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Overview of Leadership

Mission Statement

The Leadership and Educational Administration Department (LEAD) 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 Leadership Program

On campus, the Leadership Program is housed in the School of Education. It is an interdisciplinary program that leads to a Master of Arts (MA), an Educational Specialist (EdS), a Doctor of Education (EdD), or a Doctor of Philosophy (PhD) degree and prepares leaders for service in various forums. This participant-driven program is established on the idea of developing and demonstrating competency in specific areas associated with leadership in all fields.

Because the Leadership Program was developed to meet the needs of today's professionals, it emphasizes competencies instead of courses. Leadership is job-embedded and work-related. The Leadership Program's design embeds practice in theoretical knowledge bases. The program is field-based, flexible, and designed to provide a learning community for leaders who want to earn a master's, specialist, or doctorate while continuing to be employed. Although some coursework is necessary to complete the degree, Leadership gives self-directed, self-motivated individuals a way to take charge of their own education while incorporating professional experience.

Leadership's collaborative structure promotes ongoing communication among all participants. The program is an international one; yet, even though participants are from all over the world, they take part in regularly scheduled meetings and conferences to exchange ideas and to provide support for each other. Between meetings, technology-based communication becomes the method by which participants dialogue around scholarship and practice.

The *Leadership Handbook* is designed to help participants and faculty in the planning and execution of the MA, EdS, EdD, and PhD degrees in Leadership. The *Leadership Handbook* complements but does not supercede either the *Andrews University Bulletin* or the *School of Education Handbook*. Subsequent announcements and supplements issued after June 2006 will take precedence. Leadership participants should also access the Leadership webpage: http://www.andrews.edu/leadership/, and the Andrews University graduate page: http://www.andrews.edu/GRAD/degree/ for more information.

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About Andrews University

Our History

The roots of Andrews University date back to a little 19th century school of 12 students, one of which was the breakfast-cereal-genius-to-be John Harvey Kellogg. Through the leadership of a teacher, Goodloe Harper Bell, the Battle Creek, Michigan-based school expanded quickly and, in 1874, took the name Battle Creek College. By 1901, the school's administrators had decided to experiment with a non-classical concept for education that fused traditional academia with a practical approach to learning. For this experiment, school leaders felt that a new location was needed, away from the moral and ecological pollution of the city. Eighteen thousand dollars bought a 272-acre piece of land in Berrien Springs, Michigan. The "experiment" packed into 16 box cars and traveled from Battle Creek to a new home nestled in gentle hills and farming fields.

With a new location came a new name, Emmanuel Missionary College (EMC). There was much work to be done as the new school had no buildings. For the 1901-1902 school year, the college rented a barn, the former Berrien County courthouse, an office building, a jail, and a sheriff's residence to serve as temporary school buildings. Construction of the new school started almost immediately. All buildings were built from wood, as brick was perceived to be too permanent for those expecting the imminent return of Jesus. Early buildings were built almost entirely by students.

Faculty also got involved with helping to get things under way in Berrien Springs. EMC's first president, E. A. Sutherland, felt inspired to plant a long row of Norway spruce trees to help landscape the new school. The tall row of trees stands proud today, over a hundred years later, as a testimony to the hands-on attitude of our school's pioneers.

As EMC began to establish itself in the community, students and faculty developed a deep interest in oversees missionary work. By the 1920s, mission fervor had become one of the defining features of the Andrews experience. Despite the Depression of the 1930s, the Andrews leadership was successful as they worked to arrange accreditation for the institution. Amazingly, during the difficult war years of the 1940s, the college was able to obtain the materials for and the permission to build a new administration building, Nethery Hall, now home to the College of Arts and Sciences.

Momentum was growing and in 1959 Washington D.C.-based Potomac University moved to Berrien Springs and merged with EMC, bringing with it a School of Graduate Studies and the Seventh-day Adventist Theological Seminary. The combined institutions were chartered as Andrews University the very next year. Andrews University was named after John Nevins Andrews (1829-1883), a pioneer in the 19th century Adventist Church. He was also the first sponsored missionary that the Church sent overseas. J. N. Andrews' example of careful thought and compassionate action in Christian life is something that we have taken to heart.

In 1974, the undergraduate division of Andrews was organized into two colleges – the College of Arts and Sciences and the College of Technology. The school of Business was established in 1980. The School of Education was organized in 1983. In 1993 the Department of Architecture became the Division of Architecture. The present organizational structure of the School of Graduate Studies was adopted in 1987.

Students from across the United States and the globe are attracted to Andrews because of what we stand for and what we offer. U.S. News and World Report says that Andrews is one of the most culturally diverse universities in the nation. We are a thinking, faith-focused, and dynamic international community. More than 3000 students study here, representing most U.S. states and nearly 100 countries. Another 1700 students study at affiliate campuses around the world. We offer approximately 180 undergraduate degrees and just under 50 postgraduate programs.

At Andrews we are serious about giving you choices. We offer options in undergraduate, graduate, and doctoral studies. If you feel like spending a year abroad, you can choose from an impressive range of opportunities at Andrews' affiliate schools or service posts around the globe. We are real people at Andrews. Whatever it is you choose to do here, we aim to make sure that you achieve that balance between theory and practice, and that you experience growth on your personal spiritual journey.

Our Faith

Andrews University is a Seventh-day Adventist institution. As a Christian school, we encourage strong moral principles and a close relationship with God. We celebrate the diversity of faiths represented at Andrews and respect the differences of persuasion that are present. We believe in a holistic approach to life that balances mind, body, and spirit in such a way that students are fully prepared to serve the world when they finish their studies.

Adventists hold most beliefs in common with other Protestants: the Trinity, the divinity of Jesus, and salvation through faith in Jesus. Adventists believe that true spirituality impacts every area of our lives. Physical health, a sound mind, and strong relationships with God and other people are all seen as important. Each Saturday, Adventists celebrate a 24-hour Sabbath rest from work and school. The day is about taking a break from the daily grind, spending quality time in worship, and nurturing relationships with family and friends.

Our Sponsoring Church

Seventh-day Adventists trace their roots back to the Millerite movement of the 1840s, when thousands of Christians were searching for a better understanding of Bible prophecy. A small group of these searchers, based in New England, felt impressed to start a church with the knowledge they had gained. The name they chose reflects two distinctive ideas they discovered: "Seventh-day" refers to the biblical Sabbath, Saturday. The fourth commandment of God's unchangeable law requires the observance of this seventh-day Sabbath as the day of rest, worship and ministry in harmony with the teaching and practice of Jesus, the Lord of the Sabbath. "Adventist" refers to the second coming of Jesus – something they believed was happening soon. In 1863, pioneers organized the new denomination with 3,500 members worshiping in 125 churches. The church grew quickly and today there are over 13 million members in more than 200 countries around the world. Adventists operate the largest Protestant hospital and educational system in the world, as well as several publishing houses and humanitarian organizations.

Our Mission

Andrews University educates its students for generous service to the church and society in keeping with a faithful witness to Christ and to the worldwide mission of the Seventh-day Adventist Church.

Accordingly, students are challenged to:

- be inquisitive
- think clearly and communicate effectively
- explore the arts, letters, and sciences within the context of a Christian point of view
- develop competencies in their chosen fields of study
- prepare for a meaningful position in the workplace
- respect ethnic and cultural diversity
- embrace a wholesome way of life
- nurture life in the Spirit
- heed God's call to personal and moral integrity
- affirm their faith commitment

About the School of Education (SED)

Our Conceptual Framework

One of the founders of Andrews University, Ellen Gould White, presented a compelling vision for education.

> True education means more than the pursual of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and the whole period of existence possible to man. It is the harmonious development of the physical, mental, and spiritual powers. It prepares the student for the joy of service in this world and the higher joy of wider service in the world to come. In the highest sense the work of education and the work of redemption are one.
> (Ellen G. White (1903), *Education*, Mountain View, CA; Pacific Press 13, 30)

Andrews University's School of Education embraces this vision as the organizing theme for its conceptual framework and the inspiration for its mission.

Our Mission

The School of Education's mission is to provide programs based on a redemptive Christian worldview to prepare professionals for global service.

The mission is succinctly captured in the phrase "To educate is to redeem" through the harmonious development of students for service. The mission is expressed through six elements that reflect the ideal development for all graduates of the School of Education. They are:

Element I: Worldview
This Element addresses appreciation of the perspectives of others and development of a personal philosophy from which action and service arise. Graduates will be able to

- Explain worldviews and trace their historical development
- Critique worldviews from a Christian perspective
- Integrate principles of a Christian worldview into their chosen fields of study

Element II: Human Growth & Change
This Element addresses principles of growth behavior and the use of these principles to effect positive change for individuals and organizations. Graduates will be able to

- Describe human development
- Apply current theories of learning

Element III: Groups, Leadership & Change
This Element addresses principles of group behavior and the use of these principles to effect positive change for individuals and organizations. Graduates will be able to

- Facilitate change in groups and organizations
- Relate effectively with various cultural, racial, and special interest groups
- Identify political and legal issues
- Manage human, financial, and material resources
- Demonstrate servant leadership

Element IV: Communication & Technology
This Element addresses oral, written, intrapersonal, and interpersonal communication as the essence of human behavior and technology as it enables, supports, and enhances human interaction and learning. Graduates will be able to

- Communicate effectively in written, verbal and non-verbal forms
- Use electronic tools effectively for professional communication, teaching, and research

Element V: Research and Evaluation
This Element addresses valuing and conducting disciplined inquiry for decision-making. Graduates will be able to

- Read and evaluate research
- Conduct research
- Report research findings

Element VI: Personal & Professional Growth
This Element addresses commitment to holistic personal and professional growth. Graduates will be able to

- Demonstrate continuing professional development
- Demonstrate ethical behavior in all professional activities
- Demonstrate balanced physical, mental, spiritual, and social aspects of their lives

Leadership and Educational Administration Department

Core Values

Our understanding is that as we live our lives these core values are connected to one another. The behaviors are an effort to capture the way the core values are lived out by participants in the Leadership Program.

Value: Community

Ethical Principle: Leaders recognize that community is foundational to learning and change.

Leaders understand that human beings need to be in relationship with others. Therefore, they encourage collaboration, cooperation, and dialogue so that groups may accomplish common goals.

Behaviors: Leaders/participants who accept this value will –

- facilitate transformative group activities (processes)
- engage in active dialogue and learn from other people
- share their knowledge, skills, and attitudes with other people
- participate in regional groups, and the annual conference

Value: Service

Ethical Principle: Leaders help other people realize their unique purpose in life and help unleash their capacity to serve and lead.

Leaders meet the needs of others. They give time, knowledge, and skills to help other people.

Behaviors: Leaders/participants who accept this value will –

- give individual attention through multiple media: e-mail, telephone, video conference, etc.
- facilitate mentor/mentee relationships
- encourage individualized (unique) portrayals of the Individual Development Plan (IDP), portfolio, synthesis paper, and final presentation

Value: Integrated Life

Ethical Principle: Leaders recognize the importance of integrating life into a balanced whole.

Leaders pursue the harmonious development of the mental, physical, social, and spiritual faculties in order to maximize human potential.

Behaviors: Leaders/participants who accept this value will –

- demonstrate growth in mental capacities of motivation, concentration, critical thinking skills, analysis, and evaluation
- set personal goals that promote healthy choices in nutrition, exercise, rest, and sustainable workloads
- build meaningful social (interpersonal) relationships in order to establish a collaborative and supportive community (home, profession, regional group, etc.)
- reflect on the spiritual life

Value: Human Dignity

Ethical Principle: Leaders respect human dignity and safeguard the conditions for moral well-being.

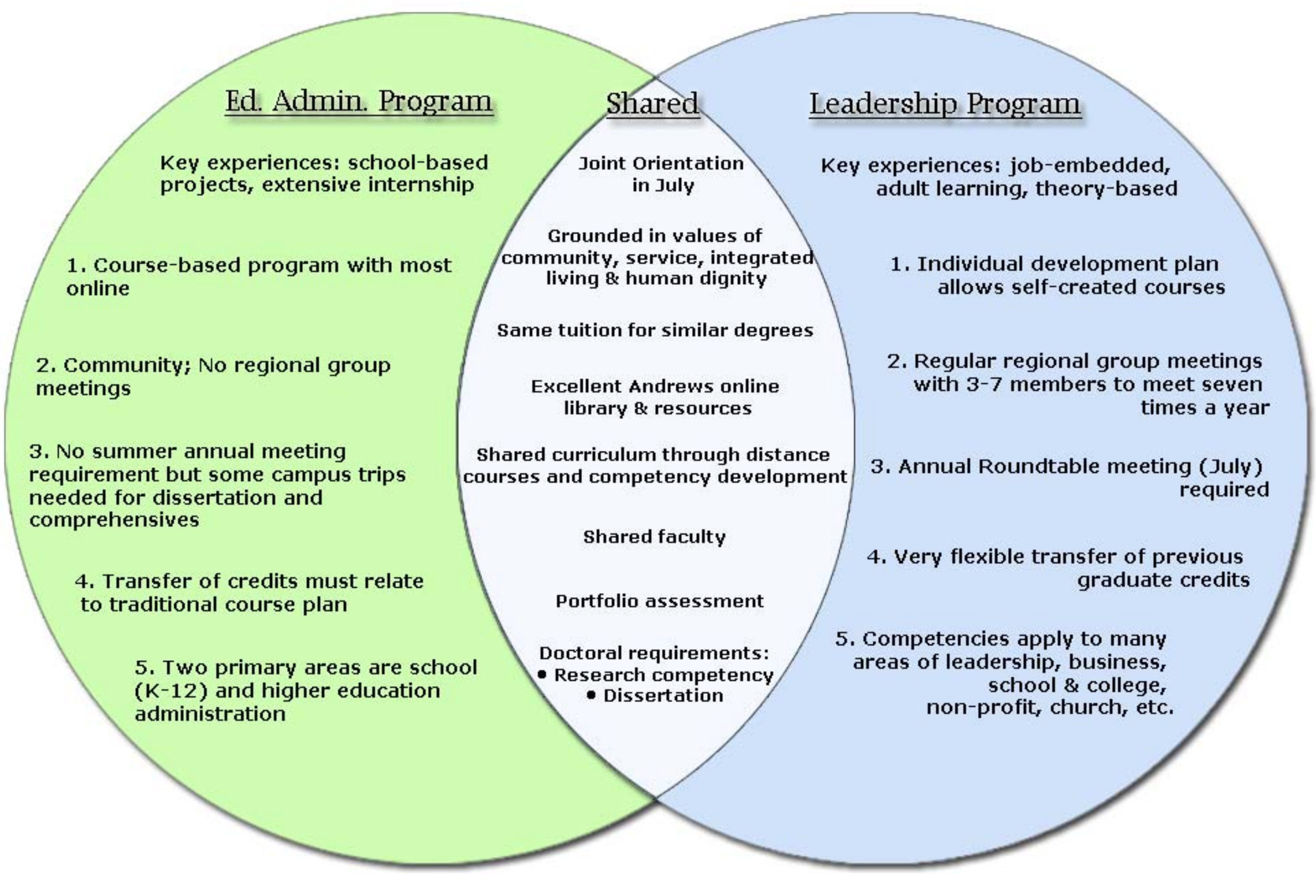
Leaders recognize the universal conditions of moral well-being: privacy, autonomy, community, and identity. Privacy is represented by the need for confidentiality and time for reflection. Autonomy is the need to make choices that impact one's life. Community is the need to be a member of a group with a shared vision. Identity is the need to be unique and different from others. Leaders often make judgments and take actions whereby one or more aspects outweigh another, but they will acknowledge and explain the reasons for their choices.

Behaviors: Leaders/participants who accept this value will –

- interact with integrity
- hold confidences
- act only after discussion with those who are impacted by the decision
- avoid discrimination, affirm diversity
- include all participants
- remain flexible
- provide nurture and support
- avoid dismissive comments
- provide safe feeling, openness, and acceptance
- call on another when behaviors are violated

Programs

As the accompanying Venn diagram shows, there are two major program areas in the Leadership and Educational Administration Department. The first area is Educational Administration and the second is Leadership. Both program areas require a week-long orientation, usually in July, which introduces participants to values of community, service, integrated life, and human dignity, which permeate all departmental programming. Both have MA, EdS, EdD, and PhD degree options (with educational administration also having a graduate certificate). Both have the same tuition for similar degrees. Both provide strong distance education options so that participants do not have to move to campus to complete their graduate education. Both utilize the same excellent Andrews University online resources which allow the delivery of D2L web-based courses, excellent online library resources, and effective technology-enabled communication. Both programs share the same excellent faculty and staff who provide effective distance education and communication. Both programs are competency-based, with the Educational Administration program guided by 10 standards and the Leadership Program focused on at least 15 competencies. Both programs necessitate participants completing and passing a portfolio assessment to demonstrate that they meet standards or competencies. Both programs also have doctoral options which require an extensive research competency and a dissertation.



There are also some differences between these two programs. Educational Administration programs are designed around online course work that prepares administrators to serve in educational institutions. Educational Administration programs cover traditional topics like leadership and vision, curriculum and educational programming, finance, human resources and staff development, facilities, community and public relations, ethics, law and policy, technology, research, and philosophy.

There are two strands in Administration: K-12 school administration and higher educational administration. Educational Administration builds its community around extensive online courses which require discussion and regular communication (but they do not require regional group meetings or summer Roundtable meetings as does Leadership programming). However, participants will need to defend their portfolio and complete other comprehensive examination requirements and doctoral requirements, which will require some visitation to campus. While the department is very eager to help participants transfer credits into their programs, transfer credits to the Educational Administration program must align with standards.

The Leadership Programs are less traditional, based on individualized program development, and serve a wider variety of leaders: hospital administrators, business administrators, entrepreneurs, church and civic leaders, etc. MA, EdS, EdD, and PhD degrees are available in Leadership. Throughout their education, participants in Leadership must have regular meetings with a regional group that typically consists of 3-7 participants at different stages of graduate work. These regional groups provide guidance, education, encouragement, and peer-evaluation and accountability. While in the program, participants must attend the July Roundtable meetings (which are typically held in the Berrien Springs, Michigan area).

While participants can only transfer in graduate credits from accredited institutions, there is greater flexibility in Leadership Programs to accept courses outside the areas of education, administration, and leadership. The competencies in Leadership can also be learned, applied, and demonstrated in a variety of situations in education, community service, business, church and civic work, and many other areas.

Despite these differences, both programs are designed to prepare leaders for creative and ethical service to others. They also share common faculty resources, topical areas of study, and School of Education and School of Graduate Studies policies, procedures, and protocols.

The Leadership Program

Philosophy Statement

Philosophy concerns itself primarily with questions rather than answers. Leaders often ask: What is the nature of the universe? What is the nature of humankind? What is reality? How do we come to know anything at all? How do we know what is morally right and wrong? How do we find solutions for our ethical dilemmas? These questions are holistically summarized by three philosophical dimensions that are foundational to the Leadership Program: being (ontology), knowing (epistemology), and acting (ethics).

The essential, unique dimension of "being" in the Leadership Program is represented by a continuum with the individual at one end and the community at the other. Leaders are influenced by unique historical, cultural, political, and economic experiences. By engaging in a dialogue with respect and understanding, participants honor diverse cultures, beliefs, worldviews, and theoretical orientations. This shared lived-experience, the journey, is a valuable component of the leadership experience.

The essential, unique dimension of "knowing" in the Leadership Program is represented by the paradoxical unity of theory and practice. Its job-embedded nature provides opportunity for the demonstration of this unity in the workplace, where a leader can transmit and generate knowledge. The crossroads of the concrete and the abstract are transformational and stimulate critical reflection, growth, and development of the leader.

The essential, unique dimension of "acting" is captured in the notion of servant leadership. Greenleaf's *best test*[1] is: “Do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?” The pursuit of knowledge is ethically committed to the quality of life in all its aspects: spiritual, mental, physical, and social. To achieve this purpose, there must be balance among love, justice, and power.

The Leadership Program has evolved from the scholarly and Christian heritage of Andrews University, whose mission is to prepare students for generous service to the world. The hallmarks of the program include protecting human dignity and moral well-being. Leadership participants benefit from a community of learners equipped to effect positive change and the thoughtful stewardship of earth’s resources.

[1] Greenleaf, R. (1970/1991). *The servant as leader*. Indianapolis: The Robert K. Greenleaf Center, 1-37.

Competencies of the Leadership Program

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

1. **Leadership and the Self:** 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 is committed to and practices continuous personal, interpersonal, and organizational learning.

2. **Leadership with Others**: This cluster of competencies focuses on the interpersonal aspects of leadership. Growth and development of others is an essential function of leadership.

   a. *Effective communication* – Leadership fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships.
   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 responsibility* – Leadership is accountable to others and endeavors to see that family, community, and environmental needs are met in local and, as appropriate, in global ways.

