Administration—2–3
- EDAL645 School Finance—2–3
- EDAL660 Planning & Operating Educ. Facilities—2–3
- EDAL664/665 Elem./Second. School Leadership—2–3
- EDAL680 Administration Internship and Fieldwork—1–12
- LEAD525 Public Rel.: Community Partnerships—2–3

Administrative Electives

To meet credit requirements for degree in consultation with advisor choose from LEAD or EDAL 500-600 level courses not listed above.

Curriculum—3

- EDCI565 Improving Instruction—3

Educational Foundations—3

- EDFN500 Phil. Foundations of Educ. & Psych.—3

Educational Research—3

- EDRM505 Research Methods in Educ. & Psych.—3

TOTAL MA degree credits—32

3. EdS: K–12 EDUCATIONAL ADMINISTRATION (64 credits)

The K-12 Educational Administration Educational Specialist degree program prepares candidates to serve as principals, supervisors, or superintendents in elementary and/or secondary systems. Those specifically served by this degree are:

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

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

Application Process

Applicants must meet School of Education admission requirements for the specialist degree. At the discretion of their advisors, applicants may transfer up to 32 credits from previous graduate work into the specialist degree. Candidates must complete EDAL 500 Administration Orientation, an introduction to the philosophy of leadership at Andrews University and to the standards that will guide their educational plan. The curriculum consists of a minimum of 64 credits beyond the baccalaureate degree and requires the completion of both an internship and a portfolio. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the EdS comprehensive examination. There is no thesis requirement for the EdS degree program.

EdS: DEGREE REQUIREMENTS (64 credits)

Administrative Core—minimum 25, with more credits available from variable credit courses

- EDAL500 Administration Orientation—1
- EDAL520 Foundations of Educational Leadership—2–3
- EDAL560 School Law—2–3
- EDAL570 Principles of Educational Supervision—2–3
- EDAL635 Human Resources Administration—2–3
- EDAL645 School Finance—2–3
- EDAL660 Planning & Operating Educ. Facilities—2–3
- EDAL664/665 Elem./Sec. School Leadership—2–3
- LEAD525 Public Rel.: Community Partnerships—2–3
- LEAD638 Issues in Leadership Theory—2
- LEAD886 Advanced Internship: (Topic)—1–12

Administrative Electives

To meet credit requirements for degree in consultation with advisor choose from LEAD or EDAL courses not listed above or used for research.

Curriculum—6

- EDCI547 Foundations of Curriculum Development—3
- EDCI565 Improving Instruction—3

Educational Foundations—3

- EDFN500 Phil. Foundations of Educ. & Psych.—3

Educational Research—9

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

TOTAL EdS degree credits—64

4/5. EdD/PhD: K–12 EDUCATIONAL ADMINISTRATION PROGRAMS (90 credits)

The doctoral programs in Educational Administration prepare participants 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:

- 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

Application Process

Applicants must meet School of Education admission requirements for doctoral programs. At the discretion of their advisor, students may transfer up to 42 credits from previous graduate work into the doctoral program. If they have not previously taken the course, candidates must complete EDAL 500 Administration Orientation, an introduction to the philosophy of leadership at Andrews University and to the standards that will guide their educational plan. The curriculum consists of a minimum of 90 semester credits beyond the baccalaureate degree and requires the completion of a portfolio and a dissertation. The portfolio serves as a component of the doctoral comprehensive examination. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. Both doctorates require the successful completion of a dissertation.

EdD: DEGREE REQUIREMENTS (90 credits)

Administrative Core—minimum 25, with more credits available from variable credit courses

- EDAL500 Administration Orientation—1
- EDAL520 Foundations of Educational Leadership—2–3
- EDAL560 School Law—2–3
- EDAL570 Principles of Educational Supervision—2–3
- EDAL635 Human Resources Administration—2–3
- EDAL645 School Finance—2–3
- EDAL660 Planning & Operating Educ. Facilities—2–3
- EDAL664/665 Elem./Second. School Leadership—2–3
- LEAD525 Public Rel.: Community Partnerships—2–3
- LEAD638 Issues in Leadership Theory—2
- LEAD886 Advanced Internship: (Topic)—1–12

Administrative Electives

To meet credit requirements for degree in consultation with advisor choose from LEAD or EDAL courses not listed above or used for research

