Leadership
A PLATFORM FOR SERVICE

Handbook
2008 - 2009

School of Education ♦ Andrews University

Table of Contents

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 specific courses are required, 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 2008 will take precedence. Leadership participants should also access the participant webpage: http://www.andrews.edu/leaderpart/, and the Andrews University graduate page: http://www.andrews.edu/grad 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 overseas 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, a distinctive Seventh-day Adventist Christian institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world. Andrews University students will:

SEEK KNOWLEDGE as they

- Commit to a mindset of intellectual discovery
- Demonstrate the ability to think clearly and critically
- Communicate effectively utilizing multiple media
- Understand the arts, letters, and sciences from a Christian point of view
- Become competent to serve humanity in their chosen disciplines and professions
- Prepare for meaningful work in a complex, technological and global society

AFFIRM FAITH as they

- Nurture life in the Spirit
- Deepen their faith commitment and practice
- Demonstrate personal and moral integrity
- Embrace a wholesome way of life
- Respect ethnic and cultural diversity

CHANGE THE WORLD as they go forth to

- Cultivate the capacity for creative problem-solving and innovation
- Commit to generous service through civic engagement
- Create a caring culture of global leadership
- Carry out the world-wide mission of the Seventh-day Adventist church

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, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for 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, pp. 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 and 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, and 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 and 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 and 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 leadership and learning groups, and the annual Roundtable 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 Leadership and Learning Plan (LLP), 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, leadership and learning 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 demonstrates, there are three major program areas in the Leadership and Educational Administration Department. The first program is K-12 Educational Administration, the second Higher Education Administration, and the third is Leadership. All 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; Leadership has an additional 3-day conference. All three have MA, EdS, EdD, and PhD degree options (with Educational Administration also having graduate certificates). They have the same tuition for similar degrees. All provide strong distance education options so that participants do not have to move to campus to complete their graduate education. All three 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. All programs share the same excellent faculty and staff who provide effective distance education and communication. All three programs are competency-based, with the K-12 Educational Administration program guided by 9 standards, the Higher Education Administration program guided by 16 outcomes, and the Leadership Program focused on at least 15 competencies. All programs necessitate participants completing and passing a portfolio assessment to demonstrate that they meet standards, outcomes, or competencies. All programs also have doctoral options which require an extensive research competency and a dissertation.

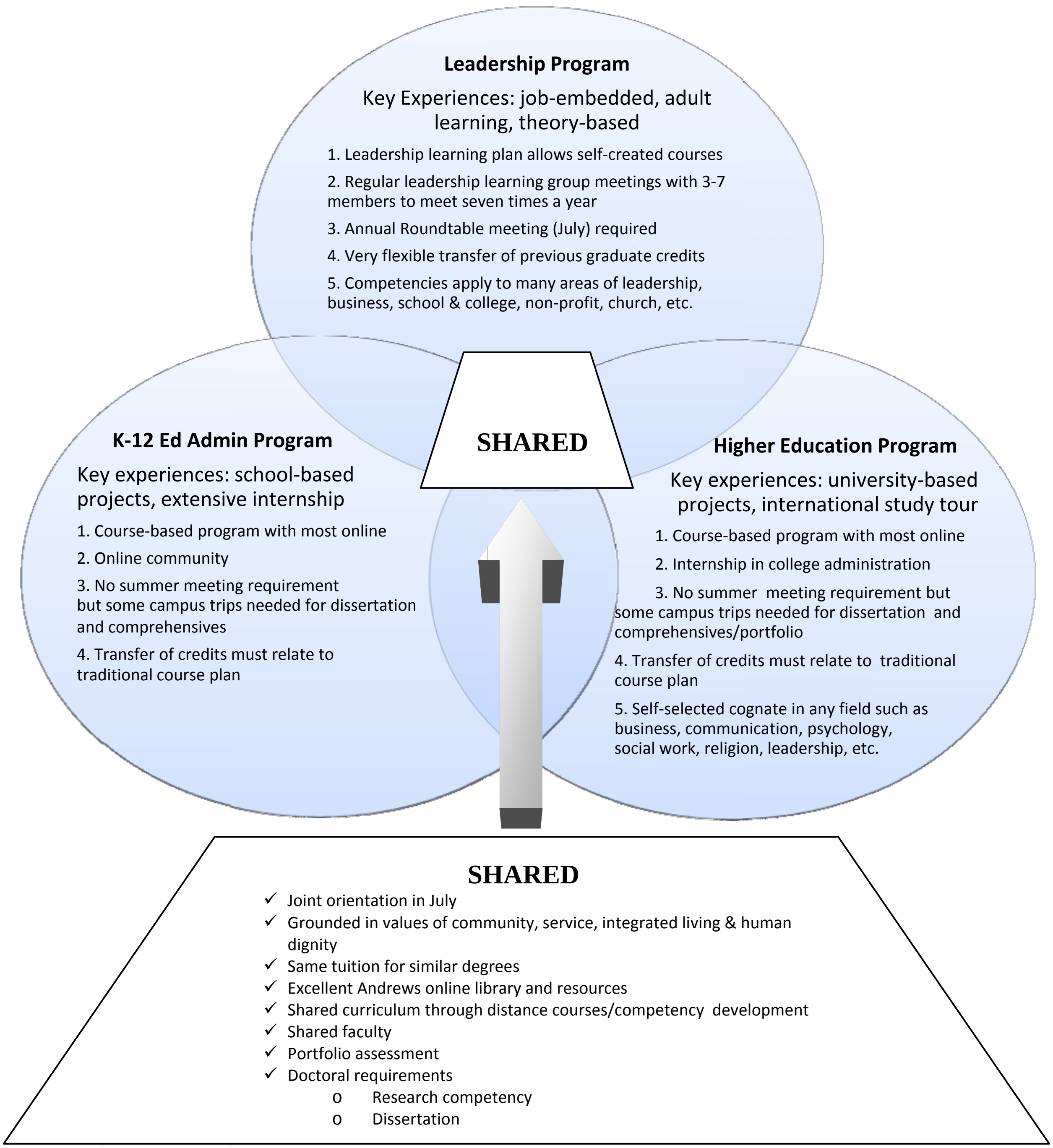
There are also some differences between these three programs. The K-12 Educational Administration program is designed around online course work that prepares administrators to serve in educational institutions. Educational Administration programs cover traditional topics like leadership and vision, curriculum and educational programming, finance, human resources and staff development, facilities, community and public relations, ethics, law and policy, technology, research, and philosophy. While the department is very eager to help participants transfer credits into their programs, transfer credits to the K-12 Educational Administration program must align with the required standards.

While the Higher Education Administration programs are also based on the traditional topics listed above, the program is directed towards training high quality mid-level administrators for postsecondary institutions. Assistant deans, assistant to the president, director and in-service directors, department chairpersons in selected areas, and program managers are thoroughly prepared for advancement and service to higher education entities. While the department is very eager to help participants transfer credits into their programs, transfer credits to the Higher Education program must align with the required outcomes.

The Leadership Programs are less traditional, based on individualized program development, and serve a wider variety of leaders, such as hospital administrators, business administrators, entrepreneurs, and church and civic leaders. MA, EdS, EdD, and PhD degrees are available in Leadership. Throughout their education, participants in Leadership must have regular meetings with a leadership and learning group that typically consists of 3-7 participants at different stages of graduate work. These leadership and learning groups provide guidance, education, encouragement, and peer-evaluation and accountability. While in the program, participants must attend the annual Roundtable conferences (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, all 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.



Program Foundations

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 this: "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.

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

Pedagogy for Reflection

The learning theories under girding the Leadership program are inter-related in a way to engender the development of reflection as a life principle. Why reflection? First, we believe leadership is fundamentally about change and that change does not occur without reflection. Our definition of reflection is that it is a thought process whereby one enters a dialogue about one's beliefs and practices. D. A. Schön's[2] idea of reflection is that it is "on practice," "during practice," and "for practice." We concur and are intentional about embedding reflective activities in the program. Several learning theories embrace reflective thought as part of the learning process.

Kolb's[3] experiential learning theory provides the basis for a job-embedded, competency-based experience to connect to theoretical ideas. In his cycle, the learner moves through concrete experience to reflective observation, theoretical analysis, and application. We view this cycle as a spiral representing the expectation (need) for many opportunities for each aspect of the cycle to take place for in-depth learning.

Knowles'[4] theory of adult learning helps us move from a transmission model of graduate education to a transformation model which allows for choices, individual development, and a deep respect of the adult learner. Each participant experiences the social construction of knowledge[5] through many opportunities to interact with colleagues.

What do we mean by a "pedagogy for reflection"? This means that specific program requirements contribute to the development of reflection. Activities that involve dialogue and writing require participants to reflect – to think critically about who they are and how they practice leadership.

During the orientation, participants begin to develop their vision/narrative. This is a reflective activity whereby life experiences are recalled and revisited to understand how they impact current leadership beliefs and practices. The regional learning communities, as well as the annual Roundtable conference and many individual interactions with faculty, are opportunities for reflection.

The portfolio process is an ongoing process whereby participants develop and provide evidence of competency. Reflection papers demonstrate the conceptual linkages between practice and theory. The final synthesis paper and oral presentation give each participant an opportunity to reflect back to the beginning of their leadership program and articulate how they have changed (grown) and identify further growth possibilities.

