

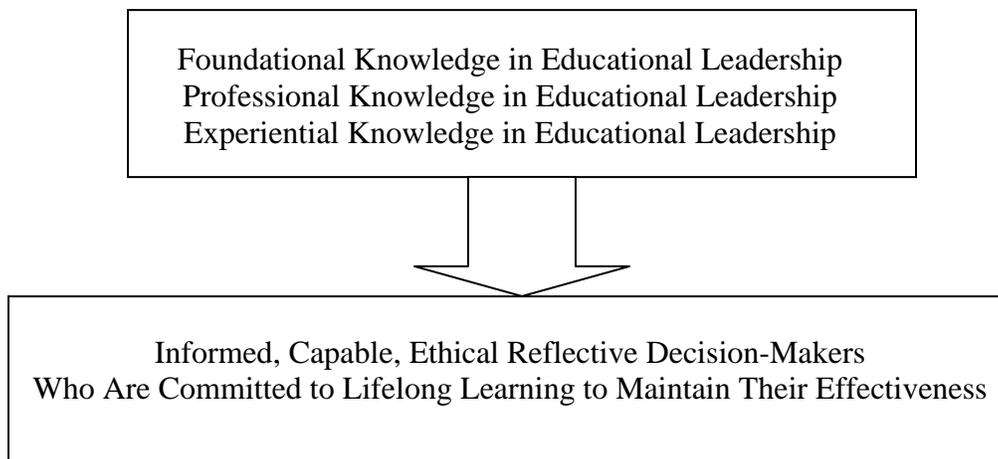
Higher Education Administration CONCEPTUAL FRAMEWORK

The College of Education's Conceptual Framework reads:

Informed reflective decision-makers have mastered the subject matter needed for the profession and understand the need for lifelong learning to remain a viable professional. Ethical reflective decision-makers understand why they are given discretion in their roles and use that ability only for the student's or client's benefit. Capable reflective decision-makers have the means to teach students or service clients effectively and understand the responsibilities involved in the role. Graduates of programs in the College of Education at Florida Atlantic University are informed, ethical, and capable reflective decision-makers.

For graduates of programs in the Department of Educational Leadership in the College of Education at Florida Atlantic University to be informed, ethical, and capable reflective decision-makers, the Department of Educational Leadership believes that:

- Foundational knowledge of leadership will develop Informed Practitioners
- Professional knowledge of leadership will develop Ethical Decision-Makers
- Experiential knowledge in leadership will lead to Reflective, Capable Professionals



Informed reflective decision-makers have mastered the subject matter needed for the profession and understand the need for lifelong learning to remain a viable professional. For the Department of Educational Leadership, informed reflective decision-makers require foundational knowledge, which is provided through the core courses offered by the department.

The Foundational Knowledge Base includes the basic tenets and principles upon which a field of study is based. In the Department of Educational Leadership, leadership forms the foundation for all programs. The Department focuses its foundational knowledge base on the following leadership knowledge domains.

Leadership - Leadership is a relationship between leaders and followers who work together toward common goals to effect change in an ethical way. Leaders continually organize to ensure that goals are accomplished. They (a) set and seek to achieve goals,

(b) find resources, (c) adapt to their environment, (d) maintain cohesiveness within the system, and (e) preserve a unique system of values and work flow. Leaders must develop their own minds in systems terms and see their organizations holistically, so they may transfer knowledge from one setting to another. They must develop skills and a capacity to envision the future and be able to find opportunities within and without their organizations.

Ethical reflective decision-makers understand why they are given discretion in their roles and use that ability only for the student's or client's benefit. For the Department of Educational Leadership, ethical reflective decision-makers require professional knowledge, which is provided through the professional knowledge courses specific to each program area.

The Professional Knowledge Base is the technical knowledge, specialized skills, and ethical standards used to function in the professional workplace. The knowledge base for the Higher Education Leaders Program is organized around three domains: Historical, Philosophical and Social Context; Institutional Mission; and Leadership.

Historical, Social, and Philosophical Context - Understanding of role of higher education is based on a knowledge of the historical, philosophical, and cultural context in which it has developed. An appreciation of the unique missions of various types of institutions of higher education requires an understanding of the current social contexts in which they operate. Program participants will acquire a strong foundation in these areas.

Institutional Mission - The core missions of contemporary institutions of higher education are teaching, research and service. Educational leaders of higher education must (a) embrace these missions, (b) appreciate the interrelationships of the resulting activities, and (c) understand the role of the higher education leader in facilitating the accomplishment of these missions. The academic, student affairs, and administrative branches of the institution will be closely examined to ensure an understanding of the interdependence of these roles.

Leadership - Educational leaders must be prepared to manage the operations of institutions of higher education in a manner which will maximize the accomplishment of organizational goals. Participants in the program will acquire a knowledge base in organizational structure and behavior, institutional organization and culture, educational law, and an understanding of the unique considerations of higher education leadership. Skills will be developed in the management of resources, personnel and physical plant. Matters of professional, ethical and legal conduct will also be studied.

Capable reflective decision-makers have the means to teach students or service clients effectively and understand the responsibilities involved in the role. For the Department of Educational Leadership, capable reflective decision-makers require experiential knowledge, which is provided through the experiential courses specific to each program area.

Experiential Learning implies the concept that elements of a professional's education will be gained from a practical approach in a real-world situation. It is based on the belief that insights gained through a job, internship, volunteer work, or course field work will enhance academic studies and the professional's critical reflection skills in thinking and acting upon his/her talents, aspirations, and the needs of the work setting. Experiential learning also helps the professional in setting academic, career and personal goals.