Educational Leadership

Handbook

2014--2015

EDUCATIONAL LEADERSHIP

2014 – 2015

HANDBOOK

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THE EDUCATIONAL LEADERSHIP HANDBOOK

The Educational Leadership Handbook is designed to help participants and faculty in the planning and execution of certification programs and graduate degrees in Educational Leadership. The Educational Leadership 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 http://bulletin.andrews.edu

Policies related to the school of education are available at http://www.andrews.edu/sed/resources/index.html

Updated information on the educational leadership program is available at http://www.andrews.edu/sed/leadership_dept/educational_leadership/programs/index.html

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WELCOME

Welcome to the Andrews University Educational Leadership program! We are honored that you are seeking information about the program and anticipate that this handbook will be useful as you pursue your educational goals.

The following information will help you to better understand the history and context of Andrews University, of the School of Education, and of the Leadership Department—and how the Educational Leadership program fits into this context.

ABOUT ANDREWS UNIVERSITY

Our History

Andrews University (AU) enrolls more than 10,000 students annually from most of the 50 states and over 100 countries and territories around the world. These students attend both online, distance, and on-campus programs. U.S. News and World Report ranks Andrews University in the top ten universities in the nation in terms of campus diversity and proportion of international students. Andrews University has more than 80,000 alumni worldwide.
Andrews University was established more than a century ago, in 1874, as Battle Creek College in Battle Creek, Michigan. It offered a collegiate program with literature, languages, science, mathematics, teacher training and theology.

The founders, visionaries of the young Seventh-day Adventist denomination, believed they should use every avenue to spread the gospel and serve the world, including higher education. Although the young institution experienced difficult times and challenges, it also flourished, and by the mid-1890s the enrollment had risen to more than 700 students.

On the brink of a new century, seeking room for expansion and a fresh start, the school moved in 1901 to a beautiful site near the banks of the St. Joseph River in Berrien Springs and was renamed Emmanuel Missionary College.
From woods and farmland on which faculty and students built three wooden frame buildings to hold their new school, the campus has grown to a property of 1,600 acres and a complex of academic buildings, residence halls, apartments and service buildings.

The vision blossomed still further when, in 1959, the Seventh-day Adventist Theological Seminary and a school of graduate studies, together known as Potomac University in Washington, D.C., were moved to the campus of Emmanuel Missionary College.

The following year the three entities united under one charter bearing the name Andrews University—with an integrated board of trustees, administration and faculty. The name honors John Nevins Andrews (1829−83), pioneer Adventist theologian and scholar and the denomination's first official missionary to serve outside North America.

In 1974, the undergraduate division of Andrews University was organized into two colleges—the College of Arts & Sciences and the College of Technology. The School of Business Administration, which evolved from the Department of Business Administration, was established in 1980. In a similar move, the Department of Education became the School of Education in 1983. In 1993, the Department of Architecture became the Division of Architecture, and is now the School of Architecture, Art & Design. At the same time existing and new programs in technology were restructured and a new School of Health Professions was opened in 2012.

The present organizational structure of the School of Graduate Studies was adopted in 1987. Now the School of Graduate Studies & Research, it oversees graduate programs and research activities campus-wide.
Griggs University joined Andrews University in 2011 to become the School of Distance Education. It extends access to Adventist education beyond campus, community and national boundaries. It supports all schools in delivery of degrees at national and international locations, while also promoting and modeling best practices in distance education.

Andrews University, established by visionaries, in the spirit of Adventist educational philosophy, and enriched by a diverse faculty and student body, now offers a wealth of choices to prepare its graduates for life in the twenty-first century. The mission, however, remains the same—to serve God and humankind.

Our Mission

Andrews University, a distinctive Seventh-day Adventist institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world.

Andrews University students will:

- Seek Knowledge as they...
- Engage in intellectual discovery and inquiry
- Demonstrate the ability to think clearly and critically
- Communicate effectively
- Understand life, learning, and civic responsibility from a Christian point of view
- Demonstrate competence in their chosen disciplines and professions
- Affirm Faith as they...
- Develop a personal relationship with Jesus Christ
- Deepen their faith commitment and practice
- Demonstrate personal and moral integrity
- Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development
- Apply understanding of cultural differences in diverse environments
- Change the World as they go forth to...
- Engage in creative problem-solving and innovation
- Engage in generous service to meet human needs
- Apply collaborative leadership to foster growth and promote change
- Engage in activities consistent with the worldwide mission of the Seventh-day Adventist Church

ABOUT THE SCHOOL OF EDUCATION (SED)

Our Conceptual Framework

All programs, curricula, and courses in the School of Education are guided by the SED Conceptual Framework. The Conceptual Framework is reviewed as needed. Additions, deletions, or changes are made only by approval at an SED-wide faculty meeting.

Because it is important for SED participants to be aware of how their coursework is guided by the SED Conceptual Framework, it is policy that the Conceptual Framework be referenced in every SED syllabus.

Our Mission

Andrews University was founded as Battle Creek College in 1874. One of the founders, Ellen G. White (1903), presented a compelling vision for education:

True education means more than the perusal 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. (*Education,* pp. 13, 30)

Andrews University School of Education embraces this vision as the organizing theme for its conceptual framework, "To Educate Is to Redeem," and the inspiration for its mission. Thus the mission of the School of Education is "to provide programs based on a redemptive Christian worldview to prepare professionals for global service."

Our Elements

Element I: Worldview

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

I.A. Explain worldviews and trace their historical development
I.B. Critique worldviews from a Christian perspective
I.C. Integrate principles of a Christian worldview into their chosen fields of study

Element II: Human Growth and Change

This element addresses principles of growth, development, and learning and the use of these principles to effect positive change. Graduates will be able to...

II.A. Describe human development
II.B. Apply current theories of learning

Element III: Groups, Leadership, and Change

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

III.A. Facilitate change in groups and organizations
III.B. Relate effectively with various cultural, racial, and special interest groups
III.C. Identify political and legal issues
III.D. Manage human, financial, and material resources
III.E. Demonstrate servant leadership

Element IV: Communication and Technology

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

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

Element V: Research and Evaluation

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

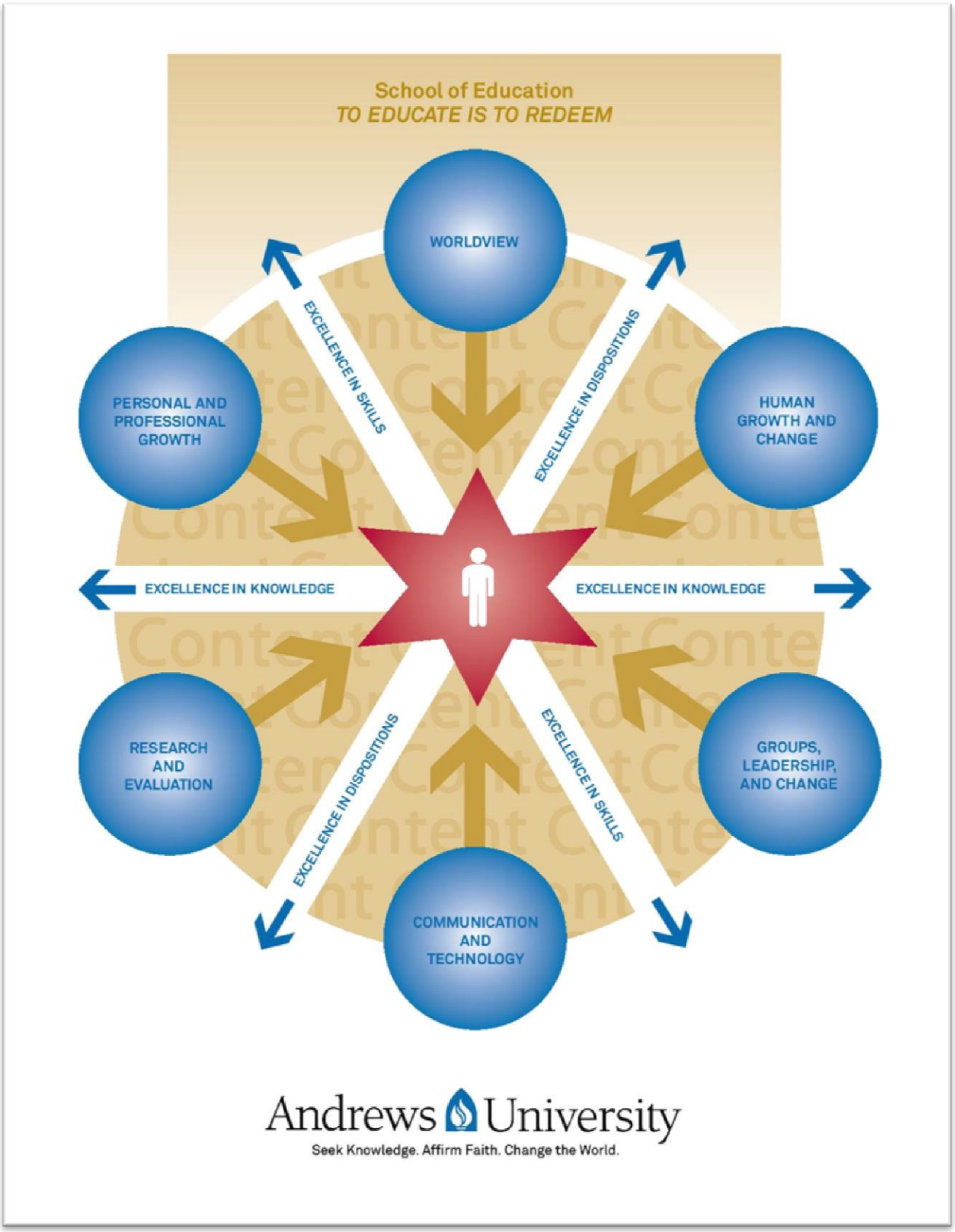
V.A. Read and evaluate research
V.B. Conduct research
V.C. Report research findings

Element VI: Personal and Professional Growth

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

VI.A. Demonstrate continuing professional development
VI.B. Demonstrate ethical behavior in all professional activities
VI.C. Demonstrate balanced physical, mental, spiritual, and social development

Figure 1. School of Education Framework Diagram



ABOUT THE LEADERSHIP DEPARTMENT (LEAD)

Core Values

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

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 administrators 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 – take to faculty meeting

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 who accept this value will:

- give individual attention to others 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 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, neighborhood)
- 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 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 – take to faculty meeting

LEADERSHIP DEPARTMENT PROGRAMS

As the accompanying Venn diagram (Figure 2) demonstrates, there are three major graduate program areas in the Leadership Department: Educational Leadership, Higher Education Administration, and Leadership. All program areas require a one week orientation, usually in July. This introduces participants to the values of community, service, integrated life, and human dignity which permeate all departmental programming. Leadership has an additional three-day conference, known as the "Roundtable." All three program areas have MA, EdS, EdD, and PhD degree options. Tuition is the same for similar degrees across the three programs. All three provide strong distance-learning options so that participants do not have to move to campus to complete their graduate education. Distance-learning utilizes the excellent Andrews University online resources which allow the delivery of web-based courses, online library resources, and effective technology-enabled communication. All programs share the same faculty and staff who provide effective distance education and communication. All three programs are competency-based, with the Educational Leadership program guided by 10 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 completion of a dissertation.

There are also some differences between these three programs. The Educational Leadership program is designed around course work that prepares aspiring educational leaders and administrators to serve in educational institutions. The program covers 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. An internship is required. 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 and courses.

The Higher Education Administration program also covers traditional topics of educational leadership with emphasis on training high quality mid-level administrators for postsecondary institutions. They offer a bi-yearly study tour to international higher education institutions. Associate deans, executive assistants, director and in-service directors, department chairpersons in selected areas, and program managers are thoroughly prepared for advancement and service to higher education entities. While the department is very eager to help participants transfer credits into their programs, transfer credits to the Higher Education program must align with the required outcomes and courses.

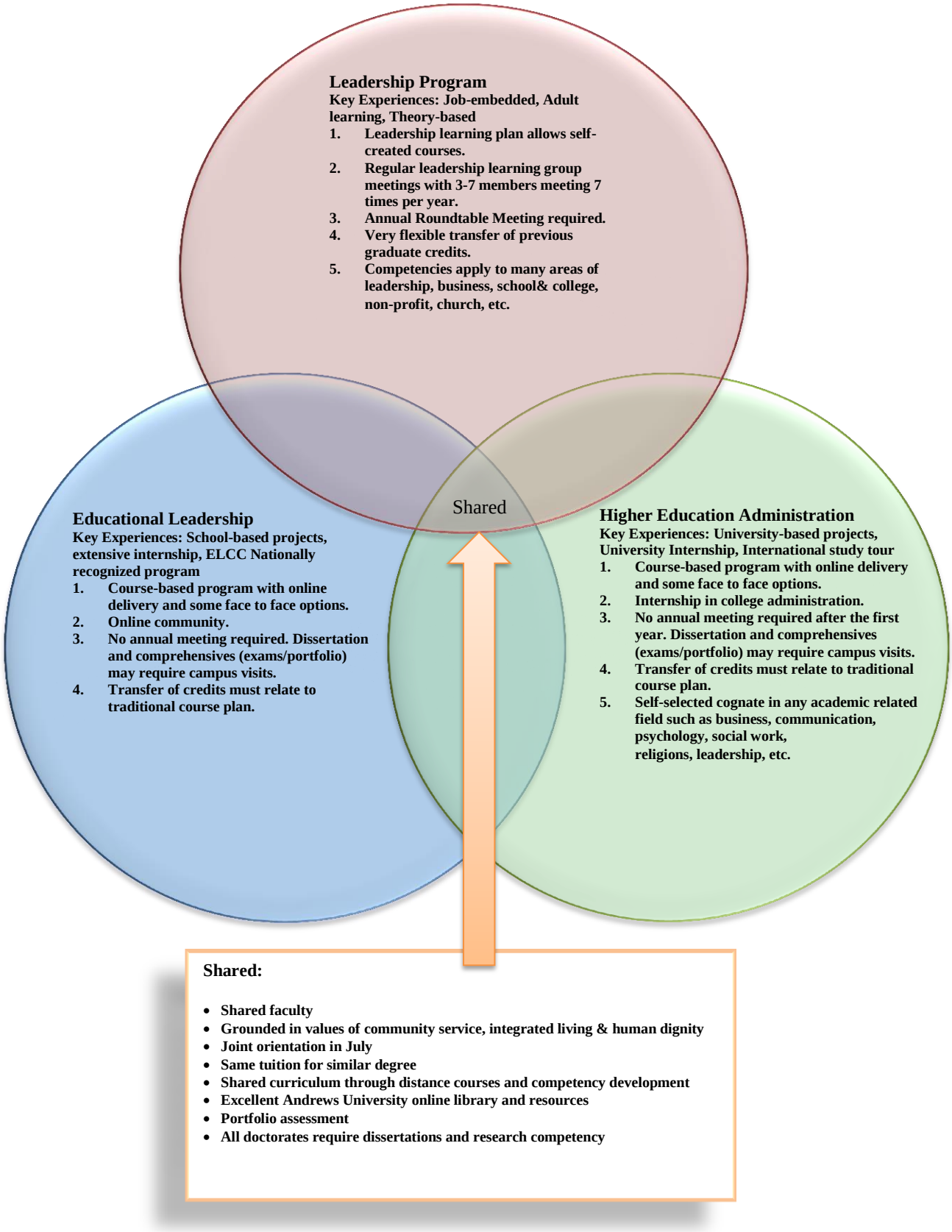
The Leadership program is less traditional and is based on individualized program development. It serves a variety of leaders from hospital administrators, business administrators, education professionals, entrepreneurs, and church and civic leaders. In addition, throughout their education, participants 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, and peer-evaluation and accountability. While in the program, participants must attend the annual Roundtable conferences typically held in the Berrien Springs, Michigan area.

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

Figure 2. Dynamics of Department of Leadership Programs



Program Philosophy/Worldview

Philosophy/worldviews are not just topics for aimless discussion. Worldviews create a frame of reference, a context from which our decisions emerge and by which our actions are guided. Three issues are especially important in a worldview. Those are (a) *origin*, (b) *purpose*, and (c) *destiny*. The study of beginnings is not just an esoteric study. Administrators who wrestle with the *origin* of the world and universe develop beliefs that guide their understanding of their responsibility, purpose, and destiny. For example, those who believe in a Biblical 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. The Educational Leadership program gives freedom to individuals to foster their own worldview. However, the program and faculty build on a creationist worldview and are guided by a Seventh-day Adventist Christian philosophy.

As individuals experience and reflect on their existence and origin, they begin to question the *purpose* of their existence. *Why* am I here? What is my purpose? This leads to continual exploration, which is never completely exhausted. If they believe they are only here as an accident or by-product of evolutionary forces, their purpose at best is based only on personal ability and at worst limited, vague, and relatively insignificant and inconsequential. If, on the other hand, they believed they originated and exist at the hand of a loving Creator, their purpose is discernible and important. Through communion with their Creator they come to understand that their purpose is a relationship with Him. Though this relationship has been severed and the understanding of their purpose has been gravely distorted, it has not been completely lost. God is seeking to redeem people and restore their relationship with Him and others. The Educational Leadership program is built on this purpose.

As people develop an understanding of their existence, origin, and purpose, they are brought to deeper questions about *destiny*. They begin to ask, "What is my future and where should my plans and efforts be focused?" As God becomes a part of the discovery of their origin, and purpose, He also becomes part of their understanding of the future. As one hymn notes, "ponder anew what the Almighty can do when with His love He befriends us." Destiny becomes their joy to discover that they can have a personal relationship with God who will sustain them regardless of the life. This worldview helps them understand their destiny and includes their purpose in this life and in eternity.

Unique Characteristics of the Program

One of the underlying purposes of the Educational Leadership program is to help participants work on these issues of origin, purpose, and destiny and to create their own worldview. We believe such a worldview will consciously and unconsciously guide their work in their leadership. In addition, to the source of content and development of a knowledge base the program's philosophy has unique characteristics.

First, all individuals have a *life calling* that gives them specific direction. Program participants should seek to understand and fulfill this life calling. As they grow in understanding their call, it will give them direction in planning their work and in selecting careers and vocations, and in planning their graduate school education. Growing in understanding a life calling empowers individuals to be active learners in working with God as they envision Him working on, in, through 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 Leadership Self-Assessment completed in the LEAD630 Introduction to Leadership (Orientation).

Second, as participants' life callings vary, so will *course plans.* Participants work with their advisors to make sure course plans match their calling and fulfill program outcomes. The Educational Leadership program allows flexibility, especially at the doctoral level. Participants may focus on specific areas of development that they believe match their calling.

Third, participants work with each other to build a *community of learning.* This is facilitated through discussions and postings via online courses, with instructors in individual course work, and varied mentored internship opportunities. Such a dynamic experience of learning liberates participants from a teacher-centered learning environment and

makes them full participants in their own development. They become responsible to help others learn—including faculty.