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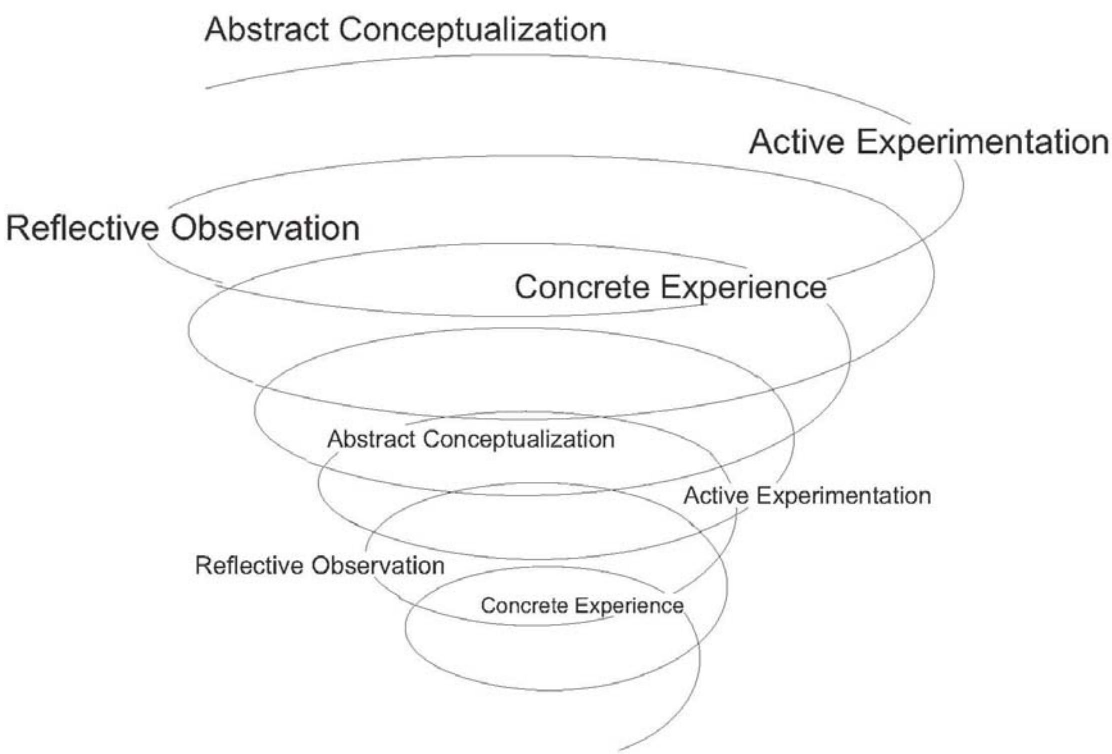
[2] Schön, D. A. (1983). *The reflective practitioner.* New York: Basic Books.
[3] Kolb, D. A. (1984). *Experimental learning: Experience as the source of learning and development.* Vol. 3. Englewood Cliffs, NJ: Prentice Hall.
[4] Knowles, J. S., Holton, I. E. F., & Swanson, R. A. (1998). *The adult learner: The definitive classic in adult education and human resource development* (5th ed.). Houston, TX: Gulf.
[5] Vygotsky, L. (1986). *Thought and language.* Cambridge, MA: MIT Press; and Johnson, D. W., Johnson, R. T., & Smith, K. A. (1991). *Active learning: Cooperation in the college classroom.* Edina, MN: Interaction.

Each aspect of the leadership program develops reflection in the participants; together they represent our unique "pedagogy for reflection." After more than ten years of practicing a "pedagogy for reflection" we have come to realize that one of the major outcomes of such a pedagogy is the "wholeness" felt by our graduates. Yes, they often talk about how their lives are no longer as fragmented. They have a strong sense of purpose and direction. They know their place in this world and live with integrity and commitment. We are coming to believe that our "pedagogy for reflection" is really a "pedagogy for wholeness," and we will continue to embrace and strengthen leadership learning experiences that contribute to this kind of transformation.



Kolb's Experiential Learning Cycle

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, group, 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 understands social systems and is accountable to others and endeavors to see that family, community, and environmental needs are met in local and, as appropriate, in global ways.

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.

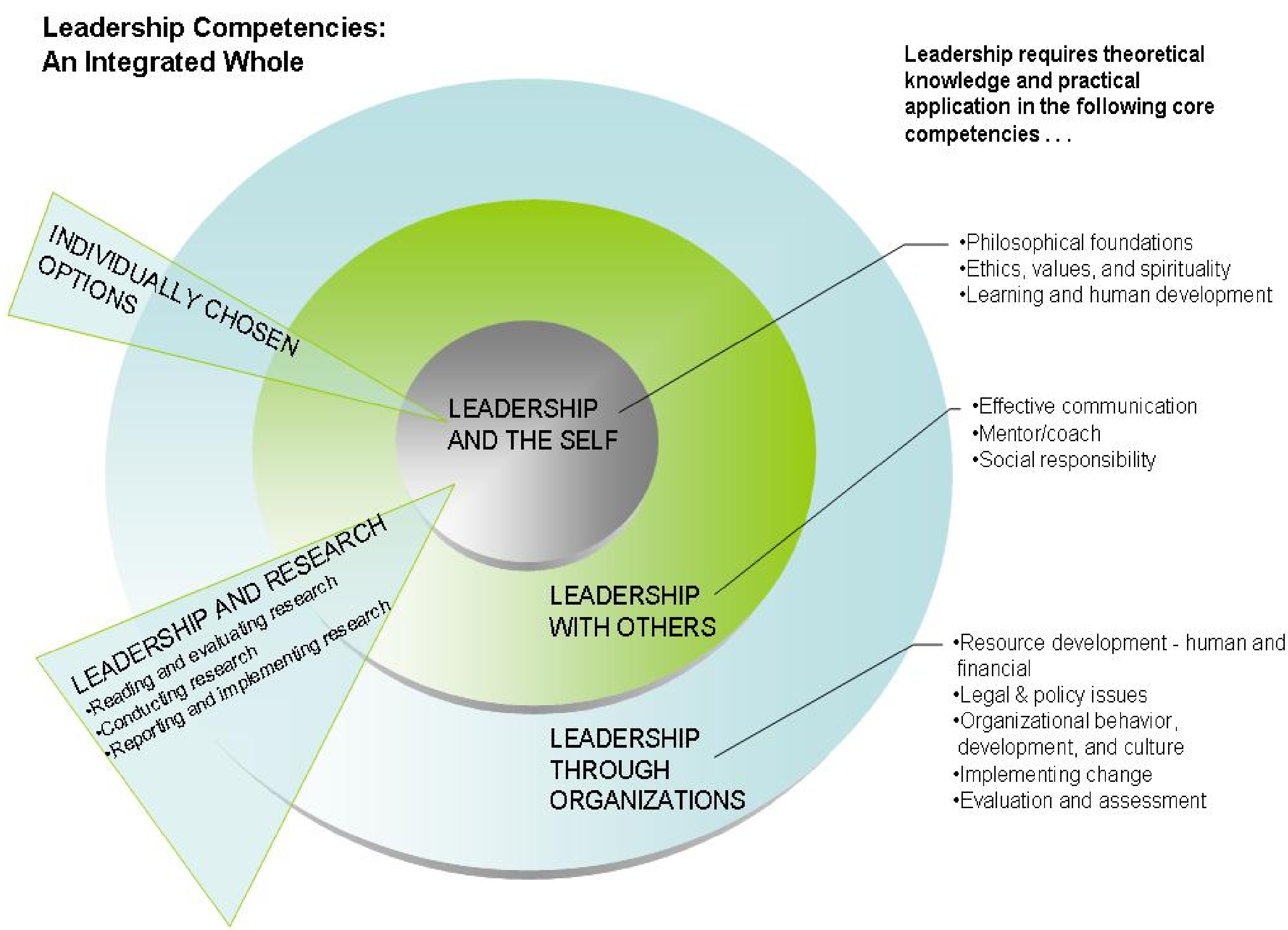
4. **Leadership and Research**: This cluster of competencies focuses on the need to use data to communicate, persuade, and make decisions, and to contribute to the knowledge base for

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: The accompanying graphic that attempts to illustrate the inter-dependent configuration of the competencies.



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 leadership and learning group/learning community meetings. These meetings are usually held on a monthly basis *but at least* seven times per year. However, each leadership and learning group is responsible for planning, scheduling, and reporting its activities.
    3. The annual Roundtable conference which takes place each July, and is mandatory.
- 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 able to activate their Andrews username and create their password when officially accepted. This login will be used for all Andrews and department programs.

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 languge 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, i.e. requirement to take LEAD535 Graduate Writing Class, EDRM611 Statistics within your 2nd semester, maintain a 3.5 GPA for first 12 graded credits, etc. These provisions must be met and regular status must be granted within the first year of acceptance. **In the event a participant on provisional status fails to meet the specifications of their acceptance, they may be released from the program.** It is vital that you take your provision(s) very seriously and endeavor to comply and be recategorized to regular status as soon as possible.

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 leadership and learning group fewer 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 Program 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.

Leadership and Learning Plan (LLP) Program Team

The Leadership and Learning Plan (LLP), formerly known as the Individual Development Plan (IDP), will be explained during the orientation. After the orientation, and in most cases after the LLP 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 leadership and learning group/learning community, will work with the participant throughout the development and approval of the LLP 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 at least one at the "distinguished" level, three at the "proficient" level, and the rest at the "satisfactory" level (see "Competency Evaluation Rubric" in Appendix B). Each competency is reviewed by the leadership and learning group and approved by three faculty 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).
    4. Submission of a research-based article to a peer-reviewed publication.

> ***Important:*** **DIFFERENCE BETWEEN THE EdD AND PhD**
>
> **The EdD requires competence in one genre of research. 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. This 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 at least two at the “proficient” level, and the rest at the “satisfactory” level (see “Competency Evaluation Rubric” in Appendix B). Each competency is reviewed by the leadership and learning group and approved by three faculty 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).
4. Submission of a research-based article to a peer-reviewed publication.

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. The participant and an assigned advisor will select a second faculty reader who will assist in the successful completion of the project.
- A successful comprehensive evaluation, consisting of:

    1. The development of a portfolio demonstrating mastery of at least 15 competencies, with all at the “satisfactory” level (see “Competency Evaluation Rubric” in Appendix B). Each competency is reviewed by the leadership and learning group and approved by two faculty 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 at least 15 program competencies (see section on Assessment).

Program Components

Leadership and Learning Plan (LLP)

Formerly referred to as the Individual Development Plan (IDP), the Leadership and Learning Plan (LLP) is where participants develop and outline a plan as to how the competencies will be fulfilled. This LLP 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 LLP 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 LLP 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 LLP 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 LLP 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 LLP, but it needs to include past and future planned experiences as they relate to the competencies.

