

## SCHOOL OF EDUCATION

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

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Bell Hall, Room

Undergraduate Leadership  
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### 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 Leadership 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 Leadership Graduate Certificate

The Educational Leadership Graduate Certificate ( 3 – 6 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 ( 3 credits minimum):

- School Administration
- LEAD Annual Conference—
- LEAD Introduction to Leadership—
- EDAL Foundations of Educ Leadership—

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MA: DEGREE REQUIREMENTS ( credits)

Core—minimum , with more credits available from variable credit courses

LEAD

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v7 K R V G W H U L H Q V M D F G L X F J D W S L G R D D L V W 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—

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## 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 ( D F K W X G L H D Q W L T S H U V R Q E X V E W W U H D W H G such.
  - v 7 K M W X G M Q R W Q V O L U R Q P E Q Q M D V D I C F X D E W H used to achieve full development.
  - v 6 W X G M Q R W J K H G J X F D L V O L H R Q S R Q V L E Q Z L O 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 V W L R X K W L U R Q E H D U Q I S E K J U S R V D I Q K Q F W L R Q as social and cultural resources to provide opportunities for students to learn and develop in holistic ways.
  - v 7 K S U L P D H V S R Q V R E H O L D I N G H Y H O R S P H Q W rests with the student.
  - v , Q V W L R X K W L U R Q E H D U Q I S E K J U S R V D I Q K Q F W L R Q societies and cultures in which they exist.
  - v , Q V W L R X K W L U R Q E H D U Q I S E K J U S R V D I Q K Q F W L R Q 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 V W L R X K W L U R Q E H D U Q I S E K J U S R V D I Q K Q F W L R Q impede student learning.
  - v - X V W D L C F H V S R E W I H U B R E K G L Y L V R D O V community.
  - v ( G X F D W L R X Q D W L F X O D U X H U D O S R V L W L Y H regard for differences is essential to the development and maintenance of a health-engendering society.
  - v \$ O V W X G P I X Q W W Y D H F F H M W K H G X F D V D I C R Q D O 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 & D S D E F O H G N E Q R Z O H G D I O B E S H U L H Q F H G educational administration is essential for institutional success.
  - v 2 U J D Q L J D X V O L L V O F R O W X F F H Z K H X O K R L U V L R Q V and outcome expectations are effectively documented and understood by all concerned.
  - v ( I I H F S U Y R H U D D P W H U Y W F H X L H O H O T X V D O D I L H G members who understand and support the student learning and development outcomes the programs are intended to provide.
  - v / H D G B Q V W D H I P E H D O M P N K H S R V V H I V N F W L Y H managerial skills, be properly titled, and be well-qualified by both education and experience.
- . Health-Engendering Environments
  - v ( G X F D W S I R R Q D U D P W H U Y S E R V L S E H U Q H Y R O H Q W environments that provide students with appropriate levels of challenge and support.
  - v 7 K S U L P D H V S R Q V R E H O L D I N G H Y H O R S P H Q W 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 as:



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— +

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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 7 K U R X J W R F N X U R W H W X I Q Q G L Y D G K D P H C H W  
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 ' H P R Q V W E D W K E R Q Y H L P G R F X V P H I Q D S H G J W I R O L R  
that is assembled throughout the program. The portfolio is



- 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 facilitate achievement of organizational goals.

a.

EDAL 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.	D ( - )	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 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.	D ( - )	EDAL 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.	D ( )
EDAL 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.	D ( - )	EDAL 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.	D ( )
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 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.	D ( )
EDAL 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.	D ( )	EDAL 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.	D ( - )
EDAL 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 program; responsibilities such as assemblies, opening and closing of school, supervision of staff, and operation of school facilities.	D ( - )	EDAL Master's Comprehensive Exam Prep	\$ ( )
EDAL 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.	D ( - )	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 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.	D ( )	EDAL Comprehensive Examination Preparation (EdS/Doctoral)	\$ ( )
EDAL Technology for Leaders Philosophical basis for technology usage in various leadership	D ( )	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