

College of Education

Ed.D. in Interdisciplinary Leadership



Governors State University

Interdisciplinary Leadership
Division of Education and
Leadership

College of Education and
Human Development

WELCOME TO GOVERNORS STATE UNIVERSITY!

The faculty and staff of the Interdisciplinary Leadership program welcome you to the Doctor of Education (Ed.D.) program at Governors State University (GOVSTATE). This handbook focuses specifically on program requirements, the doctoral course of study, and evaluation measures that are critically important for all doctoral students.¹ We invite each doctoral student to read and learn the parameters of the doctoral program and seek guidance from the program advisor if you have any additional questions.

Mission Statement

The purpose of the Governors State University Interdisciplinary Leadership doctoral degree is to produce practitioner-scholars who are advanced leaders in the education (Higher Education Administration and Superintendent) and Not-For-Profit/Social Entrepreneurship fields. GSU doctoral graduates from this program will provide leadership and expert service throughout the GSU region, and beyond, in school, family, community, and cultural contexts. They will strengthen the links between child, family, community, school and government agencies in planning multi-systemic interventions that will have the most positive impact on the lives of children and adults, while simultaneously strengthening families and supporting communities in educating, serving, and protecting all citizens.

Program Overview

The doctoral program in Interdisciplinary Leadership at GOVSTATE consists of a comprehensive set of core courses and three distinct concentrations: Higher Education Administration, Not-for-Profit/ Social Entrepreneurship, and the PK-21 Superintendency. The Ed.D. program in Interdisciplinary Leadership will provide accessible, high-quality education with an emphasis on turnaround leadership, social justice, and advocacy, all of which are major tenets of GOVSTATE's mission, values, and goals.

The Ed.D. in Interdisciplinary Leadership entails a minimum of 60 credit hours. Students may transfer in a maximum of 15 credit hours from non-completed doctoral programs after Program Director review. Doctoral students, no matter where they intend to work after graduation, must learn a core knowledge base, including theories related to the principles and practices of effective leadership; ethical practices; strategic planning; budgeting and finance; fundraising; globalization; community relations and social marketing, and design and implementation of qualitative and quantitative research and evaluation projects.

The GOVSTATE Interdisciplinary Leadership Doctoral Program reflects a practitioner-scholar model. The program emphasizes sound theoretical grounding in leadership, research, problem-solving, sustainability, globalization, and social marketing. In addition to this theoretical grounding, coursework also emphasizes practice, application, communication, and production of data-driven work.

Program Administration

The Ed.D. in Interdisciplinary Leadership is housed in the Division of Education and Leadership in the College of Education and Human Development but involves faculty from across the university (see Appendix A). The Program Director is responsible for overseeing the implementation of the program. The Division of Education and Leadership chair works closely with the program director to address matters concerning curriculum and students.

¹ Information in the student handbook is subject to change and does not constitute a contract or guarantee with the Interdisciplinary Leadership program. The Interdisciplinary Leadership program expressly reserves the right to change, phase out, or discontinue any policy or program. Such changes take precedence over student handbook statements.

Program Description

The doctorate in Interdisciplinary Leadership is a mostly online program (K-12 Superintendency concentration is hybrid) based on a practitioner-scholar model with an emphasis on a core set of leadership principles and three concentrations. The purpose of the interdisciplinary doctoral degree is to produce leaders for the fields of primary and secondary education, higher education administration, and not-for-profit. The program uses an action research approach, emphasizing real-world problems and issues. In addition, the doctoral program has a developmental emphasis in order to address goals articulated in the IBHE's Illinois Commitment. There is also a direct focus on sustainability of innovative practices and global competencies.

Graduates with a doctoral degree in Interdisciplinary Leadership of GOVSTATE will be highly knowledgeable, skilled, dedicated, and ethical professionals, leaders, and practitioners.

Our doctoral graduates will provide leadership and expert service throughout the GOVSTATE region, and beyond, in school, family, community, and cultural contexts that will advance the efficacy and accountability of education, not-for-profit organizations, and a broad array of social services.

Learning Areas

The Ed.D. in Interdisciplinary Leadership at GOVSTATE provides advanced graduate-level instruction and experiences in all of the following content areas:

- 1) Theories pertaining to the principles and practices of leadership, fiscal responsibility, and environmental sustainability.
- 2) Pedagogy relevant to current social and cultural issues, including social change theory and advocacy action training.
- 3) Design and implementation of quantitative and qualitative research design and methodology.
- 4) Models and methods of assessment and use of data.
- 5) Ethical and legal considerations in leadership.
- 6) The role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, local, regional, national, international perspectives, and other areas of difference related to equity issues in leadership at all levels.

Upon successful graduation from the INLD Higher Education Administration Concentration, graduates should be able to...

- a. Explain the history, philosophies, sociology, and laws related to governance, administration, and leadership in colleges, universities, and higher education systems.
- b. Examine how higher education institutions differ based on their missions, public/private status, academic programs, size, and stakeholders
- c. Use organizational theories and models to create and manage effective higher education institutions.
- d. Demonstrate an understanding of the demographics and trends related to the student population in American higher education.

- e. Analyze issues of diversity, equity, and social justice within higher education.
- f. Collaborate with others inside and outside the institution to support student learning, growth, and development.
- g. Apply best practices in assessment and evaluation in universities and colleges
- h. Understand and interpret data from academic programs and institutions.

Upon successful graduation from the INLD Superintendent Concentration, graduates should be able to...