3. **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. *Resource development; human and financial* – Leadership appropriately allocates and manages human and financial resources for healthy and strategic outcomes.
   b. *Legal and policy issues* **–** Leadership applies and understands the scope of a legal and policy structure appropriate for their field.
   c. *Organizational behavior, development, and culture* **–** Leadership understands personal, group, and inter-group behaviors, and how they impact organizational history, needs, and goals.
   d. *Implementing change* – Leadership involves working with others in order to collaboratively shape the vision and strategy for change, as well as being capable of facilitating the change process.
   e. *Evaluation and assessment* **–** Leadership uses appropriate evaluation and assessment tools to make decisions about programs and plans.

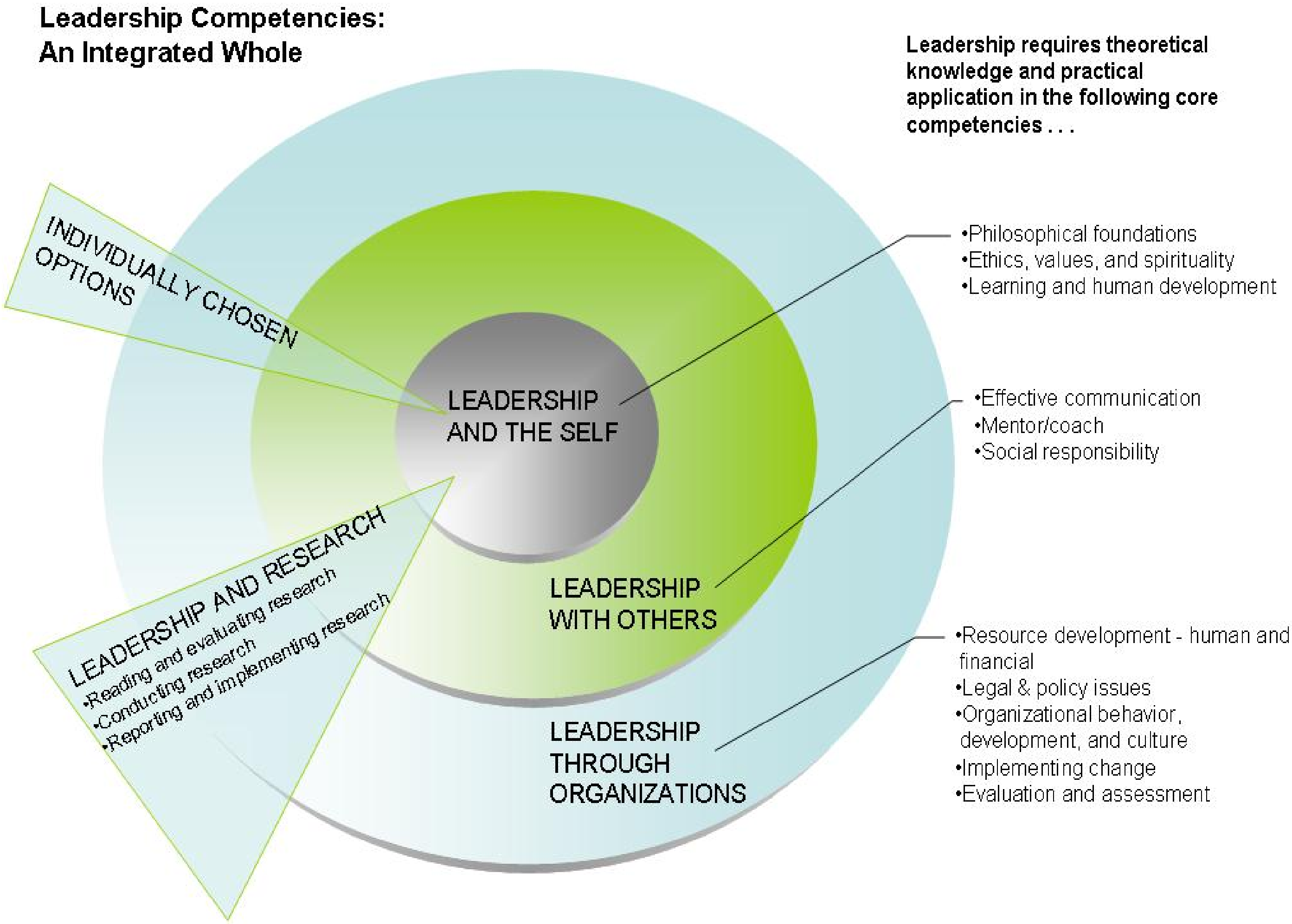
4. **Leadership and Research –** This cluster of competencies focuses on the need to use data to communicate, persuade, and make decisions, and to contribute to the knowledge base for leadership. Competence in research needs to include both qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment and evaluation, and other leadership projects.

a. *Reading and evaluating research* – Leadership critiques the adequacy of research reports, conducts literature reviews using electronic sources, and relates research to the body of knowledge in their professional field.
b. *Conducting research* – Leadership understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, explains standards for data collection, and conducts basic data collection and analysis.
c. *Reporting and implementing research* – Leadership adequately communicates research findings and implements the findings in the workplace.

5. **Individually Chosen Options –** one required. Additional options may be chosen, if needed.

Note: Please see the accompanying graphic that attempts to illustrate the inter-relational configuration of the competencies

** These competencies were voted by Leadership faculty to go into effect summer 2006. These competencies supersede those published in the Andrews University 2006-2007 Bulletin. Participants under previous bulletins may utilize these competencies by petition.*


Leadership Competencies:
An Integrated Whole
Leadership requires theoretical knowledge and practical application in the following core competencies . . .
INDIVIDUALLY CHOSEN OPTIONS
LEADERSHIP AND THE SELF
•Philosophical foundations
•Ethics, values, and spirituality
•Learning and human development
LEADERSHIP WITH OTHERS
•Effective communication
•Mentor/coach
•Social responsibility
LEADERSHIP THROUGH ORGANIZATIONS
•Resource development - human and financial
•Legal & policy issues
•Organizational behavior, development, and culture
•Implementing change
•Evaluation and assessment
LEADERSHIP AND RESEARCH
•Reading and evaluating research
•Conducting research
•Reporting and implementing research

Admission Process

Leadership Admission Requirements – MA, EdS, EdD, and PhD

Leadership admission requirements for the MA, EdS, EdD, and PhD include the following:

- A completed bachelor’s degree for those applying for the MA.
- A completed master’s degree is recommended for the EdS, EdD or PhD.
- 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 EdS, EdD, and PhD.
- A minimum of three years of professional work experience in a leadership setting for the MA.
- Employment 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 must retain employment throughout the program.
- The commitment to participate in the following scheduled functions:
    1. The initial Leadership orientation.
    2. Regularly scheduled regional group/learning community meetings. These meetings are usually held on a monthly basis *but at least* seven times per academic year. However, each regional group is responsible for planning, scheduling, and reporting its activities.
    3. The annual Leadership Conference which takes place each July.
- Access to the Internet. The participant is responsible for keeping current and aware of announcements and program updates presented by faculty and staff via e-mail. Each participant is assigned an Andrews logon and password during orientation.

University Admission Requirements – EdS, EdD, and PhD

University admission requirements for the EdS, EdD, and PhD include the following:

- At least an earned bachelor's degree from an accredited college or university or its equivalent, with adequate preparation for the proposed doctoral specialization. A master's degree is preferred.
- Evidence of ability for doctoral-level work as shown by superior undergraduate and graduate-level work and an adequate score on a Graduate Record Examination (GRE) general test taken within five years prior to admission.

- Evidence of ability to undertake research. An applicant who is unable to present evidence of research ability may be required to take appropriate coursework that provides research experience, as prescribed by the Leadership faculty.
- Evidence of ability to undertake doctoral-level work in the English language. An applicant whose primary language is not English must submit scores from an English language proficiency test. The following minimal test scores are required:
    1. Test of English as a Foreign Language (TOEFL) written - B550; computer - B213.
    2. Michigan English Language Assessment Battery (MELAB)-80.
    3. Center for Intensive English Programs (CIEP) Placement Test – 80.
- Official transcript(s) from all schools, including undergraduate schools, attended by the participant sent directly to the Andrews University Graduate Admissions Office. Faxes and photocopied transcripts are not acceptable, nor are transcripts delivered by students, even in sealed envelopes.
- A minimum of three satisfactory recommendations showing strong potential for scholarship, leadership, and service.
- A written Statement of Purpose for study in the doctoral program (minimum 500 words).

University Admission Requirements – MA

University admission requirements for the MA include the following:

- Evidence of research ability. An applicant may be required to take appropriate coursework that provides research experience as prescribed by the Leadership faculty.
- Evidence of ability to undertake master's-level work in the English language. An applicant whose primary language is not English must submit scores from an English langauge achievement test. The following minimal test scores are required:
    1. Test of English as a Foreign Language (TOEFL) written - B550; computer - B213.
    2. Michigan English Language Assessment Battery (MELAB) - 80.
    3. Center for Intensive English Programs (CIEP) Placement Test - 80.
- Official transcript(s) from all schools, including undergraduate schools, attended by the participant sent directly to the Andrews University Graduate Admissions Office. Faxes and photocopied transcripts are not acceptable, nor are transcripts delivered by students, even in sealed envelopes.
- A minimum of two satisfactory recommendations showing strong potential for scholarship, leadership, and service.
- A written Statement of Purpose for study in the master's program (minimum 500 words).
- GRE test scores must be submitted before 50% of the graduate coursework is completed.

Status Categories

The Leadership faculty recommends acceptance into the program based on several criteria including, but not limited to, the minimum standards required by the School of Graduate Studies and the additional Leadership admission requirements. The decision of the Graduate Education Programs Committee is final.

Regular Status

An applicant who meets all of the admission requirements of the University and the Leadership Program may be eligible for regular admission status in the current annual cohort. However, the decision to recommend admission is based on the vote of the Leadership faculty.

Provisional Status

The Leadership faculty may, at its discretion, recommend acceptance for participants who do not meet all of the requirements for regular admission if, in its judgment, the applicant demonstrates the ability to be successful in the program. Such individuals may be admitted on a provisional basis under specific provisions voted by the faculty. These provisions must be met and regular status must be granted by the time the participant completes 50% of the program's coursework. In the event a participant on provisional status fails to meet the specifications of their acceptance, they may be released from the program.

Permission to Take Classes (PTC) Status

Occasionally an unusual situation merits allowing a participant to take Leadership credits before official acceptance. When this occurs, the faculty must grant permission to take classes (PTC). However, PTC does not guarantee regular or provisional admission. Only eight credits taken on PTC status may apply toward a degree. To transfer PTC courses, submit a PTC Transfer Petition Form for approval by advisor, program coordinator, and Director of Graduate Programs. The Leadership Program office will automatically fill out this form. Check with the Leadership Program office to confirm that all intended transfer credits are included.

Inactive Status

At any time, a participant may choose to go "inactive," or Leadership faculty may place a participant on inactive status when, in its judgment, the participant has failed to make appropriate progress in the program.

Academic Probation

There are three ways to be put on academic probation:

1. For any participant who accumulates four or more deferred grades (DGs), the advisor can recommend probationary status.

2. If the participant's cumulative grade-point average in doctoral work at Andrews University drops below 3.3 in any given semester after the completion of 12 credits, he or she may be placed on academic probation. The participant and the advisor must develop a plan to raise the grade-point average above 3.3 within the subsequent semester. The Director of Graduate Programs must approve this plan. When the cumulative grade-point average reaches 3.3, the Director of Graduate Programs reinstates the participant to regular status. However, if the participant has not reached the minimum grade-point average within the time limit stated in the approved plan, he or she may be dropped from the program.

3. At the annual review, participants may be put on probation, based on the recommendation of their advisor, if it appears that they have met with their Regional Group less than 7 times over the past year (including the Roundtable).

A participant on academic probation may not register for dissertation credits, independent study, workshop credits, advance to degree candidacy, or present his or her portfolio for comprehensive evaluation. However, while on probation, the participant will be expected to continue registering for Leadership Continuation each semester.

Academic Advisement

Advisor

Upon acceptance into the program, the participant is assigned an advisor who may or may not stay on as the participant's main advisor. After the orientation, participant and advisor are more closely matched by mutual interests and expertise and/or by the participant's request for a change of advisor. The faculty team reserves the right to make the final decision in regard to advisement. The particpant will discuss the development of competencies and all other matters directly with the advisor.

Individual Development Plan (IDP) Program Team

The IDP will be explained during the orientation. After the orientation, and in most cases after the IDP is fairly well developed, a second faculty member will be selected to work with the advisor as the participant's Program Team. This team, along with the regional group/learning community, will work with the participant throughout the development and approval of the IDP and portfolio. When the participant is advanced to candidacy, a third member will be selected by the Program Team in consultation with the participant, advisor, and the program coordinator. This additional member of the team will take part in the portfolio presentation and may be from the School of Education faculty, a graduate of the Leadership Program, or a recognized expert in the participant's profession.

Dissertation Chair

When ready to begin the development of a dissertation proposal, the participant will seek a Leadership faculty member to chair the dissertation committee. The dissertation chair is chosen based on his/her research competence and/or familiarity with the subject matter of the research and must be approved by the School of Graduate Studies. The participant and the chair will confer on the selection of at least two other faculty to serve on the dissertation committee. Such persons are chosen based on their research or subject matter competence and also must be approved by the School of Graduate Studies for membership on dissertation committees. All travel for non-resident dissertation committee members will be the responsibility of the participant. See the dissertation section for more details.

Academic Integrity

In harmony with the mission statement, Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts:

- Falsifying official documents
- Plagiarizing, which includes copying others' published work, and/or failing to give credit properly to other authors and creators
- Misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the university)
- Using media from any source of medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud
- Presenting another's work as one's own (e.g., homework assignments)
- Using materials during a quiz or examination other than those specifically allowed by the teacher or program
- Stealing, accepting, or studying from stolen quizzes or examination materials
- Copying from another student during a regular or take-home test quiz
- Assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials)

The Andrews University policy on academic dishonesty includes incremental discipline for multiple offenses and severe penalties for some offenses. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program, or university.

Full details of the academic integrity policy and the procedures for implementation and due process are published in the Student Handbook. Students may ask for copies in academic or student services offices. Departments and faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses.

Program Requirements

Program Requirements – EdD and PhD

The Leadership doctoral program includes the following requirements:

- Completion of 90 semester credits as listed on the Credit Checklist/Courseplan.
- A written dissertation and successful oral defense of the dissertation.
- A successful comprehensive evaluation, consisting of the following:

    1. The development of a portfolio demonstrating competency in at least 15 areas, with 3 at the ‘distinguished’ level and the rest at the ‘established’ level (see “Rubric for Portfolio/Competency Evaluation” in Appendix B). Each competency is reviewed by the Regional Group and approved by the faculty IDP team members.
    2. A written reflective summary that incorporates the knowledge bases for all competencies, summarizes growth in the competencies, and describes the Leadership experience. This “Synthesis Paper” is to be submitted to the Program Team two weeks before the presentation of the portfolio.
    3. Successful portfolio presentation demonstrating achievement of the program competencies (see section on Assessment).

***Important:* DIFFERENCE BETWEEN THE EdD AND PhD**

The EdD requires competence in one genre of research as well as a supervised job-embedded internship. The PhD requires competence in both qualitative and quantitative methods of research.

Program Requirements – EdS

The Leadership Educational Specialist program includes the following requirements:

- Completion of 64 semester credits as listed on the Credit Checklist/Courseplan.
- Completion of a Specialist Research Project worth a minimum of 3 credits. This research project must include one genre of research, consisting of one course – LEAD796 (Program Evaluation and Intervention Research). This action research project will involve data collection and analysis of a problem or issue from the workplace. The participant and an assigned advisor will select a second faculty reader who will assist in the successful completion of the project. This project is different from both the MA research project and the dissertation in the degree and complexity required.

- A successful comprehensive evaluation, consisting of the following:

    1. The development of a portfolio demonstrating competency in at least 15 areas, with 2 at the ‘distinguished’ level and the majority of the rest at the ‘established’ level (see “Rubric for Portfolio/Competency Evaluation” in Appendix B). Each competency is reviewed by the Regional Group and approved by the faculty IDP team members.
    2. A written “synthesis paper” is submitted to the Program Team two weeks before the presentation of the portfolio (see section on Assessment).
    3. Successful portfolio presentation demonstrating achievement of the program competencies (see section on Assessment).

Program Requirements – MA

The Leadership master’s program includes the following requirements:

- Completion of 36 semester credits as listed on the Credit Checklist/Courseplan.
- A written report on an approved research project.
- A successful comprehensive evaluation, consisting of:

    1. The development of a portfolio demonstrating mastery of at least 15 competencies, with 1 at the ‘distinguished’ level and the rest at least at the ‘emerging’ level (see “Rubric for Portfolio/Competency Evaluation” in Appendix B). Each competency is reviewed by the Regional Group and approved by the faculty IDP team members.
    2. A written “synthesis paper” is submitted to the Program Team two weeks before the presentation of the portfolio (see section on Assessment).
    3. Successful portfolio presentation demonstrating achievement of 10 program competencies (see section on Assessment).

Program Components

Individual Development Plan (IDP)

Participants develop and outline a plan as to how the competencies will be fulfilled. This Individual Development Plan (IDP) typically reflects past documented experience, as well as future experience, based on theories and practices learned during the Leadership orientation and other program experiences. The IDP is usually 20 to 30 pages in length and consists of three sections: Part I – Vision Statement; Part II – Planned Experiences; and Part III – Credit Checklist/Courseplan. The IDP should contain only brief descriptions of the various documentation types.

Part I: Vision Statement

Participants develop individual vision statements depicting the direction of their participation in the program. It is to be rooted in the core values expressed in the stories shared about family, schooling, special people, and enduring experiences. The vision statement is the driving force that makes each participant’s journey unique.

Part II: Planned Experiences

This section of the IDP is a systematic projection of the experiences that demonstrate competency as a graduate of the Leadership Program. It is also an opportunity to think about past experiences and how those shaped the level of entry competency. Possible ways of approaching this part of the IDP include a review of each competency and an explanation of the kinds of experiences that would develop that particular competency. The participant can also think of major projects or activities that articulate the competencies required to carry out those projects. There are many ways to portray this portion of the IDP, but it needs to include past, present, and future planned experiences as they relate to the competencies.

Ultimately, the second part of the IDP must describe as explicitly as possible how the competency will be demonstrated. What will emerge from the planned experiences that might demonstrate competence? What artifacts will be used to validate compentency?

Planning for a balance of the following three major types of artifacts ensures that the portfolio clearly demonstrates competence in the given area:

- Things created or to be created, for example: participant manuals, syllabi, webpages, videos of presentations, policy descriptions, organization manuals, books, articles, and reports.
- Verification from others, such as letters, cards, evaluations, and annual reports.
- Reflective journals/papers where growth in a particular competence connects with the knowledge base or theoretical underpinnings of that experience.

Part III: The Credit Checklist/Courseplan

Part III of the IDP is a list of credits. The planned experiences in Part II of the IDP are reflected in a list of credits accumulated through a variety of options that include seminars, independent studies, fieldwork, advanced studies, and internships. At least 50 clock hours should be documented for each semester credit of individualized projects earned. The credits listed must be documented and signed by the advisor or designated faculty member.

The course plan can also be viewed on line on the Leadership home page by visiting the website: http://www.andrews.edu/leadership/, clicking on "Participants", then “Services”, then “Leadership Restricted Services”, and entering your Andrews login and password. It is each participant's responsibility to confirm completion and changes of the Credit Checklist/Courseplan with the Leadership office via e-mail or fax.

The doctoral (EdD/PhD) Credit Checklist/Courseplan must include a total of 90 post-baccalaureate semester credits, to be distributed as follows:

- At least 32 upper-level (numbered 600 and above) non-dissertation credits from Andrews University earned after acceptance into the Leadership doctoral program. (A minimum of 24 credits is required for a participant with an EdS degree from another institution, and a minimum of 16 credits for a participant with an EdS or DMin degree from Andrews University).
- A total of 16 credits of dissertation work, two of which are in proposal development.
- At least 42 additional graduate credits, which may include master's credits. These credits may be transferred in from an accredited university (minimum grade of B or higher) or may be taken at Andrews University.
- At least 75 percent of the total non-dissertation credits must be numbered 500 and above.
- At least six of the non-dissertation credits must be numbered 700 and above.

The Educational Specialist (EdS) Credit Checklist/Courseplan must include a total of 64 post-baccalaureate semester credits, to be distributed as follows:

- At least 28 upper-level (numbered 600 and above) non-dissertation credits from Andrews University earned after acceptance into the Leadership specialist program.
- At least 36 additional graduate credits, which may include master's credits. These credits may be transferred in from an accredited university (minimum grade of B or higher) or may be taken at Andrews University.

The MA Credit Checklist/Courseplan must include a total of 36 post-baccalaureate semester credits, numbered 400 level or above, three of which will be designated for the research project.

The following levels of graduate study are in effect:

LEAD400-499: Swing courses. Open to advanced undergraduate and to graduate students if so indicated in the *Andrews University Bulletin.*
LEAD500-699: Available to graduate students only.
LEAD700-999: Available to post-master's students only.

