

The Educational Leadership (K-12) program contributes to the mission of Andrews University and the Seventh-day Adventist church by providing graduate training to educators who want to understand how to lead schools. We ground this training in a redemptive Adventist Christian worldview. We prepare professionals for global professional service in schools, central and regional offices of education, churches and other educational environments.

We review below the ways our work helps Andrews University and the SDA church fulfill their missions. We show:

1. how our program standards, courses and processes/experiences align with these missions,
2. how our faculty use their own research, teaching and professional services to further these missions.

Because the mission of AU and the world Church overlap so much, we spend most of our discussion on how our program further AU's work. While we do not have space to discuss all the connections, tables and narratives highlight the major links between SDA, AU and the Educational Leadership program mission, goals, program outcomes, and services.

Our program mission and goal is to prepare leaders to be able to guide schools and learning by developing competency in 9 areas of leadership, which we call professional leadership standards. We use various means in our fully approved online program; these methods also work to advance the mission of the SDA church and AU. The content of our courses also shows that we are preparing individuals to fulfill many goals consistent with the mission of AU and the SDA church.

In Table 1 below we list the missions of the SDA church and AU and the alignment of those with the mission and program goals (standards) of our program. We list the SDA Church Mission Statement as it originally appears on the Internet. In the second column, we list Andrews University's mission as it maps to the SDA mission. We have had to reorder items of the AU mission as they do not perfectly align to the SDA mission. We list our program standards in the third column. To help make the link, we have listed after each AU goal the EL standard or standards that best map to that goal.

Table 1: SDA, AU and EL Mission Alignment

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).

1. *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, mission,

through our ministry
to the poor and
oppressed,
cooperate with the
Creator in His
compassionate work
of restoration.

needs (Standard 2, 4, 6)

Beyond those two obvious links, each of our other program standards also aligns to AU goals. Another way of showing this link is to show each standard, listing the courses that most target that standard, and then itemize what AU student outcomes these standards and courses fulfill. We have done that in Table 2 below. This is yet another way to show AU program alignment.

Table 2: Educational Leadership Program Standard Alignment to AU Mission

1-Vision	EDAL520 EDAL565 LEAD630	EDAL520 EDAL565 LEAD630	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 EDCI565 LEAD630 EDAL520	EDAL570 EDCI565 LEAD630 EDAL520	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 LEAD630 EDAL520	EDAL664/665 EDAL645 EDAL635 LEAD630 EDAL520	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	LEAD525; LEAD630 EDAL520	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	LEAD645 EDAL565 LEAD630 EDAL520	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	EDAL560 LEAD630 EDAL520	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-Technology	EDAL670 LEAD630 EDAL520	EDAL670 LEAD630 EDAL520	Demonstrate competence in their chosen disciplines; Engage in generous service to meet human needs; Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development
8-Worldview	EDAL565 EDFN500 LEAD630 EDAL520	EDAL565 EDFN500 LEAD630 EDAL520	Understand life, learning, and civic responsibility

2.

Because Educational Leadership faculty have extensive experience internationally, with K-12 schools, in technology, ethics and finance, they also consult and guest lecture throughout the university in various programs and on-campus speaking events. We have give

program started decreasing, along with other School of Education programs. A team of SED faculty met and designed a program called Leadership to help attract students to boost graduate school numbers. Begun in 1994, this program offered a non-traditional approach to leadership development that had strong emphasis on individual personal self-assessment, learning, competency development and independent and individualized course programming. Portfolios were used to demonstrate candidate competence.

The new Leadership program was not only a success but a financial lifesaver for the School of Education and for leadership development in the university as a whole. This was because three trends were impacting educational administration programming. First, in 1995, the State of Michigan repealed its graduate school requirements for K-12 administrators. The law exempted graduate education from principal credentialing. This had significant ramifications for leadership programming in all Michigan schools. Second, schools in the Adventist system were starting to see significant enrollment losses that, combined with other economic factors, were influencing graduate school attendance at Andrews. Third, financial challenges at the University as a whole were creating overall financial hardships. In a real sense, the non-traditional Leadership program kept leadership alive and well in the SED, and for years, generated the income to keep Educational Administration program doors open.