Fourth, participants learn in holistic ways and demonstrate *learning* by their: 1) knowledge, 2) skill development, and 3) refinement of attitudes. Participants document this learning through the development of a portfolio that shows fulfillment of program standards. The educational leadership profession requires intensive skill development backed by sound educational research that is driven by deep philosophical and attitudinal commitments and beliefs about learning, people, schools, children, and youth.

Fifth, our program is job-embedded and school-based. *Field-based* projects and an *internship* experience are required.

Sixth, we are committed to *servant leadership*. We believe an administrator leads by first seeking to meet the needs of those in the organization.

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

Eigth, the Andrews University Educational Leaderhsip program has been *nationally recognized* by the Educational Leadership Constituent Council (ELCC). This organization is recognized by the National Council on Acccreditation of Teacher Education (NCATE) and Interstate School Leaders Licensure Consortium (ISLLC) and the National Policy Board for Educational Administration (NPBEA).

PROGRAM STANDARDS

Ten Standards

Participants who complete the program are educational leaders who apply knowledge which promotes the success of every student by:

1. VISION: Collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

2. CULTURE/PROGRAM: Sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate

3. MANAGEMENT & ADMINISTRATION: Ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

4. COMMUNITY RELATIONS: Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the

school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

5. ETHICS: Acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

6. LAW & SOCIETY: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

7. INTERNSHIP: Participating in a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

8. TECHNOLOGY: Understanding and comprehensively applying technology to advance student achievement.

9. WORLDVIEW: Appreciating the perspectives of others and developing a personal philosophy from which action and service emerge.

10. RESEARCH: Understanding and comprehensively applying research and evaluation for effective decision making.

Appendix A lists the full ELCC 2011 standards for building level administrators.

Table 1

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

K-12 Ed Admin 10 Standards	ISLLC-1996 6 Standards	ELCC-2011 7 Standards	MDE 2012 7 Standards	NAD SDA School of Ed Added
1-Vision	1	1	1	
2-Culture	2	2	2	
3-Management & Admin	3	3	3	
4-Community Relations	4	4	4	
5-Ethics	5	5	5	
6-Law & Society	6	6	6	
7-Internship		7	7	
8-Technology				8
9-Worldview				9
10-Research				10

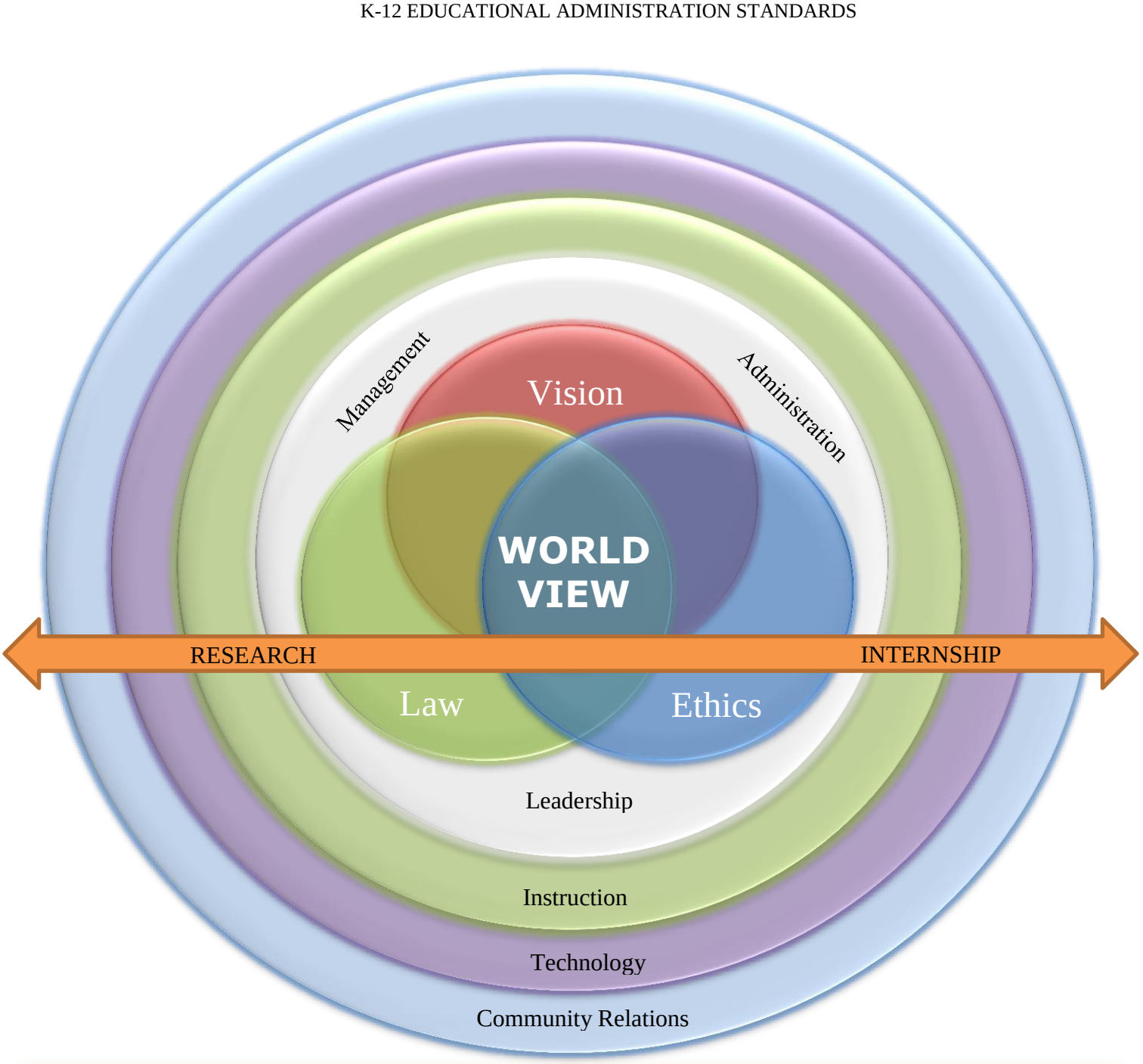
The State of Michigan Department of Education (MDE) adopted the seven ELCC 2011 standards as their new standards in 2012. Historically, the state used ISLLC standards and added another standard on technology. However, now MDE aligns with ELCC 2011 National Standards.

Although there have been many changes to administrative standards over the last decade, the ELCC has emerged as the dominant standards. They are used to evaluate programs and recognized by the National Council on Accreditation of Teacher Education (NCATE). The Andrews University Educational Leadership has retained techonolgy as a separate standard and added research and world view.

These ten standards are further divided into elements that are used both to assess participants and to assess and guide program planning. In the Portfolio in Live Text and in this Handbook, we provide assessments which will be used to: (1) guide individuals in their self-assessment at the beginning of the program in LEAD630 Introduction to Leadership, (2) help them identify areas of need for their internship/mentoring experiences, and (3) guide them in the development and reflection on these standards in their final portfolio. For your convenience, the Live Text version of the self-assessment will automatically calculate scores on standard and elements. We believe these instruments are very useful in helping participants to understand and report their progress on each element. Appendix C provides a curriculum map of coursework and portfolio artifacts.

The following graphic shows the integration of the ten standards.

Figure 3. Integration of Standards



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

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

EDUCATIONAL LEADERSHIP CERTIFICATES AND DEGREE PROGRAMS

There are five areas of study in K-12 educational leadership:

1. Educational Leadership Certificates
2. Masters (MA)
3. Educational Specialist (EdS)
4. Doctor of Education (EdD)
5. Doctor of Philosophy (PhD)

The first is a non-degree option that prepares participants to meet some state certification requirements and/or Seventh-day Adventist North American Division (NAD) Educational Leadership certification and endorsement(s) requirements.

Educational Leadership Certificates

The Program

The Educational Leadership Graduate Certificates (18–24 credits) are designed for post-baccalaureate or post-masters participants who want to enhance their administrative skills. There are three types of certificates: (a) Principal, (b) Supervisor of instruction, & (c) Superintendent of Schools. Certificate credits can be transferred to an Andrews University graduate degree in Educational Leadership.

Principal (18 credits minimum)

This certificate is useful for teachers interested in transitioning into educational administration.

School Administration
LEAD 630 - Introduction to Leadership (2)
EDAL 520 - Foundations of Educational Leadership (2–3)
EDAL 565 - Leadership for Seventh-day Adventist Education (2)

School Law
EDAL 560 - K–12 Law (3)

Curriculum
EDCI 547 - Foundations of Curriculum Studies (3)

Supervision
EDAL 570 - Principles of Educational Supervision (2–3)

School Finance
EDAL 645 - K–12 Educational Finance (2–3)

Supervisor of Instruction (18 Credits)

Must complete a minimum of two graduate courses in curriculum, two in supervision, and one in school administration as listed below.

School Administration
LEAD 630 - Introduction to Leadership (2)
EDAL 520 - Foundations of Educational Leadership (2–3)
EDAL 565 - Leadership for Seventh-day Adventist Education (2)

Curriculum
EDCI 547 - Foundations of Curriculum Studies (3)

EDCI 565 - Improving Instruction (2–3)

Supervision
EDAL 570 - Principles of Educational Supervision (2–3)
LEAD 689 - Seminar: (Topic) _____ Credits: 1–12 (2 minimum)

Superintendent of Schools (24 credits)

School Administration
LEAD 630 - Introduction to Leadership (2)
EDAL 520 - Foundations of Educational Leadership (2–3)
EDAL 565 - Leadership for Seventh-day Adventist Education (2)

School Law
EDAL 560 - K–12 Law (3)

Curriculum
EDCI 547 - Foundations of Curriculum Studies (3)

Supervision
EDAL 570 - Principles of Educational Supervision (2–3)

School Finance
EDAL 645 - K–12 Educational Finance (2–3)

Personnel Administration
EDAL 635 - Human Resources Administration (2–3)

Public Relations
EDAL 660 – Planning and Operating Educational Facilities (2–3)
LEAD 525 - Public Relations: Community Partnerships (2–3)

Private/Public School Administration Certification or Licensure Program

Certification and licensure requirements for private/public school administrators vary by state. Andrews University School of Education is also accredited by NCATE to offer educational programs. NCATE is the leading accrediting body for K–12 educational preparation programs. The program was approved by the North Central Association (NCA) and Higher Learning Commission (HLC) in 2007, to be delivered on-line. It is the responsibility of prospective students to check with their own state or local authorities to determine what coursework meets the requirements for private/public school certification in their state.

Master of Arts in Educational Leadership (MA)

The Program

The MA K-12 Educational Leadership program is designed for post-baccalaureate participants who desire to obtain a degree in educational administration. Those specifically served by this degree are the following:

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

MA: Degree Requirements (36 credits)
Core—minimum 17, with more credits available from variable credit courses
LEAD 630 - Introduction to Leadership (2)
EDAL 520 - Foundations of Educational Leadership (2–3)
EDAL 645 - K–12 Educational Finance (2–3)
EDAL 670 - Technology for Leaders (3)
EDAL 680 - Internship: (Topic)____ (1–12; 3 minimum)
EDCI 547 - Foundations of Curriculum Studies (3) or
EDCI 565 - Improving Instruction (2–3)
EDFN 500 - Philosophical Foundations for Professionals (2–3)
LEAD 675 - Portfolio Development: (Topic)_____ (1–3)

Concentration —minimum 15, with more credits available from variable credit courses
EDAL 560 - K–12 Law (3)
EDAL 565 - Leadership for Seventh-day Adventist Education (2)
EDAL 570 - Principles of Educational Supervision (2–3)
EDAL 635 - Human Resources Administration (2–3)
EDAL 660 - Planning & Operating Educational Facilities (2-3)
EDAL 664 - Elementary School Leadership (2–3)
EDAL 665 - Secondary School Leadership (2–3)
LEAD 525 - Public Relations: Community Partnerships (2–3)

Research—4
EDRM 505 - Research Methods (3)
LEAD 535 - Principles of Academic Writing (1–3; 2 minimum)

Electives—As Needed
In consultation with your advisor.

TOTAL MA degree credits—34

Licensure

The MA EDAL program is an ELCC nationally recognized program for building level administration. These courses align with the ELCC standards that guide educational administration policies throughout the United States. However, it is the responsibility of prospective students to check with their own state or local authorities to determine what coursework meets the requirements for private/public school certification in their state. Those seeking to use this degree for denominational certification purposes should consult with their employing organization on the requirements needed for licensure.

Education Specialist Degree in Educational Leadership (EdS)

The Program

The EdS in K-12 Educational Leadership program prepares participants to serve as principals, supervisors, or superintendents in elementary and/or secondary systems. Those specifically served by this degree are the following: Teachers with an MA degree interested in transitioning into educational administration and securing an additional degree while completing their NAD administration certification or endorsement:

- Aspiring school administrators
- School Principals
- Supervisors of instruction
- Superintendents of schools

EdS: Degree Requirements (64 credits)
Minimum 18, with more credits available from variable credit courses

LEAD 630 - Introduction to Leadership (2)
EDAL 520 - Foundations of Educational Leadership (2–3)
EDAL 645 - K–12 Educational Finance (2–3)
EDAL 670 - Technology for Leaders (3)
EDCI 547 - Foundations of Curriculum Studies (3)
EDCI 565 - Improving Instruction (2–3)
EDFN 500 - Philosophical Foundations for Professionals (2–3)
LEAD 775 - Advanced Portfolio Development: (Topic) _____ (1–3)
LEAD 886 - Advanced Internship: (Topic) _____ (1–12)

Concentration —minimum 18, with more credits available from variable credit courses

EDAL 560 - K–12 Law (3)
EDAL 565 - Leadership for Seventh-day Adventist Education (2)
EDAL 570 - Principles of Educational Supervision (2–3)
EDAL 635 - Human Resources Administration (2–3)
EDAL 660 - Planning & Operating Educational Facilities (2-3)
EDAL 664 - Elementary School Leadership (2–3)
EDAL 665 - Secondary School Leadership (2–3)
LEAD 525 - Public Relations: Community Partnerships (2–3)
LEAD 645 - Ethical Leadership (1–3)

Research—13

EDRM 636 - Program Evaluation (3)
EDRM 505 - Research Methods (3)
EDRM 611 - Applied Statistical Methods I (3)
LEAD 535 - Principles of Academic Writing (1–3; 2 minimum)
LEAD 637 - Issues in Research (2)

Cognates —9
Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.

Electives—As Needed
In consultation with your advisor.

TOTAL EdS degree credits—64

Doctor of Education in Educational Leadership (EdD)

The Program

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

- Teachers with an MA degree interested in transitioning into educational administration and securing an additional degree while completing their NAD administration certification or endorsement
- Aspiring school administrator
- School Principals
- Supervisors of instruction
- Superintendents of schools

EdD: Degree Requirements (90 credits)
Core—minimum 18, with more credits available from variable credit courses
LEAD 630 - Introduction to Leadership (2)
EDAL 520 - Foundations of Educational Leadership (2–3)
EDAL 645 - K–12 Educational Finance (2–3)
EDAL 670 - Technology for Leaders (3)
EDCI 547 - Foundations of Curriculum Studies (3) or
EDCI 565 - Improving Instruction (2–3)
EDFN 500 - Philosophical Foundations for Professionals (2–3)
LEAD 775 - Advanced Portfolio Development: (Topic)_____ (1–3)
LEAD 886 - Advanced Internship: (Topic)_____ Credits: (1–12; 3 minimum)

Concentration—minimum 13, with more credits available from variable credit courses
EDAL 560 - K–12 Law Credits: 3
EDAL 565 - Leadership for Seventh-day Adventist Education (2)
EDAL 570 - Principles of Educational Supervision (2–3)
EDAL 635 - Human Resources Administration (2–3)
EDAL 660 - Planning & Operating Educational Facilities (2-3)
EDAL 664 - Elementary School Leadership (2–3)
EDAL 665 - Secondary School Leadership (2–3)
LEAD 525 - Public Relations: Community Partnerships (2–3)
LEAD 645 - Ethical Leadership (1–3)

Research—13
EDRM 505 - Research Methods (3)
EDRM 611 - Applied Statistical Methods I (3)
EDRM 636 - Program Evaluation (3)
LEAD 535 - Principles of Academic Writing (1–3; 2 minimum)
LEAD 637 - Issues in Research (2)

Cognates —12
Choose from outside Educational Leadership, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.

Dissertation—16+
LEAD 880 - Dissertation Proposal Dev. (2)
LEAD 899 - Doctoral Dissertation (14+)

Electives—As Needed

In consultation with your advisor.

TOTAL EdD degree credits—90+

Doctor of Philosophy in Educational Leadership (PhD)

The Programs

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

Teachers with an MA degree interested in transitioning into educational administration and securing an additional degree while completing their NAD administration certification or endorsement

- Aspiring school administrator
- School Principals
- Supervisors of instruction
- Superintendents of schools

PhD: Degree Requirements (90 credits)
Core—minimum 18, with more credits available from variable credit courses
LEAD 630 - Introduction to Leadership (2)
EDAL 520 - Foundations of Educational Leadership (2–3)
EDAL 645 - K–12 Educational Finance (2–3)
EDAL 670 - Technology for Leaders (3)
EDCI 547 - Foundations of Curriculum Studies (3) or
EDCI 565 - Improving Instruction (2–3)
EDFN 500 - Philosophical Foundations for Professionals (2–3)
LEAD 775 - Advanced Portfolio Development: (Topic)_____ (1–3)
LEAD 886 - Advanced Internship: (Topic)_____ (1–12; 3 minimum)

Concentration—min. 18, with more credits available from variable credit courses
EDAL 560 - K–12 Law Credits: 3
EDAL 565 - Leadership for Seventh-day Adventist Education (2)
EDAL 570 - Principles of Educational Supervision (2–3)
EDAL 635 - Human Resources Administration (2–3)
EDAL 660 - Planning & Operating Educational Facilities (2-3)
EDAL 664 - Elementary School Leadership (2–3)
EDAL 665 - Secondary School Leadership (2–3)
LEAD 525 - Public Relations: Community Partnerships (2–3)
LEAD 645 - Ethical Leadership (1–3)

Research—19
EDRM 636 - Program Evaluation (3)
EDRM 505 - Research Methods (3)
EDRM 605 - Qualitative Research Methods in Education and Psychology (3)
EDRM 611 - Applied Statistical Methods I (3)
EDRM 712 - Applied Statistical Methods II (3)
LEAD 535 - Principles of Academic Writing (1–3; 2 minimum)
LEAD 637 - Issues in Research (2)

Cognates —12

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

Dissertation—16+
LEAD 880 - Dissertation Proposal Dev. (2)
LEAD 899 - Doctoral Dissertation (14+)

Electives—As Needed
In consultation with your advisor.

TOTAL PhD degree credits—90+

STATUS CATEGORIES

Participants may hold several types of statuses in the program. At admissions, they will be assigned either a regular or provisional status. Educational Leadership faculty bases this status on several criteria including, but not limited to, the minimum standards required by the School of Graduate Studies and and additional Educational Leadership 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 Educational Leadership program may be eligible for regular admission status. However, the decision to recommend regular status admission is based on the vote of the Educational Leadership faculty. In order to maintain regular status, an Educational Leadership participant must register at least one semester out of every three semester (e.g. if participat last registered fall 2013 they must register by fall 2014 to stay active). Failure to comply to registration criteria will automatically deactivate students and they will not be eligible to register for future semesters. All participants accepted into any Educational Leadership program must take LEAD630 Introduction to Leadership within the first year of study.