Curriculum—6

- EDCI547 Foundations of Curriculum Development—3
- EDCI565 Improving Instruction—3

Educational Foundations—3

- EDFN500 Phil. Foundations of Educ. & Psych.—3

Educational Research—14

Requirements—11

- EDRM505 Research Methods in Educ. & Psych.—3
- EDRM611 Applied Statistics in Educ. & Psych. I—3
- EDRM612 Applied Statistics in Educ. & Psych. II—3
- LEAD637 Issues in Research—2

Choose at least 3 credits from:

- EDRM604 Design & Analysis of Ed. & Psy. Surveys—3
- EDRM605 Qual. Research Meth. in Educ. & Psych.—3
- EDRM613 Applied Statistics in Educ. & Psych. III—3
- EDRM648 Workshop
- EDRM690 Independent Study: (Topic)—1–3
- EDCI636 Program Evaluation—3
- HIST650 Historical & Social Science Research Methods—3

Dissertation—16

- EDRM880 Dissertation Proposal Development—2
- LEAD899 Doctoral Dissertation—1–14

TOTAL EdD degree credits—90

PhD: DEGREE REQUIREMENTS (90 credits)

Administrative Core—minimum 25, with more credits available from variable credit courses

- EDAL500 Administration Orientation—1
- EDAL560 School Law—2–3
- EDAL570 Principles of Educational Supervision—2–3
- EDAL635 Human Resources Administration—2–3
- EDAL645 School Finance—2–3
- EDAL660 Planning & Operating Educ. Facilities—2–3
- EDAL664/665 Elem./Sec. School Leadership—2–3
- LEAD525 Public Rel.: Community Partnerships—2–3
- LEAD638 Issues in Leadership Theory—2
- LEAD886 Advanced Internship: (Topic)—1–12

Administrative Electives

To meet credit requirements for degree in consultation with advisor choose from LEAD or EDAL courses not listed above or used for research.

Curriculum—6

- EDCI547 Foundations of Curriculum Development—3
- EDCI565 Improving Instruction—3

Educational Foundations—3

- EDFN500 Phil. Foundations of Educ. & Psych.—2–3

Educational Research—20

Requirements—14

- EDRM 505 Research Methods in Educ. & Psych.—3
- EDRM605 Qual. Research Methods in Educ. & Psych.—3
- EDRM611 Applied Statistics in Educ. & Psych. I—3
- EDRM612 Applied Statistics in Educ. & Psych. II—3
- LEAD637 Issues in Research—2

Choose at least 6 credits from:

- EDRM604 Design & Analysis of Ed. & Psy. Surveys—3
- EDRM613 Applied Statistics in Educ. & Psych. III—3
- EDRM648 Workshop
- EDRM690 Independent Study: (Topic)—1–3
- EDCI636 Program Evaluation—3
- HIST650 Historical & Soc. Science Research Meth.—3

Dissertation—16

- EDRM880 Dissertation Proposal Development—2
- LEAD899 Doctoral Dissertation—1–14

TOTAL PhD degree credits—90

HIGHER EDUCATION ADMINISTRATION PROGRAMS

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

1. MA: HIGHER EDUCATION ADMINISTRATION (32 credits)

Those specifically served by this degree are:

- Higher education staff in residence halls, student and financial services or related areas
- Administrators in post-secondary schools and colleges

Applicants must meet School of Education admission requirements. Once accepted into this master's program, students must complete the face-to-face course EDAL 500 Administration Orientation. This course is an introduction to the philosophy of leadership at Andrews University and to the standards that will

guide their educational plan. The curriculum consists of a minimum of 32 credits beyond the baccalaureate degree. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and when registering for these courses. The portfolio serves as a component of the master's comprehensive examination. There is no thesis requirement for the master's degree program.

MA: DEGREE REQUIREMENTS (32 credits)

Administrative Core—minimum 21, with more credits available from variable credit courses

- EDAL500 Administration Orientation—1
- EDAL520 Foundations of Educational Leadership—2–3
- EDAL570 Principles of Educational Supervision—2–3
- EDAL635 Human Resources Administration—2–3
- EDAL645 School Finance—2–3
- EDAL660 Planning & Operating Educ. Facilities—2–3
- EDAL667 Leadership in Higher Education—2–3
- EDAL680 Administration Internship and Fieldwork—1–12
- LEAD525 Public Rel.: Community Partnerships—2–3
- LEAD640 Higher Education Law—2–3

Administrative Electives

To meet credit requirements for degree in consultation with advisor choose from LEAD or EDAL 500-600 level courses not listed above.

