The Andrews University
Department of Leadership

PARTICIPANT HANDBOOK

EdS, PhD, EdD, Post-Doc
2017-2018

Purpose

The Leadership Handbook is designed to help participants and faculty in the planning and execution of the EdS, EdD, and PhD degrees in Leadership. The Leadership Handbook complements but does not supersede the Andrews University Bulletin or the School of Education Handbook. Subsequent announcements and supplements issued after July, 2013 will take precedence. Leadership participants should also access the participant webpage: http://leaderpart.andrews.edu/ and the Andrews University graduate page: http://www.andrews.edu/grad for more information and http://www.andrews.edu/sed/resources/gradresource.html to access interactive forms.

Each participant is responsible for gaining familiarity with the guidelines in the most recent edition.

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Overview of Leadership

Mission Statement

The Department of Leadership (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.

We believe that a scholar-practitioner is one who integrates original empirical investigation with service-oriented leadership. They strive for professional excellence grounded in theory and research and form knowledge through experimentation and reflection, in the context of one's personal worldview and core values. A community of scholar-practitioners builds on the contribution of all participants, faculty and students. They learn from each other and, as such, foster an environment that values a unity of action with a diversity of thinking, inquiry and information. Thus, innovation, individuality and uniqueness define our community and society.

The Leadership Program

The Leadership program is housed in the School of Education, on the campus of Andrews University. It is an interdisciplinary program that leads to one of the following degrees: Master of Arts (MA), an Educational Specialist (EdS), a Doctor of Education (EdD), or a Doctor of Philosophy (PhD). Additionally, three certificates are available—Undergraduate Leadership, Graduate Leadership and Postdoctoral Leadership. This program prepares leaders for service in various forums. Leadership is a participant-driven program based on the idea of developing and demonstrating competency in specific areas associated with leadership in all fields.

Because the program was developed to meet the needs of contemporary 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 graduate degree while continuing their employment. 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.

The Leadership Program'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 discuss scholarship and practice.

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.

Our Mission

Andrews University, as 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. The full mission statement is as follows:

Andrews University students will:

Seek Knowledge as they...

- Engage in intellectual discovery and inquiry
- Demonstrate the ability to think clearly and critically
- Communicate effectively
- Understand life, learning, and civic responsibility from a Christian point of view
- Demonstrate competence in their chosen disciplines and professions

Affirm Faith as they...

- Develop a personal relationship with Jesus Christ
- Deepen their faith commitment and practice
- Demonstrate personal and moral integrity
- Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development
- Apply understanding of cultural differences in diverse environments

Change the World as they go forth to...

- Engage in creative problem-solving and innovation
- Engage in generous service to meet human needs
- Apply collaborative leadership to foster growth and promote change
- Engage in activities consistent with the worldwide 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, (1903) presented the following compelling vision for education.

> True education means more than the perusal 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. (Education, pp. 13, 30)

Andrews University School of Education embraces this vision as the organizing theme for its conceptual framework, “To Educate Is to Redeem,” and the inspiration for its mission.

Thus, the mission of the School of Education is "to provide programs based on a redemptive Christian worldview to prepare professionals for global service."

About the Department of Leadership (LEAD)

Core Values

We understand that as we live our lives, the following core values are connected to one another: community, service, integrated life, and human dignity. These are explained below, with particular behaviors described in an effort to capture the way the core values are lived out by participants in the Leadership program.

Community

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

Leaders understand that human beings need to be in relationships 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 (LLGs), and the annual Roundtable conference

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 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

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 dimension of life

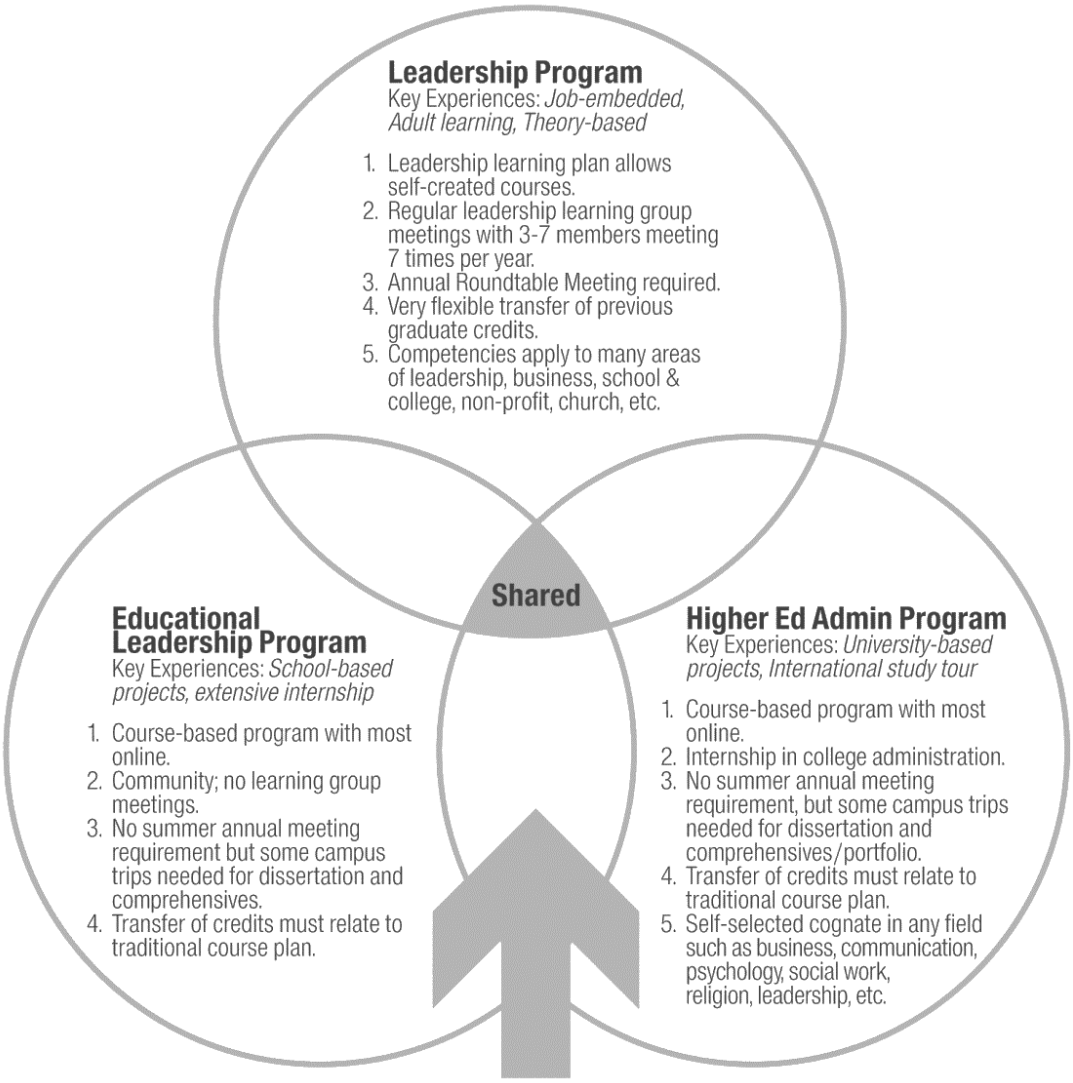
Human Dignity

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. 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



The interrelated nature of the Department of Leadership and Educational Administration.

- Joint orientation in July
- Grounded in values of community, service, integrated living & human dignity
- Same tuition for similar degrees
- Excellent Andrews University online library and resources
- Shared curriculum through distance courses and competency development
- Shared faculty
- Portfolio assessment
- Doctoral requirements
    - *Research competency*
    - *Dissertation*

Departmental Programs

As the accompanying Venn diagram demonstrates, there are three major program areas in the Department of Leadership: Educational Leadership, Higher Education Administration, and Leadership. All program areas require a one week orientation, usually in the latter part of July. This introduces participants to the values of community, service, integrated life, and human dignity which permeates all departmental programming. Leadership has an additional four-day conference, known as the "Roundtable." All three program areas have MA, EdS, EdD, PhD degree options and some graduate certificates. Tuition is the same for similar degrees across the three programs. All three provide strong distance-learning options so that participants do not have to move to campus to complete their graduate education. Distance-learning utilizes the excellent Andrews University online resources which allow the delivery of Moodle 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 Educational Leadership program guided by 9 standards, the Higher Education Administration program guided by 10 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 completion of a dissertation. There are also some differences between these three programs.

Educational Leadership Program

The Educational Leadership 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. There is an internship option and mentoring is offered. While the department is very eager to help participants transfer credits into their programs, transfer credits to the Educational Leadership program must align with the required standards.

Higher Education Administration Program

While the Higher Education Administration program is also based on the traditional topics listed above, the program is directed towards training high quality mid-level

administrators for postsecondary institutions. An opportunity for international travel is available, with a bi-yearly study tour scheduled to higher education 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.

Leadership Program

The Leadership program is less traditional and is based on individualized program development. It serves a wider variety of leaders, such as hospital administrators, business administrators, entrepreneurs, and church and civic leaders. Throughout their education, participants in Leadership must have regular meetings with a Leadership and Learning Group (LLG) 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 typically held in the Berrien Springs, Michigan area.

While participants can only transfer certain post-master's graduate credits from accredited institutions subject audit, there is greater flexibility in the Leadership program 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, guided by the School of Education and School of Graduate Studies policies, procedures, and protocols.

Leadership Program Foundations

Philosophy Statement

Philosophy concerns itself primarily with questions rather than answers. 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? It is important for leaders to consider these questions as they seek to understand, inspire and motivate those around them. These questions are holistically summarized by three philosophical dimensions that are foundational to the Leadership program: being (ontology), knowing (epistemology), and acting (ethics). How these questions are answered has deep consequences for the practice of leadership.

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 (1970/2002) best test 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?" (p. 27). 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.

Pedagogy for Reflection

The learning theories undergirding the Leadership program are inter-related so as 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 (1983) 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 (1984) experiential learning theory provides the basis for a job-embedded, competency-based experience to connect to theoretical ideas. In his experiential learning cycle, the learner moves through concrete experience to reflective observation, theoretical analysis, and to active experimentation. We view this cycle as a spiral representing the expectation (need) for many opportunities for each aspect of the cycle that need to take place for in-depth learning.

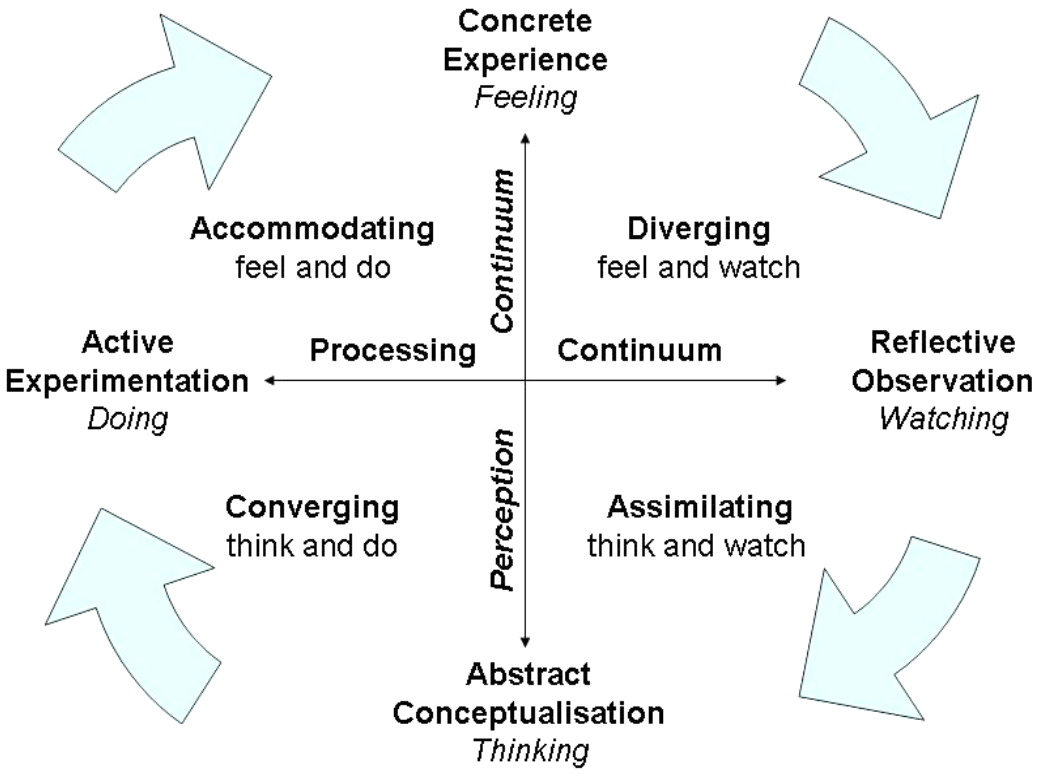
Knowles' (1998) theory of adult learning helps us move from a transmission model of graduate education to a transformation model which allows for choices, individual development, and a deep respect of the adult learner. Each participant experiences the social construction of knowledge (Vygotsky, 1986 and Johnson, Johnson & Smith, 1991) 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 orientation, participants begin to develop their leadership and learning plan which involves articulating a personal vision/narrative of how they can progress as leaders. This is a reflective activity in which life experiences are recalled and revisited to understand how they impact current leadership beliefs and practices. The Leadership and Learning Groups, as well as the annual Roundtable conference and many individual interactions with faculty, offer opportunities for reflection.