Provisional Status

The Educational Leadership 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, i.e., requirement to take LEAD 535 Principals of Academic Writing, EDRM505 or EDRM611 Statistics within their 2nd semester, maintain a 3.5 GPA for first 12 graded credits, etc. These provisions must be met and regular status must be granted by the time specified by the faculty or, at the latest, when the participant completes 50% of the program's coursework. In the event a participant on provisional status fails to meet the specifications of his or her acceptance, he or she may be released from the program. It is vital that participant take their provision(s) very seriously and endeavor to comply and be recategorized to regular status as soon as possible.

Active Status

Register for a Course

To maintain active status in the Educational Leadership 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 of study is completed. If participants want to remain active and not register for regular course work they will need to register for EDAL650 Educational Leadership 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

At any time, a participant may choose to go "inactive," or the Educational Leadership faculty may place a participant on inactive status when, in its judgment, the participant has failed to make appropriate progress in the program or fails to meet "active" status requirements.

Reactivation

When "active status" is desired, the participant may request degree reactivation by 1) emailing their advisor their intent to reactivate and a detail a completion plan for their program, 2) paying the reactivation fee and then 3)registering for a course or continuous credit course EDUC560.

Academic Probation

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

Master's, specialist, and doctoral students must maintain satisfactorily the minimum grade-point average (GPA) as prescribed for their graduate level. The minimum GPA required for MA work is 3.00, for the EdS work is 3.20 and for the doctoral work is 3.30. A student whose cumulative GPA drops below the minimum required GPA is placed on academic probation.

The participant 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 participant to regular status. However, if the participant has not reached the minimum GPA within the time limit stated in the approved plan, he or she may be withdrawn 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 Educational Leadership Continuation (EDAL650) a minimum of one semester out of three semesters.

Withdrawal

- A participant may choose to withdraw from the program. Withdrawal from the Educational Leadership 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 Educational Leadership program, the participant must submit a written notice of intent to the program office. Student may also be withdrawn from the program for the following reasons:
- Failure to maintain active status.
- Failure to reactivate after a period of inactive status
- Major breach of Andrews University code.

Time Limits

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

MA: 4 years
EdS/EdD/PhD: 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. Annual review evaluates participant, enrollment status, course grades, overall academic performance and their dispositions as administration candidates. 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.

ACADEMIC ADVISEMENT

Advisor

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

Course Plans, Course Descriptions, 4 Year Schedules

A course plan is a formal agreement between the participant and the University of requirements for degree completion. Participants and faculty create a course plan to meet individual participant needs using the Department of Leadership four-year course schedule. This process is completed during Orientation.

For up-to-date Course plan templates, Course Descriptions, and Department 4 yr Course Schedules, vist the Leadership website at:

http://www.andrews.edu/sed/leadership_dept/educational_leadership/current_student/course_plans.html

Dissertation Chair

When ready to begin the development of a dissertation proposal, the participant will work with their advisor to secure a faculty member to chair the dissertation committee. The dissertation chair is chosen based on his/her research competence and/or familiarity with the subject matter of the research and must be approved by the School of Graduate Studies. This chair may or may not be the participant's academic advisor. The participant and the chair will confer on the selection of other members of 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. Please refer to dissertation section for more details.

ACADEMIC INTEGRITY

In harmony with the mission statement, Andrews University expects that students will demonstrate the ability to think critically and exhibit personal and moral integrity in every sphere of life. Please refer to the University's Academic Integrity Policy. Students are expected to display honesty in all academic matters.

Andrews University takes seriously all acts of academic dishonesty. Such acts are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Faculty and Student Committees on Academic Integrity for recommendations on further penalties. 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. Departments and faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses.

Peer-to-Peer File Sharing

Many people utilize peer-to-peer file sharing software such as Bittorent, Gnutella, Kazaa and others to download music, movies, software or books. If you do not have the permission of the copyright owner, it is illegal to download these files. The software may also make the files you have on your computer available to be downloaded by others on the Internet. This is always an issue unless you personally own the copyright to the work. Even if you have a legal right to a copy, you may not have the right to share it with the general public.

Copyright Related Laws and Sanctions

Copyright is the legal protection that creators have over the use, distribution and reproduction of their works, including music, movies, books and software. Copyright infringement occurs when people use, distribute or reproduce these works without the permission of the creator or copyright owner. The Digital Millennium Copyright Act (DMCA) further defines the penalties for copyright infringement, related to digital works.

Courts may award penalties for copyright infringement up to $30,000 per work. If the violation is considered "willful infringement" the penalties may be up to $150,000 per work infringed. There can also be attorney's fees and willful copyright infringement can result in imprisonment of up to 5 years and additional fines.

The Higher Education Opportunity Act requires colleges and universities, including Andrews University to take certain steps to respond to and attempt to prevent the illegal sharing of files.

The Andrews University Computers and Networks Policy includes the "storage or transmission of copyrighted materials without the owner's permission" as a prohibited activity. Those who act in violation of this may be subject to loss of access to network resources and potentially Student Life sanctions.

ANDREWS UNIVERSITY'S PROCEDURES AND SANCTIONS

Lawyers for copyright holders watch peer-to-peer sites to see who is advertising their protected material as available for download. They email letters called DMCA notices to the university.

Information Technology Services staff reviews these notices and match as far as possible the provided IP address to an individual. An email is sent to the individual associated with that IP address directing them to remove the material from their peer-to-peer sharing area. If there are additional DMCA notices for the same individual, an interactive conversation will be held with the individual (on phone or in person) to ensure that the individual understands the problem and the necessary steps to correct it.

If there are multiple DMCA notices for the same individual and the person is not cooperative in working to resolve the problem, the student's access to network resources will be removed. The student's information will also be given to the University's Student Life office for appropriate sanctions. Additionally, the individual's name and contact information may be made available to the organization sending the DMCA notices.

Plan to Effectively Combat the Unauthorized Distribution of Copyrighted Material:

Information Technology Services (ITS) employs bandwidth shaping technologies to detect and limit outgoing peer-to-peer traffic. This causes those attempting to illegally download copyrighted material to have very slow download speeds causing unsatisfactory experiences. Overall bandwidth utilization is frequently reviewed to ensure that this mechanism is functioning successfully.

Additionally the Information Security Officer receives DMCA notices, matches IP addresses to individuals and works with them to get the copyrighted material removed from peer-to-peer file sharing areas. In the rare case of an uncooperative individual, network access is removed, the case is referred to the Office of Student Life and the information may be turned over to the organization representing the copyright holders.

Alternatives to Illegal Downloading:

Educause maintains a site that lists legitimate online services for students to utilize as an alternative to illegal downloading. Andrews University students are encouraged to utilize these free or for pay sites to legally obtain the content they are seeking.

HUMAN SUBJECTS RESEARCH

Beginning January 1, 2013, applications for approval by the Andrews University Institutional Review Board (IRB) will require the inclusion of certificates of completion for the National Institutes of Health Online Training Tutorial, http://phrp.nihtraining.com/, for all principal and co-investigators listed on the IRB application. For applications submitted by student researchers, a certificate of completion for the faculty research advisor should also be included.

The tutorial will take an average of about two hours to complete and covers the basic ethical principles of respect for persons, beneficence, and justice that guide all research involving human subjects.
Respect for persons indicates "first, that individuals should be treated as autonomous agents, and second, that persons with diminished autonomy are entitled to protection." Thus, respect for persons includes "the requirement to acknowledge autonomy and the requirement to protect those with diminished autonomy."
Beneficence means to protect individuals from harm. Specifically, beneficence is the obligation to "(1) do not harm and (2) maximize possible benefits and minimize possible harms."
Justice means there should be "fairness in distribution" both of the risks and the benefits of the research.
Upon completion of the tutorial, a *Certificate of Completion* is provided that will be valid for three years.

What is an Institutional Review Board (IRB)?

An Institutional Review Board is a group of people formally designated to review and monitor research involving human subjects. The purpose of the IRB is to protect the rights and welfare of individuals who are participating as subjects in the research. The IRB has the authority to approve, disapprove, and require modifications to research projects involving human subjects. Once approved, the IRB must monitor the progress of the ongoing research, prospectively approve modifications, and, if necessary to protect subjects, suspend a research project.

Why IRB?

The Andrews University Institutional Review Board is endorsed with the responsibility of overseeing that all research involving the use of human subjects are conducted under ethical and scientific sound principles that ensure the rights and welfare of human subjects recruited to participate in such studies are safeguarded, and that the study will yield outcomes that are to the good of society, in compliance with federal regulations and its operating policy. For more information about the origins of IRB please visit The Belmont Report and the OHRP Guidelines

Membership

The board comprises individuals of varying disciplines from within the university and community, who are experienced and knowledgeable of the kinds of research done at the university. Such diversity ensures a comprehensive approach to protecting the rights and welfare of human participants and a complete and adequate review of research proposals is achieved. Proposals may be reviewed under one of three categories: Exempt, Expedited and Full.

IRB Categories

Exempt: Studies are exempt from full review if they have the following characteristics as described under the Protection of Human Subjects Title 45 Code of Regulation part 46 (45 CFR 46.101).

Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special educational instructional strategies, or (ii) research on the effectiveness of, or the comparison among instructional techniques, curricula, or class management methods.
Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), Survey procedures, interview procedures or observation of public behavior if information taken from these sources is recorded in such a manner that subjects cannot be identified, directly or through identifiers linked to subjects.

Research involving the use of education tests (cognitive, diagnostic, aptitude achievement), survey procedures, interview procedures or observation of public public behavior (including observation by an investigator who is also a participant in such behavior). All research involving survey or interview procedures is exempt without exception, when all the respondents are elected or appointed public officials or candidates for public office).

Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or indirectly or through identifiers linked to the subjects.

Research and demonstration on projects which are conducted by or subjects to the approval of department or agency heads and which are designated to study, evaluate, or otherwise examine: (i) Public benefit or service programs (ii) procedures for obtaining benefits or services under those programs (iii) possible changes in or alternatives to those programs or procedures or (iv) possible changes in methods or levels of payment for benefits or services under those programs.

Taste and food quality evaluation and consumer acceptance studies (i) if wholesome foods without additives are consumed (ii) if a food is consumed that contains a food ingredient at or below the level the and for a use found to be safe or agricultural chemical or environmental contaminant at or below the level found to be safe by the FDA or EPA.

Expedited: Studies will be categorized Expedited if all of the following characteristics as described in the Protection of Human Subjects Title 45 Code of Regulation part 46 (45 CFR 46.111) are satisfied.

Risks to subjects are minimized (i) by using procedures which are consistent with sound research design and which do not unnecessarily expose subjects to risk, and (ii) whenever appropriate, by using procedures already being performed on the subjects for diagnostic or treatment purposes.

Risks to subjects are reasonable in relation to anticipated benefits, if any, to subjects and the importance of the knowledge that may reasonably be expected to result.

Selection of subjects is equitable.

Informed consent will be sought from each prospective subject or subject's legally authorized representative in accordance with and to the extent required by 46.117.

Informed consent will appropriately be documented, in accordance with and to the extent required by 46.117.
When appropriate the research plan makes adequate provision for monitoring the data collected to ensure the safety of the subjects.

When appropriate the research plan makes adequate provisions to protect the privacy of subjects and to maintain the confidentiality of data

When some or all of the subjects are likely to be vulnerable to coercion or undue influence, such as children, prisoners, pregnant women, mentally disabled persons, or economically or educationally disadvantaged persons additional safeguards have been included in the study to protect the rights and welfare of these subjects.

Full: Studies that have risk to human subjects. All studies that do not meet the Exempt and Expedited reviews will be considered under Full category.

IRB Review Process

Full reviews are usually discussed at the full board sessions, while expedited and exempt reviews are evaluated by the chair, research compliance administrator or/and another designee(s) from among members of the IRB.
The board meets once monthly; usually the second Monday of every month. For more details about the meeting schedules please visit IRB Meetings Schedule site.

COMPLAINT PROCEDURE

SED Policy 007.4 Candidate Complaint Procedure

If a candidate feels that his/her academic rights have been violated, he/she should speak directly with the relevant professor. If the candidate is unsatisfied with the professor's response, he/she may appeal to the department chairperson. Following a decision by the department chairperson, the candidate (or professor) may appeal to the appropriate academic dean, followed by an appeal to the Office of the Provost (based on *2010-2011 Student Handbook*).

SED Policy 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 within one semester through the following steps:
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.
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 immediate supervisor must render a written report of his/her findings within a week.

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.

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.

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

SED Policy 007.4.2 Resolution of All Other SED Complaints

Candidates should follow this protocol in dealing with other complaints:

- If applicable, the candidate may wish to first consult with his/her instructor or advisor.
- If the instructor or advisor is unable to resolve the complaint, the candidate may discuss it with the department chair.
- If the issue is still unresolved, the candidate may submit a written complaint to the SED Dean.
- If the issue remains unresolved, the candidate may discuss the matter with the Provost who will provide a written decision which will be considered final.
- At any point in the complaint process a candidate may consult with either of two University Ombudspersons whose role is to facilitate understanding, communication, and resolution of conflicts. They may help by identifying and explaining relevant university policies, procedures, and problem-solving channels. The Ombudspersons will also help the candidate to explore options or help identify University programs and resources that might be of benefit. The Ombudspersons do not get involved in:
- Legal advice or legal representation
- Non-University related disagreements or problems
- Filing grievances or making formal complaints
- Representation of candidates in formal University procedures. (See "Ombudspersons" in the current *Student Handbook*.)

SED Policy 007.4.3 Record of Formal Appeals

The office of the Dean of the School of Education keeps a record on file of formal appeals that have arisen in the SED.

SED Policy 007.5 on Grading

The School of Education abides by the grading system used by Andrews University, as outlined in the Andrews University Working Policy (2:437).

MENTORED INTERNSHIP

The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1 through 10 with substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit (ELCC Standard 7).

Our program is designed to prepare K-12 school administrators who are committed to excellence and service. They are informed by knowledge, and have skills and attitudes that will enable them to promote the success of all students by the 10 Standards.

INTERNSHIP PROCEDURES

Prior to the Internship

a) The prospective intern should contact the K-12 Educational Administration Internship Coordinator to schedule an appointment to discuss the internship and to register for EDAL680 or LEAD886. In addition the intern will submit a completed *Application for Internship Form* to the Internship coordinator.

b) The intern must complete a background check, finger print processing, and return a completed *Clearance for Internship Experience Form* prior to internship placement. These items also need to be discussed in the initial meeting with the intern, mentor, and internship coordinator.

c) In collaboration with the internship coordinator, the intern completes the *"Stage I Assessment"* portion of the syllabus as background for the meeting with the mentor and coordinator.

d) The intern then presents and discusses the "Planning" portion of the portfolio with the Internship coordinator and possible locations are finalized where the internship is to take place.

e) The intern makes contact with interested mentors for placement of the intern. The internship coordinator will set up an initial meeting to discuss the *K-12 Educational Administration Internship Agreement* which includes two things, 1) securing signatures and 2) scheduling a joint meeting with the intern, mentor, and intern coordinator for the purpose of determining if there is a match in which the internship can proceed.

f) The introductory meeting takes place and includes:
    a. Introductions
    b. Explanation of the "Internship Manual" contents
    c. Explanation of student "Growth need target areas"
    d. Share School handbook with intern
    e. Share a copy of the intern's Clearance for Internship Experience form with the mentor
    f. Exchange contact information
    g. Set a time for the decision to proceed, which will be communicated from the intern and mentor to the internship coordinator
    h. Set a target date for a meeting to accomplish the following :
        1) Agree upon specific activities to be listed on the Intern Contract
        2) Sign the Internship Contract

3) Distribute copies of the Internship Contract to each signing party

During the internship

1) A regular log will be kept by the intern on the *Internship Activity Log*, which is regularly signed by the mentor (school principal). It is the responsibility of the intern to submit the log to the Andrews University Internship Coordinator regularly.
2) The mentor meets with the intern on a regular basis. This meeting is to be documented in the *Internship Activity Log.*
3) Throughout the internship, the Internship Coordinator will be available for consultation and may initiate contact with the mentor to obtain progress evaluations. The Internship coordinator will meet with the intern as needed during the semester, using the appropriate communication methods depending on the intern's location.

4) At the end of the internship: a) the mentor (i.e. school principal) completes the *Mentor's Internship Assessment Form* and the Dispositions Assessment Form and b) the intern completes the *Evaluation of Supervision Form.* All forms should be sent for evaluation to the Internship Coordinator. The Internship Coordinator will communicate final results to both the mentor and the intern.

Please refer to the Internship Manual for detailed account of internship experience.

ASSESSMENT PHILOSOPHY AND PRACTICE

Assessment is the process of collecting data for the purpose of improving program performance and learning outcomes of participants (we use this term to refer to students in our program). Assessment data can be qualitative or quantitative, generated by formal or informal processes and used by faculty, staff, and participants at any time for continuous improvement. It is also as simple as listening to a participant and responding by adding a YouTube video to an online class. We use data from diverse assessment processes for micro as well as macro changes.

In Educational Leadership, assessment is linked to the Leadership and Educational Leadership departmental core values of community, service, integrated life, and human dignity. Each faculty or staff member and participant is encouraged to use these values to guide their behavior. The health and welfare of all—faculty, staff, participants—as well as the effective use of resources is the goal of assessment. These four core values guide assessment and are crucial to the success of the program:

Community engenders assessment in many ways. Regular meetings with participants, graduate assistants, and faculty build the basis for feedback and create a culture of assessment. Current plans to use FaceBook came directly out of participants' feedback. In addition, email communication, telephone conversations, online chats, and discussion boards provide opportunities for continuous improvement.

Service provides opportunities to apply what is learned in the field and give feedback to the program. Service involves the giving of time, knowledge, and skills to help other people. This service also provides additional assessment data for program improvement and participant development.

Integrated life focuses on the harmonious development of mental, physical, social, and spiritual dimensions. Feedback on these dimensions is the basis for assessing personal wholeness and balance. Conversations between faculty and participants often bring up ways to improve in this area. Finally, throughout this assessment process we are aiming for integration—personally and corporately.

Human dignity involves respecting the uniqueness of each individual. Faculty, staff, and participant boundaries must be honored, as their dignity is also crucial to program vitality and sustainability.

Our experience in assessment has nurtured within our community a strong belief, even a theology of practice, in which mercy and clear communicative processes of discovery and revelation are essential. We believe that gentle and effective formative evaluations "along the way" support participant development so that summative judgments can become experiences of celebration rather than of fear.

There are several times throughout the program where assessment data are collected. These include the following:

Admissions
Applicants assessed to evaluate their fit for the program.

