Higher Education Handbook
2017-2018

Department of Leadership

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The Higher Education Administration Handbook

The Higher Education Administration Handbook is designed to help participants and faculty in the planning and execution of graduate degrees in Higher Education Administration. The Higher Education Administration Handbook complements but does not supersede either the Andrews University Bulletin or the School of Education Handbook.

The *Andrews University Bulletin* and related policies on graduate programs are available at
https://bulletin.andrews.edu/

Policies related to the *School of Education* are available at
https://www.andrews.edu/sed/resources/

Updated information on Higher Education programs are available at
https://www.andrews.edu/sed/leadership_dept/higher_educ_leadership/index.html

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Purpose

The purpose of this handbook is to clearly state the philosophy and guidelines on which the Higher Education Administration program is based. It is supplementary to the *Andrews University Bulletin,* and explains in greater detail the practices and requirements of the Higher Education Administration program. Every effort has been made to correctly represent each program component in accordance with the actions voted by the Leadership and Educational Leadership faculty, and the guidelines and requirements presented in the current *Andrews University Bulletin.*

This handbook is updated annually and each participant is responsible for following the guidelines in the most recent handbook.

There is a distinction between the *Higher Education Administration Handbook* and the *Andrews University Bulletin.* Each participant comes under the requirements of the bulletin of the year they were accepted. The bulletin defines the academic requirements of your program, while the handbook details departmental procedures.

Welcome

Welcome to the Higher Education Administration programs at 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 the Department of Leadership - and how the Higher Education Administration programs fit into this context.

Our Faith

Andrews University is a Seventh-day Adventist (SDA) 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 students are fully prepared to serve the world when they finish their studies.

Our Mission

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

Andrews University students 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

School of Education (SED)

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Conceptual Framework

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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 student 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.

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Mission

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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 students for service. The mission is expressed through six elements that reflect the ideal development for all graduates of the School of Education. They are:

Department of Leadership (LEAD)

<p align="center">**Core Values**</p>

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 below, with particular behaviors described in an effort to capture the way the core values are lived out by participants in the Leadership program.

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/participants 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/participants who accept this value will:

- individual attention given 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/participants 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/participants 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 participants
- remain flexible
- provide nurture and support
- avoid dismissive comments
- provide safe feeling, openness, and acceptance
- call on another when behaviors are violated

LEAD Department Programs

As the accompanying Venn diagram demonstrates, there are three major program areas in the Department of Leadership. The first program is Educational Leadership, the second Higher Education Administration, and the third is Leadership. All program areas require a one-week orientation, usually held in July. This introduces participants to the values of community, service, integrated life, and human dignity which permeate all departmental programming. The Leadership program has an additional three-day conference. All three program areas have MA, EdS, EdD, and PhD degree options (with Higher Educational Administration also having graduate certificates). Tuition rates are the same for similar degrees across program areas. All program areas provide strong distance education options so that participants do not have to relocate to campus to complete their graduate education. All three utilize the same excellent Andrews University online resources which allow the delivery of Moodle web-based courses, excellent online library resources, and effective technology-enabled communication. The three program areas share the same excellent faculty and staff who provide effective distance education and communication. All three program areas are competency-based, with the Educational Leadership program guided by 9 standards, the Higher Education Administration program guided by 10 outcomes, and the Leadership Program focused on at least 15 competencies. All programs necessitate participants 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 Educational Leadership program is designed around online course work that prepares administrators to serve in educational institutions. Educational Leadership 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. There is an internship option and mentoring is offered. While the department is very eager to help participants transfer credits into their programs, transfer credits to the Educational Leadership program must align with the required standards.

Although the Higher Education Administration program is also based on the traditional topics listed above, the program is directed towards training high quality mid-level administrators for postsecondary institutions. An opportunity for international travel is available, with a bi-yearly study tour scheduled to higher education 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 makes it possible for the participants to transfer credits into their programs, transfer credits to the Higher Education program must align with the required outcomes.

The Leadership program is less traditional, based on individualized program development, and serves a wider variety of leaders, such as hospital administrators, business administrators, entrepreneurs, and church and civic leaders. Throughout their education, participants in Leadership must have regular meetings with a Leadership and Learning Group (LLG) that typically consists of 3-7 participants at different stages of graduate work. These Leadership and Learning Groups provide guidance, education, encouragement, peer-evaluation and accountability. While in the program, participants must attend each annual Roundtable conference (typically held in the Berrien Springs, Michigan area).

Although participants can only transfer in graduate credits from accredited institutions, there is greater flexibility in the Leadership program 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 three program areas 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

<center>**Guiding Philosophy, Unique Practices,**
and Program Outcomes</center>

This section begins with a review of the unifying philosophy that guides all Higher Education Administration programs. The second part reviews specific worldview content and program characteristics of learning that flow from this philosophy or worldview.

Program Philosophy/Worldview

Philosophy and 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. Four issues are especially important in a worldview: *being* (the study of existence), *origins* (the study of beginnings), *purpose* (the study of the reason for being), and *destiny* (the study of one's future) as they relate to administration and to the Higher Education Administration programs.

The essential, unique dimension of *being* in the Higher Education Administration programs provides a foundation for all educational activity. Ideally, the administrator experiences "being" as a relationship both with God and with other people. Administrators are influenced by unique historical, cultural, political, and economic experiences. By engaging in a dialogue with respect and understanding, participants honor the being of others even while growing in their own self-awareness. Relationships motivate and clarify personal and shared being.

If we explore and accept that our existence is real, that the earth *is,* and that the heavens *are,* we then seek to understand the *origins* of all these things. The study of beginnings is not just an esoteric activity. 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 personal 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 a 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 by 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 a relationship with Him. Though this relationship has been severed and the understanding of our purpose has been badly distorted, this latter view moves us to a hope that God is seeking to redeem us and restore our relationship with Him and that our purpose is satisfied in that seeking.

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 existence, origin, and purpose, He also becomes part of our understanding of the future. The popular hymn, *Praise to the Lord, the Almighty,* invites the listener or singer to, "Ponder anew what the Almighty can do/If with His love He befriend thee." 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.

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Specific Worldview Characteristics of the Program

One of the underlying purposes of the Higher Education Administration program is to help participants work on these issues of existence, origin, purpose, and destiny and to create their own worldview out of the struggle. We believe such a worldview will consciously and unconsciously guide their work in Higher Education Administration. While each participant must make his or her own decisions and discoveries related to worldview, the Higher Education Administration program is guided by a Seventh-day Adventist Christian worldview. This general worldview believes that: (a) we are each cherished members of God's family (existence), (b) created by God the Loving Creator (origins), (c) for the purpose of relationships (purpose), and (d) called to serve God, the earth, and others in light of eternity (destiny).

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

First, the belief that existence, 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 participants 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 and in and with them. Thus, an important first step in this program is to help participants clarify their calling in order to plan their course work. Participants work on that calling in their Administration Self-Assessment which is completed in the Higher Education Administration Orientation, LEAD630-Intro to Leadership.

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

Third, because learning is never completely private and teaching is never done in only one way, this program seeks to build a *community of learning.* Participants learn from each other. The Higher Education Administration program creates such a community of learning mostly through discussion and postings via online courses in Moodle, independent studies that require self-teaching, and through varied internships and mentoring opportunities that allow students to take advantage of "teachers" outside the program's traditional faculty. Such a dynamic experience of learning liberates participants from a top-down learning environment and makes them full participants in their own development. They become responsible for helping others around them—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. Higher Education Administration requires the development of a *portfolio demonstration of holistic development*. Portfolio-driven development fosters a competency-based attainment of program outcomes. Such competency focus is crucial for Higher Education 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, and educational institutions.

Fifth, because competency development is central in the program and learning is holistic, each of our courses encourages *engaged activity in a college or university.* Job-embedded, school-embedded, or educationally-embedded learning is then extended as our degree programs also encourages an internship/mentoring experience. This helps to ensure that administrators are not just reading and thinking about Higher Education Administration, but actually putting their knowledge and skills into practice.

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.

Higher Education Administration Programs

Mission Statement

The Higher Education Administration programs empower diverse scholar-practitioners, committed to Christian values, for service in colleges and universities worldwide.

Vision Statement

To be a model Christian Higher Education Administration program which offers outstanding training and relevant research to attract increasing numbers of visionary participants.

Guiding Principles for
Higher Education Administration

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

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

1. **Students and Their Institutions** (the student must be considered as a whole person)

   - Each student is a unique person and must be treated as such.
   - The student's total environment is educational and must be used to achieve full development.
   - Students seek higher education in responsible ways and will, when encouraged to do so, access appropriate educational resources when they are provided, made known, and relevant to students' felt educational and developmental needs.
   - Institutions of higher learning are purposeful and function as social and cultural resources to provide opportunities for students to learn and develop in holistic ways.
   - The primary responsibility for learning and development rests with the student.
   - Institutions of higher learning reflect the diversity of the societies and cultures in which they exist.
   - Institutions are responsible for creating learning environments that provide a choice of educational opportunities and challenge students to learn and develop while providing support to nurture their development.

2. **Diversity and Multiculturalism**

   - Institutions embrace diversity and eliminate barriers that impede student learning.
   - Justice and respect for differences bond individuals to community.
   - Education for multicultural awareness and positive regard for differences is essential to the development and maintenance of a health-engendering society.
   - All students must have access to the educational and co-curricular resources available to the academic community at large; no student, for any reason, should be denied access to them.

3. **Organization, Educational Administration, and Human Resources**

   - Capable, credible, knowledgeable, and experienced educational administration is essential for institutional success.

- Organizational units are most successful when their missions and outcome expectations are effectively documented and understood by all concerned.
- Effective programs and services require well-qualified staff members who understand and support the student learning and development outcomes the programs are intended to provide.
- Leaders and staff members alike must possess effective managerial skills, be properly titled, and be well-qualified by both education and experience.

4. **Health-Engendering Environments**

- Educational programs and services prosper in benevolent environments that provide students with appropriate levels of challenge and support.
- The primary purpose of education has always been to promote change, both in individuals and in society. College and university student support programs are first and foremost educational enterprises.

5. **Ethical Considerations**

- Ethical standards are essential to guide the behavior of staff members in ways that enhance the program's overall integrity.
- Because special mentoring relationships develop between students and those who facilitate their learning and development, support service providers must exemplify impeccable ethical behavior in both their professional relationships and personal lives.

**Competency-Based Student Development Outcomes
for the Higher Education Administration Program**

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

1. **Self-Development Competencies:** This cluster of competencies focuses on the self-awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.

    a. *Philosophical foundations*—Higher Education Administration functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice. (CAS 15)

    b. *Ethics, values, and spirituality*—Higher Education Administration functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision-making and their relationships with others. (CAS 5, 8, 13)

    c. *Human development and career choice*—Higher Education Administration is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences. (CAS 3, 4, 6, 16)

2. **Interpersonal Development Competencies**: This cluster of competencies focuses on the interpersonal aspects of Higher Education Administration that promote growth and development of others and challenge students to learn and develop in holistic ways.

   a. *Effective communication and mentoring*—Higher Education Administration fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships that are trust-centered, providing empowerment that results in personal and performance improvement toward satisfying mutual objectives. (CAS 2, 11)

   b. *Appreciating diversity*—Higher Education Administration values one's own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences. (CAS 9, 14)

   c. *Social responsibility*—Higher Education Administration is accountable to others and endeavors to see that family, community, and environmental needs are met in local and in global ways, as appropriate (CAS 12).

3. **Leadership and Organizational Development Competencies:** This cluster of competencies addresses the organizational aspects of Higher Education Administration, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise. (CAS 7)

   a. *Resource development; human and financial*—Higher Education Administration appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes. (CAS 10)

   b. *Legal and policy issues*—Higher Education Administration applies and understands the scope of a legal and policy structure appropriate for their field. (CAS 7)

   c. *Organizational behavior, change, and culture*—Higher Education Administration understands personal, group, and inter-group behaviors, and how they impact the organizational culture and shape the vision and strategy for facilitating the change process (CAS 11)

4. **Research Development Competencies**: Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education Administration projects

   a. *Conducting, evaluating and reporting research* – Higher Education Administration understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace.

Higher Education
Competency-based Outcomes

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

RESEARCH DEVELOPMENT

SELF DEVELOPMENT

INTERPERSONAL DEVELOPMENT

LEADERSHIP AND ORGANIZATIONAL DEVELOPMENT

•Philosophical foundations
•Ethics, values, and spirituality
•Human development and career choice

•Effective communication and mentoring
•Appreciating diversity
•Social responsibility

•Resource development— human and financial
•Legal & policy issues
•Organizational behavior, change, and culture
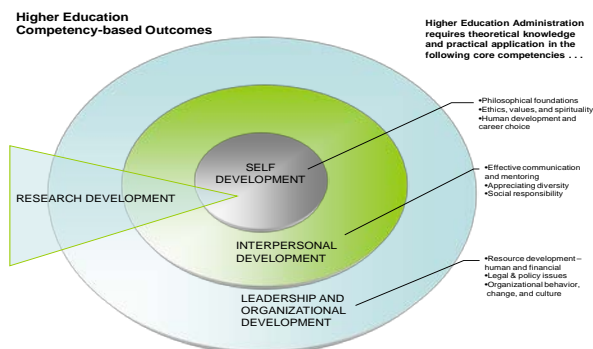
<div align="center">**Higher Education Administration Degree Programs**</div>

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

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

MA: DEGREE REQUIREMENTS (36 credits)

Core Requirements—minimum 15
- LEAD 600 - Annual Conference Credits: 0
- LEAD 630 - Introduction to Leadership Credits: 2
- EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3
- EDAL 655 - Higher Education Finance and Technology Credits: 3
- EDAL 667 - Leadership in Higher Education Credits: 2,3
- EDAL 680 - Internship: (Topic)_____ Credits: 1–12
- LEAD 644 - Leadership and Organizational Dynamics Credits: 3

Research—4
- EDRM 505 - Research Methods Credits: 3
- LEAD 535 - Principles of Academic Writing Credits: 1–3

Concentration—minimum 17
- EDAL 640 - Higher Education Law Credits: 3
- EDAL 674 - Administration of Student Services Credits: 3
- EDAL 675 - College Student Development Theory Credits: 3
- LEAD 678 - Global Education Study Tour Credits: 1-6
- LEAD 689 - Seminar: (Topic)_____ Credits: 1–12

Program Electives—As Needed
As needed, In consultation with your advisor.

Portfolio
The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD 630, required in all programs.

Program Delivery

This program is offered on campus and as an interactive online program. The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. Summer on-campus attendance is required in the first year. Students are also encouraged to come to campus for graduation.

Registration

Participants comply with registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL 650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go Inactive. When Active Status is desired, the participant may request reactivation and, if approved, pay the current Reactivation Fee.

Application Process

Applicants must meet School of Education admission requirements. Once accepted into this master's program, students must complete LEAD 630 - Introduction to Leadership and LEAD 600 - Annual Conference on campus as an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 36 credits beyond the baccalaureate degree. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and when registering for these courses. The portfolio serves as a component of the master's comprehensive examination. There is no thesis requirement for the master's degree program.