1. **Mission, Vision, and Improvement:** Demonstrate the capacity to collaboratively lead and implement a district mission and vision focused on continuous improvement, integrating values of data use, equity, diversity, and community to promote the success and well-being of every student and adult.
2. **Ethics and Professional Norms:** Demonstrate the capacity to advocate for ethical decision-making and cultivate professional norms that promote the success and well-being of all students and staff, showing a commitment to integrity and fostering a positive and inclusive school culture.
3. **Equity, Inclusiveness, and Cultural Responsiveness:** Demonstrate the capacity to develop and sustain a supportive, equitable, and culturally responsive district culture, promoting the success and well-being of all students and staff by valuing inclusiveness and addressing diverse needs.
4. **Learning and Instruction:** Demonstrate the capacity to evaluate and implement coherent systems for curriculum, instruction, and assessment, enhancing student and staff success through effective instructional leadership and data-driven decision-making that supports ongoing learning and improvement.
5. **Community and External Leadership:** Demonstrate the capacity to engage families and communities in school initiatives, advocating for the needs of students and the district while fostering partnerships that enhance educational outcomes and support the well-being of all stakeholders.
6. **Operations and Management:** Demonstrate the capacity to develop and manage data-informed, equitable district systems for operations and resource allocation, evaluating and improving human capital management to enhance the success and well-being of all students and staff.
7. **Policy, Governance, and Advocacy:** Demonstrate the capacity to cultivate relationships and lead collaborative decision-making processes, advocating for district needs and effectively represent students and staff in broader policy discussions to promote their success and well-being.

Program Structure

The doctoral program in Interdisciplinary Leadership is designed for students who hold a master's degree from a regionally accredited institution. The program includes a minimum of 60 credit hours which includes coursework. In addition, the doctoral program requires students to pass a written qualifying examination and the successful completion of a dissertation in practice.

Required Coursework

The Ed.D. in Interdisciplinary Leadership is a 60-credit hour program that consists of 6 core courses and 6 concentration specific courses. The list of required courses is provided below. To review course descriptions, see the program catalogue.

Core Courses: All Concentrations (6 Courses = 18 Hours, plus the Qualifying Exam)

LEAD 9101	Research Literature, Data Analysis, and Decision-Making
LEAD 9102	Theories and Ethics of Leadership
LEAD 9103	Finance and External Funding
LEAD 9104	Strategic Planning/Collaboration/Sustainability
LEAD 9105	Communication Strategies for Effective Organizations
LEAD 9106	Change, Diversity and Global Issues

Capstone Project (3 Courses = 9 Hours)

LEAD 9991	Capstone Project Seminar
LEAD 9998	Capstone I
LEAD 9999	Capstone II

Concentrations

Not for Profit/Social Entrepreneurship Concentration (11 Courses – 33 Hours)

NPSE 9101	Public Relations for Not-for-Profit Organizations
NPSE 9102	Public Policy and Finance for Not-for-Profits – Foundation
NPSE 9103	Government Institutions and Governmental Relations
NPSE 9104	Applied Management for Not-for-Profit Organizations
NPSE 9105	Law for Not-for-Profit Organizations
NPSE 9106	Issues and Trends for Not-for-Profit Organizations
NPSE 9107	Special Topics in Not-for-Profit Organizations
NPSE 9201	Public Policy & Finance for Not-for-Profit Org's – Adv.
NPSE 9202	Strategic Plan, Project Evaluation, and Sustainability for Not-for –Profit Organ.
NPSE 9203	Advanced Social Entrepreneurship
NPSE 9204	Advanced Organizational Behavior

Superintendent (PK-21) Concentration: (11 Courses - 33 Hours)

SUPT 8836	Administration of School Personnel
SUPT 8838	Collective Bargaining

SUPT 8842	The Politics of Education
SUPT 8860	The Dynamics of School Climate
SUPT 9101	School Finance for Superintendents
SUPT 9102	Education for Diversity
SUPT 9103	Advanced Curriculum/Instruction/Assessment
SUPT 9104	Facilities and Sustainability
SUPT 9330	Advanced School Law
SUPT 9340	The Superintendency-Issues and Trends
SUPT 9350	District Improvement Planning

Higher Education Concentration (11 Courses - 33 Hours)

HEAD 9101	Leadership in Colleges and Universities
HEAD 9102	Organization, Governance, and Campus Culture in HE
HEAD 9103	Strategic Planning in Higher Education
HEAD 9104	Political and Legal Issues in Higher Education
HEAD 9105	Theories of Teaching and Learning in Adult Education
HEAD 9106	Student Affairs in Higher Education
HEAD 9201	Accountability and Accreditation in Colleges and Universities
HEAD 9202	Business and Fiscal Management in Colleges and Universities
HEAD 9203	Emerging Trends in Higher Education
HEAD 9001	Independent Study in Higher Education or Elective
HEAD 9002	Special Topics in Higher Education or Elective

Academic Advisor and Concentration Coordinator

Upon admission to the Ed.D. program in Interdisciplinary Leadership, each student will be assigned two advisors. All doctoral students will be assigned an academic advisor and will be connected with the coordinator for their concentration. The academic advisor will assist with the coordination of the student's plan of study and necessary paperwork that is to be filed with the appropriate GOVSTATE office for dealing with admission, candidacy, and graduation matters. The concentration coordinator will assist in the of mentoring doctoral students in their area of concentration, and through the qualifying exam.