By 2003, the successful Leadership program and Educational Administration program, with its lower enrollment, were joined into one department, the Leadership and Educational Administration Department, and a renewed effort to revitalize the Educational Administration program began.

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1979-1980s	<p>After two decades of strong education programming and graduate growth, doctoral programs are started in education</p> <p>Increased size of Education Department created need for specialized departments</p>	<p>NCA approved Ed.D. in 1979 and Ph.D. in 1983</p> <p>Educational Leadership and Management, Educational and Psychological Services, and Teacher Education Departments created</p> <p>School of Education founded</p>
1990s	Drop in candidate enrollment across campus led to staff and faculty cuts	Downsizing of programming and faculty also influenced School of Education
1993-1994	Dean of School of Education empowered faculty team to come up with solution to dropping enrollment	The Leadership program started in Education
1995-1999	Leadership had success by the late 1990s by targeting those in business, church work, and social services, and a few in educational administration with a new innovative leadership training	Repositioning of departments and the infusing of new types of practices like portfolio assessment, individual plans, and distance education
Late 1990s to	<p>Educational Administration continued to experience drop in candidate enrollment and faculty turnover</p> <p>Leadership program grew in popularity, while at the same time there was decreased interest in traditional graduate education</p>	<p>Leadership and Educational Administration Department (LEAD) formed</p> <p>Leadership program success</p>

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administration programs. Considering both of these projections, the viability of our Educational Leadership program should be strong and positive. It is also our belief that offering our program online gives us an edge because it allows

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	William Auxier Yamilet Bazan Lisa Greco Vivienne Quarrie Barbara Spencer Collete Williams		Linda Grimm Stacy Horner Tracie Dianne Jacobs Throstur Throdarson Jack Wallace Carolyn Watson Robert Young
			Janet Adkins Amal Alansari John Chen Pamela Consuegra
	Amal Alansari Ralph Chatoor John Chen Shawn Collins William Colwell Jr. Jeffrey Derico Jeffrey Hart Brad McNett Vincent Montoro Paul Mosheti Alica Schaff Holli Smith Anthony Stahl Cary Valentin Jack Wallace Sandra Walther Terry Zeitlow	Jeffrey Derico Jack Wallace	Joseph Brettnacher Pamela Consuegra Ming-Ting Huang Harry Kirk Janusz Kobielski Appiah Kwarteng Mordekai Ongo Brenda Palmer Chase Brenda Pfeiffer Joseph Rakocy James Wu EddyWitzel

The following is an example of the research publications that our faculty was involved in from 2007-2012:

Janet Ledesma:

Ledesma, J. (2012). Narratives of longevity from the perspective of Seventh-day Adventist school administrators in North America: A multiple case study. Andrews University.

Duane Covrig:

Freed, S., Covrig, D.M. and Baumgartner, E. (2010). Learning while Leading: The Story of the Andrews University Leadership Program, *Journal of Applied Christian Leadership*, 4(1), pp. 26-55.

Covrig, D. M. (2009). Learning to love the Judge: Building a redemptive Adventist ethic based on the paradoxical grace found in the biblical teaching of divine judgment. *Christ in the Classroom: Adventist Approaches to the Integration of Faith and Learning* 37, 81-103.

Covrig, D. M. (2010). Learning, Listening, Leading: Lessons from the Master Student. *Journal of Applied Christian Leadership*, 4(1), pp. 12-16.

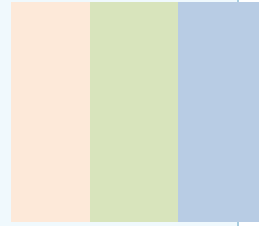
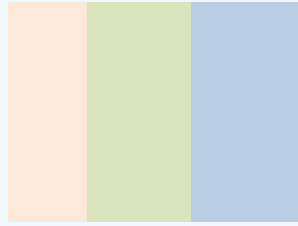
Covrig, D. M. (2008) Of Jamieson, P. E., & Rynn, M. A. (2006). *Mind race: A firsthand account of one teenager's experience with bipolar disorder*. In *Journal of Mental Health*, 17 (1) 121-122.