Time Limits

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

2. EdS: Higher Education Administration Program and Requirements
The Educational Specialist program in Higher Education provides advanced graduate education and training of high quality mid-level administrators for postsecondary institutions. It prepares professionals seeking administrative advancement and service to local institutions of higher education. This degree is appropriate for positions such as:
- Assistant dean
- Assistant to the president
- Director and in-service directors
- Department chairperson in selected areas
- Program manager

EdS: DEGREE REQUIREMENTS (45 credits)

Degree Core

Core Requirements – 15
- LEAD 600 - Annual Conference (0)
- LEAD 630 - Introduction to Leadership (2)
- EDAL 655 - Higher Education Finance and Technology (3)
- EDAL 667 - Leadership in Higher Education (2, 3)
- EDFN 500 - Philosophical Foundations for Professionals (2, 3)
- LEAD 886 - Advanced Internship (1–12)
- LEAD 644 - Leadership and Organizational Dynamics (3)

Research - 10
- EDRM 505 - Research Methods (3)
- EDRM 611 - Applied Statistical Methods I (3)
- LEAD 535 - Principles of Academic Writing (1–3)
- LEAD 637 - Issues in Research (2, 3)

Concentration – 20
- EDAL 640 - Higher Education Law (3)
- EDAL 674 - Administration of Student Services (3)
- EDAL 675 - College Student Development Theory (3)
- EDAL 676 - Administration of Academic Services (3)
- LEAD 778 - Global Education Study Tour (1-6)
- LEAD 789 - Advanced Seminar: (Topic)_____(1–12)

TOTAL EdS degree credits—45

3. EdD/PhD in Higher Educational Administration Programs and Requirements

The Higher Education Administration program seeks to empower diverse scholar-practitioners for service in national and international colleges and universities, committed to Christian values and high professional standards.

Higher Education is one of the fastest growing areas of education in the world today. Graduates at the master level typically work in administrative and executive positions in student services such as enrollment, admissions, financial services, athletics and residence halls. At the doctoral level, the program serves those who wish to pursue careers and academic positions in teaching and research in colleges and universities, as well as corporate training or policy making positions at the private and state level. The curriculum has an international focus that includes visiting international universities to interact with faculty and students of institutions in different countries around the world.

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

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

Program Delivery

This program is offered both as an online degree program and as an on-campus degree program. The content and requirements of both programs meet the same goals using different delivery modes. The on-campus version offers face-to-face courses for on-campus students. The online version offers online courses with minimal face-to-face requirements. Participants interact with each other and with instructors throughout all courses via an electronic management platform. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation. Program requirements for both versions are described below.

EdD: DEGREE REQUIREMENTS (60 credits)
Option 1

Core Requirements - 15

- LEAD 600 - Annual Conference Credits: 0
- LEAD 630 - Introduction to Leadership Credits: 2
- EDAL 655 - Higher Education Finance and Technology Credits: 3
- EDAL 667 - Leadership in Higher Education Credits: 2,3
- EDFN 500 - Philosophical Foundations for Professionals Credits: 2,3

- LEAD 886 - Advanced Internship: (Topic) Credits: 1–12
- LEAD 644 - Leadership and Organizational Dynamics Credits: 3

Research - 13

- EDRM 505 - Research Methods Credits: 3
- EDRM 611 - Applied Statistical Methods I Credits: 3
- EDRM 636 - Program Evaluation Credits: 3
- LEAD 535 - Principles of Academic Writing Credits: 1–3
- LEAD 637 - Issues in Research Credits: 2,3

Dissertation - 16

- LEAD 880 - Dissertation Proposal Development Credits: 2
- LEAD 899 - Doctoral Dissertation Credits: 1–14

Concentration - 20

Concentration Requirements

- EDAL 640 - Higher Education Law Credits: 3
- EDAL 674 - Administration of Student Services Credits: 3
- EDAL 675 - College Student Development Theory Credits: 3
- EDAL 676 - Administration of Academic Services Credits: 3
- LEAD 778 - Higher Education Study Tour Credits: 1–6
- LEAD 789 - Advanced Seminar: (Topic) Credits: 1–12

Cognates —12

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

Additional Requirements

Portfolio

The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD 630, required in all programs.

Registration

Participants comply with registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL 650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go Inactive. When Active Status is desired, the participant may request reactivation and, if approved, pay the current Reactivation Fee.

Time Limits

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

Program Electives

As needed, in consultation with your advisor.

Research Electives

EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3
EDRM 713 - Applied Statistical Methods III Credits: 3
HIST 650 - Historical Method and Research Credits: 3

Status Categories

The Higher Education Administration faculty recommends acceptance into the program based on several criteria including, but not limited to, the minimum outcomes required by the School of Graduate Studies and the additional Higher Education 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 Higher Education Administration Program may be eligible for regular admission status in the current annual cohort. However, the decision to recommend admission is based on the vote of the Higher Education Administration faculty. In order to maintain regular status, a Higher Education Administration participant must register at least one semester out of every year.

Provisional Status

The Higher Education Administration faculty may, at its discretion, recommend acceptance for participants 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. These provisions must be met and regular status must be granted by

the time the participant completes 50% of the program's coursework. In the event a participant on provisional status fails to meet the specifications of their acceptance, they may be released from the program.

Permission to Take Classes (PTC) Status

Occasionally an unusual situation merits allowing a participant to take Higher Education 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 Higher Education Administration Program office will automatically fill out this form. Check with the Higher Education 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 Higher Education Administration program the participant must register for one or more courses at least one semester out of three consecutive semesters. Participants 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

Participants comply with continuous registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active while not registering 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

Participants 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. Participants who have not registered for all 16 dissertation credits may not register for EDAL888. (Dissertation Continuation requires a semester fee.)

Inactive Status

(See Andrews University Bulletin at https://bulletin.andrews.edu)

Reactivation

(See Andrews University Bulletin at https://bulletin.andrews.edu)

Academic Probation

There are two ways to be put on academic probation:

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

2. If the candidate cumulatives grade-point average (GPA) in MA work at AU drops below 3.0, EdS work at AU drops below 3.2, in doctoral work at AU 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 the minimum within the subsequent semester. The Director of Graduate Programs must approve this plan. When the cumulative GPA reaches the minimum, 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.

A participant 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 participant will be expected to continue registering for Higher Education Administration Continuation (EDAL650) a minimum of one semester out of three semesters.

Conditions for Withdrawal

Withdrawal from the Higher Education Administration program is appropriate if the participant does not plan to reactivate or has determined that the program does not serve his or her needs. In order to withdraw from the Higher Education Administration program, the participant must submit a written notice of intent to the program office.

Academic Advisement

Advisor

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

Course Plans

Participants and faculty create a course plan to meet individual student needs using the Department 4-Year Course Schedule. This process is completed during Orientation. (See Appendix C for course plan templates, Appendix D for a list of courses and descriptions, and Appendix E for course schedules.)

Dissertation Chair

When ready to begin the development of a dissertation proposal, the participant will seek a Higher Education Administration faculty member or suitably qualified faculty in an allied discipline 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. The participant 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 participant. See the dissertation section for further details.

Academic Integrity

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

Academic dishonesty includes (but is not limited to) the following acts:

- Falsifying official documents
- Plagiarizing, 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 student 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 student 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. Students 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.

Complaint Procedure

007.4.1 Resolution of Grade Complaints

In keeping with the Andrews University Working Policy (2:437:6), candidates who dispute a grade received for a course (providing that the candidate believes the grade was assigned as a result of carelessness, arbitrariness, or capriciousness) should seek a resolution through the following steps:

1. The candidate should seek a resolution in person with the instructor of the course. If this does not result in a satisfactory resolution, the candidate may seek resolution through the instructor's immediate supervisor.

2. If this step fails to resolve the dispute, the candidate may file a written grade complaint with the instructor's immediate supervisor, normally the department chair. The chair must render a written report of his/her findings.

3. A candidate who does not receive a report or remains dissatisfied may file a written grade grievance with the Dean of the School of Education.

4. After reviewing all the facts about the case, the Dean may choose to issue a final decision in the case or appoint a Grade Review Committee of three faculty members, who will investigate the matter and recommend a resolution to the Dean.

5. The Dean will then issue a final decision, taking into account the recommendations of the Grade Review Committee.

007.4.2 Resolution of Conflict with a University or SED Academic Policy

If a candidate feels that he/she has been adversely affected by a policy, he/she should follow this protocol:

1. The candidate should discuss the policy with his/her faculty advisor.

2. If the advisor is unable to help resolve the conflict, the candidate should discuss it with the department chair.

3. If this does not yield satisfactory results, the candidate should take the matter to the Dean of the School of Education.

4. If this does not yield satisfactory results, and the conflict is with an academic policy, the candidate may take the matter to the SED Academic Policies and Curricula Committee.

5. If the problem remains unresolved, the candidate may discuss the matter with the Provost. The Provost's written decision will be considered final.

6. At any step along the way a candidate may consult with either of two University Ombudspersons. The University Ombudspersons facilitate understanding, communication, and resolution of conflicts. The University Ombudsperson may help by identifying and explaining relevant university policies, procedures, and problem-solving channels. The Ombudsperson will also help the candidate to explore options or help identify University programs and resources that might be helpful. The Ombudsperson does not get involved in the following situations:

   a. If the candidate wants legal advice or legal representation
   b. If the candidate has a non-University related disagreement or problem
   c. If the candidate wants to file a grievance or make a formal complaint
   d. If the candidate wants someone to represent him/her in formal University procedures. (See "Ombudspersons" in the current *Student Handbook*.)

007.4.3 Resolution of a Conflict with a Faculty Member

If a conflict arises between a candidate and a faculty member, the protocol below should be followed:

1. The candidate should first seek resolution with the faculty member.

2. If the candidate feels that this may affect him/her adversely, he/she should consult with his/her advisor.

3. If the candidate feels that either 1 or 2 would be counterproductive, he/she may take the conflict directly to the Dean of the School of Education.

4. If the above procedures fail to resolve the situation, the candidate may take the problem to the Provost.

5. If this does not bring a satisfactory resolution, the candidate has the right to take the matter to the President of the University. The President's decision is final in this type of conflict.

6. At any step along the way a candidate may consult with either of two University Ombudspersons. The University Ombudspersons facilitate understanding, communication, and resolution of conflicts. The University Ombudsperson may help by identifying and explaining relevant university policies, procedures, and problem-solving channels. The Ombudsperson will also help the candidate to explore options or help identify University programs and resources that might be helpful. The Ombudsperson does not get involved in the following situations:

   a. If the candidate wants legal advice or legal representation
   b. If the candidate has a non-University related disagreement or problem
   c. If the candidate wants to file a grievance or make a formal complaint
   d. If the candidate wants someone to represent him/her in formal University procedures. (See "Ombudspersons" in the current *Student Handbook.*)

<center>**International Focus**</center>

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

<center>**International Study Tour**</center>

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

International Internships—The Higher Education Administration program works with international Seventh-day Adventist colleges and universities to develop an internship program that integrates theory and research with the practice of higher education in international settings. The extent and format of these programs vary

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and are negotiated on a personal basis between the participant and the institution.

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

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

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Study Tour Program

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Concept:

A summer course designed to give students a broad perspective of International Higher Education, especially making a comparison between the United States and other international systems of higher education.

Courses:

LEAD678/LEAD 778 Higher Ed Study Tour – 1-6 credits (5 min)

Prerequisite:

Being a masters or doctoral student

Activities:

Interaction with faculty and students of international universities.

Cost:

Students must register for 5 credits of either LEAD678 or LEAD778 (tuition includes airfare, hotels, local transportation, entrance fees to all places). An additional US$500.00 must be deposited for food.

Course Description:

This course is designed to introduce learners to the international and comparative dimensions of higher education through a study tour program. Various interpretations of international, comparative and globalization of higher education are considered. Several systems of higher education that have influenced postsecondary education in different parts of the world, such as Europe, Asia, Africa and Latin America. The tour includes campus visits and interaction with faculty and students of public, private, and Adventist international institutions of higher education.

Course Goals and Objectives:

Familiarize students with higher education systems of different nations, their similarities and differences with respect to the transition from elite to mass education, as well as the relationship between postsecondary institutions and governmental organizations.

1. Explore peculiarities of individual national systems, such as finance, curriculum structure, student services, student mobility, and current trends of higher education in these nations.

2. Consider issues related to comparative education research and the internationalization and globalization of postsecondary education.

3. Give participants a cross-cultural perspective and a global vision of the challenges of Seventh-day Adventist Higher Education around the world.

Requirements:

- **Study Tour**
  Participants are required to travel to assigned countries. Travel expenses are included in the tuition, as provided by the Affiliation and Extension Program Office.

- **Reflection Paper**
  A reflection paper describing your learning experience when visiting each of the international institutions of higher education, addressing the readings and the lectures presented at each university.

Mentored Internships

General Internship Opportunities

Concept:

Professional positions available per semester at selected Andrews University offices of higher education administration to employ qualified students on a paid or volunteer basis, depending on availability of each department.

Course Description:

This course is designed to help students integrate theoretical and research coursework with the practice of higher education administration, and to reflect on their development as a professional in Higher Education Administration.

Tentative Internship Job Description:

In order to acquire a practical perspective and a professional application of their program requirements, students are required to take an internship course in any of the following or related areas of Higher Education Administration:

- Deans' offices
- Department Chairs' offices
- Student Services offices such as financial advising, admissions, enrollment, student life, residence halls, campus ministries, and counseling centers.
- Policy issues related work
- Faculty development
- Program development and management

From a training perspective, students should be in contact with the actual issues of higher education on a daily basis, and develop their administrative and academic skills in different areas, such as:

- **Administration:** completing administrative tasks such as budgeting, planning, long-range planning for the unit, or personnel management
- **Assessment and evaluation:** determining the needs of particular populations; determining the effectiveness of programs, policies, or personnel

- **Advising:** working with undergraduate students in one-on-one or group settings to enable students to overcome current problems, to prevent possible problems in the future, or to facilitate their development in specific areas

- **Diversity:** working with a variety of students, staff, and/or faculty from different backgrounds (for example, race, gender, international issues, religion, etc.)

- **Instruction:** presenting material in a formal or informal teaching role

- **Program development:** developing or modifying programs to meet the needs of a particular population and to facilitate student growth and development

- **Organizational work:** Sitting in planning committees whenever possible, and writing or organizing reports, minutes, agendas, and so on.

The department may require a résumé to assess the abilities of the candidate. Students will be under faculty supervision and are required to present a portfolio and journals of their work in a given position.

Learning Outcomes—Upon completion of this course, students will be able to:

1. Reflect on insights and challenges encountered during the internship experience

2. Integrate classroom theory with career-related work experience(s)

3. Utilize reflection to describe various internship experiences

4. Facilitate collaborative learning and problem solving

5. Create a professional résumé and cover letter

6. Develop an internship portfolio

7. Utilize self-reflection regarding the internship experience

Readings:
Required readings include *The Chronicle of Higher Education* and the *Student Movement* newspaper, as a campus source of information at Andrews University.

