Interdisciplinary Doctor of Education (Ed.D.) Program in Leadership

(updated March 2012)
Program Handbook



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**INTRODUCTION**

This Handbook serves as a guide for enrolled students and faculty in the Interdisciplinary Doctor of Education Program in Leadership at Creighton University. The Handbook contains key foundational elements that ground the program and program outcomes. The Handbook also provides information on policies, process and procedures that apply to advising and advisors, Individual Professional Develop Plan (IPDP) and direct linkage with the Program of Study, the Practicum (ILD 811), Comprehensive Examination/Professional Performance Portfolio, and dissertation process. Some of this material may be duplicated in specific course syllabi (e.g., ILD 811 Interdisciplinary Practicum).

It is the student’s responsibility to follow the procedures described in this Handbook and to remain informed about program changes as well as policies and procedures of the Graduate School (available at <http://www.creighton.edu/gradschool/index.php>).

**Overview of the Program**

The Interdisciplinary Ed.D. program in Leadership is designed to attract students in a variety of fields, including individuals who work in educational institutions, health care facilities, diverse business enterprises, and other organizations. The program is grounded in principles that prepare and enhance a Practitioner-Scholar approach to learning and graduate education. The faculty combines a group of individuals, some who are academic scholars and practitioners, and others who are academic scholars. The approach to leadership development is based on Ignatian tradition and Dewey's concept of experiential learning.  The program is a flexible, interdisciplinary, practice-based Doctor of Education program that is offered primarily through online delivery, which is intended to be a terminal degree program designed to provide graduates with an understanding of leadership practice, theory, research, and policy necessary to develop organizations and people for a changing world. In the tradition of a Catholic, Jesuit institution, students dialogue in an interdisciplinary environment designed to increase their understanding of self and how to work with, develop, and motivate others. The program is a generalist versus a specialist leadership program for individuals holding mid-level leadership/management positions who want to improve, enhance or develop their skills or prepare themselves to assume the next higher leadership position or seek new job opportunities and achieve systemic, transformational change. Students will acquire the tools and knowledge, as well as the practical skills to impact and transform their workplace and community positively. The program will be taught by faculty from the College of Arts & Sciences, College of Business Administration, School of Pharmacy and Health Professions, School of Nursing, School of Medicine, and the Law School.

The commitment to an interdisciplinary program also supported the concept, basic to this program, that it be a generalist program. The program is based on the belief that skill and expertise in leadership is applicable in a variety of settings; one need not be a specialist in an area to serve in a leadership capacity. Hence, when developing this program, the choice to develop a generalist program rather than multiple specializations was made deliberately. This decision was made in the belief that all people in the program would be better served if they were given an opportunity to share with people from multiple segments of the market place rather than asking students to limit themselves to one specialization. This decision to develop a generalist program was also believed to be more consistent with the concepts of interdisciplinary programming -- students broadly prepared would be able to serve in a variety of capacities in a variety of environments.

**Mission**

The mission of the Doctor of Education program in Leadership is centered on developing leaders who use their skills to promote social justice, and societal and organizational change. Drawing on the Jesuit tradition of Creighton University, the program is built on a leadership model that encourages continual, critical self-reflection. With increasing self-knowledge, leaders are empowered to work mindfully toward a more just community, workplace, and world. The concept of leaders as stewards of an organization will be emphasized during each course and promoted through practicum and research activities. Program faculty and students come from a variety of disciplines and professions and as such provide a rich interdisciplinary learning community for understanding the nature and role of interdisciplinary work in today’s world. The collaborative learning community will be shaped by the Jesuit ideals of academic excellence, respect for human dignity, and a faith that does justice. The vision for the program graduates is that they will possess skills to lead and will have internalized faith-based values that will guide their efforts at personal and organizational change.

This mission is carried out and fulfilled by attention to the following programmatic themes. These themes describe the leaders the program strives to develop:

* Leaders who experience, appreciate, and are prepared to pursue integrative learning in a collaborative community of practice.
* Leaders who possess moral courage and skills to innovate, adapt, and act in a changing world striving for a more just society.
* Leaders who develop professionally through a process of formation using continual self-reflection.
* Leaders who understand the organizational and system challenges and opportunities in interdisciplinary work and practice.



The Ed.D. program in leadership builds on Creighton’s institutional strengths as a small, yet comprehensive institution with expertise in liberal arts education as well as business and health care. It is an exemplar of a multidisciplinary University initiative. The program outcomes are in alignment with the University mission, University Assessment goals, and the Graduate School goals.

**Student Outcomes**

Graduates of the Ed.D. in Leadership demonstrate the following student outcomes with an **interdisciplinary perspective**:

1. Leadership skill that is rooted in faith, justice, and ethics with a global perspective.
2. A continued interest and utilization of reflective practices as a means for professional and personal growth, for themselves and those they serve and lead.
3. Understanding, integration, and utilization of organizational theory in practice.
4. Understanding, integration and utilization of leadership theories and practices in practice.
5. Integration and utilization of change theory in practice.
6. Effective interpersonal and organizational communication.
7. Knowledge and application of funding and budgeting processes in organizations.
8. Knowledge and application of legal principles applicable to organizations.
9. Utilization of technology as a transformative agent in organizations.
10. Creativity in designing, developing, applying, and assessing research ideas to improve practice.

**CURRICULUM**

1. **Leadership Core Program** --- 21 credit hours required leadership courses (3 hours each), 6 credit hours leadership seminar; 3 hours Interdisciplinary Practicum:

Core Courses: (21 hours)

ILD 801 Leadership Styles and Reflective Practice

ILD 802 Leadership and Applied Ethics

ILD 803 Strategic Planning and Management

ILD 804 Organizational Theory and Behavior

ILD 805 Administrative and Policy Leadership Issues

ILD 806 Change Theory and Practice

ILD 807 Financial and Legal Leadership Issues

Program Orientation/Learning Community (6 hours)

ILD 808 On campus: Leadership Seminar 1: Program Orientation and Formulation

 of Learning Community (2)

ILD 809 Leadership Seminar 2: Mid-Program Reflection & Dissertation Design (2)

 Development of Dissertation Proposal

ILD 810 On campus: Leadership Seminar 3: Portfolio Review & Dissertation

 Defense (2)

Interdisciplinary Practicum (3 hours)

ILD 811 Interdisciplinary Practicum

1. **Electives**  --- 15 credit hours required

 Courses to be determined by student and advisor

Possible elective courses (3 hours each):

ILD 820 Jesuit and Ignatian Traditions

ILD 821 Quality and Accountability Issues

ILD 822 Human Resources Leadership and Management

ILD 823 Leadership in a Global Society

ILD 824 Social Justice and Faith-Based Traditions

ILD 825 Women and Leadership

ILD 826 Applied Development Analysis

ILD 831 Technology and Leadership

K-12 Administrative Option (Superintendent) Certification (6-9 hours)

ILD 827\* Leadership in School Improvement

ILD 828\* Policies, Politics and School Board

ILD 830 Internship for Superintendents

\*Course open to all students

Other: Students, in consultation with their advisor, may choose one 3 hour online graduate course outside the Ed.D. program electives either through the Werner Institute for Negotiation and Dispute Resolution, the Health Care Ethics program, the College of Business Administration programs, or the Catholic School Leadership program. Students should contact their advisor for a list of accepted courses. When choosing electives outside of the Ed.D. Program in Leadership, it is important to remember the following items:

1. Electives outside of the Ed.D. Program may not be three credits. Students need to pay close attention to the credit hours in order to fulfill their electives requirement.
2. The credits will be at a master’s level, which is acceptable, but your transcript will be stronger with all doctorate level courses.
3. Ed.D. students will be taking courses with students from outside their program.

