LEADERSHIP AND EDUCATIONAL ADMINISTRATION

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MISSION
The Leadership and Educational Administration Department develops a community of competent leaders who transform the power of knowledge into service for humankind. Core values: Community, service, integrity, commitment.

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

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, with participation from the School of Education, The School of Business, The Theological Seminary, and adjunct faculty from around the world.

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, EdD or PhD degree in the context of a learning community, without requiring them to sacrifice family or career commitments. Participants in this interdisciplinary program come from a variety of professional backgrounds including healthcare, business, education, pastoring, the military and government.

DEFINING THE PROGRAM
The Leadership Program
- Leads to an EdD or PhD degree in Leadership
- Leads to an MA in Education with an emphasis 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
- Demonstrates competence through use of a comprehensive examination
- Fosters collaboration and cooperation among its participants.

CHARACTERISTICS OF THE PROGRAM
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 instruction based. The participant learns through various media such as seminars, workshops, list-serves, online discussion forums, e-mail, and guided practice.

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 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 flexible. The flexibility allows for the educational needs, career goals, and past experience of the student 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 with other participants. This process is enhanced by involvement in orientation activities, seminars, study 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 mastery of content and demonstration of skills.
- The program is completed when the participant has demonstrated achievement of the 20 general 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 degree, a research project is completed and approved.
- For the EdD and PhD degrees, a doctoral dissertation must be completed, defended, and approved.

APPLYING TO THE PROGRAM
Applicants should read the Graduate Admissions Requirements section of this bulletin.

Potential participants also should communicate directly with the Leadership Program coordinator's 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.

SPECIFIC ADMISSION REQUIREMENTS
- A completed bachelor's or master's degree (an MA degree is recommended for the doctoral programs).
- 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.

- Candidates should be advised that they need to be retained in employment throughout the program.
- The commitment to participating in the following scheduled functions:
    1) The initial two-week Leadership orientation.
    2) Regularly scheduled regional group/learning community meetings, preferably on a monthly basis *but at least* seven times a year.
    3) The annual Leadership conference.
- Have access to the Internet. The participant is responsible for keeping abreast of announcements and program updates presented by faculty and staff via e-mail.

BASIC DEGREE REQUIREMENTS FOR MA, EdD, and PhD

1. Participate in the on-campus program orientation: LEAD630 (4 credits) and in annual leadership conferences.
2. Complete LEAD635 Individual Development Plan (IDP) designed by the participant and approved by the Leadership faculty team.
3. Complete the following web-based learning experiences:
   LEAD636: Issues in Leadership Foundations
   LEAD637: Issues in Research
   LEAD638:738: Issues in Leadership Theory
4. Regular, active participation in one or more study groups: at least seven times a year, including the annual conference.
5. Throughout the program participants must maintain employment.
6. Complete the development, presentation, and defense 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 semester credits for the MA degree
   90 semester credits for the EdD/PhD
8. Doctoral Research: Complete dissertation for EdD/PhD. Required: EDRM880 Proposal Development, 2 credits, and LEAD899 Dissertation, 14 credits.
9. MA Research: Complete a research project for the MA requirements. LEAD698 MA Research Project.

Basic Competency Requirements for the MA degree. Completion of the MA in Education is achieved only after competence is demonstrated in each of 10 competencies, which represent a subset of the competencies listed for doctorate. For the MA degree there is a core set of six competencies plus a selection by the participant of an additional set of four competencies which add up to the minimum of ten competencies that must be demonstrated by portfolio. The core competencies are listed below. Since they are drawn from the list shown for the doctorate in Leadership, the description of the competencies can be read in the list presented above.

1b Skills in various learning strategies, including group processes.

3a Skills in organizational development, management, and allocating resources.

4a Skills in effective communication.

5a Reading and evaluating research.

6b Working knowledge of philosophical foundations.

6f Working knowledge of technology and its application to leadership.

The participant would then choose from the remaining 14 competencies those that would be appropriate for the focus that is desired. Of the 10 competencies required and selected, the participant will achieve at least 3 "star" competencies.