Course Requirements:

1. Internship Portfolio (50%)

As a capstone experience, you will design and develop a 3-ring binder or an electronic portfolio with your internship materials, containing evidence of your development in higher education administration or service. Your portfolio will include the following documents—remember your portfolio is to be a professional collection of your internship experience:

1. Copy of the internship agreement

2. Professional résumé

3. Professional cover letter

4. Internship evaluation form (mentor)

5. Copies of artifacts created or material used during internship

6. Personal reflection paper

2. Résumé and Cover Letter (25%)

Design your updated résumé and cover letter for a specific real job description posted on *The Chronicle of Higher Education*

3. Personal Reflection Paper (25%)

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Portfolio and Comprehensive Evaluation

Portfolio

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Introduction

Many educators have been developing a variety of holistic assessments 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 students 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 participant and program evaluation in the Higher Education 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 show 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 Higher Education Administration, the portfolio functions as both a **formative** and a **summative** instrument for development of Higher Education Administration abilities. It serves as a formative evaluation instrument because it provides a means by which participants can *organize* their learning and *track* their development in meeting program outcomes. It serves as a summative evaluation instrument because it constitutes the largest portion of the *comprehensive examination* which evaluates participants' readiness for graduation and/or the dissertation stage of their doctoral work.

Because the portfolio plays a central role in the Higher Education 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 next 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 Higher Education 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 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 all the educational experiences at Andrews University is to cooperate with God—Father, Son, and Holy Spirit—as the center of all learning. This vital connection is especially crucial in the delicate and difficult process of evaluation, in its many phases as self-evaluation, peer-evaluation, faculty-evaluation, and program-related evaluation. Within healthy relationships the portfolio process is a restorative and developmental experience. However, without a constant emphasis on "education as redemption," the portfolio can quickly take on several possible negative experiences. It can become a superficial task that lapses into mere busy work. It can degenerate into a

process of faculty abuse that leads to unnecessary criticism or embarrassment. 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 as the central purpose of the portfolio.

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 participant's development. Within such a frame of reference, the participant 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 participants to have the success they need in the program.

With such a perspective that views God's grace as received "without merit," the participant 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 Higher Education Administration and on the equipping one is experiencing for ever-increasing 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 participants 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 participants 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. Because ability 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 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 student learning. It involves making our expectations explicit and public; setting appropriate criteria and high outcomes for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and outcomes; 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 participants, 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). Higher Education 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 participants 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 students of Higher Education 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 Higher Education Administration that will support healthy institutions and effective student learning (Brown, 2002; Lashway, 2003).

In summary, portfolios serve the following purposes:

1. Portfolios serve as guides for participants to organize their Higher Education 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 participants' 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 participants to secure professional employment and continue their professional development once they are employed.

Higher Education Administration Programming Alignment to Portfolio

The objectives of each higher education administration program are the 10 competency-based outcomes, which are considered essential areas of development by national accreditation groups and leaders in the North American Division of Seventh-day Adventists. The portfolio is formed in constant reference to those outcomes. This section shows how the Department of Leadership coursework, advising, academic and work experiences, internships, and other resources provide support for participants in these 10 areas. Although specific outcomes vary across the programs (MA, EdS, EdD, and PhD), the following table shows the link between program experiences, coursework, and portfolio construction.

The responsibility of the program is to provide courses, advising, and resources useful for participants' development. However, this is a collaborative relationship with participants. **It remains the responsibility of participants to develop in these Higher Education Administration areas**, and regardless of programming, each participant takes ownership of the documentation of his or her own learning and growth. That is the beauty of the portfolio. It gives each participant ultimate ownership of his or her development. This means participants may be able to skip or waive certain program requirements if they can convince their community of learning they have sufficiently documented knowledge, experience, skill, and belief development in those areas. As such, Table 1 is just a guideline for possible experiences and artifact creation. Throughout the program, this table will be useful as participants' job responsibilities change and they adapt their program work to their professional demands. At the end of the program, it will help them gather their artifacts together to showcase the development in these outcomes.

The courses you will take in the Higher Education Administration programs will assist you in the development of your portfolio. See Appendix B for a table showing which courses will help in what ways.

Table 1

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 Higher Education Administration web page
LEAD630	Introduction to program outcomes; pre-evaluation on the outcomes; review the portfolio as learning and evaluation tool; start course planning with the advisor
Advisor Course Planning	Participant collaboratively works on course and portfolio planning; transfers credits
Course Work and Professional Work	Participant engages in steady attainment of knowledge, exploration of and development of attitudes, and practice of skills and abilities in mentored internship activities and course delivery
Outcomes Reviewed	It is strongly recommended that early in the program participants secure feedback from advisor and colleagues or fellow graduate participants on the adequacy of that documentation for fulfilling portfolio requirements
EDAL680 Or LEAD886	Capstone experience with sustained internship with mentoring to target specific portfolio development activities
LEAD899 Dissertation	Research component is strengthened
Advisor Finalization	Graduation forms completed; Portfolio with introductory essay and narrative
Written Comprehensives	Distribution of documentation to three faculty (advisor plus two others) for their separate and individual review. Possibility of refinement of written material.
Oral Comprehensives	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 participants

Format and Content of the Portfolio

The following outline should help participants to visualize how to put together a portfolio. By using this format and suggested content, participants can be sure that they are including the elements that will make a good portfolio.

A. Title Page

    1. Name, Student ID Number
    2. Beginning Year
    3. Date of Submission
    4. Advisor and Committee Member Names
    5. Partial Fulfillment for Degree
    6. Department, School, University

B. Table of Contents

C. Introduction to Your Portfolio

D. Self-Evaluation and Reflection Paper with Inventories from LEAD 630 Orientation. This 5-10 page paper is the candidate's entering pre-assessment of themselves in relationship to (a) related self-assessment inventories done in class, and (b) the Higher Education Administration outcomes.

E. Mentoring/Internship

    1. Introduction and reflection on internship
    2. Incorporate material from the internship into this section
    3. Related evaluation of mentoring/internship work

F. Career Material (completed in EDAL680)

    1. Vita
    2. Letter of application for new administrative position

G. Synthesis of Overall Development in the Program. Each level (MA, EdS, EdD, PhD) must use this synthesis to review their overall development in the program and link that development to the following six SED core values:

    1. Worldview
    2. Human Growth and Change
    3. Group, Higher Education Administration, and Change
    4. Communication and Technology
    5. Research and Evaluation
    6. Personal and Professional Growth

Competency-based Student Learning and Development Outcomes

The Portfolio must demonstrate theoretical knowledge and practical application in the following core competencies:

1. **Self-Development Competencies:** This cluster of competencies focuses on the self-awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.
    d. *Philosophical foundations*—Higher Education Administration functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice. (CAS 15)
    e. *Ethics, values, and spirituality*—Higher Education Administration functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision-making and their relationships with others. (CAS 5, 8, 13)
    f. *Human development and career choice*—Higher Education Administration is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences. (CAS 3, 4, 6, 16)

2. **Interpersonal Development Competencies**: This cluster of competencies focuses on the interpersonal aspects of Higher Education Administration that promote growth and development of others and challenge students to learn and develop in holistic ways.
    d. *Effective communication*—Higher Education Administration fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships. (CAS 2, 11)
    e. *Appreciating diversity*—Higher Education Administration values one's own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences. (CAS 9, 14)
    f. *Social responsibility*—Higher Education Administration is accountable to others and endeavors to see that family, community, and environmental needs are met in local and in global ways, as appropriate (CAS 12).

3. **Leadership and Organizational Development Competencies:** This cluster of competencies addresses the organizational aspects of Higher Education Administration, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise. (CAS 7)
    d. *Resource development; human and financial*—Higher Education Administration appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes. (CAS 10)
    e. *Legal and policy issues*—Higher Education Administration applies and understands the scope of a legal and policy structure appropriate for their field.
    f. *Organizational behavior, development, and culture*—Higher Education Administration understands personal, group, and inter-group behaviors, and how they impact organizational history, needs, and goals (CAS 11)

4. **Research Development Competencies**: Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education Administration projects.
    b. *Conducting, evaluating and reporting research*—Higher Education Administration understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace.

Organization of the Portfolio

The following suggestions will aid participants in putting together effective portfolios:

1. Introduction to the Portfolio

All portfolios have a 2-3 page, double-spaced guiding explanation of the table of contents and the main organization of portfolio.

2. Introduction to Each Outcome

A double-spaced 2-3 page report of growth in the outcome and explanation of how each artifact in this section shows specific outcome sub-competency. This essay also details continued weaknesses and future plans to improve or deal with these lingering weaknesses even after graduation.

Suggested Structure:

The introduction is best when it has the following paragraphs:

a. A **short** paragraph briefly stating the purpose of this section and essay.
b. A clear and specific description of the outcomes.
c. A concluding paragraph acknowledging one or two areas of the outcomes for which you need improvement and a plan for improvement. That plan can be multiple tasks including taking future classes, doing an mentorship or professional development seminar around that area, or taking up informal Higher Education Administration roles that would give you experience in that area.

On another page provide a both the pre- and post-program evaluation of the outcome with check marks showing strength on each item.

Each introductory essay needs to state confidently and clearly (in specifics) how the critique, personal reflection or review, and the collected notes show a developing competence in the given outcome.

3. Quality of Artifacts

a. SED uses five categories, as follows:

1. Distinguished
2. Proficient
3. Satisfactory
4. Emerging
5. Unsatisfactory

b. MA: To pass, each Outcome must be of *satisfactory* quality.
c. EdS: To pass, three competencies should be at the *proficient* level, and the rest at the *satisfactory* level.
d. EdD/PhD: To pass, at least one outcome must be at the *distinguished* level, three of *proficient* quality, and the rest at the *satisfactory* level.

4. Quantity of Artifacts

The quantity is not as important as quality. However, often candidates are tempted to 'pack in' artifacts. 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. Having many little artifacts often shows weaker evidence of reaching adequate outcomes.

5. Research Component

For the MA, you will have to document your general knowledge of the research processes and overview of your understanding of research methods. EDRM505 should provide document creation that will assist you this. 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 ability required. A few of these courses are EDCI636, EDRM505, EDRM605, EDRM611, EDRM712, HIST650, and LEAD637. In these courses you will produce artifacts like a program evaluation, article critiques, research proposals, qualitative research projects, collaborative descriptive and inferential statistics research projects and literature reviews. Doctoral students will also have the additional material from their dissertation.

The central requirement will be that EdS participants show the same general knowledge as the Masters 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.

6. Synthesis Paper

   a. For the MA, this synthesis paper needs to be about 5-7 pages indicating a thoughtful and reflective overview of the development of the outcomes.
   b. For the EdS, the synthesis paper needs to be about 10-12 pages, indicating a thoughtful and reflective overview of the development of the outcomes, with reference to key works and ideas from the literature explored in the program.
   c. For the EdD and PhD, the synthesis paper needs to be about 15-20 pages, indicating a thoughtful and reflective overview of the development of the outcomes, with a heavy inclusion of research based perspectives and conceptual literature that helped frame this development.

Managing Your Portfolio in LiveText

Andrews University has just been utilizing LiveText, a web-base portfolio management tool that you will be using to create and maintain your portfolio. Use of LiveText requires a one-time enrollment fee, which will give you access to LiveText for the duration of your graduate program plus one year. Your electronic portfolio will be available to be shared or used as you see fit during this time period.

LiveText can be purchased at the Andrews University Bookstore or online at http://www.livetext.com/purchasing/membership_student.html

More on Portfolio Content

There are endless possibilities for the nature of the artifacts that the participant chooses to include in the portfolio. Planning for a balance of the following major types of artifacts ensures that the portfolio clearly demonstrates competence in the given area:

- *Things created or to be created*. These could include institution manuals, syllabi, institution web pages, student association 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, and a thousand other possibilities.

- *Verification from others of the participant's competence*. Items such as letters, cards, evaluations, and annual reports would be included in this type of artifact. A Nobel Prize would fit here.

- *Reflective journals and papers written by the participant that demonstrate 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 student 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. Some stems to facilitate reflection might be:

    o This artifact demonstrates my competency because . . . .
    o This artifact is meaningful to me because . . . .
    o This artifact shows my understanding and application of . . . .
    o A question or plan of action I plan to pursue as a result of this experience/artifact is . . . .

Evaluation of Portfolios

The portfolio will be evaluated using the following criteria. Competency will be defined at five levels (unsatisfactory, emerging, satisfactory, proficient, and distinguished), considered in three domains (knowledge, dispositions/attitudes, and performances/skills), and applied at the building/site or system/district.

Comprehensive Examination

Purpose and Description

The purpose of the comprehensive examination is to stimulate reflection on students' previous studies and experiences, while pushing them to look ahead to a possible area for conducting their research. In this sense, the comprehensive examination process is meant to be a "bridge" between the concepts, theories, and practices introduced in the program and an opportunity to demonstrate a broad knowledge of historical trends and current issues facing educators in higher education and student affairs.

The comprehensive examination is divided into two major components:

1. Portfolio Presentation – The portfolio is a collection of select documents that show evidence of the participant's development of 10 competency-based learning outcomes as described in details in the "Portfolio" section of the handbook. In short, portfolios include reflections and other documents describing competency development through both academic and professional or practical work. These reflections should address the participant's learning experience in the past and present, as well as making a projection for future growth. The portfolio presentation should be scheduled for no later than three months after the written examination, in consultation with the participant's advisor.

2. Written Examination – This component is a take-home research-based overview of current key issues in higher education administration, as described in details according to the guidelines below.

Guidelines for the Written Examination

The Doctoral Comprehensive Examination consists of two parts: a written take home exam and a portfolio presentation demonstrating the ten competency-based learning outcomes as described on the *Andrews University Bulletin* and on the *Higher Education Administration Program Handbook.*

The written examination is comprised of the following sections:

1. Overview of the Higher Education field—A Macro Perspective

2. Administration, Planning, and Governance

3. Research Agenda and Design

Schedule

The Higher Education comprehensive examination is offered once a semester according to the Andrews University academic calendar. The exam must be scheduled according to the School of Education procedures by submitting the Application for Comprehensive Examination, available on the web at: http://www.andrews.edu/grad/resources/forms.html

Materials Permitted

Students are permitted to use any materials in writing their essay, but should not consult with other persons in formulating the response paper. The exam paper should not include any work previously submitted for academic credit, and must adhere to the highest standards of academic honesty.

Format and Length

The three sections together should be in the format of a research paper, with a minimum of 20 double-spaced pages, using one-inch margins and a 12 point traditional font, not including references (total of no more than 30 pages, excluding references). The bibliography should reflect only those references cited in the examination. The response paper should adhere to strict APA Guidelines.

Submission

The candidates have 72 hours to complete the take home exam. The question will be given to the candidate on Monday morning/noon of the assigned week, and it should be returned to the department front desk by noon of the following Thursday. Email submission can also be negotiated with the candidate's adviser.

Students should deliver the following materials to the program advisor:

- A completed and signed Comprehensive Exam Cover Page Form.

- Two complete printed copies of the examination.

- An electronic copy of the examination in either Microsoft Word or PDF Format.

Topics and Questions:

General Topics

The comprehensive examination will include but is not limited to the following general areas of Higher Education:

1. Finance of higher education, including an overview of state funding and financial aid

2. Student affairs administration

3. Academic problems in higher education, related to faculty appointments, academic programs, and instructional resources

4. College student development theories and models

5. Institutional governance in higher education and Student Affairs

6. Fiscal pressures on higher education

7. Legal implications of the practice of higher education and student affairs

8. Cultural and diversity issues in higher education

Questions Structure

The exam questions will be based on the following structure:

Part I. Overview of the Higher Education field—A Macro Perspective

This question will ask you to describe the significant current trends in higher education and student affairs in the context of leadership, organizational, developmental, and policy making at a global, national, regional, and/or state level. Discuss these trends in terms of relevance for different types of public and private institutions.