- Purpose Statement
- Recommendations
- GRE
- Transcripts (course types and GPA)
- Aggregating Admissions Statistics to show admissions patterns
- LEAD630 Intro to Leadership
- Face-to-face evaluations
- Self-evaluations and participant "fit to program" paper
- Faculty evaluation of orientation and participant needs
- Course Assessments
- Course syllabi show how artifacts aligned to portfolio
- Rubric evaluations
- Grades
- Annual Reviews
- Continual enrollment requirements

- Program progress
- SED Participants Disposition Evaluation (See Appendix H)
- EDAL680/LEAD886 Internship
- Internship mentor assessment
- Program Completion Assessment (Comprehensive Examination)
- Written "Test"
- Portfolio
- Doctoral Dissertation (for EdD and PhD)
- Exit Interview
- SED Program Completion Survey (See Appendix J)
- State required Educational Testing Services, ETS Examinations
- Post-Graduate Assessment
- SED Alumni Survey (See Appendix K)
- SED Employer Survey (See Appendix L)

COMPREHENSIVE EVALUATION

MA, EdS, EdD, and PhD participants complete a portfolio and an oral examination as their comprehensive evaluation. EdS, EdD, and PhD participants also complete a written test as a part of their comprehensive evaluation (see appendix). This comprehensive evaluation section of the handbook describes the portfolio and its value, and the written test portion of the participant evaluation process.

REQUIRED NATIONAL TEST FOR EDUCATIONAL LEADERSHIP

To fulfill ELCC National Recognition requirements, our program requires all individuals seeking state educational leadership licensure to take the Educational Testing Services (ETS) national test required in their respective state. The ETS test varies by state so please make sure you select the test your state requires. Have results sent to both your state and to the Andrews University School of Education. Then test scores must be reported to the director and your advisor of your portfolio. Participants will not be penalized for their scores. In other words, the only requirement for the portfolio is that they take this test. However, these ETS scores are used to evaluate and accredit the K-12 educational leadership program. As such, participants are strongly encouraged to secure test support resources and study diligently for this test.

PORTFOLIO

Many educators have been developing a variety of holistic assessment tools to better guide and evaluate learning development and professional performance. Portfolio evaluations have emerged as one such holistic assessment tool. They have been widely used by teachers and participants 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 educational leadership programs.

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

In educational leadership, the portfolio functions as both a formative and a summative instrument for development of educational leadership 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 standards. It serves as a summative evaluation instrument because it constitutes the comprehensive exam for MA participants or the portion of the *comprehensive examination* for EdS and doctoral participants. It provides an assessment to evaluate participants' readiness for graduation and/or the dissertation stage of their doctoral work.

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

The portfolio:

- gives substantive, meaningful, and appropriate documentation for each standard
- is reviewed by the appointed portfolio development faculty members
- is submitted for formal and final approval in the portfolio presentation

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

A Christian Worldview for Evaluation and the Portfolio

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

We believe the best safeguard against these potential negative 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 the participant to have the success in creating the portfolio.

With a belief and trust in God's love and grace, received "without merit," the participant is inspired by his or her personal worth and energized toward development. Trusting that God is love generates a work of love expressed through the portfolio and helps to maintain focus on the participant's calling to educational leadership and being equipped for wider service and leadership. Through the creation of clear expectations and directions, the portfolio becomes an instrument of harmonious development and preparation to serve others competently, courageously, and compassionately.

In addition to guiding a God-based developmental, the portfolio also helps the participant showcase God's work in their life. In Psalm 26, King David acknowledges that testing allows us to "publish with a voice of thanksgiving and tell of all Thy wondrous works" (Ps 26:7, Modern Language Bible). The portfolio's public presentation 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 public sharing of portfolio work allows participants to learn from each other and get specific advice and validation of their work. It allows celebration and feedback together.

In summary, using an "education as redemption" model frames the portfolio as a process. The program uses it to help educational leaders grow in their calling. It provides a safe and redemption frame of learning to showcase that learning to peers, teachers, and future employers.

Scholarly Support for Portfolios

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

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

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

Because the portfolio includes statements about what one believes he or she has learned and how documents evidence that learning, the portfolio also includes reflection. Reflection is best done using current literature. 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) over the past decade has encouraged educational training facilities to "use authentic performance activities as assessments rather than traditional tests" (Stader & Hill-Winstead, 2002). Educational Leadership 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 (such as web-based databases) forms that can easily reviewed by others for continuous improvement of not only individuals, teams, and organizations but also university professional training.

Portfolios have become essential tools as participants of educational leadership seek and secure administrative jobs. They can be used by potential employers to evaluate a candidate match to a position.

Finally, many studies have pointed to the effectiveness of portfolio assessment as a way for administrators to keep track of the many aspects of successful educational leadership that will support healthy schools and effective student learning and teacher development (Brown, 2002; Lashway, 2003).

In summary, portfolios:

- Serve as guides for participants to organize their educational leadership development
- Provide opportunities to encourage holistic reflection on strengths, weaknesses, and learning outcomes they have as they develop as leaders
- Create a vehicle for fostering learning communities and a focal point by which members of those communities give feedback to each other
- Provide a platform for effective assessments to evaluate participants' overall attainment of program objectives
- Are adaptable to a variety of media (including web-based databases) which is particularly beneficial for personal, team, organizational, and programmatic assessment and improvement
- Serve as effective documentation to help participants secure professional employment
- Provide experience with a tool that is used throughout education to support student learning and teacher development, two central areas of educational leadership.

Educational Leadership Programming Alignment to Portfolio

The Appendix shows how courses align with the 10 standards required in the program and are documented in the portfolio. The responsibility of the program is to provide courses, advisement, and resources useful for the participants' development. However, this is a collaborative relationship with the participants. It remains the responsibility of participants to develop in these educational leadership standards. Regardless of programming, each participant takes ownership of the documentation of his or her own development. Portfolio gives each participant ultimate ownership of his or her development. Appendices E and F provide general portfolio timelines and an outline of program processes. Throughout the program, this table will be useful to help participants keep the big picture in mind as they move through the program and gather their artifacts together to show their development in these standards.

In Educational Leadership we use Live Text as the medium for portfolios.

LIVETEXT

What Is LiveText and Why Are We Using It?

During the 2007-2008 school year, the faculty of the School of Education sought to enrich our assessment plan by improving program effectiveness and enhancing candidate learning within all SED programs. A more precise tool was necessary in order to keep better track of student learning, program objectives, and to facilitate reporting of program goals. Live Text was chosen as that tool.

LiveText In Summary

There are many important benefits to using Live Text. Live Text is an extremely flexible web-based/online tool designed to help you enhance your educational experience and professional opportunities. The most basic uses for Live Text are as: an organization and productivity tool; a collaboration tool; a portfolio tool; an assignment creation and assessment tool that supports data-driven decision-making; and as a course management tool including lesson planning and access to online video resources.

In essence, Live Text can be described as a boundless "My Documents" that lives on the web. You can store whatever you like there, organize it however you wish, access it anytime - from any computer with Internet access - anywhere in the world, and know that your work is backed up at least daily. Live Text requires your computer (either PC or Mac) to have a web browser (Internet Explorer or Firefox) and an Internet connection.
Live Text Online Course Software for Portfolio Creation and Assessment

Live Text is web-based software designed to manage documents and artifacts for participants, faculty and administrators. It is useful for tracking participant development and for assessment to improve program delivery. Basically, it is helpful for making all of us more productive. You will add content to your Live Text account all the way through the program, from your first self-assessment in LEAD630 to finalizing your portfolio. Your internship information will also be placed in Live Text. Most all of you will have a portfolio that will be appropriately presented and evaluated in Live Text.

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

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

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

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

LiveText System Requirements

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

NOTE: Some additional software or hardware may be required depending on the course. Participants will be notified of any additional course-specific requirements by the professor.

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

For more information regarding Live Text visit:
http://www.andrews.edu/sed/resources/livetext/students/index.html

Portfolio Development Specifics

Candidates will develop their portfolio in Live Text using the Educational Leadership template and include:

Artifacts

Types of Artifacts

1. *Things created*. An artifact is just about anything that you might wish to use to document your experience in connection with an Element. Examples of artifacts are school manuals, syllabi, school web pages, PTA events and fund-raising, program evaluations, seminar materials, marketing materials, budgets, financial statements, agendas, minutes, proposals, videos of presentations, policy descriptions, reviews of books, articles, reports, photographs, papers, course assignments, and a thousand other possibilities.
2. *Verification of leadership ability provided by others*. Items such as letters, cards, evaluations, and annual job reviews or reports would be included here.

3. *Reflective journals and papers written by the participant that demonstrates growth in a particular area that is connected with the knowledge base or theoretical underpinnings of a given experience*. A self-reflection of a particularly difficult parent or participant interaction would be a good example of this type of artifact. A self-reflection essay describes personal growth in a standard and theoretical knowledge base supporting the competency.

Live Text will receive Artifacts in a number of formats, which include but are not limited to Microsoft Word, Excel, PowerPoint, PDF, audio files, and video files.

Reflection Paper on Each Standard

After uploading artifacts, the candidate will need to write a 3-4 page paper on each standard. They will explain their projects and reflect on their learning, and cite knowledge that has helped them in their development. They will then explain how they have applied their key learnings to their practice as educational leaders.

Following are some stems to facilitate reflection writing:
"The artifact on XYZ demonstrates my ability to manage resources because . . ."
"The ABC artifact shows one of the most meaningful experiences I had on . . ."
"This paper on ABC shows my understanding and application of . . ."
"A question or plan of action I wish to pursue as a result of this experience/artifact will be . . ."

Synthesis Paper

After completing the portfolio standards, complete with artifacts and reflections, candidates must complete a synthesis paper that explains their overall development in the program:

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

While the synthesis paper cites academic material, the primary focus of this document is to link your work in the program as a whole to your practice as a leader. It is a critical integration of your learning in the Educational Leadership Programs. It will summarize a participant's journey as they developed the required knowledge, skills and their attitudes of educational leadership.

Portfolio Evaluation

The portfolio standards will be evaluated by the portfolio rubric. The portfolio is evaluated at the standards level and as a complete document on the following five levels:

- Exceptional
- Proficient
- Satisfactory
- Emerging
- Unsatisfactory

The minimum pass level indicators below must be met for participants seeking the following degrees:
Pass level indicators

- MA: To pass, each Standard must be at the ***satisfactory*** level.

- EdS: To pass, each Standard must be at the ***satisfactory*** level with two at the ***proficient*** level.
- EdD: To pass, each Standard must be at the ***satisfactory*** level with three at the ***proficient*** level.
- PhD: To pass, each Standard must be at the ***satisfactory*** level with three at the ***proficient*** level and one at the ***exceptional*** level.

When the synthesis paper is approved by the participant Program Team (advisor and team member(s), the request for a date for the portfolio presentation is submitted to the K-12 Educational Leadership Program faculty.

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

DOCTORAL DISSERTATION

Dissertation Purpose and Credits

There are three major, but overlapping, phases of the doctoral program: (a) coursework, (b) comprehensive examination and portfolio work, and (c) the dissertation. Participants should start the dissertation during their coursework. Please see your advisor for more detail on this process. During the dissertation phase of the program, participants will go through five major stages: (a) selecting a topic and committee, (b) writing a proposal, (c) researching (collecting data), (d) writing the dissertation, and finally, (e) orally defending the dissertation.

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

The completion of the dissertation can also be one of the most rewarding experiences. 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 educational leadership context. Given these dynamics, the dissertation can be a very rewarding experience.

While there is (and should be) great diversity between dissertations, dissertations in Educational Leadership usually: (a) use literature pertinent to education and schools; (b) demonstrate a participant competence to conduct independent research; (c) present a logically organized and readable account of the investigation, its findings, conclusions, and implications; and (d) show growth in an educational leadership standard focused on a clearly defined problem of strong importance to the profession.

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. This course facilitates the participant working with their chair to develop a proposal. The remaining 14 credits are to be taken while developing the dissertation proposal and the dissertation itself (LEAD899 Doctoral Dissertation).

The dissertation topic and the committee are often selected before registering for any dissertation credits. However, sometimes participants wish to take time to fine-tune a dissertation topic or select their dissertation committee. During that time they may register for dissertation credits with their advisor. Continuous registration requires a participant to be registered at that least every third semester.

Once the topic and committee are approved, the participant should be able to register for the 2-credit course, LEAD/EDRM880 Dissertation Proposal Development. In the Appendix you will find a LEAD880 Self-Evaluation

Form to assist in determining one's readiness for the course. Polishing the dissertation proposal and getting it approved may take another 2 dissertation credits (to a total of 6). No further dissertation credits will be allowed until the proposal is approved. If needed, at least every third semester, participants must register for EDAL650 Educational Leadership Program Continuation 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. Here is a summary of how participants could pace their dissertation credits to reduce the necessity of registering for continuation:

Topic & committee approved (LEAD880 no more than 2 credits total)	2 cr.
Dissertation Proposal Development (LEAD880/EDRM880)	2 cr.
Proposal development & approval (LEAD899)	2 cr.
Data collecting	4 cr.
Completion of dissertation & oral defense	6 cr.
Total	16

This process of dissertation can be divided into five stages.

Dissertation Process

Stage 1: Topic and Committee Approval

- Talk with Advisor or potential chair about various topics for a dissertation
- Write a Dissertation Topic Prospectus
- Select faculty member to serve as your dissertation chair
- Revise Prospectus
- Work with the chair to finalize a dissertation committee using the topic committee form
- Continue to work with chair and committee to expand Prospectus into a chapter one

Stage 2: Proposal

- Check readiness to take LEAD880 (see form in Appendix G).
- Work on readiness factors (read literature; expand research methods reading, etc.)
- Take LEAD/EDRM 880
- Write a Research Proposal (RP)
- Continue to work with chair and committee until the committee approves RP
- 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
- Get IRB approval (this may take from one to three months)

Stage 3: Data Collection

- Contact subjects, collect data, etc.
- Work with Chair on any changes to the research plan or problems that develop in the data collection phase
- Continue to edit chapters 1-3 per APA style and AU format
- Submit findings chapter to chair for reading
- Finalize discussion chapter with chair and rest of the committee as agreed upon with the chair.
- Complete publishable paper for final chapter of the dissertation
- Submit dissertation as a whole to Chair
- Work with the chair until chair approves the dissertation

Stage 4: Dissertation

- Submit the full dissertation to the whole committee
- Make changes to the document as suggested by the committee

Stage 5: Defense

- Arrange and complete a pre-defense meeting with the committee

- Make changes to the document as suggested by the committee
- Repeat steps 1 & 2 if needed.
- Send final draft to Dissertation Secretary for her review
- Make changes per Secretary comments (this may take weeks)
- Work with chair and Dean of SED to identify External Reviewer
- Work with chair and Dean to arrange defense date
- Work with chair to prepare materials for dissertation defense presentation.
- Orally defend the dissertation before the full committee
- Follow the Post-Defense guidelines from chair and SED graduate secretary to complete document, upload it to UMI and get it bound.

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 throughout the process. However, they should have a significant knowledge base in educational leadership content as well as methodolgy before starting to work with their academic advisor on the prospects or propoants. 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 helps in 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 Dissertation Topic Prospectus, a brief statement (one to four pages) outlining their research plan. This brief statement should include a description or nature of the topic, the problem, its importance to the researcher, the literature to be surveyed, and a brief statement about the proposed methodology. Based on this statement, chair or member decisions can be made. Participation on a committee is a faculty member's choice. This choice can be based on many different factors. If a 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 must be a full-time Andrews graduate faculty. The third member may be from outside Andres 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 educational leadership. Also, the topic must be one where Andrews University resources, or other available resources, can support the dissertation research.

Once a topic has been selected and the acceptance of a chair and members has been secured, the chair should process the topic and committee approval form (Request for Doctoral Dissertation Committee and Topic Approval). This form lists the necessary names, the dissertation topic, and the research methodologies that are evidenced in the participant 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. Vita from members outside Andrews University need to be included with the form.

Stage 2: Proposal

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. 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 educational leadership. The proposal must be approved by the committee and cleared by the Institutional Review Board (IRB) before data collection can begin.

Format and Content for the Proposal

Graduate written work must follow the latest edition of *Andrews University Standards for Written Work*. This is especially true of the proposal and the dissertation. The Leadership and Educational Leadership Department follows the APA style of scholarly writing (see latest edition of *Publication Manual of the American Psychological Association*). If there is a difference between APA and *Andrews University Standards for Written Work*, *AU Standards* must be followed. *AU Standards*, as well as other documents and forms related to the dissertation, are reviewed on our web page in more detail. In addition to explaining format and style rules, these documents explain procedures and policies that are important in the dissertation process.

Ultimately, the Dissertation Secretary is responsible for assuring conformity to the University's *Standards for Written Work*; the chair, department, school, and graduate division ensure compliance with other policies. When 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:

- The Problem
- Introduction and background of the problem
- Statement of the problem
- Purpose of the study
- Research questions or objectives/hypotheses and sub-hypotheses
- Research Design (Methodology)
- Theoretical/conceptual framework
- Significance/importance of the study
- Definition of terms
- Assumptions
- Limitations and/or delimitations of the study
- Summary
- Outline of the remainder of the proposal

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.

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:

Description of the population and any sampling procedures used.
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.
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.

Pilot studies.

Procedures:

- Field, classroom, or laboratory procedures
- Data collection and recording
- 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:

- 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.
- 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 K-12 Educational Leadership 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, Skype, etc.). The committee's acceptance of the proposal is indicated on the "Report of the Participant'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://old.andrews.edu/GRAD/OSR/IRB/.

Stage 3: Data Collection

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 be cleared by 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 forms of support outside Andrews University to provide ongoing support and wisdom during this time.

Stage 4: Dissertation Written Document

The dissertation document will go through many drafts. This is typical and should not be seen as overly demanding. Part of the document polish process will also include the Dissertation Secretary. Given that each participant and dissertation committee is faced with various time constraints and deadlines, and differ in nature and makeup, working closely with the chair is essential to manage expectations and deadlines.

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 can continue with LEAD899. One LEAD899 credit is considreed full-time dissertation work. 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 typically convenes 4 or more 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

Once the document and the participant are cleared by the committee as ready to defend, the document is sent to the Dissertation Secretary, to be reviewed for APA and AU format issues. The participant makes the changes and when the dissertation secretary sign off the document is ready to go to the external examiner. The external reviewer is selected by the Dean from input form the chair and participant. The oral defense of the dissertation is an important part of the dissertation process. It is a way to test the participant 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 participant.* 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 participant and observers leave and the committee convenes in executive session. At the oral defense of the dissertation, the examining committee will determine the participant ability to defend the dissertation document. The vote taken will be either (1) to approve the defense, (2) to approve with changes, (3) to reject the defense with the opportunity for another defense, or (4) to reject the defense with no further opportunity for defense. The vote is recorded on the appropriate form.

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

Option 1: The Dissertation Secretary arranges for duplicating with Andrews University LithoTech, and the participant account is billed. At this point, the Dissertation Secretary submits the Notification of Thesis/Dissertation Completion form to the Records Office and the participant'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 Educational Leadership web page contains a collection of documents and forms essential for the dissertation process. These are explained in Appendix E.