Endnote and almost all of these databases can export information to Endnote. When articles are not in full text, off-campus students can request a journal if the hardcopy is at Andrews. If the hardcopy is not here, there is a database for requesting articles from outside JWL through interlibrary loans. In short, there are millions of educational administration articles and reports available to our students and the library has very effective methods for searching and retrieving these so that all of our students are only a few clicks and types away from reading what they need to do their work.

The library has quick links to many major database items which allows students to quickly search and find books and articles. Some of the most popular ones are the following:

[Academic Search Complete](#) (EBSCO): This is the world's most valuable and comprehensive scholarly, multidisciplinary full-text research database. It has thousands of full text periodicals, including peer reviewed journals, offering indexing, abstracts, and publications, and is updated daily for students, faculty and staff of Andrews University.

[Current Contents](#): This provides a quick link to the periodicals database at JWL. Access is limited to enrolled and e-retrieved



2013				
2014				
2015				
2016				

YEAR	ACCEPTED	ENROLLED	ACTIVE	INACTIVE	GRADUATED	Retention Rate
2004	3	3	1		2	
2005	19	19	4		1	
2006	42	42	3		3	

2011	7	7	6		0	
TOTAL	109	109	42		8	42/109=38.5%

retention rate is based on a collection of F09 e4

- EDAL670 Technology for Leaders
- EDCI547 Foundations of Curriculum Studies **OR** EDCI565 Improving Instruction
- EDFN500 Phil. Foundations of Educ. & Psych.
- LEAD886 Advanced Internship

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- EDAL560 K-12 Law
- EDAL565 Leadership for SDA Education
- EDAL570 Principles of Education Supervision
- EDAL635 Human Resources
- EDAL664/665 Elem/Secondary School Leadership
- LEAD525 Public Relations: Community Partnerships
- LEAD645 Ethical Leadership

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- EDCI636 Program Evaluation
- EDRM505 Research Methods & Stats in Education & Psychology I
- EDRM611 Research Methods & Stats in Education & Psychology II
- LEAD637 Issues in Research
- LEAD535 Principles of Academic Writing
- LEAD637 Issues in Research
- LEAD605 Qualitative Research Methods in Education and Psychology
- EDRM712 & EDRM713 Research Methods and Statistics in Education and Psychology III & IV
- LEAD880 Dissertation Proposal Writing
- LEAD899 Dissertation

Newly accepted students in the Educational Leadership program are required to attend an orientation in July of the year they are enrolled in the program. During the annual summer orientation, new participants are interviewed on a one-on-one basis to determine that background and previous requirements are met for their program of interest and their expected research component. During this process, recognition is given to the various course work, personal reading, and research experience that each individual brings to the program. However, it is observed that most individuals usually require more research experience.

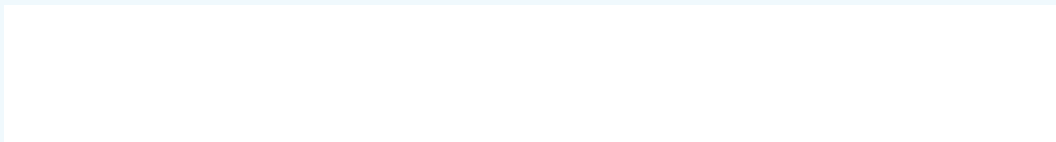
The orientation process includes time for participants to be guided and given opportunity to use their newly acquired research skills and resources as they spend 1-2 hours of direct contact time for instruction and general overview of the introductory research courses, EDRM505 Research Methods and EDRM611 Research Methods and Statistics in Education and Psychology II. Mini workshops and seminars are conducted in various areas to help participants familiarize and obtain support for developing competency in research during the orientation. The participants are encouraged to continuously engage in the processes of collecting, analyzing, communicating information, developing mastery of inquiry and creative work from the initial writing of their individual course plan to the dissertation completion.

