SPED $ ( )
Reading Assessment & Intervention
Advanced course for diagnosis and remediation or prevention
of reading disabilities. Students are also required to register for
SPED   PO (lab graded S/U). Lab fee required.

SPED ( )
Education of Students with Math and Writing Disabilities
This course will focus on the development of competency in
the implementation of evidence-based instructional strategies
designed to teach mathematics and writing. Emphasis will be
placed on methods supported by research.

SPED
issues in educational assessment pertaining to the classroom and
students with special needs, including those of English language
learners, will be addressed. Students are also required to register
for SPED   PO which is the   -hour practicum lab portion
of this class (lab graded S/U). Lab fee required. Prerequisites:
GDPC   and   or permission of instructor. Limited to students
enrolled in Counseling Psychology, School Psychology, Clinical
Mental Health Counseling, Educational Psychology, School
Counseling, or Special Education, or by permission of instructor.

SPED ( )
Psychoeducational Consultation
A study and application of the process of consultation with
teachers, families, and other professionals in educational
settings. Emphasis will be given to making data-based decisions
and applying research-based intervention strategies within the
school system. Prerequisite: GDPC

LEADERSHIP

Bell Hall, Room

Undergraduate Leadership
Phone: - -
Fax: - -
Email: ulead@andrews.edu
www.andrews.edu/ulead

Educational Leadership
Phone: - -
Fax: - -
Email: edadmin@andrews.edu
www.andrews.edu/sed/leadership_ dept

Higher Education Administration
Phone: - -
Fax: - -
Email: edadmin@andrews.edu
www.andrews.edu/sed/leadership_ dept

Leadership
Phone: - -
Fax: - -
Email: leader@andrews.edu
www.andrews.edu/sed/leadership_ dept

Faculty
Robson Marinho,Chair
Erich Baumgartner
Duane Covrig
Becky De Oliveira
David Ferguson
Shirley A. Freed
Sylvia Gonzalez
James R. Jeffery
Janet Ledesma

Emeriti
Lyndon G. Furst
Gary D. Gifford
Edward A. Streeter

Mission
The Department of Leadership 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 three graduate programs:
) Educational Leadership,) Higher Education Administration
and) Leadership, and one undergraduate program,
Undergraduate Leadership.

The Internship/Mentoring Component

All degree programs require an internship/mentoring component. That provides significant learning opportunities to synthesize and apply the knowledge and practice and to develop the skills identified in the standards. It requires substantial, sustained, standards-based work in a real setting, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Educational L eadership Certificate

Private/Public School Administration Certification or Licensure

Although the certification and licensure requirements for private/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 ELCC standards that guide educational administration policies throughout the United States. Andrews University School of Education is also accredited by NCATE to offer educational programs. NCATE is the leading accrediting body for K– educational preparation programs. Andrews University is also accredited by North Central Association to offer graduate degrees. Because state requirements vary, it is the responsibility of prospective students to check with their own state or local authorities to determine what coursework meets the requirements for private/public school certification in their state.

Educational L eadership Graduate Certificate

The Educational Leadership Graduate Certificate (– credits) is designed for post-baccalaureate or post-masters participants who want to enhance their administrative skills. Those served by this certificate are:

- v Teachers interested in transitioning into educational administration
- v Principals of K– , K– , K– , and – schools
- v Supervisors of instruction
- v Superintendents of schools

This course work and certificate can be used to fulfill some of the Seventh-day Adventist and/or Michigan State administrative certification requirements. The University does not provide certification or endorsement. Rather, the candidate works with their employing organization to secure certification.

Certificate credits can be transferred to the Andrews University MA in Educational Leadership.

A. Educational Leadership Graduate Certificate—Principal
(credits minimum):
School Administration
LEAD   Annual Conference—
LEAD   Introduction to Leadership—
EDAL   Foundations of Educ Leadership— –

MA: DEGREE REQUIREMENTS (credits)
Core—minimum   , with more credits available from variable
credit courses
   LEAD

§ 6 X S H U Y L V L R Q W U X F W L R Q
§ 6 X S H U L Q W H Q G H Q F H R R O V
§ 7 K R V L G W H U L H Q W W H D F K L Q J D S S O L F R P O L D O L V W D W D W L R Q

 the higher education level

EdD: DEGREE REQUIREMENTS (credits)
Core—minimum , with more credits available from variable
credit courses
 LEAD   Annual Conference—
 LEAD   Introduction to Leadership—
 EDAL   Foundations of Educational Leadership—–
 EDAL   K– Educational Finance—–
 EDAL   Technology for Leaders—
 EDCI   Foundations of Curriculum Studies— or
 EDCI   Improving Instruction—
 EDFN   Philosophical Foundations for Professionals–
 LEAD   Advanced Internship: (Topic)—– (minimum)
Concentration—minimum , with more credits available
from variable credit courses
 EDAL   K– Law—
 EDAL   Leadership for SDA Education—–
 EDAL   Principles of Educational Supervision—–
 EDAL   Human Resources Administration—–
 EDAL /   Elem/Secondary School Leadership—–
 LEAD   Public Relations: Community Partnerships—–
 LEAD   Ethical Leadership—–
Research[(E¢tHndRd[d]2sp0590Sc34 -1thod27
EDAL 35cFF0009>>DloBusinn<<-4.9,-1.294 Td [c(35)80(AL oci94 Td W)6 ork,034 EDc7 lp6 -1.6 -1y /Sp,-FF0009>>Dlo rricu.059 0m,6 miC 4.938.5