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. Participants can view the class list to see who else is enrolled in the course, and can communicate with them using a variety of embedded tools, including content, paging, chat rooms, and discussion boards.

Participants can view all the contents of the course, and will be expected to utilize the online quizzes and exams. Participants will also be expected to use the dropbox to submit assignments and papers, and will be able to view their GRADES online. Participants can log into their Moodle personal homepages, using their Andrews University usernames and passwords, from anywhere, at any time, 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.

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 Educational Leadership Program may be obtained in either of two ways:

Registering for four or more credits. (For most graduate loans, registering half-time 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.

Submitting a Full-time Status Request form. To use this form, the participant must register for LEAD899 Dissertation Credit, EDAL888 Dissertation Continuation, LEAD 880 Dissertation Propsal Development, or EDAL650 Program Continuation and clock at least 24 hours a week or at least 360 hours per semester for each semester of loan deferment desired.

Forms are available from the Graduate Programs Office or the Leadership & Educational Leadership office. Based on the above and upon request, the Leadership & Educational 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 candidate is committed to working a minimum of 24 hours per week on program content to clear deferred grades (DGs) with advisor approval. If a candidate choses not to register for any credits for more than two consecutive semesters, he or she must register for EDAL650 or become inactive. The Student Financial Services office recognizes registration for EDAL650 as full-time status, and as a condition for deferring repayment of academic loans.

Fees

For more information on program fees please visit: http://bulletin.andrews.edu/content.php?catoid=4&navoid=242

Sponsorship

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

RESIDENCY REQUIREMENTS (FOR EDS, EDD, AND PHD)

http://www.andrews.edu/sed/resources/student/handbooks/doc22nd-11.pdf

ADVANCEMENT TO DEGREE CANDIDACY

Advancement to Degree Candidacy

An applicant for Advancement to Degree Candindacy form is filled after the participant:

- Applies for the comprehensive evaluation
- Completes all course requirements or registers for them
- Removes all curriculum deficiencies
- Removes any language deficiency

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

STANDARDS OF SCHOLARSHIP

Course Plan and Portfolio

The course plan is a legal document that outlines some of the course requirement necessary to secure the degree. Changes to this must be agreed upone by the university and the student.

APA Standards and AU Standards

All written work must conform to the recent APA standards and *AU Standards for Written Work*. http://www.andrews.edu/grad/documents/sww11.pdf

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, Educational Leadership faculty determine each participant progress in the program. Any concerns are brought to the attention of the participant at that time.

TRANSFER OF CREDITS

http://www.andrews.edu/services/registrar/students/#Articulation

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.

SERVICES FOR PARTICIPANTS WITH DISABILITIES

The Educational Leadership 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 Educational Leadership office of their disability and enter into a dialogue regarding ways in which the program might reasonably accommodate them.

PARTICIPANT 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, which is to try first to resolve the conflict with the person in question. If that doesn't work then take another person with you to discuss the situation with the individual. The following describe ways to resolve conflict.

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 participants.

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 FACULTY MEMBER OVER 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.

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

In summary, conflits arise in academic situations and need to be managed with mutual respect. This section outlines that process.

GRADUATION

Applications for Graduation

It is the responsibility of the participant to obtain and file an "Application for Graduation" request with the Records Office. For May graduation, the application should be filed in mid-January. For August graduation, the application should be filed in mid-May. (See the current *Bulletin* or 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.
- The custom-made doctoral regalia can be ordered by online http://academicregalia.herffjones.com/category/detail/categoryID/3367 . 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 lodging should 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.

Graduation in Absentia. At the time of application for graduation/marching, students must indicate whether or not they plan to participate in the ceremony. Those who complete all degree requirements and choose to graduate in absentia forfeit their right to participate in a later graduation ceremony. Those who participate in a graduation ceremony before completing all degree requirements under the terms specified below may not participate for a second time when they complete their requirements.

APPENDICES

Appendix A	Ten Standards Full Version
Appendix B	Educational Leadership Standards (1-10) CABO
Appendix C	Educational Leadership Curriculum Map
Appendix D:	Department 4-Year Course Schedules
Appendix E:	Portfolio and Comprehensive Examinations in the K-12 Educational Leadership Programs
Appendix F:	Dissertation and Portfolio Timeline
Appendix G:	General Portfolio Timeline and Program Processes and Content Creation Guidelines
Appendix H:	Evaluation of Research LEAD 880 Evaluation
Appendix I:	Participant Disposition Evaluation and Disposition Plan for Improvement
Appendix J:	Program Completion Survey
Appendix K:	AU SED Alumni Survey
Appendix L:	AU SED Employer Survey
Appendix M:	Educational Leadership Faculty & Staff

APPENDIX A

Ten Standards Full Version

2011 ELCC Building Level Standards

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

1.3 Candidates understand and can promote continual and sustainable school improvement.

1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

3.1 Candidates understand and can monitor and evaluate school management and operational systems.

3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

3.4 Candidates understand and can develop school capacity for distributed leadership.

3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and

mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

6.1 Candidates understand and can advocate for school students, families, and caregivers.

6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational

Leadership Building-Level Program Standards through authentic, school-based leadership experiences.

7.2 Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.

7.3 Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.

AU Standards

Standard 8.0: A building-level education leader comprehensively applies technology to advance school processes and student learning, developing budgets and plans that utilize technology to manage school operations, support the professional development of staff, increase collaboration with the community, ensure personal security and safety, and promote effective teaching and learning.

Standard 9.0: A building-level education leader is one who educational leader who appreciates the perspectives of others and develops a personal philosophy from which action and service arise. They understand the practical implications of their worldview and use it to inform school policy and leadership practices.

Standard 10.0: A building-level education leader read and applies research and evaluation to make effective leadership decisions. They interpret data using a variety of methods, critically examine educational claims to discover best practices, and monitor teacher performance and student learning.

APPENDIX B

Educational Leadership Standards 1-10 (CABO)

360° Candidate Assessment By Others (360° CABO) for K-12 Educational Administrators

WHAT IS THIS (360° CABO) FOR? **This is not a recommendation form on the merit or expertise of the person, but an assessment of your perspective of the knowledge, and/or beliefs behind the words and/or actions of the person. The 360° CABO is designed to help participants obtain an assessment from a peer, a superior, and a subordinate, regarding the level of their understanding in several areas related to administrative functioning in K-12 School systems in accordance with the standards set forth by the Interstate School Leaders Licensure Consortium (ISLLC), the Educational Leadership Constituent Council (ELCC), and the SDA Church.**

INSTRUCTIONS FOR COMPLETING THE 360° CABO:

Please complete this assessment as accurately and honestly as possible. There are no good or bad, right or wrong answers, just your perceptions.

Please respond to the statements in the 360° CABO using column "D" or the "Ans. Here" column, and the following numbers to identify your perception of the participants knowledge and ability regarding each statement.

0 - I have no knowledge or opinion about the participant's knowledge or ability regarding this.

1 - The participant can't do and/or doesn't know anything about this at all.

2 - The participant can't do and/or doesn't know much about this at all.

3 - The participant knows about and/or can do this at a satisfactory, beginning level.

4 - The participant knows about and/or can do this at an adequate, proficient level.

5 - The participant knows about and/or can do this at an expert distinguished level.

Write the number that best indicates your response in the box in the Pre Test column of the 360° CABO.

Please do not spend too much time with this activity.

Go with you first impression.

On behalf of the participant, thank you for your time and effort!

STANDARD 1 - Vision as an Essential of Leadership Development: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

	ELEMENT 1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.	**CONTENT KNOWLEDGE** **I provide knowledge of collaborative school visioning; theories including but not limited to an understanding of learning goals in a pluralistic society relevant to building, articulating, implementing, and stewarding a school vision; methods for involving school stakeholders in processes necessary to implement and support the vision.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate skills required to design and support a collaborative process for developing and implementing a school vision; articulate a school vision of learning that promotes the success of all students characterized by a respect for students and their families and community partnerships; develop a comprehensive plan for communicating the school vision to appropriate school constituencies; formulate plans to steward school vision statements.**		
ELEMENT 1.1 Average			**Score**	**Percent**
	ELEMENT 1.2Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.	**CONTENT KNOWLEDGE** **I provide knowledge of the design and use of assessment data for learning; organizational effectiveness and learning strategies; tactical and strategic program planning; implementation and evaluation of school improvement processes; variables that affect student achievement.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate skills required to develop and use evidence centered research strategies and strategic planning processes that focus on student learning; create school based strategic and tactical goals; collaboratively develop implementation plans drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs to achieve those goals; develop a school improvement plan that aligns to district improvement plans.**		
ELEMENT 1.2 Average			**Score**	**Percent**
	ELEMENT 1.3 Candidates understand and can promote continual and sustainable school improvement.	**CONTENT KNOWLEDGE** **I provide knowledge of continual and sustained improvement models and processes; school change processes including initiatives necessary to motivate staff, students and families for continual and sustainable improvement; role of professional learning in continual and sustainable school improvement.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate skills required to identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; design a transformational change plan at the school building level; design a comprehensive, building level professional development program.**		

ELEMENT 1.3 Average			**Score**	**Percent**
	ELEMENT 1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders	**CONTENT KNOWLEDGE** **I provide knowledge of effective strategies for monitoring the implementation, revision of plans to achieve school improvement goals, and program evaluation models**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate skills required to develop a school plan to monitor program development and implementation of school goals; construct an evaluation process to assess the effectiveness of school plans and programs; interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders**		
ELEMENT 1.4 Average			**Score**	**Percent**
STANDARD 1.0 Average				
STANDARD 2 - Instructional Culture as an Essential of Leadership Development: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.				
	ELEMENT 2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.	**CONTENT KNOWLEDGE** **I provide knowledge of theories on human development behavior, personalized learning environment, and motivation; school culture and ways it can be influenced to ensure student success.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate skills required to collaborate with others to accomplish school improvement goals; incorporate cultural competence in development of programs, curriculum, and instructional practices; monitor school programs and activities to ensure personalized learning opportunities; recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional practices; facilitate the use of appropriate content based learning materials and learningstrategies; promote trust, equity, fairness, and respect among students, parents, and school staff.**		

			Score	Percent
ELEMENT 2.1 Average				
	ELEMENT 2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	**CONTENT KNOWLEDGE** **I provide knowledge of curriculum development and instructional delivery theories measures of teacher performance; multiple methods of evaluation, accountability systems, data collection, and analysis of evidence; school technology and information systems to support and monitor student learning.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate skills required to collaborate with faculty to plan, implement, and evaluate a coordinated, aligned, and articulated curriculum; use evidence centered research in making curricular and instructional decisions; interpret information and communicate progress toward achievement; design evaluation systems and make school plans based on multiple measures of teacher performance and student outcomes, and provide feedback based-on evidence.**		
ELEMENT 2.2 Average			**Score**	**Percent**
	ELEMENT 2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff	**CONTENT KNOWLEDGE** **I provide evidence of candidate knowledge of high quality professional development for school staff and leaders; instructional leadership practices; leadership theory, change processes, and evaluation; standards for high quality teacher, principal, and district practice.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate skills required to work collaboratively with school staff to improve teaching and learning; design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high quality instruction; design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards.**		
ELEMENT 2.3 Average			**Score**	**Percent**
	ELEMENT 2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school level environment.	**CONTENT KNOWLEDGE** **I provide knowledge of technology and its uses for instruction within the school; infrastructures for the ongoing support, review, and planning of instructional technology.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate skills required to use technologies for improved classroom instruction, student achievement, and continuous school improvement; monitor instructional practices within the school and provide assistance to teachers; use technology and performance management systems to monitor, analyze, and evaluate school assessment data results for accountability reporting.**		

			Score	Percent
ELEMENT 2.4 Average				
STANDARD 2.0 Average				
STANDARD 3 - Management as an Essential of Leadership Development: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.				
	ELEMENT 3.1 Candidates understand and can monitor and evaluate school management and operational systems.	**CONTENT KNOWLEDGE** **I provide knowledge of school management of organizational, operational, and legal resources; school management of marketing andpublic relations functions.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate skills required to analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school; develop school operational policies and procedures; develop plans to implement and manage long range plans for the school.**		
ELEMENT 3.1 Average			**Score**	**Percent**
	ELEMENT 3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.	**CONTENT KNOWLEDGE** **I provide knowledge of methods and procedures for managing school resources, including the strategic management of human capital, school operations, and school facilities; alignment of resources to building priorities and forecasting resource requirements for the school; technology and management systems.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate skills required to develop multi-year fiscal plans and annual budgets aligned to the school's priorities and goals; analyze a school's budget and financial status; develop facility and space utilization plans for a school; project long-term resource needs of a school; use technology to manage school operational systems.**		
ELEMENT 3.2 Average			**Score**	**Percent**
	ELEMENT 3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff.	**CONTENT KNOWLEDGE** **I provide knowledge of school strategies supporting safe and secure learning environments including prevention, crisis management, and public relations; school strategies supporting student development of self-management, civic literacy, and positive leadership skills; school-based discipline management policies and plans.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate skills required to develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment; plan an aligned building discipline management policies and plan; evaluate and implement discipline management plans.**		

			Score	Percent
ELEMENT 3.3 Average				
	ELEMENT 3.4 Candidates understand and can develop school capacity for distributed leadership.	**CONTENT KNOWLEDGE** **I provide knowledge of the meaning of distributed leadership in a school environment and how to create and sustain it.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate skills required to identify leadership capabilities of staff; model distributed leadership skills; involve school staff in decision making processes.**		
ELEMENT 3.4 Average			**Score**	**Percent**
	ELEMENT 3.5 Candidates understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.	**CONTENT KNOWLEDGE** **I provide knowledge of supervision strategies that ensure that teachers maximize time spent on high-quality instruction and student learning; management theories on effective school time, priorities, and schedules.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate skills required to develop school policies that protect time and schedules to maximize teacher instructional time and student learning; develop a school master schedule.**		
ELEMENT 3.5 Average			**Score**	**Percent**
STANDARD 3.0 Average				
STANDARD 4 - Community Relations as an Essential of Leadership Development: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.				
	ELEMENT 4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.	**CONTENT KNOWLEDGE** **I provide knowledge of collaboration and communication techniques to improve the school's educational environment; information pertinent to the school's educational environment.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate skills required to use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information; communicate information about the school within the community.**		

			Score	Percent
ELEMENT 4.1 Average				
	ELEMENT 4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community.	**CONTENT KNOWLEDGE** **I provide knowledge to identify and mobilize effective community resources; school-based cultural competence; diverse cultural, social, and intellectual community resources.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate skills required to identify and use diverse community resources to improve school programs.**		
ELEMENT 4.2 Average			**Score**	**Percent**
	ELEMENT 4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.	**CONTENT KNOWLEDGE** **I provide knowledge of the needs of students, parents or caregivers; school organizational culture that promotes open communication with families and caregivers; school strategies for effective oral and written communication with families and caregivers; approaches to collaboration with families and caregivers.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate skills required to conduct needs assessments of families and caregivers; develop collaboration strategies for effective relationships with families and caregivers; involve families and caregivers in the decision-making processes at the school.**		
ELEMENT 4.3 Average			**Score**	**Percent**
	ELEMENT 4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.	**CONTENT KNOWLEDGE** **I provide knowledge of the needs of school community partners; school organizational culture that promotes open communication with community partners; school strategies for effective oral and written communication with community partners; collaboration methods to develop and sustain productive relationships with community partners.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate skills required to conduct needs assessment of community partners; develop effective relationships with a variety of community partners; involve community partners in the decision-making processes at the school.**		

	Score	Percent
ELEMENT 4.3 Average		
STANDARD 4.0 Average		

STANDARD 5 - Integrity, Fairness, and Ethics as an Essential of Leadership Development: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

	ELEMENT 5.1 Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success.	**CONTENT KNOWLEDGE** **I provide knowledge of practices demonstrating principles of integrity and fairness; federal, state, and local legal and policy guidelines that creates operational definitions of accountability, equity, and social justice.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate skills required to act with integrity and fairness in supporting school policies and staff practices that ensure every students' academic and social success; create an infrastructure that helps to monitor and ensure equitable practices.**		

	Score	Percent
ELEMENT 5.1 Average		

	ELEMENT 5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.	**CONTENT KNOWLEDGE** **I provide knowledge of the basic principles of ethical behavior established by legal and professional organizations; the relationship between ethical behavior, school culture, and student achievement; the effect of ethical behavior on one's own leadership.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate skills required to formulate a school-level leadership platform grounded in ethical standards and practices; analyze leadership decisions in terms of established ethical practices.**		

	Score	Percent
ELEMENT 5.2 Average		

	ELEMENT 5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity.	**CONTENT KNOWLEDGE** **I provide knowledge of democratic values, equity, and diversity.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate skills required to develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues; develop appropriate communication skills to advocate for democracy, equity, and diversity.**		

ELEMENT 5.3 Average			**Score**	**Percent**
	ELEMENT 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.	**CONTENT KNOWLEDGE** **I provide knowledge of moral and legal consequences of decision making in schools; strategies to prevent difficulties related to moral and legal issues.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate skills required to formulate sound school strategies to educational dilemmas; evaluate school strategies to prevent difficulties related to moral and legal issues.**		
ELEMENT 5.4 Average			**Score**	**Percent**
	ELEMENT 5.5 Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.	**CONTENT KNOWLEDGE** **I provide knowledge of the relationship between social justice, school culture, and student achievement; theories of efficacy.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate skills required to review and critique school policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, andrespect between and among students and faculty within the school; develop the resiliency to uphold core values and persist in the face of adversity.**		
ELEMENT 5.5 Average			**Score**	**Percent**
STANDARD 5.0 Average				
STANDARD 6 - Law and Society: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.				
	ELEMENT 6.1 Candidates understand and can advocate for school students, families, and caregivers.	**CONTENT KNOWLEDGE** **I provide knowledge of policies, laws, and regulations enacted by state, local, and federal authorities that affect schools; the effect that poverty, disadvantages, and resources have on families, caregivers, communities, students, and learning.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate skills required to: analyze how law and policy is applied consistently, fairly and ethically within the school; advocate based on an analysis of the complex causes of poverty and other disadvantages; serve as a respectful spokesperson for students and families within the school.**		

ELEMENT 6.1 Average			**Score**	**Percent**
	ELEMENT 6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.	**CONTENT KNOWLEDGE** **I provide knowledge of the larger political, social, economic, legal, and cultural context; ways that power and political skills can influence local, state, or federal decisions.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate skills required to advocate for school policies and programs that promote equitable learning opportunities and student success; communicate policies, laws, regulations, and procedures to appropriate school stakeholders.**		
ELEMENT 6.2 Average			**Score**	**Percent**
	ELEMENT 6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	**CONTENT KNOWLEDGE** **I provide knowledge of future issues and trends that can affect schools (e.g., entrepreneurial approaches); contemporary and emerging leadership strategies to address trends.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate skills required to identify and anticipate emerging trends and issues likely to affect the school; adapt leadership strategies and practice to address emerging school issues.**		
ELEMENT 6.3 Average			**Score**	**Percent**
STANDARD 6.0 Average				