1. **Research and Dissertation** --- 15 credit hours required

Research Design/Methods: Qualitative, Quantitative, Mixed Methods as appropriate (6 hrs)

ILD 850 Quantitative Research Design and Methods (3 hours)

ILD 851 Qualitative Research Design and Methods (3 hours)

ILD 852 Mixed Methods Research (3 hours)

ILD 899 Dissertation Research (9 hours)

**Total:** 60 credit hours (master’s degree is required for admission)

**ACADEMIC CALENDAR**

Each course lasts 8 weeks, except for the seminars ILD 808, 810, the practicum 811, and dissertation ILD 899. Please note that the first class (ILD 808 Orientation (Preterm) and last class (ILD 810 Dissertation Defense) are held on Creighton University’s campus. There are three starting cohorts in January, April/May and August of each year.

**January – December 2012**

Orientation (Pre-term) January 2 – 5

Spring Term 1: January 9 – March 2

Spring Term 2: March 5 – April 27

Summer Term 1: April 30 – June 22

Summer Term 2: June 25 – August 17

Orientation (Pre-term) August 6 – 9

\*Break: August 20 – August 26

Fall Term 1: August 27 – October 19

Fall Term 2: October 22 – December 14

\*Holiday Break—December 15—January 6, 2013

**January – December 2013**

Orientation (Pre-term) December 31 – January 4

Spring Term 1: January 7 – March 1

Spring Term 2: March 4 – April 26

Summer Term 1: April 29 – June 21

Summer Term 2: June 24 – August 16

Orientation (Pre-term) August 5 – 8

\*Break: August 19 – August 25

Fall Term 1: August 26 – October 18

Fall Term 2: October 21 – December 13

\*Holiday Break— December 14—January 5, 2014

 **January – December 2014**

Orientation (Pre-term) December 30, 2013 – January 3, 2014

Spring Term 1: January 6 – February 28

Spring Term 2: March 3 – April 25

Summer Term 1: April 28 – June 20

Summer Term 2: June 23 – August 15

Orientation (Pre-term) August 4 – 7

\*Break: August 18 – August 24

Fall Term 1: August 25 – October 17

Fall Term 2: October 20 – December 12

**IMPORTANT LINKS AND RESOURCES**

**Interdisciplinary Ed.D. Program in Leadership website**:

**Facts about Creighton University** (Mission & Identity): <http://www.creighton.edu/about/>

**AMI**: (The Creighton University Account Management Interface): <http://ami.creighton.edu>

**BlueTrain**: (An online tutorial repository for a wide variety of software applications): <http://bluetrain.creighton.edu>

**COOL**: (Creighton Office of Online Learning): <http://www.creighton.edu/onlinelearning/>

**Ed.D. Program website:** <http://www.creighton.edu/gradschool/edd/home/index.php>

**Graduate School website**: <http://www.creighton.edu/gradschool/index.php>

**Student Services**: <http://www.creighton.edu/students/index.php>

**Outlook Web Access** (cumail): Access your Creighton email from any computer with network connection: <http://cumail.creighton.edu>

 User Name: blue\your NetID
 Password: your blue password

**Technology Services**: <http://servicedesk.creighton.edu/ics/support/default.asp?deptID=5485>

**Creighton Libraries**: <http://www.creighton.edu/academics/libraries/index.php>

**Writing Center**: <http://www.creighton.edu/onlinelearning/studentresources/writingcenter/index.php>

**Postini (Junk mail filter)**: <http://login.postini.com>

 Login Address: Your NetID@creighton.edu
 Password: A temporary password will be supplied in an email from “Creighton University Support.” You will be prompted to change it the first time you log in.

**Financial Aid**: <http://www.creighton.edu/financialaid/>

**ADMISSIONS PROCEDURES**

**Application to Graduate Studies**

Students seeking admission to the Ed.D. Program in Leadership should have an earned master’s degree from an accredited institution. Applicants must submit the following credentials to the Dean of the Graduate School:

1. A completed formal application for admission together with a $50 (nonrefundable) application fee.
2. An official transcript of all college work attempted, sent direct from each institution attended. Photocopies from students are not acceptable.
3. In general, three recommendations by persons familiar with the student’s academic background, potential, and achievements and personal qualities are required for students seeking admission.
4. All foreign applicants are required to take the Test of English as a Foreign Language (TOEFL) and have the scores sent to Creighton unless they can demonstrate proficiency in English in some other way. A minimum score of 550 (paper-based test) or 80 (internet-based test) is required.
5. Creighton University reserves the right to request GRE scores or a personal interview if necessary.

In addition to the Graduate School application, the Inter-Disciplinary Leadership Ed.D. Program has additional requirements. A program admissions committee will recommend admission after weighting the application, background, interest, and promise of the prospective student. Students will be notified by the Dean of the Graduate School regarding final action and disposition of the application.

The program admission forms that a prospective student must complete are included in this set of materials.

1. **TITLE PAGE**

A title page containing your name, address, work and home telephone numbers, your employing institution name & address, your position, dates held, and your fax number and your e-mail address.

1. **LETTER OF APPLICATION**

Address the letter to the Ed.D. Program in Leadership Admissions Committee. This letter is usually no more than one page stating that you are making formal application for admission to the Inter-Disciplinary Ed.D. Program in Leadership, and wish to submit the enclosed material for consideration.

1. **PERSONAL VITA/RESUME’**

This will expand upon the information asked for in the application form, and will give you an opportunity to highlight specific accomplishments and experiences. Your vita will present the committee with an overview of your experiences and accomplishments.

1. **ESSAY/GOAL STATEMENT** (see details below)

An essay of approximately five hundred words describing your personal goals for doctoral study, your career goals as best you know them now, why you are seeking admission, and your particular area of interest.

1. **WRITING/RESEARCH SAMPLES**

Two samples of writing and/or research. These materials will give the committee a sense of your research and writing skills as you begin the program. Ideal samples include papers you have done for classes in your Masters Degree program, especially a thesis or field project, or reports or documents done in conjunction with your employment, etc. It is ideal, of course, if the subject of these papers is Leadership, but that is not absolutely necessary. If your masters was in another area, it is fine to submit work dealing with that discipline.

These materials should be submitted to the Director of the Program before December 1st or April 1st prior to the term the student wants to enroll. Only completed applications will be considered by the Admissions Committee.

**Admissions Criteria**

The three general categories of factors for admission, listed from greatest to least in terms of relative weight, are as follows:

**Category I: Intellective Factors**

Grade point average and admission test scores are used as indicators of an applicant’s potential to successfully complete the doctoral program. The specific factors are: undergraduate grade point average; graduate grade point average; and Graduate Record Exam scores (if required) for verbal, quantitative, and analytical skills.