As participants begin to develop the required competencies and portfolio, they embark on a journey exploring their own character via reflection. The portfolio process is an ongoing process whereby participants develop and provide evidence of competency. Reflection papers demonstrate the conceptual links 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 and grown and to identify further possibilities for growth. Thus, each aspect of the Leadership program develops reflection ability in participants; together they represent our

unique “pedagogy for reflection.” After more than twenty years of practicing this 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. They often talk about how their lives are no longer as fragmented as they were previously. 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 Doctoral 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 individual worldview influences practice.
b. *Ethics, values, and spirituality*—Leadership functions from a set of principles and standards that guides work and relationships.
c. *Learning and human development*—Leadership fosters an understanding of the principles of learning and commitment to 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.

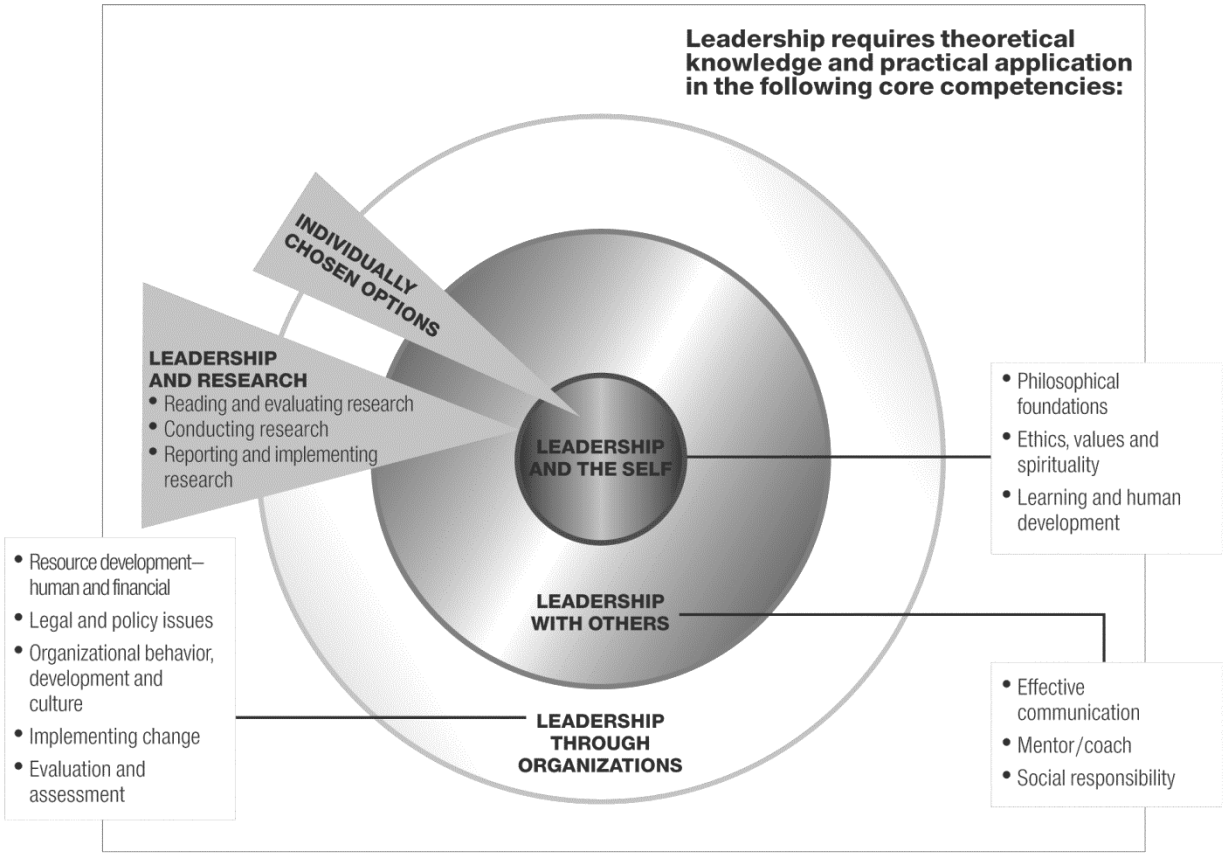
c. *Organizational behavior, development, and culture*—Leadership understands personal, group, and inter-group behaviors, and how they impact organizational history, needs, and goals.
d. *Implementing change*—Leadership involves working with others in order to collaboratively shape the vision and strategy 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 attempts to illustrate the inter-dependent configuration of the competencies.



Admission Process

Leadership Admission Requirements

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

- A completed master's degree.
- 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.
- Employment in a leadership position in which competencies can be demonstrated. This environment, which is the participant's place of work, 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 or an active career throughout the program.
- The commitment to participate in the following mandatory scheduled functions:
    1. The initial Leadership orientation.
    2. Regularly scheduled Leadership and Learning Group meetings. These meetings are usually held on a monthly basis but must be held at least seven times per year. However, each Leadership and Learning Group is responsible for planning, scheduling, and reporting its activities.
    3. The Annual Conference and Roundtable sessions, which take place each July.
- Access to the Internet. The participant is responsible for keeping current and aware of announcements and program updates presented by faculty and staff via e-mail. Participants are able to activate their Andrews username and create a password when officially accepted. This login will be used for all Andrews and department programs.
- Commitment to keep current in all technological tools used by the program and gain proficiency in using those added by the academic department.

Andrews University Admission Requirements

These are the minimum admission requirements based on each degree level; however, note that each graduate program may have unique admission requirements. Also, international students will need to submit additional requirements.

Certificate Programs

- Statement of Purpose - At least 500 words.
- Professional History or Resume - Information about your employment, research, or special projects.
- Recommendations - Two professional or academic recommendations are required.
- Official Transcripts - From institutions where all post-secondary coursework was taken. Official transcripts must be sent directly from your school to The Office of Graduate Enrollment Management at Andrews University. These documents may also be delivered in a sealed envelope with the issuing school's seal.

Post-Doctoral Certificate requirements

- Statement of Purpose - At least 500 words.
- Professional History or Resume - Information about your employment, research, or special projects.
- Recommendations - Two professional or academic recommendations are required.
- GRE (Graduate Records Exam) exam - This exam must be taken within five years prior to admission.

EdS, EdD, PhD Admission Requirements

- **Statement of Purpose**
  - At least 500 words.
- **Professional History or Resume**
  - Information about your employment, research, or special projects.
- **Recommendations**
  - Three professional or academic recommendations are required.
- **Official Transcripts**
  - Must be sent directly to The Office of Graduate Enrollment Management.
- **Research Paper**
- **GRE (Graduate Recods Exam) exam**
  - Must be taken within five years prior to admission.

Important: DIFFERENCE BETWEEN THE EdD AND PhD

The EdD requires competence in one genre of research. The PhD requires competency in both qualitative and quantitative methods of research.

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 EDRM505 and/or 611 Statistics within the first year, 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. If you are admitted on provisional status, it is vital that you take your provision(s) very seriously and endeavor to comply and be categorized 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" for up to twelve months 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. (See page 68). However, inactive periods do not prolong the maximum time limit for the program.

Academic Probation

In doctoral work, a drop below a 3.30 grade-point average in any given semester, after the completion of 12 credits, may result in academic probation. The participant and advisor must develop a plan to raise the grade-point average above 3.30 within the subsequent semester. The Director of Graduate Programs must approve this plan. When the cumulative grade-point average reaches 3.30, 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.

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 Guidance/Support

Advisor

Upon acceptance into the program, each participant is assigned an advisor who may or may not stay on as the participant's main advisor. After 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 participant will discuss the development of competencies and all other matters directly with the advisor. Registration of all credits is negotiated with the advisor on an annual and semester basis.

Leadership and Learning Plan (LLP) Program Team

One of the first experiences in the leadership program is the development of the participant's Leadership and Learning Plan (LLP), which will be explained in detail during orientation. After orientation, and in most cases after the LLP is fairly well developed, a second faculty member will be selected to work with the advisor, forming the participant's Program Team. The second faculty member's primary responsibility is to provide feedback for competency development and may change as needed during the program. When the participant is advanced to candidacy, a third member will be selected 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 Committee

When ready to begin the development of a dissertation proposal, the participant will seek a Leadership faculty member to chair his or her 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 members, on methodologist and one third member, to serve on the 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.

Program Requirements

Program Requirements—EdS

The Leadership Educational Specialist program includes the following requirements:

- Completion of 36 semester credits as listed on the Credit Checklist/Courseplan

- Completion of required courses:
  - 0 Credits of LEAD 600 – Annual Conference
  - 2 Credits of LEAD 630 - Introduction to Leadership Credits: 2
  - 2-3 Credits of LEAD 535 - Principles of Academic Writing Credits: 1–3
  - 4 Credits of LEAD 635 - Leadership and Learning Plan Credits: 2–4
  - 3 Credits of LEAD 636 - Issues in Leadership Foundations Credits: 2,3
  - 3 Credits of LEAD 638 - Issues in Leadership Theory Credits: 2,3

- Completion of research courses:
  - EDRM 505 - Research Methods Credits: 3
  - LEAD 637 - Issues in Research Credits: 2,3
  - LEAD 798 - EdS Research Project Credits: 3–6

- Completion of a Specialist Research Project worth a minimum of 3 credits, maximum of 6 (LEAD798). 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:
  - 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.
  - A written “synthesis paper” is submitted to the Program Team four weeks before the presentation of the portfolio (see section on Assessment).

- Successful portfolio presentation demonstrating achievement of the program competencies (see section on Assessment).

- **Submission of a research-based article to a peer-reviewed publication.

Program Requirements—EdD and PhD

The Leadership doctoral program includes the following requirements:

- Completion of 60 semester credits as listed on the courseplan (Appendix A).

- Completion of required core courses:
  - 2-3 Credits of LEAD 535 - Principles of Academic Writing Credits: 1–3
  - 2 Credits of LEAD 630 - Introduction to Leadership Credits: 2
  - 4 Credits of LEAD 635 - Leadership and Learning Plan Credits: 2–4
  - 3 Credits of LEAD 636 - Issues in Leadership Foundations Credits: 2,3
  - LEAD 605 - Leadership and Learning Group Credits: 0 every semester
  - 3 Credits of LEAD 638 - Issues in Leadership Theory Credits: 2,3

- Completion of research requirements which includes
  - EDRM 505 - Research Methods Credits: 3
  - LEAD 637 - Issues in Research Credits: 2,3
  - LEAD 885 - Leadership Research Credits: 1–8
  - LEAD 889 - Doctoral Seminar Credits: 1–3

  and depending on previous documentable research experience appropriate research method courses such as
  - EDRM 605 - Qualitative Research Methods Credits: 3
  - EDRM 611 - Applied Statistical Methods I Credits: 3
  - 2 Credits of LEAD 625 - Research Writing Seminar Credits: 1,2
  - EDRM 636 - Program Evaluation Credits: 3
  - EDRM 704 - Design and Analysis of Educational Surveys Credits: 3
  - EDRM 712 - Applied Statistical Methods II Credits: 3
  - EDRM 713 - Applied Statistical Methods III Credits: 3

- Engagement in appropriate collaborative scholarly activities leading to presentations of research at scholarly conferences and the submission of an article manuscript to a peer-reviewed journal.

- A written dissertation and successful oral defense of the dissertation.

- A successful portfolio presentation (see section on Assessment)
  - Demonstrating competency in at least 15 areas, with at least one at the "distinguished" level (EdD & PhD), three at the "proficient" level (EdS, EdD & PhD), and the rest at the "satisfactory" level (see "Competency Evaluation Rubric" in Appendix B).

- A written "synthesis paper" that summarizes professional and personal growth in the competencies, and describes the Leadership experience. This "synthesis paper" is to be submitted to the Program Team four weeks before the presentation of the portfolio.

Program Components

Fulfilling the following program components is critical to success in Leadership. An annual review will determine whether each participant is making adequate progress.

Leadership and Learning Plan (LLP)

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 experiences, based on theories and practices learned during the Leadership orientation and other program experiences. Creating the LLP is an iterative process where participants work with their Leadership and Learning Group and advisors through multiple cycles of feedback.

The LLP is usually 30 to 40 pages in length and consists of four sections:

- Part I: Vision Narrative Statement
- Part II: Planned Experiences
- Part III: Credit Checklist/Courseplan
- Part IV: Annual Competency Progress Plan.

Part I: Vision Narrative 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 you share about your family, schooling, special people, and enduring experiences. The vision statement is the driving force that makes each participant's journey unique. You may choose to think of this as your mission, calling or purpose statement, but it should capture 'who you are,' 'where you've been' and 'where you are going.'