STANDARD 7 - Internship: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.				
	ELEMENT 7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.	**CONTENT KNOWLEDGE** **I understand and use the content knowledge from the standards I am focused during my substantial and sustained field experience/internship. I also know and utilized knowledge about adult learning theories and experiential learning. I demonstrate knowledge of professionalism and practice is also crucial in this standard.**		
		PROFESSIONAL LEADERSHIP SKILLS • **I am able to integrate mastery of skills showing these qualities:** • **Devoted sufficient time on task (frequency and regularity of work across school year and day; exposure to and engagement in relevant and realistic range of site responsibilities; support of effective mentor practitioners)** • **Developed relationships with mentors who have demonstrated skills and have been trained as mentors; focus on appropriate modeling and reflection** • **Gained multiple and alternative internship experiences to support diverse clinical training (e.g., medical rotation model)** • **Engaged in reflective practice of analysis and integration of learning throughout the internship** • **Was supervised throughout the field experience by my mentor, supervisor/faculty.** • **Modeled professional development that enabled a strong linkage between the local school context and university programming.**		
			Score	**Percent**
ELEMENT 7.1 Average				
	ELEMENT 7.2 Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) and/or 240 hours internship that includes field experiences within a school-based environment.	**CONTENT KNOWLEDGE** **I am able to integrate and apply knowledge and understanding of the others standards through a practical sustained internship experience (i.e. I have advanced knowledge and a context to apply that knowledge).**		
		PROFESSIONAL LEADERSHIP SKILLS **I have engaged in a sustained Internship Experience consisting of 240 hours which included field experiences in the context of a school environment that required intense learning and administrative experience.**		

ELEMENT 7.2 Average			Score	Percent
	ELEMENT 7.3 Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.	**CONTENT KNOWLEDGE** **I received from my mentor extensive well-rounded and comprehensive instruction and experience throughout the internship. This guidance provided me explanations and strategies for school-based leadership on policies, programming, and curriculum initiatives for developing strong student learning outcomes.**		
		PROFESSIONAL LEADERSHIP SKILLS **I received from my mentor extensive well-rounded and comprehensive instruction and experience throughout the internship. This guidance provided me explanations and strategies for school-based leadership on policies, programming, and curriculum initiatives for developing strong student learning outcomes.**		
			Score	**Percent**
ELEMENT 7.3 Average				
STANDARD 7.0 Average				
STANDARD 8 - Technology: A building-level education leader comprehensively applies technology to advance school processes and student learning, developing budgets and plans that utilize technology to manage school operations, support the professional development of staff, increase collaboration with the community, ensure personal security and safety, and promote effective teaching and learning.				
	ELEMENT 8.1Technology Leaders and Vision	**CONTENT KNOWLEDGE** **I provide knowledge of composing school vision regarding technology; methods for assessing technology software, identifying concerns, and making recommendations for the improvement and fostering of an environment and culture conducive to the realization that of vision.**		
		PROFESSIONAL LEADERSHIP SKILLS **I can assess technology software, identify concerns, and make recommendations for improvement. This familiarity with technology also allows me to create a website or evaluate and improve the school website.**		
ELEMENT 8.1 Average			**Score**	**Percent**
	ELEMENT 8.2 Teaching and Learning	**CONTENT KNOWLEDGE** **I provide knowledge of technological curricular design, instructional strategies, and learning environments to maximize learning and teaching.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate competency in applying technology to enhance the teaching of students and to increase the learning capacity of my classroom.**		

ELEMENT 8.2 Average			Score	Percent
	ELEMENT 8.3 Productivity and professional practice	**CONTENT KNOWLEDGE** **I provide knowledge of theories regarding professional conduct and productivity in the work place.**		
		PROFESSIONAL LEADERSHIP SKILLS **I am able to apply technology to enhance staff professional practice and to increase my productivity and others.**		
ELEMENT 8.3 Average			**Score**	**Percent**
	ELEMENT 8.4 Support, Management and Operations	**CONTENT KNOWLEDGE** **I provide knowledge of practices demonstrating principles of support and competent management. My familiarity with management styles & guidelines helps to create an operational environment of accountability, respect, and innovation.**		
		PROFESSIONAL LEADERSHIP SKILLS **I ensure the integration of technology to support productive systems for learning and administration.**		
ELEMENT 8.4 Average			**Score**	**Percent**
	ELEMENT 8.5 Assessment and Evaluation	**CONTENT KNOWLEDGE** **I provide knowledge of technological evaluative strategies and theories regarding the implementation of technology in the assessment process of academic institutions.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate an integration of technology to plan and implement comprehensive systems of effective assessment and evaluation.**		
ELEMENT 8.5 Average			**Score**	**Percent**
	ELEMENT 8.6 Technology, Social, Legal and Ethical Issues	**CONTENT KNOWLEDGE** **I provide knowledge of ethical and social theories surrounding the use of technology in academic institutions.**		
		PROFESSIONAL LEADERSHIP SKILLS **I am able to use technology in a socially acceptable, legal and ethical manner.**		

ELEMENT 8.6 Average			**Score**	**Percent**
STANDARD 8.0 Average				
STANDARD 9 - Worldview: A building-level education leader is one who educational leader who appreciates the perspectives of others and develops a personal philosophy from which action and service arise. They understand the practical implications of their worldview and use it to inform school policy and leadership practices.				
	ELEMENT 9.1 Worldview, History and Major Strands	**CONTENT KNOWLEDGE** **I understand the values, practices and history of major worldviews.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate the ability to integrate history and worldview in the creation of policies and service to others.**		
ELEMENT 9.1 Average			**Score**	**Percent**
	ELEMENT 9.2 Personal Worldview	**CONTENT KNOWLEDGE** **I have identified and articulated my worldview in a manner that is both professional and unique.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate the ability to compare and contrast my worldview with other major worldviews in a professional and educated style.**		
ELEMENT 9.2 Average			**Score**	**Percent**
	ELEMENT 9.3 Worldview and its Influence in the School	**CONTENT KNOWLEDGE** **I provide knowledge of how to integrate worldview into educational and administrative philosophy and practice.**		
		PROFESSIONAL LEADERSHIP SKILLS **I apply the school's worldview to its mission, vision and everyday decisions.**		
ELEMENT 9.3 Average			**Score**	**Percent**
STANDARD 9.0 Average				
STANDARD 10 - Research and Evaluation as an Essential for leadership Development: A building-level education leader read and applies research and evaluation to make effective leadership decisions. They interpret data using a variety of methods, critically examine educational claims to discover best practices, and monitor teacher performance and student learning.				
	ELEMENT 10.1 Research Methodologies	**CONTENT KNOWLEDGE** **I understand major research methodologies and their impact on the educational and administrative practices of academic institutions.**		
		PROFESSIONAL LEADERSHIP SKILLS **I actively demonstrate the process and logic of scientific inquiry by conducting literature reviews (using appropriate databases and search criteria and effective management tools) and engaging in other research methodologies.**		

			Score	Percent
ELEMENT 10.1 Average				
	ELEMENT 10.2 Conducting Research	**CONTENT KNOWLEDGE** **I understands how to select appropriate research design and conduct data collection and analysis.**		
		PROFESSIONAL LEADERSHIP SKILLS **I demonstrate the ability to collect data through various databases and other academic sources. After collecting data I am able to compile my findings in a concise and effective manner.**		
ELEMENT 10.2 Average			**Score**	**Percent**
	ELEMENT 10.3 Evaluating Research	**CONTENT KNOWLEDGE** **I provide knowledge of research theories and their findings in my evaluation of research reports.**		
		PROFESSIONAL LEADERSHIP SKILLS **I am able to critique the adequacy of research reports.**		
ELEMENT 10.3 Average			**Score**	**Percent**
	ELEMENT 10.4 Reporting Research	**CONTENT KNOWLEDGE** **I provide knowledge on relating research to the body of knowledge in administration.**		
		PROFESSIONAL LEADERSHIP SKILLS **I adequately and concisely communicate research findings in a professional manner.**		
ELEMENT 10.4 Average			**Score**	**Percent**
STANDARD 10.0 Average				

APPENDIX C

Curriculum Map & Alignment with ELCC, SDA, and AU

The goal of the program is to provide resources (courses and experiences) that will help candidates develop in the knowledge, skills and professional attitudes they need in each of the 10 standards. This appendix provides two tables that show alignment of the standards to key courses and artifacts as well as the expectations of other organizations like Educational Leadership Constituent Council (ELCC), the Seventh-day Adventist Church, and Andrews University.

Table 1 lists the mission and goals of the SDA Church and its alignment to the mission and goals of Andrews University and Educational Leadership program. We list the SDA Church Mission Statement as it originally appears on the web (2011) but in the second column we reorder Andrews University's listing and in the third column we re-list areas of the Educational Leadership program in order of their strongest alignment from top to bottom. Our alignment to the SDA world mission goals is positioned through the AU statements so the alignment is often more indirect to the denominations general goals.

Table 2 shows the standards and the main courses and sample assessments that align to each.

Table 1: SDA, AU and EL Mission Alignment

SDA World Mission & Goals	**AU Mission & Goals**	**Educational Leadership Program Mission, Goals and Delivery Qualities (Components)**
Our Name: The name Seventh-day Adventist includes vital beliefs for us as a Church. "Adventist" reflects our passionate conviction in the nearness of the soon return ("advent") of Jesus. "Seventh-day" refers to the Biblical Sabbath which from Creation has always been the seventh day of the week, or Saturday.	Andrews University was named after J. N. Andrews, the first official overseas missionary of the SDA church. He was a scholar, writer, teacher, preacher, editor, missionary, and curriculum expert on theological doctrines and did much to shape the early doctrinal ideas of the church.	Our name focuses on two passions: education and leadership. By equipping professionals in skills and knowledge of learning and teaching supervision as well as leadership/administration, we prepare them to further the teaching ministry of Jesus and the Church. Because "education and redemption are one," leading in learning and learning to lead are both deeply spiritual acts. They fulfill Christ's Great Commission to go into all the world (international leadership) to teach (education) and disciple (mentor). (Matthew 28:18-20)
Our Mission: The mission of the Seventh-day Adventist Church is to proclaim to all peoples the everlasting gospel in the context of the Three Angels' messages of Revelation 14:6-12, leading them to accept Jesus as their personal Savior and to unite with His church, and nurturing them in preparation for His soon return.	Andrews University, a distinctive Seventh-day Adventist institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world.	Mission: The Educational Leadership segment of the Department of Leadership (LEAD) seeks to prepare effective educational administrators for servant leadership in educational settings. Comment: While we work with individuals from all faiths, even agnostic and atheist students, we present to students in our orientation that our Adventist faith does guide our teaching and work. We encourage them to use our attempts to integrate our faith and professional work to do the same in their lives, even if their faith and belief or unbelief is different from ours.
Our Methodology: We pursue this mission under the guidance and through the empowerment of the Holy Spirit through:	Andrews University provides education and learning opportunities to train students to Seek Knowledge, Affirm Faith, and Change the World.	Candidates who complete the program take courses, do research, complete internships, and compile a portfolio of material that shows they are educational leaders who have the knowledge and ability to promote the success of all students by leading in 9 ways (standards are reordered below).

Preaching. Accepting Christ's commission (Matthew 28:18-20), we proclaim to all the world, in these last days, the everlasting gospel of God's love, most fully revealed in His Son's life, ministry, atoning death, resurrection and high priestly ministry. Recognizing the Bible to be God's infallible revelation of His will, we present its full message, including the second advent of Christ and the continuing authority of His Ten Commandment law with its reminder of the Seventh-day Sabbath.	**Affirm Faith** as they... Develop a personal relationship with Jesus Christ (EL Standard 8) Deepen their faith commitment and practice (Standard 8) Demonstrate personal and moral integrity (Standard 5, 8) Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development (All Standards) Apply understanding of cultural differences in diverse environments (Standard 4, 8) **Change the World** as they… Engage in activities consistent with the worldwide mission of the Seventh-day Adventist Church (Standard 8)	Main standards related to this area (in order of strength of alignment to AU, and the top two are bolded as most applicable) **8: appreciating the perspectives of others and developing a personal philosophy from which action and service emerge** **5: acting with integrity, fairly, and in an ethical manner** 4: collaborating with families and other community members, responding to diverse community interests and needs and mobilizing community resources
Teaching. Acknowledging that development of mind and character is essential to God's redemptive plan; we promote the growth of a mature understanding of and relationship to God, His Word and the created universe.	**Seek Knowledge** as they... Engage in intellectual discovery and inquiry (Standard 9) Demonstrate the ability to think clearly and critically (Standard 5, 9) Communicate effectively (Standard 1, 4) Understand life, learning, and civic responsibility from a Christian point of view (Standard 8) Demonstrate competence in their chosen disciplines and professions (All Standards, especially 2, 3)	Main standards related to teaching and redemptive work: **10: understanding and comprehensively applying research and evaluation for effective decision making** **5: acting with integrity, fairly, and in an ethical manner** 1: facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community 4: collaborating with families and other community members, responding to diverse community interests and needs and mobilizing community resources 2: promoting a positive school culture, providing an effective instructional program, applying best practices to student learning and designing comprehensive professional growth plans for staff 3: managing the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment 8: appreciating the perspectives of others and developing a personal philosophy from which action and service emerge
Healing. Affirming the Biblical principles of the wellbeing of the whole person, we make the preservation of health and healing of the sick a priority and through our ministry to the poor and oppressed, cooperate with the Creator in His compassionate work of restoration.	**Change the World** as they... Engage in creative problem-solving and innovation (Standard 1, 5) Engage in generous service to meet human needs (Standard 2, 4, 6) Apply collaborative leadership to foster growth and promote change	Main standards related to healing, taking care of poor and oppressed: **4: collaborating with families and other community members, responding to diverse community interests and needs and mobilizing community resources** **6: understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context**

	(Standard 1,4, 6) Engage in activities consistent with the worldwide mission of the Seventh-day Adventist Church (Standard 8)	5: acting with integrity, fairly, and in an ethical manner 8: appreciating the perspectives of others and developing a personal philosophy from which action and service emerge 1: facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community 2: promoting a positive school culture, providing an effective instructional program, applying best practices to student learning and designing comprehensive professional growth plans for staff
Discipling. Affirming the continued spiritual growth and development of all members, we nurture the newly converted, instruct them in righteous living, train them for effective witness and encourage their responsive obedience to God's will.	**Affirm Faith** as they... Develop a personal relationship with Jesus Christ (EL Standard 8) Deepen their faith commitment and practice (Standard 8) Demonstrate personal and moral integrity (Standard 5, 8) **Change the World** as they… Engage in activities consistent with the worldwide mission of the Seventh-day Adventist Church (Standard 8)	Main standards related to this area (in order of strength of alignment to AU, and the top two are bolded as most applicable) **8: appreciating the perspectives of others and developing a personal philosophy from which action and service emerge** **5: acting with integrity, fairly, and in an ethical manner** 4: collaborating with families and other community members, responding to diverse community interests and needs and mobilizing community resources
Our Vision: In harmony with the prophecies of the Scriptures, we see as the climax of God's plan the restoration of all His creation to full harmony with His perfect will and righteousness.		We believe helping individuals reach their full potential as learners and leaders is part of God's plan to restore humans into his likeness, with the power to think and to do, and that leaders who cultivate that ability in our program are fulfilling God's will.

Table 2: 10 Standard Alignment to Course, Assignments & AU Mission

This table shows the main courses and sample assessments that most align with each standard.
Each course aligns with standards and rubrics and listing of the standards will be provided in the syllabi and rubrics. We only provide key samples here, but many more assignments related to knowledge, skills and attitudes will be reviewed in each course. Candidates should work with the instructor to maximize their work in a class to ensure it helps them fulfill areas of need in their portfolio of leadership development.

ELCC Standards	MA Courses	Doc Courses*	Sample Assignments (with most focus on MA)	AU Mission. Students will be able to…
1-Vision	EDAL520 EDAL565 LEAD630 EDFN500 EDAL680^ LEAD675^	EDAL520 EDAL565 LEAD630 EDFN500 LEAD886^ LEAD775^	EDAL520 Vision Statement LEAD630 Pre-Program Narrative EDFN500 Personal & Prof. Worldview Synthesis LEAD565 Frame of Reference LEAD565 Spiritual Goals LEAD565 Worldview Paper	Engage in creative problem-solving and innovation; Communicate effectively; Demonstrate competence in their chosen disciplines and professions; Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development

2- Culture & Curriculum Programming	EDAL570 EDCI547 LEAD630 EDAL520 EDCI565 EDAL680^ LEAD675^	EDAL570 EDCI547 LEAD630 EDAL520 EDCI565 LEAD886^ LEAD775^	EDAL570 Instructional Supervision Sequence (Profile, Observation Tools, Pre-Op Conference, Observation, Post Op Conference) EDCI547 Curriculum Critique EDCI565 Implementation Paper LEAD630 Pre-Program Narrative	Engage in generous service to meet human needs; Demonstrate competence in their chosen disciplines and professions; Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development
3-Management & Administration	EDAL664/ 665 EDAL645 EDAL635 EDAL520 LEAD630 EDAL680^ LEAD675^	EDAL664/ 665 EDAL645 EDAL635 EDAL520 LEAD630 LEAD886^ LEAD775^	EDAL664/665-Shadow Project EDAL664/665-Board Mtg Rprt. EDAL664/665-Chapt. Reflection EDAL645-Fin. Practical Assign EDAL645-Fin. Case Study EDAL645-Fin. Reflection Paper EDAL635-HR Practical Assign EDAL635-HR Case Study EDAL635-HR Reflection Paper EDAL520-Final Project LEAD630 Pre-Program Narrative	Apply collaborative leadership to foster growth and promote change; Demonstrate competence in their chosen disciplines and professions; Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development
4- School/Community Relations	LEAD525 LEAD630 EDAL520 EDAL680^ LEAD675^	LEAD525 LEAD630 EDAL520 LEAD886^ LEAD775^	LEAD525- Community Engagement Analysis LEAD525- Community Project LEAD525- Communication Analysis or Newsletter/Web EDAL520- Final Project LEAD630- Pre-Program Narrative	Apply understanding of cultural differences in diverse environments; Communicate effectively; Engage in generous service to meet human needs; Apply collaborative leadership to foster growth and promote change; Demonstrate competence in their chosen disciplines and professions; Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development
5-Ethics	EDAL565 LEAD630 EDAL520 EDAL680^ LEAD675^	LEAD645 EDAL565 LEAD630 EDAL520 LEAD886^ LEAD775^	LEAD565 Frame of Reference LEAD565 Spiritual Goals LEAD565 Worldview Paper LEAD645-Posts of Reflections	Demonstrate personal and moral integrity; Demonstrate the ability to think clearly and critically; Engage in creative problem-solving and innovation; Demonstrate competence in their chosen disciplines and professions; Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development
6-Law, Politics	EDAL560 LEAD630 EDAL520 EDAL680^ LEAD675^	EDAL560 LEAD630 EDAL520 LEAD886^ LEAD775^	EDAL560-Schl Board Mtg EDAL560-Case Studies EDAL520- Final Project EDAL520- Small Group Vision LEAD630- Pre-Program Narrative	Engage in generous service to meet human needs; Demonstrate competence in their chosen disciplines and professions; Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development