Ultimately, the second part of the LLP 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 LLP is a list of credits. The planned experiences in Part II of the LLP 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 online on the Leadership home page by visiting the website: http://www.andrews.edu/leaderpart/, then "Leadership Restricted Services," and entering your Andrews username and password. This course plan is an unofficial list of your courses and is provided for your planning purposes. It may not accurately reflect all you have registered for. 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. You may view your official Andrews University academic record on your iVue page: www.andrews.edu, vault/account access, iVue, View University Academic Record (next to the yellow bar).

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 from Andrews University. A DMin graduate can petition for advanced standing based on their LLP. **NOTE:** Advanced standing acceptance has a time limit of 5 years)
- A total of 16 credits of dissertation work, two of which are in proposal development.
- At least 42 additional graduate semester 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 semester 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 Master's (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.

- A maximum of 7 graduate credits may be transferred in from an accredited university (minimum grade of B or higher).

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 LLP

Work on the LLP 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). During the development of the LLP, the leadership and learning group will review the contents. Simultaneously, the participant may confer with their advisor. After submission to the advisor, the faculty will form the Program Team by assigning a second faculty member. This team may offer additional feedback for further revisions prior to approval. Figure 1 illustrates a process whereby the LLP can be consolidated into major sections for review, with an explanation following.

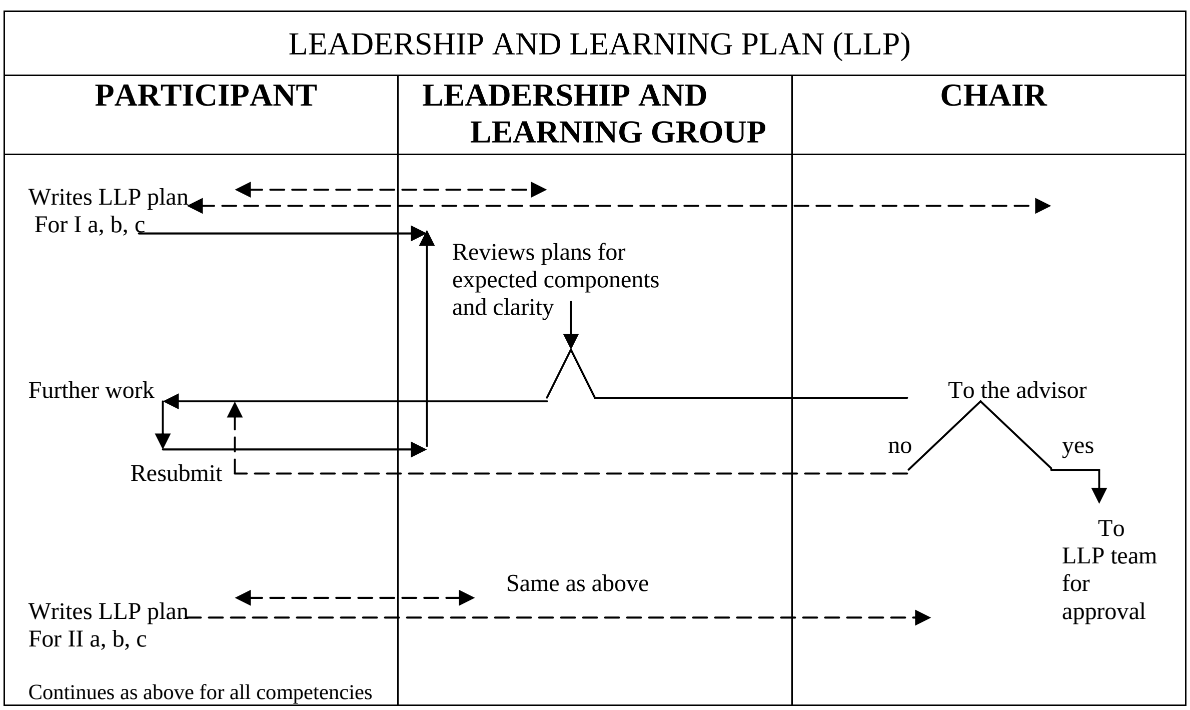


Figure 1 (previous page). The writing of the LLP is a recursive process going from part to whole and back to part again. The broken line represents continuous connection between participant and advisor, or participant and leadership and learning group, whereas the unbroken line represents a flow of activities. The participant submits the final LLP document to the advisor, who secures the required signatures from the Program Team and Program Coordinator.

Changes to an Approved LLP

The Leadership faculty recognizes that unforeseen opportunities and circumstances may occur after a participant has an approved LLP. Additional experiences that strengthen the competencies and focus in the program may be included in the portfolio without changing the LLP on file. However, deletions of items in an approved LLP 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 LLP on file. Additionally, changes in Part III of the LLP (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.

LLP Requirements

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

Leadership and Learning Group/Learning Community Participation

Because the leadership and learning 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 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 live in the same geographic region and meet face-to-face, 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/ leadership and learning group.

- Leadership and learning groups are to be composed of three to seven members. In each case, there must be at least two members of the leadership and learning 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 leadership and learning group members, but at least two of the group members must be active participants in the program.
- The leadership and learning group reviews the LLP for each member while in the process of being submitted for faculty review.
- Each leadership and learning group member collaborates with other members around their dissertation topic selection, proposal, and final paper or research project.
- Faculty attend leadership and learning 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.
- LLG's are allowed two faculty visits per year. 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, it is preferable to invite a different faculty member for each group visit. The leadership and learning group reviews the portfolio of each member before it is submitted to the LLP Program Team for approval.
- Each leadership and learning group is responsible for planning, scheduling, and reporting its activities.

Annual Roundtable Conference (LEAD600)

Attendance at the entire annual Roundtable conference is a required component of the Leadership Program, which you register for through LEAD600 Annual Conference. 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. Plan to bring at least one competency that your LLG has signed off since the last Roundtable. 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 examine each participant's progress in the program. Any concerns are brought to the attention of the participant in a written communication, i.e. not meeting with your LLG at least 7 times, 4 or more DGs, unmet provisions, etc. Each participant is required to respond by the date indicated in the letter.

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. It also 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 and 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, 4a, b, c) at least at the "satisfactory" 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 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 any one 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*, 11th ed., 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 "proficient" level. To facilitate this development, EdS participants complete a 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 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 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 research project must identify the research problem or issue, must identify representative literature sources already consulted and those to be further researched, must be a presentation of the research methodology, and must be approved by the participant's advisor. The participant should follow the *Andrews University Standards for Written Work*, 11th ed., 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 "distinguished" level. Furthermore, research requirements for the doctorate in the School of Education "include breadth, depth, and flexibility. 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, 2008, p. 261). 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). In addition, each participant is required to submit a research-based article to a peer-reviewed publication.

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 LLPs, 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.

Annual Roundtable Conference

Each year during the annual Roundtable Conference (where attendance is mandatory), 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 Education & Psychology - 3
*	LEAD637	Issues in Research - 2
	EDRM604	Design & Analysis of Education & Psychology Surveys - 3
*	EDRM605	Qualitative Research Methods in Education & Psychology - 3
*	EDRM611	Applied Statistics in Education & Psychology I - 3
	EDRM612	Applied Statistics in Education & Psychology II - 3
	EDRM613	Applied Statistics in Education & Psychology III - 3
^	EDCI636	Program Evaluation - 3
*	LEAD880/EDRM880	Dissertation Proposal Development - 2

An additional resource to support your research is LEAD535 Graduate Writing Seminar, 2 cr. It is designed to develop your writing skills until they are equal to the task of writing your dissertation or thesis. Emphasis will be given to effective paragraph and discourse development, reflective writing, synthesis of source materials for literature reviews, mechanics, formatting (*AU Standards*), and documentation of references (APA style).

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 can be located through your advisor or program office.

Fellow participants, as well as recent graduates, are also an excellent source of understanding about research methods. They may be contacted via leadership and learning 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 Roundtable 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 or answers to library questions, contact Silas Oliveira, 269-471-6263 or silas@andrews.edu. He is responsible for and will assist you with Reference/Database/Off-Campus Services.

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 (IRB). 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 well-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.