Part II: Planned Experiences

How to approach Part II. 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 definition 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.

How to demonstrate the competencies. 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 competency? What level of mastery will be demonstrated? (See "Competency Evaluation Rubric" in Appendix B). This section of the LLP also includes a bibliography of possible books and articles to be referenced as meaning is made of past and future experiences and reflection papers are written.

What evidences are needed to document competence? Planning for a balance of the following three major types of artifacts ensures that the portfolio clearly demonstrates competence in the given area:

1. **Artifacts**: Things created or to be created, for example: participant manuals, syllabi, webpages, videos of presentations, policy descriptions, organization manuals, books, articles, and reports.
2. **Evaluation**: Verification from subordinates, peers, superiors, and experts, such as formal and informal letters, cards, evaluations, and annual reports. The closer to a 360-degree evaluation, the better.
3. **Knowledge base & reflection**: Reflective journals/papers where growth in a particular competency connects with the knowledge base or theoretical underpinnings of that experience. (See "Reflection Paper Rubric" in Appendix B).

The list of artifacts in each competency section in Part II of your LLP serves as a starting point for the table of contents of the actual portfolio at the end of the program.

How to display the information in Part II? Some participants choose to display the information in Part II in table format.

What if my job changes? Can I change the LLP? It is expected that planned experiences, portfolio documentation, and bibliography may change as you progress through the program. Keep your advisor posted of changes and plan on this ongoing updating process of the LLP every year before Roundtable.

Part III: The Credit Checklist/Courseplan

Part III of the LLP is a list of credits organized by semesters. It consists of three primary sections:

1. Course/competency credits including methods courses
2. If applicable: potential doctoral transfer credits
3. Andrews dissertation credits

Courseplan. The Andrews course/competency credits relate to the planned experiences in Part II of the LLP and are reflected in a list of credits accumulated through a variety of options that include required classes, seminars, fieldwork, advanced studies, and internships.

Advanced standing. Transfer credits require an application for advanced standing. If you feel you qualify for advanced standing please work with your advisor and the program administrative assistant to fill out a petition form requesting that appropriate doctoral credits from other graduate institutions be transferred into their leadership program. These credits must be a minimum grade of B or higher and not graded S or P. This list of transfer credits becomes part of the Advancement to Candidacy and *the participant cannot be assured that they will be allowed to transfer the credits into their program until they have signatures from the advisor, another faculty member, the program coordinator, the dept. chair, the Dean of the School and the Graduate Dean.*

Time limit for advanced standing**. Advanced standing acceptance has a time limit of 5 years for program completion.**

The **Educational Specialist (EdS)** Credit Checklist/Courseplan must include a minimum of 36 graduate semester credits including the Research Project LEAD798 (3-6 credits).

The **doctoral (EdD/PhD)** Credit Checklist/Courseplan must include a minimum of 60 graduate semester credits including 16 credits of work on the doctoral dissertation (2 credits for LEAD880: Dissertation Proposal and 14 credits of LEAD899 Dissertation to be distributed typically at the rate of 2-3 credits a semester till the penultimate semester). In the final semester the participant should register for LEAD895: Doctoral Portfolio which leads to the portfolio presentation. *Please note that 8 of the non-dissertation credits must be numbered 700 and above.*

Access to the Courseplan. The course plan can be viewed online on the Participant tab of the Leadership Program website by clicking on "Leadership Restricted Services," and entering your Andrews username and password. This course plan is an **unofficial** list of

courses and is provided only for planning purposes. It may not accurately reflect all the participant has registered for. And transfer credits listed may not have been approved by all the necessary university administrators. 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.

Official academic record. Participants may view their official Andrews University academic record on their iVue page: www.andrews.edu, vault/account access, iVue, View University Academic Record (next to the yellow bar).

Part IV: Annual Competency Progress Plan

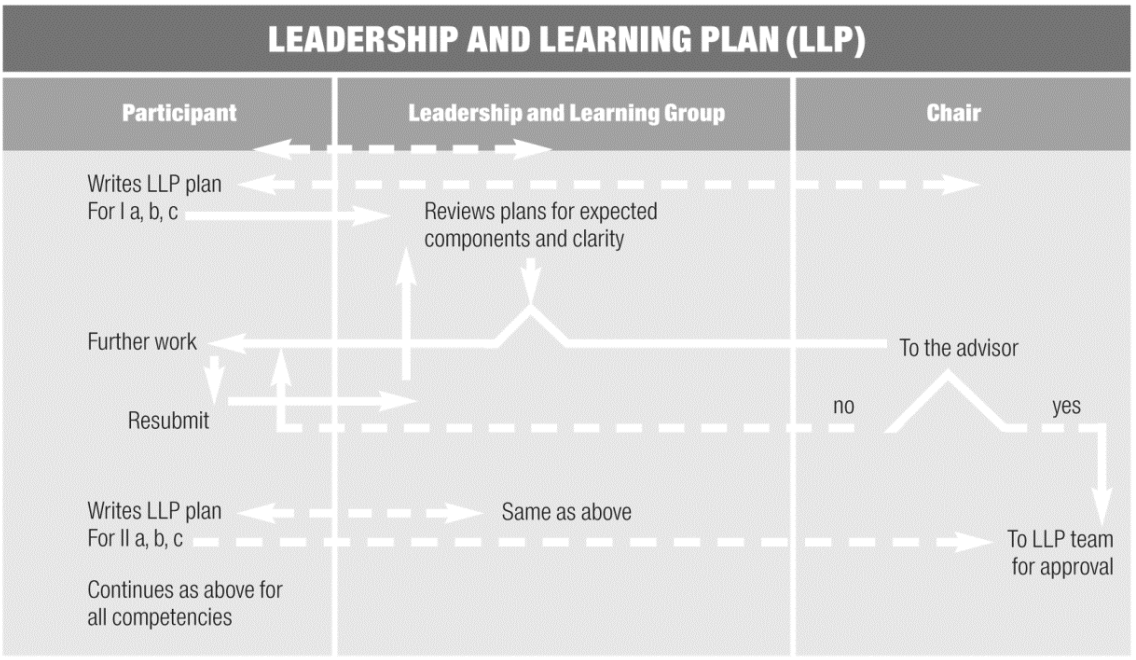
Part IV of the LLP shows when you plan to have the competencies completed and signed-off by semester or year. The first competency has to be signed off before the Roundtable of your first year. Before the annual conference the learning group and/or advisor will review the participant's plan and progress. Planning for continuous sign-offs will guarantee positive progress in the program. Continuous sign-offs will increase levels of reflection and provide a venue for sharing expertise with other participants.

Submission and Approval 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 LEAD535 (Principles of Academic Writing), 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.

An approved LLP will have the signatures of the advisor, another faculty member, the program coordinator, the department chair and the Dean of the School of Education. Until the approval process is complete, a hold may be placed on the registration process which should be a signal to the participant that their LLP has not been approved.

The following figure illustrates a process whereby the LLP can be consolidated into major sections for review, with an explanation following.



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

It is expected that unforeseen opportunities and circumstances usually 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

1. Vision statement and goals for the program
2. List and description of documentation of at least 15 competencies
3. Credit Checklist/Courseplan
4. Roundtable Competency Sign-off Plan

Leadership and Learning Group (LLG) (LEAD605)

Participation in a Leadership and Learning Group (LLG) is a required component of the Leadership program, which you register for through LEAD605 Leadership & Learning Group. There are several reasons why the Leadership program seeks to foster a strong community component in the participants' leadership journey. First, leadership is a community experience, and staying in community and leading in community is an essential place for developing leadership. Second, ethically, each member in a learning community must be treated as valuable and efforts to respect and include members not only develop leadership skill but are an ethical responsibility of leadership. Third, research on both leadership development and graduate work indicates that adult learners learn best when working with each other as well as with faculty and in formal classes.

The LLG Environment

Being embedded in a network or cohort of learners expands the teaching/learning base of the program. Each member brings knowledge, skills and attitudes useful for other members' understanding of leadership. Shared resources and expertise increase the saturation of learning. Faculty as well as graduate participants learn from these rich social processes. No one has a monopoly on leadership development and learning. Some bring skills like technology or writing, others have extensive reading on various theories or areas of leadership, and still others, can share matured attitudes that bring effective decision-making or conflict resolution. All these can add to participants' learning. Finally, communities help evaluate and give feedback and hold individuals accountable for their leadership development.

There are many ways individuals can capitalize on the leadership learning community in the program. One of the best "formal" vehicles for this learning is the **Leadership and**

Learning Group (LLG) where small groups of participants meet regularly to provide collegiality, synergy, shared learning, and support for progress in the program.

The LLG Requirement

Leadership participants are required to meet monthly with their LLG. This includes meeting during the annual conference where plans are formulated for the next year's activities, and participants may reconfigure their group to accept new members and/or change groups. A group may live in the same geographic region and meet face-to-face, or it may be scattered geographically, but meet using a combination of face-to-face and virtual interaction.

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. Each one learns to express opinions in an atmosphere of honesty, openness and mutual respect. Competency in leadership is demonstrated on the job and among the members of the Leadership and Learning Group.

Membership in LLGs

Leadership and Learning Groups are to be composed of 3 to 7 members. At least two members of the LLG should be available to evaluate, give feedback and 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 Work of the LLG

LLP feedback and signoff. The Leadership and Learning Group reviews and provides feedback to the participant as the LLP is being created. The group then chooses one member to do the sign-off of the LLP at www.andrews.edu/leaderpart, but the group will decide how the review and feedback will be given to the participant. Will everyone review and provide feedback or several members? The group makes this decision.

Sharing of learning. Participants provide substantive input to the learning pool of the LLG by sharing ongoing learning while they are working on developing their competencies. Some groups work on core textbooks together over a period of months or in a retreat setting.

Competency feedback. When competencies have been completed, using the rubric(s) of the Leadership Program provided in Appendix xxxx, the Leadership and Learning Group reviews and gives feedback on the artifacts, validations and reflection paper for each competency before the competency is submitted to the faculty for their feedback. Using the rubric(s), each competency is evaluated on a scale of 1 – 5 and a score entered on the participant's competency sign-off page at www.andrews.edu/leaderpart.

The group will decide how to facilitate the review and feedback of each competency for all members. The primary purpose for involving the group members in the review process is to increase the learning for everyone around each competency, so the group will decide how this is best accomplished – individually or with the whole group.

Dissertation work. Each Leadership and Learning Group member collaborates with other members on their dissertation topic selection, proposal, and final paper.

Faculty participation. Faculty members attend Leadership and Learning Group meetings by invitation. Weekday visitation is preferred and encouraged; however, arrangements can be made for weekend visitations. Faculty provides general program assistance as well as specific expertise in the competency areas. Faculty members are willing to join a group via various technologies or face-to-face. If travel is required the request is taken to the departmental meeting.

Organizing LLG meetings and posting meeting minutes. Each Leadership and Learning Group is responsible for planning, scheduling, and reporting its activities. Minutes are posted online at www.andrews.edu/leaderpart.

LLG evaluation. Each year group members self-evaluate the adequacy of the group process by asking 1) whether competencies are being reviewed and signed off and 2) reviewing the posted minutes to reflect on what has been accomplished by the group. The group determines the number of times they meet in one year and what the agenda will be. The faculty is available for support as requested by the group. Failure to meet or submit minutes of group meetings may result in being placed in an inactive status.

LLG support forum in Moodle. The Leadership program in collaboration with the school of Distance Education has created a "master course" for LLGs, LEAD6xx, to develop a central learning space that will facilitate shared learning across all learning groups as well as separate group spaces monitored by the groups themselves.

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. There are two distinct components to the annual conference: the Andrews University Leadership Conference, which is open to the community and the Roundtable Conference for those enrolled in the Leadership program. The goal of the conference is to renew the vision of the program personally and corporately, to create a time of inspiration, and refocus. During the Roundtable session, LLGs may reconstitute and receive new members. It is also a chance for participants to update LLGs and advisors on plans for the following year.

During the Roundtable conference participants can expect to meet with their LLG, report on progress in the program, and to access crucial learning support tailored to the participant's phase in the program.

- **Year 0-1**: induction into the Leadership program dynamics, to academic requirements and resources available (Endnote, Moodle, Styles in Word, etc.), and the art to develop a competency.
- **Year 2-4**: focus on advanced competency development, integration of work and study, optimizing LLG learning, mastering research methods in preparation for the dissertation process.
- **Year 3-5**: the dissertation process.
- **Final Year**: publishing a research-based article in a peer-reviewed journal, defending the dissertation, presenting the portfolio.

All participants are asked to be prepared to share their best learning of the year during the joust session of the Roundtable.