The participants would prepare an Individual Development Plan (IDP), which becomes his/her course of study. The course of study would translate into at least 36 semester credits. Completion of the program would be by submission of an approved research project and by comprehensive evaluation.

DOCTORAL RESIDENCY REQUIREMENTS

Doctoral Program Residency Requirements. By the end of the fourth semester: (1) Complete degree requirements 1, 2, and 3 above, (2) complete 16 of the minimum 32 required on-campus credits, and (3) receive regular admission status.

To qualify as enrolled, students 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 EdD and PhD degrees. Completion of the doctorate in Leadership is achieved only after competence is demonstrated in each of the 20 competencies listed below. The competencies are arranged in six groups. Each group is followed by a general description of the knowledge base as well as the personal/professional development covered by the competency. Of the 20 competencies required, the participant will achieve at least five "star" competencies and three for the MA. (See the Leadership program handbook for a description of competency-level indicators.)

1. *An effective teacher/mentor with*
a. Skills in using, evaluating, and adapting learning materials to accommodate individual variability.
b. Skills in various learning strategies, including group processes.
c. Skills in mentoring.

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

2. *A dynamic change agent with*
a. Skills in planning and implementing change
b. Skills in developing human resources
c. Skills in public relations.

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

3. *An effective organizer with*
a. Skills in organizational development, management, and allocating resources
b. Skills in interpreting laws, regulations, and policies.

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

4. *A collaborative consultant in diverse cultures with*
a. Skills in effective communication
b. Skills in evaluation and assessment
c. Skills in problem solving and decision making.

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

5. *A reflective researcher with*
a. Skills in reading and evaluating research
b. Skills in conducting research
c. Skills in reporting research.

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

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

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

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

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

EDUCATIONAL ADMINISTRATION

RESPONSIBILITY OF THE STUDENTS
Students in this area are expected to become familiar with the goal statements of the programs as expressed through competencies that are embedded in the various courses. These statements, which call for the development of the student's understanding and potential ability in administrative and leadership tasks, are available from the program advisors.

As early as possible but at least before completion of their program, students shall (1) complete two years of teaching or service in an organization approved by the program faculty, and (2) qualify for a teaching certificate, except for those connected with higher education institutions, educational agencies, or other programs.

The aim of the degree programs is to provide students with the opportunity to acquire skills and insights required by those striving for excellence as educational leaders.

PROGRAMS
Graduate Certificate, Master of Arts, Educational Specialist, Doctor of Education, and Doctor of Philosophy degrees are available in Educational Administration with emphases in the following areas:
- Elementary School Leadership
- Secondary School Leadership
- Leadership of School Systems
- Higher Education Administration
- General Educational Leadership

Graduate Certificate: Educational Leadership
The Graduate Certificate in Educational Leadership (GCEL) is designed for post baccalaureate or post-master's students who are desirous of obtaining or upgrading skills in certain specialized areas in order to become effective educational leader-practitioners. The GCEL is available online.

COMPONENTS OF THE PROGRAM
Administrative Core—9
   EDAL520, 635, 645
Specialty Area—3
   Choose only one course: EDAL570, 660, 664, 665, 667, 668, 670, 674, 676
TOTAL for GCEL—12

MA: Education
Emphasis in Educational Administration
The master's degree program in Educational Administration is designed to prepare candidates to serve as principals at the elementary and secondary levels, supervisors of elementary and/or secondary programs, superintendents of school systems, administrators in school systems or higher education institutions, or as educational leaders in church organizations.

The curriculum for the Master of Arts consists of a minimum of 32 semester credits beyond the baccalaureate degree. Except where indicated in parentheses, all courses carry three credits.

