Faculty
Shirley A. Freed, *Chair*
Erich Baumgartner
Duane Covrig
Lyndon G. Furst
Gary D. Gifford
Sylvia Gonzalez
James R. Jeffery
Robson Marinho

Emeritus
Edward A. Streeter

Academic Programs	Credits
K-12 Education Administration	
Non-Degree NAD Certificate Preparation Programs	
Principal Endorsement	18
Supervisor of Instruction Endorsement	18
Superintendent of Schools Endorsement	24
MA	32
EdS	64
EdD	90
PhD	90
Higher Education Administration	
MA	32
EdS	64
EdD	90
PhD	90
Leadership Programs	
MA	36
EdS	64
EdD	90
PhD	90

M

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

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

Educational Administration

P   a M

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

P   a C   e ce

The Educational Administration program serves two constituencies: K–12 and higher education administrators. Both emphases are grounded in nine administrative standards, field-based internships with mentoring, and require a portfolio as part of degree requirements. The first six standards that guide the Educational Administration program are derived from the Interstate School Leaders Licensure Consortium (ISLLC) standards. These standards have been adapted by the Educational

in each of the standards. For the EdS the candidate must show emerging competency in each of the standards and established competency in five selected standards. For the EdD and PhD the candidate must show established competency in all nine standards. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. These portfolio presentations comprise a portion of the comprehensive examination and must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, EDAL500, required in all administration programs.

Continuous Registration

Educational Administration students comply with continuous registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If students want to remain active and not register for regular course work they will need to register for EDAL650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a student may request to go "Inactive." When "Active Status" is desired, the student may request reactivation and pay the $100 "Reactivation Fee."

Time Limits

An Educational Administration participant must complete the requirements for the EdD and PhD degree within seven calendar years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

K–12 Educational Administration Certificates and Degree Programs

There are five levels of study in K–12 educational administration:
  Level 1) Certificate/Licensure/Endorsement Programs. This first level is a non-degree option that prepares candidates to fulfill specific state certification or licensure requirements for educational administration and/or Seventh-day Adventist North American Division (NAD) Educational Administration certification and endorsement requirements.
  Level 2) Masters (MA)
  Level 3) Educational Specialist (EdS)
  Level 4) Doctor of Education (EdD), and
  Level 5) Doctor of Philosophy (PhD)

Level 1. Educational Administration Certificate Programs, Requirements, and Administration Practice

Public School Administration Certification or Licensure

Although the certification and licensure requirements for public school administrators vary by state, the programs and courses offered below fulfill many of the requirements of most state certification programs. These courses and programs align with the ISLLC standards that guide educational administration policies throughout the United States and have been adopted by over 30 states. Andrews University School of Education is also accredited by NCATE to offer educational administration programs. NCATE is the leading accrediting body for K–12 educational preparation programs. University Schoo25(also)-25(accredited)]TJEy over Amertifinon lETBT/TT0 1 Tf9 0 0 9 55 49.9639 Tm[(progrAssost)-25(that)5(of)18(fer)

B. Supervisor of Instruction Endorsement (18 credits; also fulfills certificate requirements; must complete a minimum of two graduate courses in curriculum, two in supervision and one in school administration as listed below):

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

C. Superintendent of Schools Endorsement (24 credits; also fulfills certificate requirements):
School Administration
EDAL500 Administration Orientation—1–2
EDAL520 Foundations of Educ. Leadership—2–3
EDAL565 Lead. for Seventh-day Adventist Educ.—1–2
School Law
EDAL560 School Law—2–3
Curriculum
EDCI547 Foundations of Curriculum Development—3
Supervision
EDAL570 Principles of Educational Supervision—2–3
School Finance
EDAL645 Educational Finance—2–3
Personnel Administration
EDAL635 Human Resources Administration—2–3
School Plant Planning
EDAL660 Planning & Operating Educ. Facilities—2–3

Application Process
Students may take certification courses on a permission-to-take classes basis (PTC). However, depending on financial aid and employer requirements, the student may need to apply and be accepted into a graduate certificate or degree program. At that point, through the petition process, the student may transfer up to eight PTC credits into a graduate certificate or degree program. To be admitted into the graduate certificate program students need to:
1. Complete a graduate school application, and
2. Check the "graduate certificate" circle on the application.

