



### **SPECIFIC ADMISSION REQUIREMENTS**

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

### **BASIC DEGREE REQUIREMENTS FOR MA, EdS, EdD, and PhD**

1. Participate in the on-campus program orientation: LEAD630 (4 credits) and in annual leadership conferences.
2. Complete LEAD635 Individual Development Plan (IDP) designed by the participant and approved by the professional development committee.

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

2. *A dynamic change agent with*

- a. Skills in planning and implementing change
- b. Skills in developing human resources
- c. Skills in public relations.

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

3. *An effective organizer with*

- a. Skills in organizational development, management, and allocating resources
- b. Skills in interpreting laws, regulations, and policies.

Every leader is expected to understand and demonstrate the principles of effective organizational learning.

4. *A collaborative consultant in diverse cultures with*

- a. Skills in effective communication
- b. Skills in evaluation and assessment
- c. Skills in problem solving and decision making.

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

5. *A reflective researcher with*

- a. Skills in reading and evaluating research
- b. Skills in conducting research
- c. Skills in reporting research.

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

- Appreciate the value of research for decision making
- Know the logic and process of scientific inquiry
- Explain major research methodologies
- Critique the adequacy of research reports
- Formulate empirically driven research problems
- Conduct literature reviews using electronic sources
- Relate research to the body of knowledge in leadership or professional field
- Select appropriate research designs
- Explain standards for data collection
- Conduct basic data collection and analysis
- Adequately communicate research findings.

6. *A scholar with a*

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

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

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

## **EDUCATIONAL ADMINISTRATION**

### **RESPONSIBILITY OF THE STUDENTS**

Follow the Graduate Programs Admission section in the SED section of this bulletin.

### **RESPONSIBILITY OF THE STUDENTS**

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ments for licensure or certification from the state(s) of interest or certification agency so that the transcript can reflect the appropriate courses.

### **PROGRAMS**

Graduate Certificate, Master of Arts, Educational Specialist, Doctor of Education, and Doctor of Philosophy degrees are available in Educational Administration with emphases in the following areas:

- Elementary/Middle School Administration
- Secondary School Administration
- Leadership in School Systems
- Higher Education Administration
- Curriculum & Instruction (EdS and Doctoral only)

### **Graduate Certificate: Educational**



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

**LEAD789 (1-12)**

***Advanced Seminar***

Advanced topics in leadership. Repeatable with different topics. Permission of instructor required

**LEAD796 (1-4)**

***Action Research Project***

The Specialist Research Project is applied research associated with problem-solving in the workplace. The action research project involves five basic steps: (1) identifying a topic or issue to be studied, (2) collecting data, (3) analyzing and interpreting the data, (4) implementing a course of action, and (5) evaluating the effectiveness of the new course of action.

**LEAD870 (0)**

***Comprehensive Exam***

**LEAD886 (1-12)**

***Internship***

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

**LEAD888 (0)**

***Dissertation Continuation***

Reduced tuition rate applies.

**LEAD899 (1-14)**

***Doctoral Dissertation***

Graded S/U. **rerndocumentation in a**

- EDAL674** Alt (3) **EDAL886** (1-12)  
**Administration of Student Services**  
 Objectives, organization, and administration of student services such as student residences, health services, religious programs, government, publications, social life, discipline, recreation, and student records. *Alternate Spring*
- EDAL676** Alt (3)  
**Administration of Academic Services**  
 Objectives, organization, and administration of academic services such as admissions, academic records, academic personnel, curriculum administration, and instructional resources. *Alternate Fall*
- EDAL677** (1-3)  
**Seminar in Departmental Supervision and Human Relations**  
 Multiple approaches for effectively supervising the workplace for maximization of human resources; provides opportunities for personnel to plan and experience professional growth. *Summer*
- EDAL680** (3)  
**Internship/Fieldwork in Educational Administration**  
 A supervised internship or administrative fieldwork in educational institutions, agencies, or school districts. Permission of supervisor and plans required in advance of registration. May be graded S/U. *Fall, Spring, Summer*
- EDAL685** (0)  
**MA Level Comprehensive Exam Preparation**  
*Fall, Spring, Summer*
- EDAL689** (1-4)  
**Seminar: \_\_\_\_\_**  
 Selected topics in Educational Administration. Repeatable with different topics. Open to all graduate students. Available for both A-F or S/U grades.
- EDAL690** (1-3)  
**Independent Study in \_\_\_\_\_**  
 Permission of advisor and instructor required. May be graded S/U. *Fall, Spring, Summer*
- EDAL699** (1-3)  
**Thesis**  
 Must be repeated up to 3 credits. Graded S/U. *Fall, Spring, Summer*
- EDAL796** (1-3)  
**Action Research Project**  
 The Specialist Research Project is applied research associated with problem-solving in the workplace. The action research project involves five basic steps: (1) identifying a topic or issue to be studied, (2) collecting data, (3) analyzing and interpreting the data, (4) implementing a course of action, and (5) evaluating the effectiveness of the new course of action.
- EDAL824** (2-3)  
**Seminar in Educational Leadership**  
 Current issues and problems in educational administration and leadership; techniques of administrative control; selected topics in educational leadership. May be graded S/U or A-F. Admission limited to post-master's students. *Summer*
- EDAL870** (0)  
**Comprehensive Exam Preparation**  
*Fall, Spring, Summer*
- EDAL887** (3)  
**Intervention Research for Leadership and Administration**  
 Intervention Research is applied research aimed at improving community life, health, and well-being of clients. The course addresses the change associated with implementing interventions in an organizational setting. It is a process that encompasses the following entities: (1) establishment of an intended change, (2) determination of an appropriate treatment, (3) effective administration of the treatment, and (4) follow-up procedures to evaluate the effectiveness of the treatment.
- EDAL888** (0)  
**Dissertation Continuation**  
 Reduced tuition rate applies. *Fall, Spring, Summer*
- EDAL899** (1-14)  
**Doctoral Dissertation**  
 To be repeated to 14 credits. Graded S/U. *Fall, Spring, Summer*