

# LEADERSHIP

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## Faculty

James A. Tucker, *chair*  
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The Leadership Program presents a new concept in graduate education. It is an interdisciplinary program offered by Andrews University as a collaborative graduate program, with degrees offered and faculty participating from the School of Education, the School of Business and the Theological Seminary. It is designed to meet the needs of mid-career leaders and to provide an innovative and highly flexible program allowing self-motivated mid-career leaders to pursue a doctoral degree in the context of a learning community, without requiring them to sacrifice family and career commitments.

## MISSION STATEMENT

The Leadership Program is dedicated to developing Christian leaders who are able to integrate faith and learning in the workplace. It prepares a community of learners and leaders dedicated to service.

## DEFINING THE PROGRAM

The Leadership Program

- Leads to an MA, EdD or PhD degree
- Is established on the idea of developing and demonstrating competency in several key areas
- Gives each participant the opportunity to design and carry out an Individual Development Plan (IDP) in order to fulfill competency requirements
- Demonstrates competence through use of a comprehensive examination
- Fosters collaboration and cooperation among its participants.

## CHARACTERISTICS OF THE PROGRAM

The program allows the self-directed learner to participate in a dynamic-action agenda devoted to service. The program's strengths are evident in several ways:

*The Leadership Program is instruction based.* The participant learns through various media such as seminars, workshops, listserves, online discussion forums, e-mail, and guided practice.

*The Leadership Program is competency based.* Although not listing a prescribed set of courses, the program is designed around a set of competencies, including both skill and knowledge based areas necessary to demonstrate competence.

*The Leadership Program is learner driven.* The participant works with an adviser and develops a plan of study with course work and directed activities to fit his/her needs. An extraordinary amount of personal ownership by the participant is critical for satisfactory completion of the program.

*The Leadership Program is flexible.* The flexibility allows for the educational needs, career

goals, and past experience of the student to play an important part in the development of an individualized plan of study and development.

*The Leadership Program builds important bonds among its participants.* The participants become partners in learning, both with faculty members and with other participants. This process is enhanced by involvement in orientation activities, seminars, study groups, and through continued contact and discussion via the Internet, and other forms of telecommunication.

*The Leadership Program evaluates achievement.*

- Throughout the course of study, individual achievement is evaluated on the basis of mastery of content and demonstration of skills.
- The program is completed when the participant has demonstrated achievement of the 20 general competencies (see below).
- Demonstration of achievements is documented in a portfolio that is assembled throughout the program. The portfolio is presented for validation to a faculty team at the end of the program.
- For the MA degree, a research project is completed and approved.
- For the EdD and PhD degrees, a doctoral dissertation must be completed, defended, and approved.

## APPLYING TO THE PROGRAM

Applicants should read the Graduate Admissions Requirements section of this bulletin.

Potential participants also should communicate directly with the Leadership Program coordinator's office to indicate how they have met or plan to meet the prerequisites for admission to the program.

Additional recommendations and interviews may be requested prior to formal admission to the program. Only a limited number of participants are admitted each year, so applicants should apply early.

## SPECIFIC ADMISSION REQUIREMENTS

- A completed bachelor's or master's degree (an MA degree is recommended for the doctoral programs).
- A minimum of five or more years of full-time professional work in a leadership capacity after completing a baccalaureate degree.
- A commitment to participate actively in orientation, study groups, and other scheduled activities.
- Access to and skills in communicating via e-mail, the Internet, and other forms of telecommunication.

## BASIC DEGREE REQUIREMENTS FOR MA, EdD and PhD

1. Participate in the on-campus program orientation: LEAD630 (6 credits) and in annual leadership conferences.
2. Complete LEAD635 Individual Development Plan (IDP) designed by the participant and approved by the Leadership faculty team.
3. Complete the following web-based learning experiences:  
LEAD636: Issues in Leadership Foundations  
LEAD637: Issues in Research  
LEAD638: Issues in Leadership Theory
4. Regular, active participation in one or more study groups.
5. Throughout the program, maintain participation in a professional environment (typically an employment situation) in which

he/she may demonstrate required competencies (see below).

6. Complete the development, presentation and defense of a portfolio based on the participant's IDP. The portfolio must document the satisfactory completion of the required competencies.
7. Complete the specific number of credits:  
36 semester credits for the MA degree;  
90 semester credits for the EdD/PhD.

**Doctoral Residency Requirements.** Doctoral program residency requirements may be fulfilled by option A or B.

**Option A.** By the end of the fourth semester: (1) Complete degree requirements 1, 2, and 3 above, (2) complete 16 of the minimum 32 required on-campus credits, and (3) receive regular admission status.

**Option B.** Enroll for 2 out of 3 consecutive semesters after admission to the doctoral program. To qualify as enrolled, students must register for a minimum half-time load of study or be involved in work directly related to fulfilling the IDP requirements (not including dissertation).

## Basic Competency Requirements for the EdD and PhD degrees.

Completion of the doctorate in Leadership is achieved only after competence is demonstrated in each of the 20 competencies listed below. The competencies are arranged in six groups. Each group is followed by a general description of the knowledge base as well as the personal/professional development covered by the competency. Of the 20 competencies required, the participant will achieve "distinguished" competence in at least three of them, "proficient" competence in at least 12, and at least "emerging" competence in all of those remaining. (See the Leadership program handbook for a description of competency level indicators.)