**Category II: Writing and Research Factors**

The ability to conceptualize, conduct, and report research is, perhaps the most demanding feature of the doctorate, setting it above and apart from the demands of other graduate degrees. Applicants should submit ample evidence of their most scholarly work (must submit a minimum of three documents, which will be returned if so requested; some examples would be master’s thesis, research papers, journal articles or other publications, book chapters, term papers from graduate courses). Other materials submitted will also serve as evidence of ability to organize and express ideas in writing.

**Category III: Professional Promise Factors**

Admission decisions are based in part on the applicant’s promise to be a successful and productive professional in the field of leadership studies. Among the factors considered are personal goals and objectives for doctoral study, ethnic diversity and cultural pluralism, professional experience in education, leadership, and a global perspective.

**Suggestions for Developing your Goal Statement:**

To assist the Admissions Committee in their review process, and to assist a potential Academic Advisor and Doctoral Supervisory Committee in developing a Program of Studies, we encourage you to address the following topics in your goal statement. They are neither mandatory nor inclusive, but are provided as suggestions. You are at liberty to provide additional information as you deem appropriate.

* Summarize your education and experience background -this can be viewed as a summary of vitae, but in a succinct narrative form, which gives some indication of a career path.
* Provide a detailed description of current role and responsibilities-this might include broad categories of responsibilities, supervisory responsibilities, leadership roles, etc.
* Provide a statement of career goals. What type of position would you like to occupy in 5-10 years, and to what position do you aspire to hold as the ultimate position?
* Describe the steps, positions or benchmarks along this career path. You might want to include a statement about your motivation for wanting this career goal and wanting to earn a Doctorate Degree.
* A statement of expectations you have for completing the Doctoral Degree (what skills you hope to develop, what knowledge you want to acquire, what experiences you want, etc.?).
* Describe what you perceive to be the major problems facing leaders in your field in the first decade of the 21st Century, and how you relate to those issues.
* Describe your leadership style and philosophy. If this issue is addressed consider including commentary on how you relate to other members of a team, what strategies do you use in bringing about change in an organization.
* Describe your strengths and weaknesses as a leader, what you believe needs to be done to improve or enhance your leadership abilities, how such learning might occur, etc.

**Other Important Points to be Noted:**

1. Only those applicants who meet the established standards will be recommended for admission.
2. Although some factors are more important than others, all factors are considered; low ratings on some may be balanced by high ratings on others.
3. Ratings on the various factors will be based primarily on the application materials submitted; however, information from other sources may also be taken into account.

**Admission Process**

All dimensions of the admission process, intellectual factors, research and writing, prior academic work, recommendations, professional promise, and GRE scores (if requested) are important and carefully reviewed by the Admissions Committee. We are interested in determining:

* If there is a reasonable fit between your desires, aspirations, and expectations and the mission, goals, and outcomes of the student’s chosen program, and
* Whether we believe you will be successful in completing the program.

Our philosophy is predicated on the belief that you are applying for admission into the Doctoral Program because it will assist you in meeting professional career goals. Our role is to serve as facilitators, mentors, and guides in your journey toward your goals.

**ACADEMIC REQUIREMENTS**

1. A minimum grade of "B" is required to earn graduate credits in the Graduate School.

2. If you accumulate more than 6 hours of "C's" or any grade less than a "C", regardless of the credit hours involved, you will be dismissed from the program.

3. All appeals for removal of probation, academic suspension, transfer of credits or change in program are heard by the Executive Board of the Graduate School. Petitions are filed in writing to the Dean as described in the Graduate Catalog.

**ADVISING**

Upon initial enrollment in the Ed.D. program, students will be assigned an advisor. Students will be asked to finalize selection of a permanent Dissertation Advisor once the student has chosen a dissertation topic.

* Major advisors will generally be core faculty members of the Ed.D. program.
* The Major advisor may serve as the Chair of the Dissertation Committee and assist the student in developing a Plan of Study (Individualized Professional Development Plan-IPDP)
* A change in Major Advisor is strongly discouraged; however under unusual circumstances this can be done with approval from the Graduate Program Director or the Ed.D. Program Director.

Advisors will be assigned by the Program Director. To the extent possible, the advisor will have a similar academic background as the student or a common career or research interest. Core faculty members will chair dissertation committees, supervise dissertations, teach research courses, and supervise internships. Associate faculty are Creighton faculty who teach courses, serve as student advisors, and serve on dissertation committees. Additionally, Special (Affiliate) Faculty (non-Creighton faculty) who hold a special appointment can serve on dissertation committees.

**ROLE OF THE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)**

The Academic Advisor will mentor and provide guidance to the student throughout the program, guiding the student as they work through their program of studies and dissertation. A prime objective of the advisor will be to extend the concept of leadership as reflective practice, and to help advisees grow intellectually and professionally through the use of journals and reflective practice reports. Advisors will be student centered, working with advisees to clarify the student’s goals, providing feedback and helping them realize their Individualized Professional Development Plan (See IPDP outline in **Appendix A**). The IPDP will serve as the grounding goals and objectives that underlie the student’s Program of Study.

Group advising and peer advising will be part of the advising concept to assist online students. Periodic “virtual learning community” meetings, coordinated through the Leadership Seminar Series, will provide opportunities for students to get acquainted, share portfolios, share ideas, discuss potential dissertation topics, and to help each other with a broader understanding of the program and content. A program website is established, providing students with ongoing resource documents supporting the students’ progression in the program. Collaboration on a research project or several students working collaboratively on research or dissertations that complement each other can also grow out of group/peer advising.

**PROGRAM OF STUDY**

Upon matriculation the student, in conjunction with her or his advisor, will develop a Program of Study which should be formulated and approved during the first semester. The program of study and proposed sequence of courses will be developed based on the goals/objectives of the student (IPDP), the Gallup StrengthsQuest Inventory, and the individual student’s career objectives. Courses to be completed will be identified, including 15 hours of research and dissertation hours. The minimum amount of graduate credit to be earned at Creighton for the Ed.D is 60 hours, including both research tools and the dissertation. These 60 hours are in addition to the masters’ or equivalent professional degrees that students will have upon acceptance to the program. Refer to **Appendix B** for a sample Program of Study.

Once approved by the dissertation committee, the program of study is filed with the Director of the program and the office of the Dean of the Graduate School. Modifications can be made to the program of study for a number of reasons, including career changes and new interests.

**Dissertation Committee**

The dissertation committee is charged with the overall supervision of a doctoral student’s program and progress. While the Academic Advisor is responsible for recommending approval of the program of studies, the dissertation committee is responsible for evaluating the student’s candidacy, reading and approving the dissertation, and recommending the candidate for the degree. A separately appointed committee will review the student’s e-portfolio (Comprehensive Exam). Dissertations will be field-based, action research projects that are grounded in the student’s practice environment. Retired or emeriti faculty who have been affiliated with Creighton or another institution of higher education may serve on dissertation committees. Creighton emeriti faculty may also serve as co-chairs. The committee will be chaired by the student’s dissertation advisor, who will be designated by the Director of the Ed.D. Program.