Participants 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 their advisor prior to the conference. *Failure to attend the annual conference will result in automatic inactivation from the program.*

**Failure to attend the annual conference will result in automatic inactivation from the program.

Continuous Registration

All participants must register *every semester* they are in the Leadership program in a credit-bearing course. Consultation with the adviser and careful adherence to the LLP will result in satisfactory progress. Registration Central is an online space where the participant will be able to make financial decisions. The program has a registration calendar with dates when registration opens and closes. It is imperative that participants register during this timeframe. Office help is available but only within the designated timeframe. Failure to register every semester will result in inactivation in the program.

Leadership & Learning Group (LEAD605)

Starting with the summer cohort of 2016 participants in the Leadership program are required each semester to register for LEAD6xx: Leadership & Learning Group (0 credits). This Moodle course is a resource accessible to all participants active in the learning groups.

Program Continuation (LEAD650)

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.

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 chooses 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. After registering for LEAD880 or EDRM880, the participant must register for at least 1 dissertation credit each semester, including summer, until the dissertation is successfully defended. This

may require the participant to register for more than 16 dissertation credits. Registering for 1 dissertation credit is counted as full-time.

Online Classes

The Leadership program is a distance program with required courses delivered primarily online. As such, it is vital that participants understand the requirements of successfully completing online courses. Moodle is the delivery system (Andrews Learning Hub), which is explained in detail in the section Other Program Issues, p. 66. The Department of Leadership strives to be an intentional learning community, and when you register for an online course you become a member of this community. While online courses offer some flexibility, adequate time must be reserved in your schedule to achieve and maintain progress.

Tips for a successful class:

- Be ready on the first day of class with your textbooks and other required sources on hand. Failure to begin the course and lack of participation within the first week may result in you being dropped from the course.
- Be familiar with the syllabus and its requirements.
- If necessary, have required course software installed, i.e. Endnotes, SPSS, etc.
- Ensure your computer is designed to handle Moodle.

Program Services in Writing & Editing

Academic writing, especially graduate research and scholarship writing, requires substantial precision and extensive editing. While some come to graduate work with years of technical writing experience, a lucid writing style and an understanding of APA requirements and AU format standards, most participants need to learn these skills during their program. They often do so through formal courses, informal group support and detailed faculty feedback on their scholarship writing. Some also get editorial support. This section details participant responsibility for editing and the places provided to help improve these skills.

Orientation, Annual Conferences and Research Boot Camps

At orientation, participants are introduced to Endnotes, a reference tracking system, to APA style and AU format requirements as well as to other aspects of managing their writing. During annual conferences additional seminars on writing and managing academic presentations are provided. This includes writing literature reviews, editing for publications, structuring book reviews, etc.

The annual research boot camp especially helps individuals focus on writing a research design and findings sections of their research. All of these provide intensive support, but also introduce them to participants they can contact to get additional systematic feedback. Taking advantage of this learning is crucial for later success.

Online Tutorials

We are in the process of creating a web portal which will house all necessary program resources. The goal is to create resources that are aligned with the four phases of a participant's journey through Leadership program (see the program graphic). The ultimate goal is to have this portal accessible like a dashboard that also indicates actual against desired progress in the program. Participants who have an advanced mastery of some aspect of the Leadership program journey are invited to join us in this cooperative endeavor. This could be in the form of taping online tutorials of any of the aspects of the program, including the use of Endnotes, APA and AU format, Word styles, and good writing.

Courses

There are many courses offered throughout the English department at this and other universities that participants may wish to take, either to transfer into their program or to supplement it. We have two courses in our department that are useful for participants.

LEAD535 (1–3 cr) *Principles of Academic Writing*

This course offers an introduction to the art of academic discourse that will prepare students for writing research papers, theses and dissertations. It covers summary, analysis and synthesis, structure and language use, style and formatting, and the concept of writing as both a process and a skill learned best through continual practice.

LEAD625 (1–2 cr) *Research Writing Seminar*

This course supports participants in the writing of publishable manuscripts.

Research Courses

While each graduate course you take will give you scholarship writing experience, three are designed specifically to mature your scholarship and technical research writing ability related to your specific scholarship:

LEAD637 (3 cr) *Issues in Leadership Research*

This course requires the expansion of your Endnote database, provides training in locating and critiquing scholarship, and helps you build a significant literature review document on your area of focus.

LEAD880 (2 cr) *Dissertation Proposal*

LEAD880 is designed to leverage your literature review into a full dissertation proposal, further growing your ability to write research designs and plans.

LEAD899 (1-14 cr) *Doctoral Dissertation*

Then LEAD899 under the guidance of your dissertation committee gives you detailed and systematic feedback to improve your conceptual explanations and logic, technical prose of detailed scholarship and APA and AU requirements for technical reports.

Writing and Editorial Services

Throughout your academic writing journey, but especially at the end when you are finalizing research reports (i.e. dissertations) and reflection papers, you will need to continually edit your material. While advisors and committees will help with many aspects of editing, often they may recommend getting more professional editing services. Below are the varying types of editing typically needed on research writing, and who typically is the most responsible for giving your service with that area.

Table xx – Types of Editing

Stage	Description	Main Help
Conceptual (1)	This involves understanding variables, theories, key concepts and connecting those to existing literature. This is where the committee should help the most by providing ideas for literature and theoretical explanations. Once findings are stated, there is often a need to shore up concepts not only in the final chapter but throughout earlier sections.	Chair Members
Statistical/ Methods (2)	This is usually only what methodologists, statisticians or experienced dissertation chairs can help students edit. It has to do with how to describe accurately complex statistical or research design findings and interpretations.	Methodologist Chair
Logical (3)	This editing tightens up the flow of argument between chapters, sections and paragraphs. It is a logic or reasonability issue. It often involves complex tightening	Chair Member Editor

	and linking work. This has to do with explanations, better arguments, good word transitions and sequencing.	
Grammar and Syntax (4)	This is often the most common editing most manuscripts need inside and outside of academia. It has to do with correct word choice, active and correct verb, sentence structure, and paragraph structuring. This is the tedious part that requires good English skills.	Editor Member Chair
Copy editing (typo, wording) (5)	This editorial area has been improved with automatic word processing corrections. However, even that process often misses spaces, wrong words, etc. It is amazing how good professional editors are at finding misspelled words, stray letters, poor use of punctuation, missed quotations marks, and more.	Editor Member Chair
Format (6)	AU Format and APA Style issues are difficult to learn, and even more difficult to apply to a several hundred page document. This requires page numbering, headings, margins, preliminary pages, table of contents, APA citation, APA reference, etc.).	Editor Member Chair

When participants need an editor to support the committee, they should contact the Leadership office for possible available editors, individuals who provide these kinds of service for pay.

Annual Review

An annual review takes place every spring for all participants. At this time, the Leadership faculty examine each participant's self-assessment of their progress in the program, along with documented progress including LLG meeting minutes and competency sign-offs. Any concerns are brought to the attention of the participant in a written communication, i.e. not meeting with your LLG and signing off competencies, 4 or more DGs, unmet provisions, etc. Each participant is required to respond by the date indicated in the letter. A participant may be placed on probation or inactive status if they are not making adequate progress.

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.

Research Competency Requirements

Doctoral 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.

Doctoral participants at all levels (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

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 (LEAD798—3-6 credits). 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 (3cr) and EDRM 505 (3cr). This is in addition to any other research courses which may be necessary to support the chosen methodology of the EdS research project.

Furthermore, the research proposal 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, 12th 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 "proficient" level. Furthermore, research requirements for the doctorate in the School of Education "include breadth, depth, and flexibility.

The research 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, 2012-13, p. 276).

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. Should a participant not have a master's level research class to transfer in, they will be required to take EDRM505 (3 credits). This class will not be counted in the minimum 48 (of 90) credits taken at Andrews University before graduation. 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 Department of Leadership (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 Moodle (see later sections explaining this coursework). Those with ^ have a distance component but require some on-campus work.

Course	Title & Credits	Comment
EDRM505*	Research Methods (3 cr)	
LEAD637*	Issues in Research (3 cr)	
EDRM605*	Qualitative Research Methods in Education & Psychology (3 cr)	
EDRM611*	Applied Statistical Methods I (3 cr)	
EDRM712	Applied Statistical Methods II (3 cr)	
EDRM713	Applied Statistical Methods III (3 cr)	
EDRM636^	Program Evaluation (3 cr)	
LEAD880*	Dissertation Proposal Development (2 cr)	
EDRM880	Dissertation Proposal Development (2 cr)	
LEAD885	Leadership Research (1 cr)	
LEAD 889	Doctoral Seminar (1 cr)	

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 Department of Leadership, 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. When a participant 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: https://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 IRB. (See http://www.andrews.edu/services/research/) 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. All individuals conducting research as a part of an Andrews program are required to pass an online tutorial and acquire a certificate which is presented with the IRB application.

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.

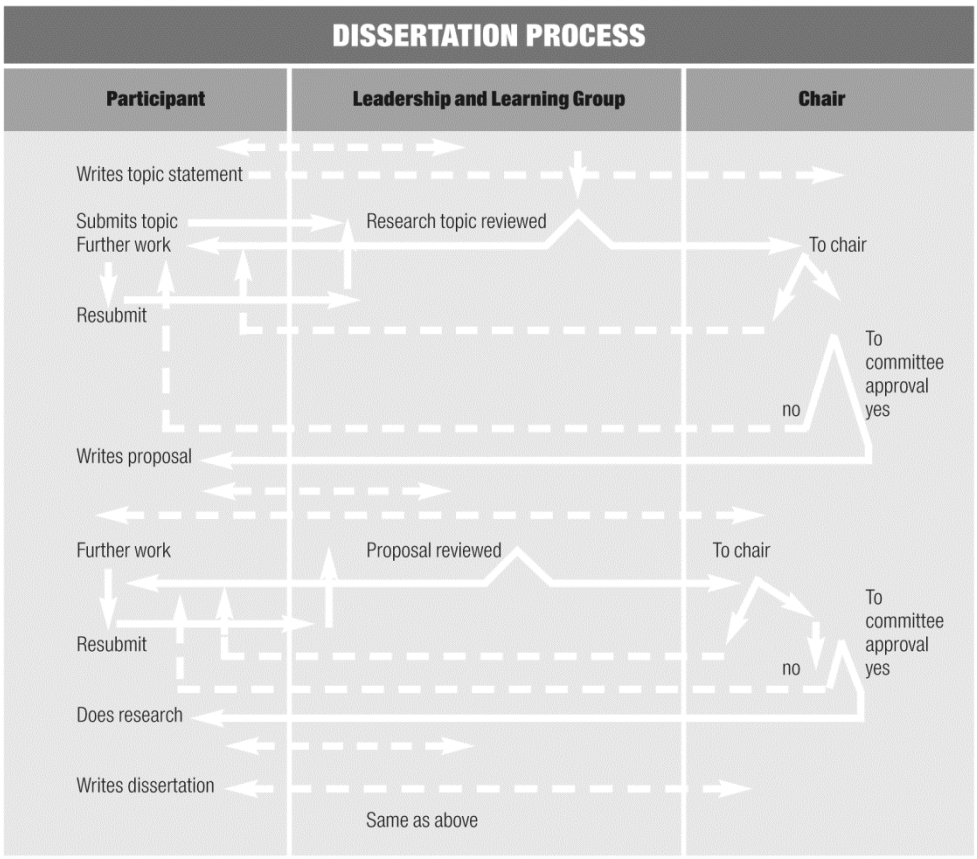
While there is (and should be) great diversity between dissertations, dissertations in Leadership must do the following:

- 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 the following figure, which shows the iterative nature of doing the dissertation. Each of these five stages is reviewed below.



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, usually at the rate of 2-3 credits a semester depending on the pace of progress in the dissertation. Participants must register for a total of at least 16 dissertation credits prior to graduation. Two of these credits are allocated for the Dissertation Proposal Development course (LEAD880 or EDRM880). The remaining 14 credits are to be taken while developing the dissertation proposal and the dissertation itself. Participants extending their program beyond the 7-year limit will have to register for 3 dissertation credits each semester including the summer semester until they graduate from the program.

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 register for the 2-credit course, EDRM880 or LEAD880 (Dissertation Proposal Development). The dissertation chair must approve this registration. 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 with the suggested credit allocation:

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 methodology 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. But it should lead to the approval of the dissertation topic by the participant's chosen dissertation committee.

Dissertation Topic Prospectus

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.

Dissertation Committee

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 dissertation 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.

The Leadership Connection of the Dissertation Topic

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.

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.

Dissertation Methodology & Topic Approval

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 the previous figure (p. 45) 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*. 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*, 6th 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 Office of the School of Graduate Studies is responsible for assuring conformity to the *Andrews University Standards for Written Work*, and the chair, department, school, and graduate division ensure compliance with other policies. When participants first begin writing their proposal, they are encouraged to make a brief visit with the Dissertation Office or arrange a consultation via e-mail at dissertationoffice@andrews.edu. This will allow the Dissertation Office to alert participants 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. Chapter 1: Introduction

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. Research design
6. Theoretical/conceptual framework
7. Significance/importance of the study
8. Assumptions
9. Definition of terms
10. Limitations and/or delimitations of the study
11. Summary
12. Outline of the remainder of the proposal

B. Chapter Two: 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. Chapter Three: 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 quantitative educational 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
4. A design for instrument development, including procedures for showing validity and reliability.
5. Pilot studies.
6. 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: (1) the most common type is the three-chapter proposal preferred by most chairs, and (2) the short proposal. Both types must review major elements of the A, B, and C content listed above.