Submission of the IDP

Work on the IDP begins during Leadership orientation and must be completed and approved by the end of the participant's second semester in the program and usually before registering for LEAD636 (Issues in Leadership Foundations), LEAD637 (Issues in Research), and LEAD638 (Issues in Leadership Theory). After the IDP is reviewed by the Regional Group, the participant submits the IDP draft to the advisor. During the development of the IDP, the Regional Group review and working with the advisor can be simultaneous. After the Regional Group review, the two faculty Program Team members may offer additional feedback for further revisions prior to approval by the Program Team. Figure 1 illustrates a process whereby the IDP can be consolidated into major sections for review.

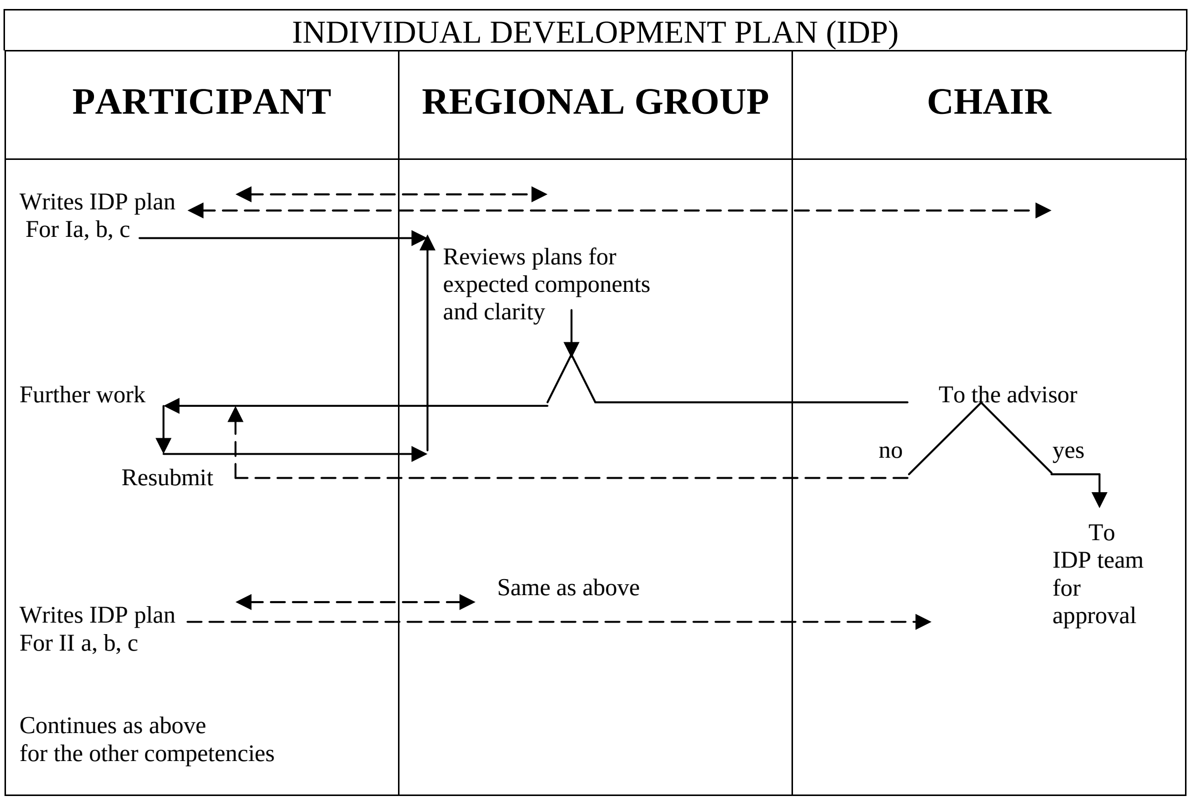


Figure 1. The writing of the IDP is a recursive process going from part to whole and back to part again. The broken line represents continuous connection between participant and

advisor, or participant and Regional Group, whereas the unbroken line represents a flow of activities.

The participant submits the final IDP document to the advisor, who secures the required signatures from the Program Team and Program Coordinator.

Changes to an Approved IDP

The Leadership faculty recognizes that unforeseen opportunities and circumstances may occur after a participant has an approved IDP. Additional experiences that strengthen the competencies and focus in the program may be included in the portfolio without changing the IDP on file. However, deletions of items in an approved IDP and changes in a participant's program focus must be approved by the advisor. Should there be substantive changes, it will be the discretion of the advisor to require a review by the Program Team. If approved, the revision will be attached to the participant's original IDP on file. Additionally, changes in Part III of the IDP (the formal course plan required by the Graduate Programs Office) must also be submitted to the Leadership office so that a "Change of Course Plan" form can be submitted to the Graduate Programs office. The course plan and registered credits must match at the time of graduation.

IDP Requirements

- Vision statement and goals for the program
- List and description of documentation of at least 15 competencies
- Credit Checklist/Courseplan

Regional Group/Learning Community Participation

Because the Regional Group/learning community provides collegiality, synergy, and support for progress in the program, all Leadership participants are required to meet with their groups on a monthly basis but at least seven times each academic year. This includes attendance at the annual Roundtable Conference where group activities are evaluated, plans are formulated for the next year's activities, and groups are reconfigured to accept new members and/or change groups. A group may be a "Regional Group" in that everyone lives in the same geographic region and usually meets face-to-face in the region, or a group may be scattered geographically, but meet using a combination of face-to-face and virtual interaction. At any rate, the group experience is a critical part of the Leadership Program. It is within the group process that participants increase and enhance significant competence in leading, setting goals, evaluating progress, solving problems, resolving conflict, and providing support. Competence as a servant leader may be demonstrated on the job or among the members of your learning community/Regional Group.

- Regional Groups are to be composed of three to seven members. In each case, there must be at least two members of the Regional Group who are available to sign off competencies in which there is no conflict of interest, such as being closely related or having a supervisory relationship with the person whose work is being evaluated. Graduates can also be Regional Group members, but at least two of the group members must be active participants in the program.
- The Regional Group reviews the IDP for each member while in the process of being submitted for faculty review.
- Each Regional Group member collaborates with other members around their dissertation topic selection, proposal, and final paper or research project.
- Faculty attend Regional Group meetings by invitation. Weekday visitation is preferred and encouraged; however, arrangements can be made for weekend visitations. Faculty provide general program assistance as well as specific expertise in the competency areas.
- Faculty are available for two visits a year to each Regional Group. Smaller groups are encouraged to combine for faculty visits. Faculty visits cannot be banked; that is, remaining allowable visits may not be carried from one year to the next. Under normal circumstances, the same faculty member may not visit the same group more than twice in one year.
- The Regional Group reviews the portfolio of each member before it is submitted to the IDP Program Team for approval.
- Each Regional Group is responsible for planning, scheduling, and reporting its activities.

Annual Leadership Conference

Attendance at the entire annual conference is a required component of the Leadership Program. The goal of the conference is to recast the vision of the program personally and corporately. Each year there is a different emphasis with multiple opportunities to demonstrate, develop, and clarify competence. It is a time of inspiration, renewal, and refocus. You may only be excused from this conference in the event of a family emergency such as an illness or death. In such a case, arrangements need to be made with your advisor prior to the conference.

Annual Review

An annual review takes place every spring for all participants. At this time, Leadership faculty determine each participant's progress in the program. Any concerns are brought to the attention of the participant in a written communication.

Research Competencies

Graduate work in leadership requires the development of research values, knowledge, and skills, and the integration of those abilities into leadership. This section of the handbook reviews program research requirements for each degree. This section reviews specific program research competencies by restating the four main research competencies and outlining research requirements for each degree. It reviews the Leadership experiences and Andrews University resources available to guide participants in developing research competencies. Because research competencies for doctoral participants involve the dissertation, those in a doctorate should read the dissertation section of this handbook when planning research competency development.

Statement of Research Competency Requirements

All leadership participants must document the attainment of research ability. Although research competency should be demonstrated throughout the portfolio, these four sections (3e, 4a, b, c) provide a focused area for the demonstration of these skills.

3e. *Evaluation and assessment*: Leadership uses appropriate evaluation and assessment tools to make decisions about programs and plans.

4. *Leadership and Research* – This cluster of competencies focuses on the need to use data to communicate, persuade, and make decisions, and to contribute to the knowledge base for leadership. Competence in research needs to include both qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment and evaluation, and other leadership projects.

    4a. *Reading and evaluating research* – Leadership critiques the adequacy of research reports, conducts literature reviews using electronic sources, and relates research to the body of knowledge in their professional field.

    4b. *Conducting research* – Leadership understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, explains standards for data collection, and conducts basic data collection and analysis.

    4c. *Reporting and implementing research* – Leadership adequately communicates research findings an
d implements the findings in the workplace.

Participants at all levels (MA, EdS, EdD, PhD) must document research ability in these four areas appropriate to their degree. Those degree specific requirements are outlined next.

Research Requirements by Degree

MA Research Requirements

All MA participants must fulfill each research competency (3e, 4 a, b, c) at least at the ‘emerging’ level. To facilitate this, MA participants complete a research project that involves data collection and analysis of a problem or issue from the workplace. The participant will work with an assigned advisor to select a second faculty reader who will assist in the successful completion and evaluation of this project.

Given this project and its role in documenting research ability, each MA participant will need to register for both EDRM505 (Research Methods in Education and Psychology), or its equivalent, for three credits and LEAD698 (MA Research Project) for 1-3 credits. LEAD637 (Issues in Research) may be petitioned as a substitute or in addition to these two courses, depending on advisor assessment of participant research needs. The research project can be included as a component of anyone of these courses and should be included in the portfolio. The proposal for the research project must identify the research problem or issue, representative literature sources already consulted and those to be further researched, and a presentation of the research methodology. The participant should follow the Andrews University Standards for Written Work, especially the section on research projects (pp. 4-5), when doing this project. The final paper must include all of the following major sections: title page, sign-off page, abstract, table of contents, problem, purpose, research questions, methods, results, discussion, and conclusion.

EdS Research Requirements

All EdS participants must fulfill each research competency (3e, 4a, b, c) at least at the ‘established’ level. To facilitate this development, EdS participants complete an action research project. While research competency for the EdS can be demonstrated through previous work, combined with other competency development, or through work completed in association with the research courses, the action research project must be completed as part of the EdS program requirements. Each EdS participant must take LEAD637 Issues in Research. This is in addition to any other research courses the participant may transfer into the program and use to show research competency.

Furthermore, the action research project must be completed while in the EdS program as a component of a research course, an independent study, or personal project. The proposal for the action research project must identify the research problem or issue, representative literature sources already consulted and those to be further researched, a presentation of the research methodology, and be approved by the participant’s advisor. The participant should follow the Andrews University Standards for Written Work, especially the section on research projects (pp. 4-5), when doing this project. The final paper must include all of the following major sections: title page, sign-off page, abstract, table of contents, problem, purpose, research questions, methods, results, discussion, and conclusion.

Doctoral Research Requirements

Research requirements for the doctorate (EdD and PhD) are more stringent and multifaceted than at the MA or EdS level. All research competencies in the doctorate leadership portfolio must be at the 'established' level. Furthermore, research requirements for the doctorate in the School of Education "include breath, depth, and flexibility. These requirements are designed to enable doctoral students to critique journal articles that use common methodologies, statistics, and techniques; conduct research using appropriate methodologies; write research reports, including the dissertation; and continue scholarly research activity beyond the dissertation" (Academic Bulletin, 2006, p. 247). Each doctoral participant in leadership must also register for LEAD637 (Issues in Research) and LEAD880/EDRM880 (Dissertation Proposal Development) regardless of other graduate course work in research. All doctoral participants must also complete a rigorous dissertation requirement which is documented more fully later in this handbook. That dissertation component requires the completion of a total of 16 dissertation credits (the 2 credits from the Dissertation Proposal Development course apply to these 16).

Program Research Experiences

To support participants in developing research competency, experiences and resources are available in the program to help participants develop important research attitudes and values, as well as skills and knowledge. Available experiences include the orientation and Roundtables, as well as coursework. Each of these is reviewed below in detail.

Orientation

During orientation, participants will share theses or other research they have conducted as well as complete a small survey/pre-assessment about their research competency. Faculty will use these documents, as well as the developed IDPs, to guide participants in planning their research competency development. The pre-assessment form, "Entering Evaluation of Research Competency and Recommendations," is available in Appendix C: Evaluation of Research area.

Roundtable

Each year during Roundtable, breakout sessions and mini-courses, as well as themes on research, are covered. In the past these have included formal meetings on statistics, research hypothesis development, literature searches and writing reviews, ethnography, writing up qualitative or quantitative data, writing up findings, etc. These experiences are designed to assist participants with their research competency development, as well as their research project and dissertation completion.

Formal Courses

In addition to the orientation and Roundtable experiences, other courses or arranged learning experiences, such as independent studies, are available through the Leadership and Educational Administration Department (LEAD), School of Education (SED), or through one of the other graduate programs at Andrews University. These are excellent ways for participants to develop research skills and knowledge. The following list of formal courses from SED has been useful in the past to participants. Those marked * are available by distance, usually via the online web course software D2L (see later sections explaining this courseware). Those with ^ have a distance component but require some on-campus work.

*	EDRM505	Research Methods in Educ. & Psych.- 3
*	LEAD637	Issues in Research - 2
	EDRM604	Design & Analysis of Ed. & Psy. Surveys - 3
*	EDRM605	Qual. Research Meth. in Educ. & Psych. - 3
*	EDRM611	Applied Statistics in Educ. & Psych. I - 3
	EDRM612	Applied Statistics in Educ. & Psych. II - 3
	EDRM613	Applied Statistics in Educ. & Psych. III - 3
^	EDCI 636	Program Evaluation - 3
*	LEAD880/EDRM 880 Dissertation Proposal Development - 2	

Andrews University Research Resources

There are many research resources available to participants in Andrews University programs. Those resources can help at all stages of research work: from conception and topic development, into literature selection and summarization, through proposal, data collection, and data analysis, to presentation. Here we highlight only a few of these resources: Andrews University faculty and staff, library resources, and the Institutional Review Board (IRB).

Personnel Resources in LEAD, the SED, Andrews University

In addition to the orientation, Roundtable meetings, and formal coursework, participants have access to faculty and staff in the Leadership and Educational Administration Department of the School of Education, and across the Andrews University campus. Some faculty have websites with resources available for downloading related to research and scholarship. Many faculty across campus have extensive training and expertise to advise graduate level research work. Most are eager to e-mail or talk by phone to explain research methods and direct participants to other resources useful in a specific research expertise. Andrews faculty who have worked with, and can guide, graduate research are listed at http://www.andrews.edu/GRAD/faculty.php.

Fellow participants, as well as recent graduates, are also an excellent source of understanding about research methods. They may be contacted via Regional Groups or directly through e-mail or phone. Often a participant who has just gone through a dissertation or proposal has very useful advice to share with other participants.

Faculty outside Andrews University may also be available to participants to serve as research mentors or on dissertation committees to give specific methodological or content guidance (see the Dissertation Topic and Committee Approval section for more information).

In addition to faculty, many staff on-campus are familiar with research processes and protocols (see IRB section below). Participants can also secure services for fees of those who have editorial and typing skills. The Dissertation Secretary, your advisor, or the Leadership office staff may have contact numbers for such individuals.

Library Resources

The James White Library is a dynamic and rich resource on research available to all active participants. Thousands of databases can be accessed from off-campus locations through the website: http://www.andrews.edu/library/ocls/offcamp.html. Online tutorials, face-to-face support in the library, and special sessions at the orientation and the annual conference are available to help participants develop the competence needed to do literature reviews for research. If library resources not held in the James White Library are needed, the library staff will order articles, books or dissertations through interlibrary loan services. For additional resources on searching library databases, please see the leadership participant webpage.

In addition, doctoral students are able to remain in the library to continue their study or research after it closes to other patrons. The doors will remain locked, but one library employee will be on duty at the Circulation Desk to let doctoral students in and to provide security for the building and its collection. If you wish to use the library after hours, please contact the library directly.

IRB Committee and Approval

One final important resource to assist in research competency development is Andrews University's Institutional Review Board. IRBs at many institutions of learning were established in response to federal mandates that all groups receiving federal funds must have a committee that systematically reviews research involving human subjects. Any research a participant will engage in that requires data collection or research on human subjects must be reviewed by this committee. To facilitate this process, forms are available and must be submitted to the Office of Scholarly Research for approval by the Institutional Review Board. See www.andrews.edu/GRAD/OSR. In addition to just fulfilling an important ethical protection purpose of human subjects, this process also serves as a useful quality control process to improve graduate research for participants.

Doctoral Dissertation

Dissertation Purpose and Credits

This section documents the dissertation and its processes (topic and committee selection, the proposal, the written dissertation and the oral defense). Those securing the EdD or PhD are securing terminal degrees. These degrees represent comprehension of an extensive knowledge base, as well as the completion of high quality independent research. The dissertation is where much of the ability to do high quality independent research is developed and documented. The dissertation is the most in-depth research many persons complete in their entire lifetime. For that reason, it is often the most difficult part of a program. Regardless of how prepared, capable, funded, or committed a person may be, the dissertation still requires extensive academic, social, emotional, and practical resources to complete. It also requires a tremendous amount of time commitment, usually two to three years for participants in full-time jobs.

Nevertheless, the completion of the dissertation can be one of the most rewarding graduate experiences. Participants who are passionate about an issue can devote themselves wholeheartedly to a topic and thoroughly explore a valued question in great detail. They can read literature they have always wanted to read and collect data to answer deep professional concerns or pursue personal interests. They then share their discoveries with others through written and oral presentations and apply their work to their own leadership context. Given these dynamics, the dissertation can be a very rewarding experience.

While there is (and should be) great diversity between dissertations, dissertations in Leadership must do the following:

- Reveal familiarity with the literature pertinent to the dissertation
- Demonstrate a participant's competence to conduct independent research
- Present a logically organized and readable account of the investigation, its findings, conclusions, and implications
- Relate to leadership and/or leadership competencies

Dissertations will also focus on a clearly defined problem of strong importance to the profession and employ well-planned and executed, acceptable research techniques.

There are two major, but overlapping, phases of the doctoral program: (1) competency/ portfolio work, and (2) the dissertation. These two phases are closely related to each other. The completion of a successful dissertation fulfills many of the research competencies. The dissertation should, therefore, be viewed as a part of competency work. Participants should complete the dissertation at the end of their coursework but before the final presentation of their portfolio. This sequence allows them to use the dissertation as supporting documentation in their portfolio. This process significantly differs from traditional doctoral programs where the portfolio, which is equivalent to most institutions' comprehensive examinations, usually comes before the dissertation. However, in rare circumstances, participants may petition to follow this traditional sequence by doing the comprehensive examination (portfolio) before the dissertation. In such a case, research competencies will need to be documented using material other than the dissertation. For more details on this process see the Assessment section of this handbook.

During the dissertation stage of the program, participants will go through five major stages: selecting a topic and committee, writing a proposal, researching (collecting data), writing the dissertation, and, finally, orally defending the dissertation. These steps are illustrated in figure 2, which shows the iterative nature of doing the dissertation. Each of these five stages is reviewed below.

While going through these stages, the participant will register for dissertation credits. All registration of dissertation credits must be approved by the dissertation chair. Participants must register for a total of 16 dissertation credits prior to graduation. Two of these credits are allocated for the Dissertation Proposal Development course (LEAD880 or EDRM880). This course facilitates the participant's working toward topic and committee approval as well as the preliminary start on a proposal. The remaining 14 credits are to be taken while developing the dissertation proposal and the dissertation itself.

The dissertation topic and the committee are often selected before registering for any dissertation credits. However, sometimes participants wish to take time to fine-tune a dissertation topic or select their dissertation committee. During that time they may register for the first two dissertation credits. No further dissertation credits can be registered for until the topic is approved. If more time is needed, and no more course credits are available, participants must register for Leadership Program Continuation (LEAD650) until they have an approved topic and committee.

Once the topic and committee are approved the participant can register for the 2-credit course, EDRM880 or LEAD880 (Dissertation Proposal Development). Polishing the dissertation proposal and getting it approved may take another 2 dissertation credits (to a total of 6). No further dissertation credits will be allowed until the proposal is approved. If needed, participants must register for Leadership Program Continuation (LEAD650) to fulfill continuous registration requirements.

After the proposal is approved, additional dissertation credits can be taken. It is recommended that participants pace their completion of dissertation credits so that if their dissertation takes longer than planned, they can still register for dissertation credits. As they experience more progress on their dissertation, they may increase their credits. Please see the time limits section for more considerations about pacing your program. Here is a summary of the five stages of the dissertation process:

Stage 1: Topic & committee approved (no more than 2 credits total)	2 cr.
Stage 2: Dissertation Proposal Development (LEAD880/EDRM880)	2 cr.

Stage 3: Proposal development & approval (no more than 6 credits total)	2 cr.
Stage 4: Data gathering	4 cr.
Stage 5: Completion of dissertation & oral defense	6 cr.

Topic and Committee Approval

Participants should think about their dissertation topic and committee soon in the graduate process. However, they should have a significant knowledge base in leadership content as well as methodolgy before starting to work with their academic advisor on selecting a dissertation topic and committee. This process does not have a regular progression of steps. Frequently, consideration of the dissertation topic, dissertation chair, and other members of the dissertation committee takes place simultaneously. Some participants select a topic before approaching a faculty member about being the chair of the committee. Others approach faculty first and together select a topic.