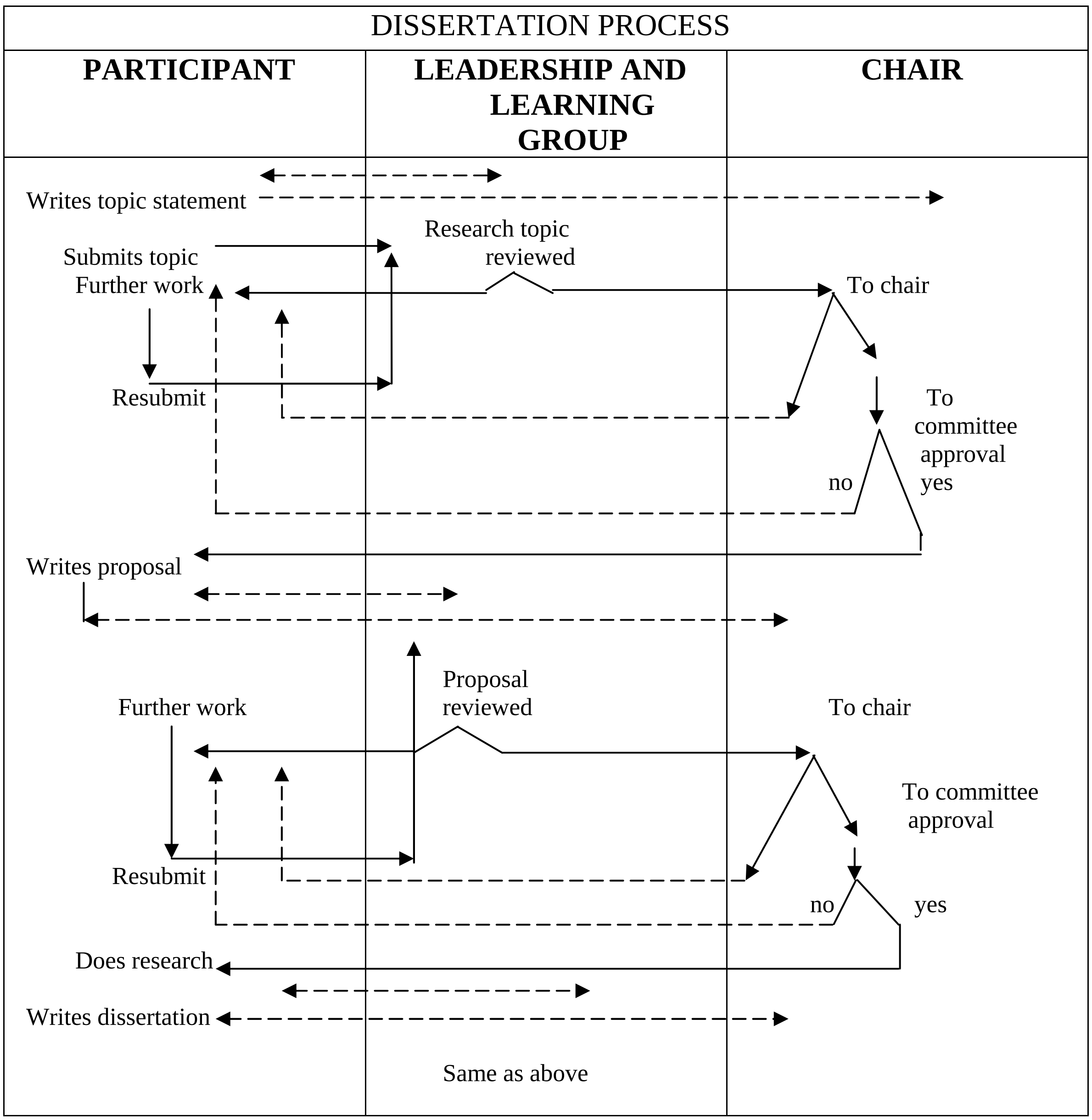


Figure 2. The broken line represents continuous connection between participant and advisor, whereas the unbroken line represents a flow of activities.

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 may be ready to register for the 2-credit course, EDRM880 or LEAD880 (Dissertation Proposal Development). Appendix C contains a LEAD880 Self-Evaluation Form to assist in determining one's readiness for the course. 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 should their dissertation take 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. The Dissertation Topic Prospectus in Appendix C will guide in the writing of this prospectus. This brief statement should include a title, 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. When completed, this prospectus will be attached to the Request for Doctoral Dissertation Committee and Topic Approval form. Based on this prospectus, chair or member decisions can be made. Participation on a committee is a faculty member'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 members 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.*

Leadership and learning 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).

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.

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

In matters of format, graduate written work must follow the latest edition of *Andrews University Standards for Written Work, 11th ed*. This is especially true of the proposal and the dissertation. In matters of style, the Leadership and Educational Administration Department follows the APA (American Psychological Association) style of scholarly writing. (See *Publication Manual of the American Psychological Association, 5th ed*., and *APA Style Guide to Electronic References*, available from http://books.apa.org/books.cfm?id=4210509). If there is a difference between APA and *Andrews University Standards for Written Work*, *AU Standards* must be followed. *AU 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*, 11th ed., 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, setting, 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 be either of two types:

1. The proposal can 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. The proposal can be ten-to-fifteen pages long, covering this content in an overview style.

Proposal Procedures and Roles

During the proposal writing process, typically all drafts are 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, leadership and learning groups, copy editors, etc.). Participants are encouraged to utilize specialists and leadership and learning 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 the Andrews University Writing Center. 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

This section will guide you in the final stage of your dissertation.

Data Collection and Document Polishing Process

Once the proposal and IRB approval have occurred, participants are then to follow their research design to secure and analyze data. While collecting data, participants should 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 “ Readiness of Dissertation 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 defense examining committee 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 scheduled 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) to reject the defense with the opportunity for another defense, or (4) to 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 AU *Standards for Written Work, 11th ed.*, 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 participant submits a master copy of the completed dissertation, along with the signed approval page. The Dissertation Secretary arranges for duplicating the dissertation with Andrews University LithoTech. At this point, the Dissertation Secretary submits the Notification of Thesis/Dissertation Completion form to the Records Office and the participant's dissertation process is complete. Subsequently, the student receives two bills: one from LithoTech, which covers only the printing charge; and a second bill, which covers the costs for binding, copyediting ($200), copyrighting, and microfilming (the latter two items are optional), plus all associated taxes. This bill also will reflect any personal bound copies the participant has ordered (beyond the four copies that remain with Andrews University). In addition, a PDF file of the dissertation should be submitted to the Dissertation Secretary, either electronically or on a CD. The dissertation will then be uploaded to a special web site at the James White Library.
>
> Option 2: The participant can personally arrange for the duplicating of his or her dissertation. Four unbound copies (photocopied on 25% cotton rag paper) must be delivered to the Dissertation Secretary. At this point, the Dissertation Secretary submits the Notification of Thesis/Dissertation Completion form to the Records Office and the participant's dissertation process is complete. Subsequently, the student receives one bill, which covers the costs of binding, copyediting ($200), copyrighting, and microfilming (the latter two items are optional), plus all associated taxes. This bill also will reflect any personal bound copies the participant has ordered (beyond the four copies that remain with Andrews University). In addition, a PDF file of the dissertation should be submitted

to the Dissertation Secretary, either electronically or on a CD. The dissertation will then be uploaded to a special web site at the James White Library.

Dissertation Documents

There is a collection of documents and forms essential for the dissertation process available on the Leadership web page (www.andrews.edu/leaderpart). 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.

Departmental Assessment

The Leadership Department, along with the School of Education, is conscientiously involved in ongoing assessment to improve our programs and services. Some outcomes are driven by established national standards; others by the program and experienced results. We refer to you as "participants" for a reason. Leadership strives to respect the experience you bring while presenting you with opportunities to grow in challenging and unexpected ways. We value your opinion and will request your suggestions and impressions through a Graduate Exit Survey, prepared and administered by our Assessment Coordinator. Of course, suggestions are welcome anytime, not only after you graduate.

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 leadership and learning 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 is 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, p. 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 LLP.
- 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 LLP, 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 LLP). The portfolio . . .

- May be organized around competencies or projects.
- Gives substantive, meaningful, and appropriate documentation for each competency.
- Identifies level of mastery for each competency developed by the participant, in alignment with program requirements. (See “Competency Evaluation Rubric” 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 leadership and learning group and faculty throughout 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*, such as 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*, for example, 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 “Reflection Paper Evaluation Rubric” 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 leadership and learning group members, assesses and assures growth throughout the program. Use the Competency Evaluation Rubric in Appendix B 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 LLP, 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 leadership and learning group, called the Celebration. Embedded in this development process is the comprehensive assessment process that includes the following elements (see also Table 1):

- LLP 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 LLP • Competency documentation reviewed by leadership and learning 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 one month before presentation)	• Submitted to advisor two weeks before portfolio presentation	• Final review of portfolio by Program Team • Presentation of portfolio • Final approval of portfolio	• Participant's public celebration presentation with leadership and learning group • Dr. . . !

Revised 2/28/2006

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 *LLP* is the foundational document and course plan in the Leadership Program. The *LLP*…

- 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. Leadership and learning 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. **Each participant should plan on bringing at least one competency that has been signed off by their LLG since the last RT, to each Annual Roundtable.** Rubrics for competency, reflection paper, and leadership and learning group evaluation are included in Appendix B.

The *research project* (MA), the *specialist research project* (EdS), 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 the Program Team before portfolio presentation
- Approximately 20 pages long
- 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 EdS, EdD, and PhD presentation is made to a faculty panel consisting of the participant's advisor and other Program Team member and a third faculty member. At least one must be a resident faculty member.

- The MA portfolio and research project presentation is made to a faculty panel consisting of the participant's advisor and one additional faculty member, with at least one being a resident faculty member.

The *celebration* is a public event in which the participant addresses his or her leadership and learning 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 leadership and learning group meeting within 30 days after the successful portfolio presentation or dissertation defense, whichever is later. Typically, the participant's advisor attends the leadership and learning group meeting and officiates at the celebration presentation.

The Role of the Leadership and Learning Group

The leadership and learning 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 leadership and learning groups should use the rubrics for competencies and reflection paper evaluation 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 Leadership and Learning Plan (formerly Individual Development Plan) lays the groundwork for the development of a high-performance portfolio.

- LEAD636-638 contributes 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 leadership and learning 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 leadership and learning 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 approximately 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. The synthesis paper is an attempt to integrate the competencies into a unique whole that captures conceptually what *leadership* means. In this way it becomes the counterpart to the participant's vision statement first developed in the LLP. The vision statement and synthesis paper represent the two bookends of the Leadership Program. Thus, the synthesis paper is an opportunity for the participant to show evidence of personal and professional growth in the program.

When the synthesis paper is approved by the participant's Program Team (advisor and second faculty member), 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 leadership and learning group members.
- All competencies have been reviewed and signed off by the participant's advisor.
- All competencies have a second faculty sign-off.
- The synthesis paper is completed.

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 participant's synthesis paper is approved, the advisor recommends to the faculty that the participant is ready to demonstrate fulfillment of program competencies by completing the following steps:

- The "Portfolio Completion" form, *Before Presentation* section, is completed and filed at least two weeks in advance of the scheduled presentation. This certifies required competencies are signed off and the synthesis paper is received.
- A written synthesis paper is to be attached to the form.
- Scheduling of the presentation is then coordinated by the advisor and the program coordinator, and the *Office Coordination* section is signed.
- 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 LLP Program Team is present.
- If the presentation is not fully approved, the required follow-up will be noted and a time limit set in the *After Presentation* section. The resubmitted material will be reviewed by the portfolio team and, if approved, the Portfolio Completion form will be signed.
- In either an open or closed presentation, 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, which must contain at least one resident faculty member, 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 leadership and learning 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, who also ensures that the portfolio presentation follows fair procedures. All committees must contain at least one resident faculty member. 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 will review the portfolio in great depth. The advisor is responsible for making sure that the portfolio conforms to the LLP 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 leadership and learning 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 you 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, a 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	LLP Approval	
Step 2	Competency development and evaluation, including research competencies, by LLG	Build portfolio over time. Gather approval from LLG members.
Step 3	(Concurrently) Competency evaluation by advisor and team member	Gather competency sign-offs from advisor and other faculty. Bring at least one completed competency to each Roundtable.
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	LLG with faculty representation – the real “big” day: You are finally Dr. …

Other Program Issues

Technology Use

Being a distance program, it is imperative that each participant know how to access their program information; participate in their online courses; and view their University academic history, Leadership course plan, financial clearance information, and the many other components of the program that can be accessed online. It is the participant's responsibility to ensure their program information is accurate.