1. **First three chapters**: This type of proposal develops the actual first three chapters 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 short proposal**: This second type is much shorter. It can be as succinct as ten-to-fifteen pages long, but it still has to cover the key areas of the dissertation content in an overview style. In addition it needs to have an extensive bibliography attached that shows the participant's adequate scholarly preparation of the content area.

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 the figure (p. 78) 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 in Nethery Hall. 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 (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 parts. 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.

After registering for LEAD880 or EDRM880, the participant must register for at least 1 dissertation credit each semester, including summer, until the dissertation is successfully defended. This may require the participant to register for more than 16 dissertation credits.

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 once—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. **The Graduate Programs Secretary will communicate the name of the external to the candidate. This name must be added to the dissertation's signature page, and the candidate is required to bring 3 signature pages to the defense.** 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 and copy editing (computed on a sliding-scale basis for length of dissertation), 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 Secretary will send the student a "Digital Dissertations and Theses Submission Agreement" to

fill out and return to her. The digital file will then be uploaded to a special web site at the James White Library.

The participant also submits a digital file of his/her dissertation to UMI Dissertation Publishing, a company that publishes more than 60,000 dissertations/theses each year. Deliver the digital file to http://www.etdadmin.com/andrews. There is no charge for this provided the student chooses "Traditional Publishing" (rather than "Open Access Publishing"). The Dissertation Secretary can assist the student in this process if needed.

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 and copy editing (computed on a sliding-scale basis for length of dissertation), 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 Secretary will send the student a "Digital Dissertations and Theses Submission Agreement" to fill out and return to her. The digital file will then be uploaded to a special web site at the James White Library.

The participant also submits a digital file of his/her dissertation to UMI Dissertation Publishing, a company that publishes more than 60,000 dissertations/theses each year. Deliver the digital file to http://www.etdadmin.com/andrews. There is no charge for this provided the student chooses "Traditional Publishing" (rather than "Open Access Publishing"). The Dissertation Secretary can assist the student in this process if needed.

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 Leadership program develops scholar-practitioners who can transform the power of knowledge into improved service. Progress towards this goal is measured by competency development which is presented and evaluated through a portfolio. Feedback from participants and advisors on competency development is designed to help individuals improve their learning (formative) and provide a final (summative) evaluation of their leadership development and program requirements. This section reviews the philosophy, processes, roles, documentation and oral presentation of the portfolio.

Competency arises in a dynamic of experiential learning which encompass (1) practical experience, (2) reflective observation, (3) abstract conceptualization, and (4) active experimentation leading to the implementation of new insights learned (Kolb, 1984). The documentation of knowledge and practice and the integration of knowledge and practice demonstrates competency development.

Competency assessment is the process of giving and receiving feedback about this learning process. It is evaluating processes and outcomes to improve participants learning and to evaluate the fulfillment of university, school and department requirements for a degree. This assessment process also provides a way to systematically and continuously evaluate and improve faculty services and programing.

Philosophy

Leaders grow and become competent in various areas over a lifetime of learning in differing contexts. Leadership participants use their work and life context as the laboratory for the development of leadership competence. They engage in experimentation with new leadership insights and skills, and continue to develop a knowledge base that drives improved theory and practice. Learning activities, past and present, from various experiences, from coursework, work projects, interaction with faculty, and collaboration with Leadership and Learning Groups (LLG) are designed to facilitate the development of required competencies and then documented in the portfolio. The Leadership program guides participants in maximizing their learning experiences to develop leadership competence.

The portfolio is currently the most useful comprehensive evaluation tool for capturing that learning and assessing leadership, more accurate and holistic than a written examination. It allows participants to showcase their transformational learning as leaders.

Angelo (1995) captures the process of assessment that is used in the portfolio when he wrote:

> 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. (p. 8)

The dialogical dimension of assessment furthers the leader's growth and also enhances the institution's openness to learning and program improvement. 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, giving and receiving feedback as a way to improve learning. Given this broad understanding of learning and assessment as a reciprocal and dynamic process, the portfolio development process results in these major elements:

1. **Portfolio**
    a. an electronic collection of artifacts, evaluations, and reflection papers that show competency development
2. **Synthesis Paper**
    a. a review and interpretation of overall leadership development
3. **Oral presentation**
    a. a two-hour presentation/dialogue with others about this leadership learning

The Portfolio Development Process

The development of competencies is planned in the LLP and documented in the portfolio. Given the centrality of portfolio development in the Leadership program, this section reviews the portfolio: what it is, what it contains, the role of others and feedback in the portfolio, and how the process is organized in the department.

What Is the Portfolio?

The portfolio is a self and peer-assessment process that results in a collection of carefully chosen artifacts that document and describe the development of leadership competencies. It is *developmental* (it documents competency-developing 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 others), *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:

- Gives substantive, meaningful, and appropriate documentation for each competency.
- Shows the integration of a knowledge base with practical experiences.
- Is reviewed and assessed by the self, LLG and faculty advisors throughout the process.
- Identifies the level of mastery for each competency (exceptional, proficient, satisfactory, emerging, unsatisfactory)
- May be organized around competencies or projects.
- Is submitted for formal and final approval and requires an oral presentation.

What Does the Portfolio Contain?

Portfolios contain artifacts and documentation from four major areas:

1. *Work-related leadership materials:* reports, completed projects, program evaluations, seminar materials, marketing materials, lesson plans, budgets, financial statements, agendas, minutes, proposals, and other similar items.
2. *Course or academic related material:* scholarly topical papers, book reviews, course discussions, blogs, tour experiences, evidence of working knowledge, such as research papers, reading journals, comparative theory charts, class presentations and related materials.
3. *Feedback from others:* 360 evaluations, recommendations, letters, expert reviews, peer reviews, self-evaluations, and student evaluations.
4. *Reflection papers:* papers that make conceptual connections between theory and practice.

Some stems to facilitate reflection might be:

- This artifact demonstrates my competency by . . .
- This artifact shows my understanding and application of concepts of XYZ by . . .
- This reading or experience motivated me to a plan to….
- A question I had as a result of this experience/artifact was . . .

Roles in the Portfolio and Evaluation/Feedback

The community of learning that the Leadership Program seeks to foster is manifested most constructively and intensely in the portfolio development and evaluation process. The engine of growth that makes the portfolio a successful learning experience is consistent, iterative, and constructive feedback from those involved in the community. The role of each community member in the feedback processes are reviewed below.

The portfolio receives both (1) formative and (2) summative evaluations:

1. The formative evaluation occurs while the participant is developing the portfolio. Self-evaluation, sustained conversation with the faculty, along with regular input from the LLG members provide opportunity for feedback and improvement.
2. A final score, summative evaluation, of the portfolio is calculated from self, LLG, and two faculty advisors evaluations. It represents the program's evaluation of the participant's fulfillment of the competency development requirement of the program. The portfolio then goes to an oral presentation where a third faculty member is present to ensure due processes have been upheld for the benefit of the participant and fulfillment of program requirements.

Throughout the formative and summative process, the reflection paper and competency rubrics are used to give systematic and effective feedback to participants.

Self

Each participant is responsible for gathering and organizing artifacts, evaluations and reflection papers in a way that makes it easy for others to see the participant's leadership development and be able to give constructive feedback for possible improvement. Each participant must complete reflection papers documenting competency development, either individually by each competency or in a cluster of competencies. This should also be easily available to others for review and feedback. Each participant will evaluate their competency using the reflection paper and competency rubrics, recording their evaluation in the online leadership database.

LLG

The LLG helps participants in portfolio development by giving feedback on competency development. Based on the principles of Kolb's Learning Cycle (Kolb, 1984) the LLG gives feedback to and approves competencies and portfolio planning through feedback on the LLP and regular meetings where the discuss participants leadership experiences, collection of documentation and give guidance to that process.

Some peer response starters may be:

- This artifact helps me understand . . .
- A question in my mind about this experience is . . .
- I find this artifact particularly meaningful because . . .
- What theoretical model has guide in your unfolding leadership in this area….
- This artifact extends and clarifies my own understanding of . . .
- Help me understand how you have linked your experiences 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 . . .

Real, deep transformative learning takes place as group members listen to and respond to the learning of each other and use the rubrics to give feedback to participants. One member of the group will submit a score – representing the evaluation of the group – in the online database.

Coursework

Coursework can help in competency development and provide material for portfolio documentation, such as scholarly papers, course communication (like electronic discussion boards), as well as evaluations of ones work. Participants should work early with the instructor to ensure material produced supports competency development and supports portfolio documentation. Some common courses and their artifacts are:

- LEAD635 Leadership and Learning Plan which sets the performance levels and plans the experiences that will be used learn and document competency.
- LEAD636-638 contributes important scholarly and research foundations and critical scholarly reflection on the daily practice of leadership.
- LEAD 535, 625 provide support for scholarly writing.
- EDRM courses provide documentation of research development.
- Optional coursework should always be planned to create experiences and artifacts or develop reflection papers that will help the participant's development.

Faculty

Along with self-evaluation and LLG feedback and course instructor feedback, advisors and other faculty members also provide feedback and evaluation of each competency. Faculty members do this when assisting participants in planning LLPs, participating in LLG meetings or when they receive competency documentation by mail, in electronic form, or via a web page and provide advice to participants.

The faculty member most closely involved in the assessment and evaluation process is the participant's advisor. However, a second faculty member will also review all competencies and sign-off before the final presentation. A third faculty member reads the synthesis paper and is present for the oral presentation.

Faculty and participants have many ways to work together to facilitate the completion of a portfolio. Some prefer giving regular feedback along the process, while others find it more useful to finish larger leadership projects and accumulate more material across several competencies before providing evaluation. Some like to work with the second reader as each competency becomes available for review, while others prefer the second faculty reviewing the whole portfolio after it has been reviewed by the LLG and advisor. Participants should work with the advisor on a process that they all are most convinced will help them meet program requirements.

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) and the oral portfolio presentation. Here a third faculty member reads the synthesis paper and works to ensure the processes were followed that meet the participants development needs and the program requirements.

The Department Process

The portfolio development process starts with the creation and sign-off of the LLP, continues through coursework completion, involves research courses and projects, and culminates in the formal presentation of the portfolio to a faculty panel. Because process is central to organizing feedback so that it can be productive to a person's leadership development, we provide three ways of presenting this process below. First, we provide the simple six stages of portfolio development. Then we show the process as a timeline. Finally we show the process as six stages:

1. **LLP approval**
    a. the formal starting point of planning competency development
2. **Planning, presentation, and assessment of competencies throughout the program by self, LLG, and faculty.**
    a. This is done at LLG meetings and regular meetings with advisors.
3. **Research project/dissertation completion**
    a. part of the research competencies
4. **Synthesis paper**
    a. a written reflective summary of leadership learning
5. **The portfolio presentation**
    a. an oral, but formal component of the process
6. **A celebration and formal announcement of EdS, PhD achievement**

Note: the research project (#3) occasionally can done after the portfolio presentation stage (#5) but participants must work with the advisor on how this can be handled.

TIMELINE

Portfolio		**Faculty review**	**Synthesis paper**	**Portfolio Presentation**
• Approval of LLP • Build portfolio (preferably web-based) • Competency documentation reviewed by Leadership and Learning Group • Ongoing review and sign-off by advisor and other faculty • Ongoing self-assessment	• Dissertation development and defense • Approved dissertation is included in portfolio • Submit portfolio to Leadership program office (preferably one month before presentation)	Expect feedback and multiple revisions	Submitted to advisor 4 weeks before portfolio presentation	• Final review of portfolio by Program Team • Presentation of portfolio • Final approval of portfolio

The timeline shows the basic sequence of getting a portfolio created and evaluated.

DETAILED STEPS

Step	Description	Comment
Entry	Orientation	Introduction of competencies, portfolio & LiveText
Step 1	LLP Approval	Competency development and portfolio evaluation process is planned and approved by self, LLG and faculty
Step 2	Competency development and evaluation, including research competencies, by LLG	Build portfolio, documenting competency with reflection papers and artifacts. Complete self and LLG evaluation.
Step 3	(Concurrently) Competency evaluation by advisor & team member	Gather competency sign-offs from advisor and other faculty.
Step 4	Demonstrating 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	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 and submit to advisor at least 30 days before projected presentation.
Step 12	Synthesis paper	Submit with complete portfolio, at least 30 days before projected presentation.

Step 13	Portfolio presentation	AU faculty panel

The Synthesis Paper & Portfolio Oral Presentation

Paper and Oral Presentation Planning

As part of a culminating experience in the leadership program, participants write a synthesis paper and present their portfolio orally. The synthesis paper is the written part of the comprehensive summative evaluation of the portfolio. **The synthesis paper is submitted with the portfolio itself, never later than 30 days before the scheduled portfolio presentation.** It is approximately 20 pages long.