Curriculum—3

- EDCI565 Improving Instruction—3

Educational Foundations—3

- EDFN500 Phil. Foundations of Educ. & Psych.—3

Educational Research—3

- EDRM505 Research Methods in Educ. & Psych.—3

TOTAL MA degree credits—32

2. EdS: HIGHER EDUCATION ADMINISTRATION (64 credits)

Those specifically served by this degree are:

- Higher education staff managers in residence halls, student and financial services or related areas
- Administrators of post-secondary schools and colleges (trade, vocational, community colleges, etc.)
- Faculty in post-secondary schools and colleges (trade, vocational, community colleges, etc.) who do not wish to secure doctoral degrees in the area of teaching

Applicants must meet School of Education admission requirements for the specialist degree. Applicants may transfer up to 32 credits from previous graduate work into the specialist degree but at the discretion of their academic advisors. Candidates must complete the face-to-face course EDAL 500 Administration Orientation. This course is an introduction to the philosophy of leadership at Andrews University and to the standards that will guide their educational plan. The curriculum consists of a minimum of 64 semester credits beyond the baccalaureate degree and requires the completion of both an internship and a portfolio. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the EdS comprehensive examination. There is no thesis requirement for the EdS.

EdS: DEGREE REQUIREMENTS (64 credits)

Administrative Core—minimum 30, with more credits available from variable credit courses

- EDAL500 Administration Orientation—1

- EDAL520 Foundations of Educational Leadership—2–3
- EDAL570 Principles of Educational Supervision—2–3
- EDAL635 Human Resources Administration—2–3
- EDAL645 School Finance—2–3
- EDAL660 Planning & Operating Educ. Facilities—2–3
- EDAL667 Leadership in Higher Education—2–3
- EDAL674 Administration of Student Services—2–3
- EDAL676 Administration of Academic Services—2–3
- EDAL677 Higher Educ. Supervision & Prof. Dev.—1–3
- LEAD525 Public Rel.: Community Partnerships—2–3
- LEAD638 Issues in Leadership Theory—2
- LEAD640 Higher Education Law—2–3
- LEAD886 Advanced Internship: (Topic)—1–12

Administrative Electives

To meet credit requirements for degree in consultation with advisor choose from LEAD or EDAL courses not listed above or used for research.

Curriculum—3

- EDCI565 Improving Instruction—3

Educational Foundations—3

- EDFN500 Phil. Foundations of Educ. & Psych.—3

Educational Research—9

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

TOTAL EdS degree credits—64

3/4. EdD/PhD IN HIGHER EDUCATIONAL ADMINISTRATION (90 credits)

Those specifically served by this degree are:

- Higher education leaders in residence halls, student and financial services or related areas
- Administrators of post-secondary schools and colleges (trade, vocational, community colleges, etc.), especially international students who serve Seventh-day Adventist colleges and universities
- Faculty in post-secondary schools and colleges (trade, vocational, community colleges, etc.)

The doctoral programs in Educational Administration prepare participants to be educational leaders specifically in higher education or a wide variety of public and private agencies and organizations. Both the Doctor of Education (EdD) and the Doctor of Philosophy (PhD) programs require a minimum of 90 credits, an internship and a portfolio. The portfolio serves as a component of the doctoral comprehensive examination. The PhD degree is more research oriented and requires more courses in advanced research methodologies.

EdD: DEGREE REQUIREMENTS (90 credits)

Administrative Core—minimum 30, with more credits available from variable credit courses

- EDAL500 Administration Orientation—1
- EDAL520 Foundations of Educational Leadership—2–3
- EDAL570 Principles of Educational Supervision—2–3
- EDAL635 Human Resources Administration—2–3
- EDAL645 School Finance—2–3
- EDAL660 Planning & Operating Educ. Facilities—2–3
- EDAL667 Leadership in Higher Education—2–3
- EDAL674 Administration of Student Services—2–3
- EDAL676 Administration of Academic Services—2–3
- EDAL677 Higher Educ. Supervision & Prof. Dev.—1–3
- LEAD525 Public Rel.: Community Partnerships—2–3
- LEAD638 Issues in Leadership Theory—2

- LEAD640 Higher Education Law—2–3
LEAD886 Advanced Internship: (Topic)—1–12

Administrative Electives

To meet credit requirements for degree in consultation with advisor choose from LEAD or EDAL courses not listed above or used for research.

