# LEADERSHIP & EDUCATIONAL ADMINISTRATION

Bell Hall, Room 173

Phone: 269-471-6580
Fax: 269-471-6560
E-mail: leader@andrews.edu
www.andrews.edu/sed/lead/

Phone: 2lp93
www.andrews.edu/sed/lead/

_____ *Chair*
Erich Baumgartner

Duane Covrig

Becky De Oliveira

Gary D. Gifford

Sylvia Gonzalez

James R. Jeffery

Robson Marinho

Lyndon G. Furst

Edward A. Streeter

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## 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 three major programs: 1) K–12 Educational Administration, 2) Higher Education Administration, and 3) Leadership.

## E  a  a A    a

### P  a M

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

### P  a E  a

The Educational Administration program serves two constituencies: K–12 and higher education administrators. The two emphases share several components.

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, EDAL500, required in all administration programs.

Educational Administration participants comply with continuous registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active 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 participant may request to go "Inactive." When "Active Status" is desired, the participant may request reactivation and pay the $105 "Reactivation Fee."

An Educational Administration participant must complete the requirements for the MA, EdS, 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 E    a    a A      a
## P   a

K–12 Educational Administration programs at Andrews University are designed to prepare administrators for the opportunities in school leadership as principals, superintendents or supervisors. Whether you are an individual seeking to be mentored into an administrative position or a seasoned professional who wishes to enroll in a program that respects and uses your past experiences, we are ready to serve you in ways that meet your needs.

K–12 Educational Administration programs are guided by nine standards. The first six standards are derived from the Educational Leadership Constituent Council (ELCC), which

*School Law*
EDAL560　K–12 Law—2–3
*Curriculum*
EDCI547　Foundations of Curriculum Development—3
*Supervision*
EDAL570　Principles of Educational Supervision—2–3
*School Finance*
EDAL645　K–12 Educational Finance—2–3
B.　Supervisor of Instruction Endorsement (18 credits;

EDAL670    Technology for Leaders—3
EDCI547    Foundations of Curriculum Studies—3
EDCI565    Improving Instruction—3
EDFN500    Phil Foundations of Educ & Psych—3
LEAD886    Advanced Internship: (Topic)—3–12

EDAL560    K–12 Law—2–3
EDAL565    Leadership for SDA Education—2–3
EDAL570    Principles of Educational Supervision—2–3
EDAL635    Human Resources Administration—2–3
EDAL664/665    Elem/Secondary School Leadership—2–3
LEAD525    Public Relations: Community Partnerships—1–3
LEAD645    Ethical Leadership—1–3

EDCI636    Program Evaluation—3
EDRM505    Research Methods in Educ & Psych—3
EDRM605    Qual Research Methods in Educ & Psych—3
EDRM611    Applied Statistics in Educ & Psych I—3
EDRM612    Applied Statistics in Educ & Psych II—1–3
LEAD637    Issues in Research—2–3

- The primary purpose of education has always been to promote change, both in individuals and in society. College and university student support programs are first and foremost educational enterprises.

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

## Competency-Based Student Learning and Development Outcomes of Higher Education Administration Programs

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

**Intrapersonal competencies.** This cluster of competencies focuses on the self awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.

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

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

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

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

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

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

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

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

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

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

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

**D゜ ゜゜゜ P゜ ゜a゜**

**1. MA: H ゜゜゜ E゜ ゜a A゜ ゜゜a P゜ ゜a ゜,
R゜ ゜゜ ゜ ,a゜ A゜ ゜a P゜ ゜ (32 ゜゜゜ )**

The MA program in Higher Education Administration prepares
students for entry-level and mid-management level positions at

require the submission of a research-based article to a peer-

- Gives each participant the

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 cr
    LEAD698    MA Research Project—3 cr
EdS: Complete an action research project.
EdD/PhD: Complete a dissertation. Both degrees require the submission of a research-based article to a peer-reviewed publication.
    LEAD880    Proposal Development—2 cr
    LEAD899    Doctoral Dissertation—14 cr

## C⟨ ⟩ ⟨ ⟩ L⟨a⟩ ⟨ ⟩ P⟨ ⟩a

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

1. ⟨...⟩ 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 understands the principles of learning and is committed to and practices continuous personal, interpersonal and organizational learning.

2. ⟨...⟩

the development of a portfolio demonstrating mastery in at least 15 competencies.

The participant prepares a Leadership and Learning Plan (LLP), which becomes his/her course of study. The course of study translates into at least 90 semester credits.

## C⸱⸱⸱ (C⸱⸱⸱)

See inside front cover for symbol code.

Students in the Leadership and Educational Administration programs, in consultation with their advisors, may choose from the following list of EDAL and LEAD courses. 600-level courses are available for both master's and doctoral programs.

### A⸱⸱⸱ $(⸱⸱)
*Ad⸱⸱⸱a⸱ O⸱e⸱⸱a⸱⸱⸱*
Intensive orientation to the program. Focus on leadership concepts, principles of research, and skills relating to the completion of the program.

### A⸱⸱⸱ (⸱⸱)
*F⸱⸱da⸱⸱⸱ f Ed⸱ca⸱⸱⸱a⸱ Leade⸱*
A basic orientation to the purposes, organization, and administration of educational programs and institutions; the structure and control of school systems; the nature of administration; and the conceptual foundations of educational administration and leadership.