Discussing ideas for potential dissertation topics with several faculty members helps in selecting a topic and in choosing a chair and committee. Selecting a chair then facilitates selection of the rest of the committee. As ideas about topics and committee members crystalize, it is important to discuss them with the advisor or chair. It is wise to treat the topic as negotiable in its details and to consider other topics that might be recommended. The final topic is usually a result of much discussion.

To facilitate faculty decisions to serve on a dissertation, participants should create a brief statement (one to four pages) outlining their research plan. This brief statement should include: a description or nature of the topic, the problem, its importance to the researcher, the literature to be surveyed, and a brief statement about the proposed methodology. Based on this statement, chair or member decisions can be made. Participation on a committee is a faculty's choice. This choice can be based on many different factors. If a participant is not able to secure a chair or members, participants may have to interest other faculty in their topic or work with the advisor or chair to craft a different topic.

The dissertation committee consists of a minimum of three members, including the chair. The chair and one other member shall be selected from among the current full-time Andrews graduate faculty. The third member may be from the Andrews graduate faculty or a person outside of the University. Participants should work with their advisor or chair to determine appropriate and qualified members for their disssertation committee. If a dissertation committee member is chosen who is not a resident faculty member at Andrews University, *the participant is responsible for the cost of that committee member's travel and participation.*

Regional Groups can help in the topic and committee development. They can be an additional forum for discussing potential topics and may be able to provide feedback on the faculty they have worked with who might be most useful for a given topic or method (see Figure 2 below).

The dissertation topic must be in leadership or an area of leadership competency. Also, the topic must be one where Andrews University resources, or other available resources, can support the dissertation research.

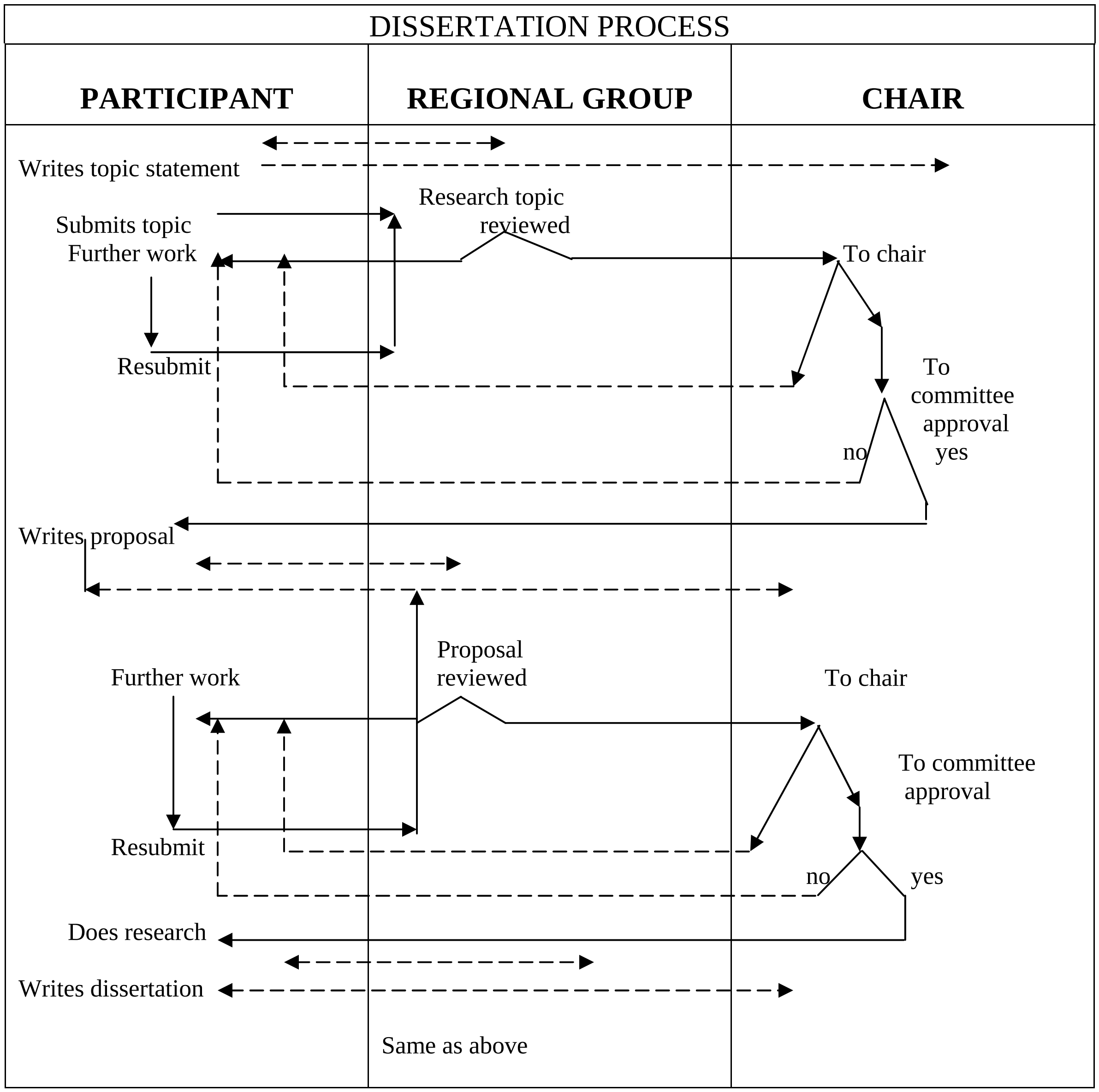


Figure 2. The broken line represents continuous connection between participant and advisor, whereas the unbroken line represents a flow of activities.

Once a topic has been selected and the acceptance of a chair and members has been secured, the chair should process the topic and committee approval form (Request for Doctoral Dissertation Committee and Topic Approval). This form lists the necessary names, the dissertation topic, the research methodologies that are evidenced in the participant's course plan, and other related information. EdD participants must show competency or a course plan methodology at the basic level in one of these areas:

documentary, evaluation, measurement, qualitative and/or statistics. PhD participants must show one at the advanced level and two at the basic level. Committee members signatures, as well as appropriate department chair and Graduate Programs Office approval, is needed before the form is considered approved. Only after approval of the topic and committee is a participant ready to begin the dissertation proposal process.

Proposal

Once the topic is selected and a committee has been formed, the participant starts working with their chair to create a dissertation proposal. This process will vary depending on the participant, chair, and member preferences. As Figure 2 shows, this is an interactive process. Most often the participant works closely with the chair to polish the proposal before it is sent for additional input to the rest of the committee. At other times, the proposal is created in a more dynamic and collaborative process with the whole committee. Approval of the dissertation proposal indicates that the topic and the procedures for investigating are methodologically appropriate as well as relevant to leadership. The proposal must be approved by the committee and Institutional Review Board approval must be secured before data collection can begin.

Format and Content

Graduate written work must follow the latest edition of the Andrews University *Standards for Written Work*. This is especially true of the proposal and the dissertation. The Leadership and Educational Administration Department follows the APA (American Psychological Association) style of scholarly writing. If there is a difference between APA and the Andrews University *Standards for Written Work*, Andrews University *Standards* must be followed. These *Standards*, as well as other documents and forms related to the dissertation, are reviewed on our web page in more detail. In addition to explaining format and style rules, these documents explain procedures and policies that are important in the dissertation process. They also provide templates and directions for preparing the dissertation in Microsoft Word.

Ultimately, the Dissertation Secretary is responsible for assuring conformity to the University's *Standards for Written Work*, and the chair, department, school, and graduate division ensure compliance with other policies. When participants first begin writing their proposal, they are encouraged to make a brief visit with the Dissertation Secretary or arrange a consultation via e-mail at proctorb@andrews.edu. This will alert the participant early on to policies and format issues they need to attend to.

In addition to format, proposals share some common elements. The items to include and the location of the items within sections may vary, but the following are normally included in a research proposal:

A. The Problem
    1. Introduction and background of the problem
    2. Statement of the problem
    3. Purpose of the study
    4. Research questions or objectives/hypotheses and sub-hypotheses
    5. Rationale for the study, including its relevance to leadership
    6. Theoretical/conceptual framework
    7. Significance/importance of the study
    8. Definition of terms
    9. Assumptions
    10. General methodology
    11. Limitations and/or delimitations of the study
    12. Summary
    13. Outline of the remainder of the proposal

B. Review of Literature

A brief overview and description of representative literature related to the topic should be included. When appropriate, this overview of the proposed literature search should support the methodology used in the research. For certain types of research, such as statistical or clinical studies, this may require a brief description of procedures and instrumentation of previous studies. The committee may want to know the proposed search strategy to be used in the various databases, as well as the key words that will be used.

C. Methodology

Research methods vary depending on the nature of the study, for example, historical, philosophical, and developmental studies each have their own unique requirements. The following is a list of the most common elements included in the methodology for education research:

1. Description of the population and any sampling procedures used.
2. Identification of the independent, dependent, and classification variables and, sometimes, formulating a workable statement of the research hypotheses in null form to prepare for a research design permitting statistical inferences.
3. Instruments used, tests, measures, interview or observation schedules, scales and questionnaires including details of validity and reliability, or a design for instrument development, including procedures for showing validity and reliability.
4. Pilot studies
5. Procedures
    a. Field, classroom, or laboratory procedures
    b. Data collection and recording
    c. Null hypotheses, data processing, and data analysis

Types of Proposals

Two types of proposals are acceptable in the School of Education. Both types must review major elements of the A, B, and C content listed above. A proposal can

1. follow the first-three-chapters model of a dissertation. This is the most common type used by participants because it provides more detailed guidance to the data collection process. It also represents work that will have to be done for the dissertation and therefore encourages the participant further along the dissertation completion process.
2. be ten-to-fifteen pages covering this content, in overview style.

Proposal Procedures and Roles

During the proposal writing process, typically all drafts are to submitted to the committee chair for evaluation and comment. After the chair has given approval, the draft may be shared with the other members of the committee. As noted in Figure 2, this is a very iterative process which also may involve feedback from members outside the committee (specialists, Regional Groups, copy editors, etc.). Participants are encouraged to utilize specialists and Regional Group members, but should remember that final decisions are made by the chair and the committee.

Some participants may find it necessary to engage a copy editor or avail themselves of the free writing tutors available at Andrews University. The copy editor or tutors may assist with grammar, syntax, and format; however, they are not to take responsibility for the content.

When both the committee chair and the members of the committee have evaluated the proposal, the participant can request that the chair call the committee for formal consideration of the proposal. The participant is strongly encouraged to listen to the advice of the chair as the committee should not be assembled prematurely for a proposal presentation.

Two weeks before the committee meets for the proposal presentation, the participant sends the final corrected draft of the proposal to the committee chair and each of the committee members. The full committee shall meet with the participant to discuss any relevant issues before approving the proposal. Approval may require an executive session of the committee for which the participant is not present. If members of the committee or the participant are not present on campus the Leadership Program usually requires an alternative format that facilitates a synchronous meeting of the committee with the participant that allows actual dialogue with the participant (e.g., by teleconference, video conference, Voxwire, Skype, etc.). The committee's acceptance of the proposal is indicated on the "Report of the Student's Dissertation Committee" form. All members of the committee, the department chair/coordinator, and the Graduate Programs Office sign this form and a copy of the proposal is attached to this document.

IRB approval must be secured before the participant can begin collecting data. In some cases, the chair may require IRB approval prior to the final approval of the proposal. In other instances, the approval is allowed to come after the proposal is accepted. In all cases, data cannot be collected without IRB approval. See the following website for forms and procedures: http://old.andrews.edu/GRAD/OSR/IRB/

Completing the Dissertation

Data Collection and Document Polishing Process

Once the proposal and IRB approval has occurred, participants are then to follow their research design to secure and analyze data. While data collecting, participants should also continue to refine their proposal so that it matures into the first three chapters of their dissertation. During both the data collection process and the polishing process, participants should keep in contact with their chair. This become especially important if data collection methods are not working as planned and modification to the research process may need to occur. Significant changes in research protocol must not only go through the committee but also IRB.

Participants should not get discouraged during this phase of their dissertation as research is often fraught with setbacks, time delays, and detours. The committee will be ready to provide guidance and encouragement throughout this process. It is also suggested that participants have a buddy system, coach, or other forms of support outside the University to provide ongoing support and wisdom.

Writing Completion Process

When coming to the end of the dissertation process, there will often be many drafts of the document that must be completed by the participant. This is typical and should not be seen as overly demanding. Part of the document polish process will also include the Dissertation Secretary (which was reviewed earlier). Several crucial steps exist at the ending stages of the dissertation process that must be taken into consideration for both the written and oral presentation part. Given that each participant and dissertation committee is faced with various time constraints and deadlines, and differ in nature and makeup, two tracks are possible:

> Track One: At least four weeks before pre-defense, the participant submits a complete dissertation to the Dissertation Secretary, after which the participant makes the required changes. The participant then provides each of the committee members with the *new corrected* document for the pre-defense. If the required changes from the Dissertation Secretary were extensive, a corrected version must be submitted to the Dissertation Secretary for further review. At this point, no further major changes to the document are anticipated.

Track Two: Occasionally, it is advisable for the participant, because of time constraints, to submit the dissertation to the Dissertation Secretary on a chapter-by-chapter basis as the committee approves each chapter. This is especially true between the months of March and July when many participants are preparing to defend. Ultimately, the document format needs to be approved by the Dissertation Secretary. When the dissertation *content*, *format*, and *style* have been approved by the committee and the Dissertation Secretary, then a final copy is given to the Dean of the School of Education who arranges for an external examiner to be secured and sent a copy of the dissertation. At this point, a dissertation defense date may be set.

Participants who have registered for all 16 credits and are still working on the dissertation must register for LEAD888 (Dissertation Continuation), which indicates full time status. Participants who have not registered for all 16 dissertation credits may not register for LEAD888. Dissertation Continuation requires a semester fee. If U.S. government agencies or sponsors require a full course load to qualify for continued benefits, then the participant must register for dissertation or dissertation continuation. Academic Records may prepare a letter or statement concerning the full-time status.

Pre-defense Meeting of the Dissertation Committee

Before finalizing the defense date, the committee meets and signs off the dissertation as “ready to defend," which means no further changes are anticipated. This is a crucial meeting. The meeting must convene no later than three weeks before the proposed defense date. If the committee votes that the participant is ready to defend, the chair confirms the requested defense date with the Secretary of the SED Graduate Programs by completing a “ready for defense” form. If the committee votes that the participant is not ready to defend, another meeting will be rescheduled to assess the readiness for defense. The pre-defense meeting may occur more than twice until it is determined the participant is ready to defend.

Oral Defense Process

The oral defense of the dissertation is an important part of the dissertation process. It is a way to test the participant’s ability to defend the concepts and data of the dissertation and to give the participant an opportunity to show an understanding of the larger context in which the dissertation lies. Participants should see the schedule of graduation deadlines to avoid missing deadlines and postponing graduation. The School of Education reserves the right to schedule defenses according to time and faculty availability. It is advised that participants defend their dissertation one semester prior to the semester they plan on graduating. If, however, it is necessary to defend the same semester as graduation, it is imperative that the participant be familiar with the *Graduation Countdown Chart*. Contact the Graduate Programs Secretary for the most current copy.

The dissertation committee and external examiner compose the defense examining committee. The external examiner is chosen by the Dean of the School of Education in accordance with the policy of the Graduate School. The Dean usually consults with the chair in making such a selection. *Any expenses related to the external examiner will be the responsibility of the candidate.* Under no circumstance is the participant to dialogue with the external examiner prior to defense. The Graduate Programs Office permits observers at the defense upon request.

Normally two-and-a-half hours are available for the oral defense. Committee members bring written questions based on their review and reading. As the examination progresses other questions usually emerge. The School of Education Dean or the Dean of Graduate Studies, or their appointee, will chair the defense, which usually consists of three rounds of questions. After questioning, the candidate and observers leave and the committee convenes in executive session. At the oral defense of the dissertation the examining committee will determine the participant's ability to defend the dissertation document. The vote taken will be either (1) to approve the defense, (2) to approve with changes, (3) reject the defense with the opportunity for another defense, or (4) reject the defense with no further opportunity for defense. The vote is recorded on the appropriate form.

Following the defense and prior to publication, the dissertation is to be submitted in the form outlined in the *Standards for Written Work* to the Dissertation Secretary (see previous section on the role of the Dissertation Secretary in the written completion process). Participants have two options:

> Option 1: The Dissertation Secretary arranges for duplicating with Andrews University LithoTech, and the participant's account is billed. At this point, the Dissertation Secretary submits the Notification of Thesis/Dissertation Completion form to the Records Office and the student's dissertation process is complete.
>
> Option 2: The participant can personally arrange for the duplicating of their dissertation. Three unbound copies must be made to show to the Dissertation Secretary (and to receive a Completion form) and to deliver to the Library Director's office. An additional unbound copy must be given to the Dissertation Secretary to be processed for microfiching.

Dissertation Documents

There is a collection of documents and forms essential for the dissertation process available on the LEAD web page. These are explained on the web page and in the appendix of this handbook.

Assessment

The mission of the Leadership Program is the development of a community of scholar-practitioners who transform the power of knowledge into service. One of the unique features of the program is the emphasis on competency development that is life and job-embedded and results in a portfolio of documentation of competence. The development and evaluation of the portfolio is, therefore, a central part of the learning process implanted in the program. This section describes the philosophy of the comprehensive evaluation process, the actual portfolio development process, the synthesis paper, the portfolio presentation, the celebration presentation, and a summary of the whole process in a step-by step table.

The Comprehensive Assessment and Evaluation Process

The process of assessment and evaluation in the Leadership Program has been shaped by a philosophy of holistic development and assessment. This philosophy has led to the adoption of the portfolio as an alternative form of evaluating the participant's development of competencies, which will be described here in more detail.

Evaluation Philosophy

Leaders grow over a lifetime of learning in various contexts. The Leadership Program seeks to incorporate this ongoing learning process by allowing participants to use their work and life context as the laboratory for the development of leadership competence, for experimentation with new leadership insights and skills, and for developing a knowledge base rooted in theory and practice. Thus all learning activities—coursework, interaction with faculty, and collaboration with Regional Groups—are designed to facilitate the development of the required leadership competencies and the portfolio.

Competency is defined in the Leadership Program as a complex skill under-girded by a knowledge base. It is not a static concept but based on the dynamics of experiential learning which encompass the dimensions of (1) practical experience, (2) reflective observation, (3) abstract conceptualization, and (4) active experimentation leading to the implementation of new insights learned (Kolb, 1984). The evaluation of competency, therefore, must also include dialogue about appropriate knowledge bases and experiments of learning.

To optimize this learning process it is accompanied by an appropriate assessment process compatible with the broader goal of personal and professional development. Angelo captures the essence of these dynamics well:

> Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well

> performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education (Angelo, 1995, pg. 8).

Notice the emphasis on the dialogical dimension of assessment that not only furthers the developing leader's growth, but also enhances the institution's openness to learning. In the Leadership Program the term "participant" does not only apply to those who see themselves as "students" but also to the members of the faculty. Together they are engaged as partners in learning, participating in a wider community of learning.

The Purpose of the Comprehensive Evaluation

Given this broad understanding of learning and assessment as a reciprocal and dynamic process, the purpose of the portfolio evaluation is to guide the participant's learning and development in leadership. More specifically, the purpose of the comprehensive evaluation is to evaluate:

- Expertise in each competency area
- The inclusion of material specified in the IDP
- The overall completeness and quality of the portfolio
- The participant's growth as a competent professional throughout the program

The Portfolio Development Process

The development of competencies is anticipated in the IDP, but documented through the portfolio. Given the centrality of the portfolio in the Leadership Program it is important to review what the portfolio is, what it contains, how it is evaluated, and how the different aspects of the Leadership Program contribute to that process.

What Is the Portfolio?

The portfolio is a peer- and self-assessment process that results in a collection of carefully chosen artifacts to describe and document the development of the leadership competencies. It is *developmental* (it documents competency development activities and growth as a leader over time), *reflective* (it makes connections between personal, professional, and scholarly dimensions of competency and interprets their meaning to the participant), *scholarly* (it contains evidence of an appropriate knowledge base for each of the competencies), and *representational* (it shows how the items in the portfolio represent the fulfillment of the goals outlined in the IDP). It . . .

- May be organized around competencies or projects
- Gives substantive, meaningful, and appropriate documentation for each competency
- Identifies 3 competencies that have been developed at the "distinguished" level (PhD, EdD, and EdS; 1 competency for the MA) and a majority of the remaining competencies at the "established" level (for PhD, and at the "emerging" level for the MA; for competency levels see the "Rubric for Portfolio/Competency Evaluation" in Appendix B)
- Includes an introduction, table of contents, an explanation of the context of the artifact(s), an explanation as to why they were chosen for inclusion, and critical reflection
- Is reviewed by the Regional Group and faculty through the program
- Is submitted for formal and final approval in the portfolio presentation

What Does the Portfolio Contain?