7-Internship	EDAL680 LEAD675 EDAL680^ LEAD675^	LEAD886 EDAL680 LEAD675 LEAD886^ LEAD775^	CABO analysis done to determine actual projects. Because these are customized to fulfill both school and candidate goals specific key assignments cannot be listed.	Most AU goals are practiced in the internships
8-Technology	EDAL670 LEAD630 EDAL520 EDAL680^ LEAD675^	EDAL670 LEAD630 EDAL520 LEAD886^ LEAD775^	EDAL670 Tech Funding Plan EDAL670 Tech Reflect Paper EDAL520- Small Group Vision LEAD630- Pre-Program Narrative	Demonstrate competence in their chosen disciplines and professions; Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development
9-Worldview	EDAL565 EDFN500 LEAD630 EDAL520 EDAL680^ LEAD675^	EDAL565 EDFN500 LEAD630 EDAL520 LEAD886^ LEAD775^	EDFN500 Personal & Prof. Worldview Synthesis LEAD565 Frame of Reference LEAD565 Spiritual Goals LEAD565 Worldview Paper EDAL520- Small Group Vision LEAD630- Pre-Program Narrative	Understand life, learning, and civic responsibility from a Christian point of view; Apply understanding of cultural differences in diverse environments; Develop a personal relationship with Jesus Christ; Deepen their faith commitment and practice; Demonstrate personal and moral integrity; Engage in activities consistent with the worldwide mission of the Seventh-day Adventist Church; Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development; Demonstrate competence in their chosen disciplines and professions
10-Research	EDRM505 LEAD535 LEAD630 EDAL520 EDAL680^ LEAD675^	EDRM611 EDRM712 EDRM605 LEAD637 EDCI636 LEAD775^ LEAD880 LEAD886^ LEAD899	EDRM505 Article Eval EDRM505 Res Proposal EDRM505 Lit Review LEAD535 Book Review LEAD535 Reflection Paper LEAD535 Short Paper Styles EDRM611-Data Assignments EDRM611-SPSS Projects EDRM712-SPSS Projects EDRM605- LEAD637 Lit Review LEAD637 Article Critique LEAD880 Dissertation Proposal LEAD899 Dissertation	Engage in intellectual discovery and inquiry; Demonstrate the ability to think clearly and critically; Demonstrate competence in their chosen disciplines and professions; Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development

* For doctoral courses the cognate of 12 credits can add many artifacts not here listed. Candidates can bring these from past experiences or from past assignments in Business, Communication, Social Work, Psychology, Curriculum, Leadership, or Research. The doctoral students are free to transfer or take cognate courses that will strengthen their portfolio material. The two most popular cognate areas are curriculum and learning and pastoral leadership (seminary work).

^ The internship courses assist the candidate in working on projects that fulfill a schools goals as well as goals of each of the standards. Because these are customized to fulfill both school and candidate goals specific key assignments cannot be listed.

APPENDIX D

Department 4 year Schedule

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APPENDIX D

Curriculum Map & Alignment with ELCC, SDA, and AU

Leadership Courses (Subject to Change)

				2013 - 2014			2014 - 2015			2015 - 2016			2016 - 2017		
Instr	Course #	Course Title	Cr	Su	F	Sp	Su	F	Sp	Su	F	Sp	Su	F	Sp
Led	EDAL520	Foundations of Ed. Leadership	2-3	D	D			D			D			D	
Led	EDAL560	K–12 Law	3		D						D				
Led	EDAL565	Leadership for SDA Edu	1-2	D			D			D			D		
Led	EDAL570	Principles of Ed. Supervision	2-3			D			D			D			D
Gon	EDAL635	HR Admin.	2-3					D						D	
Staff	EDAL640	Higher Ed. Law	3						D						D
Gon	EDAL645	K-12 Ed Finance	2-3						D						D
Staff	EDAL650	Ed. Admin. Prog Cont. (MA)	0	D	D	D	D	D	D	D	D	D	D	D	D
Jef	EDAL655	Higher Ed. Finance & Tech	3					D						D	
Staff	EDAL660	Planning & Operat. Ed Facilities	2-3			D						D			
Led	EDAL664/665	Elem/Sec School Leadrshp	2-3					D						D	
Mar	EDAL667	Leadership in Higher Ed	3					D						D	
Jef	EDAL670	Technology for Leaders	3				D				D				D
Mar	EDAL674	Admin of Student Svcs	3		D						D				
Mar	EDAL675	College Student Develop Theory	3						D						D
Mar	EDAL676	Admin of Academic Svcs	3			D						D			
Staff	EDAL680	Intern: Topic	1-12	D	D	D	D	D	D	D	D	D	D	D	D
Staff	EDAL750	Ed Admin Prog Cont (EdS/Doc)	0	D	D	D	D	D	D	D	D	D	D	D	D
Staff	EDAL785	Comp Exam Prep (EdS/Doc)	0	D	D	D	D	D	D	D	D	D	D	D	D
Staff	EDUC560	Degree React	0	D	D	D	D	D	D	D	D	D	D	D	D
Staff	EDUC870	Doc Comp Exam	0	D	D	D	D	D	D	D	D	D	D	D	D
Fer	LEAD101	Funds of Leadership (UG)	2-3		F	F		F	F		F	F		F	F
Fer	LEAD200	Practicum	0		F	F		F	F		F	F		F	F
Fer	LEAD301	Leadrshp & Mentoring (UG)	2-3		F	F		F	F		F	F		F	F
Fer	LEAD496	Leadrshp Capstone (UG)	1		F	F		F	F		F	F		F	F
Fer	LEAD498	Leadrshp Change Project	1-3		F	F		F	F		F	F		F	F
Fer	LEAD499	Ind Study: Topic) (UG)	1-3		F	F		F	F		F	F		F	F
Cov	LEAD525	PR: Community Partnerships	2-3	D	D						D				
Staff	LEAD535	Principles of Academic Wrtng	1-3		D	D		D	D		D	D		D	D

Leadership Courses (Subject to Change)

				2013 - 2014			2014 - 2015			2015 - 2016			2016 - 2017		
Staff	LEAD600	Annual Conf	0	F			F			F			F		
Cov	LEAD615	Leadrshp Certificate Plan	1	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD625	Research Writing Sem	1-2		D	D		D	D		D	D		D	D
Staff	LEAD630	Intro to Leadership	2	F			F			F			F		
Staff	LEAD635	Leadrshp & Learn Plan-LLP	4	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD636	Issues in Lead Founds	2-3						D						D
Gon	LEAD637	Issues in Research	2-3		D			D			D			D	
Bau	LEAD638	Issues in Lead Theory	2-3			D						D			
Cov	LEAD645	Ethical Ldrshp	1-3			D				D				D	
	LEAD646	Leadrshp Com	2					FD			FD			FD	
Cov	LEAD647	Creative Critical Thinking & Problem Solving	3			FD			FD			FD			FD
Staff	LEAD648	Workshop Topic	1-12	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD650	Leadrshp Program Cont	0	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD675	Portfolio Dev: Topic	1-3	D	D	D	D	D	D	D	D	D	D	D	D
Mar	LEAD678	Higher Ed Study Tour	1-6				F						F		
Bau	LEAD689/789	Diversity, Culture &Ldrshp			D						D				
Staff	LEAD690	Ind Study: (Topic)___	1-12	D	D	D	D	D	D	D	D	D	D	D	D
Cov	LEAD696	Leadrshp Capstone Exp	1	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD698	MA Research Project	3	D	D	D	D	D	D	D	D	D	D	D	D
	LEAD699	Thesis	1-3												
Staff	LEAD756	Adv Studies: (Topic)__	1-12	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD775	Adv. Portfolio Dev: (Topic)	1-3	D	D	D	D	D	D	D	D	D	D	D	D
Mar	LEAD778	Higher Ed Study Tour	1-6				F						F		
Staff	LEAD789	Adv Sem: Topic	1-12	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD798	EdS Research Project	3-6	D	D	D	D	D	D	D	D	D	D	D	D
Gon	LEAD880	Diss Prop Dev	2			D			D			D			D
Staff	LEAD 886	Adv Internship: (Topic)__	1-12	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD 899	Doctoral Diss	1-14	D	D	D	D	D	D	D	D	D	D	D	D

SED Courses (General Service Courses)															
				2013 - 2014			2014 - 2015			2015 - 2016			2016 - 2017		
Instr	Course #	Course Title	Cr	Su	F	Sp	Su	F	Sp	Su	F	Sp	Su	F	Sp
Staff	EDCI545	Assessment Eval and Learning	3				D				D				D
Staff	EDCI547	Foundations of Curriculum Studies	3	D(2-3)				D		)		D			
Staff	EDCI565	Improving Instruction	3				F(3)								
Staff	EDCI606	Teaching in High Ed		F(3)						F(3)			FD		
Staff	EDCI636	Program Evaluation	3	D(2-3)				D				D			
Staff	EDFN500	Phil Found for Professionals	2-3	F(2)	F	D	F(2)	F	D	F(2)	F	D	F(2)	F	D
Staff	EDRM505	Research Methods	3	F		D	F		F	F		D	F		F
Staff	EDRM605	Qualitative Research Methods	3	F	D		F	D		F	D		F	D	
Staff	EDRM611	Applied Statistical Methods I	3	F(1)	D		F(1)	F		F(1)	D		F(1)	F	
Staff	EDRM710	Seminar in Research Methodology	1			F/D			F			F/D			F
Staff	EDRM712	Applied Statistical Methods II	3			D			F			D			F
Staff	EDRM713	Applied Stat Methods III	3		F			F			F			F	

F1=Face to face, session one

For more information, AU courses:https://vault.andrews.edu/schedule/classSearch/courseSearch

APPENDIX E

Table 2. Portfolio and Comprehensive Examinations in the K-12 Educational Leadership Programs

	Masters	Ed. Specialist	EdD	PhD
Purpose	To assess participants' competency in the 10 standards of educational leadership and general research processes	To assess participants competency in the 10 standards of educational leadership and knowledge in general research processes and *one* basic research method	To assess participants competency in the 10 standards of educational administration and knowledge in *two* basic research methods	To assess participants competency in the 10 standards of educational administration and knowledge and application of *two* basic and *one* advanced research methods
Area/ Content	10 Standards	10 Standards	10 Standards	10 Standards
Nature Form Time Portfolio requires extensive documentation (see Handbook Section) Oral presentation is required for all degree-seeking participants but can be done through telephone conference or face-to-face.	Part I Portfolio. The portfolio is the comprehensive evaluation for MA. Completion of a Portfolio based on all 10 standards of the Program: Vision & Mission Culture & Instructional Programming Management/Administration School-Community Relations Ethics & Morality Law, Politics, Sociology Technology Worldview Research (General Processes) Part II Oral Examination (2 hours): Oral presentations are made to a two-faculty-member committee. Participant will be questioned by faculty during the oral examination. Participant shows overall integrated development in the standards and with a synthesis that shows knowledge base, developed skills, and appropriate educational leadership dispositions.	Part I Written Test (2 hours) Requires integration and application of knowledge base. This test is taken near the completion of coursework. Part II Portfolio Same as Masters except research section (10) must show knowledge of general research processes and show experience/application in *one* basic research method. Part III Oral Examination (2 hours) Oral Presentation to a three-faculty-member panel on the fulfillment of 10 standards and their link to SED Core, and explanation of research processes and *one* basic research method. Participant will be questioned by faculty during the oral examination.	Part I Written Test (4 hours) Requires integration and application of knowledge base. Part II Portfolio Same as EdS except research section (10) must show knowledge of general research processes and show experience/application in *two* basic research methods. Part III Oral Examination (2 hours) Oral Presentation to a three-faculty-member panel on the fulfillment of 10 standards and their link to SED Core, and explanation of research processes and *two* basic research methods. Participant will be questioned by faculty during the oral examination.	Part I Written Test (6 hours) Requires integration and application of knowledge base. Part II Portfolio Same as EdD except research section (10) must show knowledge of general research processes and show experience/application in *two* basic research methods and *one* advanced research method. Part III Oral Examination (2 hours) Oral Presentation to a three-faculty-member panel on the fulfillment of 10 standards and their link to SED Core, and explanation of research processes, *two* basic research methods, and *one* advanced research method. Participant will be questioned by faculty during the oral examination.
Grading and Reporting	The Portfolio will be reviewed during the formative phase with the advisor. The summative evaluation will be completed by two faculty members—the advisor plus one other faculty. To Pass, all sections must be at the *satisfactory* level.	The Portfolio will be reviewed during the formative phase with the advisor. The summative evaluation will be completed by a three-faculty-member committee (advisor plus two other faculty members). To Pass, all sections must be at the *satisfactory* level with two at the *proficient* level.	The Portfolio will be reviewed during the formative phase with the advisor. The summative evaluation will be completed by a three-faculty-member committee (advisor plus two other faculty members). To Pass, all sections must be at the *satisfactory* level with three at the *proficient* level.	The Portfolio will be reviewed during the formative phase with the advisor. The summative evaluation will be completed by a three-faculty-member committee (advisor plus two other faculty members). To Pass, all sections must be at the *satisfactory* level with three at the *proficient* level and one at the *distinguished* level.

Question for the examination are selected by participant's advisors. Comprehensive tests are independently assessed by two faculty members. Results are compared and the assessment is finalized and reported to the participant.
See the "Portfolio" Section of the Handbook for more information on the full requirements of a portfolio.

APPENDIX F

The Dissertation and Portfolio Timeline in the Educational Leadership Program

Timeline	Event	Persons involved
As early in the program as possible	Select topic	Participant in dialogue with potential committee members (faculty)
As early in the program as possible	Read and write on topic.	Participant, Dissertation chair
Within first 4 semesters	Take LEAD637 Issues in Research and create a preliminary literature review around topic	Participant
As topic takes shape	Select dissertation committee	Participant, potential committee members, Dir of Graduate Programs
As early as second program semester	Receive Topic Approval along with completion of Dissertation Topic Prospectus form	Dissertation committee
As early as second or third year	Take LEAD880	Dissertation committee
After LEAD637 and LEAD880	Receive Dissertation Proposal Approval, including a proposed timeline	Dissertation committee
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
At least eight weeks prior to defense	Submit Revised Final Draft. Include a copy of the dissertation and abstract, complete in every respect, including all chapters completely edited with all appendices, bibliography, figures, tables numbered, and 350-word abstract. Students who present an incomplete manuscript cannot receive a favorable decision. Request defense date.	Dissertation committee
At least seven weeks prior to defense	Schedule a Pre-Defense Meeting of the committee (with the candidate) to approve document for defense. If approved, your chair confirms the requested defense date with the Secretary of SED Graduate Programs by completing a "Readiness for Defense" form. Identical copies of the approved document must be submitted to: Each committee member Secretary of SED Graduate Programs Dissertation Secretary	Dissertation committee, Secretary of SED Graduate Programs, Dissertation Secretary
At least three weeks prior to defense	In consultation with the Dissertation Chair, SED Dean chooses an external examiner.	SED Dean, Dissertation Chair
At least three weeks prior to defense	Finalize the Defense Date	Chair in consultation with all parties concerned
At least four weeks before graduation	Defend Dissertation	Dissertation committee, External Examiner, Director of Graduate Programs, Dean of SED
At least three weeks prior to graduation	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.	
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
Two-to-four weeks before graduation	Present Portfolio to the Faculty and present/celebrate with leadership and learning group.	LEAD Faculty, Leadership and Learning Group

APPENDIX G

General Portfolio Timeline and Program Processes and Content Creation Guidelines

Events	Description
Admissions	Prospective applicants are made aware of portfolio processes in the Bulletin and during the interview process as well as in the Educational Leadership web page.
LEAD630	Introduction to program standards; introduction to Live Text to facilitate portfolio management; results of self-evaluations on the standards are reported in Live Text; 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	Course syllabi identify assessment artifacts that need to be included in the Live Text portfolio. The instructor evaluation of these artifacts is recorded in Live Text.
Accumulate Approval of Portfolio Components	In addition to individual course assessment sign-offs, participants are encouraged to complete other aspects of the portfolio on their own. They should secure approval from their advisors and/or other faculty on these added artifacts, assessments and components.
EDAL680 Or LEAD886	Artifacts from a sustained mentored internship are placed in the portfolio for evaluation and approval
Research Courses and LEAD899 Dissertation	Research component(s) are added to the portfolio and evaluated and approved.
Advisor Finalization	Main Graduation Forms Completed; Reflection papers and synthesis paper are produced in consultation with the advisor and added to the portfolio. Advisor fully approves portfolio.
Written Comprehensives	MA: one other faculty member signs off on the portfolio; EdS and Doctoral: two other faculty members sign off on the portfolio. In addition, EdS and Doctoral participants must also complete a formal written comprehensive examination. EdS, EdD, and PhD participants must complete 2, 4, and 6 hour written examinations, respectively. This needs to be completed sometime before the oral presentation. It is best taken after completing most course work (at least 75%)
Portfolio/Comprehensive Oral Presentation	In-person or teleconferencing presentations of learning as demonstrated in the portfolio with oral examination by the designated faculty
Portfolio Related to Doctoral Dissertation	Dissertation presentation and defense follows Portfolio presentation and defense for EdD and PhD participants The order of dissertation defense and portfolio presentation may vary.

APPENDIX H

Evaluation of Research LEAD 880

LEAD 880 – SELF-EVALUATION FORM

Name _____

Where are you at? *Indicate the level of readiness*

1. Did you take Lead 637 Issues in Research? Yes ☐ No ☐
   a. Did you get a grade recorded for this class? Yes ☐ No ☐
   b. Did you finish a literature review? Yes ☐ No ☐
   c. Was this literature review in the Dissertation topic? Yes ☐ No ☐
   d. How much have you read on your Dissertation topic?
      10 articles/books ☐
      50 articles/books ☐
      100 articles/books ☐
      150 more articles/books ☐

2. Did you take Lead 535 Academic Writing? (this is a requisite) Yes ☐ No ☐
   Did you get a grade recorded for this class? Yes ☐ No ☐

3. Do you have an APPROVED committee? (this is a requisite) Yes ☐ No ☐
   a. Does your committee at least have a chair and a methodologist? Yes ☐ No ☐
   b. Did you fill out and sign your committee and topic approval form? Yes ☐ No ☐

4. Do you have an APPROVED prospectus? (this is a prerequisite) Yes ☐ No ☐

5. Did you take EDRM 611 Stats? (not a prerequisite) Yes ☐ No ☐

6. Did you take EDRM 605 Qualitative Research? (not a prerequisite) Yes ☐ No ☐

Other important things to take into consideration:

a. Persistence, dedication, passion for your topic
b. Good communication and relationship with chair and committee
c. Financial, social, emotional, physical, and mental resources
d. Support system (faith, family, friends)

APPENDIX I

Participant Disposition Evaluation and Plan for Improvement

Candidate Disposition Evaluation

General Information

Candidate's Name		**ID**	
Program		**Department**	
Academic Level		**Program Gateway**	
Evaluating Teacher		**Date**	

Instructions

This form is intended to provide a summary of each candidate's professional dispositions at various times or gateways in the candidate's program. Dispositions are defined as professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors that support student learning and development as educators interact with students, families, colleagues, and communities. Use the following scale to evaluate the candidate on his/her professional dispositions.