A website that houses most of your information is found in the Vault. Begin with the Andrews main webpage, www.andrews.edu, then select Vault/Account Access from the options on the bottom of the page. You will find the following options:

- Andrews username activation
  - When accepted, a username will be assigned to you
  - You must first activate it in order to access further areas various Andrews sites or the Leadership Restricted Services site
- **Andrews Email**
  - **All official program communication will come to you through your Andrews email**
  - **You have the option of mail forwarding which will allow you to route all Andrews email to your chosen provider. www.andrews.edu, vault/account access, my account (on the left), manage email forwarding. However, be aware that some providers are subject to Andrews' Spam trap**
- Registration Central
  - You will use this system to register for your courses during the designated dates
- iVue
  - Your personal page where you can view your current registration, discover if you have any holds or provisions, view your University academic history, verify your advisor, and other personal information
- finVue
  - View your financial profile, including Financial Aid

In addition, the Leadership website contains a restricted site where course plans can be viewed, Leadership newsletters read, competencies signed off, LLG minutes posted, program progress viewed, and directories accessed. www.andrews.edu/leaderpart will take you there, and your Andrews username and password will provide access.

Occasionally your password will fail or, surprisingly, you may forget it. The participant must contact the ITS department at Andrews at 269-471-6016. Have your student ID number ready and request a reset of your password. After ITS indicates the reset is complete, you need to again Activate User Name according to the steps outlined above.

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 at a minimum 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.

LiveText

LiveText is a web-based, user-friendly artifact and assessment management tool that you will be using. Participation requires a one-time enrollment fee of $89. This will give you LiveText access for a 5-year period. Your electronic portfolio will be available to be shared or used as you see fit.

Active/Inactive Status

It is our desire that you remain active during the entire duration of your program. However, circumstances may intervene. The following addresses your options and required procedures.

Maintaining Active Status

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

- Make appropriate progress in fulfilling the LLP.
- Meet regularly with a leadership and learning group, usually on a monthly basis *but at least seven times* per year.
- Maintain contact with the advisor.
- Register every semester.
- Register for and attend the annual Roundtable 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 leadership and learning 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 Roundtable 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 leadership and learning 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 Roundtable conference.
    2. Attendance at leadership and learning group meetings.
    3. Completion of the portfolio.
    4. Completion of the dissertation.

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

- The Leadership faculty will vote approval or non-approval. If approved, the next step is required.

- Register and pay for EDUC560 Degree Reactivation, 0 credits. This carries a fee of $105, and once Student Financial Services verifies payment has been received, the reactivation request will be presented to the Graduate Enrollment Processing Committee.

- 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 above-mentioned reactivation fee and 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.

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. Note: No tuition refund will be given for courses for which participants have registered.

Time Limits

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

- MA: 4 years
- EdS/EdD/PhD: 7 years
  NOTE: For doctoral participants who are granted advanced standing upon admission, the time limit is 5 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 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 LLP credits: 8
LEAD630 Leadership Seminar (4 credits)
LEAD635 Leadership and Learning Plan (formerly IDP) (4 credits)

Portfolio/competency 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/EDRM880 Dissertation Proposal Development (2 credits)
LEAD889 Dissertation (14 credits)

Summary of EdD/PhD credits	
Leadership Seminar and LLP	8 credits
Required core	6 credits
Self-selected credits	6-12 credits
Research methods	6-12 credits
Dissertation credits	16 credits
Transfer credits	up to 42 credits
Total program credits:	**90 semester 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 LLP 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 (EDRM611-613) 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 Leadership Seminar (4 credits) LEAD635 LLP (4 credits) LEAD636 (2 credits)	
Year 2	9 course credits	LEAD637 (2 credits) LEAD638 (2 credits)	Self-selected Competency Development (2 credits) Research Methods (3 credits)
Year 3	9 course credits		Self-selected Competency Development (6 credits) Research Methods (3 credits)
Year 4	4 course credits 4 diss credits	LEAD880 Dissertation Proposal Development (2 credits) Dissertation (2 credits)	Self-selected Competency 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 Leadership Seminar (4 credits) LEAD635 LLP (4 credits) LEAD636 (2 credits)	Self-selected Competency Development (2 credits)
Year 2	11 course credits	LEAD637 (2 credits) LEAD638 (2 credits)	Self-selected Competency Development (4 credits) Research Methods (3 credits)
Year 3	9 course credits 2 diss credits	LEAD880 Dissertation Proposal Development (2 credits)	Self-selected Competency 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 Leadership Seminar (4 credits) LEAD635 LLP (4 credits) LEAD636 (2 credits)	Self-selected Competency Development (2 credits)
Year 2	12 course credits	LEAD637 (2 credits) LEAD638 (2 credits)	Self-selected Competency 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)	Self-selected Competency 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 Leadership Seminar (4 credits) LEAD635 LLP (4 credits) LEAD636 (2 credits)	Self-selected Competency Development (6 credits)
Year 2	18 course credits	LEAD637 (2 credits) LEAD638 (2 credits) LEAD880 (2 credits) Dissertation Proposal Development	Self-selected Competency 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 Leadership Seminar (4 credits)	
Fall	4 credits	LEAD635 LLP (4 credits)	
Spring	8 credits	LEAD636 (2 credits)	Self-selected Competency Development (6 credits)
Year 2 Summer	6 credits	LEAD637 (2 credits)	Self-selected Competency Development (4 credits)
Fall	6 credits	LEAD638 (2 credits)	Self-selected Competency Development (1 credit) Research Methods (3 credits)
Spring	6 credits	LEAD880 Dissertation Proposal Development (2 credits)	Self-selected Competency 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 LLP, 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

Loan information is 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), LEAD650 (Leadership Program Continuation) or LEAD600 (Annual Conference) and clock at least 360 hours per semester.

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 LLP. After the LLP 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 leadership and learning group travel, room, and board
- Equipment costs (i.e. computer, phone lines, software)
- Books, supplies, and duplicating (books average $150 a year)
- Annual Roundtable conference fees
- Leadership Program Continuation fee or Dissertation Continuation fee
- One-time enrollment in LiveText
- 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 LLP
- A minimum of 16 of the required 32 credits
- LEAD630 Leadership Seminar and LEAD635 Leadership and Learning 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 or online courses
- Regularly attend leadership and learning 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. The participant, however, must fill out the Application for Graduation form and fax it to the Records Office.

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's 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 LLP
- 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

LLP and Portfolio

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

Written Standards

All written work must conform to *AU Standards for Written Work* (11th ed.) for format, and APA standards for style. See Style and Format Helps on www.andrews.edu/leaderpart, the Dissertation section.

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 LLP must be adjusted accordingly and 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.

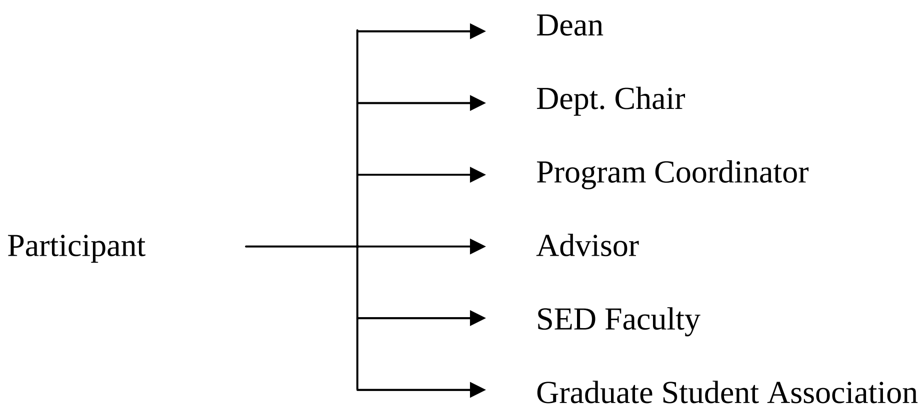
For more information on any of the contents of this handbook, please see the current *Andrews University Bulletin*.

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.



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 at 269-471-6583. 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 or 800-385-2001.

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 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 submitting their request to the Records Office.

Appendix A: Course Planning

Sample MA Course Plan
Sample Doctoral Course Plan
List of Credit Courses Offered
Leadership Modules: General Syllabus Format
Four-Year Schedule 2008-12

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 Leadership and Learning 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.					
Sm08	LEAD630	Leadership Orientation	Faculty	4	S
F08	LEAD635	Leadership and Learning Plan	Faculty	4	A
Sp09	LEAD636	Issues in Leadership Foundations	Faculty	2	A
Sp09	Select credits from below or course		Faculty	3	A
Sm09	LEAD638	Issues in Leadership Theory	Faculty	2	A
Sm09	Select credits from below or course		Faculty	3	A
F09	EDRM505	Research Methods in Education and Psychology	Faculty	3	
F09	Select credits from below or course		Faculty	4	
Sp10	Select credits from below or course		Faculty	4	
Sp10	Select credits from below or course		Faculty	4	
Research Credits					
Sm 09	LEAD698	MA Research Project		3	
Total Minimum Requirement at AU after admission to Master's Program:				**36 credits**	

Leadership Credits

LEAD630 Leadership Orientation (4 cr)
LEAD635 Leadership and Learning 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**	**Credits**	**Grade**
Must include: (1) LEAD630 Leadership Seminar, 4 cr, AND (2) LEAD635 Leadership and Learning 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) LEAD880/EDRM880 Dissertation Proposal Development.					
Sm08	LEAD630	Leadership Orientation	Faculty	4	S
F08	LEAD635	Leadership and Learning Plan	Faculty	4	A
Sp09	LEAD636	Issues in Leadership Foundations	Faculty	2	A
Sp09	Select credits from below or course		Faculty	2	A
Sm09	LEAD637	Issues in Research		2	A
Sm09	Select credits from below or course			2	A
F09	LEAD638	Issues in Leadership Theory		2	
F09	Select credits from below or course			3	
Sp10	Select credits from below or course			3	
Sp10	Select credits from below or course			3	
Research Credits					
Sm09	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 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**
LEAD880/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 Orientation (4 cr)
LEAD635 Leadership and Learning 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)
LEAD675 Portfolio Development (1-12 cr)
LEAD680 Fieldwork (1-12 cr)
LEAD689 Seminar (1-12cr)
LEAD690 Independent Study (1-12cr)
LEAD756 Advanced Studies (1-12 cr)
LEAD775 Adv. Portfolio Development (1-12 cr)
LEAD789 Advanced Seminar (1-12 cr)
LEAD886 Internship (1-12 cr)
LEAD888 Doctoral Continuation (0 cr)
LEAD899 Doctoral Dissertation (variable)

Credit Courses

Students in the Leadership program, in consultation with their advisors, may choose from the following list of LEAD and EDAL courses.