Continuous Enrollment Requirement

Students whose enrollment is interrupted for more than three consecutive semesters, including summer session, will maintain continuing student status, but must contact their advisor to be evaluated for reactivation. If the evaluation results in a decision not to reactivate, the student must then reapply for admission. (University Policy 32; Continuing Student Status). Once a student earns Candidacy (earned after completing the qualifying exam), the student must be enrolled in 1 credit or more every semester until the completion of the program.

Attending All Cohort Meetings

All students enrolled in the INLD Program are required to attend every All-Cohort Meeting during the program. Prior notice (48 hours) must be given to the Director, in writing, if a student needs to miss a meeting. A minimum of five All Cohort Meetings must be attended during the program.

Time Limit

Students must complete all coursework for the degree and dissertation in practice within seven (7) years after admission to the doctoral program. If a student has extenuating circumstances, the student may appeal for an extension. If the appeal is denied, the student will be dismissed from the program. (University Policy 16; Graduate Studies Policy)

Credits

The doctoral program in Interdisciplinary Leadership requires a minimum of 60 credit hours. More credit hours may be taken in order for students to specialize their studies, or more credits may be required in order to meet prerequisite requirements or remediation requirements for the doctoral program.

Transfer Credits

Transfer of graduate credit hours shall not exceed twenty-five (25) percent (15 hours) of the total number of credit hours required by the INLD Ed.D. program. No more than 9 hours shall be accepted for the core leadership courses and no more than 6 hours shall be accepted for concentration courses.

Only work from regionally accredited institutions completed with a grade of "B" or better or "P" or equivalent will be considered for transfer credit. Transfer credits earned ten (10) or more years prior to the student's acceptance into a degree program will not be accepted toward the degree requirements unless approved by the Chair of the Division of Education and Leadership. Credits earned and applied toward any degree previously earned may not be applied toward a second or additional degree.

The final decision to accept transfer credits toward degree requirements will be made by the academic advisor in conjunction with the Director and the INLD faculty leadership team prior to the first semester of enrollment when the student study plan is developed. The student study plan will detail the requirements for the degree including the number of transfer credits accepted toward the requirements.

Qualifying Exam

Interdisciplinary Leadership doctoral students are required to complete a Qualifying Examination toward the end of their course of study. The purpose of the written exam is to synthesize previous coursework and experiences and allow students to demonstrate their mastery of advanced practitioner knowledge and skills. The Qualifying Exams consist of two core leadership questions and two concentration question. This is a take-home exam. Students can use their books, journal articles, and other appropriate resources. However, students are to work independently on this exam.

Each answer for the exam will be blind graded by two faculty graders. Both graders must agree that the answer is a "Pass" or "Rewrite." If they do not agree, then the answer will be sent to a third grader. If a student must rewrite one or more answer, they will be given feedback and a deadline for resubmission. If students do not pass the rewrite, they may be dismissed from the program. See Appendix B for qualifying exam grading rubric.

Non-submitted Comprehensive Exam Answers

Students are required to submit responses to all Comprehensive Exam questions by the due date. If an answer is not submitted, the student will fail the question. A request for a new question must be submitted to the INLD Director at least 48 hours prior to the exam due date. The INLD leadership team will determine if a new question is given based on the request. The request must be an emergency or extenuating circumstance that would have prevented the student from successfully completing the exam by the due date. If permission is granted, the student will have the opportunity to submit an answer, to a new question, during the exam retake period. The exam answer to the new question will be not eligible for revision or retake.

Candidacy

To progress to the dissertation in practice, a student must attain Candidacy. Candidacy is conferred upon students once they have successfully completed all coursework required before the dissertation in practice and received a passing score/grade on the Qualifying Exam. Candidacy is part of the ongoing evaluation process of doctoral students and its conferral is an indication that the faculty members agree that the student is ready to progress to the dissertation in practice. Once students earn candidacy, they must stay continuously enrolled in at least 1 credit per semester.

Writing

Writing skills are important to be successful in the program and in leadership roles. Students identified as needing additional skills in writing, such as organization, grammar or APA formatting, may be required to take additional writing course(s) prior to admission and/or throughout their doctoral program.

Graduation

To graduate, a candidate must have completed coursework with a minimum cumulative graduate grade-point average of 3.00, passed the qualifying exam, advanced to candidacy, passed the dissertation in practice defense, applied for graduation, and paid all fees.

Dissertation in Practice Process

The dissertation in practice synthesizes the knowledge and skills gained by the students as a result of their matriculation through the Ed.D. in Interdisciplinary Leadership. This project consists of quantitative and/or qualitative inquiry on the part of the student to investigate a topic of interest related to his/her primary subject area of study. According to the Graduate Capstone Manual, a doctoral dissertation in practice:

Provides evidence of the ability and effort to address a real-life issue based on evidence-based conceptual or theoretical frameworks and translation of research into practice through the use of quantitative, qualitative, mixed-method analysis, or program development, evaluation and outcome assessment- relative to the graduate's work in the profession or discipline. An example may be the development, implementation, and evaluation of a new program or intervention in practice based on a systematic review of the extant research on the topic. A doctoral scholarly doctoral project may also be a sustained work that intellectually supports the master's or doctoral degree program, but which may not be, in its entirety, a written document or an internship (for example, a creative project in the fine arts).

Examples of dissertation in practice include substantial, theory-driven quantitative and/or qualitative research projects; in-depth case studies; sophisticated program evaluations (involving experimental or quasi-experimental research designs); real-life problem-solving projects; or an extensive critical literature review and synthesis or meta-analysis (See Appendix C for the sample dissertation in practice template).