Portfolios contain artifacts and documentation of three major types for each competency:

1. *Self-produced materials*: e.g., books, articles, lesson plans, reports, program evaluations, seminar materials, marketing materials, budgets, financial statements, agendas, minutes, proposals, and other similar items.
2. *Feedback from others*: e.g., evaluations, recommendations, letters, expert reviews, peer reviews, self-evaluations, and student evaluations.
3. *Reflection papers and other evidence of working knowledge*, such as research papers, critical book reviews, reading journals, and comparative theory charts. Reflection papers typically make connections between theory and practice, including new practice as depicted in Kolb's Learning Cycle (1984). They are written in APA style using Andrews University written standards. A rubric for evaluating reflection papers is found in the Appendix (see "Rubric for Reflection Papers" in Appendix B).

   Some stems to facilitate reflection might be:

   - This artifact demonstrates my competency (is meaningful to me) because . . .
   - This artifact shows my understanding and application of . . .
   - A question I have (or plan of action I plan to pursue) as a result of this experience/artifact is . . .

How Is the Portfolio Evaluated?

The comprehensive evaluation of the portfolio takes place through (1) formative and (2) summative evaluation:

1. The formative evaluation occurs while the participant is developing the portfolio. Sustained conversation with the faculty, along with regular input from the Regional Group members, assesses and assures growth throughout the program. The Appendix contains several rubrics (see Appendix B) that can be used when giving feedback to a participant.
2. After the portfolio is completed and signed off the participant goes through a summative evaluation which consists of an assessment of the participant's knowledge base and skills in all required competency areas based on the documentation contained in the portfolio. This summative phase has three elements: the synthesis paper, the oral presentation of the portfolio, and the public celebration.

Overview of the Portfolio Process

The portfolio development process starts with the completion of the IDP, accompanies all other program activities including the dissertation research process, and culminates in the formal presentation of the portfolio to a faculty panel and a public presentation to the Regional Group, called the Celebration. Embedded in this development process is the comprehensive assessment process that includes the following elements (see also Table 1):

- IDP approval (the formal starting point)
- Development and approval of competencies (throughout the program)
- Research project/dissertation (part of the research competencies)
- Synthesis paper (a written reflective summary)
- The portfolio presentation (an oral, but formal component of the process)
- Final (public) celebration (leading to formal announcement of PhD achievement)

Table 1: The Total Portfolio Development Process

Portfolio		Synthesis Paper	Portfolio Presentation	Final Celebration
• Approval of IDP • Competency documentation reviewed by Regional Group • Ongoing review & sign-off by advisor & other faculty	• Dissertation development & defense • Approved dissertation is included in portfolio. • Submit portfolio to Leadership Program office (preferably 1 month before presentation)	• Submitted two weeks before portfolio presentation to advisor	• Final review of portfolio by Program Team • Presentation of portfolio • Final approval of portfolio	• Participant's public celebration presentation with Regional Group • Dr. . . !

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The Elements of the Portfolio Process

The power of the portfolio process resides in the fact that it is a "process." It may be good to briefly describe these elements of the process:

The *IDP* is the foundational document and course plan in the Leadership Program. It

- Anticipates the portfolio documentation in Part II
- Serves as a guide for the development of each competency in the participant's program
- Is the "standard" that must be met in the portfolio presentation

The *development and assessment of the competencies* extends over the entire duration of the program and requires that the participant will be actively involved in developing and demonstrating competencies. Regional Group members provide feedback and sign off on each competency before or at the same time as the advisor and another faculty member reviews and approves the documentation of competency. Rubrics for competency, reflection, and portfolio evaluation are included in Appendix B.

The *research project* (MA) and the *dissertation* (EdD/PhD) is an intense part of the development of the participant's competence as a researcher. Normally the research project/dissertation has to be completed before the portfolio is presented. Once the competencies have all been completed the final phase culminating in the portfolio presentation begins.

The *synthesis paper* is a critical reflection submitted near the end of the program which summarizes competency development and describes the experience in the program. It integrates the competencies into a unique whole that captures conceptually what *leadership* means. It must be:

- Reviewed and signed-off by Program Team before portfolio presentation;
- Approximately 20 pages long; and,
- Approved by the Program Team (advisor and second faculty member) before the request for a date for the portfolio presentation is submitted to the Leadership Program faculty.

The *portfolio presentation* consists of a successful oral presentation of the portfolio demonstrating achievement of the program competencies and the fielding of questions in demonstration of competency in all required areas, as well as integrating the Leadership competencies.

- All MA, EdS, EdD, or PhD required competencies are presented as a whole.
- The presentation is made to a faculty panel consisting of the participant's advisor and other Program Team member and a third faculty member.

The *celebration* is a public event in which the participant addresses his or her Regional Group, guests, and a representative of the Leadership faculty (usually his or her advisor). The celebration is:

- The final event in the participant's leadership-program journey.
- A reflective presentation of insights of growth and discovery gained during the journey.
- Scheduled as part of a regular regional-group meeting within 30 days after the successful portfolio presentation or dissertation defense, whichever is later. Typically, the participant's advisor attends the regional-group meeting and officiates at the celebration presentation.

The Role of the Regional Group

The Regional Group has an active responsibility in the portfolio development and assessment process. Based on the principles of Kolb's learning cycle (Kolb, 1984) the group assesses the quality of the documentation of competency for any of the required competencies and provides feedback in an effort to strengthen the development and documentation of competency in each area. Learning to evaluate and give feedback for another person's competency is at the heart of the learning activities. Some peer response starters may be:

- This artifact helps me understand . . .
- A question in my mind is . . .

- I find this artifact particularly meaningful because . . .
- This artifact extends and clarifies my own understanding of . . .
- Help me understand how you have linked the experiences documented here to a knowledge base.
- These artifacts demonstrate competency at a ______ level because . . .
- The theoretical foundations for this competency are unclear to me because . . .
- This reflection illustrates how you have applied new insights by . . .

When giving feedback to each other the Regional Groups should use the rubrics for the evaluation of competencies, reflection papers, and the portfolio in general which are included in Appendix B.

The Role of Coursework in the Development of the Portfolio

All required and optional coursework should be related to some aspect of the portfolio:

- LEAD635: Individual Development Plan lays the groundwork for the development of a high-performance portfolio.
- LEAD636-638 contribute important scholarly and research foundations and critical scholarly reflection on the daily practice of leadership.
- Optional coursework should always lead to the creation of some artifact of the portfolio documentation, e.g.: reflection papers, application projects with documentation, evaluation pieces, evidence of expanding knowledge base.

The Role of Faculty in the Portfolio Development Process

Along with the ongoing process of competency sign-off in the Regional Group, advisors and other faculty members also evaluate each competency, give feedback, and sign off on each competency. Faculty members typically do this when participating in Regional Group meetings or when they receive competency documentation by mail, in electronic form, or by some other means. The faculty member most closely involved in the assessment and evaluation process is the participant’s advisor.

When all competencies have been fully signed off the participant is ready for the final approval process, the summative evaluation of the portfolio, which involves (1) the submission of a synthesis paper, (2) the formal portfolio presentation, and (3) the public celebration.

The Synthesis Paper

When the portfolio is completed (including the successfully defended dissertation) the participant writes the final synthesis paper. The synthesis paper is the written part of the comprehensive summative evaluation of the portfolio. The synthesis paper has to be submitted at the latest with the portfolio itself, but never later than 14 days before the scheduled portfolio presentation. It is usually some 20 pages long.

A synthesis paper is not an academic treatise but a critical reflection in the light of the core values of the Leadership Program which summarizes a participant's journey as he or she developed the required competencies. In this way it becomes the counterpart to the participant's vision statement first developed in the IDP. Vision statement and synthesis paper represent the two bookends of the Leadership Program. Thus the synthesis paper is an attempt to integrate the competencies into a unique whole that captures conceptually what *leadership* means.

When it is approved by the Program Team (advisor and second faculty member) of the participant the request for a date for the portfolio presentation is submitted to the Leadership Program faculty.

The Portfolio Presentation

It is the candidate's responsibility to complete all steps in the program before submitting the application for the portfolio presentation in a timely manner. The actual presentation is usually a two-hour event which clears the way for the final step in the Leadership Program: the celebration.

Application Process

Before a candidate requests to be assigned a date for the portfolio presentation the following steps must have been completed:

- All coursework is completed, including clearing Incompletes and Deferred Grades (DGs).
- All competencies have been reviewed and signed off by the Regional Group members
- All competencies have been reviewed and signed off by the advisor of the participant
- All competencies have a second faculty sign-off

The request for a date for the portfolio presentation is submitted, after consultation with the advisor, by sending the synthesis paper and the completed portfolio to the Leadership Program office. Once the synthesis paper of the participant is approved advisors recommend to the faculty that participants are ready to demonstrate fulfillment of program competencies.

- Scheduling of the presentation will be coordinated by the advisor and the program secretary.
- The "Readiness to Present Portfolio" form is completed and filed at least two weeks in advance of the scheduled presentation. This form is available electronically on the Leadership website: http://www.andrews.edu/leaderpart/services.asp.
- A written synthesis paper is to be attached to the "Readiness to Present Portfolio" form.
- The presentation may be "open" where an announcement is made inviting other Leadership or School of Education participants to observe or it may be a "closed" presentation where only the IDP Program Team is present. In either an open or closed presentation, a graduate or School of Education representative may be present.
- The School of Graduate Studies and the School of Education may each send a representative as observers.

The Actual Presentation

The portfolio presentation is one of two oral components of the summative evaluation. The portfolio contains a carefully chosen constellation of artifacts for all the competencies. It includes, therefore, the dissertation which, for most participants, is the key evidence for the research competencies. The portfolio presentation is a two-hour dialogical event that gives the participant a chance to share with the faculty panel all evidence of competence. The panel evaluates the portfolio as well as the quality of the presentation itself and issues formal approval.

The leadership journey at that stage is almost complete, except for the final step: the public celebration in the presence of the Regional Group. It is only after the public presentation that the participant is introduced with the appropriate degree title achieved. This meaningful capstone experience in the community of those who shared the learning journey of the participant most intimately is described below.

The Faculty Panel

The three-member panel consists of the Program Team (advisor and second team member) and the third member designated as a quality control person to ensure that the portfolio presentation follows fair procedures. When the synthesis paper is received and approved by the Program Team, the third panel member is selected by the faculty and receives the synthesis paper. The third member typically examines portfolio evidence only on the day of the presentation, while the Program Team may review the portfolio in great depth. The advisor is responsible for making sure that the portfolio conforms to the IDP and is complete. Any costs related to bringing the required faculty members to the portfolio presentation are the responsibility of the participant.

The Celebration Presentation

The celebration is the final event in the completion of the Leadership Program. As such, this presentation is also the final element in the oral component of the comprehensive evaluation process. Because all of the formal examination aspects of the evaluation process have been completed successfully, this presentation is required more as a demonstration of competence in the round than as a formal examination.

Given the life-embedded, job-related aspects of the program that form the integral substrate for the demonstration of competence in the portfolio process, it is only natural that the final event of the program be a presentation to the peers, family members, the community at large, and colleagues who form the leadership community within which the program has been completed.

The nature, format, and style of the celebration presentation are not prescribed. The presentation should reflect the participant's perspective on his or her journey through the Leadership Program. Although the content is not prescribed, it should address the following points:

1. How you first learned about the Andrews doctoral program in Leadership.
2. Why you decided to enroll in the program.
3. A description of your experience at the orientation.
4. A description of your experience with your Regional Group.
5. A description of your experience with your dissertation project.

In addition, the presentation should address the following reflective questions:

1. Looking back over the whole experience, what has been most rewarding for you about the Leadership Program?
2. Looking back over the whole experience, what would you do differently if you had it to do again?
3. Relative to your personal experience, what advice would now give Andrews University about the Leadership Program?
4. How has the AU Leadership Program changed your life?

Because this is not a written, formal presentation, the responses to these issues and questions, in whatever format the participant chooses to present them, can be in part or wholly an informal exchange, presentation through metaphor, a dialogue with the audience, an interview, a directed activity such as a small-group discussion, or whatever other venue the participant may choose.

At the conclusion of this presentation, the participant's advisor introduces the candidate by title for the first time. Hence, it is truly a celebration.

The Total Portfolio Development Process

The portfolio development process spans the total program length of the participant's active status in the Leadership Program and typically follows the steps outlined in Table 2 below. Deviations from this sequence can be petitioned in certain circumstances after consultation with the advisor and have to be submitted for approval of the faculty. In this case the participant has to show how all the steps of the portfolio process will be followed in an alternative, but meaningful way.

Table 2: The Portfolio Development Process in the Leadership Program

Step	**Description**	**Comment**
Entry	Orientation	
Step 1	IDP Approval	
Step 2	Competency development and evaluation including research competencies by RG	Build portfolio over time. Gather approval from RG members.
Step 3	(Concurrently) Competency evaluation by advisor and team member.	Gather competency sign-offs from advisor and other faculty
Step 4	Demonstration of emerging research skills	PhD: includes quantitative and qualitative methodologies.
Step 5	Dissertation topic approval process	Can be early in the program depending on adequate demonstration of research methodology skills.
Step 6	Dissertation proposal development process	Typically takes a semester and a course to be approved by committee and IRB.
Step 7	Dissertation data gathering phase	
Step 8	Dissertation writing process	This step is seldom accomplished while working full time. Most need some concentrated time for uninterrupted writing work. Plan a sabbatical from work for this phase.
Step 9	Dissertation editing and rewriting process	As important as the original draft.
Step 10	Dissertation approval and defense	Feels like the "big" day
Step 11	Portfolio completion including research competencies	Gather all competency sign-offs
Step 12	Synthesis paper	Submit with complete portfolio
Step 13	Portfolio presentation	AU faculty panel
Step 14	Public Celebration	RG with faculty representation—the real "big" day: You are finally Dr. …

Other Program Issues

Desire2Learn (D2L) Online Course Software

Andrews University's D2L portal offers students the opportunity to take web-based courses using an award-winning eLearning (electronic learning) program. Entire courses can be taken online using this course software. Participants can view the CLASSLIST to see who else is enrolled in the course, and can communicate with them using a variety of embedded tools, including E-MAIL, PAGING, CHATROOMS and DISCUSSION BOARDS. Participants can view all the contents of the course, and will be expected to utilize the online quizzes and exams. Participants will also be expected to use the DROPBOX to submit assignments and papers, and will be able to view their grades online. Each participant can log into their personal homepage, using their Andrews University username and password, from anywhere, at anytime, provided they meet the basic systems requirements.

System Requirements

- An internet connection (a LAN or cable modem is recommended)
- An e-mail account (*your Andrews University username@andrews.edu*)
- Internet browser must support JavaScript (it is recommended that Microsoft Internet Explorer 6 be used in order to ensure full functionality of all components)
- Cookies must be enabled to allow for an increased level of security
- Computer screen must be using a sufficiently-sized screen resolution and must meet the required level of color depth in order to view pages properly
- NOTE: Some additional software or hardware may be required depending on the course. Participants will be notified of any additional course-specific requirements by the professor.

Participants may run a systems check before they sign into the D2L portal at http://d2l.andrews.edu/

Active/Inactive Status

Maintaining Active Status

To maintain active status in the Leadership Program the particpant must:

- Make appropriate progress in fulfilling the IDP
- Meet regularly with a Regional Group, usually on a monthly basis *but at least seven times* per academic year

- Maintain contact with the advisor
- Register every semester
- Attend the summer Leadership Conference
- Participate in online discussions
- Meet financial obligations to the university
- Maintain employment throughout the program

Program Continuation

Participants who are not registered for any other credits are required to register for LEAD650: Leadership Program Continuation for 0 credits. While registering for Leadership Program Continuation, they will be considered a full-time student. As such, they will still have access to the Leadership website, library, and online resources. Registration for LEAD650 is subject to the advisor's approval and requires a semester fee.

Dissertation Continuation Status

Participants who have previously registered for all 16 dissertation credits and are still working on their dissertation, must register for LEAD888: Dissertation Continuation for 0 credits. Participants who have not registered for all 16 dissertation credits may not register for LEAD888. (Dissertation Continuation requires a semester fee.)

Definition of Inactive Status

When a participant becomes inactive, the special relationship with their program advisor, dissertation committee, or both is suspended. New or currently active doctoral participants will be given preference regarding advisor availability. The participant on inactive status may attend Regional Group meetings but will not remain on the leadall listserve or have access to Leadership D2L forums involving chatrooms and online education experiences.

Conditions for Voluntary Inactive Status

One or more of the following may constitute the voluntary inactive status:

- Written request
- Special circumstances making it impossible for the participant to continue actively in the program, but they intend to resume active progress in the program as soon as circumstances allow
- The participant prefers to suspend payments while unable to commit adequate time to the Leadership Program

Conditions for Involuntary Inactive Status

One or more of the following may constitute involuntary inactive status:

- The participant is not making satisfactory progress toward completion of the degree (as determined by the Leadership faculty)
- The participant has an unexcused absence from the annual Leadership Conference
- The participant is unable to meet the financial obligations of the program or to make satisfactory arrangements with the Student Financial Services office
- The participant is not active in the Regional Group
- The participant fails to register each semester

Reactivation

The following steps must be taken as part of the reactivation process:

- The participant must submit a written request for reactivation to the Leadership Program Coordinator, including a verification of employment and timeline indicating a plan for completion of the program. This plan must include the following:
    1. Attendance at the annual Leadership Conference
    2. Attendance at Regional Group meetings
    3. Completion of the portfolio
    4. Completion of the dissertation

  A participant who does not have an approved IDP must also submit a draft for approval as part of the request for reactivation.

- The participant will receive a response-of-reactivation approval or non-approval. New or currently active participants will be given preference regarding advisor availability. If approved for reactivation, the participant will be charged the tuition rate in effect at the time of reactivation and must meet the requirements of the *Andrews University Bulletin* and *Leadership Handbook* in effect at the time of reactivation. This may require a reactivation fee.

Conditions for Withdrawal

Withdrawal from the Leadership Program is appropriate if the participant does not plan to reactivate or has determined that the program does not serve his or her needs. In order to withdraw from the Leadership Program, the participant must submit a written notice of intent to the Leadership Program office.

Time Limits

Leadership degree programs have to be completed within the following time limits:

- MA: 6 years
- EdS/EdD/PhD: 7 years

During their time in the program participants have to be registered every semester. Each year participants are evaluated in their progress during the annual review. This process is part of the accountability system embedded in the program. Leadership Program participants on average complete their program within about 4 to 5 years. Occasionally, someone runs out of time and is forced to apply for time extensions, which may be granted by the Graduate Programs Committee under certain circumstances. To avoid unnecessary delays and costs it is recommended that participants carefully consider the following section that contains helpful suggestions and perspectives on how to complete your program in a timely manner.

Completing Your PhD in a Timely Manner

Graduate programs represent a significant investment in time and money. Most participants of our programs are mature practicing professionals, working full time. Completing a graduate degree can thus be a daunting task. National surveys reveal that many doctoral students end up with an ABD (all but dissertation), or drop out without successfully completing their degree.

This is not the experience we desire for our participants. For the Leadership Program the average completion rate is above 70%. Careful planning of coursework, competency and portfolio development, and the timely development of the dissertation will make the difference.

The Leadership Program requires participants to be enrolled during every semester (including summer semesters). It pays to plan ahead so there is a balance between the number of credits/course modules you register for and the work you can actually accomplish. If you accumulate too many deferred grades (DGs) you may have gotten ahead of yourself and will have to slow down and register for continuation (0 credits).

As you plan your own course plan it is good to look at some possible credit constellations and scenarios that take into account that you will need to (1) take required course experiences, (2) develop your portfolio (both are listed as portfolio development credits), (3) grow competence in qualitative and quantitative research methods as well as in assessment and evaluation, and (4) write a dissertation. Assuming that you are transferring 42 credits into your PhD program, here is an overview of the credits you will have to take:

Required orientation and IDP credits: 8
LEAD630: Orientation (4 credits)
LEAD635: IDP (4 credits)

Portfolio development credits: 12-18
Required: 6 credits
LEAD636: Issues in Leadership Foundations (2 credits)
LEAD637: Issues in Leadership Research (2 credits)
LEAD638: Issues in Leadership Theory (2 credits)
Elective: 6-12 credits

Research methods credits: 6-12
EDRM605: Qualitative Research (3 credits)
EDRM611/12/13: Statistics (3-9 credits)

Dissertation credits: 16
LEAD880: Dissertation Proposal Development (2 credits)
LEAD889: Dissertation (14 credits)

Summary of EdD/PhD credits	
Orientation and IDP	8 credits
Portfolio credits	12-18 credits
Research methods	6-12 credits
Dissertation credits	16 credits
Transfer credits	up to 42 credits
Total program credits:	**90 credits**

The ultimate time limit for doctoral programs in the LEAD department is 7 years. The current average for participants transferring 42 credits into their doctoral program and completing 48 credits (including the dissertation) is 4.5 years. If participants are hoping to finish 48 credits within 4 years they have to plan on averaging 12 credits per year. A 7-year journey for the same 48 credits still requires a first year of 10 required credits, and 6 years of 6-8 credits.