A synthesis paper expresses the participant's beliefs about the leadership development, which typically involves an explanation of their transformational learning during the leadership program. It is not an academic treatise but can contain theories and a knowledge base. It is critical reflection in the light of their core values as well as the values of the Leadership community. The synthesis paper integrates the competencies into a unique whole that captures conceptually what leadership means to the participant. 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.

When the synthesis paper is approved by three faculty members, the request for a date for the portfolio presentation is submitted to the Leadership program faculty. 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 graduation.

Application Process

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

- Complete all coursework, including Incompletes and Deferred Grades (DGs).
- All competencies have been self-evaluated.

- All competencies have been reviewed and signed off by the LLG.
- All competencies have been reviewed and signed off by the participant's advisor.
- All competencies have been reviewed and signed off by a second faculty member.
- The synthesis paper is completed and has been reviewed by three faculty members.

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:

- A written synthesis paper is to be attached to the application form.
- Scheduling of the presentation is coordinated by the advisor and the program coordinator, through the Leadership Office coordinator.
- 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 the oral component 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.

Given the life-embedded, job-related aspects of the program that form the integral substance for the demonstration of competence in the portfolio process, it is only natural that the final event of the program should be an integration of all aspects. It will highlight how the competencies work together to define leadership for the participants. The presentation can take any format the participant chooses.

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 on the day of the presentation, and does not sign off individual competencies online. Using the rubrics, the Program Team will review the portfolio in great depth and sign off each competency prior to the presentation. 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 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.

Summary of Assessment and the Portfolio Process

Assessment is crucial in leadership development and for improving faculty services and the program. The portfolio development process is the main vehicle by which a community of learning comes together to help each other improve their performance and leadership ability. Participants and faculty are encouraged to regularly discuss these processes and work together to ensure that high quality learning occurs. Adaptations to this process should be reviewed by faculty and LLG and may require specific petitions.

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 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.

Andrews Username Activation

- When accepted, a username will be assigned to you.
- You must first activate it in order to access further areas on various Andrews's sites or the Leadership Restricted Services site.

Moodle Online Course Software

Andrews University's 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 EMAIL, 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 any time, provided they meet the basic systems requirements.

System Requirements

- An internet connection (a LAN or cable modem is recommended).
- An email 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.

finVue

- View your financial profile, including Financial Aid.

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.

LiveText

- LiveText is a web-based, user-friendly artifact and assessment management tool that Andrews uses. Participation requires a one-time enrollment fee. 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.

Registration Central

- You will use this system to register for your courses during the designated dates.

Website

- 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. Go to www.andrews.edu/leaderpart and your Andrews username and password will provide access. You are responsible for keeping up-to-date with information provided in the monthly newsletter.

Troubleshooting

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.

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 participant 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 for credits or continuation.
- Register for and attend the annual Roundtable conference.
- Participate in online discussions.
- Meet financial obligations to the university.
- Maintain employment throughout the program.
- Make adequate course work progress, accumulating no more than four non-dissertation DGs.
- An EdD/PhD participant must maintain active status a minimum of six years of their allocated seven.

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 list serve or have access to Leadership Moodle forums involving chat rooms 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.
- The participant has accumulated more than 4 non-dissertation DGs.

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.

NOTE: Participants who are reactivated will be placed under the current bulletin instead of their original bulletin. Participants placed under a new bulletin year must meet that bulletin's update requirements. If there are extenuating circumstances and a participant desires to graduate under their original year, they must submit a petition to the department that will undergo review.

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. Student Financial Services will verify payment and the reactivation request will be presented to the Graduate Enrollment Processing Committee.
- New or currently active participants will be given preference regarding advisor availability. The tuition rate and requirements of the Andrews University Bulletin and Leadership Handbook in effect at the time of reactivation will be honored.

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:

- 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. However, the faculty will not forward an extension request to the Committee without the participant having an approved proposal and having registered for all program credits including a minimum of 16 dissertation credits.

If an extension is required and approved beyond the allocated 7 years, the participant must register for 3 dissertation credits each semester including summer semester, until the program is complete, regardless of the resulting dissertation credit total. 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 in 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.

For the Leadership program the average completion rate is above 60%. 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.

Required Core: 14-15

LEAD535 Principles of Academic Writing (2-3 credits)

LEAD 600 Annual Conference (0 credits) – Every Year

LEAD605 Leadership & Learning Group (0 credits) – Every Semester

LEAD630 Introduction to Leadership (2 credits)

LEAD635 Leadership and Learning Plan (formerly IDP) (4 credits)

LEAD636 Issues in Leadership Foundations (3 credits)

LEAD638 Issues in Leadership Theory (3 credits)

Required Portfolio/Competency Development: 2

LEAD 895 Doctoral Portfolio (2 credits)

Individualized Concentration: 12 (minimum)

LEAD675 Portfolio Development (1-3 credits)

LEAD689 Seminar (1-12 credits)

LEAD 756 Advanced Studies (1-12 credits)

LEAD 775 Advanced Portfolio Development (1-3 credits)

LEAD789 Advanced Seminar (1-12 credits)

Required Research & Publication: 7-17

EDRM505 Research Methods (3 credits)

LEAD 637 Issues in Research (2-3 credits)

LEAD 885 Leadership Research (1-8 credits)

LEAD 889 Doctoral Seminar (1-3 credits)

Dissertation credits: 16

LEAD880/EDRM880 Dissertation Proposal Development (2 credits)

LEAD889 Dissertation (14 credits)

Summary of EdD/PhD credits

Required core	14-15 credits

Portfolio/competency	2 credits
Individualized concentration	12 credit minimum
Research	7-17 credits
Dissertation credits	16 credits

Total program credits: 60 semester credits

The 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 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) 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. Schedule any methods courses you may have to take to coincide with actual work you can do towards your research topic. 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.

Sample 7-Year Course Plan Projection

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.

Year	Credit Load	Required Courses	Credits
Year 1	10 credits	LEAD535 Principles of Academic Writing LEAD630 Intro to Leadership LEAD635 Leadership & Learning Plan LEAD636 Issues in Leadership Foundations	2-3 2 4 2-3
Year 2	10 credits	LEAD637 Issues in Research LEAD638 Issues in Leadership Theory LEAD756 Advance Studies: Topic* EDRM 505 Research Methods	2-3 3 2 3
Year 3	11 credits	LEAD756 Advance Studies: Topic* LEAD775 Adv. Portfolio: Topic*	6 5
Year 4	8 credits	LEAD880 Dissertation Proposal Development LEAD756 Advance Studies: Topic*	2 6
Year 5	7 credits	LEAD775 Adv. Portfolio: Topic* LEAD899 Dissertation	5 2
Year 6	6 credits	LEAD899 Dissertation	6

Year 7	8 credits	LEAD899 Dissertation LEAD 889 Doctoral Seminar LEAD 885 Leadership Research	6 1-3 1-8
Total	60 credits	44 Coursework Credits 16 Dissertation Credits	60

Notice that in the course plan projection 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.

Sample 5-Year Course Plan Projection

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.

Year	Credit Load	Required Courses	Credits
Year 1	13 credits	LEAD535 Principles of Academic Writing LEAD630 Intro to Leadership LEAD635 Leadership & Learning Plan LEAD636 Issues in Leadership Foundations LEAD638 Issues in Leadership Theory	2-3 2 4 2-3 3
Year 2	15 credits	LEAD637 Issues in Research LEAD756 Advance Studies: Topic* EDRM 505 Research Methods	2-3 10 3
Year 3	16 credits	LEAD756 Advance Studies: Topic* LEAD775 Adv. Portfolio: Topic* LEAD880 Dissertation Proposal Development	7 7 2

Year 4	7 credits	LEAD899 Dissertation LEAD 889 Doctoral Seminar	6 1-3
Year 5	9 credits	LEAD899 Dissertation LEAD 885 Leadership Research	8 1-8
Total	60 credits	44 Coursework Credits 16 Dissertation Credits	60

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).

2. Registering for LEAD899 (Dissertation Credit), LEAD750 (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.

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 a “distance education fee.” Please refer to the current Andrews University Bulletin for credit costs and other fees.

Additionally, the Leadership program incurs specific costs to the participant, which may include – but are not limited to – items such as:

- Summer and Leadership and Learning Group travel, room, and board
- Books, supplies, and duplicating (books average $150 a year)
- 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 sixth semester in the program:

- An approved LLP
- A minimum of 16 of the required 44 credits
- LEAD535 Principles of Academic Writing
- LEAD625 Research Writing Seminar
- LEAD630 Introduction to Leadership 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 email or online courses
- Regularly attend Leadership and Learning Group meetings (7 per year minimum)

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.

Standards of Scholarship

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 3.2 or higher for the EdS, and 3.3 or higher for the EdD and PhD. 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.

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 placement 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.

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 semester before graduation. The participant, however, must fill out the Application for Graduation form online at http://tiny.cc/95rbly.

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 an EdS or 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 Dissertation proposal.
- Have cleared any Deferred Grades.
- Have registered for all required coursework credits.
- Be on regular status.

Transfer Credits

The Leadership program is unique in that – instead of transferring credits from another institution – it accepts a participant's master's degree as a prerequisite to a doctoral level degree. This means that if a student only has one master's degree there will be no transferring of individual credits. However, if a participant has additional post-master's credits, these credits, at the discretion of the department, may be transferrable into the Leadership program.

Post-master's credits may be transferred and applied toward a degree at Andrews University subject to the following conditions:

- The credits are fewer than six calendar years prior to admission.
- The grade earned in each course accepted for transfer is at least a B (3.00).
- The courses meet similar requirements or electives within the program

- The Andrews University credits taken toward the degree constitute at least 80% of the requirements for the degree.
- Grades earned in transfer courses are not included in the computation of the GPA.Courses to be taken at another university and transferred to Andrews after a student is enrolled in an Andrews' graduate program must be approved by petition before being taken.
- Such transfer courses are identified and approved by the dean/ graduate program coordinator within the first semester of the student's residence.
- An official transcript listing transfer credits is on file in the Office of Academic Records. Credits received from institutions generally considered to be diploma/degree mills are not eligible to be transferred into a degree program.

Exceptions

Exceptions to course-transfer regulations must be approved by the dean of the School of Graduate Studies on a standard petition form upon the recommendation of the dean/graduate program coordinator of the college/school. Any such exceptions will be considered individually in the light of the degree's requirements. Exceptions for whole programs must be voted by the Graduate Council but thereafter do not need individual approval on petitions.

If a participant has post-master's and desires to transfer these credits into their program they must do the following:

- **Provide the appropriate transcripts to the Graduate Enrollment Department**

- Fill out a transfer credit petition

During the Orientation participants should fill out all forms from available admission transcripts as well as all forms in conjunction with their program. If all forms are not completed during the Orientation please contact the Leadership office to assist you. It is the participant's responsibility 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. Please note that all credits from a quarter system college/university will be approximately 1/2 of a credit. Similarly, all seminary credits will transfer in as approximately 2/3 of a credit.

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.

Transfer of Degree Programs

Transfer 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.

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).

Candidate Complaint Procedure

If a candidate feels that his/her academic rights have been violated, he/she should speak directly with the relevant professor. If the candidate is unsatisfied with the professor's response, he/she may appeal to the department chairperson. Following a decision by the department chairperson, the candidate (or professor) may appeal to the appropriate academic dean, followed by an appeal to the Office of the Provost (based on the 2010-2011 Student Handbook).

Resolution of Grade Complaints

In keeping with the Andrews University Working Policy (2:437:6) candidates who dispute a grade received for a course (providing that the candidate believes the grade was assigned as a result of carelessness, arbitrariness, or capriciousness) should seek a resolution through the following steps:

- The candidate should seek a resolution in person with the instructor of the course. If this does not result in a satisfactory resolution, the candidate may seek resolution through the instructor's immediate supervisor.
- If this step fails to resolve the dispute, the candidate may file a written grade complaint with the instructor's immediate supervisor, normally the department chair. The chair must render a written report of his/her findings.
- A candidate who does not receive a report or remains dissatisfied may file a written grade grievance with the Dean of the School of Education.
- After reviewing all the facts about the case, the Dean may choose to issue a final decision in the case or appoint a Grade Review Committee of three faculty members, who will investigate the matter and recommend a resolution to the Dean.
- The Dean will then issue a final decision, taking into account the recommendations of the Grade Review.