Each dissertation in practice must be grounded in recognized theories and practices, and the topic and method of study must be approved by the dissertation in practice committee prior to beginning the project. Students must present their proposed project to their dissertation in practice chair and committee members before starting their project. While the template in Appendix C provides a sample format, students should work closely with the Dissertation in Practice Chair for the actual format of the dissertation in practice.

Committee Selection

The dissertation in practice committee will be comprised of at least three (3) members. The committee chair is a tenure-track or tenured faculty member (Unit A) who is the primary instructor for the graduate dissertation in practice experience (LEAD 9998 & LEAD 9999). It is the committee chair's responsibility to give timely and thorough guidance on the various aspects necessary for planning and completing a dissertation in practice experience, including manuscript review. Committee chairs should be knowledgeable of all specific guidelines and requirements of their program, as well as requirements of the Institutional Review Board (IRB).

In addition to the committee chair, the second committee member must also be university faculty, but can be tenure-track faculty, tenured faculty, or lecturer (Unit A or Unit B). The third member may be from outside the university but should only be included if their background provides relevant expertise external to the program, college, or university. (See Graduate Capstone Manual for additional information.)

Input from other faculty members may be solicited, but the primary responsibility for constructing the essential guidelines of the project are negotiated between the student and the dissertation in practice chair. Synthesis of knowledge and skill will be evaluated by the committee based on the student's written submissions of scholarly research that follow the guidelines and ethical principles of study articulated in the graduate policy, as well as the professional guidelines of the most recent edition of the American Psychological Association's (APA) professional writing style.

Process

The dissertation in practice experience consists of three phases: proposal, implementation and defense.

Proposal: The proposal is to be created under the direction of the faculty advisor/dissertation in practice committee chair. The proposal meeting is an on-campus (or virtual under extenuating circumstances) meeting and typically lasts 90 minutes. A completed proposal will include the first three chapters outlined in Appendix C (introduction, review of literature/theoretical framework, and methodology). The dissertation in practice chair may determine if additional sections are needed.

During the proposal meeting, the dissertation in practice committee members may suggest changes to the proposal. All committee members must approve the proposal before the student can proceed with the project. See Appendix D for the Dissertation in Practice Committee Form. The student's proposed dissertation in practice must be approved by GOVSTATE's IRB, after the student has passed the proposal meeting. See Appendix E for Proposal Acceptance Form.

Implementation: Under the guidance of the dissertation in practice committee Chair, after the committee has approved the proposed dissertation in practice, and IRB approval has been received, the student will actively engage in the dissertation in practice experience and complete the remaining chapters of the dissertation in practice manuscript (Chapters 4 & 5). See Appendix C for the sample dissertation in practice template. The committee Chair will work closely with the student to develop a cogent and scholarly document.

Once the chair has approved the final draft, it will be forwarded to the committee members for the final dissertation in practice defense. The committee requires at least 10 business days to review the document. Students must be the final oral defense meeting may be scheduled by the committee Chair.

Timeline for Final Dissertation in Practice Defense: In order to graduate in a semester, students must defend their final dissertation in practice by the following dates:

- Fall graduation – November 1
- Spring graduation – March 1
- Summer graduation-July 1

During the Spring term, students that are on track to defend their dissertation in practice by July 1 may participate in the commencement ceremonies. In order to be on track for a summer graduation, students must defend their proposal by March 1. Please note, students are not allowed to defend their dissertation in practice proposal and dissertation in practice defense in the same semester.

Defense: At least two weeks before the final defense, and with the approval of the dissertation in practice Chair, the student will provide the committee members with a final copy of the final manuscript. If further changes are required to this document, they must be completed and submitted to the Division Chair at least three weeks before final grades are due. If the changes have not been completed or the final manuscript is not approved by the end of the semester, the dissertation in practice will be considered incomplete, meaning that a final decision on the document is deferred until the completion of all remaining work. In some cases, a second defense meeting may be necessary.

In the final oral defense meeting, the full committee will examine and assess not only the quality and scholarship of the written product, but also the students in terms of their knowledge, critical thinking, and thoughtful analysis of the chosen area(s) of scholarship. In this regard, students may be asked to discuss the ramifications of the findings in a novel context, how this work and its implications might be used to address problems or issues in a specific real-world or social framework, and how future research might augment the findings of this project. Students will also be asked to defend the manner in which the study was done, the reliability and validity of the results, and the contextual understanding of the results. Students may be asked to show committee members their raw data, analytic software output, or certain key citations, so students should be sure to bring this material along to the final oral defense meeting.

As part of the meeting, the student will give a presentation on the project, specifically focusing on the results and conclusions. The presentation should be no more than 20 minutes. This will occur before the questioning phase of the meeting. Following sufficient time to present the dissertation in practice and a detailed oral examination, the full committee will assess the quality of the written work and the oral presentation and questioning. There are three (3) possible outcomes for the final oral defense meeting: Pass, Fail, or Pass with Revisions:

Pass: To achieve a grade of Pass, the project must meet the full expectations of the members of the committee, such that no further revisions are required. For passing dissertation in practice defenses, committee members must sign the Graduate Dissertation in Practice Final Transmittal Form at the conclusion of the dissertation in practice defense (see Appendix E for a copy of the Graduate Dissertation in Practice Final Transmittal Form).