It is better to plan for a 5-year finish (10 credits per year) and slow the pace when an emergency forces you to go a little slower for a while, than to plan a 7-year finish and run out of time and be stuck with an ABD, although extensions can be petitioned under certain circumstances.

However, there are other factors besides credits that influence the pace of the work to be done. The following hints are meant to help those who are trying to finish earlier rather than later:

1. Develop your IDP carefully.
2. Determine your dissertation research topic within the first 12 months in the program. Then use other coursework (e.g., LEAD756 Advanced Studies in xxx)

to read yourself into the topic area well ahead of planning to take Dissertation Proposal Development (LEAD880).

3. Remember that you need to demonstrate competency in both qualitative and quantitative research skills *before* moving into the dissertation. You can do this either through previously completed research (e.g., an MA thesis or a published research report) or by taking the appropriate methods courses.
4. Time any methods courses you may have to take to coincide with actual work you can do towards your research topic. Take Qualitative Research Methods (EDRM605) and do a mini-project that will help you in your dissertation research. Take Statistics (LEAD611-613) in view of your field research.
5. Use course work credits to develop knowledge bases for competencies and to create your portfolio. Never spend your credits without planning some tangible outcomes for the portfolio.

To complete the program within 7 years you need to plan your coursework and dissertation credits somewhat as indicated in the following 7-year course plan projection.

7-YEAR COURSE PLAN PROJECTION

Year	Credit Load	Required	Course Plan Options
Transfer			Up to 42 credits
Year 1	10 course credits	LEAD630: Orientation (4 credits) IDP (4 credits) LEAD636 (2 credits)	
Year 2	9 course credits	LEAD637 (2 credits) LEAD638 (2 credits)	Portfolio Development (2 credits) Research Methods (3 credits)
Year 3	9 course credits		Portfolio Development (6 credits) Research Methods (3 credits)
Year 4	4 course credits 4 diss credits	LEAD880 Dissertation Proposal Development (2 credits) Dissertation (2 credits)	Portfolio Development (4 credits)
Year 5	6 diss credits	Dissertation (6 credits)	
Year 6	6 diss credits	Dissertation (6 credits)	
Year 7			Dissertation Continuation
Total	48 credits	30 credits	18 credits (+ 42 transfer cr.)

Notice that in the course plan projection above Year 7 is a year of extra dissertation work. The dissertation always takes a little longer than expected! Plan to spend your dissertation credits wisely or you will have to pay for dissertation continuation. What if you have dissertation credits left *after* you finished the dissertation and you want to graduate? No problem, you can register for all remaining credits at that time and graduate.

To finish in a shorter timeframe you might consider the following 5-year course plan projection which allots 3 years for course work and the dissertation proposal, and 2 years for dissertation research and writing. If you can take a Sabbatical or leave of absence from work, plan it for the dissertation writing stage.

5-YEAR COURSE PLAN PROJECTION

Year	Credit Load	Required	Course Plan Options
Transfer			Up to 42 credits
Year 1	12 course credits	LEAD630: Orientation (4 credits) IDP (4 credits) LEAD636 (2 credits)	Portfolio Development (2 credits)
Year 2	11 course credits	LEAD637 (2 credits) LEAD638 (2 credits)	Portfolio Development (4 credits) Research Methods (3 credits)
Year 3	9 course credits 2 diss credits	LEAD880 Dissertation Proposal Development (2 credits)	Portfolio Development (6 credits) Research Methods (3 credits)
Year 4	8 diss credits	Dissertation (8 credits)	
Year 5	6 diss credits	Dissertation (6 credits)	
Total	48 credits	30 credits	18 credits (+ 42 transfer cr.)

What if you want to graduate in four years? If you can transfer in 42 credits, finishing your PhD in four years allows you to approach your program as a 12-credits-per-year proposition, which translates neatly into 4 credits per semester. This is a popular and doable option for people who like to predict expenses in neat chunks.

Some have found reality to be messier. The following two tables attempt to spell out what the pace of such an endeavor could look like. Please note that the second table diverts from the rigid 12-credits-per-year-average scheme and projects a more realistic rhythm taking into account that you may have to schedule more time for the completion of the dissertation than seems obvious from the start.

4-Year Course Plan Projection: 12 Credits per Year

Year	Credit Load	Required	Course Plan Options
Transfer			Up to 42 credits
Year 1	12 course credits	LEAD630: Orientation (4 credits) IDP (4 credits) LEAD636 (2 credits)	Portfolio Development (2 credits)
Year 2	12 course credits	LEAD637 (2 credits) LEAD638 (2 credits)	Portfolio Development (2 credits) Research Methods (6 credits)
Year 3	8 course credits 4 diss credits	LEAD880 Dissertation Proposal Development (2 credits) LEAD889 Dissertation (2 credits)	Portfolio Development (8 credits)
Year 4	12 diss credits	LEAD889 Dissertation (12 credits)	
Total	48 credits	30 credits	18 credits (+ 42 transfer cr.)

4-Year Course Plan Projection: Credits According to Program Rhythm

Year	Credit Load	Required	Course Plan Options
Transfer			Up to 42 credits
Year 1	16 course credits	LEAD630: Orientation (4 credits) IDP (4 credits) LEAD636 (2 credits)	Portfolio Development (6 credits)
Year 2	18 course credits	LEAD637 (2 credits) LEAD638 (2 credits) LEAD880 (2 credits) Dissertation Proposal Development	Portfolio Development (6 credits) Research Methods (6 credits)
Year 3	6 diss credits	Dissertation (6 credits)	
Year 4	8 diss credits	Dissertation (8 credits)	
Total	48 credits	30 credits	18 credits (+ 42 transfer cr.)

If we take this less neat, but sometimes more realistic, pattern and translate it into actual semester-by-semester credit projections it could look something like the following table illustrates.

4-YEAR COURSE PLAN PROJECTION: SEMESTER BY SEMESTER

Year	Credit Load	Required	Course Plan Options
Transfer			Up to 42 Credits
Year 1 Summer	4 credits	LEAD630: Orientation (4 credits)	
Fall	4 credits	LEAD635: IDP (4 credits)	
Spring	8 credits	LEAD636 (2 credits)	Portfolio Development (6 credits)
Year 2 Summer	6 credits	LEAD637 (2 credits)	Portfolio Development (4 credits)
Fall	6 credits	LEAD638 (2 credits)	Portfolio Development (1 credit) Research Methods (3 credits)
Spring	6 credits	LEAD880 Dissertation Proposal Development (2 credits)	Portfolio Development (1 credit) Research Methods (3 credits)
Year 3 Summer	2 diss credits	Dissertation (2 credits)	
Fall	2 diss credits	Dissertation (2 credits)	
Spring	2 diss credits	Dissertation (2 credits)	
Year 4 Summer	2 diss credits	Dissertation (2 credits)	
Fall	2 diss credits	Dissertation (2 credits)	
Spring	4 diss credits	Dissertation (4 credits)	
Total	48 credits	30 credits	18 credits (+ 42 transfer cr.)

The actual course plan will, of course, be uniquely yours, outlined tentatively in the third part of your IDP, and implemented semester by semester throughout your program. It is assumed that plans may have to change to adapt to life circumstances. But it is your responsibility to pace yourself wisely. While advisors will ask you to register every semester, they will not dictate to you how many credits you have to take, apart from the required course experiences. Thus, ultimately, each participant chooses his or her own road to success.

Loan Deferment

Loans are available through the Student Financial Services office. You may reach them by calling 800-253-2874. Enrollment is necessary to receive loan deferment or to fulfill loan status. Documentation for full-time status for any given semester in the Leadership Program may be obtained in either of two ways:

1. Registering for four or more credits. (For most graduate loans, registering half-time for four credits will defer the loan. Check with your loan company and Student Financial Services to be sure). If a participant registers for fewer than 4 credits, he or she may also register for LEAD650 (Leadership Program Continuation). After a participant has registered for all dissertation and course credits, the participant must register for LEAD888 (Dissertation Continuation) each term until graduation.

2. Submitting a Full-time Status Request form. To use this form, the participant must register for LEAD899 (Dissertation Credit), LEAD888 (Dissertation Continuation), LEAD886 (Internship), or LEAD650 (Leadership Program Continuation) and clock at least 360 hours per semester (24 hours a week) or 720 hours per year (360 hours per semester for three semesters).

Forms are available from the Graduate Programs office or the Leadership office. Upon request, the Leadership office may submit a letter verifying full-time status to the Student Financial Services office.

***IMPORTANT* - LEADERSHIP CONTINUATION**

Registering for LEAD650 (Leadership Program Continuation) for 0 credits indicates that the participant is committed to working a minimum of 24 hours per week on program content during the development of the IDP. After the IDP is approved, the participant may register for LEAD650 while clearing DGs (deferred grades), with advisor approval. If a participant choses not to register for any credits in a given semester, then he or she must register for LEAD650. The Student Financial Services office recognizes registration for LEAD650 as full-time status, and as a condition for deferring repayment of academic loans.

Fees

Costs per credit for masters and doctoral coursework are determined by Andrews University and published in the official *Andrews University Bulletin* each year. Further categories of miscellaneous charges, such as the general fee charged to all students each semester, are also found in the current Bulletin. However, because you are located off campus, your fee will be labeled an ‘online delivery fee.’ Please refer to the current *Andrews University Bulletin* for credit costs.

Additionally, the Leadership Program incurs specific costs to the participant, which may include items such as:

- Summer and Regional Group travel, room, and board
- Equipment costs (i.e. computer, phone lines, software)
- Books, supplies, and duplicating (books average $150 a year)
- Summer conference fees (typically less than $500)
- Leadership Program Continuation fee or Dissertation Continuation fee
- Faculty travel to dissertation defense or portfolio presentation

Sponsorship

When sponsored, participants must work closely with their assigned Student Financial Services Advisor, to ensure all sponsorship requirements are met.

Residency Requirements for the EdS, EdD and PhD

Residency requirements may be fulfilled by one of the following two options:

One is the completion of the following items by the end of the participant’s fourth semester in the program.

- An approved IDP
- A minimum of 16 of the required 32 credits
- LEAD630: Leadership Seminar and LEAD635: Individual Development Plan
- LEAD636: Issues in Leadership Foundations, LEAD637: Issues in Research, and LEAD638: Issues in Leadership Theory
- Be on regular admission status
- Actively participate via e-mail
- Regularly attend Regional Group meetings

The second option is through the registration process. A participant must register as a half-time student (four graduate credits) for two consecutive semesters after admission. A participant who has registered for fewer than four credits may register for LEAD650: Leadership Program Continuation for 0 credits to maintain full-time status.

Advancement to Degree Candidacy

Advancement to Degree Candidacy means that a participant has demonstrated the ability to participate in the Leadership Program and is, through annual review, judged by the faculty to be a viable candidate for completion of the Leadership degree. The Leadership

Program office will automatically fill out the Request for Advancement to Candidacy form.

EdD and PhD participants must be advanced to candidacy before they defend a dissertation or present a portfolio. Until a participant has been advanced to candidacy, it is possible for him/her to be terminated from the program or transferred into a terminal master degree track. When advanced to candidacy, a participant is still subject to the time limitations of the program and all other program requirements.

In order to be eligible for Advancement to Degree Candidacy, the participant must

- Have an approved IDP
- Have cleared any Deferred Grades
- Be on regular status
- Have maintained a cumulative grade-point average of 3.3 or higher
- Have completed at least 24 of the required 32 non-dissertation credits for the EdD and PhD

Standards of Scholarship

IDP and Portfolio

The participant must satisfactorily fulfill the credits outlined in the approved IDP and present the portfolio successfully.

APA Standards

All written work must conform to APA standards and *AU Standards for Written Work*. See Student Resources on this website: http://www.andrews.edu/GRAD/

Grade-Point Average

To remain in the program, the participant must maintain an overall grade-point average of 3.30. No grade of D or F may count toward a degree. If the participant repeats a course, both grades affect the grade-point average. After acceptance into the doctoral program, earning more than three grades below a B, including any grades of *Unsatisfactory*, may result in suspended enrollment.

Transfer of Credits

Transfer Credits to an MA

Graduate credits taken at another accredited/recognized institution less than six calendar years before the expected graduation year may be transferred and applied toward a master's degree. An MA student can transfer in 7 out of the 36 credits if those credits have grades of B (3.0) or above. The Andrews University credits taken toward the Master’s degree constitute at least 80% of the requirements for the degree.

Transfer Credits to an EdS

Up to 36 qualifying graduate semester credits will count towards the total 64 credits and may be transferred into the Leadership specialist program. To qualify, credits must be from an accredited university and grades must be B (3.0) or higher.

Transfer Credits to an EdD or PhD

Up to 42 qualifying graduate semester credits will count towards the total 90 credits and may be transferred into the Leadership doctoral program. To qualify, credits must be from an accredited university and grades must be B (3.0) or higher.

Credits earned *before* acceptance into the doctoral program: In order to request that qualifying graduate credits be transferred, the participant must submit a Transfer Petition Request to the Graduate Programs office. Staff at the Leadership Program office will automatically fill out this form from available admission transcripts. It is the participant's responsibility, however, to provide official transcripts that come directly from the institution to Andrews University, and to check with the Leadership Program office to confirm that all intended transfer credits are included.

Credits earned *after* acceptance into the doctoral program: Participants who wish to obtain transfer credit from another university after acceptance into the Leadership doctoral program must petition for the approval of such credits *before* taking the courses intended to be transferred. To do so, the participant must provide a copy of the description of the course (a course outline is helpful), and submit it with a Graduate Petition Form to his or her advisor for approval (Forms may be found on the Leadership website, under the “Participants” section, by clicking on the “Forms/Manuals” link). These credits must be included as part of the 42 semester transfer credits. They may not count as part of the required 32 non-dissertation credits.

Transfer of Degree Programs

From One Doctoral Degree to Another Within a Given Program

To transfer between EdD and PhD degrees within the same program, the participant may submit a petition to the Graduate Educational Programs Committee prior to the topic approval of the dissertation. The IDP must be adjusted accordingly ~~a~~nd the original schedule for completing the program must be maintained that is, transferring from one program to another does not allow more time for the program's completion (See section on Time Frames).

Between Programs

To transfer from another doctoral program to Leadership, the participant must submit a new application to Leadership faculty and to the Graduate Educational Programs Committee.

Bulletin Requirements & Responsibility

The *Andrews University Bulletin* covers general questions about academic policies, and each participant is responsible for becoming familiar with regulations governing such matters. Although the policies of the *Bulletin* carry the weight of faculty action, practice, and precedent, special circumstances occasionally may suggest an exception. The petition process handles such circumstances through the office of the Director of Graduate Programs.

Participants may choose to meet the requirements of any *Bulletin* published after acceptance into the doctoral program, as long as they maintain active status (see Inactive Status). A break in enrollment may result in being placed on inactive status. In order to reactivate, the requirements must be met as listed in the *Bulletin* in effect when re-enrollment resumes.

For more information on any of the contents of this handbook, please see the current *Andrews University Bulletin*.

Services for Students with Disabilities

The Leadership Program, as part of Andrews University, accepts and appreciates diversity in its participants, including participants with disabilities. Accordingly, qualified participants are encouraged to inform the University and the Leadership office of their disability and enter into a dialogue regarding ways in which the program might reasonably accommodate them.

Student Appeal Process

Participants who find themselves in conflict with or questioning any practice, decision and/or policy that, in their minds, impacts upon them adversely, may discuss the matter with responsible School of Education personnel in an attempt to have the situation considered, improved or settled. The nature of the conflict will, in part, determine the procedure to follow. Fundamental to any procedure, however, is the basic commitment to Christian principles.

Participant →

- Dean
- Dept. Chair
- Program Coordinator
- Advisor
- SED Faculty
- Graduate Student Association

Conflict With Policy in General

When a question arises in regards to an established policy, participants may discuss it with their advisor, department chair, program coordinator, the Dean, and/or any faculty member; or direct the question to the Graduate Student Association for general discussion by other students.

Conflict With Policy in Particular

When participants feel adversely affected by established policy, they should discuss it first with the advisor. This may result in petitioning to waive the policy in this particular case.

Participant → Advisor → Program Coordinator → Dept Chair → Dean

If the participant cannot get the advisor to support the petition, it should be discussed next with the department chair. At this point, a petition may be filed seeking a waiver or the chair may intervene by bringing the matter to the Dean's Administrative Council (DAC).

Participant → Program Coordinator → Petition → Dept Chair → Dean

OR

Participant → Dept Chair → DAC → Appropriate resource

Or, if neither of the above protocols brings satisfactory resolution to the problem, the matter may be brought to the Dean of the School of Education. If the Dean cannot settle the situation, the matter may be referred to the School of Education Graduate and Undergraduate Academic Policies and Curricula Committee (AP&CC).

Participant → Dean

OR

Participant → Dean → AP & CC

If the problem still does not have a resolution, the matter may be discussed with the University Ombudsman or the Vice President for Academic Affairs.

Participant → University Ombudsman

OR

Participant → Vice President for Academic Affairs (Final Appeal)

Conflict With a Faculty Member Over a Practice

If conflict arises between a participant and a faculty member, the ideal protocol from a Christian perspective is that resolution be sought first with the faculty member in question.

Participant → Faculty Member

When participants feel that the procedure may, in itself, affect them adversely, they should contact their advisor who may then mediate on their behalf.

Participant → Advisor → Program Coordinator → Dept Chair → Faculty Member

If participants consider either of the above procedures counterproductive, they may bring their grievance directly to the Dean of the School of Education.

Participant → Dean → Faculty Member

In those rare instances when a participant considers all of the above procedures to be intimidating or it fails to bring relief, the problem may be brought to the University Ombudsman.

Participant → University Ombudsman → Appropriate Personnel

In those extreme instances when none of the above procedures bring satisfactory resolution to the problem, the participant then has the right to bring the matter to the President of the University. The president's decision is final in this type of conflict.

Participant → President

Graduation

Graduation Procedures

Applications for Graduation

It is the responsibility of the participant to obtain and file an "Application for Graduation" request with the Records Office. The last possible date for filing for May graduation is in mid-January and for August graduation in mid-May (see the *Academic Calendar* for specific dates).

Completion of Program Requirements

Participants planning to graduate must complete all program requirements (check with the Secretary of Graduate Programs) and receive financial clearance from Student Financial Services one week before commencement.

Graduation Ceremony

Graduation Gown

There are several options to choose from:

- The regular black one-tripper gown can be purchased at the Bookstore. This gown is made of a sheer/flimsy material with a black mortarboard hat. The tassel is yellow.
- Special order the custom-made doctoral regalia (made just for Andrews University) for about $1000 by calling the Records Office. This must be done three to four months before graduation to insure delivery by graduation. This gown is dark blue with gold and an 8-sided velvet tam with admiral blue head band.
- The School of Education has a few gowns to rent. Check with the Secretary of Graduate Programs as soon as possible because the gowns are available on a first come, first served basis.
- Borrow a gown from a previous Andrews University graduate.

Announcements/Name Cards

Announcements and name cards may be purchased through the Andrews University Bookstore. Personalized and generic announcements are available. For more information call 269-471-3287.

Graduation Lodging

Anyone needing to arrange for a place to stay, may call 269-471-3295 to reserve a room on campus. Space is limited so housing arrangements need to be made as soon as possible.

Graduation Schedule

Graduation is a full weekend event. Rehearsal practice is Thursday evening, and there are ceremonies on Friday evening, Saturday morning, and Sunday morning.

Conferral of Degree

Degrees are awarded after participants complete all degree requirements. There are two commencement services each year, scheduled for May and August. Degree conferral without the graduation ceremony is available in December.

Graduation in Absentia

Participants may graduate in absentia by indicating their request to the Records Office.