Curriculum—3

- EDCI565 Improving Instruction—3

Educational Foundations—3

- EDFN500 Phil. Foundations of Educ. & Psych.—2–3

Educational Research—14

- Requirements—11
EDRM605 Qual. Research Methods in Educ. & Psych.—3
EDRM611 Applied Statistics in Educ. & Psych. I—3
EDRM612 Applied Statistics in Educ. & Psych. II—3
LEAD637 Issues in Research—2
Choose 3 credits from:
EDRM604 Design & Analysis of Ed. & Psy. Surveys—3
EDRM613 Applied Statistics in Educ. & Psych. III—3
EDRM648 Workshop
EDRM690 Independent Study: (Topic)—1–3
EDCI636 Program Evaluation—3
HIST650 Historical & Soc. Science Research Meth.—3

Dissertation—16

- EDRM880 Dissertation Proposal Development—2
LEAD899 Doctoral Dissertation—1–14

TOTAL EdD degree credits—90**PhD: DEGREE REQUIREMENTS (90 credits)****Administrative Core—minimum 30, with more credits available from variable credit courses**

- EDAL500 Administration Orientation—1
EDAL520 Foundations of Educational Leadership—2–3
EDAL570 Principles of Educational Supervision—2–3
EDAL635 Human Resources Administration—2–3
EDAL645 School Finance—2–3
EDAL660 Planning & Operating Educ. Facilities—2–3
EDAL667 Leadership in Higher Education—2–3
EDAL674 Administration of Student Services—2–3
EDAL676 Administration of Academic Services—2–3
EDAL677 Higher Educ. Supervision & Prof. Dev.—1–3
LEAD525 Public Rel.: Community Partnerships—2–3
LEAD638 Issues in Leadership Theory—2
LEAD640 Higher Education Law—2–3
LEAD886 Advanced Internship: (Topic)—1–12

Administrative Electives

To meet credit requirements for degree in consultation with advisor choose from LEAD or EDAL courses not listed above or used for research.

Curriculum—3

- EDCI565 Improving Instruction—3

Educational Foundations—3

- EDFN500 Phil. Foundations of Educ. & Psych.—3

Educational Research—20

- Requirements—14
EDRM505 Research Methods in Educ. & Psych.—3
EDRM605 Qual. Research Methods in Educ. & Psych.—3
EDRM611 Applied Statistics in Educ. & Psych. I—3
EDRM612 Applied Statistics in Educ. & Psych. II—3
LEAD637 Issues in Research—2
Choose 6 credits from:
EDRM604 Design & Analysis of Ed. & Psy. Surveys—3
EDRM613 Applied Statistics in Educ. & Psych. III—3
EDRM648 Workshop

- EDRM690 Independent Study: (Topic)—1–3
EDCI636 Program Evaluation—3
HIST650 Historical & Soc. Science Research Meth.—3

Dissertation—16

- EDRM880 Dissertation Proposal Development—2
LEAD899 Doctoral Dissertation—1–14

TOTAL PhD degree credits—90

LEADERSHIP

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

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

DEFINING THE PROGRAM

The Leadership Program

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

CHARACTERISTICS OF THE PROGRAM

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

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

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

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

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

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

The Leadership Program builds important bonds among its participants. The participants become partners in learning, both

with faculty members and other participants. This process is enhanced by involvement in orientation activities, seminars, study groups, and through continued contact and discussion via the Internet, and other forms of telecommunication.

The Leadership Program evaluates achievement.

- Throughout the course of study, individual achievement is evaluated on the basis of demonstrated competencies.
- The program is completed when the participant has demonstrated achievement of the 20 general competencies (see below).
- Demonstration of achievements is documented in a portfolio that is assembled throughout the program. The portfolio is presented for validation to a faculty team at the end of the program.
- For the MA degree, a research project is completed and approved.
- For the EdD and PhD degrees, a doctoral dissertation must be completed, defended, and approved.