### A⸱⸱⸱ (⸱⸱)
*K⸱⸱ La⸱*
Emphasizes legal issues affecting teachers and educational administrators, including governmental relations, church state issues, teacher employment, student control, and school board operations and procedures.

### A⸱⸱⸱ (⸱⸱)
*Leade⸱⸱ f Se⸱e⸱⸱-da⸱ Ad⸱e⸱⸱ Ed⸱ca⸱*
Explores the spiritual climate and leadership practices of administration in Seventh-day Adventist education. Uses scripture, the writings of Ellen White, and other sources to develop a frame of reference for educational leadership and an understanding of the role of the divine in education.

### A⸱⸱⸱ (⸱⸱)
*P⸱⸱c⸱⸱e⸱ f Ed⸱ca⸱⸱⸱a⸱ S⸱⸱e⸱*
Designed for principals, superintendents, and instructional supervisors concerned with the improvement of teaching and learning by professional supervision; the role, aims, principles, and practices of instructional supervision; introductory study of supervisory techniques.

### A⸱⸱⸱ (⸱⸱)
*H⸱⸱a⸱ Re⸱⸱ce Ad⸱⸱⸱⸱a⸱*
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.

### A⸱⸱⸱ ( )
*H⸱g⸱e⸱ Ed⸱ca⸱⸱ La⸱*
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.

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### A⸱⸱⸱ (⸱⸱)
*K⸱⸱ Ed⸱ca⸱⸱⸱ F⸱⸱a⸱ce*
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.

### A⸱⸱⸱ $( )
*Ed⸱ca⸱⸱⸱a⸱ Ad⸱⸱⸱⸱a⸱ P⸱⸱g⸱a⸱ C⸱⸱⸱⸱⸱a⸱ (MA)*
A master's student may register for this title to comply with continuous registration requirements. Registration for this title constitutes full-time status.

### A⸱⸱⸱ ( )
*H⸱g⸱e⸱ Ed⸱ca⸱ F⸱⸱a⸱ce a⸱d Tec⸱⸱⸱g⸱*
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.

### A⸱⸱⸱ (⸱⸱)
*E⸱e⸱e⸱⸱a⸱ Sc⸱⸱ Leade⸱*
Explores the role of the principal; leadership in curriculum implementation and reform; organization of schedules, calendar, and catalogue; staff organization and utilization; attendance program; responsibilities such as assemblies, opening and closing of school, supervision of staff, and operation of school facilities.

### A⸱⸱⸱ (⸱⸱)
*Sec⸱⸱da⸱ Sc⸱⸱ Leade⸱*
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.

### A⸱⸱⸱ ( )
*Leade⸱⸱⸱ H⸱g⸱e⸱ Ed⸱ca⸱*
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.

### A⸱⸱⸱ ( )
*Tec⸱⸱⸱g⸱ f⸱ Leade⸱*
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.

### A⸱⸱⸱ ( )
*Ad⸱⸱⸱a⸱ f S⸱⸱de⸱ Se⸱⸱ce*
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.

**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.

**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.

**Higher Education Professional Development** ( )

Overview of current trends in faculty appointments, work life, and participation in the teaching and learning mission of higher education. Focuses on the literature on faculty career, faculty involvement in academic support and student life programming, and perspectives for personal and professional growth.

**Administrative Internship Fieldwork: (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.

**Master's Comprehensive Examination Preparation** $( )

**Educational Administration Program Continuation (EdS/Doctoral)** $ ( )

A doctoral student may register for this title to comply with con-tinuous registration requirements. Registration for this title constitutes full-time status.

**( )**

*I  te  Leade   T e*

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

**( )**

*E  ca  Leade*

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

**( )**

*W     : (T  c)____*

Selected learning experiences. Repeatable. Permission of instructor required.

**$ ( )**

*Leade   P g a  C    Ia*

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

**( )**

*P  f  De e   e : (T  c)____*

Development of expertise and documentation in a selected competency area including self reflection that describes personal growth and the theoretical knowledge base supporting the competency. (Repeatable up to 12 credits).

**( )**

*F e d   : (T  c)____*

Planned field experience in leadership at cooperating institutions, school systems, or agencies. Permission of instructor required.

**( )**

*Se   a : (T  c)____*

Selected topics offered. Repeatable. Permission of instructor required.

**( )**

*I  de  e de   S  d : (T  c)____*

Selected topics. Repeatable with different topics. Permission of advisor and instructor required.

**( )**

*MA Re  ea c  P   ec*

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

**( )**

*Ad a ced S  d e : (T  c)____*

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

**( )**

*Ad a ced P  f  De e   e : (T  c)____*

Building upon the knowledge base developed in LEAD675, the participant continues to develop expertise and documentation in a selected competency area. (Repeatable up to 12 credits)

**( )**

*Ad a ced Se   a : (T  c)____*

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

**( )**

*D  e a  P   a De e   e*

Designing and writing the doctoral dissertation proposal. Registering for this title constitutes full-time status. Prerequisite: Approved topic and committee prior to registration for this course. Graded S/U. *Spring only*.

**( )**

*Ad a ced I  e    : (T  c)____*

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

**$ ( )**

*D  e  a  C    Ia*

Registering for this title constitutes full-time status.

**( )**

*D c  a D  e a*

Registering for this title constitutes full-time status. Graded S/U.