The membership of a dissertation committee must consist of at least three persons (including the chairperson), two of whom are regular members of the Graduate Faculty. The dissertation committee may include a University faculty member who is not a member of the Graduate Faculty, or a qualified individual outside the University to provide expertise in the student’s area of investigation or internship interest. Generally, the membership of the dissertation committee is determined jointly by the student and the major advisor. Members are chosen based on their academic background, career and research interest, and willingness to provide guidance to the student.

The dissertation committee must meet on at least two occasions: (1) to approve the dissertation proposal; and (2) to conduct the oral defense of the dissertation. Other meetings may be held if necessary. The chairperson of the dissertation committee is responsible for scheduling and conducting the meetings.

**INTERDISCIPLINARY PRACTICUM**

This is a required course for all students (ILD 811). To be eligible to register for Practicum, students must have successfully **completed a minimum of 12 credits** in core courses. The Practicum experience provides students with opportunities to apply theory to practice. The expectation is that the student’s goals/objectives are integrated into the practicum experience providing the student with a “hands on” approach under the supervision of a knowledgeable professional.

The overarching goal of the practicum is to have students cultivate their skills in an organization under the supervision of the organization and the practicum faculty member through the integration of coursework and practice experience. The student will gain an understanding of researching internal or external elements related to the many challenges that leader’s experience. Using a “hands on” approach, students will have an opportunity to link theory to practice calling upon knowledge gained through core courses

**Practicum Objectives:**

1. Show evidence of being a scholar-practitioner by demonstrating the connection between theoretical constructs and the practicum experience.
2. Exhibit reflective practice by continually responding to the questions: a) what was achieved? b) What wasn’t achieved? and c) What I would do differently.
3. Maintain a journal to record, analyze, and evaluate on a regular basis to help them engage in self reflection.
4. Demonstrate the ability to work with individuals from multiple disciplines to meet the goals/objectives of an organization.

**Assignments:**

Written Assignments:

1. The practicum requires that students maintain a schedule/log of their activities.
2. Students are required to keep a weekly journal related to the goals/outcomes-activities and engage in self reflection.
3. Write a final reflective paper report that summarizes and reflects on the total practicum experience indicating how the practicum integrated the theoretical constructs with the practicum experience.
4. Update the Personal Professional Portfolio (PPP) providing supportive material identifying the relationship to the student’s goals and objectives.

Discussions with Supervisor

1. Students will be under the supervision of a qualified professional at the practicum site who will provide opportunities for dialogue with the student.
2. The site sponsor will provide weekly feedback about his/her progress toward achieving the goals of the practicum experience and the students personal/professional goals.
3. Practicum students will share their journal/log with the faculty on a weekly basis.
4. The site sponsor will provide advice, direction, and feedback on the student’s work.

Readings

The site supervisor, the student’s advisor, or the program director may assign readings from articles, research, books, etc. as appropriate.

**Policies**:

Students will exhibit self discipline and at all times be professional in their interaction with their site supervisors and other individuals they may be working with. The site supervisor will provide periodic reports to the program director on the activities and evaluation of the student. The final grade will be assigned by the instructor of record in consultation with the site supervisor.

**Practicum Schedule**: To be determined by consultation and agreement by the instructor of record and the site administrator, and site supervisor. The student is required to complete a minimum of 50 hours at the practicum site.

**COMPREHENSIVE EXAMINATION/PROFESSIONAL PERFORMANCE PORTFOLIO**

The comprehensive examination for the Ed.D. in Leadership will be the Professional Performance Portfolio (PPP). The development and maintenance of the PPP is the responsibility of the student and their advisor. The portfolio will include the student’s Individualized Professional Development Plan (IPDP), data from the Gallup StrengthsQuest Inventory, relate to the student’s personal goals, field of study, competencies, and program goals, and at least once each semester will include evidence of a student’s progress.

The portfolio will become an integral part of the student’s doctoral experiences. It actually begins with material submitted during application for admission. The portfolio should be regarded much like an artist’s portfolio, building it continually through the student’s program. The portfolio will be electronic and part of the Blueline course management system.

The professional performance portfolio will truly provide the evidence of outcomes that the student has achieved in his/her program. The portfolio must be tied to personal and professional goals established by the student in conjunction with their academic advisor as the program of studies is developed. The purposes of the Professional Performance Portfolio (PPP) are as follows:

* Provide documentation of your leadership profile.
* Provide documentation of your experiences.
* Provide evidence about your growth and development during the Ed.D. program experience.
* Provide an opportunity for you to conduct self-assessment as a reflective practitioner.
* Provide an opportunity for your advisor and dissertation committee to assess your progress in meeting your goals and recommend any modifications or refinements of your program of studies.
* Provide a record of academic accomplishment and experiences that will help you in pursuing professional employment.

**Portfolio Process**

It is the student’s responsibility to maintain the reflective-practitioner report and keep it current and relevant.

1. The portfolio should include a reflection at the end of each course by the student indicating progress made on the program and goals/objectives that were generated at the time of the Program of Studies. Additional goals, courses, and experiences may be identified as appropriate.
2. The portfolio should be organized so that it is related to the students’ doctoral program and their personal goals. This should be updated with new material at least once each term.
3. The portfolio should contain materials that provide evidence of coursework, experiences, and activities that are appropriate in reflecting on the goals and objectives.
4. Some examples of items that might be in the portfolio are the following:

Leadership profile—pre and post measures; Research papers; Position statement; StrengthsQuest Inventory; Articles written/submitted; Philosophical statements; Course projects and experiences; Practicum projects/logs/reflections; Notes or summary statements about conferences attended; A summary or journal of student’s experiences during the program; Summaries of research, books, or articles read by the student; Awards, honors received; Letters of commendation or thanks for service performed; Evidence of leadership; Examinations or projects from classes completed.

1. The PPP will be reviewed and updated at the end of each year and shared with the dissertation committee.
2. Before the oral defense of the dissertation, the student must provide a current vita for the Portfolio.

**Evaluation of the Personal Professional Portfolio**

The final evaluation of the Personal Professional Portfolio prepared by the student is conducted by the Candidacy Review Committee after completing 40 credit hours. It is the student’s responsibility to prepare the final Personal Professional Portfolio in collaboration with their advisor. An electronic template for the maintenance of the portfolio will be made available to each student at the beginning of their program of study. Evaluation of the portfolio will consist of the following:

1. Clear statement of goals/objectives by the student with an appropriate recognition of the inter-disciplinary nature of the program. These will be developed from the student’s Individual Professional Development Program (IPDP), and the Gallup StrengthsQuest Leadership Profile.
2. The portfolio should contain materials that provide evidence of coursework, experiences, and activities that are appropriate in reflecting on the goals and objectives. Examples of items that will be in the portfolio:
* Leadership profile-pre and post measures.
* Projects, experiences, activities related to coursework and how they contributed to the goals/objectives of the student.
* Artifacts from coursework and other experiences.
* Student Journal
* Practicum Learning Contract and its assessment and evaluation, practicum projects/log/reflections. The final Practicum Reflection Journal Report prepared by the student will provide information on how the practicum met the goals/objectives of the practicum and how they contributed to the goals and objectives stated at the beginning of the portfolio.
* Research papers, position statements, reflection on major events related to leadership.
* Articles written/submitted
* Philosophical statements about conferences attended or other professional activities.
* Summaries of research, books, and articles read by the student.
* Awards, honors, and recognition received.
* Letters of commendation or thanks for service performed.
* Evidence of leadership.
* Examinations or projects from classes completed.
1. The capstone of the portfolio will be a written “reflective-practitioner” report about what the program meant to the student personally and professionally; how various components of the program contributed to their thinking about leadership; how the inter-disciplinary nature of the program impacted their philosophy and understanding of leadership; and concluding with recommendations for strengthening and enhancing the Ed.D. Leadership Program.