APPLYING TO THE PROGRAM

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

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

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

MAINTAINING ACTIVE STATUS

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

- Make appropriate progress in fulfilling the IDP;
- Meet regularly with a regional group, usually on a monthly basis *but at least seven times* per academic year;
- Maintain contact with the advisor;
- Register every semester;
- Attend the summer Leadership Conference;
- Participate in online discussions;
- Meet financial obligations to the university; and,
- Maintain employment throughout the program.

SPECIFIC ADMISSION REQUIREMENTS

- A completed bachelor's or master's degree (an MA degree is recommended for the doctoral programs).
- A sample of your best writing (could be a research paper).
- A successful interview with one or more members of the Leadership faculty.
- A minimum of five years of professional work experience in a leadership setting for the doctorate and three years for the MA.
- Must be currently employed in a leadership position in which competencies can be demonstrated. This environment, which is the participant's place of employment, provides the "laboratory" for developing and demonstrating expertise in the competency areas and for preparing the portfolio.
- Applicants must commit to participate in:
 - 1) The initial Leadership orientation.
 - 2) Regularly scheduled regional group/learning community meetings, preferably on a monthly basis *but at least seven times* a year.
 - 3) The annual Leadership conference.

- 4) Online discussions and have access to the Internet. The participant is responsible for keeping abreast of announcements and program updates presented by faculty and staff via e-mail and the Leadership website.

BASIC DEGREE REQUIREMENTS FOR MA, EdS, EdD, AND PhD

1. Participate in the on-campus program orientation: LEAD630 (4 credits) and in annual leadership conferences.
2. Complete LEAD635 Individual Development Plan (IDP) designed by the participant and approved by the Leadership faculty team.
3. Complete the following web-based learning experiences:
 - LEAD636 Issues in Leadership Foundations—2
 - LEAD637 Issues in Research—2 (EdD/PhD) and
 - EDRM505 Research Meth. in Educ. & Psych.—3 (MA)
 - LEAD638 Issues in Leadership Theory—2
4. Participate regularly and actively in one or more study groups: at least seven times a year, including the annual conference.
5. Maintain employment throughout the program.
6. Complete the development, presentation, and defense of a portfolio based on the participant's IDP. The portfolio must document the satisfactory completion of the required competencies.
7. Complete the specific number of credits:
 - 36 credits for the MA degree
 - 64 credits for the EdS degree
 - 90 credits for the EdD/PhD
8. Doctoral Research: Complete dissertation for EdD/PhD. Required: EDRM880 Proposal Development—2 and LEAD899 Dissertation—1-14.
9. Specialist Research: Complete an action research project.
 - Required:*
 - LEAD796 Program Evaluation and Intervention Research—3
10. MA Research:
 - Required:*
 - EDRM505 Research Meth. In Educ. & Psych.—3
 - LEAD698 MA Research Project—3

Basic Competency Requirements for the MA degree. Completion of the MA in Education is achieved only after competence is demonstrated in each of 10 competencies, which represent a subset of the competencies listed for the doctorate. For the MA degree there is a core set of eight competencies plus a selection by the participant of an additional set of two competencies which add up to the minimum of ten competencies that must be demonstrated by portfolio. The core competencies are listed below. Since they are drawn from the list shown for the doctorate in Leadership, the description of the competencies can be read in the list presented below.

- 1b Skills in various learning strategies, including group processes.
- 3a Skills in organizational development, management, and allocating resources.
- 4a Skills in effective communication.
- 5a Reading and evaluating research.
- 5b Skills in conducting research.
- 5c Skills in reporting research.
- 6b Working knowledge of philosophical foundations.

- 6f Working knowledge of technology and its application to leadership.

The participant then chooses two competencies from the remaining 12 competencies that are appropriate for the focus desired. Of the 10 competencies required and selected, the participant will achieve at least two “star” competencies.

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

SPECIALIST AND DOCTORAL PROGRAM RESIDENCY REQUIREMENTS

Specialist and Doctoral Program Residency Requirements. By the end of the fourth semester: (1) Complete degree requirements 1, 2, and 3 above under Basic Degree Requirements for the MA, EdS, EdD and PhD, (2) complete 13 of the minimum 26 required credits for the EdS, or complete 16 of the minimum 32 required credits for the EdD/PhD, and (3) receive regular admission status.