MA: DEGREE REQUIREMENTS
Administrative Core—21
   EDAL520, 560, 570(3), 635, 645, 680, EDCI547
Specialty Area—3
   Choose one of the following:
   EDAL660, 664, 665, 667, 668, 670, 674, 676
Educational Foundations—3
   EDFN500
Educational Research—3
   EDRM505
Thesis or Electives—2
TOTAL MA degree credits—32

Professional SDA certification requires 2 of 6 specified areas (see pp. 260-262). The MA program provides a broad exposure to the profession and allows flexibility in the selection of courses. Students should be aware, however, that specific requirements for certification as a school administrator and/or supervisor vary among states and systems (i.e., private, parochial, or government) and are subject to periodic change. Each student is responsible to determine which certification(s), if any, will be sought and to counsel with his/her advisor early in the program to assure that requirements are satisfied. In some instances, certification provisions may require study beyond the 32-credit minimum.

EdS: Educational Administration

The Educational Specialist degree (EdS): Educational Administration is intended to prepare students for positions as principals, supervisors, superintendents, directors of education, or administrators of higher education.

Students completing the EdS program meet educational requirements for administrative certification in the Seventh-day Adventist Church and can be recommended for endorsement in their specialized area(s) of study.

The curriculum for the Educational Specialist degree consists of a minimum of 65 semester credits beyond the baccalaureate degree.

EdS: DEGREE REQUIREMENTS
Administrative Core—27
EDAL520, 560, 570(3), 635, 645, 670, 680, 886 or 887, LEAD638, 738
Speciality Area—9
Choose 9 credits from the following: EDAL660, 664, 665, 667, 668, 674, 676, 677, 824
Cognate/Electives—9
Select 9 credits from the above Specialty Area or field of interest/expertise
Curriculum and Instruction—5-6
EDCI547, and other elective in curriculum/instruction (2-3)
Educational Foundations—9
EDFN500 and an additional 6 credits chosen from at least two of the following areas:
Historical/Philosophical-EDFN517, 554, 607 (all 2-3)
Sociological/Theological-EDFN505, 530, 636, (all 2-3)
Psychological-EDPC514 (2-3), 515, 516, 520, 680
Educational Research and Statistics—6
EDRM505, 611
TOTAL EdS degree credits—65

EdD/PhD: Educational Administration

The doctoral programs in Educational Administration prepare participants for professional careers in education as superintendents of schools, elementary and secondary- school administrators, administrators in higher education, administrators and supervisors for educational agencies and programs, and for a wide variety of administrative, supervisory, and instructional careers on all levels of education and church organization.

Both the Doctor of Education (EdD) and the Doctor of Philosophy (PhD) programs require a minimum of 91 semester credits. However, the PhD degree is more research oriented and requires more courses that deal with advanced research methodologies including EDAL887.

EdD/PhD: DEGREE REQUIREMENTS
Administrative Core—27
EDAL520, 560, 570(3), 635, 645, 670, 680, 886 or 887, LEAD638, 738
Speciality Area—9
Choose 9 credits from the following: EDAL660, 664, 665, 667, 668, 674, 676, 677, 824
Cognate/Electives—9
Select 9 credits from the above Specialty Area or field of interest/expertise
Curriculum and Instruction—5-6
EDCI547, and other elective in curriculum/instruction (2-3)
Educational Foundations—9
EDFN500 and an additional 6 credits chosen from at least two of the following areas:
Historical/Philosophical-EDFN517, 554, 607 (all 2-3)
Sociological/Theological-EDFN505, 530, 636 (all 2-3)
Psychological-EDPC514 (2-3), 515, 516, 520, 680
Educational Research and Statistics—16
Prerequisites/Requirements (7)
EDRM505, 611, 710 (1)
Basic Methodology
Choose 6 credits from: EDRM604, 605, 612, EDCI636, HIST650
Advanced Methodology
Choose at least 3 credits from: EDRM613, 775 (1-3), EDCI885, HIST695, EDAL887
Dissertation—16
EDRM880 (2), EDAL899 (14)
TOTAL EdD / PhD degree credits—91

Courses (Credits)

See inside front cover for symbol code.

LEADERSHIP

LEAD600-level courses are available for both masters and doctoral programs.

LEAD630 (2-6)
Leadership Seminar
Intensive orientation to the program. Focus on leadership concepts, effective instruction, principles of research, and skills relating to the completion of the program. Repeatable to 6 credits. Graded S/U.