Part II. Administration, Planning, and Governance

Based on the current trends discussed on Part I, identify one major potential problem, barrier, or challenge faced by higher education and student affairs leaders and discuss different alternatives to approaching the challenge as they work with key constituents interested in resolving the problem. Based on research, prepare a set of recommendations for leaders that take into consideration the barriers discussed above and that are aimed at resolving the problem, and provide a rationale that supports these recommendations. Make sure to address relevant aspects connected to the identified problem, such as political, cultural, social, economic, technological, and legal issues that could have positive and negative effects on the possibility of successfully achieving the desired goals

Part III. Research Agenda and Design

Based on the research problem described in Part II, identify three to five research questions and/or hypotheses grounded in different conceptual frameworks, theories, and/or prior research. Using one of the identified research questions, describe and defend the choice of a research methodology that can be useful to study this question. Then outline a proposed design for the study, including the description of the context, population and sample as appropriate, data collection and analysis consistent with the research method chosen.

You may use a quantitative, qualitative or mixed methodology to answer your question. Remember, your literature review will only be rudimentary since time will not permit you to get into much detail (15- 20 references will suffice). If appropriate, you can make connection between the research problem and your intended dissertation research.

Suggested Outline:

- Title of the study on a cover page
- Background of the problem (including a short literature review)
- Statement of the Problem
- Significance of the Study
- Research Questions
- Delimitations (be sure to narrow down the study to a manageable size)
- Research Design
- Data Collection
- Data Analysis (statistical procedures or qualitative technique that apply)

Evaluation Criteria

The general criteria for assessing a student's performance on the Higher Education doctoral comprehensive exam are as follows:

1. A workable knowledge of salient ideas, concepts, theories, and scholars in the field.

2. The ability to interpret and critique these ideas, concepts, and theories at an advanced intellectual level.

3. The ability to apply these ideas, concepts, and theories to higher education and student affairs research and practice.

4. Evidence that the doctoral program has made a difference in the student's scholarly approach to higher education and student affairs research and practice.

5. Readiness to move ahead independently in conducting a dissertation study.

Responses will be judged on the following basis:

1. Rationale and clarity of addressing a significant higher education and student affairs leadership, student development, organizational, and/or policy issue.

2. Clarity and continuity of thinking grounded in concepts established in the literature.

3. Articulation of a rational case related to relevant factors.

4. Clearly addressing all parts and parameters of each component of the exam.

5. As a research-based examination, the paper must have relevant bibliographic references, be well organized, and must conform to the guidelines of the APA Publications Manual, latest edition. The paper may not exceed 30 pages, excluded the references.

Comprehensive Examination Evaluation Rubric

Based on the following rubric, candidates are expected to achieve a minimum of 27 points out of the 35 total, at the discretion of evaluators:

Comprehensive Evaluation Rubric				
Criteria	**Standard**	**Proficient 5 pts**	**Adequate 3 pts**	**Inadequate 0 pt**
Focus & Relevance	Discussion of the topic with sufficient depth and a distinct and clear focus on the subject area			
Knowledge Base	Clear understanding of the breadth of theories, concepts, and philosophies of higher education and ability to interpret and critique ideas, concepts, and theories at an advanced intellectual level			
Content & Research (Accuracy)	Consistent research and evident knowledge of particular aspects of the literature in higher education and scholars in the field			
Evidence	Appropriate and sufficient use of citations and references			
Application	The ability to apply these ideas, concepts, and theories to higher education and student affairs research and practice			
Organization Structure	Organized a logical presentation with appropriate subheadings			
Style and Format	Used appropriate APA style			

Exam Results

Participants will be notified of the results of their exam in writing about 4 weeks after the exam is submitted. There are three possible results for the comprehensive examination:

1. Approved.

2. Approved with minor revision. If most of the exam is satisfactory and one section is unclear or incomplete, the participant may be required to schedule an oral examination or write a supplemental clarification on that section.

3. Failed.

Students who do not pass the doctoral qualifying exam on the first try must retake the exam in its entirety in a subsequent semester. A student who fails this examination a second time will not be permitted to continue work toward the doctoral degree in that program, and admission to that program will be terminated.

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 project many individuals complete in their entire lifetime. For that reason, it is often the most difficult part of a program. Regardless of how prepared, capable, well-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 time commitment—usually two to three years for participants in full-time jobs.

Nevertheless, the completion of the dissertation can be one of the most rewarding experiences in graduate work. Participants 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 Higher Education 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 Higher Education Administration must achieve the following:

- Reveal familiarity with the literature pertinent to the dissertation
- Demonstrate a participant's competence to conduct independent research
- Present a logically organized and readable account of the investigation, its findings, conclusions, and implications
- Relate to Higher Education Administration outcomes

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: coursework, comprehensive examination and portfolio work, and the dissertation. See Appendix G: Dissertation and Portfolio Timeline.

During the dissertation stage of the program, participants will go through five major stages: selecting a topic and committee, writing a proposal, researching (collecting data), writing the dissertation, and finally, orally defending the dissertation. Each of these five stages in outlined in Table 3.

While going through these stages, the participant will register for dissertation credits. All registration of dissertation credits must be approved by the dissertation chair. Participants 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. 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 participants wish to take time to fine-tune a dissertation topic or select their dissertation committee. During that time they may register for the first two dissertation credits. No further dissertation credits can be registered for until the topic is approved. If more time is needed, and no more course credits are available, participants must register for Educational Administration Program Continuation (EDAL650) at least every third semester until they have an approved topic and committee.

Once the topic and committee are approved, the participant can register for the 2-credit course, LEAD/EDRM880 Dissertation Proposal Development. 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, participants must register for Educational Administration Program Continuation (EDAL650), at least every third semester to fulfill continuous registration requirements.

After the proposal is approved, additional dissertation credits can be taken. It is recommended that participants 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. Please see the Time Limits section for more considerations about pacing your program. Here is a summary of how participants 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 and Analysis
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. Analyze data as described on your methodology chapter
4. Continue to edit chapters 1-3 as needed while collecting data or waiting for data to come in
5. Submit findings chapter to chair for reading
6. Finalize discussion chapter with chair and rest of the committee as agreed upon with the chair.
7. Complete publishable paper for final chapter of the dissertation
8. Submit dissertation as a whole to chair
9. Work with the chair until chair approves the dissertation

Stage 4: Dissertation Completion
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 several 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

Participants should think about their dissertation topic and committee soon in the graduate process. However, they should have a significant knowledge base in Higher Education Administration content as well as methodology 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 participants 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, participants should create a Research Topic Statement, 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 participant 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. Participants 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 participant is responsible for the cost of that committee member's travel and participation.*

The dissertation topic must be in Higher Education 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, online at http://www.andrews.edu/grad/resources/forms.html). This form lists the

necessary names, the dissertation topic, and the research methodologies that are evidenced in the participant's 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 participant ready to begin the dissertation proposal process.

<p align="center">**Stage 2: Proposal**</p>

Once the topic is selected and a committee has been formed, the participant starts working with his or her chair to create a dissertation proposal. This process will vary depending on participant, chair, and member preferences (See Table 3 for processes). This is an interactive process. Most often the participant 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 Higher Education Administration. The proposal must be approved by the committee and the Institutional Review Board (IRB) before data collection can begin.

Format and Content

Graduate written work must conform to the latest edition of *Andrews University Standards for Written Work*. This is especially true of the proposal and the dissertation. The Department of Leadership 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 participants 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 participants 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 Higher Education 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 participants 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 participant 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.). Participants are encouraged to utilize specialists, but should remember that final decisions are made by the chair and the committee.

Some participants 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 participant can request that the chair call the committee for formal consideration of the proposal. The participant 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 participant 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 participant to discuss any relevant issues before approving the proposal. Approval may require an executive session of the committee for which the participant is not present. If members of the committee or the participant are not present on campus, the Higher Education Administration Program usually requires an alternative format that facilitates a synchronous meeting of the committee with the participant that allows actual dialogue with the participant (e.g., by teleconference, video conference, Voxwire, Skype, Zoom, etc.). The committee's acceptance of the proposal is indicated on the "Report of the Student'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 participant 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://www.andrews.edu/grad/OSR/IRB/.

Stage 3: Data Collection and Analysis

Once the proposal and IRB approval have occurred, participants are then to follow their research design to secure and analyze data. While collecting data, participants 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, participants 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.

Participants 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 participants have a "buddy system," coach, or other form of support outside the University to provide ongoing support and wisdom.

The data analysis should follow the methodological steps as planned in the dissertation proposal.

Stage 4: Dissertation Completion

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 participant. This is typical and should not be seen as overly demanding. Part of the document polish process will also include the Dissertation Secretary (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 participant 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 participant submits a complete dissertation to the Dissertation Secretary, after which the participant makes the required changes. The participant 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 participant, 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 participants 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.

Participants 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. Participants 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 participant 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 participant 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 participant 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 participant 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 participant's ability to defend the concepts and data of the dissertation and to give the participant an opportunity to show an understanding of the larger context in which the dissertation lies. Participants 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 participants 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 participant 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 participant 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 an executive session. At the oral defense of the dissertation, the examining committee will determine the participant's ability to defend the dissertation document. The vote taken will be either (a) to approve the defense, (b) to approve with changes, (c) to reject the defense with the opportunity for another defense, or (d) 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). Participants have two options:

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

> Option 2: The participant 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 Higher Education Administration web page http://www.andrews.edu/sed/leadership_dept/higher_educ_leadership/index.html contains a collection of documents and forms essential for the dissertation process. These are explained on the web page above and in Appendix G.

Other Program Issues

Moodle Online Course Software

Andrews University's Moodle 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 Moodle 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. Participants will be notified of any additional course-specific requirements by the professor.

Time Limits

Higher Education 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 6 years. Dissertation must be completed in 7 years.

During their time in the program participants have to enroll in one or more courses at least one semester out of three consecutive semesters. Each year participants are evaluated in their progress during the annual review. This process is part of the accountability system embedded in the program. If a participant 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 participants 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 Higher Education 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 participant registers for fewer than 4 credits, he or she may also register for EDAL650 (Program Continuation). After a participant has registered for all dissertation and course credits, the participant must register for EDAL888 (Dissertation Continuation) each term until graduation.

2. Submitting a Full-time Status Request form. To use this form, the participant 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 Department of Leadership office. Based on the above and upon request, the Department of Leadership 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 participant is committed to working a minimum of 24 hours per week on program content to clear deferred grades (DGs) with advisor approval. If a participant 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 students each semester, are also found in the current Bulletin. However, because participants are located off campus, their fees will be labeled ans "online deliverydistance education fees." (Refer to the current *Andrews University Bulletin* for fees and credit costs.)

Additionally, the Higher Education 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 $200 a year)
- Program or Dissertation Continuation fee
- Faculty travel to dissertation defense or portfolio presentation

When sponsored, participants 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 participant's fourth semester in the program:

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

Advancement to Degree Candidacy

Advancement to Degree Candidacy means that a participant has demonstrated the ability to participate in the Higher Education Administration program and is, through annual review, judged by the faculty to be a viable candidate for completion of a Higher Education Administration degree. The Higher Education Admininstration program office will automatically fill out the Request for Advancement to Candidacy form.

EdD and PhD participants must be advanced to candidacy before they defend a dissertation or present a portfolio. Until a participant has been advanced to candidacy, it is possible for him/her to be terminated from the program or transferred into a terminal masters degree track. When advanced to candidacy, a participant is still subject to the time limitations of the program and all other program requirements.

In order to be eligible for Advancement to Degree Candidacy, the participant must:

- have cleared any Deferred Grades (DGs).
- be on regular status.
- have maintained a cumulative grade-point average of 3.3 or higher.
- have completed at least 24 of the required 32 non-dissertation credits for the EdD and PhD, and 75% of the required course credits for the MA and EdS.

Standards of Scholarship

Course Plan and Portfolio

The participant must satisfactorily fulfill the credits outlined in the approved Course Plan and present the portfolio successfully.

APA Standards

All written work must conform to APA standards and *AU Standards for Written Work*. See the following website for help: http://www.andrews.edu/grad/resources/style.html

Grade-Point Average

To remain in the program, the participant must maintain an overall grade-point average of 3.30. No grade of D or F may count toward a degree. If the participant 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 participants. At this time, Higher Education Administration faculty determine each participant's progress in the program. Any concerns are brought to the attention of the participant 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 masters degree. An MA student can transfer in 6 out of the 36 credits if those credits have grades of B (3.0) or above. The Andrews University credits taken toward the Masters degree constitute at least 80% of the requirements for the degree.

Transfer Credits to an EdS

EdS students 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 Higher Education 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 participant must submit a Transfer Petition Request to the Graduate Programs office. Staff at the Higher Education Administration program office will automatically fill out this form from available admission transcripts. It is the participant's responsibility, however, to provide official transcripts that come directly from the institution to Andrews University, and to check with the Higher Education Administration program office to confirm that all intended transfer credits are included.

Credits earned *after* acceptance into the doctoral program: Participants who wish to obtain transfer credit from another university after acceptance into the Higher Education Administration doctoral program must petition for the approval of such credits *before* taking the courses intended to be transferred. To do so, the participant 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. (See Graduate Petition at http://www.andrews.edu/grad/resources/forms.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 participant 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 Limits).

Between Programs

To transfer from another doctoral program to Higher Education Administration, the participant must submit a new application to Higher Education 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 participant 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.

Participants 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 Students with Disabilities

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

Student Appeal Process

Participants 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.

Conflict with Policy in General

When a question arises in regards to an established policy, participants 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 students.

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                                    ┌──────────────►  Dean

                                    ├──────────────►  Department Chair

                                    ├──────────────►  Program Coordinator

        Participant  ──────────────►├──────────────►  Advisor

                                    ├──────────────►  SED Faculty

                                    └──────────────►  Graduate Student Association
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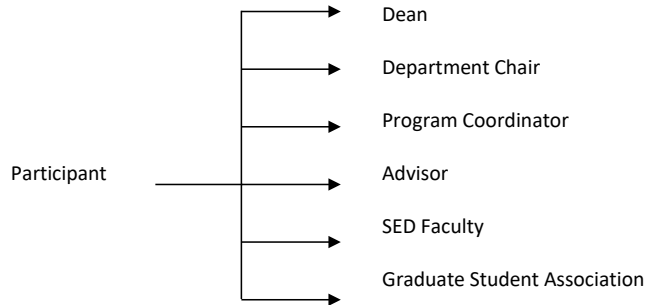
Conflict with Policy in Particular

When participants 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.

Participant → Advisor → Program Coordinator → Dept Chair → Dean

If the participant 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).

Participant → Program Coordinator → Petition → Dept Chair → Dean

OR

Participant → 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).

Participant → Dean

OR

Participant → Dean → AP & CC

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

Participant → Provost (Final Appeal)

Conflict with a Faculty Member over a Practice

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

Participant → Faculty Member

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

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

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

Participant → Dean → Faculty Member

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

Participant → Provost → Appropriate Personnel

In those extreme instances when none of the above procedures bring satisfactory resolution to the problem, the participant 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.

Participant → President

Graduation

Applications for Graduation

It is the responsibility of the participant to obtain and file an "Application for Graduation" request with the Records Office. The last possible date for filing for May graduation, is in mid-January. For August graduation, the last date for filing is in mid-May (see the *Academic Calendar* for specific dates).