Rating Scale

5. Exceptional – The candidate appears to have incorporated the professional dispositions delineated in professional, state, and institutional standards into his/her own personal values. He/she relates with students, clients, families, colleagues, and communities in ways that reflect the highest expectations described by each disposition. The candidate recognizes when adjustments need to be made and is able to develop plans to do so.

4. **Proficient** – The candidate has a thorough understanding of the professional dispositions delineated in professional, state, and institutional standards, and his/her work with students, families, colleagues, and communities reflects this understanding. The candidate can generally recognize when adjustments need to be made and is able to develop plans to do so.

3. Satisfactory – The candidate is familiar with the professional dispositions delineated in professional, state, and institutional standards, and his/her work with students, families, colleagues, and communities reflects these professional dispositions.

2. Emerging – The candidate is becoming aware of the professional dispositions delineated in professional, state, and institutional standards, and is beginning to display them in his/her work with students, families, colleagues, and communities.

1. Unsatisfactory – The candidate is not familiar with professional dispositions delineated in professional, state, and institutional standards. He/she does not model these professional dispositions in his/her work with students, families, colleagues, or communities.

n/o. Not Observed – Behaviors related to this disposition were not observed in the candidate.

Circle the appropriate number for each item.

1. Believes that all students can learn by

○ 5 ○ 4 ○ 3 ○ 2 ○ 1 ○ n/o

- Showing respect
- Supporting incremental learning
- Speaking often of students' ability to learn
- Ensuring that each student is given reasonable opportunities to learn
- Supporting teachers in their efforts to help students learn
- Showing patience and seeking support for even the most difficult student, or for teachers who are dealing with them

Comments

2. Values fairness by

○ 5 ○ 4 ○ 3 ○ 2 ○ 1 ○ n/o

- Demonstrating equitable treatment of others
- Seeking to understand others' needs
- Trying to respond to requests
- Showing no discrimination
- Using consistent processes and policies to ensure fair treatment of others

Comments

3. Values respectful communication by

○ 5 ○ 4 ○ 3 ○ 2 ○ 1 ○ n/o

- Using appropriate oral or written communication skills
- Listening thoughtfully to others' views, including opposing ones
- Modifying writing and speaking to be more accurate and effective
- Using appropriate tone and affect in communication
- Demonstrating appropriate levels of self-disclosure
- Interacting positively with others, with corresponding body language
- Initiating communication to resolve conflict

Comments

4. Values diversity by

○ 5 ○ 4 ○ 3 ○ 2 ○ 1 ○ n/o

• Building trust between students and colleagues
• Interacting in ways that recognize the worth of all individuals
• Validating the uniqueness and strengths of each individual
• Soliciting those who may be under-represented
• Welcoming and trying to understand diverse views to gain a more comprehensive understanding
• Using diverse views and differences to facilitate group growth

Comments

---

5. Recognizes personal leadership responsibility by

○ 5 ○ 4 ○ 3 ○ 2 ○ 1 ○ n/o

• Being aware of one's positional and personal influence on others
• Taking initiative
• Following up well
• Developing one's own voice and opinion
• Planning, prioritizing tasks, and managing time effectively
• Pursuing excellence for self and others
• Demonstrating flexibility

Comments

---

6. Values personal and professional growth by

○ 5 ○ 4 ○ 3 ○ 2 ○ 1 ○ n/o

• Seeking opportunities to learn new skills and knowledge
• Wanting to improve performance
• Seeking and using feedback
• Demonstrating spiritual, physical, mental, and emotional balance
• Securing and using a range of personal and professional resources (books, internet, articles)
• Reflecting on professional experiences

Comments

---

7. Is committed to inquiry

○ 5 ○ 4 ○ 3 ○ 2 ○ 1 ○ n/o

• Manifesting inquisitiveness and academic curiosity
• Asking questions
• Soliciting opposing views
• Tracking down information
• Engaging in research (primary and secondary)

Comments

---

8. Is committed to service by

○ 5 ○ 4 ○ 3 ○ 2 ○ 1 ○ n/o

• Engaging in activities that will benefit others
• Seeking to understand others' needs
• Trying to respond to requests
• Being involved in professional organizations

Comments

Candidate Plans for Improvement

In the space provided, the candidate, in cooperation with his or her advisor, needs to outline a plan for the improvement of his or her disposition(s). Particular areas of weakness identified in the rubric must be identified, and plans must be specific to address those weaknesses. Please provide as much detail as possible.

Candidate Signature (E-Sign)

Faculty Signature (E-Sign)

Date

Date

APPENDIX J

Program Completion Survey

The School of Education (SED) at Andrews University is conducting this survey regarding the preparation you received while in your program. Your response is important to us, as it will enable us to evaluate and improve our programs' effectiveness. The information you supply will be confidential, and will be aggregated with other responses for analysis. No individual data will be shared. Your participation is voluntary. The survey will take about 10 minutes to complete. Thank you for your assistance.
For the following items, please choose the answer that best describes your level of preparation

How well has your program in Andrews University's School of Education (AU SED) prepared you to . . .	Excellent	Very Well	Satisfactory	Somewhat	Not at All	Not Applicable
Have the necessary knowledge of your content area						
Have the necessary skills of your profession (e.g. teaching, counseling, principalship, leadership)						
Effectively apply your skills in your professional responsibilities						
Practice the professional and ethical standards of your profession						
Evaluate research findings						
Conduct and report research						
Apply current theories/best practices to your profession						
Communicate effectively (written, oral)						
Use relevant technology in your professional practice						
Create a positive learning environment						
Plan and implement appropriate programs to enhance learning						
Assess and analyze student learning						
Utilize outcome data for program improvement (e.g., student learning, psychological interventions)						
Relate effectively with individuals from diverse populations (e.g., culture, ethnicity, socio-economic status)						
Relate effectively with individuals with special needs or disabilities						
Apply fair practices in his/her profession						
Value service to society at large (e.g., community, church, civil)						
Believe that all individuals can learn, regardless of their background or experience						

What AU Degree are you completing? _____
What SED program are you completing? _____
When will you finish your program? _____

What do you feel were the strongest aspects of your program at Andrews' School of Education?
What do you feel were the weakest aspects of your program at Andrews' School of Education?
How might Andrews' School of Education improve this program?

For the following demographic questions, please circle your answer choice:

How much of your program did you complete on campus vs. online or via distance education?
All on campus; no online or distance education
Mostly on campus; some online or distance education
Approximately half on campus and half online or distance education
Some on campus; mostly online or distance education
None on campus; all online or distance education

What is your gender?
Female Male

What is your ethnicity?
Asian
American Indian/Alaska Native
Black/African American
Hispanic/Latino
Native Hawaiian or Other Pacific Islander
White

Thank you for your participation. Please return this survey to the Dean's office. If you have any questions about this survey, please feel free to contact the Dean's Office at Andrews University's School of Education, ph. 269-471-3481.

APPENDIX K

AU SED Alumni Survey

Class Climate	Alumni Survey (SED) 2010-2011	SCANTRON

Andrews University

Mark as shown: ☐☒☐☐☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.
Correction: ☐■☐☒☐ Please follow the examples shown on the left hand side to help optimize the reading results.

1. Degree

Please answer the following questions about your most recent degree from Andrews University School of Education:

1.1 In which academic year did you complete your most recent Andrews University School of Education degree?

1.2 What *degree* did you complete? (e.g., BA, MA, PhD)

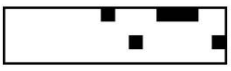
1.3 What School of Education *program* did you complete? (e.g., Elementary Education, School Counseling)

2. Preparation

For the following items, please choose the answer that best describes your level of preparation.

How well has your program in Andrews University's School of Education (AU SED) prepared you to . . .

		Not at All	Somewhat	Satisfactory	Very Well	Excellent	Not Applicable
2.1	Have the necessary knowledge of your content area	☐	☐	☐	☐	☐	☐
2.2	Have the necessary skills of your profession (e.g., teaching, counseling, principalship, leadership)	☐	☐	☐	☐	☐	☐
2.3	Effectively apply your skills in your professional responsibilities	☐	☐	☐	☐	☐	☐
2.4	Practice the professional and ethical standards of your profession	☐	☐	☐	☐	☐	☐
2.5	Understand and interpret research in your profession	☐	☐	☐	☐	☐	☐
2.6	Use research findings for decision making in your profession	☐	☐	☐	☐	☐	☐
2.7	Collect data in a systematic way for professional use	☐	☐	☐	☐	☐	☐
2.8	Report research findings (e.g., student outcomes/assessment results, school/ organizational data)	☐	☐	☐	☐	☐	☐



2. **Preparation** [Continue]

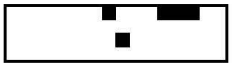
		Not at All	Somewhat	Adequately	Very Much	Significantly	not Applicable
2.9	Apply current theories/best practices to your profession	☐	☐	☐	☐	☐	☐
2.10	Communicate effectively (written)	☐	☐	☐	☐	☐	☐
2.11	Communicate effectively (oral)	☐	☐	☐	☐	☐	☐
2.12	Use relevant technology in your professional practice	☐	☐	☐	☐	☐	☐
2.13	Create a positive environment for learning and development	☐	☐	☐	☐	☐	☐
2.14	Plan and implement appropriate programs to enhance learning and development	☐	☐	☐	☐	☐	☐
2.15	Assess and analyze learning and development	☐	☐	☐	☐	☐	☐
2.16	Utilize outcome data for program improvement (e.g., student learning, psychological interventions)	☐	☐	☐	☐	☐	☐
2.17	Relate effectively with individuals from diverse populations (e.g., culture, ethnicity, socio-economic status)	☐	☐	☐	☐	☐	☐
2.18	Relate effectively with individuals with special needs or disabilities	☐	☐	☐	☐	☐	☐
2.19	Apply fair practices in your profession	☐	☐	☐	☐	☐	☐
2.20	Value service to society at large (e.g., community, church, civil)	☐	☐	☐	☐	☐	☐
2.21	Believe that all individuals can learn, regardless of their background or experience	☐	☐	☐	☐	☐	☐

3. **Spirituality**

For the following items, please choose the answer that best describes how well your program at the School of Education helped you to:

		Not at All	Somewhat	Adequately	Very Much	Significantly	not Applicable
3.1	Grow spiritually	☐	☐	☐	☐	☐	☐
3.2	Understand your profession from a Christian perspective	☐	☐	☐	☐	☐	☐
3.3	Integrate your worldview with your profession	☐	☐	☐	☐	☐	☐
3.4	Deepen your faith commitment	☐	☐	☐	☐	☐	☐

4. **Strengths, Weaknesses, and Suggestions**



4. **Strengths, Weaknesses, and Suggestions** [Continue]

4.1 What do you feel were the strongest aspects of your program at Andrews' School of Education?

4.2 What do you feel were the weakest aspects of your program at Andrews' School of Education?

4.3 How might Andrews' School of Education improve this program?

5. **Demographics**

For the following questions, please mark your answer choice:

5.1 How much of your program did you complete on campus vs. online or via distance education?

- ☐ All on campus; no online or distance education
- ☐ Mostly on campus; some online or distance education
- ☐ Approximately half on campus and half online or distance education
- ☐ Some on campus; mostly online or distance education
- ☐ None on campus; all online or distance education

5.2 Are you currently employed in the major field of the last degree you completed in the School of Education?

- ☐ Yes
- ☐ No

5.3 Which best describes your current job? (mark all that apply)

- ☐ Administration
- ☐ Business/industry/non-profit
- ☐ Consulting
- ☐ Clinical Counseling
- ☐ School Counseling
- ☐ School Psychology
- ☐ Special Education
- ☐ Teaching/training
- ☐ Unemployed
- ☐ Other

5.4 If you marked "Other" in 5.3, please write your answer here.

5. **Demographics** [Continue]

5.5 What age range/level are you currently working with? (mark all that apply)

- ☐ Elementary school (K-5)
- ☐ Middle school (6-8)
- ☐ High school (9-12)
- ☐ College/University (undergraduate)
- ☐ College/University (graduate)
- ☐ Adult (non-academic setting)

5.6 What subject area(s) do you currently teach? (mark all that apply)

- ☐ Art
- ☐ Counseling
- ☐ Education
- ☐ Educational Administration
- ☐ English
- ☐ Foreign Language
- ☐ History
- ☐ Language Arts
- ☐ Math
- ☐ Music
- ☐ Psychology
- ☐ Reading
- ☐ Research
- ☐ Religion
- ☐ Science
- ☐ Social Studies
- ☐ Special Education
- ☐ Other
- ☐ Not Applicable

5.7 If you marked "Other" in 5.6, please write your answer here.

5.8 What is your gender?

- ☐ Female
- ☐ Male

5.9 What is your ethnicity? (mark all that apply)

- ☐ Asian
- ☐ American Indian/Alaska Native
- ☐ Black/African American
- ☐ Hispanic/Latino
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Other

5.10 If you marked "Other" in 5.9, please write your answer here.

6. **Employer Contact Information**

In order to best evaluate the effectiveness of our programs in the School of Education, we would also like to ask your employer to rate their perception of the preparation you received in your School of Education program (essentially the same questions you just answered in the Preparation section above). He/she will not be asked to identify you on the survey, nor will any of the information provided by your employer be matched to you.

Please take a couple more minutes to complete the brief Employer Contact Information form which accompanies this survey.

Thank you very much!

APPENDIX L

AU SED Employer Survey

Class Climate	Employer Survey (SED) 2010-2011	SCANTRON

Andrews University

Mark as shown: ☐☒☐☐☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

Correction: ☐■☐☒☐ Please follow the examples shown on the left hand side to help optimize the reading results.

1. Employee Data

Your employee, named in the introductory letter, is a graduate of the Andrews University School of Education. For Questions 1.1, 1.2, and 1.3, please answer as directed in the introductory letter. (In order to maintain confidentiality, please *do not* write the employee's name in any part of this survey.)

1.1 What degree (e.g., BA, MA, PhD) did the employee receive from Andrews University?

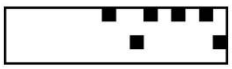
1.2 What was the employee's program of study (e.g., Elementary Education, School Counseling, Educational Leadership) in the Andrews University School of Education?

1.3 When did the employee complete this program (graduation year)?

2. Employee Qualities

Please rate your employee, a graduate of Andrews University, on the following qualities: (mark the appropriate box next to each prompt)

		Not at All	Somewhat	Satisfactory	Very Well	Excellent	Not Applicable
2.1	Has the necessary content knowledge	☐	☐	☐	☐	☐	☐
2.2	Has the necessary skills of the profession (e.g., teaching, counseling, principleship)	☐	☐	☐	☐	☐	☐
2.3	Effectively applies his/her skills in his/her professional responsibilities	☐	☐	☐	☐	☐	☐
2.4	Practices the professional and ethical standards of the profession	☐	☐	☐	☐	☐	☐
2.5	Understands and interprets research in his/her profession	☐	☐	☐	☐	☐	☐
2.6	Uses research findings for decision making in his/her profession	☐	☐	☐	☐	☐	☐
2.7	Collects data in a systematic way for professional use	☐	☐	☐	☐	☐	☐
2.8	Reports research findings (e.g., student outcomes/assessment results, school/organizational data)	☐	☐	☐	☐	☐	☐



2. **Employee Qualities** [Continue]

2.9	Applies the profession's current theories/best practices	☐	☐	☐	☐	☐	☐
2.10	Communicates effectively (written)	☐	☐	☐	☐	☐	☐
2.11	Communicates effectively (oral)	☐	☐	☐	☐	☐	☐
2.12	Uses relevant technology in professional practice	☐	☐	☐	☐	☐	☐
2.13	Creates a positive environment for learning and development	☐	☐	☐	☐	☐	☐
2.14	Plans and implements appropriate programs to enhance learning and development	☐	☐	☐	☐	☐	☐
2.15	Assesses and analyzes learning and development	☐	☐	☐	☐	☐	☐
2.16	Utilizes outcome data for program improvement (e.g., student learning, psychological interventions)	☐	☐	☐	☐	☐	☐
2.17	Relates effectively with individuals from diverse populations (e.g., culture, ethnicity, socioeconomic status)	☐	☐	☐	☐	☐	☐
2.18	Relates effectively with individuals with special needs or disabilities	☐	☐	☐	☐	☐	☐
2.19	Applies fair practices in his/her profession	☐	☐	☐	☐	☐	☐
2.20	Values service to society at large (e.g., community, church, civil)	☐	☐	☐	☐	☐	☐
2.21	Believes that all individuals can learn, regardless of their background or experience	☐	☐	☐	☐	☐	☐

3. **Comments**

3.1 If you have any comments on the preparation that this employee received from Andrews University School of Education, please write them in the box below.

On behalf of the School of Education at Andrews University, thank you for participating in this valuable survey.

APPENDIX M

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APPENDIX N

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Link to ELCC Standard 2011: http://www.suu.edu/ed/pdf/elccstandards.pdf

NOTES:

NOTES:

Educational Leadership Program Highlights

1. Our purpose, passion and programming are designed to develop competent educational leaders.
2. Our program is approved by the Educational Leadership Constituents Council (ELCC) as a National Recognized program for school building leaders. National Council on Accreditation of Teacher Education (NCATE) recognizes ELCC as the nation's leading accrediting body for school principal preparation.
3. The North American Division of SDA K-12 recognizes are graduate certificate courses as fulfilling their certification with endorsements for principal, supervisor of instruction, and superintendent of schools.
4. We offer scholarships based on Graduate Record Examination (GRE) scores, financial need, and/or those meeting specific employment qualifications.
5. We emphasize school-embedded learning. Participants practice what they learn in their online courses with a strong "Learn while your work from your work!" approach.
6. We offer MA, EdS, EdD, and PhD degree options for educational leaders at all levels of career development.
7. Our online distance courses use state of the Moodle designs and have receive both university (internal) and accreditation (external) review and approval.
8. Only one summer face to face orientation required at the start of the program.
9. Have faculty and staff support from throughout the School of Education and from individuals working in the field of educational leadership.
10. The program is built around 10 educational leadership standards, and requires degree graduates to complete a portfolio documented the fulfillment of these standards.
11. Doctoral researchers have extensive faculty and course support to develop research competency.
12. Year-round courses and mentoring are available on topics like educational leadership, vision, supervision, finance, human resources and staff development, facilities, community and public relations, ethics, law and policy, technology, research, and philosophy.

Andrews University

Seek Knowledge. Affirm Faith. Change the World.