Fail: A grade of Fail will occur when the document is considered too deficient for a grade of Pass or Incomplete. In this instance, major concerns are cited for the grade of Fail, which may include, but are not limited to: failure to meet the standards of quality and scholarship of GOVSTATE and/or the profession; data are incorrectly analyzed or the analysis method used is inappropriate for the question being asked; misinterpretation of the results; conclusions and implications cited in the document are not supported or too under-developed in the write-up; deviation from the study implementation or design as agreed upon in the proposal; and/or data tampering fabrication, plagiarism, breach of professional ethics, or other forms of academic and professional misconduct.

Pass with Revisions: These revisions are expected to be completed to the satisfaction of the Chair (and possibly the other committee members) before the student earns a "Pass" in

dissertation in practice. If the revisions are not completed to the satisfaction of the Chair/Committee when grades are due, the student will be given a grade of CO (continuing registration) and must sign up for at least 1 credit with the adviser the following semester and until the dissertation in practice is completed.

Student Review and Retention

Each doctoral student is expected to maintain the academic, professional, and personal standards of the field. Students are continuously reviewed formally and informally by the faculty and staff. Students must pass all courses with a B or better. If a student earns a C or lower in a course, that course will have to be taken again the next time it is offered and passed with a B or better. If a student earns two grades of C or lower in the program, the student may be dismissed from the program. The following policies will be utilized for students exhibiting *poor academic performance*:

Academic Warning Letter & Remediation Plan

Any student whose graduate GPA is below 3.0 after six graduate credit hours have been attempted will, in close consultation with the concentration coordinator and the INLD Program Director, receive an Academic Warning Letter and enter into a Remediation Plan for one Fall or Spring semester or Summer term. The remediation plan would be aimed at increasing the student's GPA to a 3.0 or better.

Academic Probation

Students who do not improve their graduate GPA after a remediation plan has been attempted will be placed on Academic Probation for one semester by the INLD Program.

Removal from Academic Probation

A student who raises the graduate GPA to 3.0 or better is removed from Academic Probation by the INLD Program. Course work used in raising the GPA must be a part of normal degree requirement.

Warning of Potential Academic Dismissal

A student on a remediation plan or on academic probation whose record continues to deteriorate will be warned that Academic Dismissal is likely if the record does not improve. Warnings include performance criteria tailored to the individual student, usually in consultation with the INLD Program Director, the concentration coordinator, and program faculty.

Student Expectations

All students are expected to treat each other, staff, community members, and faculty with respect. The University guidelines on academic honesty can be found in the University Catalog at <http://www.govst.edu/catalog/>. Academic honesty pertains to all methods of fulfilling academic requirements at Governors State University. The Ed.D. in Interdisciplinary Leadership program uses the *Publication Manual of the American Psychological Association: Sixth Edition* (APA style) to format papers and ensure proper credit to the ideas and work of others. All

Interdisciplinary Leadership students are required to use the APA publication style. For more information on APA style see <http://www.govst.edu/writingcenter/default.aspx?id=28662> and <http://www.apastyle.org/>.

Statement of Expectations:

Effective leaders must focus on diversity, vision, leadership, advocacy, critical inquiry, research and scholarship. These qualities are hallmarks of the Interdisciplinary Leadership Doctoral Program. Faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if students' interpersonal or emotional status interferes with being able to successfully complete the program. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express themselves effectively and appropriately in academic and public settings.

Students are evaluated throughout the program. In keeping with the philosophy and general objectives of the Interdisciplinary Leadership Doctoral Program, student review is an agenda item of Program faculty meetings. A faculty member may voice concerns at these meetings about a student's academic progress, ethical behavior, and professional fitness issues in regard to becoming an effective leader at any time. Annually, each student's progress towards completion of program requirements is evaluated using the Annual Review Form (see Appendix F). This annual review will take place during the fall semesters and will be reviewed by the INLD leadership team. Additional issues discussed may include the number of courses elected, grades, and other relevant student concerns. Each student must meet academic and professional conduct criteria for retention.

Review Procedures

An academic or professional fitness concern can be expressed verbally by a faculty member at any regularly scheduled program meeting, or at the annual review meeting. Students may also express academic or professional fitness concerns in writing and present them to their advisor, the chair of the department, or any other full-time faculty member of the program. These concerns will be brought to the next scheduled program meeting.

The INLD Leadership Team may develop a plan to remedy the issue and present this plan in written format to the student. The INLD Leadership Team may then make a decision regarding the resolution of the issue and will inform the student of the team's recommendation within one week of this meeting. The student may appeal, in writing, any actions taken by the INLD Leadership Team to the Division of Education Chairperson.

Student Grievance Procedure

It is important that all students who are enrolled in the INLD program follow professional protocol in the event of a concern about program requirements, policies, procedures, or classroom instruction. As a program that trains individuals in the art and science of leadership, the faculty expects and welcomes constructive comments. Any dispute or concern should first be raised directly with the faculty member involved. If there is no satisfactory resolution to this encounter, the student should next meet and discuss the issue with his/her advisor. The advisor should make certain that the student first attempted to find resolution with the other individual(s) involved. In the event the meeting between student and advisor does not resolve the concern, the

student is encouraged to place his/her concern in writing and send it to the Chair of the Division of Education. The Chair should make certain that the student first discussed the concern with the instructor and/or faculty advisor. Please see University Policy #5, Student Grievance and Policy Procedure, for further information on the formal grievance process.

College of Education and Human Development Disposition Statement

As a student enrolled in the College of Education and Human Development educator preparation programs at Governors State University, you are expected to uphold the highest standards of professionalism, integrity, and ethical conduct. Our program is committed to fostering a learning environment where all students can thrive academically and professionally.