600-level courses are available for both master's and doctoral programs.

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).

LEAD535 D (2)
Graduate Writing Seminar
This course gives participants instruction and practice in effective paragraph and discourse development, reflective writing, and synthesis of source materials. Also includes some review of mechanics and use of APA style and Andrews University format.

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 (4)
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. Graded S/U.

LEAD635 D (4)
Leadership and Learning Plan (formerly Individual Development Plan)
Preparation and submission of LLP 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.

LEAD645 D (1–3)
Ethical Leadership
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 Program Continuation
After the LLP is approved, the participant may register for this title to maintain active status while clearing DGs (deferred grades) with advisor approval only. Registration for this title indicates full-time status.

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.

LEAD689 D (1–12)
Seminar: (Topic)_____
Selected topics offered. Repeatable. Permission of instructor required.

LEAD690 D (1–12)
Independent Study: (Topic)____
Selected topics. Repeatable with different 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 Standards for Written Work, 11th ed*. 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.

LEAD880   D (2)
Dissertation Proposal Development
Designing and writing the doctoral dissertation proposal. Graded S/U. *Spring only*. Registering for this title indicates full-time status.

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.

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

EDAL500 $ (1–2)
Administration Orientation
Intensive orientation to the program. Focus on leadership concepts, principles of research, and skills relating to the completion of the program.

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)
K-12 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.

EDAL 640 D (3)
Higher Education Law
Legal aspects of the administration of higher education institutions. Policy issues related to student rights, intellectual property, academic freedom, admission, employee relations, and property use.

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

EDAL650 $ D (0)
Educational Administration Program Continuation (MA)
A master's student may register for this title to comply with the program's one-semester-out-of-three registration requirements.

EDAL655 D (3)
Higher Education Finance
An overview of issues related to the financing of higher education, including the nature of educational costs, state and federal finance policy, economic perspectives, basic concepts of budgeting, and the implications of financing on college access and affordability.

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 (3)
Leadership in Higher Education
Focuses on the study of governance of higher education institutions, stressing administrative roles and leadership in visioning distinctive organizational and environmental features of colleges, universities, and community colleges, and how these features affect the management of these organizations.

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 (3)
Administration of Student Services
Overview of student services in higher education and its historical and philosophical foundations, guiding theories, and professional practices. Focuses on administrative structures and processes, and the organization of student services programs in the context of contemporary issues and trends.

EDAL675 D (3)
College Student Development Theory
Explores the characteristics of college students and the theories of growth and development for traditional and non-traditional students. Emphasis is placed on understanding the immediate and long-term impact of a college experience.

EDAL676 D (3)
Administration of Academic Services
Focuses on the principles academic officers use in dealing with selected administrative functions related to academic departments, degree programs, faculty development, curriculum administration, instructional resources, student development, budget planning, enrollment, and academic personnel.

EDAL677 D (1–3)
Higher Education Professional Development
Overview of current trends in faculty appointments, work life, and participation in the teaching and learning mission of higher education. Focuses on the literature on faculty career, faculty involvement in academic support and student life programming, and perspectives for personal and professional growth.

EDAL680 D (1–12)
Administration Internship or Fieldwork: (Topic) ________
A planned internship in leadership at a cooperating organization, institution, school district, or agency. Permission of supervisor and plans required in advance of registration. May be graded S/U. Repeatable.

EDAL750 $ D (0)
Educational Administration Program Continuation (EdS/Doctoral)
A doctoral student may register for this title to comply with the program's one-semester-out-of-three registration requirements.

EDAL785 $ D (0)
Comprehensive Examination Preparation (EdS/Doctoral)
Registration for this title indicates full-time status.

EDAL888 $ D (0)
Dissertation Continuation
Registration for this title indicates full-time status.

EDUC560 $ (0)
Degree Reactivation
When participants request reactivation, they will register for this and pay the associated fee.

Leadership Independent Studies General Syllabus Format

Your leadership module is based on an independent study contract. Please create a syllabus for your leadership module. As you outline how you plan to make this module a relevant graduate study experience in your program, please keep in mind that ***one credit* is equivalent to approximately *50 hours* of graduate work.**

Carefully develop your syllabus. Remember, it will be kept on file in your academic records. First create a “header” using the following information:

1. **Program Title**: Andrews University Leadership Program.

2. **Module course number and title**: Give course number and course title chosen as listed in your LLP course list (if there is a change/discrepancy let your advisor know, e.g., Lead756 Advanced Studies: Learning Theory.

3. **Semester and credits**: e.g., Fall 2008, 2 credits.

4. **Your name and Andrews University ID number.**

5. **Name of instructor.**

Now outline the following points as appropriate in your case, using descriptive headings such as the following:

1. Description of the **purpose** and **goals** of the independent study.

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 are you intending to learn? Be specific.

4. **Learning strategies and resources**: How will you learn? How will you meet the learning objectives?

5. **Knowledge base**: What books and articles will you read? If this is a first exploration of this topic or field (usually at 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 example, Driscoll (2004) is an excellent choice for a sound introduction to learning theories, or Cummings & Worley (2005) for theories of organizational development and change. For advanced studies or to dig deeper into a subject (usually at the LEAD756 level), include or concentrate on research articles, preferably recent ones.

6. **Target date for completion**: When do you plan to finish your work? If your work is not completed by the end of the semester you will receive a DG (Deferred Grade). Your final grade will be given when all the requirements of the independent study are met.

7. Estimate the number of **hours** you will have spent for this independent study. Remember that one credit is equivalent to approximately 50 semester hours of graduate work.

8. **Evidence of knowledge base**: How will you document your growth in your knowledge base? Your learning should be linked to a knowledge base, which in turn will be documented in your independent study and your portfolio. There are different ways of documenting your knowledge base (outline of articles with critical annotations, annotated bibliographies, reflective journals, or reflection papers); you will work out these details with your instructor. In the Leadership Program, the preferred choice is a reflection paper, where you integrate the theory you have studied with your practical work/life application. Please refer to the reflection paper rubric in the *Leadership Handbook*, Appendix B. Evidence of higher levels of learning and thinking are required in any doctoral study. Please refer to Bloom's Taxonomy of Levels of Abstraction (www.coun.uvic.ca/learn/program/hndouts/bloom.html).

9. Evidence of **learning validation** by your **leadership and learning group**: How will you present what you learned to your leadership and learning group? You could share the bibliography you are working on, a crucial study, or your reflection paper.

10. Evidence of **learning validation** by tutor/**instructor**: How will your tutor/instructor evaluate what you have learned? Create your own grading rubric or use one provided by your instructor.

11. **Leadership competency(ies)**: Which competency(ies) will this module be linked to?

12. **Portfolio documentation:** What will be the documented outcomes of this module for your portfolio? Examples of portfolio documentation are reflection papers, bibliography, evidence of a project linked to competency, etc. All written work must be in APA style/AU format.

Leadership & Educational Administration Four-Year Schedule 2008-2012

Instr	Course #	Course Title/Credits	Credits	2008-2009			2009-2010			2010-2011			2011-2012		
				Su	F	Sp	Su	F	Sp	Su	F	Sp	Su	F	Sp
Cov/Gif	EDAL 500	Program Orientation	1-2	F			F			F			F		
Cov	EDAL 520	Fnds of Educational Leadership	2-3			D				D				D	
Fur	EDAL 560	K–12 Law	2-3		D				D				D		
Gif	EDAL 565	Ldrshp for Sev-day Ad. Ed.	1-2		D				D				D		
Gif	EDAL 570	Principles of Ed. Supervision	2-3	D				D				D			
Gon	EDAL 635	Human Resources Admin.	2-3				D				D				D
White	EDAL 640	Higher Education Law	2-3			D				D				D	
Gon	EDAL 645	Educational Finance	2-3	D				D				D			
Staff	EDAL 650	Ed. Admin. Program Cont. (MA)	0	D	D	D	D	D	D	D	D	D	D	D	D
Staff	EDAL 655	Higher Education Finance	3		D						D				
Gif	EDAL 660	Plan/Operate Educational Facilities	2-3			D				D				D	
Gif	EDAL664/665	Elem./Sec. School Leadership	2-3				D				D				D
Mar	EDAL 667	Leadership in Higher Education	2-3				D			D				D	
Jef	EDAL 670	Technology for Leaders	1-3			D				D				D	
Mar	EDAL 674	Admin. of Student Services	2-3	D				D				D			
Mar	EDAL 675	College Student Development Theory	3			D					D				D
Mar	EDAL 676	Admin. of Academic Services	2-3		D				D				D		
Staff	EDAL 677	Higher Ed Professional Development	1-3			D						D			
Cov/Gif	EDAL 680	Admin. Internship or Fieldwork	1-12	D	D	D	D	D	D	D	D	D	D	D	D
Staff	EDAL 750	Program Continuation (EdS & Doc.)	0	D	D	D	D	D	D	D	D	D	D	D	D
Staff	EDAL 785	Comp. Exam. Prep. (EdS & Doc.)	0	D	D	D	D	D	D	D	D	D	D	D	D
Cov	LEAD 525	Pub. Rela: Community Partnerships	2-3	D				D				D			
Gon	LEAD 530	Educational Marketing	1-2					D						D	
Staff	LEAD535	Graduate Writing Seminar	2	D			D			D			D		
Gon	LEAD 620	Development and Fund-Raising	1-2				D						D		
Staff	LEAD 630	Leadership Orientation	4	F			F			F			F		
Staff	LEAD 635	Individual Development Plan	4	D	D	D	D	D	D	D	D	D	D	D	D
Kaak/Fitz	LEAD 636	Issues in Lead Foundations	2			D			D			D			D
Cov	LEAD 637	Issues in Research	2	D			D			D			D		
Bau	LEAD 638	Issues in Leadership Theory	2		D			D			D			D	
Cov	LEAD 645	Ethical Leadership	1-3		D				D				D		
Staff	LEAD 648	Workshop	1-12	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD 650	Leadership Program Continuation	0	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD 675	Portfolio Development	1-3	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD 680 Fieldwork 1-12; LEAD689 Seminar 1-12; LEAD690 Independent Study 1-12 Each offered every semester														
Staff	LEAD 698	Research Project (MA)	3	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD 756	Advanced Studies	1-12	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD775	Advanced Portfolio Develop.	1-3	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD 789	Advanced Seminar	1-12	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD 880	Dissertation Proposal Develop.	2			?			D			D			D
Staff	LEAD 886	Advanced Internship	1-12	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD 888	Dissertation Continuation	0	D	D	D	D	D	D	D	D	D	D	D	D
Staff	LEAD 899	Doctoral Dissertation	1-14	D	D	D	D	D	D	D	D	D	D	D	D