 Members of the candidacy review committee, using their professional judgment, will evaluate the portfolio independently looking at each of the following categories for evaluation:

* Were the goals/objectives clearly stated?
* Were the activities conducted relevant and appropriate to the goals/objectives?
* Was there sufficient documentation material to support the attainment of the goals/objectives?
* Did the final reflection capstone report section show growth personally and professionally; and an understanding of the interdisciplinary nature of their program and experiences?

Members of the candidacy review committee will be asked to review and rate the PPP in one of four ways:

High Pass; Pass; Low Pass; Unsatisfactory
Comments

 It will be the responsibility of the advisor to circulate the PPP and provide direction to each member of the supervisory committee in regard to the process and procedure for evaluating the portfolio. The advisor will collect each supervisory committee member’s rating and comments, compile a final report including the combined rating scores. If the rating is unsatisfactory, the student will be asked to respond to specific comments about the portfolio and submit a revised edition to the Candidacy Review committee.

**DISSERTATION**

The emphasis of a Doctor of Education is upon the application of theory to the improvements of practice. The test of knowledge is the ability to demonstrate applicability to a variety of situations. Emphasis is upon the development of decision-oriented skills in which the person applies theory and knowledge to the solution of problems. A person holding the Ed.D. is a practitioner, but one whose practice is drawn from a highly developed, scholarly study of theory coupled with skills of analysis which permits direct application of that theory.

Graduates of the doctoral program are expected to have sufficient depth of knowledge in a research strategy to carry through an entire research project, ordinarily the dissertation. The dissertation committee will consider at the time the dissertation proposal is presented for approval whether the student has sufficient understanding and skill to carry out the proposed research design and methodology, is appropriately relating the research design to the problem, and fully understands the necessary research assumptions and skills before embarking on data gathering.

The dissertation will be a field-based study that involves application of theory to practice. The laboratory for students in the Ed.D. program is their workplace, where research can be conducted that links theory to practice in the Scholar-Practitioner model. Most dissertations will likely follow an action research model which is a systematic process of inquiry into one’s practice and actions, with application of theory and knowledge in proposing small-scale innovations in their practices, studying the consequences, and making evidence-based arguments for promoting improvement (Olson & Clark, 2009).

Students will be expected to work collaboratively as members of the learning community, and joint research by students on an approved area of interest/topic will be encouraged. Students will still do individual work but would bring different components to the overall research

The dissertation will carry nine (9) credit hours upon successful completion and acceptance by the dissertation committee and the Dean.

**STEPS in DISSERTATION Process: (forms for Dissertation Process are found in Appendix C)**

 **Step I: Dissertation Advisor**

All students will be assigned an academic advisor upon admission to the program. As the student starts to take dissertation credits, a dissertation advisor will be assigned. The choice of a student’s chairperson will depend on their topic and the expertise of the faculty. The dissertation advisor must be a member of the Ed.D. Core Faculty or Special Faculty, a member of the Graduate School faculty, and approved by the Ed.D. Program Director.

 **Step II: Dissertation Topic**

Students will identify an area of interest for their applied, action research project – dissertation. The focus of the research is on improving practice through continual learning and problem solving. The research is practical, relevant, and informs theory. Critical reflection, a strong theme in this program, is central to the careful examination of evidence that underlies action research. Students will be given opportunities to develop questions that are central to their workplace laboratories. Students will also be encouraged to develop their Program of Study in a way that is aligned with their interests and goals. Many of the learning experiences in the program can be used as steps of progressive inquiry in formulating their dissertation topics and questions.

 **Step III: Committee Selection/Formulation**

The student, in consultation with the dissertation advisor, will invite two other faculty to serve on the committee. The committee should have at least one member from the Creighton Faculty. The third member can be another Creighton faculty member, adjunct faculty or an appropriate experienced member representing the practice community. The dissertation committee must be approved by the Dissertation Chairperson, the Ed.D. Program Director and the Dean of the Graduate School.

 **Step IV: Initial Development of Proposal**

As part of ILD 809 Leadership Seminar 2: Mid-Program Reflection and Dissertation Design, students will prepare a preliminary draft that outlines their dissertation area and emerging questions. In addition, there will be formative review to ensure satisfactory progress with the Professional Performance Portfolio by the supervisory committee. The final evaluation of the Personal Professional Portfolio prepared by the student is conducted by the candidacy review committee prior to the oral defense of the dissertation.

 **Step V: Submission and Approval of Proposal**

After receiving candidacy, a student is eligible to propose his or her dissertation. When the student and the dissertation chairperson have agreed that the proposal is ready, the dissertation proposal will be distributed to committee members. The dissertation proposal will be discussed and approved through a teleconference as part of the requirement for the completing the first three units of the dissertation ILD 899. Students will not be able to register for additional units until the dissertation proposal approved has been signed off by their dissertation committee chair and committee members.

 **Step VI: Data collection and writing**

Students will collect data for their dissertation while signed up for ILD 899 credits. They may choose to make an appointment with the Online Writing Center or the Grants Office for some help with their writing and/or statistical analyses.

 **Step VII: Format Options for Dissertation**

The program is a practitioner-based degree program with the aim of finding a balance between practice and research/inquiry. The cultivation of inquiry-driven leadership is an underlying goal of the program. The dissertation should be a monograph or series of articles that can be disseminated with the appropriate audiences. The American Psychological Association (APA) Publication Manual is the style of choice for the completed dissertations. A student may petition the dissertation committee and the Graduate Program Director for an exception.

 **Collaboration:** Candidates may work collaboratively with other classmates who may be interested in the same problem. In this case, the study must have sub-problems that the individual candidate can identify and explore.

 **Step VIII: Defense and Approval of the Dissertation**

When the candidate has completed an adequate draft of the dissertation and the dissertation advisor believes the dissertation is ready for a formal defense then the candidate will enroll in ILD 810 Leadership Seminar 3: Portfolio Review and Dissertation Defense. This is the final course in the program and is a face-to-face campus event. For the dissertation, the candidate will provide an oral presentation to the dissertation committee which will be followed by a question and answer session. The oral presentation is open to the public while the committee question and answer exchange is only for the committee, Graduate Dean and the candidate.