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

Basic Competency Requirements for the EdS, EdD and PhD degrees. The participants prepare an Individual Development Plan (IDP), which becomes his/her course of study. The course of study translates into at least 64 (EdS)/90 (EdD and PhD) semester credits. Completion of the specialist degree or doctorate in Leadership is achieved only after competence is demonstrated in each of the 20 competencies listed below. The competencies are arranged in six groups. Each group is followed by a general description of the knowledge base as well as the personal/professional development covered by the competency. Of the 20 competencies required, the participant will achieve at least three “star” competencies. (See the Leadership Handbook for a description of competency-level indicators.)

1. *An effective teacher/mentor with*
 - a. Skills in using, evaluating, and adapting learning materials to accommodate individual variability.
 - b. Skills in various learning strategies, including group processes.
 - c. Skills in mentoring.

Every leader is a teacher/mentor on some level, and, as such, is expected to understand and demonstrate the principles of effective learning.

2. *A dynamic change agent with*
 - a. Skills in planning and implementing change
 - b. Skills in developing human resources
 - c. Skills in public relations.

Every leader is a change agent, and, as such, is expected to understand and demonstrate the principles of change in society and organizations.

3. *An effective organizer with*
 - a. Skills in organizational development, management, and allocating resources
 - b. Skills in interpreting laws, regulations, and policies.
- Every leader is expected to understand and demonstrate the principles of effective organizational learning.

4. *A collaborative consultant in diverse cultures with*
 - a. Skills in effective communication
 - b. Skills in evaluation and assessment
 - c. Skills in problem solving and decision making.

Every leader is a consultant, and, as such, is expected to understand and demonstrate, in written, verbal, and non-verbal formats, the principles of effective communication, evaluation, and conflict management within and between various cultural, racial, and special interest groups.

5. *A reflective researcher with*
 - a. Skills in reading and evaluating research
 - b. Skills in conducting research
 - c. Skills in reporting research.

Every leader is a researcher on some level, and, as such, is expected to understand and demonstrate the following:

- 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
- Relate research to the body of knowledge in leadership or professional field
- Select appropriate research designs
- Explain standards for data collection
- Conduct basic data collection and analysis
- Adequately communicate research findings.

6. *A scholar with a*
 - a. Working knowledge of ethics and personal/professional development
 - b. Working knowledge of philosophical foundations
 - c. Working knowledge of theories of learning and human development
 - d. Working knowledge of theories of leadership and management
 - e. Working knowledge of social systems, including family dynamics, community structures, and global development
 - f. Working knowledge of technology and its application.

Every leader is a scholar on some level, and, as such, is expected to understand and demonstrate the following:

- Self-reflection and practice of harmonious integration of spiritual, mental, physical, and social aspects of life.
- Foundational principles of philosophy including a critical understanding, from a Christian perspective, of the assumptions of different worldviews wherever they are expressed as well as the historical development of leadership.
- Fundamental concepts of learning theory and human development.
- Practical aspects of leadership theory, with special reference to the theory of servant leadership.
- Conceptual framework within which social systems operate.
- Effective use of technology for professional communication, training and research.

COURSES

(Credits)

See inside front cover for symbol code.

Students in the Leadership and Educational Administration programs, in consultation with their advisors, may choose from the following list of EDAL and LEAD courses.

600-level courses are available for both master's and doctoral programs.