Note: A Graduate Record Examination (GRE) is **not** required for the graduate certificate programs.

Level 2. MA: K–12 Educational Administration Program, Requirements, and Application Process (32 credits)

The K–12 Educational Administration master's program is designed for post-baccalaureate participants who desire to obtain a degree in educational administration with or without Seventh-day Adventist NAD administrative endorsement. For NAD certification purposes, students need to have an NAD professional teaching certificate which requires graduate work in two of the following areas: learning theory/style, curriculum, improvement of instruction, education of the exceptional student, trends and issues in education, and multicultural education. As such, those completing this master's degree and wanting NAD administrative endorsement will also need to take an additional course from the areas listed if they have not done so.

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

MA: DEGREE REQUIREMENTS (32 credits)
Common Core—minimum 15, with more credits available from variable credit courses
EDAL500 Administration Orientation—1–2
EDAL520 Foundations of Educational Leadership—2–3
EDAL645 Educational Finance—2–3
EDAL670 Technology for Leaders—1–3
EDAL680 Administration Internship and Fieldwork—1–12
EDCI   Any EDCI Graduate Course—3
EDFN500 Phil. Foundations of Educ. & Psych.—3
Concentration Area—minimum 14, with more credits available from variable credit courses
EDAL560 School Law—2–3
EDAL565 Leadership for SDA Education—1–2
EDAL570 Principles of Educational Supervision—2–3
EDAL635 Human Resources Administration—2–3
EDAL660 Planning & Operating Educational Facilities—2–3
EDAL664/665 Elem./Secondary School Leadership—2–3
Educational Research—3
EDRM505 Research Methods in Educ. & Psych.—3
Electives—As Needed
In consultation with your advisor.
TOTAL MA degree credits—32

Application Process
Applicants must meet School of Education admission requirements. Once accepted into this master's program, students must complete the administration orientation course (EDAL500) where they will be introduced to the philosophy of educational leadership and review the standards that will guide their educational plan. The curriculum consists of a minimum of 32 credits beyond the baccalaureate degree. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and when registering for these courses. The portfolio serves as a component of the master's comprehensive examination. There is no thesis requirement for the master's degree program.

Level 3. EdS: K–12 Educational Administration Program, Requirements, and Application Process (64 credits)

The K-12 Educational Administration Educational Specialist degree program prepares candidates to serve as principals, supervisors, or superintendents in elementary and/or secondary systems. Those specifically served by this degree are the following:
• Teachers with master's degrees interested in transitioning into educational administration and securing an additional degree while completing their NAD administration certification or endorsement
• Principals of K–8, K–10, K–12, and 9–12 schools
• Supervisors of instruction
• Superintendents of schools

EdS: DEGREE REQUIREMENTS (64 credits)
Common Core—minimum 15, with more credits available from variable credit courses
EDAL500 Administration Orientation—1–2
EDAL520 Foundations of Educational Leadership—2–3

EDAL645   Educational Finance—2–3
EDAL670   Technology for Leaders—1–3
LEAD886   Advanced Internship: (Topic)—1–12

Dissertation—16

    EDRM880 or LEAD880   Dissertation Proposal Dev.—2

    LEAD899   Doctoral Dissertation—14

Electives—As Needed

    In consultation with your advisor.