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

Appendix B: Rubrics

Competency Evaluation Rubric
Reflection Paper Evaluation Rubric
Rubric for Effective Leadership and Learning Group Meetings

Competency Evaluation Rubric

Use when evaluating any competency in the Leadership Program
Each level builds on the previous level of competency

Level of Mastery	5 Distinguished	4 Proficient	3 Satisfactory	2 Emerging	1 Unsatisfactory	Weight	Score
Organization	Organization is logical and self-explanatory; includes table of contents aligned with IDP/LLP	Organization is logical and self-explanatory; includes table of contents aligned with IDP/LLP	Organization is logical and self-explanatory; includes table of contents aligned with IDP/LLP	Organization is somewhat logical and self-explanatory; no table of contents; partial alignment with IDP/LLP	Organization is confusing, not self-explanatory; no table of contents; not aligned with IDP/LLP	5%	
Artifacts	Substantial multifaceted; evidence of long-term engagement; recent; contribution identified	Substantial multi-faceted; demonstrates long-term growth; recent; contribution identified	Substantial; demons-trates growth over time; recent (within 5 yrs); contribution identified	Not substantial; demonstrates some growth over time; older than 5 years; contribution unclear	Not substantial; demonstrates no growth; older than 5 years; contribution not identified	25%	
Evaluations	Expert evaluation; external & internal; specific and detailed connection to compe-tency skills, knowledge, and attitudes	Evidence of carefully planned evaluation & assessment; formative & summative feedback; specific connection to competency	Feedback from supervisor, people influenced; peer evaluations; formative feedback; connected to competency	Feedback from people influenced; formative feedback; partial connection to competency	Limited evidence of evaluation or feedback; no direct connection to competency	25%	
Reflection Paper	Score of 451-500 (see Reflection Paper Rubric)	Score of 351-450 (see Reflection Paper Rubric)	Score of 251-350 (see Reflection Paper Rubric)	Score of 151-250 (see Reflection Paper Rubric)	Score of less than 150 (see Reflection Paper Rubric)	30%	
Contribution to LLG (Leadership & Learning Group)	Evidence of instruction & mentoring contribution to LLG	Evidence of repeated learning contribution to LLG	Documented learning contribution to LLG	Some evidence learning contribution to LLG	No evidence of learning contribution to LLG	15%	

Minimum Competency Level Expected:

- **MA –** at least *all* competencies should be at the satisfactory level.
- **EdS –** at least *two* competencies should be at the proficient level, the rest at the satisfactory level.
- **EdD/PhD –** at least *one* competency should be at the distinguished level, *three* at the proficient level, and the rest at the satisfactory level.

Reflection Paper Evaluation Rubric

Each level builds on previous level of competency

	5 **Distinguished**	4 **Proficient**	3 **Satisfactory**	2 **Emerging**	1 **Unsatisfactory**	**Weight**	**Score**
Content & Organization	Makes relevant connections to multiple competencies; excellent presentation of ideas; insightful	Topics relevant to competency; carefully focused; well organized; sound scholarly argument	Topics generally relevant to competency; logically arranged; adequately organized to express desired concepts	Topics somewhat relevant to competency; poorly focused; organization restricts comprehensibility	Topics not relevant to competency; lacks focus and organization; content plagiarized	4%	
Knowledge base	Evidence of a broad, carefully evaluated knowledge base which includes synthesis of multiple theoretical perspectives	Evidence of synthesis of an expanding knowledge base which includes analysis of core theoretical perspectives	Evidence of analysis of a well-documented knowledge base and understanding of core theories	Evidence of comprehension of a narrow knowledge base	Little or no evidence of knowledge base	45%	
Reflection (integration of knowledge base with practice)	Evidence of new practice based on integration of knowledge base with practice	Evidence of improved practice based on 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 evidence of integration of knowledge base with practice	45%	
Style/Format (APA and AU Standards)	Models language, style, and format of scholarly literature; publishable	Style and format standards consistently applied; accurately documented	Few errors of style and format; most sources documented correctly	Inconsistent style and format; lacks precision in use of quotations and citation of sources	Style and format standards not applied; sources plagiarized; clarity compromised by errors	3%	
Mechanics (spelling, grammer, punctuation, sentence structure)	Free of mechanical errors; smooth flow and effective transitions enhance strong scholarly communication	Few mechanical errors; improved flow and strong transitions increase comprehensibility	Generally follows mechanical conventions, but with some minor errors; appropriate transitions	Frequent mechanical errors; ineffective transitions and flow from point to point	Numerous mechanical errors, making comprehension almost impossible	3%	

Rubric for Effective Leadership and Learning Group Meetings

Categories	On Track	Ineffective
Frequency	Group meets monthly (at least 7 times a year) with well-planned agenda/purpose for meeting.	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 leadership and learning groups 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 topics/theme. Each member knows his/her responsibility to prepare for a given meeting and prepares materials to share at the meeting. 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 agenda 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 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’ 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	Members report on tasks completed. Members simply listen politely to member progress reports. Members share own progress and get feedback. Members do not internalize or make connections between what is being shared and own work/learning. **Cont’d**

Rubric for Effective Leadership and Learning Group Meetings (Cont'd)

Categories	On Track	Ineffective
	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.	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:

Kagan, S. (1994). *Cooperative learning.* San Clemente, CA: Kagan Cooperative Learning.
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.

Prepared by Jennifer W. Dove, PhD, Leadership and Learning Group Coordinator, Andrews University Leadership Program

Appendix C: Evaluation of Research

Entering Assessment of Research Competency
Initial Evaluation of Research Competency and Recommendations
Dissertation Topic Prospectus
LEAD880 Dissertation Proposal Readiness Evaluation

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 – IRB approval			
Conduct basic data analysis			
Adequately communicate research findings			

Initial Evaluation of Research Competency and Recommendations

Name______________________________ **Date**________________________

Prior Graduate Research Experience and Training:

Graduate Research Classes Completed:

_______________________________ _______________________________

_______________________________ _______________________________

Research Experiences:

____

____

____

LLP Recommendations:

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

Dissertation Topic Prospectus

Guidelines

Use this outline to develop your topic prospectus. It will facilitate the conversation with your prospective chair and as you recruit other committee members. You will be expected to attach the completed dissertation topic prospectus to your completed Dissertation Topic & Committee Form. The prospectus should be succinct, about 1-2 pages.

Area	**Evaluation Categories**	Score
1. Title	1 = Reflects something about the main topic 2 = Includes a few of these: key variables, population/sample, or research design 3 = All variables, sample, research design issues evident in title	
2. Committee	1 = Identifies chair 2 = Methodologist secured 3 = Complete committee agreed and vita of non AU faculty included	
3. Problem (2-3 sentences)	1 = Mentions area of problem without much focus 2 = Described problem 3 = Compelling problem/need stated	
4. Purpose (2-3 sentences)	1 = Vague explanation of purpose 2 = Clearer description of purpose (explore, describe, correlate, etc.) 3 = Identifies major goal of study and the products that will be produced	
5. Research Questions (1-3 listed)	1 = General question about a general area of inquiry 2 = Specific questions 3 = Feasible, clear, and researchable specific questions	
6. Methods (2-3 sentences)	1 = Type of research design is apparent 2 = Design and data source evident 3 = Readiness level to use the chosen research methodologies is indicated	
7. Bibliography (topics/ areas listed)	1 = Vague topical areas listed but not clear 2 = Added details are given 3 = Specific topical areas, authors and resources are briefly listed	
8. Consistency/ Logic/ Alignment	1 = Title, problem & purpose, and research questions are stated, but do not align consistently to reflect the logic of your study 2 = Title, problem, purpose, and research questions reflect an emerging logic but one or more elements are still not well aligned 3 = Title, problem statement, purpose and research questions are thoughtfully stated to reflect a consistent logic of your study	
9. Connection to work/program	1 = Study is not embedded in either work or connected to program parameters 2 = Study is embedded solidly in your work 3 = Study is connected well to program parameters	
10. Timeline & Budget	1 = Vague or unrealistic timeline evident 2 = More realistic timetable with enumeration of key components to work 3 = Realistic timeline with possible contingencies noted	
	Total Points	/30

Comments:

NAME____________________________ LEAD880 – Self-Evaluation Form

Part 1: Dissertation Proposal Readiness Evaluation

Where are you at? *Indicate the level of readiness with xxx* **Low ------------------------------High**