By enrolling in this program, you agree to demonstrate the following dispositions:

- **Commitment to Learning:** Actively engage in coursework, seek out opportunities for growth, and demonstrate a willingness to learn and adapt.
- **Professionalism:** Behave in a manner consistent with the expectations of your chosen field, including punctuality, respect for others, and adherence to ethical guidelines.
- **Effective Communication:** Communicate clearly, respectfully, and professionally with faculty, peers, and members of the community.
- **Respectful Engagement with Families and Communities:** Value and respect the importance and complex characteristics of children's families and communities. Establish respectful, reciprocal relationships that support and empower families, and actively involve them in their children's development and learning.
- **Collaboration and Teamwork:** Work collaboratively with others, recognizing the value of diverse perspectives and contributions.
- **Integration of Knowledge and Practice:** Integrate your understanding of children and families, developmentally effective approaches to teaching and learning, and knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.
- **Commitment to Continuous Learning and Advocacy:** Embrace a stance of continuous, collaborative learning. Demonstrate knowledgeable, reflective, and critical perspectives on your work, and make informed decisions that integrate knowledge from a variety of sources. Advocate for sound educational practices and policies that benefit children, families, and the early childhood profession.
- **Reflection and Self-Improvement:** Engage in ongoing reflection on your practice, seek feedback, and demonstrate a commitment to continuous self-improvement.
- **Ethical Practice:** Adhere to ethical guidelines and professional standards related to early childhood practice. Demonstrate integrity, fairness, and ethical conduct in all interactions and decision-making processes.

Failure to uphold these standards, as evidenced by disposition assessments or other relevant evidence, may result in dismissal from the program. Dismissal decisions will be made in accordance with the policies and procedures outlined in the Governors State University student handbook.

By continuing in this program, you acknowledge your understanding of and agreement to adhere to these expectations.

Appendix A

INLD Organizational Structure

Dean, College of Education and Human Development

Chair, Division of Education and Leadership – Chair, Division

of Art & Letters

Director, Interdisciplinary Leadership Doctorate Program

Concentration Coordinators: Higher Education Administration, Non-Profit/Social
Entrepreneurship, Superintendency

INLD Faculty

INLD Associated Faculty

Adjunct Faculty

Appendix B

Qualifying Exam Grading Rubric INLD Program Mastery of Content

Rubric for directed readings evaluation 60 possible points				Score
Category	0-5 points	6-11 points	12-15 points	
<p><i>Completeness of answer</i> 15 points</p>	<p>Response demonstrates little or no understanding of the question. No demonstration of historic or contemporary interdisciplinary issues Information is missing and substantial parts of the question are not answered fully.</p>	<p>Response demonstrates adequate understanding of the question. Understands either historical or contemporary implications (i.e. leaves out one Factual information is provided and all parts of the question are answered.</p>	<p>Response demonstrates thorough understanding of the question. Response goes beyond factual information demonstrating nuanced understanding of the question. . Displays both historical and contemporary context related to question All parts of the question are thoroughly answered.</p>	
<p><i>Clarity and organization of the contents</i> 15 points</p>	<p>Poorly organized, provides a disorganized and/or illogical answer. Answer does not follow introduction, body, conclusion format. Poor transitions between paragraphs and ideas. No clarification of evidence or examples to support</p>	<p>Answer is logical in places but not throughout; writing wanders or is confusing in places. Vaguely clarifies (substantiates) position taken</p>	<p>Provides a logical and well or excellently organized answer Distinct units of thoughts and constructs, well arranged paragraphs. Clarifies position taken</p>	

	(substantiate) position			
<i>Effectiveness of the supporting materials and arguments</i> 15 points	Makes simple or weak arguments with little or no support from the course readings	Makes satisfactory arguments in the answer. Evidence is anecdotal in nature or provides partial support to arguments.	Makes good or excellent arguments in the answer. Provides appropriate evidence and makes a clear effort to put it into context	
<i>Depth of analysis and understanding of relevant theory and contextual nuances of topic</i> 15 points	Exhibits a poor understanding of the topic about which he/she is writing. No or very little integration of theory or core concepts	Demonstrates a rudimentary understanding, yet not an-in depth one. Integration of theory is present, yet weak. There is some evidence of higher-order thinking skills such as applying, analyzing, evaluating, or creating.	Exhibits a good or excellent understanding of the topic . Use of higher-order thinking skills such as applying, analyzing, evaluating, synthesizing, or creating; demonstrates depth and breadth of knowledge.	
			Total	

Passing threshold 48 points

Graduate Academic Writing

Rubric for directed readings evaluation 40 possible points				Score
Category	0-4 points	5-7 points	8-10 points	
<i>Identification of sources of information and ideas</i> 10 points	No demonstration of familiarity with relevant literature, theories, research, and/or practice Citations are not relevant or present.	Demonstrates some knowledge with relevant literature, theories, research, and/or practice Citation information is	Demonstrates familiarity with relevant literature, theories, research, and/or practice Consistently cites references that	

		vague. Several key issues or portions of the response need additional references	support all key issues resulting in a scholarly, thoughtful voice throughout the response.	
<i>Problem solving identification and strategies</i> 10 points	No understanding of contemporary evidence of theory to practice integration to address a real-life problem No identification of roles or responsibilities necessary to address interdisciplinary issues	Can articulate problem-solving strategies Identifies diverse needs but does not clearly specify or connect self, society, clients and community members to help solve interdisciplinary issues/real-life problems	Demonstrates knowledge of issue and problem-solving strategies to address a real-life issues Identifies roles and responsibilities to self, society, clients and community members to solve interdisciplinary issues/real-life problems	
<i>Quality of writing</i> 10 points	Response contains an abundance of errors in grammar, usage, and mechanics so that meaning is obscure	There is limited organization in the response. Response is free of most errors in grammar so that the reader is minimally distracted from the content.	Response is almost free of errors in grammar and mechanics. Clear organization is obvious.	
<i>Adherence to APA style and format</i> 10 points	Paper is not formatted in accordance to APA style, numerous errors in citations, tables and /or figures, contains no headings	Headings used yet not appropriate, format and citation errors are minimal	All APA formatting rules are followed, clear and appropriate headings, citations are error free	
			Total	