Graduate forms can be found online at:
http://www.andrews.edu/sed/resources/student/doctoral_forms.html

Completion of Program Requirements

Participants 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 participants 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

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

Appendices

Appendix A: CAS Higher Education Learning Outcomes

Desirable Student Learning and Development Outcomes

The Higher Education Administration Program of Andrews University accepts and adopts the Student Learning and Development Outcomes developed by the Council for the Advancement of Standards in Higher Education (CAS), as a general assessment guide for students and programs. According to CAS, "the formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic." It "must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes."

The table below offers examples of evidence of achievement of student learning and development:

Outcomes	Examples of Achievement
Intellectual growth	Produces personal and educational goal statements; employs critical thinking in problem solving; uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; obtains a degree; applies previously understood information and concepts to a new situation or setting; expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences
Effective communication	Writes and speaks coherently and effectively; writes and speaks after reflection; able to influence others through writing, speaking, or artistic expression; effectively articulates abstract ideas; uses appropriate syntax; makes presentations or gives performances
Enhanced self-esteem	Shows self-respect and respect for others; initiates actions toward achievement of goals; takes reasonable risks; demonstrates assertive behavior; functions without need for constant reassurance from others
Realistic self-appraisal	Articulates personal skills and abilities; makes decisions and acts in congruence with personal values; acknowledges personal strengths and weaknesses; articulates rationale for personal behavior; seeks feedback from others; learns from past experiences
Clarified values	Articulates personal values; acts in congruence with personal values; makes decisions that reflect personal values; demonstrates willingness to scrutinize personal beliefs and values; identifies personal, work, and lifestyle values and explains how they influence decision-making
Career choices	Articulates career choices based on assessment of interests, values, skills, and abilities; documents knowledge, skills, and accomplishments resulting from formal education, work experience, community service, and volunteer experiences; makes the connections between classroom and out-of-classroom learning; can construct a résumé with clear job objectives and evidence of related knowledge, skills, and accomplishments; articulates the characteristics of a preferred work environment;

comprehends the world of work; takes steps to initiate a job search or seek advanced education

Leadership development	Articulates leadership philosophy or style; serves in a leadership position in a student organization; comprehends the dynamics of a group; exhibits democratic principles as a leader; exhibits ability to visualize a group purpose and desired outcomes
Healthy behavior	Chooses behaviors and environments that promote health and reduce risk; articulate the relationship between health and wellness and accomplishing lifelong goals; exhibits behaviors that advance a healthy community
Meaningful interpersonal relationships	Develops and maintains satisfying interpersonal relationships; establishes mutually rewarding relationships with friends and colleagues; listens to and considers others' points of view; treats others with respect
Independence	Exhibits self-reliant behaviors; functions autonomously; exhibits ability to function interdependently; accepts supervision as needed; manages time effectively
Collaboration	Works cooperatively with others; seeks the involvement of others; seeks feedback from others; contributes to achievement of a group goal; exhibits effective listening skills
Social responsibility	Understands and participates in relevant governance systems; understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; participates in service/volunteer activities
Satisfying and productive lifestyles	Achieves balance between education, work, and leisure time; articulates and meets goals for work, leisure, and education; overcomes obstacles that hamper goal achievement; functions on the basis of personal identity and ethical, spiritual, and moral values; articulates long-term goals and objectives
Appreciating diversity	Understands one's own identity and culture; seeks involvement with people different from oneself; seeks involvement in diverse interests; articulates the advantages and challenges of a diverse society; appropriately challenges abusive use of stereotypes by others; understands the impact of diversity on one's own society
Spiritual awareness	Develops and articulates personal belief system; understands roles of spirituality in personal and group values and behaviors
Personal and educational goals	Sets, articulates, and pursues individual goals; articulates personal and educational goals and objectives; uses personal and educational goals to guide decisions; understands the effect of one's personal and education goals on others

Appendix B:

Higher Education Administration Assessment Grids

      PhD in Higher Education Administration

      EdD in Higher Education Administration

      EdS in Higher Education Administration

      MA in Higher Education Administration

MA in Higher Education Administration Assessment

The table links program outcomes to assessment and assessment to outcomes. It identifies the courses and their artifacts that will support candidates'/participants' development in the 10 competency-based outcomes and internship. It also provides a frame by which program faculty assess program inputs and outputs.

Outcomes and Areas of Competency	Courses	Portfolio Artifacts
1. Self-Development Competencies: This cluster of competencies focuses on the self awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.		
a. *Philosophical foundations* – Higher Education Administration functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice. (CAS 15) 1	EDFN500*	Personal philosophy statement
b. *Ethics, values, and spirituality* – Higher Education Administration functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision-making and their relationships with others. (CAS 5, 8, 13)	LEAD645 EDAL675* EDFN500*	Ethical analysis of case study Developmental Theory Paper and Presentation Personal philosophy statement
c. *Human development and career choice* – Higher Education Administration is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences. (CAS 3, 4, 6, 16)	EDAL675* LEAD680*	Developmental Theory Paper and Presentation Internship Portfolio
2. Interpersonal Development Competencies: This cluster of competencies focuses on the interpersonal aspects of Higher Education Administration that promote growth and development of others and challenge students to learn and develop in holistic ways.		
a. *Effective communication and mentoring* – Higher Education Administration fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships that are trust-centered, providing empowerment that results in personal and performance improvement toward satisfying mutual objectives. (CAS 2, 11)	EDCI606 EDAL670* LEAD525 LEAD535* LEAD678	Curriculum or Instruction artifact Institutional technology plan: Development and funding Community analysis paper; Community building project Study Tour Report; International Comparison paper
b. *Appreciating diversity* – Higher Education Administration values one's own identity and culture and articulates the advantages and challenges of a diverse society, promoting	EDAL675* LEAD678	Developmental Theory Paper and Presentation Student Sub-culture interview report Study Tour Report; International Comparison paper

multicultural awareness and positive regard for differences. (CAS 9, 14) 2b		
c. *Social responsibility* – Higher Education Administration is accountable to others and endeavors to see that family, community, and environmental needs are met in local and in global ways, as appropriate (CAS 12). 2c	LEAD525 EDAL674* LEAD678	Community analysis paper; Community building project Student Services Unit Strategic Plan Study Tour Report; International Comparison paper

3. Leadership and Organizational Development Competencies: This cluster of competencies addresses the organizational aspects of Higher Education Administration, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise.

a. *Resource development; human and financial* – Higher Education Administration appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes. (CAS 10) 3a	EDAL667* LEAD680* EDAL 655* EDAL674*	Institutional vision and mission assignment Campus visit report and analysis Internship Portfolio Institutional budget development/analysis Student Services Unit Strategic Plan
b. *Organizational behavior, change, and culture* – Higher Education Administration understands personal, group, and inter-group behaviors, and how they impact the organizational culture and shape the vision and strategy for facilitating the change process (CAS 11) 3c	LEAD525 LEAD678	Community analysis paper; Community building project Study Tour Report; International Comparison paper
c. *Legal and policy issues* – Higher Education Administration applies and understands the scope of a legal and policy structure appropriate for their field (CAS 7)3b	EDAL640	Law cases summaries; Campus Judicial board analysis

4. Research Development Competencies: Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education Administration projects.

a. *Conducting, evaluating and reporting research* – Higher Education Administration understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace. 4a	EDRM505*	Article critique; Research proposal

Holistic overview of the 10 outcomes	LEAD630*	Self-Assessment on the 10 outcomes

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

EdS in Higher Education Administration Assessment

The table links program outcomes to assessment and assessment to outcomes. It identifies the courses and their artifacts that will support candidates'/participants' development in the 10 competency-based outcomes and internship. It also provides a frame by which program faculty assess program inputs and outputs.

Outcomes and Areas of Competency	Courses	Portfolio Artifacts
1. Self-Development Competencies: This cluster of competencies focuses on the self-awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.		
a. *Philosophical foundations* – Higher Education Administration functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice. (CAS 15) 1	EDFN500*	Personal philosophy statement
b. *Ethics, values, and spirituality* – Higher Education Administration functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision-making and their relationships with others. (CAS 5, 8, 13)	LEAD645 EDAL675* EDFN500*	Ethical analysis of case study Developmental Theory Paper and Presentation Personal philosophy statement
c. *Human development and career choice* – Higher Education Administration is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences. (CAS 3, 4, 6, 16)	EDAL675* LEAD886*	Developmental Theory Paper and Presentation Internship Portfolio
2. Interpersonal Development Competencies: This cluster of competencies focuses on the interpersonal aspects of Higher Education Administration that promote growth and development of others and challenge students to learn and develop in holistic ways.		
a. *Effective communication and mentoring* – Higher Education Administration fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships that are trust-centered, providing empowerment that	EDCI606* EDAL655* LEAD525 LEAD535* LEAD778	Curriculum or Instruction artifact Institutional technology plan: Development and funding Community analysis paper; Community building project

results in personal and performance improvement toward satisfying mutual objectives. (CAS 2, 11)		Study Tour Report; International Comparison paper
b. **Appreciating diversity** – Higher Education Administration values one's own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences. (CAS 9, 14) 2b	EDAL675* LEAD778	Developmental Theory Paper and Presentation Student Sub-culture interview report Study Tour Report; International Comparison paper
c. **Social responsibility** – Higher Education Administration is accountable to others and endeavors to see that family, community, and environmental needs are met in local and in global ways, as appropriate (CAS 12). 2c	LEAD525 EDAL674* LEAD778	Community analysis paper; Community building project Student Services Unit Strategic Plan Study Tour Report; International Comparison paper
3. Leadership and Organizational Development Competencies: This cluster of competencies addresses the organizational aspects of Higher Education Administration, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise.		
a. **Resource development; human and financial** – Higher Education Administration appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes. (CAS 10) 3a	EDAL667* LEAD886* EDAL655* EDAL674* EDAL676*	Institutional vision and mission assignment Campus visit report and analysis Internship Portfolio Institutional budget development/analysis Student Services Unit Strategic Plan Academic problem position paper
b. **Organizational behavior, change, and culture** – Higher Education Administration understands personal, group, and inter-group behaviors, and how they impact the organizational culture and shape the vision and strategy for facilitating the change process (CAS 11) 3c	LEAD525 LEAD778	Community analysis paper; Community building project Study Tour Report; International Comparison paper
c. **Legal and policy issues** – Higher Education Administration applies and understands the scope of a legal and policy structure appropriate for their field (CAS 7)3b	EDAL640	Law cases summaries; Campus Judicial board analysis
4. Research Development Competencies: Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education Administration projects.		

a. ***Conducting, evaluating and reporting research*** – Higher Education Administration understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace. 4a	EDCI636* LEAD637* EDRM505* EDRM611*	Program Evaluation Article critiques; Literature Review Article critique; Research proposal Collaborative descriptive and inferential statistics research project
Holistic overview of the 10 outcomes	LEAD630*	Self-Assessment on the 10 outcomes

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

EdD in Higher Education Administration Assessment

The table links program outcomes to assessment and assessment to outcomes. It identifies the courses and their artifacts that will support candidates'/participants' development in the 10 competency-based outcomes and internship. It also provides a frame by which program faculty assess program inputs and outputs.

Outcomes and Areas of Competency	Courses	Portfolio Artifacts
1. Self-Development Competencies: This cluster of competencies focuses on the self-awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.		
a. *Philosophical foundations* – Higher Education Administration functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice. (CAS 15) 1	EDFN500*	Personal philosophy statement
b. *Ethics, values, and spirituality* – Higher Education Administration functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision-making and their relationships with others. (CAS 5, 8, 13)	LEAD645 EDAL675* EDFN500*	Ethical analysis of case study Developmental Theory Paper and Presentation Personal philosophy statement
c. *Human development and career choice* – Higher Education Administration is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences. (CAS 3, 4, 6, 16)	EDAL675* LEAD886*	Developmental Theory Paper and Presentation Internship Portfolio
2. Interpersonal Development Competencies: This cluster of competencies focuses on the interpersonal aspects of Higher Education Administration that promote growth and development of others and challenge students to learn and develop in holistic ways.		
a. *Effective communication and mentoring* – Higher Education Administration fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships that are trust-centered, providing empowerment that results in personal and performance improvement toward satisfying mutual objectives. (CAS 2, 11)	EDCI606 EDAL655* LEAD525 LEAD535* LEAD778	Curriculum or Instruction artifact Institutional technology plan: Development and funding Community analysis paper; Community building project Study Tour Report; International Comparison paper
b. *Appreciating diversity* – Higher Education Administration values one's own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences. (CAS 9, 14) 2b	EDAL675* LEAD778	Developmental Theory Paper and Presentation Student Sub-culture interview report Study Tour Report; International Comparison paper

c. *Social responsibility* – Higher Education Administration is accountable to others and endeavors to see that family, community, and environmental needs are met in local and in global ways, as appropriate (CAS 12). 2c	LEAD525 EDAL674* LEAD778	Community analysis paper; Community building project Student Services Unit Strategic Plan Study Tour Report; International Comparison paper
3. Leadership and Organizational Development Competencies: This cluster of competencies addresses the organizational aspects of Higher Education Administration, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise.		
g. *Resource development; human and financial* – Higher Education Administration appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes. (CAS 10) 3a	EDAL667* LEAD886* EDAL655* EDAL674* EDAL676*	Institutional vision and mission assignment Campus visit report and analysis Internship Portfolio Institutional budget development/analysis Student Services Unit Strategic Plan Academic problem position paper
b. *Organizational behavior, change, and culture* – Higher Education Administration understands personal, group, and inter-group behaviors, and how they impact the organizational culture and shape the vision and strategy for facilitating the change process (CAS 11) 3c	LEAD525 LEAD778	Community analysis paper; Community building project Study Tour Report; International Comparison paper
c. *Legal and policy issues* – Higher Education Administration applies and understands the scope of a legal and policy structure appropriate for their field (CAS 7)3b	EDAL640	Law cases summaries; Campus Judicial board analysis
4. Research Development Competencies: Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education Administration projects.		
a. *Conducting, evaluating and reporting research* – Higher Education Administration understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace. 4a	EDCI636* LEAD637* EDRM505* EDRM611*	Program Evaluation Article critiques; Literature Review Article critique; Research proposal Collaborative descriptive and inferential statistics research project Research Project
Holistic overview of the 10 outcomes	LEAD630*	Self-Assessment on the 10 outcomes

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

PhD in Higher Education Administration Assessment

The table links program outcomes to assessment and assessment to outcomes. It identifies the courses and their artifacts that will support candidates'/participants' development in the 10 competency-based outcomes and internship. It also provides a frame by which program faculty assess program inputs and outputs.