Appendix A: Course Planning

Sample MA Course Plan
Sample Doctoral Course Plan
List of Credit Courses Offered
Guidelines for Syllabus Creation
Suggested Syllabi Format
Four-Year Schedule 2006-10

SAMPLE MA COURSE PLAN

Leadership: Master's Course List — ***Name: Jane Doe***
ID#: 12345

Term	Course	Topic	Instructor	Credits	Grade
Minimum Requirement at AU after admission to the Master's Program: 36 semester credits					
	Must include: (1) LEAD630 Leadership Seminar, 4 cr, AND (2) LEAD635 Individual Development Plan, 4cr, AND (3) LEAD636 Issues in Foundations, 2cr, AND (4)EDRM505 Research Methods in Education and Psychology (3 cr,) or equivalent, AND (5) LEAD638 Issues in Leadership Theory 2 cr.				
Sm 02	LEAD630 Leadership Seminar		Faculty	4	S
F 02	LEAD635 Individual Development Plan		Faculty	4	A
Sp 03	LEAD636	Issues in Leadership Foundations	Faculty	2	A
Sp 03	Select credits from below or course		Faculty	3	A
Sm 03	LEAD638	Issues in Leadership Theory	Faculty	2	A
Sm 03	Select credits from below or course		Faculty	3	A
F 03	EDRM505	Research Methods in Education and Psychology	Faculty	3	
F 03	Select credits from below or course		Faculty	4	
Sp 04	Select credits from below or course		Faculty	4	
Sp 04	Select credits from below or course		Faculty	4	
Research Credits					
Sm 04	LEAD698	MA Research Project		3	
Total Minimum Requirement at AU after admission to Master's Program:				**36 credits**	

<u>Leadership Credits</u>

LEAD630 Leadership Seminar (2-4 cr)
LEAD635 Individual Development Plan (4 cr)
LEAD636 Issues in Leadership Foundations (2 cr)
LEAD637 Issues in Research (2 cr)
LEAD638 Issues in Leadership Theory (2 cr)
LEAD648 Workshop (1-12 cr)

LEAD650 Leadership Program Continuation (0 cr)
LEAD680 Fieldwork (1-12 cr)
LEAD689 Seminar (1-12 cr)
LEAD690 Independent Study (1-12 cr)
LEAD698 MA Research Project (3 cr)
LEAD675 Portfolio Development (1-12 cr)

SAMPLE DOCTORAL COURSE PLAN

Leadership: Doctoral Course List ***Name: Jane Doe***
ID#: 12345

Term	Course	Topic	Instructor	Credit	Grade
Minimum Requirement at AU after admission to Doctoral Program: 32 semester credits					
Must include: (1) LEAD630 Leadership Seminar, 4 cr, AND (2) LEAD635 Individual Development Plan, 4 cr, AND (3) LEAD636 Issues in Foundations, 2 cr, AND (4) LEAD637 Issues in Research, 2 cr, AND (5) LEAD638 Issues in Leadership Theory, 2 cr, AND (6) At least 6 credits of coursework 700+ level, AND (7) EDRM880 Dissertation Proposal Development.					
Sm 02	LEAD630 Leadership Seminar		Faculty	4	S
F 02	LEAD635 Individual Development Plan		Faculty	4	A
Sp 03	LEAD636	Issues in Leadership Foundations	Faculty	2	A
Sp 03	Select credits from below or course		Faculty	2	A
Sm 03	LEAD637	Issues in Research		2	A
Sm 03	Select credits from below or course			2	A
F 03	LEAD638	Issues in Leadership Theory		2	
F 03	Select credits from below or course			3	
Sp 04	Select credits from below or course			3	
Sp 04	Select credits from below or course			3	
Research Credits					
Sm 04	Potentially Statistics or Qualitative	In consultation with advisor		3	
Minimum Requirement at AU after admission to Doctoral Program:				**32 credits**	
Up to 42 Graduate Transfer Credits from Another University: Must have a grade of a B or above					
	List credits from transcript			42	

Total Coursework (must include at least 74 semester credits – can add additional Leadership credits beyond the 32 if transferring less than 42 graduate credits or you can petition to take additional transfer credits while in Leadership).	**76**
LEAD/EDRM880 Dissertation Proposal Development	**2**
LEAD899 Doctoral Dissertation	**14**
Total Program Credits (must be at least 90 semester credits).	**90**

<u>Leadership Credits</u>

LEAD630 Leadership Seminar (2-4 cr)	LEAD690 Independent Study (1-12cr)
LEAD635 Individual Development Plan (4 cr)	LEAD675 Portfolio Development (1-12 cr)
LEAD636 Issues in Leadership Foundations (2 cr)	LEAD775 Adv. Portfolio Development (1-12 cr)
LEAD637 Issues in Research (2 cr)	LEAD756 Advanced Studies (1-12 cr)
LEAD638 Issues in Leadership Theory (2 cr)	LEAD789 Advanced Seminar (1-12 cr)
LEAD648 Workshop (1-12 cr)	LEAD886 Internship (1-12 cr)

LEAD650 Leadership Program Continuation (0 cr)
LEAD680 Fieldwork (1-12 cr)
LEAD689 Seminar (1-12cr)
LEAD888 Doctoral Continuation (0 cr)
LEAD899 Doctoral Dissertation (variable)

The following is the list of credit courses offered or available for registration in Leadership:

LEAD525 D (2–3)
Public Relations: Community Partnerships
Reviews research on public relations and strategies for improving community relationships and strengthening partnerships with community groups.

LEAD530 D (1-2)
Educational Marketing
Provides the foundation knowledge and skills for understanding, planning, and designing marketing plans for educational institutions. Focuses on elements of marketing such as mission statement, target market, image, position, and the market mix (product, price, place and promotions)

LEAD620 D (1-2)
Development and Fund-raising
Prepares leaders in educational development through a practical exploration of fund raising research and proposal writing.

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

LEAD636 D (2)
Issues in Leadership Foundations
Participants review the literature, discuss the findings in study groups and with faculty, and provide scholarly feedback related to assigned topics that address foundations of leadership and worldviews.

LEAD637 D (2)
Issues in Research
This course serves to develop skills in reading and evaluating qualitative and quantitative research writings.

LEAD638 D (2)
Issues in Leadership Theory
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.

LEAD640 D (2-3)
Higher Education Law
Reviews laws and policies about student, faculty, staff, and administrative issues in higher education.

LEAD645 D (1-2)
Ethical Leadership and Organizational Integrity
Explores the dynamics of moral leadership, ethical decision-making and the administrative role in institutional integrity in organizations and schools.

LEAD648 D (1-12)
Workshop: (Topic)_____
Selected learning experiences. Repeatable. Permission of instructor required.

LEAD650 $ D (0)
Leadership and Educational Administration 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. Requires a semester fee.

LEAD675 D (1-3)
Portfolio Development
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).

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

LEAD685 D (0)
MA Level Comprehensive Exam Preparation
LEAD689 D (1-12)
Seminar: (Topic)_____
Selected topics offered. Repeatable. Permission of instructor required.

LEAD690 D (1-12)
Independent Study: (Topic)____
Selected topics. Permission of advisor and instructor required.

LEAD698 D (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 D (1-12)
Advanced Studies: (Topic)_____
Advanced studies in leadership. Repeatable with different topics. Permission of instructor required.

LEAD775 D (1-3)
Advanced Portfolio Development: (Topic)_____
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 D (1-12)
Advanced Seminar: (Topic)______
Advanced topics in leadership. Repeatable with different topics. Permission of instructor required

LEAD870 (0)
Comprehensive Exam

LEAD880 (2)
Dissertation Proposal Development
Designing and writing the doctoral dissertation proposal. Graded S/U.

LEAD886 D (1-12)
Advanced Internship: (Topic)_____
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 $ D (0)
Dissertation Continuation
Registration for this title indicates full-time status and requires a semester fee.

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

EDAL500 $ (1)
Administration Orientation
Introduction to Andrews University's philosophy of leadership and the principles of Christian leadership. Reviews the national standards for educational administration.

EDAL520 D (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.

EDAL560 D (2–3)
School Law
Emphasizes legal issues affecting teachers and educational administrators, including governmental relations, church state issues, teacher employment, student control, and school board operations and procedures.

EDAL565 D (1–2)
Leadership for Seventh-day Adventist Education
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.

EDAL570 D (2–3)
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, principles, and practices of instructional supervision; introductory study of supervisory techniques.

EDAL635 D (2–3)
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.

EDAL645 D (2–3)
School Finance
Focuses on financial and economic issues affecting educational institutions, including school support, costs of education, sources of school revenue, budgeting, and the organization and maintenance of the fiscal and physical resources of school systems.

EDAL660 D (2–3)
Planning and Operating Educational Facilities
A survey of the planning, modernization and management of educational facilities including buildings, equipment, and sites. A comprehensive study of educational facilities planning as related to preliminary development plans, long range master planning of educational facilities/campuses, considering educational philosophy and resources.

EDAL664 D (2–3)
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 small schools.

EDAL665 D (2–3)
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.

EDAL667 D (2–3)
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.

EDAL670 D (1–3)
Technology for Leaders
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.

EDAL674 D (2–3)
Administration of Student Services
Reviews the objectives, organization, and administration of student services such as student residence halls, health services, religious programs, government, publications, social life, discipline, recreation, and student records.

EDAL676 D (2–3)
Administration of Academic Services
Surveys the objectives, organization, and administration of academic services such as admissions, academic records, academic personnel, curriculum administration, and instructional resources.

EDAL677 D (1–3)
Higher Education Supervision and Professional Development
Overview of approaches for effectively supervising staff and faculty, providing opportunities for personnel to plan and experience professional growth.

EDAL680 D (1–12)
Administration: Internship or Fieldwork
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 = Distance Delivery options available
$ = Course that may charge and extra fee (e.g., labs, field trips, or supplies)
**Note:* Leadership participants can register for any class in the School of Education that they have cleared with their advisor as appropriate for their course of study. This note applies especially to research courses offered by School of Education faculty, but it is not limited to that.

Guidelines for Syllabus Creation

A portion of the Leadership Program has self-directed learning opportunities that require participants to work with faculty to create a learning curriculum and syllabi. The following lists should be helpful as participants create syllabi that guide their learning outcomes. While each faculty will have unique requirements for these created learning experiences, the following questions and suggested format should help ensure a quality learning plan. For accreditation purposes, all syllabi must be kept on file as these are official documents of learning that correspond to transcript records.

Syllabi should include the following (see the template that follows):

1. Description of the purpose and goals of the module/learning experience.
2. Assessment of prior learning: Describe in a paragraph what you already bring to this learning experience: knowledge, experience, skills, special needs, accomplishments?
3. Learning objectives: What will be learned?
4. Learning strategies and resources: How will you learn?
5. Knowledge base: What books and articles will you read? If this is a first exploration of this topic or field (usually on the LEAD690 level) please include at least one appropriate key textbook, textbook chapters or key articles that survey the theories or models of the field. For advanced studies or to dig deeper into a subject (usually LEAD756 level) include or even concentrate on research articles, preferably recent ones.
6. Target date for completion: When do you plan to finish your work?
7. Estimate the number of hours you will have spent for this module.
8. Evidence of knowledge base: How will you document your growth in your knowledge bases? (e.g., Reflective journal, annotated bibliography, reflection paper, etc.).
9. Evidence of learning validation by your Regional Group: How will you present what you learned to your regional study group?
10. Evidence of learning validation by tutor/instructor: How will your tutor/instructor evaluate what you learned? (e.g., letter of evaluation of external supervisor, letter grade, etc.). Create your own grading rubric you want to be evaluated by.
11. Portfolio: Which competency(-ies) will this module be linked to?
12. Module Project/Product: What will be the documented outcomes of this module for your portfolio?

Note: Papers should be submitted in AU format following APA guidelines.

Suggested Syllabi Format

Andrews University
Leadership and Educational Administration Department
Course Name/Topic: (e.g., LEAD756: Advanced Studies: Management)
Semester/Year/Credits (e.g., Spring 2007: 2 credits)
Faculty of Record: (e.g., Erich Baumgartner)

Participant/Cohort Year/ID (e.g. Jon Leader (2002): 56789)

Use the following headings. Add your own descriptions:

1. Description, Purpose and Rationale for This Course

   "The purpose of this course is" . . . Be specific and explain briefly why this course is crucial. This should then flow into the next section.

2. Link to Competencies

   Course relationship to my overall leadership development, a competency area, course plan. What competencies am I working on while doing this particular study?

3. Assessment of Prior Learning

   What do I already bring to this learning experience: knowledge, experience, skills, special needs, accomplishments? Academically, professionally, and practically?

4. Learning Objectives, Strategies and Resources

   So what do I plan to learn? (knowledge, skills, attitudes/dispositions and integration issues)
   a. this
   b. that

   How will I meet the learning objectives? Be specific.

5. Readings, Knowledge Base and Documentation

   Whatever you are learning needs to be linked to a knowledge base and you need to somehow document this for your studies *and* your portfolio. Some people like to outline articles with critical annotations. You may keep a reflective reading journal with critical annotations. Some create annotated bibliographies (there are various ways to do this depending on your purpose). A reflection paper is the prefered choice. Make sure it links your insights and musing to your practical work/life context and to the different aspects of theory that you have studied. Evidence of higher levels of learning and thinking are required in any doctoral study. Description is not enough. There needs to be analysis, comparing, synthesis, theorizing, as well as application. Bloom's Taxonomy of Levels of Abstraction are very helpful here (check out for instance, http://www.coun.uvic.ca/learn/program/hndouts/bloom.html). The goal here is to create some solid knowledge base evidence that you can use for the portfolio.

   If this is your first work in this field of study, make sure you read a basic text, book or handbook that is recognized as giving you an overview of the subject. For instance, Driscoll (2000) is an excellent choice for a sound introduction to learning theories (you even get graphical outlines of the chapters), or Merriam and Caffarella (1999) is a good overview of adult learning (of course, it has been written as a "comprehensive guide").

For advanced studies, definitely if this is a 700-level course, you should concentrate on research articles in the field of your study.

6. Target Date for Completion

   You set your own deadline. To include a topical outline listing areas to be covered in the course with deadlines is often better than just one looming deadline. At the end of the semester you will receive a DG if your work is not in. Your final grade is given after you have turned in all your work to your professor of record.

7. Learning Validation (by Regional Group)

   How will you share your learning with your Regional Group? Consider summarizing your work into comparative charts that synthesize your learning into helpful categories. Prepare a demonstration of how you are applying what you are learning. Don't feel that you have to have the final word or the complete documentation for the portfolio ready for presenting something to your group. Instead, think about how you can share some critical piece that has helped your own thinking and practice. By the way, as you present to your group, why not demonstrate your emerging cooperative learning skills and use a creative way of learning?

8. Learning Validation (by instructor)

   This course asks the instructor to give you a letter grade. Now use your own instructor competency skills and create a rubric that will help the instructor of record to evaluate your work fairly. A chart would be appropriate. What would evidence for a final grade of A or B or C look like? Include the rubrics you request the instructor or your Regional Group to use for evaluating your work (realizing they may suggest different criteria as the learning unfolds).

9. Portfolio Documentation

   What is the product or documented outcome that will end up in your portfolio? Of course, not everything you are learning and studying will move directly into your portfolio, but some will. Talk about it here, being as specific as you can be.

10. Bibliography

    As you generate the knowledge base, you will also generate a list of resources. These should be grouped in APA format at the end of the syllabus. This can be a preliminary list at the beginning of the learning opportunity and then developed further during the process.

Leadership & Educational Administration Department Four-Year Schedule 2006-10

F=Andrews Face to Face
D=Distance delivery (includes both online and off-campus, individualized delivery)

Course #	Course Title/Credits		2006-2007			2007-2008			2008-2009			2009-2010		
			Su	F	Sp	Su	F	Sp	Su	F	Sp	Su	F	Sp
EDAL 500	Administration Orientation	1	F			F			F			F		
EDAL 520	Fnds of Educational Ldrshp	2-3		D			D			D			D	
EDAL 560	School Law	2-3	D			D			D			D		
EDAL 565	Ldrshp for SDA Ed.	1-2	D			D			D			D		
EDAL 570	Principles of Educational Supervision	2-3			D			D			D			D
EDAL 635	Human Resources Admn.	2-3			D			D			D			D
EDAL 645	School Finance	2-3		D			D			D			D	
EDAL 660	Educational Facilities	2-3		D			D			D			D	
EDAL664/ 665	Elementary/Secondary School Leadership	2-3			D			D			D			D
EDAL 667	Leadership in Higher Education	2-3		D						D				
EDAL 670	Technology for Leaders	1-3			D			D			D			D
EDAL 674	Admn of Student Services	2-3			D						D			
EDAL 676	Administration of Academic Services	2-3					D						D	
EDAL 677	Higher Ed Supervision and Professional Development	1-3					D						D	
EDAL 680	Admn. Internship & Fldwrk	1-12	D	D	D	D	D	D	D	D	D	D	D	D
LEAD 525	Public Relations: Community Partners.	2-3			D			D			D			D
LEAD 530	Educational Marketing	1-2		D			D			D			D	
LEAD 620	Development and Fund-Raising	1-2		D			D			D			D	
LEAD 630	Leadership Seminar	2-6	F		F	F		F	F		F	F		F
LEAD 635	Individual Development Plan	4	D	D	D	D	D	D	D	D	D	D	D	D
LEAD 636	Issues in Leadership Foundations	2			D			D			D			D
LEAD 637	Issues in Research	2	D			D			D			D		
LEAD 638	Issues in Leadership Theory	2			D			D			D			D
LEAD 640	Higher Education Law	2-3				D						D		
LEAD 645	Ethical Leadership and Organizational Integrity	1-2			D			D			D			D
LEAD 648	Workshop	1-12	D	D	D	D	D	D	D	D	D	D	D	D
LEAD 650	Leadership Program Continuation	0	D	D	D	D	D	D	D	D	D	D	D	D
LEAD 675	Portfolio Development	1-3	D	D	D	D	D	D	D	D	D	D	D	D
LEAD 680	Fieldwork	1-12	D	D	D	D	D	D	D	D	D	D	D	D
LEAD 689	Seminar	1-12	D	D	D	D	D	D	D	D	D	D	D	D
LEAD 690	Independent Study	1-12	D	D	D	D	D	D	D	D	D	D	D	D
LEAD 698	MA Research Project	3	D	D	D	D	D	D	D	D	D	D	D	D
LEAD 756	Advanced Studies	1-12	D	D	D	D	D	D	D	D	D	D	D	D
LEAD775	Advanced Portfolio Development	1-3	D	D	D	D	D	D	D	D	D	D	D	D
LEAD 789	Advanced Seminar	1-12	D	D	D	D	D	D	D	D	D	D	D	D
LEAD 880	Dis Proposal Development	2			D			D			D			D
LEAD 886	Advanced Internship	1-12	D	D	D	D	D	D	D	D	D	D	D	D
LEAD 888	Dissertation Continuation	0	D	D	D	D	D	D	D	D	D	D	D	D
LEAD 899	Doctoral Dissertation	1-14	D	D	D	D	D	D	D	D	D	D	D	D

Appendix B: Rubrics

Generic Competency Rubric
Rubric for Reflection Papers
Rubric for Portfolio/Competency Evaluation
Rubric for Effective Regional Group Meetings

GENERIC COMPETENCY RUBRIC

This rubric could be used when evaluating any competency

Emerging	**Established**	**Distinguished**
Knowledge/Theory		
Knowledge and understanding of some core theories	Is able to analyze and synthesize the core theories and uses theory to formulate concrete conclusions	Uses established knowledge base to evaluate existing theories and to develop new theory
Skills/Experiences		
Applies basic skills of competency	Consistent demonstration of the skills of the competency in multiple instances – including problem solving	Demonstrated expertise in the skills of the competency. Uses skills and experiences to develop new theory and/or improves upon the conventional skills of the competency. Develops new skills and demonstrates them in a new context
Values/Attitudes/Assumptions		
Can articulate personal values and beliefs	The participant is able to clearly articulate how their values and beliefs impact the theories they use in practice	The participant is able to lead others in understanding how their values and beliefs impact the theories they use in practice
Integrated Practice		
Sees some connection between major theories, practice, and personal values and beliefs	Consistent demonstration of professional practice that is based on theory – including appropriate decision making. Can articulate a personal theory of practice	Demonstrates integrated practice through skills that are both driven by theory and inspire new theories and/or practices

RUBRIC FOR REFLECTION PAPERS

Reflection Paper	3	2	1
Knowledge base	Evidence of knowledge base comes from variety of sources	Evidence of knowledge base comes from one or two sources	No evidence of knowledge base
Reflection	Evidence of changed perspective and practice	Evidence of changed perspective and plans for a changed practice	No evidence of changed perspective and practice
Integration of knowledge base with practice	Multiple rich examples of integration of knowledge base with practice	Some examples of integration of knowledge base with practice	No examples of integration of knowledge base with practice
Critical thinking (Bloom's Taxonomy)*	Evidence of synthesis and evaluation	Evidence of application and analysis	Evidence of knowledge and comprehension
Organization/structure	Well-defined topic and well-organized supporting documentation of the topic	Not well-defined topic and not well-organized supporting documentation of the topic	No defined topic and disorganized supporting documentation of the topic
Content	Topics chosen are relevant to the competency	Topics chosen are somewhat relevant to the competency	Topics chosen are not relevant to the competency

Bloom's Taxonomy of Cognitive Outcomes

Knowledge	Remembering previously learned material, including facts, vocabulary, concepts, and principles
Comprehension	Grasping the meaning of material
Application	Using abstractions, rules, principles, ideas, and other information in concrete situations
Analysis	Breaking down material into its constituent elements or parts
Synthesis	Combining elements, pieces, or parts to form a whole or constitute a new pattern or structure
Evaluation	Making judgments about the extent to which methods or materials satisfy extant criteria

Driscoll, M. P. (2000). *Psychology of Learning for Instruction.* (2nd ed.). Needham Heights, MA: Allyn & Bacon.