Passing threshold 32 points

Appendix C

Appendix C: Dissertation in Practice

Templates

Dissertation in Practice Template: Standard Dissertation in Practice Organization

In research we seek to engage the complex dynamics involved in any social context. As such dissertation in practice projects take on many forms. This does make a standard template for dissertation in practice projects a challenge; however, it is acknowledged that all projects in the GOVSTATE INLD program have at *minimum* the following components. It is understood that additional components or reorganization of the following areas may be required. Please note, each chapter should start on a new page.

Title Page

Dissertation in Practice Title

Submitted by

Student Name

Equal Spacing

~2.0" – 2.5"

A Dissertation Presented in Partial Fulfillment
of the Requirements for the Degree
Doctorate of Education

Equal Spacing~2.0" – 2.5"

Governors State University

University Park, Illinois

Date

Chapter One: Introduction

1. Introduction - A basic introduction to the research context and purpose. This section is not to go into great detail and should be broad; the researcher should be setting the stage for the research.
2. Background or context of problem - What is the background of the problem you will be investigating, its history, setting, and context? This section should be brief and expanded on in Chapter 2.
3. Purpose of research and intended audience - Why is this research necessary, who is its audience, is it researchers, practitioners, public policy decision makers, etc.?
 - a. Identification of stakeholders. Who are the stakeholders in this research? They need to be identified and it will also be critical to explain how they will be included in this research. Stakeholders are not the audience (although they may intersect).
4. Problem statement - This section should be dedicated to a clearly articulated statement of the research problem. It is not for your research questions; it should explain the real life problem you will be investigating.
5. Research question(s) - What will be your central research question(s)? If you are doing a quantitative study this is also the place for your research hypotheses. If you are doing a qualitative study your central research question(s) will guide the manner in which the study will be presented.
6. Conclusions - This section will pull together the main points from this chapter and prepare the reader (broadly) for what will be covered in Chapter 2.

Chapter Two: Review of Literature/Theoretical Framing

1. Introduction - Give an overview of the organization of the chapter.
2. Connect your topic to larger scholarly work - Historic and scholarly context (in more detail than the Intro.) What is the history of problem, issue, and/or context? What previous research has explored this problem, issue, or context? Has there been a shift in focus over time?
 - a) This section should reflect knowledge of classical and/or emerging research. Reviews what has been done before. What were the findings of major studies?
 - b) Examine the key terms, their meaning, and expand as needed.
 - c) Identify important variables and phenomena relevant to the topic.
3. Review Theoretical Framework - Theoretical framework is the lens for research and will guide your (and our) understanding and investigation of your topic. Therefore, your research project should have an underlying theory that guides it. You may have more than one, but it is important to outline how multiple frames will be used together. Are you exploring workplace identity, social control, critical race issues, workplace violence, etc.? Be sure to consider the context when selecting your framework(s). Each has a theoretical framework that will.
4. Synthesizes existing literature in a new way - Identifies common themes emerging from the literature.
 - a) Put forth *your* definitions (original or adopted). – This is where you begin to connect all the literature to specific focus.
 - b) Explain how your research clarifies and/or resolves conflicts within a field of study – this is where you clearly identify the gap that you have built with the previous literature.
 - c) Explore what research needs to be done in the field.
5. Summary of Chapter - Revisit the rationale for your study in light of the literature.

Chapter Three: Methodology

1. Introduction - Be sure to repeat the research question.
2. Research Design – The research design refers to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby ensuring you will effectively address the research problem.
3. Research Participants - Who is participating in the research and why? How were they chosen? Included is the population, sample, and sampling strategy. Also, include the research setting; where is this research taking place? What is unique about this setting or context of the problem?
4. Method of Data Collection - How will you be collecting the data needed to address the question/problem? What tools will be used, surveys, interviews, focus groups, data mining, etc.? You will need to provide a narrative of how you will collect the data (think of it as a timeline of data collection).
5. Data Analysis - How will the data analyzed?
6. Validity/Reliability/Trustworthiness - What have you done to ensure the validity and reliability or trustworthiness of your research? Why should we believe your results?
7. Clarification of researcher role/power - What is the researcher's role in this problem, are you an insider or outsider? How does that role affect the research?
8. Ethical Considerations - What ethical issues exist? How will your participants be represented? How will you ensure their protection against harm?

Chapter Four: Results

1. Introduction – Give an overview of the organization of the chapter.
2. Results/Outcomes – Provide an overview of the findings. What did the analyses say? Note this is different from describing the analytical procedures, rather you are simply presenting the data. The data can be presented in a variety of ways. For example, if you conduct interviews, you may organize this chapter by interviewees or interview questions.
3. Conclusions – Overview of chapter.