**Responsibilities of Students and Faculty in the Dissertation Process**

Students:

1. Selects a dissertation advisor with the guidance of the Ed.D. Program Director and other core faculty.

2. Working with the dissertation chairperson, invites other dissertation committee members

3. Completes the proposal as part of ILD 899 (first 3 hours) and arranges for the committee review

4. Uses APA Guidelines for the dissertation

5. Meets required deadlines for submission of documents/revisions

5. Arranges for the committee review of the dissertation along with the guidance of the dissertation chairperson

Dissertation Chair

1. Agrees to serve as chair and is available to work with the student

2. Helps guide the candidate to define a topic that is realistic

3. Assists in clarifying the role of the advisor and committee

4. Guides the candidate in writing the proposal with appropriate design/methods

5. Approves the proposal for review by the committee

6. Maintains contact and working relationship with the candidate

7. Supervises all aspects of the study and writing

8. Approves the dissertation for final committee review and defense

9. Helps schedule the final defense

10. Provides guidance for dissemination

Committee Members:

1. Provide assistance on the dissertation in areas of expertise

2. Provide constructive feedback in a timely manner

3. Are available to participate in proposal review, dissertation defense, and plans for dissemination

**PROCEDURES AND GUIDELINES FOR ELECTRONIC THESES AND DISSERTATIONS**

**Introduction**

An Electronic Thesis and Dissertation (ETD) program makes the works of Creighton University’s intellectual output available to the international scholarly community via the web. An ETD program provides an opportunity for the Creighton University graduate programs to consider allowing students to enrich the content of their final dissertation product with non-textual digital materials. Ultimately the dissertations at Creighton University are openly accessible via the web, which raises the profile of the students who author them, the faculty and department who sponsor them, and the university, which provides them to the world. The vehicle used to provide access is the Networked Digital Library of Theses and Dissertations, of which the university is a member. It is recognized that initially the dissertations and theses are embargoed for an agreed-upon period of time at the discretion of the author (student) and faculty advisor, but for no more than twelve months. It is also recognized that a faculty advisor or department can require that a print copy be created as well as the ETD.

 **Guidelines and Principles**

The Graduate School sets policy for the formal process of submission and approval of theses and dissertations and provides the final stamp of approval that the candidate has met the requirements for a degree. Faculty advisors help determine the acceptability of the type of content that students include in their final product. This may include the requirement that the student provide bound copies of their thesis or dissertation. Students are the creators and authors of the ETD.

Staff in the Health Sciences Library and Reinert Alumni Library manage the processing of the digital content and provide metadata (cataloging) associated with the document. They provide the infrastructure to allow access to the full text of the dissertation. The libraries handle licensing for Creighton University to the Networked Digital Library of Theses and Dissertations. Librarians provide training opportunities for faculty and students to access ETD.

Open access to dissertations and theses will be encouraged, although initially, with input from faculty advisors, an embargo would be set for accessing the electronic files by non-Creighton people. The dissertations and theses would be indexed in the library’s catalog, CLIC, for easy accessibility and the item record will be linked to the full text of the document. Dissertations and theses will also be deposited into the Networked Digital Library of Theses and Dissertations.

Initially, the cost of storage will be absorbed by the libraries and the Division of Information Technology. Costs of the digital management software will be borne by DoIT as part of the annual maintenance of the online catalog, CLIC. Ongoing maintenance of the digital collection will be done by the libraries.

**Procedures**

The Graduate School sets policy for the formal process of submission and approval of theses and dissertations and provides the final stamp of approval that the candidate has met the requirements for a degree.

1. **Notification of the library ETD staff:**
	1. When a thesis or dissertation is first approved, the library ETD staff will be contacted by the student’s department or program.
		1. The ETD staff will in turn contact the student to provide a description of the project and review recommended formats.
	2. Several weeks prior to approval/acceptance of the thesis or dissertation, the following information must be submitted to the library ETD staff by the student using the Thesis/Dissertation Pre-submission Form:
		1. Student’s name as it will appear on the dissertation.
		2. The degree
		3. The major / department
		4. Title of the thesis or dissertation.
		5. Name of the major advisor.
		6. Committee members
		7. Date of defense.
		8. The file format and software version of the thesis or dissertation.
		9. The number and format of accompanying files or materials.
		10. The number of images in the work.
		11. Access restrictions and embargo periods, if any.
			* For example: Access restricted to Creighton faculty only for 12 months, then general access via the web is permitted.
2. **Submission of the Dissertation**
	1. After approval, all files described in part 1 above will be submitted to the library ETD staff, along with a Dissertation Submission Form.
	2. The student will be responsible for collecting the necessary signatures on the signature page. Once the signature page is complete, with signatures from the major advisor, the Graduate School Dean, and the thesis/dissertation committee members, the page will submitted to the Graduate School for conversion to a pdf form and inclusion with the ETD.
3. **Processing of the Dissertation**
	1. The library ETD staff will:
		1. Convert the work to the Adobe PDF format (if necessary)
			* Create the table of contents navigation in the PDF file.
			* Create hyperlinks to external files within the PDF as needed (high resolution images, sound files, videos, etc.)
			* Verify that the text is searchable.
		2. Create the descriptive metadata record for the work and its associated files.
		3. Assemble the ETD record in the archive for review and set the appropriate security levels.
	2. The student & major advisor will review the archived material
		1. The ETD staff will make corrections requested by the student and the advisor.
	3. The library staff will create a cataloging record corresponding to the work in the ETD repository and the corresponding print version, if any.
	4. At the end of the embargo period, if any, ETD staff will update the access status of the work.
	5. Dissertations and theses will be deposited by library staff in the Networked Digital Library of Theses and Dissertations (NDLTD) at <http://www.ndltd.org>. If a thesis or dissertation is embargoed, metadata and descriptive data will be submitted to NDLTD.
4. **Long term storage**
	1. ETD staff will annually review the ETD repository for file formats that will become obsolescent and report the information to the appropriate advisory group.
	2. Appropriate physical storage media (e.g. magnetic disk vs. DVD) will be determined by established guidelines. Cost of storage will be absorbed by the libraries. That policy will be evaluated after two years.
	3. It is the responsibility of the student to provide a print copy for archival purposes.
	4. Status reports on the repository to check for missing files, corrupted links, etc. will be run on a regular schedule.

**5. Print copies of theses/dissertation**

a. Students may bind as many copies of a thesis/dissertation as are required by their graduate program, or that they wish to pay for. Binding services are available through the Graduate School Office. The cost of binding is $25.00 per copy bound. Payment for binding must be made to the Business Office, and a receipt submitted to the Graduate School.

b. Students must complete a Thesis Binding Form and submit it to the Graduate School along with any theses/dissertations to be bound.