Resolution of a Conflict with a University or SED Academic Policy

If a candidate feels that he/she has been adversely affected by a policy, he/she should follow this protocol:

- The candidate should discuss the policy with his/her faculty advisor.
- If the advisor is unable to help resolve the conflict, the candidate should discuss it with the department chair.
- If this does not yield satisfactory results, the candidate should take the matter to the Dean of the School of Education.
- If this does not yield satisfactory results, and the conflict is with an academic policy, the candidate may take the matter to the SED Academic Policies and Curricula Committee.
- If the problem remains unresolved, the candidate may consult the matter with the Provost. The Provost's written decision will be considered final.
- At any step along the way a candidate may consult with either of two University Ombudspersons. The University Ombudspersons facilitate understanding, communication, and resolution of conflicts. The University Ombudsperson may help by identifying and explaining relevant university policies, procedures, and problem-solving channels. The Ombudsperson will also help the candidate to explore options or help identify University programs and resources that might be helpful. The Ombudsperson does not get involved in the following situations:
    - If the candidate wants legal advice or legal representation
    - If the candidate has a non-University related disagreement or problem

    - If the candidate wants to file a grievance or make a formal complaint
    - If the candidate wants someone to represent him/her in formal University procedures. (See "Ombudspersons" in the current Student Handbook.)

Resolution of a Conflict with a Faculty Member

If a conflict arises between a candidate and a faculty member, the protocol below should be followed:

- The candidate should first seek resolution with the faculty member.
- If the candidate feels that this may affect him/her adversely, he/she should consult with his/her advisor.
- If the candidate feels that either 1 or 2 would be counterproductive, he/she may take the conflict directly to the Dean of the School of Education.
- If the above procedures fail to resolve the situation, the candidate may take the problem to the Provost.
- If this does not bring a satisfactory resolution, the candidate has the right to take the matter to the President of the University. The President's decision is final in this type of conflict.
- At any step along the way a candidate may consult with either of two University Ombudspersons. The University Ombudspersons facilitate understanding, communication, and resolution of conflicts. The University Ombudsperson may help by identifying and explaining relevant university policies, procedures, and problem-solving channels. The Ombudsperson will also help the candidate to explore options or to help identify University programs and resources that might be helpful. The Ombudsperson does not get involved in the following situations:
    - If the candidate wants legal advice or legal representation
    - If the candidate has a non-University related disagreement or problem
    - If the candidate wants to file a grievance or make a formal complaint
    - If the candidate wants someone to represent him/her in formal University procedures. (See "Ombudspersons" in the current Student Handbook.)

Graduation

It is the responsibility of the participant to obtain and file an "Application for Graduation." 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). The Application for Graduation form is now online at http://tiny.cc/95rbly.

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 Gown

There are several options to choose from:

- Gowns can be purchased at the Bookstore. This must be done three to four months before graduation to insure delivery by graduation.
- The School of Education has a few gowns to rent. Check with the Secretary of Graduate Programs (269-471-3109) 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.

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Appendix A: Course Planning

Sample EdS Course Plan

Sample Doctoral Course Plan

Credit Courses Offered

Leadership Independent Studies: General Syllabus Format

Four-Year Schedule 2013-2017

Sample Doctoral Course Plan – 60 credits

Term	Course	Title	Crs	Crs	Grade
A. Core – (14 credit minimum)					
F17	LEAD 535	Principles of Academic Writing	2-3	2	
SM17	LEAD 600	Annual Conference (Every Year)	0	0	
SM17	LEAD 630	Introduction to Leadership	2	2	
F17	LEAD 635	Leadership and Learning Plan	4	4	
SP18	LEAD 636	Issues in Leadership Foundations	3	3	
SP18	LEAD 638	Issues in Leadership Theory	3	3	
		SUBTOTAL	14-15	14	
B. Research & Publication – (6 credit minimum)					
F18	EDRM 505	Research Methods	3	2	
F18	LEAD 637	Issues in Research	2-3	2	
SM18	LEAD 885	Leadership Research	1-8	1	
SM18	LEAD 889	Doctoral Seminar	1-3	1	
		SUBTOTAL	6-17	6	
C. Portfolio Requirement – (2 credit minimum)					
SP19	LEAD 895	Doctoral Portfolio	2	2	
		SUBTOTAL	2	2	
D. Electives – (as needed to fulfill program credit requirements)					
	EDRM 605	Qualitative Research Methods in Education and Psychology	3		
F19	EDRM 611	Applied Statistical Methods I	3	3	
SP19	LEAD 625	Research Writing Seminar	2	2	
	EDRM 636	Program Evaluation	3		
	EDRM 704	Design and Analysis of Educational and Psychological Surveys	3		
	EDRM 712	Applied Statistical Methods II	3		
	EDRM 713	Applied Statistical Methods III	3		
SM19	LEAD 756	Advanced Studies: Topic*	1-12	10	
SP20	LEAD 775	Advanced Portfolio Development: Topic*	1-12	9	
		SUBTOTAL	1-44	24	
E. Dissertation – (16 credit minimum)					
SP20	LEAD 880	Dissertation Proposal	2	2	
SM20	LEAD 899	Doctoral Dissertation	1-12	3	
F20	LEAD 899	Doctoral Dissertation	1-12	3	
SP21	LEAD 899	Doctoral Dissertation	1-12	3	
F21	LEAD 899	Doctoral Dissertation	1-12	3	
SP22	LEAD 899	Doctoral Dissertation	1-12	2	
		SUBTOTAL	16	16	
		TOTAL	**60**	**60**	

*** Must have (1) at least 6 credits at the 700+ level and (2) 60 credits of coursework (3) 16 dissertation credits.**
***May take either LEAD 880 OR EDRM 880.**

Credit Courses Offered

Students in the Leadership and Educational Administration programs, in consultation with their advisors, may choose from the following list of EDAL and LEAD courses. 600-level courses are available for both masters 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 (1-3)

Principles of Academic Writing

Designed specifically for graduate students, this course offers an introduction to the art of academic discourse that will prepare students for writing research papers, theses and dissertations. It covers summary, analysis and synthesis, structure and language use, style and formatting, and the concept of writing as both a process and a skill learned best through continual practice. Repeatable.

LEAD600 $ (0)

Annual Conference

Registration for this title constitutes full-time status.

LEAD615 D (1)

Leadership Certificate Plan

Preparation and submission of a leadership development plan describing a self-designed program of study, building on past experiences and addressing current and future leadership goals.

LEAD625 D (2)

Research Writing Seminar

Provides an overview of the technical aspects involved in writing research reports, focusing specifically on the language, structure, style and composition process typically used in research writing.

LEAD630 $ D (2)

Introduction to Leadership

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

Preparation and submission of LLP to faculty for approval. Prerequisite: LEAD630.

LEAD636 D (2-3)

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 (2-3)

Issues in Research

This course serves to develop skills in reading and evaluating qualitative and quantitative research writings.

LEAD638 D (2-3)

Issues in 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.

LEAD646 D (2)

Leadership Communications

A practical class to help students develop their voice for authentic leadership, articulating shared mission and vision, and developing key competencies for effective speaking, writing and multimedia communication.

LEAD647 D (3)

Creative Critical Thinking and Problem Solving

Helps leaders learn to make better decisions through creative thinking and problem-solving, focusing on the nature and techniques of critical thought and using multiple perspectives to develop creative strategies for confronting ambiguous and complex issues with practical, well-considered solutions.

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 constitutes full-time status.

LEAD675 D (1–3)

Portfolio Development: (Topic)____

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).

LEAD678 $ D (6)

Higher Education Study Tour

International or comparative dimensions of education and leadership through a study tour program with travel to destinations relevant to specific topics of study. Intended to give participants a cross-cultural perspective and a global vision of the challenges of education and leadership around the world. Fee may apply.

LEAD680 D (1–12)

Internship: (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.

LEAD696 D (3)

Leadership Capstone Experience

Presentation of a portfolio demonstrating the development of selected leadership competencies. Participants will reflect on and evaluate their personal and professional growth, their leadership development, and the lifelong impact of these competencies on their career.

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. Graded S/U.

LEAD699 D (1-3)

Thesis

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)

LEAD778 $ D (6)

Higher Education Study Tour

International or comparative dimensions of education and leadership through a study tour program with travel to destinations relevant to specific topics of study. Intended to give participants a cross-cultural perspective and a global vision of the challenges of education and leadership around the world. Fee may apply.

LEAD789 D (1–12)

Advanced Seminar: (Topic)_____

Advanced topics in leadership. Repeatable with different topics. Permission of instructor required.

LEAD798 D (3-6)

EdS Research Project

This project includes the identification of a problem in a professional environment, implementation of a research plan, and a research paper. Graded S/U.

LEAD880 D (2)

Dissertation Proposal Development

Designing and writing the doctoral dissertation proposal. Registering for this title constitutes full-time status. Prerequisite: Approved topic and dissertation committee. Graded S/U. Spring only.

LEAD885 D (1–8)

Leadership Research

Planned research experience dealing with leadership. Students collaborate with a faculty member in research leading to publication.

LEAD886 D (1–12)

Advanced Internship: (Topic)_____

Under supervision of a faculty member in a leadership area. Student interns in responsible positions with specialists/administrators in cooperating institutions, school systems, or agencies. Permission of instructor required. Graded S/U.

LEAD889 D (1–3)

Doctoral Seminar

Engagement in professional development activities appropriate to doctoral-level candidates. Includes critiques of dissertations, dissertation defenses, and professional conference participation.

LEAD895 D (2)

Doctoral Portfolio

Preparing and presenting the doctoral portfolio, including the completion of the synthesis paper.

LEAD899 D (1–14)

Doctoral Dissertation

Registering for this title constitutes full-time status. Graded S/U.

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)

K–12 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 continuous registration requirements. Registration for this title constitutes full-time status.

EDAL655 D (3)

Higher Education Finance and Technology

An overview of issues related to the financing of higher education, including the nature of educational costs, state and federal finance policy, economic perspectives, basic concepts of budgeting, and the implications of financing on college access and affordability. The course focuses on the benefits of contemporary technology systems and its ethical usage to enhance financial and organizational effectiveness.

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 school facilities.

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, auxiliary services, and operation of school facilities.

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 (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.

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.

EDAL685 $ (0)

Master's Comprehensive Exam Prep

EDAL750 $ D (0)

Educational Administration Program Continuation (EdS/Doctoral)

A doctoral student may register for this title to comply with continuous registration requirements. Registration for this title constitutes full-time status.

EDAL886 D (1-12)

Advanced K-12 Internship

Under supervision of a faculty member in a educational leadership area. Student interns in responsible positions with specialists/ administrators in cooperating institutions, school systems, or agencies. Permission of instructor required. Fee may apply. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

EDUC560 $ (0)

Degree Reactivation

When participants request reactivation, they will register for Degree Reactivation and pay the associated fee. Participants will be reactivated under the most current bulletin year and must meet the new (if any) program requirements.

EDUC670 (0)

Master's Comprehensive Exam

EDUC870 $ (0)

Doctoral Comprehensive Exam

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 2017, 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 Department Courses (Subject to Change)

					2016 - 2017			2017 - 2018			2018 - 2019			2019 - 2020		
	Instr	Course #	Course Title	Cr	Su	F	Sp	Su	F	Sp	Su	F	Sp	Su	F	SP
Educational Leadership	BHS	EDAL520	Foundations of Ed. Leadership	2-3		D			D			D			D	
	JL	EDAL560	K–12 Law Every Other YR	3					D						D	
	JL	EDAL565	Leadership for SDA Edu	2	D			D			D			D		
	JL	EDAL570	Prin of Ed. Sup	2-3			D			D			D			D
	BHS	EDAL635	HR Admin. Every Other Yr	2-3		D						D				
	BHS	EDAL645	K-12 Ed Finance Every Other Yr	2-3			D						D			
	BHS	EDAL660	Plan/Op Ed Fac Every Other Yr	2-3						D						D
	JL	EDAL664/665	Elem/Sec Sch Lead Every Other Yr	2-3		D						D				
	BHS	EDAL680	Internship	1-12	D	D	D	D	D	D	D	D	D	D	D	D
	BHS	EDAL866	Adv. K-12 Internship	1-12					D	D	D	D	D	D	D	D
Higher Education	Staff	EDAL640	Higher Ed. Law	3			DF						DF			
	Staff	EDAL655	Higher Ed. Finance & Tech	3		DF						DF				
	GG	EDAL667	Leadership in Higher Ed	3		DF						DF				
	RS	EDAL670	Technology for Leaders	3	DF				DF		DF				DF	
	BHS	EDAL674	Admin of Student Svcs	3					DF						DF	
	BHS	EDAL675	College St Dvlp Thry Ev Othr Yr	3			DF						DF			
	RS	EDAL676	Admin Acad Svcs Thry Ev Othr Yr	3						DF						DF
	JL/RM	LEAD678/778	Global Ed Study Tour, Thry Ev Othr Yr	6	F						F					
	Dean	EDAL785	Comp Exam Prep (EdS/Doc)	0	D	D	D	D	D	D	D	D	D	D	D	D
	Dean	EDUC870	Doc Comp Exam	0	D	D	D	D	D	D	D	D	D	D	D	D
Leadership	DC	LEAD525	PR: Community Partnerships	2 or 3					D						D	
	BDO	LEAD535	Principles of Academic Wrtng	1-3		D	F2F	F	D	F2F		D	F2F		D	F2F
	EB	LEAD600	Annual Conf	0	F			F			F			F		
	DC	LEAD615	Leadrshp Certificate Plan	1	D	D	D	D	D	D	D	D	D	D	D	D
	JB	LEAD625	Research Writing Sem	1-2			D			D			D			D
		LEAD630	Intro to Leadership	2	F			F			F			F		
	Fac	LEAD635	Leadrshp & Learn Plan-LLP	2-4	D	D	D	D	D	D	D	D	D	D	D	D