In preparation for the first required research course, EDRM505 Research Methods, participants are introduced to various resources for developing skills in collecting, analyzing and communicating information, mastery of inquiry, and creative work. In addition, participants are introduced to various software and online tools to aid in the rigorous research and knowledge building experience. The main tools and resources include, but are not limited to the following:

for each standard, participants are rated on a 1-5 point scale equivalent to the following performance levels:
Exceptional = 5; Proficient = 4; Satisfactory = 3; Emerging = 2; and Unsatisfactory = 1.

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data attached below)

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The final table attached provides the overview of data we have from an employer about our graduates (see attached below)

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We hope these data provide useful analysis that shows the success of our graduates. We add several final caveats that discuss the contextual aspects of this work. First, almost all of those who take our certificate and degree programs already have full-time educational employment. Some are taking educational leadership from us to secure a school administration position. However, many take course work without a specific desire to change employment. They may take the course for personal enrichment, to improve their ability to take on more informal leadership roles within their schools, to raise their income (which may be based on graduate degrees or courses), to keep up on continuing professional development requirements, or because they already have taken on a new educational leadership position and they want formal training to support their new employment. In this unique aspect, our program is different from many other professional programs that lead to certification. In short, as a graduate program, the numbers must be interpreted within the context.

Another contextual factor is the fact that some of our graduates teach in K-12 public schools and have salaries from tenure and advanced degrees that make their current employment too attractive to leave. For example, one of our 2010 EdD graduates has worked in a district for over a decade where he has a good salary. He applied for several university teaching jobs in Indiana. One university wanted to hire him and even contacted his former academic advisor, but acknowledged that salary was a significant issue. The graduate turned down the offer, waiting for an offer either closer to where he lived or for a higher salary, or preferably both. So we would not be surprised if this student were to

	2008-2009	2009-2010	2010-2011
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2012 and went on to receive his Indiana Administrator's license. This student finished his course work in 2007 and his dissertation in 2011. We look forward to learning how our future students do on these exams.

Another area of quality measure is the skill development of principals. Our profession puts a great deal of emphasis on this leadership function. Our EDAL570 Principles of Educational Supervision focuses on specifically on the skill of improving teacher instructional a skitional a

interactions that come from teaching courses, interacting with students, reviewing portfolios, and reading doctoral dissertations.

First, we have had a consistent dedication to improving our teaching, assignments, assessments, rubrics, courses, and outcomes so that they align to our nine educational leadership standards. This started less than 10 years ago with attempts to align all courses and most assignments to the Interstate School Leaders Licensure Consortium (ISLLC) national standards. In 1996, The Council of *Chief State School Officers* (CCSSO) introduced these standards as useful for states to adopt to review administrator qualifications and to help with both pre-service and in-service training. Oddly, that was the year the Michigan Department of Education removed the requirement for administrators to have administrative credentials to work in the state. Then in 2007, we started to shift our focus to aligning to the Educational Leadership Constituent Council (ELCC) standards, which are adapted from the ISLLC six standards, to guide our program. ELCC became the specialized professional association (SPA) working with the National Council for Accreditation of Teacher Education (NCATE) to evaluate whether university educational administration programs were "teaching to the standards." We continue to improve our alignment to these standards, reviewing courses we need to add or delete based on student work related to these standards. The latest alignment is that we have started requiring our students to take the Educational Testing Services tests that are aligned to the ELCC/ISLLC standards. We also aligned to the technology standards added by the Michigan Department of Education. All these moves have been driven by examination of our students' work to meet national expectations.

The second major innovation has been in delivering courses. In early 2000, we started to move more and more of our courses to WebCT. By 2005, these were transferred to D2L, and by 2007 almost all the courses required for our MA program were available online. Other departments that serve our students in research and curriculum courses have also started to put more and more of their courses on line. This allowed us in 2007 to secure approval from North Central Accreditation-Higher Learning Commission to be a fully approved online program. In 2011, all courses were moved from D2L to Moodle.