**LIBRARY RESOURCES**

There are three libraries on campus, which provide information resources and services for the students. They are Reinert Alumni Library (<http://reinert.creighton.edu>) the Health Sciences Library (<http://www.creighton.edu/health/library/>), and the Klutznick Law Library (<http://lawlibrary.creighton.edu/?library>). All three libraries are committed to serving on-line students. The student may access the libraries using the URLs provided above. When at the Reinert website, the menu on the left margin contains heading for both Resources and Services. Under Services, there are two very helpful locations. First, Ask A Librarian is a place where the student can ask questions and request help in locating material. Prompt responses are promised. Second, Distance Ed is a resource for Checking Out Books from the Reinert/Alumni Library Collection, Accessing Article and Book Databases, Accessing Articles and Print Journals Subscribed to by the Library, Accessing Interlibrary Loan Services, and accessing Reference Assistance and Consultation. The Reinert/Alumni Library’s services are also available at 402-280-2227. A current Student ID with the CU Net ID is necessary for accessing the electronic resources of the CU library system. On the left side of the Health Sciences Library website are links to services and resources. Under the Services heading is another link to Distance Education. This provides the students with a starting place to access the electronic information resources available through the library. Also, on the left side of the Klutznick Law Library website a variety of contact links for the student are available. Primary contact telephone numbers are as follows:

Reinert Alumni Library: 402/280-2227

Health Sciences Library: 402/280-5108

Klutznick Law Library: 402/280-2875

**STATEMENT OF RESPONSIBILITY**

The University exists for students and learning. It maintains that students are personally responsible for learning. Students are responsible for completing all requirements and expected to maintain appropriate standards in academic and personal lives. Students, like all members of an academic community, have the responsibility to create and support an educational environment.

Each student possesses the right to learn and should be treated with respect and dignity while not infringing upon the rights of others. Given those rights, it is the responsibility of academic communities to promote those opportunities, protections, and privileges for its students that provide the optimal climate for learning.

**POLICY ON ACADEMIC HONESTY**

All work (papers, tests, etc.) is expected to be YOUR OWN! The following is the policy as stated in the University Bulletin:

…[the University] expects and requires academic honesty from all members of the University community. Academic honesty includes adherence to guidelines established by the University, its Colleges and Schools and their faculties, its libraries, and the computer center.

 “Academic or academic-related misconduct” includes, but is not limited to, unauthorized collaboration or use of external information during examinations; plagiarizing or representing another’s ideas as one’s own; furnishing false academic information to the University; falsely obtaining, distributing, using or receiving test materials; falsifying academic records; falsifying clinical reports or otherwise endangering the well-being or patients involved in the teaching process; misusing academic resources; defacing or tampering with library materials; obtaining or gaining unauthorized access to examinations or academic research material; soliciting or offering unauthorized academic information or materials; improperly altering or inducing another to improperly alter any academic record; or engaging in any conduct which is intended or reasonably likely to confer upon one’s self or another an unfair advantage or unfair benefit respecting an academic matter. (See University Bulletin online) Copies of the most current college procedures on aca­demic hon­esty can be found at: <http://www2.creighton.edu/fileadmin/user/Registrar/docs/Graduate/GS08_Admin.pdf>

<http://puffin.creighton.edu/ccas/policies/acadhonesty.html>

**PLAGIARISM**(Dr. Appleby, Marian College, 1993)

1. **What is Plagiarism?**
	1. Definition: “Presenting someone else’s ideas as your own, whether deliberately or accidently” (Fowler, 1986, p. 501).
	2. Plagiarism is derived from a Latin word meaning “kidnapper” (Fowler, 1986, p. 70).
	3. Forms of plagiarism
		1. “The use of another’s writing without proper use of quotation marks. Do not under any circumstances, copy onto your paper a direct quotation without providing quotation marks and crediting the source” (Lester, 1967, p. 47)
		2. “The borrowing of a word or phrase, the use of an idea, or the paraphrasing of material if that phrase, idea, or material is not properly introduced or documented. Also included in plagiarism is the mere rearrangement of phrases from the original into a new pattern” (Lester, 1967, p. 47).
		3. It is also plagiarism to “take, buy, or receive a paper written by someone else and present it as you own” (Corder & Ruszkiewicz, 1985, p. 633).
		4. Another form of academic dishonesty that is related to plagiarism is collusion which is defined as “collaboration with someone else in producing work you claim to be entirely your own” (Corder & Ruszkiewicz, 1985, p. 633).
2. **How can Plagiarism be avoided?**
	1. Acknowledge all borrowed material by introducing or following the quotation or paraphrase with the name of the authority from whom it was taken.
	2. Enclose all quoted material within quotation marks, even single words and phrases.
	3. Make certain that all paraphrased material is written in your own style and language.
	4. Provide bibliographic entry for every source that appears in a written work.
	5. Be certain that all written work you submit is your own. You may (and in some cases should) ask others to review your work, but “any changes, deletions, rearrangements, or corrections should be your own work” (Corder & Ruszkiewicz, 1985, p. 633).
3. **Why is Plagiarism wrong?**
	1. It is considered a criminal offense (i.e., the theft of intellectual property) and can result in fines and/or imprisonment.
	2. It is academically dishonest and can lead to serious sanctions from the university.
	3. It undermines the academic integrity and ethical atmosphere of the university.
	4. It violates the mission of Creighton University.
	5. It involves a passive learning process that obstructs the acquisition and understanding of meaningful academic material.
	6. It retards intellectual, moral, and social development.
	7. It is contrary to the concept of critical thinking.

**References**

Corder, J. W., & Ruszkiewicz, J. J. (1985). *Handbook of current English*. Glenview, IL: Scott Foresman.

Fowler, H. R. (1986). *The little brown handbook*. Boston, MA: Little, Brown and Company.

Lester, J. D. (1967). *Writing research papers: A complete guide*. Glenview, IL: Scott Foresman.

**TECHNOLOGY NECESSARY TO COMPLETE THE PROGRAM**

**Hardware and Software**

The courses will use BlueLine as its course construction and management software, and all course resources are housed on its BlueLine site.

In order to complete the courses, the student will need access to the following minimum requirements :

 - Operating System -- Windows XP Professional SP2
 - RAM Memory -- 256MB
 - Audio card and speakers
 - Broadband ISP – high speed DSL or cable modem service (for streaming clarity)
 - CD Drive
 - Microsoft Office 2003 (with ability to view PowerPoints)
 - Firefox (preferable, download free <http://www.mozilla.com/firefox/> ) or Microsoft Internet Explorer 7.0
 - Adobe Acrobat Reader 7.x (download free <http://www.download.com/3000-2378-10000062.html>)
 - Symantex 10.0 antivirus or similar software
 - Windows Media Player 10 for viewing streamed materials

**Student Technology Skills**

Many basic technology skills are necessary when taking an online course. A few of the most relevant skills are listed below:

1. ability to use Creighton email account, including sending and opening attachments
2. ability to navigate through the component parts of the BlueLine course delivery site
3. ability to use latest editions of Microsoft Word and Powerpoint software for completing assignments
4. ability to access audio/video items from the internet and Creighton’s streaming site
5. ability to use Windows Media Player to view/hear mp3, wma, and digital movies needed for the course

**Appendix A**

**INTERDISCIPLINARY ED.D. IN LEADERSHIP**

**Individual Professional Development Plan (IPDP)**

Purpose:

The Individual Professional Development Plan (IPDP) is required of doctoral students enrolled in the Interdisciplinary Ed.D. Program in Leadership at Creighton University. The intent is for a doctoral student, using the IPDP, to work with the academic advisor and supervisory committee, to create a program of studies to help the student accomplish personal and professional goals.

Rationale:

Each doctoral student should have a set of expectations that they wish to accomplish at the point of receiving their doctoral degree. The IPDP is an extension of the application goal statement encouraging a student to: 1) break the goals down into discernible objective; 2) describe activities to accomplish the goals; 3) indicate how outcomes of their activities will be measured; and 4) provide the timetable for completing the objectives. The IPDP should be considered a dynamic document that is amenable to change as goals are achieved or as new circumstances arise.