1. Previous reading on a specific area.	**1**	**2**	**3**	**4**	**5**
You cannot write a good dissertation without the advice of others. Much of this wisdom comes from reading journal articles and well-chosen books. Some of it can come from contacting experts and asking the right questions. The goal is not to mirror other peoples' work but build on it. Most dissertation bibliographies have 100-200 references. How much have you read on this particular area of research?	10 articles/ books	50 articles/ books	100 articles/ books	150 articles/ books	200 articles/ books
2. Literature search, review and synthesis.	**1**	**2**	**3**	**4**	**5**
Do you know how to search AU library databases, ERIC, and other public databases, and retrieve material? Have you signed up for Sage, Taylor and Francis and other commercial publisher databases and email updates of new material? Do you know how to systematically review literature, write an article or book review and synthesize conflicting and complex literature?	Search data base				Synthesize complex literature
3. Research topic/title/problem/purpose/research questions.	**1**	**2**	**3**	**4**	**5**
You have a focused understanding of what you are studying, the data you need, why, and how, as well as clear integration and consistency across these five areas.	Have 1 or 2		Have draft of all 5		All 5 with integration
4. Qualitative research knowledge, training, and skills.	**1**	**2**	**3**	**4**	**5**
Avoid the minimalist view. "How little research can I learn to get through the dissertation?" Those who secure a doctorate are looked upon as individuals with special wisdom, discretion, advanced skills of analysis, and the ability to detect falsehood. Research is a wonderful tool to provide that service as well as write a dissertation.	(Breadth + depth). A 4 or 5 means you know enough about many areas of qualitative research and a lot about the area you will use in your research				
5. Quantitative research knowledge, training, and skills.	**1**	**2**	**3**	**4**	**5**
Avoid a minimalist approach. Doctoral students in the social sciences are expected to be able to interpret quantitative data, including: survey validation; instrumentation; experimental or correlational design; use of a variety of parametric and non-parametric tests of significance, ANOVA, path analysis, and other statistical techniques.	(Breadth + depth). A 4 or 5 means you know enough about many areas of quantitative research and a lot about the area you will use in your research				
6. Passion and commitment.	**1**	**2**	**3**	**4**	**5**
There is no substitute for hard work but hard work needs fuel and a clear and steady passion is that fuel. In a TV interview, a world-renowned neurologist read the introduction to his massive medical textbook on neurology to an interviewer. He told a story from his childhood of watching his courageous mom fight a five-year losing battle with a crippling neurological disease. With tears in his eyes, he shared how that memory sustained his quest to better understand neurology, and also muster the courage to research and publish. How much fuel do you have? Is the tank full?					Driven High Value Clear Vision

	1	2	3	4	5
7. Relationship with dissertation chair and committee. Dissertations are the product of a scholarly community. Trust and good communication between the researcher and the chair are essential. How well connected are you?	Three names. Talked with all three Emergent trust			Call often; get quick feedback; work through conflict	
8. Resources (financial, social, emotional, physical, mental). Time, energy, space, money, and social understanding all can help in this long journey. You can make it even when one or two are missing but its is harder.				Full time; $ for data collection; Good health	
9. Graduate writing ability. All right, poetry is more fun to write, but this is a dissertation. It is about technical writing and the precision of research. Extra points if you write enjoyable as well as readable APA cited and AU formatted prose.				Had thesis in MA; Review published	

Appendix D: Graduate Forms

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

http://www.andrews.edu/sed/resources/gradresource.html

At the above website you will find the following forms in an interactive format

Application to Advancement to Degree Candidacy
Graduate Petition
Petition to Transfer Credits
Readiness of Dissertation Defense Sign-Off
Report of the Student's Dissertation Committee
Request for Doctoral Dissertation Committee and Topic Approval

among others

Name:____
last first

Email:____________________ID: ___ ____________

ANDREWS UNIVERSITY

GRADUATE PETITION

School: __________________ Department: ____

Degree:____________ Concentration/Emphasis: ____

Bulletin: ________________ Anticipated graduation date: ____________________________

REQUEST

REASON

______________________________________ ________________________________
Student Date

Recommended

_________________________ ________
Academic Adviser Date

_________________________ ________
Department Chair/Program Coordinator Date

Approve

_________________________ ________
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.

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 Leadership

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

______________________ ______________________

______________________ ______________________

______________________ ______________________

______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____________
Dean/Director of Graduate Programs

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	Please Check: 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

Original: Records; Copies: Student, Comm Members, Dept Chair, Admissions,GP Files

G:\Forms\Dissertation Committee and Topic Approval.wpd SED 08/05

Andrews University
School of Education

Name ______________________________

ID# ____________ Bulletin ___________

PORTFOLIO COMPLETION FORM

Degree ❑ PhD ❑ EdD ❑ EdS

Dept Leadership & Educational Administration Email ______________________________

BEFORE PRESENTATION: **ONLINE SIGN OFF OF COMPETENCIES BY RG/ADVISOR/TEAM MEMBER**

SYNTHESIS PAPER RECEIVED 2 WEEKS PRIOR TO PORTFOLIO PRESENTATION

Team Chair/Advisor ______________________________ Date ____________________

Program Team Member ______________________________ Date ____________________

Program Team Member (#3) ______________________________ Date ____________________

OFFICE COORDINATION: **SETTING THE PORTFOLIO PRESENTATION DATE**

___ Competency Sign-off Form attached (signed by leadership learning group/advisor/team member)
_____ Pre-Defense (minus research competency). Will present ______________________
___ Synthesis Paper (at least two weeks in advance of presentation date)
___ Date set for presentation: ______________________________

Team Chair/Advisor ______________________________ Date ____________________

Office Coordinator ______________________________ Date ____________________

AFTER PRESENTATION:

RECORD PARTICIPANT COMMENTS/SUGGESTIONS ON PROGRAM IMPROVEMENT (continue on back, if necessary):

____

____

____

SPECIFIC FOLLOW-UP REQUIREMENTS (IF NEEDED)

____

____

APPROVAL OF PRESENTATION OF PORTFOLIO

Team Chair/Advisor ______________________________ Date ____________________

Program Team Member ______________________________ Date ____________________

Program Team Member (#3) ______________________________ Date ____________________

FINAL APPROVAL (ALL SPECIFIC FOLLOW-UP REQUIREMENTS ARE MET)

Major Advisor ______________________________ Date ____________________

Department 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

Timeline	Event	Persons involved
As early in the program as possible	**Select topic**	Participant in dialogue with potential committee members (faculty)
As early in the program as possible	**Read and write on topic.**	Participant, Dissertation chair
Within first 4 semesters	Take LEAD637 Issues in Research and create a preliminary literature review around topic	Participant
As topic takes shape	**Select dissertation committee**	Participant, potential committee members, Dir of Graduate Programs
As early as second program semester	**Receive Topic Approval** along with completion of Dissertation Topic Prospectus form	Dissertation committee
As early as second or third year	**Take LEAD880**	Dissertation committee
After LEAD637 and LEAD880	**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 350-word abstract. Students who present an incomplete manuscript cannot receive a favorable decision. Request defense date.	Dissertation committee
At least **seven** 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
Two-to-four weeks before graduation	**Present Portfolio to the Faculty and present/celebrate with leadership and learning group.**	LEAD Faculty, Leadership and Learning 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>:** 4 years **<u>EdS</u>:** 3 years **<u>EdD/PhD</u>:** 3-5 years (maximum allowed = 7 years) **NOTE:** if accepted with advanced standing, time allowed is 5 years
2. ***How much time must I spend on the Andrews University campus?***	Participants must attend an orientation (1 week) to begin their program, followed by the 3-day annual Roundtable Conference. Each successive July, they must attend the 3-day Roundtable Conference, usually at Andrews University.
3. ***How much does the program cost?***	**<u>MA</u>:** $765 per credit (approximately $28,000 for entire degree) + fees that are subject to change **<u>EdS/EdD/PhD</u>:** $891 per credit (approximately $25,00 for EdS and $43,00 for EdD/PhD degree, assuming that you are transferring credits in) + fees that are subject to change
4. ***Do you have online courses?***	Yes, including 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 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 (may include 7 transfer graduate 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). If you have fewer 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 LLPs and Credit Checklist/Courseplans accordingly in consultation with their advisor. NOTE: you 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 who will mentor you throughout your degree program. You will also meet monthly with a leadership and learning 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. You may or may not 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 Resident Faculty and Staff Members

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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	hinsdale4m@comcast.net
Theodore Brown, PhD	Professor of Business Oakwood University, AL	Financial Management and Strategic Planning	Tbrownq45@prodigy.net
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	tfitzgerald2001@charter.net
Vinjar Fonnebo, PhD	Professor of Preventative Medicine & Director of National Research Center Norway	Introductory Stats and Research Methods	Vinjar.Fonnebo @fagmed.uit.no
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David Heise, PhD	Group IT Manager, Sanitarium Health Foods, Australia	Technology	dheise@pacific.net.au
Elsie Jackson, PhD	Professor, Northern Caribbean University, Jamaica	Educational Psychology, Social Systems, and Women's Issues	elsiej@cwjamaica.com
Loretta Johns, PhD	Assistant Dean, School of Medicine, Loma Linda University, CA	Leadership and Business Education	ljohns@llu.edu
Paul Kaak, PhD	Consultant	Church Growth, Social Systems	GOK2AK@aol.com
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Dale Mancini, PhD	General Supervisor of Engineering Specifications Technical Data, General Motors, Detroit, MI	Human Resources and Personnel Morale	Dmancini11 @wowway.com
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Name	**Position**	**Expertise**	**E-mail**
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Kristen Stehower, PhD	Special Advisor to the President, Northwestern Michigan College	Organizational Development and Assessment	Kstehouwer@chartermi.net
Karen Stockton-Chilson, PhD	Director, Modoc County Health Services Department, CA	Social Work and Education	stockton@andrews.edu
Lou Trenta, PhD	Professor (ret), University of Akron, OH	Mentoring and Research Methodolgy	ltrenta@neo.rr.com
James A. Tucker, PhD	Professor, University of Tennessee, Chattanooga, TN	Leadership, Learning Theory, and Educational Psychology	jatuck@mac.com

Topical Index