Outcomes and Areas of Competency	Courses	Portfolio Artifacts
1. Self-Development Competencies: This cluster of competencies focuses on the self-awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.		
g. *Philosophical foundations* – Higher Education Administration functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice. (CAS 15) 1	EDFN500*	Personal philosophy statement
h. *Ethics, values, and spirituality* – Higher Education Administration functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision-making and their relationships with others. (CAS 5, 8, 13)	LEAD645 EDAL675* EDFN500*	Ethical analysis of case study Developmental Theory Paper and Presentation Personal philosophy statement
i. *Human development and career choice* – Higher Education Administration is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences. (CAS 3, 4, 6, 16)	EDAL675* LEAD886*	Developmental Theory Paper and Presentation Internship Portfolio
2. Interpersonal Development Competencies: This cluster of competencies focuses on the interpersonal aspects of Higher Education Administration that promote growth and development of others and challenge students to learn and develop in holistic ways.		
a. *Effective communication and mentoring* – Higher Education Administration fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships that are trust-centered, providing empowerment that results in personal and performance improvement toward satisfying mutual objectives. (CAS 2, 11)	EDCI606 EDAL665 LEAD525 LEAD535* LEAD778	Curriculum or Instruction artifact Institutional technology plan: Development and funding Community analysis paper; Community building project Study Tour Report; International Comparison paper
b. *Appreciating diversity* – Higher Education Administration values one's own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences. (CAS 9, 14) 2b	EDAL675* LEAD778	Developmental Theory Paper and Presentation Student Sub-culture interview report Study Tour Report; International Comparison paper

c. Social responsibility – Higher Education Administration is accountable to others and endeavors to see that family, community, and environmental needs are met in local and in global ways, as appropriate (CAS 12). 2c	LEAD525 EDAL674* LEAD778	Community analysis paper; Community building project Student Services Unit Strategic Plan Study Tour Report; International Comparison paper
3. Leadership and Organizational Development Competencies: This cluster of competencies addresses the organizational aspects of Higher Education Administration, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise.		
h. *Resource development; human and financial* – Higher Education Administration appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes. (CAS 10) 3a	EDAL667* LEAD886* EDAL655* EDAL674* EDAL676* LEAD680	Institutional vision and mission assignment Campus visit report and analysis Internship Portfolio Institutional budget development/analysis Student Services Unit Strategic Plan Academic problem position paper Analysis of facilities master plan
b. *Organizational behavior, change, and culture* – Higher Education Administration understands personal, group, and inter-group behaviors, and how they impact the organizational culture and shape the vision and strategy for facilitating the change process (CAS 11) 3c	LEAD525 LEAD778	Community analysis paper; Community building project Study Tour Report; International Comparison paper
c. *Legal and policy issues* – Higher Education Administration applies and understands the scope of a legal and policy structure appropriate for their field (CAS 7)3b	EDAL640	Law cases summaries; Campus Judicial board analysis
4. Research Development Competencies: Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education Administration projects.		
c. *Conducting, evaluating and reporting research* – Higher Education Administration understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace. 4a	EDCI636* LEAD637* EDRM505* EDRM605* EDRM611* EDRM712*	Program Evaluation Article critiques; Literature Review Article critique; Research proposal Qualitative research project Collaborative descriptive and inferential statistics research project Research Project
Holistic overview of the 10 outcomes	LEAD630*	Self-Assessment on the 10 outcomes

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

Appendix C: Course Plans

PhD in Higher Education Administration

EdS in Higher Education Administration

EdD in Higher Education Administration

MA in Higher Education Administration

MA Higher Education Administration Course Plan
2017-2018 Bulletin

Name: _____ ID: _____

Date Accepted: _____ Advisor: _____
_____

Degree Requirements			Student 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 diss.
A. CORE (15 Cr. minimum)											
LEAD600	Annual Leadership	0									
LEAD630	Introduction to Leadership	2									
EDAL655	Higher Education Finance & Technology	3									
EDAL667	Leadership in Higher Education	3									
EDAL680	Internship: Topic _____	1									
EDCI 606 LEAD644	Teaching in Higher Education (or EDCI607)/**or** Leadership and Organizational Dynamics	3									
EDFN500	Phil Foundations for Professionals	3									
	Subtotal	**15**									
B. CONCENTRATION (16 CR.)											
EDAL640	Higher Education Law	3									
EDAL674	Administration of Student Services	3									
EDAL675	College Student Development Theory	3									
LEAD678	Higher Ed. Study Tour	6									

Degree Requirements			Student 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 diss.
LEAD689	Seminar: Diversity Culture and Leadership	2									
	Subtotal	**17**									

C. RESEARCH (4 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 diss.
EDRM505	Research Methods	3									
LEAD535	Principles of Academic Writing	1									
	Subtotal	**4**									

D. ELECTIVES – As needed or transfer courses

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 diss.
	Subtotal										
	TOTAL CREDITS REQUIRED	**36**									

_____ _____

Student's Signature   Date

_____ _____

Academic Advisor   Date

Higher Education Administration EdS Course Plan
2017 - 2018 Bulletin

Name _____   ID#: _____

Accepted: _____   Advisor: _____

Degree Requirements			Candidate Credit					
	Title	Req Credit	AU	Transfer	Name of School	Attached Petition	Term taken or to be taken	Grade
A. CORE (15 credit minimum)								
LEAD600	Annual Conference	0						
LEAD630	Introduction to Leadership	2						
EDAL655	Higher Education Finance & Technology	3						
EDAL667	Leadership in Higher Education	3						
EDFN500	Phil. Foundations for Professionals	2-3						
LEAD 886	Advanced Internship	1-12						
LEAD 644	Lead & Organizational Dynamics	3						
	Subtotal	15						
B. CONCENTRATION AREA (20 credit minimum)								
EDAL640	Higher Education Law	3						
EDAL674	Administration of Student Services	3						
EDAL675	College Student Development Theory	3						
EDAL676	Administration of Academic Services	3						
LEAD778	Global Engagement Study Tour	6						
LEAD789	Adv. Seminar: _____	1-12						
	Subtotal	20						
C. RESEARCH (10 credit minimum)								
EDRM505	Research Methods	3						
EDRM611	Applied Statistical Methods I	3						

LEAD535	Principles of Academic Writing	1-3					
LEAD637	Issues in Research	2-3					
	Subtotal	10					
	TOTAL CREDITS IN PLAN	45					

Higher Education Administration EdS Course Plan
2017 - 2018 Bulletin

Name _____   ID#: _____

Accepted: _____   Advisor: _____

Degree Requirements			Candidate Credit					
	Title	Req Credit	AU	Transfer	Name of School	Attached Petition	Term taken or to be taken	Grade
A. CORE (15 credit minimum)								
LEAD600	Annual Conference	0						
LEAD630	Introduction to Leadership	2						
EDAL655	Higher Education Finance & Technology	3						
EDAL667	Leadership in Higher Education	3						
EDFN500	Phil. Foundations for Professionals	2-3						
LEAD 886	Advanced Internship	1-12						
LEAD 644	Lead & Organizational Dynamics	3						
	Subtotal	15						
B. CONCENTRATION AREA (20 credit minimum)								
EDAL640	Higher Education Law	3						
EDAL674	Administration of Student Services	3						
EDAL675	College Student Development Theory	3						
EDAL676	Administration of Academic Services	3						
LEAD778	Global Engagement Study Tour	6						
LEAD789	Adv. Seminar: _____	1-12						
	Subtotal	20						
C. RESEARCH (10 credit minimum)								
EDRM505	Research Methods	3						
EDRM611	Applied Statistical Methods I	3						

LEAD535	Principles of Academic Writing	1-3						
LEAD637	Issues in Research	2-3						
	Subtotal	10						
	TOTAL CREDITS IN PLAN	45						

Higher Education Administration PhD Course Plan
2017 - 2018 Bulletin

Name _____   ID#: _____

Accepted: _____   Advisor: _____

Degree Requirements		Candidate Credit					
Title	Req Credit	AU	Transfer	Name of School	Attached Petition	Term taken or to be taken	Grade
A. CORE (11 credit minimum)							
LEAD600	Annual Conference	0	0	_	_	_	
_	_	_	_	_	_		
LEAD630	Introduction to Leadership	2	2	_	_	_	
_	_	_	_	_	_		
EDAL655	Higher Education Finance & Technology	3	3	_	_	_	
_	_	_	_	_	_		
EDAL667	Leadership in Higher Education	3	3	_	_	_	
_	_	_	_	_	_		
EDFN500	Phil. Foundations for Professionals	3	3	_	_	_	
_	_	_	_	_	_		
	Subtotal	11	11			_	
B. CONCENTRATION AREA (19 credit minimum)							
EDAL640	Higher Education Law	3	3	_	_	_	
_	_	_	_	_	_		
EDAL674	Administration of Student Services	3	3	_	_	_	
_	_	_	_	_	_		
EDAL675	College Student Development Theory	3	3	_	_	_	
_	_	_	_	_	_		
EDAL676	Administration of Academic Services	3	3	_	_	_	
_	_	_	_	_	_		
LEAD778	Global Engagement Study Tour	6	6	_	_	_	
_	_	_	_	_	_		
LEAD789	Adv. Seminar: _____	1-12	1	_	_	_	
_	_	_	_	_	_	_	_
	Subtotal	19	19				
C. RESEARCH (15 credit minimum)							
EDRM505	Research Methods	3	3	_	_	_	
_	_	_	_	_	_		
EDRM 605	Qualitative Research Methods	3	3	_	_	_	
_	_	_	_	_	_		
EDRM611	Applied Statistical Methods I	3	3				

	Title	Req Credit	AU	Transfer	Waived	Name of School	Attached Petition	Grade
EDRM 712	Applied Statistical Methods II	3	3					
LEAD535	Principles of Academic Writing	1	1					
LEAD637	Issues in Research	2	2					
	Subtotal	15	15					

Degree Requirements				Candidate Credit				
	Title	Req Credit	AU	Transfer	Waived	Name of School	Attached Petition	Grade
D. DISSERTATION (16 credit minimum)								
LEAD880	Dissertation Proposal Development	2	2					
LEAD899	Doctoral Dissertation	3	3					
LEAD899	Doctoral Dissertation	3	3					
LEAD899	Doctoral Dissertation	3	3					
LEAD899	Doctoral Dissertation	3	3					
LEAD899	Doctoral Dissertation	2	2					
	Subtotal	16	16					
Possible Teacher Certification Credits								
TOTAL CREDITS REQUIRED		61						
TOTAL CREDITS IN PLAN			61					

Students 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 masters and doctoral programs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

EDAL676 D (3)
Administration of Academic Services

Focuses on the principles academic officers use in dealing with selected administrative functions related to academic departments, degree programs, faculty development, curriculum administration, instructional resources, student development, budget planning, enrollment, and academic personnel.

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

EDAL685 $ (0)
Master's Comprehensive Exam Prep

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

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

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

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

EDUC670   (0)
Master's Comprehensive Exam

EDUC870 $ (0)
Doctoral Comprehensive Exam

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

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

LEAD535 D (1–3)
Principles of Academic Writing
This course offers an introduction to the art of academic discourse that will prepare students for writing research papers, theses and dissertations. It covers summary, analysis and synthesis, structure and language

use, style and formatting, and the concept of writing as both a process and a skill learned best through continual practice.

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

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

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

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

LEAD630 $ D (2)
Introduction to Leadership
Intensive introduction to the Leadership 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)
Leadership and Learning Plan
Preparation and submission of LLP to faculty for approval. Prerequisite: LEAD630.

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

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

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

LEAD645 D (1–3)
Ethical Leadership

Explores the dynamics of moral leadership, ethical decision-making and the administrative role in institutional integrity in organizations and schools.

LEAD646 D (2)
Leadership Communications
A practical class to help students develop their voice for authentic leadership, articulating shared mission and vision, and developing key competencies for effective speaking, writing and multimedia communications.

LEAD647 D (3)
Creative Critical Thinking and Problem Solving
Helps leaders learn to make better decisions through creative thinking and problem-solving, focusing on the nature and techniques of critical thought and using multiple perspectives to develop creative strategies for confronting ambiguous and complex issues with practical, well considered solutions.

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

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

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

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

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

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

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

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

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

LEAD699 D (1–3)
Thesis

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

LEAD775 D (1–3)
Advanced Portfolio Development: (Topic) _____
Building upon the knowledge base developed in LEAD675, the participant continues to develop expertise and documentation in a selected competency area. (Repeatable up to 12 credits)

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

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

LEAD798 D (3-6)
EDS Research Project
Presentation of a portfolio demonstrating the development of selected leadership competencies. Participants will reflect on and evaluate their personal and professional growth, their leadership development, and the lifelong impact of these competencies on their career.

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

LEAD886 D (1–12)
Advanced Internship: (Topic)_____

Under supervision of a faculty member in a leadership area. Student interns in responsible positions with specialists/administrators in cooperating institutions, school systems, or agencies. Permission of instructor required. Graded S/U.

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

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

Appendix E: Department 4 – Year Course Schedule

Department of Leadership 4-Year Schedule (2017-2020)

Abbreviation Key:

F=Andrews Face to Face;

D=Distance delivery (includes both online and off-campus delivery)

1, 2, or 3=Session within the semester the course is provided.

The schedule is designed to allow a maximum number of class choices for
any given semester which will enable students to complete necessary course work
by enrolling in any semester exclusively.

2017-2020 Service Courses Alternating Four-Year Schedule

Course #	Course Title	2017 - 2018			2018 - 2019			2019- 2020			2020- 2021		
		Su	F	Sp	Su	F	Sp	Su	F	Sp	Su	F	Sp
EDCI547	Fnd Curr	D(2-3)				D				D			
EDCI565	Imp Inst				X(3)						X(2)		
EDCI606	Teach HE	X(3)						X(3)					
EDCI645	Adv Diag	X(3)			X(3)			X(3)			X(3)		
EDCI684/884	Int'l Cur		D				D				D		
EDFN500	Phil Fnd	X(2)	X	D	X(2)	X	D	X(2)	X	D	X(2)	X	D
EDFN688	Integr of Faith & Learn												
GDPC514	Psych of Learn	X	D		X	X		X	D		X	X	
GDPC520	Psych Dev- Life Span	X		X	X		X	X		X	X		X
GDPC525	Psych Excep Children	X		X	X		X	X		X	X		X
EDRM505	Research Meth Stats I	X		D	X		X	X		D	X		X
EDRM605	Qual Research Methods	X	D		X	D		X	D		X	D	
EDRM611	Applied Stats Method I	X(I)	D		X(I)	X		X(I)	D		X(I)	X	
EDRM636	Progr Eval		XD			XD			XD			XD	
EDRM704	Design&Analys Surv			X			X			X			X
EDRM710	Sem in Research Meth			XD			X			XD			X
EDRM712	Applied Stats Method II			XD			XD			XD			XD
EDRM713	Applied Stat Method III		X			X			X			X	
EDRM880	Dissertation Proposal Devel	X	X	LE880	X	X	LE880	X	X	LE880	X	X	LE880
LEAD535	Princ of Acad Writing		D			D			D			D	
LEAD625	Research Writing Sem			D			D			D			D

Legend: Summer sessions coding: 1=Term 1; 2=Term 2; 3=Term 3; F=full summer term; I=2 week intensive

X=face to face; D=online; XD=two separate courses, one online and one face to face

next to course names are those being considered for online availability for the near future
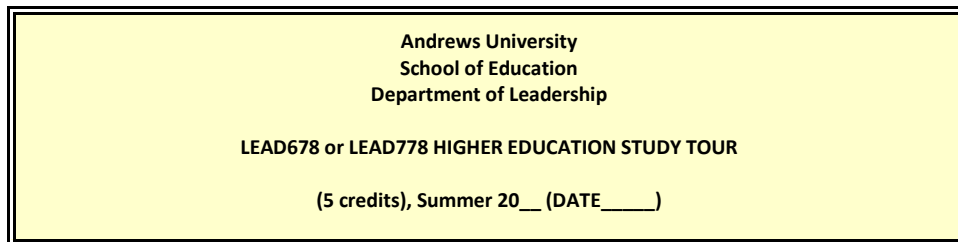
As of June 23, 2015