The third major innovation has been to help students doing research. We have engaged in careful as well as ad hoc capacity development to strengthen school resources, faculty, committees and student services to engage in research more effectively. This includes curricular development, use of online and library resources, campus-wide use of software for research, departmental supports and processes to promote student research, as well as the creation of a network of experts in content and methods, and technical writing abilities.

- Curriculum Mapping: Because of the rapid increase of doctoral education since the 1990s, the School of Education has applied its first major innovation to curriculum mapping.

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	0	\$-	0	\$3,931	
	67	\$54,295	299	\$249,719	
	39	\$36,234	88	\$81,468	
	41	\$32,730	92	\$73,071	
	0	\$-	23	\$21,393	
	0	\$-	0	\$4,706	
	80	\$68,964	203	\$180,638	
	55	\$53,736	85	\$82,239	
	15	\$12,675	120	\$96,339	
	0	\$90	54	\$52,753	
	0	\$1,595	0	\$1,624	
	70	\$68,096	259	\$232,955	
	29	\$29,830	63	\$63,840	
	19	\$15,271	63	\$50,163	
	0	\$-	50	\$51,159	
	0	\$95	0	\$-	
	48	\$45,196	176	\$165,165	\$ P



1. Continued low application and enrollment rates. We cannot sustain our current financial and faculty workloads without more students.

We have a good recruitment plan, but need continued financial and secretarial support from the department and university to make it work.

2. Sustainable faculty and staff team to bring more experienced K-12 administrators to teach, mentor, supervise interns and also take care of sabbatical, retirements, dissertations.

Find, select, train and use more adjuncts through contracts, and develop a transition plan for faculty planning to retire in the next 5 years, and where possible use other universities for support.

3. Diversion of faculty from core K-12 work:

LEAD has other programs that need support (graduate leadership, undergraduate leadership, higher education). The department needs to help organize roles and expectations so that faculty are

not in

a. LEAD, SED, AU work

b. Bureaucratic paper work

c. Lack of sabbaticals for publishing work

4. Obscurity of the program.

Need more recruitment, advertisement and visibility. The new director working from Florida and traveling other places can bring that. The special issue of *Journal of Adventist Education* on the principalship may help.

5. SDA conference and union support (funding) for educational leadership training.

Develop relationship with educational leaders through networking and collaboration to establish the need before procuring funds.

6. Continued depressed demand for K-12 educational administration training:

Champion school leadership as a professional calling in written and public speaking.

a. No NAD enforcement of SDA principal credential requirement

b. Michigan principal requirements introduced in 2010, but many grandfathered in

c. Limited desire of practicing principals to get more training (no pay raise or incentive and no desire for more education)

7. Rigid course plans may prevent us from attracting those with great experience because we make them take courses they don't need.

Empower advisors to make exceptions.

8. Territorial: low cross-union lines for degree collaboration.

Need to create agreements with other SDA institutions in the North American Division (NAD) to deliver some of the course work needed by our students, but only if control and rubrics are tightly made.

9. SDA schools closing.

Work closely with NAD to developN c

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1. Work with School of Distance Education (SDE) to provide support for video conferencing, digitizing presentations, and generally improving the delivery of Educational Leadership content to distance students.
2. Work with the SDE to insure that our programs are legally cleared to be allowed in states from which higher numbers of our students come.
3. Work with the Seminary to develop courses on the value of SDA education for prospective pastors and youth leaders.

1. Redevelop face-to-face opportunities, such as summer courses, regional intensives, and/or district-wide cohorts.
2. Work with the Office of Assessment to fully implement LiveText or another electronic data-collection method to gather information (for example, from portfolios).
3. Collaborate with and support the Secondary School Landscape and Benchmarking study.
4. Plan, develop, and coordinate another North American Division K-12 Principals' Workshop on the Andrews campus.