	RS	LEAD636	Issues in Lead Founds	2-3			D						D					
	GG	LEAD637	Issues in Research	2-3		D			D			D			D			
	EB	LEAD638	Issues in Lead Theory	3			D			D			D			D		
	JB/RS	LEAD640	Creativity and Innovation Lab	6		DF	DF		DF	DF		DF	DF		DF	DF		
	DC	LEAD645	Ethical Ldrshp	1-3		D				D				D				
	JB	LEAD644	Leadership and Org. Dynamics	3			D			D			D			D		
	JB	LEAD647	Creative Critical Thinking & Problem Solving	3		FD			FD			FD			FD			
	Staff	LEAD648	Workshop Topic	1-12	D	D	D	D	D	D	D	D	D	D	D	D		
	JB/RS	LEAD648	Workshop Topic: Creativity and Innovation	1	F			F			F			F				
		LEAD650	Leadrshp Program Cont	0	D	D	D	D	D	D	D	D	D	D	D	D		
	JB/RS	LEAD680	Internship		D	D	D	D	D	D	D	D	D	D	D	D		
	EB	LEAD689/789	Diversity, Culture &Ldrshp						D						D			
	Staff	LEAD690	Ind Study: (Topic)___	1-12	D	D	D	D	D	D	D	D	D	D	D	D		
	DC	LEAD696	Leadrshp Capstone Exp	1	D	D	D	D	D	D	D	D	D	D	D	D		
	Staff	LEAD698	MA Research Project	1-3	D	D	D	D	D	D	D	D	D	D	D	D		
	Staff	LEAD699	Thesis	1-3														
	GG	LEAD880	Diss Prop Dev	2			D			D			D			D		
	Fac	LEAD885	Leadership Research	1-8	D	D	D	D	D	D	D	D	D	D	D	D		
EDAL/HE/LEAD	Dean	EDUC560	Degree React	0	D	D	D	D	D	D	D	D	D	D	D	D		
		EDAL650	Ed. Admin. Prog Cont.	0	D	D	D	D	D	D	D	D	D	D	D	D		
		LEAD605	LLG Group	0	D	D	D	D	D	D	D	D	D	D	D	D		
		EDAL750	Ed Admin Prog Cont (EdS/Doc)	0	D	D	D	D	D	D	D	D	D	D	D	D		
	Fac	LEAD675	Portfolio Dev: Topic	1-3	D	D	D	D	D	D	D	D	D	D	D	D		
		EDAL750	Ed Admin Prog Cont (EdS/Doc)	0	D	D	D	D	D	D	D	D	D	D	D	D		
	Fac	LEAD756	Adv Studies: (Topic)__	1-12	D	D	D	D	D	D	D	D	D	D	D	D		
	Fac	LEAD775	Adv. Portfolio Dev: (Topic)	1-3	D	D	D	D	D	D	D	D	D	D	D	D		
	Fac	LEAD789	Adv Sem: Topic	1-12	D	D	D	D	D	D	D	D	D	D	D	D		
	Staff	LEAD798	EdS Research Project	3-6	D	D	D	D	D	D	D	D	D	D	D	D		
	Fac	LEAD886	Adv. Internship	1-12														
	Fac	LEAD889	Doctoral Seminar	1-3	D	D	D	D	D	D	D	D	D	D	D	D		
	Fac	LEAD895	Doctoral Portfolio	2	D	D	D	D	D	D	D	D	D	D	D	D		
	Fac	LEAD 899	Doctoral Diss	1-14	D	D	D	D	D	D	D	D	D	D	D	D		

2014-2018 Service Courses Alternating Four-Year Schedule

		2014 - 2015			2015 - 2016			2016 - 2017			2017- 2018		
Course #	**Course Title**	**Su**	**F**	**Sp**	**Su**	**F**	**Sp**	**Su**	**F**	**Sp**	**Su**	**F**	**Sp**
EDCI547	Fnd Curr		D				D				D(2-3)		
EDCI565	Imp Inst	X(3)						X(2)					
EDCI606	Teach HE				X(3)						X(3)		
EDCI645	Adv Diag	X(3)			X(3)			X(3)			X(3)		
EDCI684/884	Int'l Cur			D				D				D	
EDFN500	Phil Fnd	X(2)	X	D	X(2)	X	D	X(2)	X	D	X(2)	X	D
EDFN688	Integr of Faith & Learn												
GDPC514	Psych of Learn	X	X		X	D		X	X		X	D	
GDPC520	Psych Dev- Life Span	X		X	X		X	X		X	X		X
GDPC525	Psych Excep Children	X		X	X		X	X		X	X		X
EDRM505	Research Meth Stats I	X		X	X		D	X		X	X		D
EDRM605	Qual Research Methods	X	D		X	D		X	D		X	D	
EDRM611	Applied Stats Method I	X(I)	X		X(I)	D		X(I)	X		X(I)	D	
EDRM636	Progr Eval					XD			XD			XD	
EDRM704	Design&Analys Surv			D			X			X			X
EDRM710	Sem in Research Meth			X			XD			X			XD
EDRM712	Applied Stats Method II			XD			XD			XD			XD
EDRM713	Applied Stat Method III		X			X			X			X	
EDRM880	Dissertation Proposal	X	X	LE880	X	X	LE880	X	X	LE880	X	X	LE880
LEAD535	Princ of Acad Writing		D			D			D			D	
LEAD625	Research Writing Sem			D			D			D			D

Legend: Summer sessions coding: 1=Term 1; 2=Term 2; 3=Term 3; F=full summer term; I=2 week intensive

X=face to face; D=online; XD=two separate courses, one online and one face to face

next to course names are those being considered for online availability for the near future

As of June 23, 2015

Appendix B: Rubrics

Competency Evaluation Rubric

Reflection Paper Evaluation Rubric

Reflection Paper Evaluation Rubric

(Each level builds on the previous level of mastery)

Name: Date: Competency:

Criteria	5 Exceptional	4 Proficient	3 Satisfactory	2 Emerging	1 Unsatisfactory	Score Weight
Content and Organization	Broad and in-depth grasp of competency with thoughtful connections to other competencies; excellent presentation of ideas; insightful	Topics appropriate to competency; carefully focused; well organized; sound scholarly argument	Topics reflect an appropriate grasp of competency; logically arranged; adequately organized to express desired concepts.	Competency is vaguely defined; topics somewhat relevant to competency; poorly focused; organization restricts comprehensibility	Competency not defined; topics not relevant to competency; lacks focus and organization; content may be plagiarized	1
Knowledge Base	Evidence of a broad, carefully evaluated knowledge base which includes synthesis of multiple theoretical perspectives	Evidence of an expanding knowledge base which includes analysis of theoretical perspectives	Evidence of a well-documented knowledge base	Evidence of a narrow knowledge base.	Little or no evidence of knowledge base	4
Reflection (integration of knowledge base with practice)	Evidence of new or improved practice based on integration of knowledge base with practice (reference to artifacts)	Multiple rich examples of conceptual integration of knowledge base with practice (reference to artifacts)	Some examples of integration of knowledge base with practice (reference to artifacts)	Few examples of integration of knowledge base with practice (reference to artifacts)	No evidence of integration of knowledge base with practice; no reference to artifacts	4
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 sources	Style and format standards not applied; sources plagiarized; clarity compromised by errors	0.5
Mechanics (spelling, grammar, punctuation, sentence structure)	Free of mechanical errors; smooth flow and effective transitions enhance strong scholarly communication	Few mechanical errors; strong transitions increase comprehensibility and improve flow of argument	Generally follows mechanical conventions, but with some minor errors; appropriate transitions	Frequent mechanical errors; missing or ineffective transitions and flow from point to point	Numerous mechanical errors, making comprehension almost impossible	0.5
This scoring guide (rubric) is a tool to assist you in evaluating your own and your peer's work. Use one scoring guide (rubric) for each reflection paper you are evaluating. Mark the achieved level of mastery for each row. Share your comments with the participant.					**Total Score** (out of 50 possible)	
Comments						

Competency Evaluation Rubric

(Each level builds on the previous level of mastery)

Name: Date: Competency:

Criteria	5 Exceptional	4 Proficient	3 Satisfactory	2 Emerging	1 Unsatisfactory	Score Weight
Organization	Organization is logical and self-explanatory; includes table of contents aligned with IDP/LLP; web-based presentation.	Organization is logical and self-explanatory; includes table of contents aligned with IDP/LLP. Electronic presentation.	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 and not self-explanatory; no table of contents; not aligned with IDP/LLP.	1
Artifacts	Substantial multifaceted; evidence of long-term engagement; recent; contribution identified.	Substantial multifaceted; demonstrates long-term engagement; recent; contribution identified.	Substantial; demonstrates growth over time; recent (within 5 yrs.); contribution identified.	Not substantial; demonstrates some growth over time; older than 5 yrs.; contribution unclear.	Not substantial; demonstrates no growth; older than 5 yrs.; contribution unclear.	2
Evaluations	Expert, external & internal evaluation; 360 evaluation; specific and detailed connection to competency 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.	2
Reflection Paper	Score of 46-50	Score of 36-45	Score of 26-35	Score of 16-25	Score of 0-15	
SCORE:						4
Contribution to LLG (Leadership & Learning Group)	Evidence of instruction & mentoring contribution to LLG reflected in minutes.	Evidence of repeated learning contribution to LLG reflected in minutes.	Documented learning contribution to LLG reflected in minutes.	Some evidence learning contribution to LLG.	No evidence of learning contribution to LLG.	1
This scoring guide (rubric) is a tool to assist you in evaluating your own and your peer's work. Use one scoring guide (rubric) for each reflection paper you are evaluating. Mark the achieved level of mastery for each row. Share your comments with the participant.					**Total Score** (out of 50 possible)	0
Comments						

Appendix C: Evaluation of Research

Entering Assessment of Research Competency

Initial Evaluation of Research Competency and Recommendations

Dissertation Topic Prospectus

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 – HSRB approval			
Conduct basic data analysis			
Adequately communicate research findings			

Entering Evaluation of Research Competency and Recommendations:

Name_____ **Date_____**

Prior Graduate Research Experience and Training:

Graduate Research Classes Completed:

_____ _____

_____ _____

Research Experiences:

_____

_____

_____

IDP Recommendations:

- **EDRM 505 Research Methods in Education and Psychology**
- **EDRM 611 Applied Statistics in Education and Psychology I**
- **EDRM 612 Applied Statistics in Education and Psychology II**
- **EDRM 605 Qualitative Research Methods in Education and Psychology**
- **Other**

Dissertation Topic Prospectus

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. 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?	**1**	**2**	**3**	**4**	**5**
	10 articles/ books	50 articles/ books	100 articles/ books	150 articles/ books	200 articles/ books
2. Literature search, review and synthesis. 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?	**1**	**2**	**3**	**4**	**5**
	Search data base			Synthesize complex literature	
3. Research topic/title/problem/purpose/research questions. 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.	**1**	**2**	**3**	**4**	**5**
	Have 1 or 2		Have draft of all 5	All 5 with integration	
4. Qualitative research knowledge, training, and skills. 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.	**1**	**2**	**3**	**4**	**5**
	(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. 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.	**1**	**2**	**3**	**4**	**5**
	(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. 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	**1**	**2**	**3**	**4**	**5**
					Driven

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?					High Value Clear Vision
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?	**1**	**2**	**3**	**4**	**5**
	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.	**1**	**2**	**3**	**4**	**5**
				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.	**1**	**2**	**3**	**4**	**5**
				Had thesis in MA; Review published	

Appendix D: 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 E: Commonly Asked Questions

10 Commonly Asked Questions and Answers

Question	Answer
1. ***How long does it take to complete a Leadership degree?***	**MA:** 4 years **EdS:** 3 years **EdD/PhD:** 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?***	**MA:** $993 per credit (approximately $35,000 for entire degree) + fees that are subject to change **EdS/EdD/PhD:** $1,156 per credit (approximately $32,000 for EdS and $54,000 for EdD/PhD degree, assuming that you are transferring credits in) + fees that are subject to change
4. ***Do you have online courses?***	Yes, all are offered online, including the three required core 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?***	**MA:** 36 semester credits (may include 7 transfer graduate credits) **EdS:** 28 semester credits (plus 36 transfer credits from MA) **EdD/PhD:** 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?***	A EdD/PhD participant must maintain active status a minimum of six years of the allocated seven, a MA 3 years of the allocated four.. If you are unable to, 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.

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If your actions inspire others to dream more, learn more, do more and become more, you are a leader

-John Quincy Adams

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