TOTAL PhD degree credits—90

Application Process

Applicants must meet School of Education admission requirements
for doctoral programs. They may transfer up to 42 credi megi

Cognate Area—9
  Choose from outside Educational Administration, such
  as Business, Communication, Social Work, Psychology,
  Curriculum, Leadership, Research, or transfer credits.
Educational Research—11
  EDCI636   Program Evaluation—3
  EDRM505   Research Methods in Educ. & Psych.—3
  EDRM611   Applied Statistics in Educ. & Psych. I—3
  LEAD637   Issues in Research—2
Research Electives
  EDRM604   Design & Analysis of Ed. & Psych. Surveys—3
  EDRM605   Qual. Research Methods in Educ. & Psych.—3
  EDRM612   Applied Statistics in Educ. & Psych. II—1–3
  EDRM613   Applied Statistics in Educ. & Psych. III—3
  EDRM648   Workshop—3
  EDRM690   Independent Study: (Topic)—3
  HIST650   Historical & Social Sci. Research Methods—3
TOTAL EdS degree credits—64

Application Process
Applicants must meet School of Education admission
requirements for the specialist degree. Applicants may transfer
up to 32 credits from previous graduate work into the specialist
degree at the discretion of their academic advisors. Candidates
must complete EDAL500 Administration Orientation, an
introduction to the philosophy of leadership and review the
standards that will guide their educational plan. The curriculum
consists of a minimum of 64 semester credits beyond the
baccalaureate degree and requires the completion of both an
internship and a portfolio. Many courses are offered as variable
credits; therefore, candidates should consider their credit needs
when planning their course work and registering for courses.
The portfolio serves as a component of the EdS comprehensive
examination. There is no thesis requirement for the EdS.

3/4. EdD/PhD Higher Education
Administration, Policy, Research, and
Academic Practice (90 credits)
The doctoral program in Higher Education is designed to prepare
experienced practitioners for senior administrative and policy-
making positions. The PhD degree is more research oriented
and requires more courses in advanced research methodologies.
The EdD program primarily serves those seeking administrative
and executive positions, while the PhD program serves those
who wish to pursue careers in research and teaching. Graduates
typically work in the following professional areas:
  • Research
  • Teaching
  • Policy leadership
  • College administration at all levels
  • Community college leadership and management
  • Student personnel administration
  • Corporate and post-secondary policy analysis

EdD: DEGREE REQUIREMENTS (90 credits)
**Common Core—minimum 16, with more credits available
from variable credit courses**
  EDAL500   Administration Orientation—1–2
  EDAL520   Foundations of Educational Leadership—2–3
  EDAL645   Educational Finance—2–3
  EDAL670   Technology for Leaders—1–3
  LEAD886   Advanced Internship: (Topic)—1–12
  EDCI   Any EDCI Graduate course—3
  EDFN500   Phil. Foundations of Educ. & Psych.—3

Concentration Area—18
  EDAL640   Higher Education Law—3
  EDAL667   Leadership in Higher Education—3
  EDAL674   Administration of Student Services—3
  EDAL675   College Student Development Theory—3
  EDAL676   Administration of Academic Services—3
  EDAL677   Higher Educ. Supervision & Prof. Dev.—2–3
Electives—As Needed
  In Consult[d]EgEM-28EDFN500ces—3)]TJEBectives—As Neeul725(Needed)](

EDRM690 Independent Study: (Topic)—1–3
HIST650   Historical & Soc. Science Research Methods—3
Dissertation—16
EDRM880 or LEAD880 Dissertation Proposal Devel.—2
LEAD899   Doctoral Dissertation—14
TOTAL PhD degree credits—90

A ca P ce

Applicants must meet School of Education admission requirements for doctoral programs. They may transfer up to 42 credits from previous graduate work into the doctoral program. If they have not previously taken the course, candidates must complete EDAL500 Administration Orientation, an introduction to the philosophy of leadership and review the standards that will guide their educational plan. The curriculum consists of a minimum of 90 semester credits beyond the baccalaureate degree and requires the completion of a portfolio and a dissertation. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the doctoral comprehensive examination. Both doctorates require the successful completion of a dissertation.

Leadership

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

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

Def ￢ e P ￢ a

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

C a ac e c f e P ￢ a

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

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

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

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

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

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

The Leadership Program builds important bonds among its participants. The participants become partners in learning, both with faculty members and other participants. This process is enhanced by involvement in orientation activities, seminars, learning groups, and through continued contact and discussion via the Internet, and other forms of telecommunication.