Appendix F: Dissertation and Portfolio Timeline

Timeline	Event	Persons Involved
As early in the program as possible	**Select topic**	Participant in dialogue with potential committee members (faculty)
As topic takes shape	**Select dissertation committee**	Participant, 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 participant has completed 100% of the course work (excluding dissertation if applicable)	**Request comprehensive exam preparation study guide from advisor**	Participant, advisor
When 100% of the course work is completed	**Take comprehensive exams, including portfolio defense**	Participant, 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.**	Participant 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.**	Participant, dissertation committee
At least 12 weeks prior to graduation (5 weeks prior to defense)	**Schedule a Pre-Defense Meeting of the committee (with the participant) 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:**	Dissertation committee, Secretary of SED Graduate Programs, Dissertation Secretary

	Each committee member Secretary of SED Graduate Programs Dissertation Secretary	
11 weeks prior to graduation (at least 6 weeks prior to defense)	• **Participant 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.***	Participant
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 participant 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, participant
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.**	Participant, 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:	• **Questions regarding graduation weekend should be addressed to the Records Office by calling 1-800-253-2874 or 269-471-3375.**	

Appendix G: Study Tour Syllabus (SAMPLE)

> **Andrews University**
> **School of Education**
> **Department of Leadership**
>
> **LEAD678 or LEAD778 HIGHER EDUCATION STUDY TOUR**
>
> **(5 credits), Summer 20___ (DATE_____)**

Instructor:
Robson Marinho, Ph.D.
Program Coordinator
Associate Professor in Leadership and Higher Education Administration
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(269) 471-3200, (269) 471-6560 (Fax)
marinho@andrews.edu

PHILOSOPHICAL FOUNDATIONS

SCHOOL OF EDUCATION CONCEPTUAL FOUNDATION

1. **To educate is to redeem**
2. **Harmonious development for service**

SCHOOL OF EDUCATION STATEMENT OF MISSION
> **To serve an international clientele, preparing educators for excellence in thinking, teaching, service and research. As companions in learning, students and faculty are committed to global Christian service.**

The mission is expressed through six Elements that reflect the ideal development for all graduates of the SED as follows:

1. Worldview—Addresses appreciation of the perspectives of others and development of a personal philosophy from which action and service arise;

2. Human Growth and Change—Addresses principles of growth, development, and learning, and the use of these principles to effect positive change;

3. Groups, Leadership and Change—Addresses principles of group behavior and the use of these principles to effect positive change for individuals and organizations;

4. Communication and Technology—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;

5. Research and Evaluation—addresses valuing and conducting disciplined inquiry for decision-making;

6. Personal and Professional Growth—Addresses commitment to holistic personal and professional growth.

MISSION STATEMENT OF THE DEPARTMENT of LEADERSHIP

The Department of Leadership (LEAD) develop a community of scholar-practitioners who transform the power of knowledge into global service. Its core values include: community, service, integrity, and commitment.

<div align="center">

COURSE OVERVIEW AND CONTENT

</div>

I. COURSE DESCRIPTION

> This course is designed to introduce learners to the international and comparative dimensions of higher education through a study tour program. Various interpretations of international, comparative and globalization of higher education are considered. Four systems of higher education that have greatly influenced postsecondary education around the world - Great Britain, Germany, France, the United States, are compared, along with Italy. The study tour includes visits to Cambridge, Sorbonne, Humboldt University of Berlin, and University of Rome La Sapienza.

II. COURSE PHILOSOPHY & OBJECTIVES

A. Philosophic Approach: The course is presented in the context of the conceptual framework of the School of Education as outlined above. Classroom activities and assignments are not approached as purely academic exercises. Participants are challenged to view international higher education in the context of the redemptive activity of a Christian institution, with "redemption" being understood in its broadest application to include the spiritual, mental, physical, social, and emotional development of students enrolled in such an institution. In addition, participants are encouraged to develop an approach to international higher educational that facilitates the integration of personal religious commitment with professional administrative activities. The course objectives are established upon the shared SED knowledge bases.

C. Course Goals and Objectives

1. Familiarize students with higher education systems of different nations, their similarities and differences with respect to the transition from elite to mass education, as well as the relationship between postsecondary institutions and governmental organizations.
2. Explore peculiarities of individual national systems and develop more in-depth understanding of higher education in these nations.
3. Consider issues related to comparative education research and the internationalization and globalization of postsecondary education.
4. Develop an understanding of Christian Higher Education in different countries, and compare

large and small institutions of different Christian denominations.

III. TEXTBOOKS:

Required:

Reinalda, Bob, and Kulesza, E. (2006). *Bologna Process: Harmonizing Europe's Higher Education,* 2nd revised edition. Farmington Hills, MI: Barbara Budrich Publishers. ISBN: 978386649-0.

Recommended:

Sanz, Nuria, Bergan, Sjur eds. (2007). *The heritage of European universities,* 2nd edition (Council of Europe higher education series No. 7). Strasbourg: Council of Europe Publishing. ISBN: 978928716121-5.

IV. COURSE REQUIREMENTS

1. **Study Tour**

Participants are required to travel to Europe and attend lectures at different universities, such as Cambridge, Sorbonne, Humboldt University of Berlin, and University of Rome La Sapienza in Italy. Travel expenses are included in the tuition, as provided by the Affiliation and Extension Program Office of Andrews University.

2. **Assignment #2 – Book Review**
Book to review: Reinalda, Bob and Kulesza (2008). *Bologna Process: Harmonizing Europe's Higher Education*, 2nd revised edition. Farmington Hills, MI: Barbara Budrich Publishers.

Write a critical summary and analysis of the book in three major points: a) what it is about; b) how it covers the topic; and c) your opinion of it. The review should be around 3-4 double spaced pages, 12 point font, Times New Roman. Make sure to provide the bibliographic information, which includes the author, title (including subtitle), place of publication, publisher, and original date of publication.

Your paper should be organized with appropriate headings, and it should cover the following points:

1. Introduction: Inform the reader about the major thesis or themes of the book.
2. Content: Include a summary of the main thoughts of the book. This should give the reader a clear idea of the contents of the book as well as the manner in which the author attempted to prove his thesis.
3. Application: What ideas does this book give to managers and leaders?
4. Integration with the course: How are the information and ideas (theories and practices) addressed in this book related to what we have learned through the course (study tour)?
5. Critique: How well did the author prove his or her thesis? Does the evidence support each of his or her conclusions? Describe them in greater detail here if necessary, as well as the author's biases. Was the book well written? What could have been improved? Critique the methodology if appropriate. Inform the reader how this book adds, changes, or breaks new ground in our knowledge of this subject.

6. Conclusion: Do you agree with the author's conclusions? If not, why not? Briefly recount what is good about the book as well as what is bad. Would you recommend the book to others, especially Higher Education students?
7. Be specific. Give details. Try not to be too abstract or vague (e.g., avoid writing things such as "interesting observations")

Remember: There is no substitute for a careful reading of the book itself. Judgments about a book's usefulness and scholarly value based on a close reading of the text make the heart of a good review.

Reflection Paper

A reflection paper describing your learning experience when visiting each of the international institutions of higher education, addressing the readings and the lectures presented at each university.

The structure of the paper must include the following basic elements:

1. Historical overview of each visited institution.
2. Research-based information about the governing system of the university and respective country.
3. Comparison and contrast between the US Higher Education System and the European system
4. Personal reflections on the readings, lectures, and on your learning experience at each institution.
5. Reflection on cultural activities during the trip.
6. Minimum of ten pages (double spaced)

V. COURSE SCHEDULE

- **Module 1: Higher Education in England**

- **Module 2: Higher Education in Germany**

- **Module 3: Higher Education in France**

- **Module 4: Higher Education in Italy**

A. Questions to discuss with local faculty at each university:

- How has the transition from elite to mass higher education unfolded?
- What are the relationships between higher education and governmental organizations?
- What types of system differentiation and integration have occurred within higher education?
- When you juxtapose Europe and the USA, what similarities and differences emerge with respect to these aspects of higher education?
- How is the Bologna Process changing higher education in Europe?

B. Questions to discuss about American Higher Education:

Assume you've been asked to write a chapter or to describe higher education in the United States to a group of visitors from abroad. What key points would you make regarding:

- The transition from elite to mass higher education
- The relationship between higher education and governmental organizations
- System differentiation and integration within higher education

Every higher education system has peculiarities that are often puzzling to people from other nations. However, these particularities are key to an in-depth understanding of higher education in that country. Among the cultural particularities of US higher education of interest to visitors from overseas are the following:
- Quality assurance
- Institutional rankings
- Professorial ranks and tenure
- Credit hours
- General education and electives
- Institutional funding—especially differences between private and public institutions,
- Intercollegiate athletics

How would you explain these peculiarities, placing them within their embedded socio-cultural context?

VI. EVALUATION RUBRIC AND PROGRAM OUTCOMES

Paper and assignments will be graded according to the following rubric. Each area will be weighted as indicated:

Criteria	5 Distinguished A	4 Proficient A-	3 Satisfactory B	2 Emerging C	1 Unsatisfactory D	Score
Focus & Relevance	Sharp and distinct dominant focus made about the topic with evident awareness of task and a highly relevant and sound thesis statement. Grade: 20%.	Distinct dominant focus made about the topic with evident awareness of task and a relevant and clear thesis statement. Grade: 18-19%	Apparent focus made about the topic with sufficient awareness of task with applicable thesis statement. Grade: 16-17%	No apparent focus but evidence of an attempt to address the topic with irrelevant and poor thesis statement. Grade: 13-15%.	Minimal evidence of the topic with unclear or no thesis statement. Grade: 0-12%.	20%
Knowledge Base	Critical, relevant and consistent connections made between arguments with evaluation of theoretical perspectives Grade: 20%	Relevant and consistent connections made between arguments with synthesis of theoretical perspectives Grade: 18-19%	Consistent connections made between arguments with analysis of theoretical perspectives Grade: 16-17%	Minimal connections made between arguments with little reference to theoretical perspectives Grade: 13-15%	Weak connections made between arguments with no reference to theoretical perspectives Grade: 0-12%	20%
Content & Accuracy	Exemplary research, highly detailed and accurate, with critical evidence from a wide variety of sources properly cited Grade: 30%	Consistent research with accurate & critical evidence from a variety of sources properly cited Grade: 28-29%	Accurate research with relevant evidence from a variety of sources properly cited Grade: 26-27%	Limited research with minimal evidence from a some sources cited Grade: 20-25%	Inferior research with weak evidence and little or no sources cited Grade: 10-20%	30%
Organized Structure	Exceptionally clear, logical sequence and development of subtopics that support thesis with excellent transition between paragraphs and proper subheadings	Consistent sequence and development of subtopics that support thesis with good transition between paragraphs and proper subheadings	Acceptable sequence and development of subtopics that support thesis with some transition between paragraphs and proper subheadings	Limited sequence and development of subtopics that support thesis with some transition between paragraphs and no subheadings Grade: 13-15%	Unclear sequence and development of subtopics with minimal support for the thesis and no subheadings Grade: 0-12%	20%

	Grade: 20%	Grade: 18-19%	Grade: 16-17%			
Style and Format	APA style, concise and scholarly format, with proper grammar and spelling, publishable. Grade: 10%	APA style, scholarly format, with proper grammar and spelling. Grade: 9%	APA style, with proper grammar and spelling. Grade: 8%	Partial APA style, with few grammar and spelling errors. Grade: 7%	No APA style, with many grammar and spelling errors. Grade: 0-6%	10%

A. Higher Education Program Competency-based Outcomes

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

1. Self-Development Competencies: This cluster of competencies focuses on the self-awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.

g. *Philosophical foundations* – Higher Education Administration functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice.

h. *Ethics, values, and spirituality* – Higher Education Administration functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision-making and their relationships with others.

i. *Human development and career choice* – Higher Education Administration is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences.

2. Interpersonal Development Competencies: This cluster of competencies focuses on the interpersonal aspects of Higher Education Administration that promote growth and development of others and challenge students to learn and develop in holistic ways.

j. *Effective communication* – Higher Education Administration fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships.

k. *Appreciating diversity* – Higher Education Administration values one's own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences.

l. *Social responsibility* – Higher Education Administration is accountable to others and endeavors to see that family, community, and environmental needs are met in local and in global ways, as appropriate.

3. Leadership and Organizational Development Competencies: This cluster of competencies addresses the organizational aspects of Higher Education Administration, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise.

i. *Resource development; human and financial* – Higher Education Administration appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes.

j.   *Legal and policy issues* **–** Higher Education Administration applies and understands the scope of a legal and policy structure appropriate for their field.

k.   *Organizational behavior, development, and culture* – Higher Education Administration understands personal, group, and inter-group behaviors, and how they impact organizational history, needs, and goals.

4. Research Development Competencies: Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education Administration projects.

d.   *Conducting, evaluating and reporting research* – Higher Education Administration understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace.

B. Statement on Academic Integrity

Students are expected to do their own work and give appropriate credit to the works of others. Andrews University academic integrity policy treats violations seriously. Penalties vary in degree and severity ranging from warnings to dismissal from the University. My policy for academic dishonesty in this course will be to reject the entire product of the student if it is deemed to be plagiarized. Plagiarism consists of appropriating the works of others as one's own.

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Andrews University
School of Education
Department of Leadership
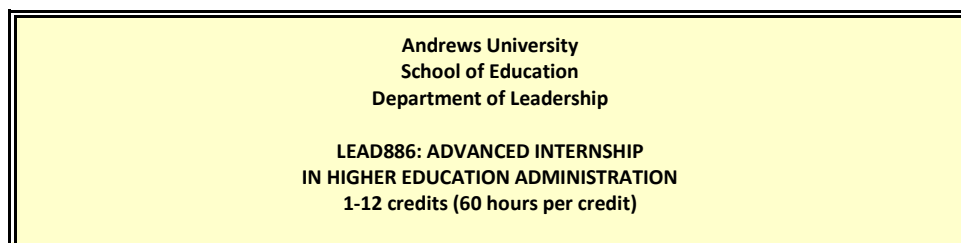
LEAD886: ADVANCED INTERNSHIP
IN HIGHER EDUCATION ADMINISTRATION
1-12 credits (60 hours per credit)

Instructor:
Robson Marinho, Ph.D.
Program Coordinator
Associate Professor in Leadership and Higher Education Administration
Bell Hall 173, Berrien Springs, MI 49104.0111
(269) 471-3200, (269) 471-6560 (Fax)
marinho@andrews.edu

PHILOSOPHICAL FOUNDATIONS

I. SCHOOL OF EDUCATION CONCEPTUAL FOUNDATION

3. **To Educate Is to Redeem**
4. **Harmonious Development for Service**

II. SCHOOL OF EDUCATION STATEMENT OF MISSION
> **To serve an international clientele, preparing educators for excellence in thinking, teaching, service and research. As companions in learning, students and faculty are committed to global Christian service.**

The mission is expressed through six Elements that reflect the ideal development for all graduates of the SED as follows:

1. Worldview - Addresses appreciation of the perspectives of others and development of a personal philosophy from which action and service arise;

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4. Communication and Technology - 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;

5. Research and Evaluation - addresses valuing and conducting disciplined inquiry for decision-making;

6. Personal and Professional Growth - Addresses commitment to holistic personal and professional growth.

III. MISSION STATEMENT OF THE DEPARTMENT of LEADERSHIP

The Department of Leadership (LEAD) develop a community of scholar-practitioners who transform the power of knowledge onto global service. Its core values include: community, service, integrity, and commitment.