RUBRIC FOR PORTFOLIO/COMPETENCY EVALUATION

Portfolio	3	2	1
Knowledge base	Evidence of knowledge base comes from a variety of sources	Evidence of knowledge base comes from one or two sources	No evidence of knowledge base
Reflection	Evidence of changed perspective and practice	Evidence of changed perspective and plans for a changed practice	No evidence of changed perspective and practice
Integration of knowledge base and practice	Multiple rich examples of integration of knowledge base with practice	Some examples of integration of knowledge base with practice	No examples of integration of knowledge base with practice
Documentation*	Evidence of three major forms of documentation present	Evidence of two major forms of documentation present	Evidence of one major form of documentation present
Evidence of growth in personal and professional development	Evidence of growth in personal and professional development	Evidence of growth in either personal or professional development	No evidence of growth in personal or professional development

***Three major forms of documentation**

1. Reflection
2. Verification by others
3. Artifacts demonstrating integration of skills, knowledge and attitudes

RUBRIC FOR EFFECTIVE REGIONAL GROUP MEETINGS

Categories	On Track	In-Effective
Meet 7-12 x's a year	Meet at least 7 x's a year with well planned agenda/ purpose for mtg.	Meetings get cancelled.
Purpose	Everyone in the group knows and has ownership in setting the purpose for each meeting. Purpose is well defined. (All understand the purpose for RG's in general as well.)	Meeting simply to meet minimum requirements.
Preparation for Meeting & Sharing of Roles	Agenda is set ahead of time with input from all members to establish topic/ theme. Each member knows his/her responsibility to prepare for each meeting and prepares materials to share at each meeting, etc. Members all take a role. Roles are rotated periodically to ensure equal participation and variety of viewpoints, thoughts, and structures. These roles are chosen before each meeting so all can prepare accordingly.	Agenda is not set before meeting, members are not sure what they are responsible for sharing/ bringing at each meeting, topic/ theme for meeting is not set ahead of time, members run out of time to prepare anything ahead, etc. One member leads the group, sets agenda, records minutes, etc.
Use of Time & Equal Participation	20% of meeting is spent on team building (all members intentionally share information about themselves, and when possible, this personal information sharing is connected to the learning topics/themes of the meeting). All members play an active and equal role in each part of the meeting (sharing, discussing, presenting, engaging in the learning, reflection, feedback, etc.). Members monitor equal participation and help to adjust accordingly to ensure equal participation by all members. Members use a "parking lot" for miscellaneous items that arise. Members adhere to time limits set for each agenda item (put items on next agendas if more time is needed).	More than 20% of meeting time is spent on casual conversation. Some members share information about themselves during casual conversation. One person uses more than 20% of the time reporting out on personal progress. Agenda items get ignored because conversations continue at length, etc. A few members dominate the discussion/sharing time. A few members prepare/share while others simply listen.
Shared Learning/ Positive Interdependence	All members actively engage to construct new learning during every meeting, both from information shared by other members and from information shared personally. Scholarly readings are shared and discussed to enhance all members'	Members report on tasks completed. Members simply listen politely to member progress reports. Members share own

	knowledge bases/competencies. All members explain and dialogue about their thoughts to bring new understandings, etc. Members reflect on what they have gained to take them to a new level of understanding as well. Members reflect on what they added to the meeting and what they are taking away from the meeting in order to learn and grow from what each other brings to the table. All members benefit from the learning/ sharing of each member - a gain for one is a gain for all.	progress and get feedback. Members do not internalize or make connections between what is being shared and own work/learning. Some members do not gain from the learning/meeting experience.
Celebrating Progress	Time is devoted to celebrating personal and group member success at each meeting both in concrete assignment accomplishment as well as learning that is occurring in the program.	Members rarely acknowledge own progress and others' progress.
Wrap-up/ Closure	Time is built into the meeting for review of the learning (reflection) during the meeting and personal learning is noted. Closure occurs at the end of each meeting to reflect on success of meeting/ suggestions for improvement next time, to review minutes, and to set agenda items for next meeting. All members set own responsibilities that will add to the learning experience at the next meeting, etc.	Meetings end when someone has to leave. Agenda is not reviewed and possibly not completed. Learning during the meeting is not reviewed. Agenda is not set for next meeting, etc.
Minutes	Minutes are intentionally kept at each meeting to capture the highlights of the learning experienced, minutes are reviewed as part of the closure, and minutes are submitted before members leave the meeting. Each member takes a turn being responsible for leading the minute keeping, reviewing of minutes, and posting.	A few notes are jotted down, and then someone submits these at some point when he/she gets time.

Reference List

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Katzenbach, J. & Smith, D. (2001). *The discipline of teams: A mindbook-workbook for delivering small group performance.* John Wiley & Sons, Inc., USA.

Kelsey, D. & Plumb, P. (2004). *Great meetings! great results: A practical guide for facilitating successful, productive meetings.* Portland, ME: Great Meetings! Inc.

Kostner, J. (1994). *Virtual leadership: Secrets from the roundtable for the multi-site manager.* New York, NY: Warner Books, Inc.

Lencioni, P. (2002). *The five dysfunctions of a team: A leadership fable.* San Francisco, CA: Jossey Bass.

Regional Group Rubric – revised 1/2006
Jennifer W. Dove, PhD, Regional Group Coordinator
Andrews University Leadership Program

Appendix C: Evaluation of Research

Entering Assessment of Research Competency
Entering Evaluation of Research Competency and Reccommendations:

Entering Assessment of Research Competency:

Name ________________________ Degrees ___________________________________

Place a check mark in the areas where you feel competent:

Every leader is a researcher on some level and as such is expected to . . .	**Qualitative**	**Quantitative**	**Comments:**
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 – analyze and synthesize literature			
Relate research to the body of knowledge in leadership or professional field			
Select appropriate research designs			
Explain standards for data collection – HSRB approval			
Conduct basic data analysis			
Adequately communicate research findings			

Entering Evaluation of Research Competency and Recommendations:

Name________________________________ **Date_________________________**

Prior Graduate Research Experience and Training:

Graduate Research Classes Completed:

_________________________________ _________________________________

_________________________________ _________________________________

Research Experiences:

____

____

____

IDP Recommendations:

- ❑ **EDRM505 Research Methods in Education and Psychology**
- ❑ **EDRM611 Applied Statistics in Education and Psychology I**
- ❑ **EDRM612 Applied Statistics in Education and Psychology II**
- ❑ **EDRM605 Qualitative Research Methods in Education and Psychology**
- ❑ **Other**

Appendix D: Graduate Forms

http://www.andrews.edu/leaderpart/Forms/index.shtm

Report of the Student's Dissertation Committee
Graduate Petition
Request for Doctoral Dissertation Committee and Topic Approval
Portfolio Completion Form

ANDREWS UNIVERSITY
School of Education

NAME______________________________ ID #______________
Last *First*

E-MAIL______________________________

Date______________

REPORT OF THE STUDENT'S DISSERTATION COMMITTEE

Address ______________________ Degree EdD ________ PhD ____________

Major Area ________

Phone ______________________ Cognate Area ______________________
If Applicable

Please use for one purpose only.

1. **Dissertation Proposal** (Attach proposal) ( ) Turabian ( ) APA

Committee Members: (Print or Type) **Signature:** (Indicates Approval)

______________________ ______________________
CHAIR
______________________ ______________________
______________________ ______________________
______________________ ______________________

ANTICIPATED DATE OF COMPLETION:

____/____/____
Day / Month / Year

______2. **Oral Defense of Dissertation**

Oral Defense Evaluation		Document Evaluation	
Approve the defense	☐	Pass	☐
Reject the defense:	☐	Pass with minor revisions	☐
a. opportunity for another defense	☐	Pass with major revisions	☐
b. no further opportunity for defense	☐	No Pass	☐

Committee Members: (Print or Type) **Signature:** (Indicates Approval)

______________________ ______________________
CHAIR
______________________ ______________________
______________________ ______________________
______________________ ______________________

APPROVED ______________________ Date______________
Department Chair/Program Coordinator

______________________ Date______________
Dr James Jeffery, Dean/Director of Graduate Programs

Original: GP Files; Copies: Student, Diss Chair, Records
P:\SED - GRAD\DOCTORAL FORMS\DISS PROPOSAL & ORAL DEFENSE REPORT.DOC SED 8/05

Name: ______________________________
last first

Email: ______________________ ID: ____________

ANDREWS UNIVERSITY

GRADUATE PETITION

School: ______________________ Degree: ____________

Concentration/Emphasis: ______________________ Bulletin: ____________

Anticipated graduation date: ______________

Mailing Address: ______________________ Phone: ____________

REQUEST

REASON

Student ______________________ Date ____________

Recommended

Academic Adviser ______________________ Date ____________ For MAT only: Content Adviser ______________________ Date ____________

Department Chair/Program Coordinator ______________________ Date ____________

Approved

School Dean/Director of Graduate Programs ______________________ Date ____________

*Graduate Dean (if necessary) ______________________ Date ____________

*The graduate Dean's signature is needed for any exceptions to minimum standards voted by the Graduate Council, including exceptions to policies for provisional/regular admission (including English language standards), normal course loads, residency, degree candidacy and deadlines, time limitations on degrees, credit transfers, second degrees, updating, grade changes, grade-point average requirements, academic probation, comprehensive examinations, projects/theses/dissertations, application for graduation deadlines, etc.

Original: Records Office; Copies: Student, Adviser, GP Virtual Files

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ANDREWS UNIVERSITY
School of Education

NAME ______________________________
Last First
E-MAIL ______________________________

ID # ________________

REQUEST FOR DOCTORAL DISSERTATION COMMITTEE AND TOPIC APPROVAL

Address ______________________________ Degree and Major Area ______________________________

______________________________ Phone ______________________________

Topic Diversity related? No ☐ Yes ☐ Why: ______________________________

Title: ______________________________

Description: ______________________________

Methodologies (Indicate major methodology used in dissertation and methodologies included on course plan)

Type	Major methodology of dissertation	Methodologies included on course plan Basic (one for EdD; two for PhD)	Advanced (one for PhD)
Documentary			
Evaluation			
Measurement			
Qualitative			
Statistics			

Committee

THIS COMMITTEE WILL ASSIST THE STUDENT IN THE DISSERTATION WRITING STAGE AND THROUGH THE ORAL DEFENSE.

Members must meet the following criteria:

- one or more familiar with the content (literature)
- one or more familiar with the methodology
- two of the 3 members from full time AU faculty at the appropriate category
- at least one member from the School of Education
- third member may be from AU graduate faculty at the appropriate category or a person outside AU with a scholarship record equivalent to AU appropriate category.

	Indicate the Category	Please Check: Content Expertise	Methodology Expertise	Committee Member's Signature
1. ____________ Chair	______	☐	☐	____________
2. ____________	______	☐	☐	____________
3. ____________	______	☐	☐	____________
4. ____________	______	☐	☐	____________
5. ____________	______	☐	☐	____________

Indicate Methodology Consultant for dissertation workload.

APPROVED ______________________________ Date ______________
Department Chair

______________________________ Date ______________
Director of Graduate Programs

Andrews University
School of Education

Name ______________________________

ID# ______________________________

PORTFOLIO COMPLETION FORM

Degree ❑ EdD ❑ PhD ❑ EdS ❑ MA

Address____ ______________________

Dept ______________________________

_________ ________________________

Program ______________________________

Phone ______________________________

BEFORE PRESENTATION:

PRELIMINARY APPROVAL OF PORTFOLIO FOR PRESENTATION BY PROGRAM TEAM (COMPETENCIES SIGNED OFF ONLINE)

Team Chair/Advisor ______________________________ Date ______________________

Program Team Member ______________________________ Date ______________________

READINESS OF SYNTHESIS PAPER FOR PRESENTATION WITH PORTFOLIO

Team Chair/Advisor ______________________________ Date ______________________

Program Team Member ______________________________ Date ______________________

ALL COMPETENCIES MUST BE SIGNED OFF ONLINE BY THE REGIONAL GROUP, ADVISER, AND TEAM MEMBER PRIOR TO PORTFOLIO PRESENTATION. ALL SIGNED COMPETENCY COMPLETION FORMS MUST BE ATTACHED TO THIS FORM.

- ☐ COMPETENCIES SIGNED OFF (ATTACHED)
- ☐ SYNTHESIS PAPER RECEIVED
- ☐ DATE SET FOR PRESENTATION AND ANNOUNCEMENT: ______________________

Team Chair/Advisor ______________________________ Date ______________________

Program Coordinator/Dept Chair ______________________________ Date ______________________

AFTER PRESENTATION:

APPROVAL OF PORTFOLIO (ORAL PRESENTATION, ARTIFACTS, AND SYNTHESIS PAPER)

Team Chair/Advisor ______________________________ Date ______________________

Program Team Member ______________________________ Date ______________________

Program Team Member ______________________________ Date ______________________

FINAL APPROVAL

Major Advisor ______________________________ Date ______________________

Program Coordinator/Dept Chair ______________________________ Date ______________________

Dean of the School of Education ______________________________ Date ______________________

Director of Graduate Programs ______________________________ Date ______________________

Appendix E: Dissertation Timelines in Leadership

The Dissertation and Portfolio Timeline in the Leadership Program

Time Line	Event	Persons involved
As early in the program as possible	Select topic	Participant in dialogue with potential committee members (faculty)
As topic takes shape	Select dissertation committee	Participant, potential committee members, Director of Graduate Programs
As early as second program semester	**Receive Topic Approval**	Dissertation committee
As early as second program semester	**Take LEAD880**	Dissertation committee
As early as third program semester	**Receive Dissertation Proposal Approval:** including a proposed timeline	Dissertation committee
Before data collection	**Receive Institutional Research Approval**	Institutional Review Board, Dissertation Committee
	Submit Completed Chapters to Chair/Committee, Chapter by Chapter, or as Agreed with Chair. Continue additions and revisions to complete the first draft of the final copy.	Dissertation committee
At least **eight** weeks prior to defense	**Submit Revised Final Draft**. Include a copy of the dissertation and abstract, complete in every respect, including all chapters completely edited with all appendices, bibliography, figures, tables numbered and three-hundred-fifty-word abstract. Students who present an incomplete manuscript cannot receive a favorable decision. Request defense date.	Dissertation committee
At least **five** weeks prior to defense	**Schedule a Pre-Defense Meeting** of the committee (with the candidate) to approve document for defense. If approved, your chair confirms the requested defense date with the Secretary of SED Graduate Programs by completing a "Readiness for Defense" form. Identical copies of the approved document must be submitted to: Each committee member Secretary of SED Graduate Programs Dissertation Secretary	Dissertation committee, Secretary of SED Graduate Programs, Dissertation Secretary
At least **three** weeks prior to defense	In consultation with the Dissertation Chair, SED Dean chooses an external examiner	SED Dean, Dissertation Chair
At least **three** weeks prior to defense	**Finalize the Defense Date**	Chair in consultation with all parties concerned
At least **four** weeks before graduation	**Defend Dissertation**	Dissertation committee, External Examiner, Director of Graduate Programs, Dean of SED
At least **three** weeks prior to graduation	**Submit Dissertation Document to Dissertation Secretary.** This submission must include all changes requested by Committee at Oral Defense. Committee Chairperson (Dissertation Advisor) must sign off regarding changes before the Dissertation Secretary can complete final review.	
At least **two** weeks prior to graduation	**Comply with Format Guide**. Changes must be made and submitted to the Dissertation Secretary by two weeks prior to graduation.	Dissertation Secretary, Dissertation Chair.
Between **two and four** weeks before graduation	**Present Portfolio to the Faculty and present/celebrate with Regional Group**	LEAD Faculty, Regional Group

Appendix F: Commonly Asked Questions

10 Commonly Asked Questions and Answers

<u>**Question**</u>	<u>**Answer**</u>
1. ***How long does it take to complete a Leadership degree?***	<u>**MA**</u>**:** 2-3 years <u>**EdS**</u>**:** 3 years <u>**EdD/PhD**</u>**:** 3-5 years (maximum allowed = 7 years)
2. ***How much time must I spend on the Andrews University campus?***	Participants must attend an orientation (1 week) to begin their program. Then, each successive July, they must attend the 3-day "Roundtable Conference" at Andrews University.
3. ***How much does the program cost?***	<u>**MA**</u>**:** $700 per credit (approximately $25,200 for entire degree) + fees that are subject to change <u>**EdS/EdD/PhD**</u>**:** $816 per credit (approximately $22,848 for EdS and $39,400 for EdD/PhD degree) + fees that are subject to change
4. ***Do you have online courses?***	Yes, we have three required online courses. You will have the option to work on your remaining credits through independent studies, intensives, and field work experiences. The objective is to strengthen your knowledge base so that you can demonstrate the competencies in your workplace.
5. ***May I take classes on campus?***	Yes, this is an option that you can discuss with your advisor. Leadership participants often take summer intensives around the Roundtable Conference (especially Statistics).
6. ***How many credits must I take?***	<u>**MA**</u>**:** 36 semester credits <u>**EdS**</u>**:** 28 semester credits (plus 36 transfer credits from MA) <u>**EdD/PhD**</u>**:** 48 semester credits **-** 32 course credits based on the competencies, and 16 dissertation credits. We also accept up to 42 graduate transfer credits that are a B or above. (These are in addition to your 48 credits, totaling 90 credits.) If you have less than 42 graduate transfer credits, you can take extra Leadership course credits to bring the total to 90 credits.
7. ***What if I need to make changes in my program or credits?***	You'll be pleased with the flexibility in the Leadership Program. As participants experience changes in their lives and/or jobs, they can adapt their IDPs and Credit Checklist/Courseplans accordingly in consultation with their advisor. *Please note that one cannot change credits that have already been registered for in the past.
8. ***If I am working on my degree in a field-based program, how will I receive academic advising and guidance?***	You will have a faculty advisor that will mentor you throughout your degree program. You will also meet at least 7 times each year with a regional study group consisting of fellow Leadership participants. The group provides collegiality and support within a small learning community.
9. ***How long does it take to complete a dissertation?***	The dissertation stage often takes 2-3 years, sometimes longer. It is advisable not to rush the dissertation process, but to think of it as a chance to research a topic that you are passionate about.
10. ***What if a life-situation arises in which I cannot work on my program?***	If you are unable to work on your program for more than two semesters, it is advisable that you request to be inactivated. Then, when you are ready to be reactivated, your request will be reviewed by the faculty and you may be assigned a new advisor. Most people find that they are able to successfully reactivate into the Leadership Program.

Appendix G: Leadership Faculty, Staff, & Specialty Faculty Members

Leadership Department Faculty and Staff Members

Shirley Freed, PhD
Professor of Leadership &
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(269) 471-6163
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Educational Administration
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Leadership
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Fax #: (269) 471-6560
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Lynsey Porter
Administrative Assistant
Educational Administration
(269) 471-3487
Fax #: (269) 471-6560
porter@andrews.edu

Specialty Leadership Faculty Members

Name	Position	Expertise	E-mail
Hinsdale Bernard, PhD	Professor, University of Tennesse, Chattanooga, TN	Quantitative Research, Mentoring, and Motivation & Expectancy Theory	hbernard@andrews.edu
Pam Cress, PhD	Associate Professor, School of Social Work Walla Walla College, WA	Administration, management, policy, and bereavement	Crespa@wwc.edu
Jennifer Dove, PhD	Director of Teaching, Learning, & Technology Groton, NY	Effective Instruction, Qualitative Research, and Group Dynamics	jwdove@stny.rr.com
Marilyn Eggers, PhD	Distance Education Director, La Sierra, CA	Educational technology	marilyne@verizon.net
Troy Fitzgerald, PhD	Pastor, Walla Walla College, WA	Learning Theory, Pastoral Ministry, Technology, and Mentoring	burns258@umn.edu
Vinjar Fonnebo, PhD	Professor of Preventative Med. & Director of National Research Center Norway	Introductory Stats and Research Methods	Vinjar.Fonnebo @fagmed.uit.no
Barry Gane, PhD	Youth Director Australia	Church Growth, Human Development, Youth Ministry	bgane@andrews.edu
David Heise, PhD	Group IT Manager, Sanitarium Health Foods, Australia	Technology	dheise@pacific.net.au
Elsie Jackson, PhD	Professor, Northern Caribbean University, Jamaica	Ed. Psychology, Social Systems, and Women's Issues	elsiej@andrews.edu
Loretta Johns, PhD	Assistant Dean, School of Medicine Loma Linda University, CA	Leadership, and Business Education	johns@andrews.edu
Paul Kaak, PhD	Consultant	Church Growth, Social Systems	GOK2AK@aol.com
Marianne Kirner, PhD	Director, Special Education Research Center, CT	Educational Intervention	kirner@ctserc.org
Naomi Ludman, PhD	Director of Developmental Studies, Southwestern Michigan College	Adult Education	nludman@swmich.edu
Dale Mancini, PhD	General Supervisor of Engineering Specifications Technical Data, General Motors, Detroit, MI	Human resources and personnel morale	Dmancini11 @wowwaycom
Jean Papandrea, PhD	Classroom Intervention Coordinator of Instructional Assessment and Reading, PA	Educational Intervention	jpapandrea@stny.rr.com
Susan Smith, PhD	Associate Professor, School of Social Work, Walla Walla College, WA	Distance Education	smitsu@wwc.edu
Karen Stockton-Chilson, PhD	Director, Modoc County Health Services Department, CA	Social Work and Education	stockton@andrews.edu
James A. Tucker, PhD	Professor, University of Tennessee, Chattanooga, WA	Leadership, Learning Theory, and Educational Psychology	jatuck@mac.com

Topical Index