The Leadership Program evaluates achievement.
- Throughout the course of study, individual achievement is evaluated on the basis of demonstrated competencies.
- The program is completed when the participant has demonstrated achievement of at least 15 competencies (see below).
- Demonstration of achievements is documented in a portfolio that is assembled throughout the program. The portfolio is presented for validation to a faculty team at the end of the program.
- For the MA and EdS degrees, a research project is completed and approved.
- For the EdD and PhD degrees, a doctoral dissertation must be completed, defended, and approved.

A ￢ ￢ e P ￢ a

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

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

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

S ec f c Ad   Re e e

- 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 Roundtable Conference.
  4) Regular online communication. The participant is responsible for keeping abreast of announcements and program updates presented by faculty and staff via e-mail and the Leadership website.

Maintaining Active Status

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

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

Time Limits. A Leadership participant must complete the requirements for the EdD and PhD degree within seven calendar years from the beginning of the first semester of class work irrespective of admission classification.

Basic Degree Requirements for MA, EdS, EdD, and PhD

1. Participate in the on-campus program orientation: LEAD630 Leadership Seminar (4 credits) and in annual Leadership Roundtable conferences.
2. Complete LEAD635 Individual Development Plan (IDP, 4 credits) designed by the participant and approved by the Leadership faculty team.
3. Complete the following web-based learning experiences:
   LEAD636   Issues in Leadership Foundations—2 credits
   LEAD637   Issues in Research—2 credits
   LEAD638   Issues in Leadership Theory—2 credits
4. Participate regularly and actively in a learning group at least seven times a year.
5. Maintain employment throughout the program.
6. Complete the development and a presentation of a portfolio based on the participant's IDP. The portfolio must document the satisfactory completion of the required competencies.
7. Complete the specific number of credits:
   36 credits for the MA degree
   64 credits for the EdS degree
   90 credits for the EdD/PhD degrees
8. Research:
   MA: Complete a research project.
      EDRM505   Research Meth. in Educ. & Psych.—3 credits
      LEAD698   MA Research Project—3 credits
   EdS: Complete an action research project.
   EdD/PhD: Complete a dissertation.
      LEAD880   Proposal Development—2 credits
      LEAD899   Doctoral Dissertation—14 credits

Competencies of the Leadership Program

Leadership requires theoretical knowledge and practical application in the following core competencies:

1. **Leadership and the Self:** This cluster of competencies focuses on the self awareness and the personal and professional identity required when practicing leadership.
   a. *Philosophical foundations*—Leadership functions within the context of multiple perspectives and understands how their own worldview influences their practice.
   b. *Ethics, values, and spirituality*—Leadership functions from a set of principles and standards that guides their work and all their relationships with others.
   c. *Learning and human development*—Leadership is committed to and practices continuous personal, interpersonal, and organizational learning.

2. **Leadership with Others:** This cluster of competencies focuses on the interpersonal aspects of leadership. Growth and development of others is an essential function of leadership.
   a. *Effective communication*—Leadership fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships.
   b. *Mentor/coach*—Leadership promotes relationships that are trust-centered, providing the kind of empowerment that results in personal and performance improvement toward satisfying mutual objectives.
   c. *Social responsibilities*—Leadership is accountable to others and endeavors to see that family, community, and environmental needs are met in local and, as appropriate, in global ways.

3. **Leadership through Organizations:** This cluster of competencies focuses on the organizational aspects of leadership. Leadership sets direction in ways that facilitiate achievement of organizational goals.
   a. *Resource development, human and financial*—Leadership appropriately allocates and manages human and financial resources for healthy and strategic outcomes.
   b. *Legal and policy issues*—Leadership applies and understands the scope of legal and policy structures appropriate for their field.
   c. *Organizational behavior, development, and culture*—Leadership understands personal, group, and inter-group behaviors, and how they impact organizational history, needs, and goals.
   d. *Implementing change*—Leadership involves working with others in order to collaboratively shape the vision and strategy for change, as well as being capable of facilitating the change process.
   e. *Evaluation and assessment*—Leadership uses appropriate evaluation and assessment tools to make decisions about programs and plans.