### *An effective teacher/instructor with*

- a. Skills in using, evaluating and adapting learning materials to accommodate individual variability.
- b. Skills in various learning strategies, including group processes.
- c. Skills in mentoring.

Every leader is a teacher/mentor on some level, and, as such, is expected to understand and demonstrate the principles of effective learning.

### *A dynamic change agent with*

- a. Skills in planning and implementing change
- b. Skills in developing human resources
- c. Skills in public relations

Every leader is a change agent, and, as such, is expected to understand and demonstrate the principles of change in society and organizations.

### *An effective organizer with*

- a. Skills in organizational development, management and allocating resources
- b. Skills in interpreting laws, regulations, and policies

Every leader is expected to understand and demonstrate the principles of effective organizational learning.

*A collaborative consultant with*

- a. Skills in effective communication
- b. Skills in evaluation and assessment
- c. Skills in problem-solving and decision-making

Every leader is a consultant, and, as such, is expected to understand and demonstrate, in both written, verbal, and non verbal formats, the principles of effective communication, evaluation and conflict management within and between various cultural, racial and special interest groups.

*A reflective researcher with*

- a. Skills in reading and evaluating research
- b. Skills in conducting research
- c. Skills in reporting research

Every leader is a researcher on some level, and, as such, is expected to understand and demonstrate the following:

- 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
- Relate research to the body of knowledge in leadership or professional field
- Select appropriate research designs
- Explain standards for data collection
- Conduct basic data analysis
- Adequately communicate research findings

*A scholar with a*

- l. Working knowledge of ethics and persons/professional development
- m. Working knowledge of philosophical foundations
- n. Working knowledge of theories of learning and human development
- o. Working knowledge of theories of leadership and management
- p. Working knowledge of social systems, including family dynamics, community structures and global development
- q. Working knowledge of technology and its application

Every leader is a scholar on some level, and, as such, is expected to understand and demonstrate the following:

- Self-reflection and practice of harmonious integration of spiritual, mental, physical and social aspects of life.
- Foundational principles of philosophy including a critical understanding, from a Christian perspective, the assumptions of different worldviews wherever they are expressed as well as the historical development of leadership.
- Fundamental concepts of learning theory and human development.
- Practical aspects of leadership theory, with special reference to the theory of servant leadership.
- Conceptual framework within which social systems operate.
- Effective use of technology for professional communication, training and research.

**Basic Competency Requirements for the MA degree.**

Completion of the MA in Leadership is achieved only after competence is demonstrated in each of 10 competencies, which represent a subset of the competencies listed for doctorate. For the MA degree there is a core set of six competencies plus a selection by the participant of an additional set of four competencies which add up to the minimum of ten competencies that must be demonstrated by portfolio. The core competencies are listed below. Since they are drawn from the list shown for the doctorate in Leadership, the description of the competencies can be read in the list presented above.

The participant would then choose from the remaining 14 competencies those that would be appropriate for the focus that is desired. Of the 10 competencies required and selected, the participant will achieve “distinguished” competence in at least one of them, “proficient” competence in at least 5, and at least “emerging” competence in all of those remaining. (See the Leadership program handbook for a description of competency level indicators.)

The participants would prepare an Individual Development Plan (IDP), which becomes his/her course of study. The course of study would translate into at least 36 semester credits. Completion of the program would be by submission of an approved research project and by comprehensive evaluation.

- 1b Skills in various learning strategies, including group processes.
- 4a Skills in organizational development, management and allocating resources.
- 5a Reading and evaluating research.
- 6b Working knowledge of philosophical foundations.
- 6d Working knowledge of theories of leadership and management.
- 6f Working knowledge of technology and its application to leadership.

# EDUCATIONAL AND COUNSELING PSYCHOLOGY

Bell Hall, Room #160  
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**Faculty**

- Elsie P. Jackson, *Chair*
- Lenore S. Brantley
- Nancy J. Carbonell
- Shirley Freed
- Elvin S. Gabriel
- Sheryl Gregory
- Jimmy Kijai
- Frederick A. Kosinski, Jr.
- Jerome D. Thayer
- Dennis Waite

**Clinical Faculty**

- Margaret D. Dudley
- M. Lloyd Erickson

**Emeriti**

- Wilfred G. A. Futcher
- Thesba N. Johnston
- Marion J. Merchant

Academic Programs	Credits
MA: Master of Arts	
Community Counseling	48
Educational and Developmental Psychology	30
School Counseling	48
EdS: Educational Specialist	
School Psychology	69
EdD: Doctor of Education	
Educational Psychology	90
PhD: Doctor of Philosophy	
Educational Psychology	90
Counseling Psychology	92

**MISSION STATEMENT**

The mission of the Department of Educational and Counseling Psychology is to

- Prepare professional psychologists, counselors, and learning specialists who are committed to excellence and world-wide service
- Provide training based on a Christian world view and philosophy that promotes the balanced development of the mental, physical, social, and spiritual nature of persons
- Respect human diversity and the uniqueness of each person as one created by God
- Uphold the principles of Scripture as a guide for interpersonal relations.

**ACCREDITATION**

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Post-secondary Accreditation (COPA), has conferred accreditation to the