- EDAL500** § (1)
Administration Orientation
 Introduction to Andrews University's philosophy of leadership and the principles of Christian leadership. Reviews the national standards for educational administration.
- 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)
School Law
 Emphasizes legal issues affecting teachers and educational administrators, including governmental relations, church state issues, teacher employment, student control, and school board operations and procedures.
- EDAL565** D (1–2)
Leadership for Seventh-day Adventist Education
 Explores the spiritual climate and leadership practices of administration in Seventh-day Adventist education. Uses scripture, the writings of Ellen White, and other sources to develop a frame of reference for educational leadership and an understanding of the role of the divine in education.
- EDAL570** D (2–3)
Principles of Educational Supervision
 Designed for principals, superintendents, and instructional supervisors concerned with the improvement of teaching and learning by professional supervision; the role, aims, principles, and practices of instructional supervision; introductory study of supervisory techniques.
- EDAL635** D (2–3)
Human Resources Administration
 Reviews personnel services; policy for certified and noncertified employees; personnel functions in education; the interpersonal process in educational organizations, communications, and group dynamics for educational administrators.
- EDAL645** D (2–3)
School Finance
 Focuses on financial and economic issues affecting educational institutions, including school support, costs of education, sources of school revenue, budgeting, and the organization and maintenance of the fiscal and physical resources of school systems.
- EDAL660** D (2–3)
Planning and Operating Educational Facilities
 A survey of the planning, modernization and management of educational facilities including buildings, equipment, and sites. A comprehensive study of educational facilities planning as related to preliminary development plans, long range master planning of educational facilities/campuses, considering educational philosophy and resources.
- EDAL664** D (2–3)
Elementary School Leadership
 Explores the role of the principal; leadership in curriculum implementation and reform; organization of schedules, calendar, and catalogue; staff organization and utilization; attendance program; responsibilities such as assemblies, opening and closing of school, supervision of staff, and operation of small schools.
- 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 (2–3)
Leadership in Higher Education
 Focuses on the work of the administrator in higher education; objectives, organization, leadership in visioning and strategic planning for academic, business, student, and developmental activities in higher education.
- 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 (2–3)
Administration of Student Services
 Reviews the objectives, organization, and administration of student services such as student residence halls, health services, religious programs, government, publications, social life, discipline, recreation, and student records.
- EDAL676** D (2–3)
Administration of Academic Services
 Surveys the objectives, organization, and administration of academic services such as admissions, academic records, academic personnel, curriculum administration, and instructional resources.
- EDAL677** D (1–3)
Higher Education Supervision and Professional Development
 Overview of approaches for effectively supervising staff and faculty, providing opportunities for personnel to plan and experience professional growth.
- EDAL680** D (1–12)
Administration: Internship or Fieldwork
 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.
- 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).

- 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 (2-6)**
Leadership Seminar
 Intensive orientation to the program. Focus on leadership concepts, effective instruction, principles of research, and skills relating to the completion of the program. Repeatable to 6 credits. Graded S/U.
- LEAD635** **D (4)**
Individual Development Plan
 Preparation and submission of IDP to faculty for approval. Prerequisite: LEAD630.
- LEAD636** **D (2)**
Issues in Leadership Foundations
 Participants review the literature, discuss the findings in study groups and with faculty, and provide scholarly feedback related to assigned topics that address foundations of leadership and worldviews.
- LEAD637** **D (2)**
Issues in Research
 This course serves to develop skills in reading and evaluating qualitative and quantitative research writings.
- LEAD638** **D (2)**
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.
- LEAD640** **D (2-3)**
Higher Education Law
 Reviews laws and policies about student, faculty, staff, and administrative issues in higher education.
- LEAD645** **D (1-2)**
Ethical Leadership and Organizational Integrity
 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 and Educational Administration Program Continuation
 After the IDP is approved, the participant may register for this title while clearing DGs (deferred grades) with advisor approval only. Registration for this title indicates full time status. Requires a semester fee.
- LEAD675** **D (1-3)**
Portfolio Development
 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.
- LEAD685** **D (0)**
MA Level Comprehensive Exam Preparation
- LEAD689** **D (1-12)**
Seminar: (Topic)_____
 Selected topics offered. Repeatable. Permission of instructor required.
- LEAD690** **D (1-12)**
Independent Study: (Topic)_____
 Selected 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 participant. The process includes the development of a research proposal, implementation of the research plan, and a written paper using the Andrews University Guidelines for Written Work. S/U grading.
- LEAD756** **D (1-12)**
Advanced Studies: (Topic)_____
 Advanced studies in leadership. Repeatable with different topics. Permission of instructor required.
- LEAD775** **D (1-3)**
Advanced Portfolio Development: (Topic)_____
 Building upon the knowledge base developed in LEAD675, the participant continues to develop expertise and documentation in a selected competency area. (Repeatable up to 12 credits)
- LEAD789** **D (1-12)**
Advanced Seminar: (Topic)_____
 Advanced topics in leadership. Repeatable with different topics. Permission of instructor required
- LEAD870** **(0)**
Comprehensive Exam
- LEAD886** **D (1-12)**
Advanced Internship: (Topic)_____
 Under supervision of a faculty member in leadership area. Student interns in responsible positions with specialists/administrators in cooperating institutions, school systems, or agencies. Permission of instructor required. Graded S/U.
- LEAD888** **\$ D (0)**
Dissertation Continuation
 Registration for this title indicates full-time status and requires a semester fee.
- LEAD899** **D (1-14)**
Doctoral Dissertation
 Graded S/U.