Program Components

Portfolio

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

Registration

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

Time Limits

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

Guiding Principles for Higher Education Administration

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

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

. Students and Their Institutions (the student must be considered as a whole person)
  v (DFK WX GHDD Q LWTSXHU DRQEXVWWV WUHD WHG such.
  v 7K WX GHWRWDO O LU RQ WP G X FD WDR QRX DEOH used to achieve full development.
  v 6 WX GH Q WVJ KKH GU X FD WLDO RQ SR OL DE Q SLO O when encouraged to do so, access appropriate educational resources when they are provided, made known, and relevant to students' felt educational and developmental needs.
  v , Q VWL WR RXI VL URO OHHDU DO USKJ SR DH OL Q FWLRQ as social and cultural resources to provide opportunities for students to learn and develop in holistic ways.
  v 7K S ULP DU HVSRQVRR GHOL UDQ QGH YHORSPHQW rests with the student.
  v , Q VWL WR RXI VL URO OHHDU DU QHL Q OO WKHH YH RWWKH societies and cultures in which they exist.
  v , Q VWL WDXUWH R SRQRQ FE PDO HLDU QLQJ environments that provide a choice of educational opportunities and challenge students to learn and develop while providing support to nurture their development.

. Diversity and Multiculturalism
  v , Q VWL WHVXP ELURQ OHHD Q VO P LELQ DU UHVK DW impede student learning.
  v - X V VDLQ FLGH V SR GW II HU ER GHL GV GLYLWG RX D OV community.
  v (GX F DWR ULP RXO WLF XOO DXUHDO GHSR V VLWLYH regard for differences is essential to the development and maintenance of a health-engendering society.
  v $ OO VWX GH PXQ WVW D YDF FHVV RWKHG XFDV DLQRQ DO co-curricular resources available to the academic community at large; no student, for any reason, should be denied access to them.

. Organization, Educational Administration, and Human Resources
  v & DSDFE OHG NEXOR Z OHG DHDO E E SHU LHQ FHG educational administration is essential for institutional success.
  v 2 UJDQ L] DXWLQLWL OWOHORX X FF HY KHXOO P LU V VLRQ V and outcome expectations are effectively documented and understood by all concerned.
  v (II HF S ULR HU JDOO PGH U YWL FHFX LHUH O TXD WD DIIHG members who understand and support the student learning and development outcomes the programs are intended to provide.
  v / H D G E OQ W P DHPP EHDU LVPSNXHV SR V VHHI N FWLYH managerial skills, be properly titled, and be well-qualified by both education and experience.

. Health-Engendering Environments
  v (GX F DW S LR RQ DDU DOO P GHU Y SU RL VSLHHU Q HY RO RHQW environments that provide students with appropriate levels of challenge and support.
  v 7K S ULP DU USU SR MH GX F DWKD DLDR QRO ZL EH V HQR promote change, both in individuals and in society. College and university student support programs are first and foremost educational enterprises.

. Ethical Considerations

EDAL   College Student Development Theory—
    LEAD   Higher Ed Study Tour: (Topic)—— (minimum)
    LEAD   Seminar: (Topic)——
Electives—As needed
    In consultation with your advisor.
Research—
    EDRM   Research Methods—
    LEAD   Principles of Academic Writing——
TOTAL MA degree credits—

Application Process
Applicants must meet School of Education admission
requirements. Once accepted into this master's program, students
must complete LEAD   Introduction to Leadership and LEAD
Annual Conference as an introduction to the philosophy of
leadership and review of the standards that will guide their
educational plan. The curriculum consists of a minimum of
   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.

EdS: Higher Education Administration Program
(64 credits)

The Educational Specialist program in Higher Education provides
advanced graduate education and training of high quality mid-
level administrators for postsecondary institutions. It prepares
professionals seeking administrative advancement and service to
local institutions of higher education. This degree is appropriate
for positions such aent m:

Education, Curriculum, Leadership, Research Electives or
transfer credits.

Research—
    EDRM   Research Methods—
    EDRM   Applied Statistical Methods I—
    EDRM   Program Evaluation—
    LEAD   Principles of Academic Writing——
    LEAD   Issues in Research——

Research Electives
    EDRM   Qual Research Methods in Educ & Psych—
    EDRM   Applied Statistical Methods III—
    HIST   Historical & Social Science Research Methods—

Dissertation— +
    LEAD   Dissertation Proposal Dev—
    LEAD   Doctoral Dissertation— +

TOTAL EdBDC -6.3-10(M)20( )]TJ /Span<EAar8eodsªŽ'cS ÿ uP]TJD:(E.-6GREEds)15E.-6QUI5E.ctual.ctuaENpan<Tpan<SdsªŽ'½Ì¡URœ Ê¨îþð3

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.

v Throughout your course of study, individual achievement is evaluated on the basis of demonstrated competencies.

v The program is completed when the participant has demonstrated achievement of at least   competencies (see below).

v Demonstration of achievement is made conspicuous 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.

v For the Ed.D. degree, a project is proposed, completed, and approved.

v For the Ph.D. degree, a doctoral dissertation must be proposed, completed, defended, and approved.

Applying to the Program

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

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.

Specific Admission Requirements

v A completed master's degree (a master's degree is recommended for the doctoral programs).

v A sample of your written work.

    v A college or university transcript.

        v A résumé or your best academic achievement.

            v Two references.

by Leadership program, your
best interest is a serious business

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 understands social systems and is accountable to others and endeavors to see that family, community, and environmental needs are met in local and, as appropriate, in global ways.

. 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

EDAL $ ( )
Master's Comprehensive Exam Prep

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

EDAL $ ( )
Comprehensive Examination Preparation (EdS/Doctoral)

EDAL $ ( )
Dissertation Continuation
Registration for this title constitutes full-time status.

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

EDUC   ( )
Master's Comprehensive Exam

EDUC $ ( )
Doctoral Comprehensive Exam

SCHOOL OF EDUCATION

LEAD