LEAD635 (4)
Individual Development Plan
Preparation and submission of IDP to faculty for approval. Prerequisite: LEAD630.

LEAD636 (2)
Issues in Leadership Foundations
An extension of the leadership seminar. Participants review the literature, discuss the findings in study groups and with faculty, and provide scholarly feedback related to assigned topics in foundations of leadership. Prerequisite: LEAD630.

LEAD637 (2)
Issues in Research
An extension of the leadership seminar. Participants review the literature, discuss the findings in study groups and with faculty, and provide scholarly feedback related to assigned topics in professional research. Prerequisite: LEAD630.

LEAD638 **(2)**
Issues in Leadership Theory
A seminar in the study of leadership theory development. Includes concept information in such areas as organizational development, historical and contemporary views of leadership, power and influence, followership, ethical leadership and diversity and application to problem solving in leadership and administrative settings.

LEAD648 **(1-12)**
Workshop
Selected learning experiences. Repeatable. Permission of instructor required.

LEAD650 **(0)**
Leadership Program Continuation
After the IDP is approved, the participant may register for this title while clearing DGs (deferred grades) with advisor approval only. Registration for this title indicates full-time status.

LEAD675 **(1-3)**
Portfolio Development: _____
Development of expertise and documentationin a selected competency area including self reflection that describes personal growth and the theoretical knowledge base supporting the competency. (Repeatable up to 12 credits).

LEAD680 **(1-12)**
Fieldwork
Planned field experience in leadership at cooperating institutions, school systems, or agencies. Permission of instructor required.

LEAD689 **(1-12)**
Seminar
Selected topics offered. Repeatable. Permission of instructor required.

LEAD690 **(1-12)**
Independent Study
Selected topics. Permission of advisor and instructor required.

LEAD698 **(3)**
MA Research Project
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 Guidelines for Written Work. S/U grading.

LEAD756 **(1-12)**
Advanced Studies
Advanced studies in leadership. Repeatable with different topics. Permission of instructor required.

LEAD775 **(1-3)**
Advanced Portfolio Development: _____
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)

LEAD789 **(1-12)**
Advanced Seminar
Advanced topics in leadership. Repeatable with different topics. Permission of instructor required

LEAD870 **(0)**
Comprehensive Exam

LEAD886 **(1-12)**
Internship
Under supervision of a faculty member in leadership area. Student interns in responsible positions with specialists/administrators in cooperating institutions, school systems, or agencies. Permission of instructor required. Graded S/U.

LEAD888 **(0)**
Dissertation Continuation
Reduced tuition rate applies.

LEAD899 **(1-14)**
Doctoral Dissertation
Graded S/U.

EDUCATIONAL ADMINISTRATION

EDAL520 **(2-3)**
Foundations of Educational Leadership
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. *Fall, Summer*

EDAL560 **(2, 3)**
Legal Aspects of Education
Legal issues affecting teachers and educational administrators, including governmental relations, church-state issues, teacher employment, student control, and school-board operations and procedures. Repeatable. *Alternate Fall, Alternate Summer*

EDAL570 **(2)**
Principles of Educational Supervision
Designed for principals, superintendents, and instructional supervisors concerned with the improvement of teaching and learning by professional supervision; the role, aims, and principles of instructional supervision; introductory study of supervisory techniques. *Spring, Alternate Summer*

EDAL635 **(3)**
Human Resources Administration
Personnel services; policy for certified and non-certified employees; personnel functions in education; the interpersonal process in educational organizations, communications, and group dynamics for educational administrators. *Spring*

EDAL645 **(3)**
Educational Finance and Marketing
Focuses on financial and economic issues affecting educational institutions, including school support, costs of education, sources of school revenue, budgeting, and the organizing and maintaining of the fiscal and physical resources of school systems; elements of marketing an educational institution including mission statement, target market, image, position, the market mix (product, price, place, and promotions), fund-raising, and alumni relations. Prerequisite: EDAL520 or permission of instructor). *Fall*