4. **Leadership and Research:** This cluster of competencies focuses on the need to use data to communicate, persuade, and make decisions, and to contribute to the knowledge base for leadership. Competence in research needs to include both qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment, and evaluation, and other leadership projects.
   a. *Reading and evaluating research*—Leadership critiques the adequacy of research reports, conducts literature reviews using electronic sources, and relates research to the body of knowledge in their professional field.
   b. *Conducting research*—Leadership understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically driven research problems, selects appropriate research designs, explains standards for data collection, and conducts basic data collection and analysis.
   c. *Reporting and implementing research*—Leadership adequately communicates research findings and implements the findings in the workplace.

5. **Individually Chosen Options:** One required. Additional options may be chosen, if needed.

Basic Competency Requirements for the MA degree.
Completion of the MA in Education is achieved only after the
development of a portfolio demonstrating mastery in each of the
15 competencies with one of the "distinguished" level and the
rest at least at the "emerging" level (see "Rubric for Portfolio/
Competency Evaluation" in Appendix B of the *Leadership
Handbook*).

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

S ec a   a d D c   a P ⚡ a Re de σ
Re   e e

Specialist and Doctoral Program Residency Requirements. By
the end of the sixth semester: (1) Complete degree requirements
1, 2, and 3 above under Basic Degree Requirements for the MA,
EdS, EdD and PhD, (2) complete 13 of the minimum 28 required
credits for the EdS, or complete 16 of the minimum 32 required
credits for the EdD/PhD, and (3) receive regular admission status.

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

Basic Competency Requirements for the EdS degree.
Completion of the EdS in Leadership is achieved only after the
development of a portfolio demonstrating mastery in at least
15 competencies, with two at the "distinguished" level and
the majo0 9 iJETBT4e2hip ⋉í"BNtlv½1m%¢%Ñ⑱⑮⑨%lɪ⑨"S⁸ɛⁱ17 tus.

EDAL664   **D (2–3)**

Explores the role of the principal; leadership in curriculum
implementation and reform; organization of schedules, calendar,
and catalogue; staff organization and utilization; attendance
program; responsibilities such as assemblies, opening and closing
of school, supervision of staff, and operation of small schools.

EDAL665   **D (2–3)**

Explores the role of the principal; leadership in curriculum
implementation and reform; organization of schedules, calendar,
and catalogue; staff organization and utilization; attendance
program; responsibilities such as assemblies, opening and
closing of school, and supervision of staff. Also includes office
management and auxiliary services.

EDAL667   **D (3)**

Focuses on the study of governance of higher education
institutions, stressing administrative roles and leadership in
visioning distinctive organizational and environmental features
of colleges, universities and community colleges, and how these
features affect the management of these organizations.

EDAL670   **D (1–3)**

Philosophical basis for technology usage in various leadership
settings to enhance organizational effectiveness, survey of contem-
porary technologies appropriate to most organizational settings and
cost benefit analysis of various systems, development of a technol-
ogy plan for leadership development, ethics of technology usage.

EDAL674   **D (3)**

Overview of student services in higher education and its historical
and philosophical foundations, guiding theories, and professional
practices. Focuses on administrative structures and processes, and
the organization of student services programs in the context of
contemporary issues and trends.

EDAL675   **D (3)**

Explores the characteristics of college students and the the these studen4lopment, lea5
of growth and development for traditional and non-traditional
students. Emphasis is placed on understanding the immediate and
long-term impact of a college experience.

EDAL676   **D (3)**

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

EDAL677   **D (1–3)**

Overview of approaches for effectivel6elated ef a p( )TjEhogProfescplaceian ftraditional and non-traditional

LEAD645   **D (1–3)**

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

LEAD648   **D (1–12)**

Selected learning experiences. Repeatable. Permission of