The IPDP can serve as an outline for development of a reflective portfolio the student should finish by completion of their doctoral program.

**INDEPENDENT PROFESSIONAL DEVELOPMENT PLAN (IPDP) Date:**

**Name:**

**INTERDISCIPLINARY ED.D. IN LEADERSHIP**

**GOAL 1:**

**Goal statement:** How do I want to be different when my work in the Interdisciplinary Ed.D. in Leadership program is completed? What new or refined skills will I possess? What will I be able to do in my job that I cannot now do?

**Action Plan:** What activities and experiences will best help me achieve the goal stated above? When and how will I engage in these experiences?

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| --- | --- | --- | --- |
| **Goal 1 Objectives** | **Activities and Strategies for Accomplishment** | **Methods of Assessment** | **Timeline** |
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**INDEPENDENT PROFESSIONAL DEVELOPMENT PLAN (IPDP) Date:**

**Name:**

**INTERDISCIPLINARY ED.D. IN LEADERSHIP**

**GOAL 2:**

**Goal statement:** How do I want to be different when my work in the Interdisciplinary Ed.D. in Leadership program is completed? What new or refined skills will I possess? What will I be able to do in my job that I cannot now do?

**Action Plan:** What activities and experiences will best help me achieve the goal stated above? When and how will I engage in these experiences?

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| **Goal 2 Objectives** | **Activities and Strategies for Accomplishment** | **Methods of Assessment** | **Timeline** |
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**INDEPENDENT PROFESSIONAL DEVELOPMENT PLAN (IPDP) Date:**

**Name:**

**INTERDISCIPLINARY ED.D. IN LEADERSHIP**

**GOAL 3:**

**Goal statement:** How do I want to be different when my work in the Interdisciplinary Ed.D. in Leadership program is completed? What new or refined skills will I possess? What will I be able to do in my job that I cannot now do?

**Action Plan:** What activities and experiences will best help me achieve the goal stated above? When and how will I engage in these experiences?

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| --- | --- | --- | --- |
| **Goal 3 Objectives** | **Activities and Strategies for Accomplishment** | **Methods of Assessment** | **Timeline** |
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**INDEPENDENT PROFESSIONAL DEVELOPMENT PLAN (IPDP) Date:**

**Name:**

**INTERDISCIPLINARY ED.D. IN LEADERSHIP**

**GOAL 4:**

**Goal statement:** How do I want to be different when my work in the Interdisciplinary Ed.D. in Leadership program is completed? What new or refined skills will I possess? What will I be able to do in my job that I cannot now do?

**Action Plan:** What activities and experiences will best help me achieve the goal stated above? When and how will I engage in these experiences?

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| **Goal 4 Objectives** | **Activities and Strategies for Accomplishment** | **Methods of Assessment** | **Timeline** |
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**GRADUATE STUDENT DISSERTATION PROPOSAL APPROVAL FORM**

# INTERDISCIPLINARY DOCTOR OF EDUCATION PROGRAM IN LEADERSHIP

# Student name (degrees) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Degree program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Year admitted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major Advisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of selection\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­\_

# Names of Supervisory Committee Members:

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**Date of selection:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Proposed Dissertation Topic:**

**Research Goals:**

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**Approvals:**

**Student:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Advisor:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Program Director**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# INTERDISCIPLINARY DOCTOR OF EDUCATION PROGRAM IN LEADERSHIP

DISSERTATION COMMITTEE EVALUATION FORM

PLEASE PRINT

 STUDENT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE OF REPORT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please rate the above student according to the following scale:

(Mark an “X” in the appropriate box)

**1** = Unsatisfactory  **2** = Needs Improvement  **3** = Competent/Solid **4** = Excellent **5** = Superior/Exceptional

(A mark of **1**, **2**, or **5** REQUIRES COMMENTS)

(Leave blank if not applicable)

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| **Knowledge/Interpretation** | **1** | **2** | **3** | **4** | **5** | **Critical Thinking & Problem Solving Skills** | **1** | **2** | **3** | **4** | **5** | **Affective Skills** | **1** | **2** | **3** | **4** | **5** |
| General Knowledge |  |  |  |  |  | Quality of Presentation  |  |  |  |  |  | Oral Speaking Skills  |  |  |  |  |  |
| Knowledge of Basic Science |  |  |  |  |  | Accuracy of Data Collections |  |  |  |  |  | Interpersonal Skills with Faculty and Staff |  |  |  |  |  |
| Interpretation of Data and Development of Experiments |  |  |  |  |  | Quality of Written Records and Reports |  |  |  |  |  | Enthusiasm, Amount of Effort, Participation & Responsibility |  |  |  |  |  |
| Preparation for Meeting – Handouts, Figures, etc. |  |  |  |  |  | Critical Reasoning and Judgment |  |  |  |  |  | Takes Initiative |  |  |  |  |  |
| Responses to Questions |  |  |  |  |  | Research Progress |  |  |  |  |  | Reliability and Dependability |  |  |  |  |  |
|  |  |  |  |  |  | Ability to Identify Problem(s) |  |  |  |  |  | Progress in Coursework |  |  |  |  |  |

**Overall progress in research project:**

* **PASS:** Adequate level of knowledge. Able to correctly demonstrate and apply knowledge in relevant situations.
* **FAIL:** Inadequate knowledge in the discipline. Unable to relate learning to research situations. Distant and/or showed little interest.

COMMENTS: STRENGTHS/WEAKNESSES (A mark of **1**, **2**, or **5** REQUIRES COMMENTS)

🞎 Continue on Back

EVALUATOR: Signature of EVALUATOR:

**CREIGHTON UNIVERSITY**

**GRADUATE SCHOOL**

# INTERDISCIPLINARY DOCTOR OF EDUCATION PROGRAM IN LEADERSHIP

**DISSERTATION DEFENSE REPORT**

**FOR DOCTOR OF EDUCATION DEGREE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of Candidate:** |  |  |  |  |  |
|  | (Last) | (First) | (Middle) |  | (Degree) |
| **Date:** | \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ |  |  |  |  |
| To the Dean of the Graduate School and the members of the Board of Graduate Studies: |
| The Interdisciplinary Doctor of Education Program in Leadership, in which this candidate for this degree has done his (her) major (core) work, reports upon the oral dissertation defense as follows: |
|  | **The Committee in charge of the oral grant defense reports as follows:** |
|  |  |  |  |  |  |
| **Passed** |  |  | **Failed** |  |  |
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| **Passed** |  |  | **Failed** |  |  |
|  |  |  |  |  |  |
|  | **Committee Chair** |  |  |  |  |
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| **Provisional Pass** | **Requires additional work as directed by the committee members before passing** |  |  |  |  |
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| **\*\*\*\*\*\*\*\*\*\*\*\*\*\*** |
| **The Committee, therefore, recommends that the candidate (be, be not) \_\_\_\_\_\_\_ permitted to defend her/his dissertation** |
|  |  |  |  |  |
|  | **Isabelle Cherney, PhD** |  |  |  |
|  | **Graduate Program Director** |  |  |  |