COURSE OVERVIEW AND CONTENT

I. COURSE DESCRIPTION

This course is designed to help students integrate theory and research with the practice of Higher Education Administration, and to reflect upon their experience and development by working in a real job situation at an institution of higher education, either in the US or in an international campus.

II. COURSE PHILOSOPHY & OBJECTIVES

B. **Philosophic Approach:** The course is presented in the context of the conceptual framework of the School of Education as outlined above. Classroom activities and assignments are not approached as purely academic exercises. Candidates are challenged to view leadership in higher education as central to the redemptive activity of a Christian institution, with "redemption" being understood in its broadest application to include the spiritual, mental, physical, social, and emotional development of students enrolled in such an institution. In addition, candidates are encouraged to develop an approach to higher educational leadership that facilitates the integration of personal religious commitment with professional administrative activities. The course objectives are established upon the shared SED knowledge bases.

C. **Tentative Internship Job Description**

In order to acquire a practical perspective and a professional application of their program requirements, students are required to take an internship position in any of the following areas or departments of Higher Education Administration:
- Deans offices
- Department Chairs offices
- Student Services offices such as financial advising, admissions, enrollment, student life, residence halls, campus ministries, counseling center, and so on.
- Policy issues related work
- Faculty development
- Program development and management

From a training perspective, students should be in contact with the actual issues of higher education on a daily basis, and develop their administrative and academic skills in different areas, such as:

- **Administration:** completing administrative tasks such as budgeting, planning, long-range planning for the unit, or personnel management
- **Assessment and evaluation:** determining the needs of particular populations; determining the effectiveness of programs, policies, or personnel
- **Advising:** working with undergraduate students in one-to-one or group settings to enable students to overcome current problems, to prevent possible problems in the future, or to facilitate their development in specific areas
- **Diversity:** working with a variety of students, staff and/or faculty from different backgrounds (for example, race, gender, international issues, religion, etc.)
- **Instruction:** presenting material in a formal or informal teaching role
- **Program development:** developing or modifying programs to meet the needs of a particular population and to facilitate student growth and development
- **Organizational work:** Seating in planning committees whenever possible, and writing or organizing reports, minutes, agendas and so on.

The department may require a résumé to assess the abilities of the candidate. Students will be under faculty supervision and are required to present a portfolio and journals of their work in a given position.

D. Learning Objectives – Upon completion of this course, students will be able to:

1. Reflect on insights and challenges encountered during the internship experience
2. Integrate classroom theory with career-related work experience(s)
3. Be acquainted with the professional practice in higher education administration in one or more specific areas related to Student Services, Academic Services, institutional advancement, and so on.
4. Facilitate collaborative learning and problem solving
5. Create a professional Résumé and cover letter
6. Develop an internship portfolio
7. Utilize self-reflection regarding the internship experience

E. Competency-based Program Outcomes

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

1. Self-Development Competencies:
    j. Philosophical foundations
    k. Ethics, values, and spirituality
    l. Human development and career choice

2. Interpersonal Development Competencies:
    m. Effective communication and mentoring
    n. Appreciating diversity
    o. Social responsibility

3. Leadership and Organizational Development Competencies:
    l.   Resource development; human and financial
    m. Legal and policy issues
    n.   Organizational behavior, change, and culture

4. Research Development Competencies:
    e.   Conducting, evaluating and reporting research

III. TEXBOOOK AND READINGS:

Martin, Nancy A., and Bloom, Jennifer L. (2003). *Career Aspirations & Expeditions: Advancing Your Career in Higher Education Administration*. Champaign, IL: Stipes Publishing. ISBN: 1-58874-267-9.

Other required readings include articles of *The Chronicle of Higher Education* and the local campus newspaper, as a campus source of information at Andrews University.

IV. COURSE REQUIREMENTS

1. Internship Portfolio (40%)

As a capstone experience, you will design and develop a 3-ring binder or an electronic portfolio with your internship materials, containing evidence of your development in higher education administration or service. Your portfolio will include the following documents—remember your portfolio is to be a professional collection of your internship experience:

7. Copy of the Internship Agreement
8. Curriculum Vitae
9. Internship Evaluation Form (Mentor)
10. Copies of artifacts created or material used during internship
11. Copies of at least one article from *The Chronicle of Higher Education* and another one from the *Student Movement* newspaper related to the work of your department.
12. Personal Reflection Paper

2. Personal Reflection Paper (20%)

Write a 5-page Reflection Paper describing your experience at work including the following points—each bulleted item is worth 5 pts:

1. Describe your internship environment. Identify your mentor, other employees, clients served, and the organization itself. Include an organizational chart of the organization or department, if one is available, or draw one yourself. Identify some ways you initially tried to orient yourself to and gain acceptance within the organization/department.
2. Rank your internship experience thus far on a scale of 0-5 with 0=poor and 5=outstanding and explain your response.
3. What has been the biggest *'eye-opener'* from your experience thus far? Explain your response.
4. Describe how your personal work style and how it fitted in the office environment.
5. Identify areas in which you wish you had more content knowledge or skills to better prepare you for your internship experience. Explain the areas and the reasons.

3. Curriculum Vitae and Cover Letter (20%)

Design your updated curriculum vitae (CV) and cover letter for a specific real job description posted on *The Chronicle of Higher Education.* The CV should list separate sections for educational background, professional experience, major accomplishments, publications (if any), professional conferences attended, professional presentations, and membership in professional organizations, based on patterns and samples of the textbook.

Book Reaction (20%)

Write a one-page reaction to the textbook indicating the strengths and weaknesses of the textbook from your perspective, and explaining the reason for your reaction.

V. STATEMENT ON ACADEMIC INTEGRITY

Students are expected to do their own work and give appropriate credit to the works of others. Andrews University academic integrity policy treats violations seriously. Penalties vary in degree and severity ranging from warnings to dismissal from the University. My policy for academic dishonesty in this course will be to reject the entire product of the student if it is deemed to be plagiarized. Plagiarism consists of appropriating the works of others as ones' own.

Websites in Higher Education

A Higher Education
By Michael S. Hamilton
http://www.christianitytoday.com/ct/2005/006/20.30.html
Copyright © 2005 Christianity Today. June 2005, Vol. 49, No. 6, Page 30

Recommended readings – Council for Christian Colleges and Universities.
http://www.cccu.org/docLib/20050720152014_Readings%20on%20CHE.pdf

Forum on Christian Higher Education
http://www.cccu.org/conferences/eventID.41/past_conferences_detail.asp

Relevant Journals/Periodicals

Journal of Higher Education

Educational Forum

College Student Journal

Change

College and University

Chronicle of Higher Education

On Campus with Women

Additional Resource:

CAS: The book of professional standards for higher education. (from the Council for the Advancement of Standards, Washington, DC.)

Websites related to Student Affairs, College Counseling, and Higher Education:

ACCA: http://www.collegecounseling.org

ACPA: http://www.myacpa.org

ACUHO-I: http://www.acuho.ohio-state.edu/

ASJA: http://asja.tamu.edu/

CAS: http://www.cas.edu/index.htm

AAHE: http://www.aahe.org/

NASPA: http://www.naspa.org/

CSPA: http://academic.strose.edu/cspa/cspahome.htm

USDOE: http://www.ed.gov/

Chronicle of Higher Education: http://chronicle.com

ACA: http://www.counseling.org/

NYSED: http://www.nysed.gov/

Student Affairs Related Links: http://www.siue.edu/~sgluntz/stuaffrs.html

PSU:

http://www.plattsburgh.edu

INTERNSHIP APPLICATION FORM
Higher Education Administration Program

Section A – INTERN INFORMATION

Name_____

Address_____

Email_____   Phone_____
       Fax_____

Institution_____

Adviser_____Email_____

Graduate Level: _____ Master's _____ Doctoral   Expected graduation date_____

Undergraduate
Institution_____

Undergraduate
Major_____

Section B – INTERNSHIP PREFERENCE -Semester(s) available:

_____ Spring   Dates available _____to_____

_____ Summer   Dates available _____to_____

_____ Fall   Dates available _____to_____

General Area of interest:

Student Services such as: _____ Academic Services such

as:_____

Other such as:

_____

Rank your specific potential areas of interest (Mark only those for which you wish to be considered)
      ___Academic Advising

___Admissions	___Leadership Development
___Adult Learner Services	___Multicultural Affairs
___Assessment/Research	___Service Learning
___Career Planning	___Student Activities
___Commuter Services	___Student Affairs Administration
___Counseling	___Academic Administration
___Disability/Accessibility	___Student Union
___Drug and Alcohol Programs	___Residence Halls
___Judicial Affairs	___Athletic and Recreation Department
___International Students	___Campus Ministries

Write a one-page essay describing your interest and qualifications for participation in the internship program. Include your resume and at least one letter of recommendation from a faculty member. This information will be provided to host departments to assist them in the selection process.

I give my permission to have this information released to host site supervisors.

Candidate's
Signature_____Date_____

INTERNSHIP CONTRACT
Higher Education Administration Program

Date: _____

Student Name: _____

E-mail Address _____ I.D. Number: _____

Internship Period: Start Date_____   End Date_____

Type of Department: _____

Name of Department: _____

Organization: _____

Supervisor: _____ Phone: _____

Position: _____

Signatures

Student's Signature _____ Date: _____

Supervisor's Signature _____ Date: _____

This contract should be returned to the Higher Education Administration Program for approval. Copies will be returned to the student and the Internship Supervisor.

Program Coordinator: _____ Date: _____

DESCRIPTION OF INTERNSHIP OBJECTIVES AND DUTIES

This section should outline a tentative plan or job description for the internship experience as developed jointly by the student and the supervisor. Please attach a separate sheet. The plan should outline the duties/tasks to be performed by the student and should indicate the objectives the internship is designed to meet.

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INTERNSHIP EVALUATION FORM

Higher Education Administration Program

Student: _____

Internship Period: _____Start Date_____ End Date_____

Department: _____

Location of Internship Site: _____

Internship Supervisor: _____

Position: _____

Phone:_____ Email address: _____

PART ONE

Instructions to Internship Supervisor: Please rate the performance of the intern you supervised using the following abbreviations:

ST – Strong, G – Good, S – Satisfactory, NI - Needs Improvement, NA - Not Applicable

A. General Professional Behaviors

1. ____Attends work regularly and on time. Any unavoidable absences or delays were handled responsibly.

2. ____Completes tasks in the time period agreed upon.

3. ____Takes initiative and works conscientiously.

4. ____Approaches work with a positive attitude.

5. ____Reflects upon feedback about job performance and makes improvements as needed.

6. ____Provides others with constructive feedback.

7. ____Sets priorities and completes tasks in the order planned.

8. ____Completes work independently, when appropriate.

B. Communication Skills

1. ____Writes with clarity and uses critical thinking and synthesis skills.

2. ____Speaks effectively and has the ability to listen to and present diverse perspectives to different audiences.

3. ____Demonstrates the ability to work collegially with different constituencies.

4. ____Uses technology in administration, research, or instruction in an effective way.

C. Leadership Skills

1. ____Knows and understands the policies and philosophy of office/ department and other coordinating offices/departments.

2. ____Recognizes, analyzes, and responds to ethical dilemmas in the workplace.

3. ____Listens, leads, and empowers others to lead.

4. ____Demonstrates ability to self-assess and analyze personal and professional strengths and weaknesses.

5. ____Shows ability to place tasks, issues, and problems encountered in the workplace in larger higher education context.

D. Analytical and Job-Specific Skills

1. ____Identifies problems and develops logical responses or solutions.

2. ____Continually assesses and improves own analytical skills.

3. ____Demonstrates the ability to design, conduct, and interpret program evaluations and assessments.

4. ____Develops and implements workshops.

5. ____Plans, develops, and implements surveys, questionnaires or inventories.

6. ____Assists in development of procedural manuals and/or other department publications.

7. ____Collects and analyzes data.

8. ____Assists with outreach programs.

9. ____Provides student assistance, including career advising and counseling.

10. ____Understands and appreciates the ethical dimensions of research, assessment, and evaluation.

E. Collegial and Community-Building Skills

1. _____ Demonstrates respect for diverse perspectives.

2. _____ Puts forth effort to learn about colleagues and university community.

3. _____ Shows interest in university activities outside of specialized area.

4. _____ Develops positive working relationships with co-workers.

PART TWO

Please supplement the first part of the form with your assessment of learning activities specified on the intern's professional development contract. Also, please feel free to comment on relevant abilities or skills not covered on this form or expand on your brief comments above.

Descriptive Intern Evaluation

(Please evaluate specific experiences to which you assign high professional importance.)

Please indicate a letter grade that you would assign for the student internship.

GRADE: _____

Supervisor Signature: _____ Date: _____

Intern Signature: _____ Date: _____

(Adapted from Northwestern University)

Appendix I: Department of Leadership Faculty and Staff

FACULTY

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Brown, C. A. (2002). *Portfolio assessment: How far have we come?* (ERIC Document Reproduction Service No. ED477941).

Brown, C. A., & Irby, B. J. (2001). *The principal portfolio* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Dean, L. *Professional standards for higher education.* Washington, DC: Council for the Advancement of Standards in Higher Education.

Harris, S., & Arnold, M. (2001). Portfolio use in two principal preparation programs. *Rural Educator, 23*(1), 19-23.

Hessel, K., & Holloway, J. (2002). *A framework for school leaders: Linking the ISLLC standards to practice*. Princeton, NJ: Educational Testing Service.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development.* Upper Saddle River, NJ: Prentice-Hall.

Lashway, L. (2003, October). *Improving principal evaluation.* ERIC Digest. Eugene, OR: ERIC Clearinghouse on Educational Management. (ERIC Document Reproduction Services ED477941)

Martin, G. E., Wright, W. F., Danzig, A. B., Flanary, R. A., & Brown, F. (2005). *School leader internships: Developing, monitoring and evaluating your educational administration experience* (2nd ed.). Poughkeepsie, NY: Eye on Education.

Meadows, R. B., & Dyal, A. B. (1999). Implementing portfolio assessment in the development of school administrators: Improving preparation for educational leadership. *Education, 120*(2), 304-314.

National Policy Board for Educational Administration. (2002). Standards for advanced programs in educational leadership for principals, superintendents, curriculum directors and supervisors. Arlington, VA: Author.

Norton, M. S. (2004). Student learning portfolios: How they are being implemented in educational administration programs. *Planning and Changing, 35*(3 & 4), 223-235.

Stader, D. L., & Hill-Winstead, F. (2002, August). *Portfolios, performance assessments, and standards based learning in educational leadership*. Paper presented at the National Council of Professors of Educational Administration Conference, Burlington, VT. (ERIC Document Reproduction Services ED480133)

Strayhorn, T. (2006). *Frameworks for assessing learning and development outcomes.* Washington, DC: Council for the Advancement of Standards in Higher Education.

White, E. G. (1903). *Education*. Mountain View, CA: Pacific Press.