EDAL648 **(Variable)**
Workshop: _____
Graded S/U. *Summer*

EDAL660 **(3)**
Planning and Operating Educational Facilities (K-20)
The planning of educational facilities includes buildings, equipment, and sites as influenced by educational philosophy need and financial resources available; features of good school plants and their management; a comprehensive study of educational-facilities planning as related to preliminary development plans and long-range master planning of educational facilities/campuses. *Fall*

EDAL664 **(3)**
Elementary School Leadership
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. Prerequisite: EDAL520. *Fall, Alternate Summer*

EDAL665 **(3)**
Secondary School Leadership
See description under EDAL664. Also includes office management and auxiliary services. Prerequisite: EDAL520. *Fall, Alternate Summer*

EDAL667 **Alt (3)**
Leadership in Higher Education
Focuses on the work of the administrator in higher education; objectives, organization, leadership in visioning and strategic planning for academic, business, student, and developmental activities in higher education. *Alternate Summer*

EDAL668 **(3)**
Leadership in School Systems
The leadership of the superintendent of schools and director of education. Includes the objectives, organization, and administration of different levels of public, Seventh-day Adventist, and other private-school systems: dynamic change agent. *Spring*

EDAL670 **(1-3)**
Information Management Technology in Education: Administration
Philosophical basis for technology usage in schools and school systems to enhance learning; survey of contemporary technologies appropriate to the educational setting and cost-benefit analysis of various systems; development of an instructional technology plan (ITP); ethics of technology usage. Prerequisite: EDAL520 and computer literacy or permission of instructor. *Fall, Summer*

EDAL674 **Alt (3)**
Administration of Student Services
Objectives, organization, and administration of student services such as student residences, health services, religious programs, government, publications, social life, discipline, recreation, and student records. *Alternate Spring*

EDAL676 **Alt (3)**
Administration of Academic Services
Objectives, organization, and administration of academic services such as admissions, academic records, academic personnel, curriculum administration, and instructional resources. *Alternate Fall*

EDAL677 **(1-3)**
Seminar in Departmental Supervision and Professional Development
Multiple approaches for effectively supervising the workplace for

maximization of human resources; provides opportunities for personnel to plan and experience professional growth. *Summer*

EDAL680 **(1-3)**
Field Work in Educational Administration
A supervised lab or administrative field work in educational institutions, agencies, or school districts. Permission of supervisor and plans required in advance of registration. May be graded S/U. *Fall, Spring, Summer*

EDAL685 **(0)**
MA Level Comprehensive Exam Preparation

EDAL689 **(1-4)**
Seminar: _____
Selected topics in Educational Administration. Repeatable with different topics. Open to all graduate students. Available for both A-F or S/U grades.

EDAL690 **(1-3)**
Independent Study in _____
Permission of advisor and instructor required. May be graded S/U. *Fall, Spring, Summer*

EDAL699 **(1-3)**
Thesis
Must be repeated up to 3 credits. Graded S/U. *Fall, Spring, Summer*

EDAL824 **(2-3)**
Seminar in Educational Leadership
Current issues and problems in educational administration and leadership; techniques of administrative control; selected topics in educational leadership. May be graded S/U or A-F. Admission limited to post-master's students. *Fall*

EDAL870 **(0)**
Comprehensive Exam Preparation

EDAL886 **(1-9)**
Internship in Educational Administration
A planned administrative field experience/internship in a school, school district, or educational agency; a practical or creative project dealing with an actual educational situation in an educational institution under supervision of a faculty member in the area of administration. May be graded S/U. Permission of supervisor and plans needed one semester in advance of registration. Repeatable. *Fall, Spring, Summer*

EDAL887 **(1-9)**
Applied Administrative Research
A planned administrative research experience under the supervision of a faculty member in the Educational Administration and Leadership area. May be graded S/U. Permission of supervisor and plans needed one semester in advance of registration. Repeatable to 9 credits. *Fall, Spring, Summer*

EDAL888 **(0)**
Dissertation Continuation
Reduced tuition rate applies. *Fall, Spring, Summer*

EDAL899 **(1-14)**
Doctoral Dissertation
To be repeated to 14 credits. Graded S/U. *Fall, Spring, Summer*