Chapter Five: Conclusions & Analysis

1. Introduction – Give an overview of the organization of the chapter. Remind the reader of the research question.
2. Analysis – Provide an examination of the research findings from Chapter 4 with respect to the theoretical framework and synthesis of literature found in Chapter 2.
3. Connection to Research Question – Compare and contrast the findings on the problem resolution and research experience.
4. Implications of Study - Be sure to address how your findings begin may be used to find resolution of the problem - What needs to be done or has been done to resolve the central research problem? What is the short term and long-term implications of the resolution? Will more research need to be done?
5. Limitations - What were the limitations of the study? What could have been done differently and why?
6. Final Conclusions

References

Your references and citations need to be in APA format (7th ed.). You are expected you to cite any written policy documents that you have analyzed, any statistics that you have cited, as well as scholarly research on policy implementation. Newspapers or other popular accounts may also be helpful.

Capstones for Superintendent Concentration: District/Organizational Improvement Plan

An implementation/improvement plan is to improve the quality of teaching and learning in the school, so that greater numbers of students achieve proficiency in the core academic subjects of reading and mathematics. The district improvement plan provides a framework for analyzing problems and addressing instructional issues in a school that has not made sufficient progress in students' achievement. Specifically, the plan's design must address core academic subjects and the strategies used to teach them, professional development, technical assistance, parent involvement and must contain measurable goals. Policies and practices with the greatest likelihood of ensuring that all students achieve proficiency are those that affect the district's teaching and learning program, both directly and indirectly, should be considered. Additionally, your plan should address policies and practices that have an impact on classrooms including those that build district infrastructures, such as regular data analysis, the involvement of teachers and parents in decision-making, and the allocation of resources to support core goals. In addition to the sections above, students will also need to address the content areas below throughout their dissertation in practice and include a Chapter 6: Executive Summary.

Theory of Change & Strategy

The organization's belief about the relationships between certain actions and desired outcomes, often phrased as an "if... then..." statement. This theory links the mission of increased performance for all students to the strategy the organization will use to achieve that goal. This theory is linked with a strategy, or a coherent set of actions a district deliberately undertakes to strengthen the instructional core with the objective of raising student performance district wide. Gaining coherence among actions at the district, school, and classroom levels will make a district's chosen strategy more scalable and sustainable.

Environment, Culture & Stakeholders

A district's environment includes all the external factors that can have an impact on strategy, operations, and performance (i.e., regulations and statutes, contracts, funding and politics) and should be considered when developing your plan. Also important is culture and therefore your plan should also include an evaluation of the predominant norms, values, and attitudes that define and drive behavior in the district. This includes the people and groups inside and outside of the district - district and school staff, governing bodies, unions and associations, parents and parent organizations, civic and community leaders and organizations.

Resources

Managing the flow of financial resources throughout the organization is important, but resources also include people and physical assets such as technology and data. When school districts carefully manage their most valuable resource--people--and understand what investments in technology and data systems are necessary to better support teaching and learning, the entire organization is brought closer to coherence.

Section 1: In what ways will the school/district focus resources to support instructional improvement and improved student learning?

Structure & Systems

Structures help define how the work of the district gets done. It includes how people are organized, who has responsibility and accountability for results, and who makes or influences decisions. Structures can be both formal (deliberately established organizational forms) and informal (the way decisions get made or the way people work and interact outside of formal channels).

School districts manage themselves through a variety of systems, which are the processes and

procedures through which work gets done. Systems are built around such important functions as career development and promotion, compensation, student assignment, resource allocation, organizational learning, and measurement and accountability. Most practically, systems help people feel like they do not have to "reinvent the wheel" when they need to get an important, and often multi-step, task done.

Section 1: Identify effective instructional practices and create a collaborative school climate to improve student learning.

Section 2: Develop methods for examining student work and data to drive instruction and professional development.

Section 3: Discuss how the school/district will utilize shared leadership to sustain instructional improvement.

Chapter 6: Executive Summary

The executive summary should be placed after your cover sheet and before the rest of the paper, but it should be written last. In this 1-2-page document, the student will be writing to an audience of lay people (parents, LSC members, school board members) about how to manage the selected policy in a school or district setting. This executive summary is a very short summary of the entire paper.

Appendix D

Appendix D: Dissertation in Practice Committee

Form

Ed. D. CAPTSONE COMMITTEE FORM
Interdisciplinary Leadership Doctorate Program
College of Education
Governors State University

Name _____ Cohort # _____

Concentration _____

Student: Submit this completed form to your concentration coordinator after successful completion of the qualifying exam.

The following faculty members have agreed to serve on the dissertation in practice committee of the above- named student.

Dissertation in Practice Chair
(Print Name)

Signature

Date

Committee member

Signature

Date

Committee member

Signature

Date

Committee member (Optional)

Signature

Date

Student Signature

Date

Concentration Coordinator

Signature

Date

Appendix E

Appendix E: Graduate Dissertation in Practice Proposal Acceptance, Dissertation in Practice Defense Acceptance, and OPUS Publication Form



GRADUATE DISSERTATION IN PRACTICE PROPOSAL ACCEPTANCE FORM

Student Name: _____

Student ID #: _____

Dissertation in
Practice: _____
(Title)

The dissertation in practice documentation submitted by the aforementioned student has been read and approved by the student's dissertation in practice committee. The committee is composed of three members of the faculty.

The signing of this document indicates the student's proposal has been accepted and, if necessary, appropriate documentation can be submitted to the IRB for their approval.

(Final Signature of Committee Chairperson)

(Date)

(Signature of Committee)

(Date)

(Signature of Committee)

(Date)

(Signature of Program/Division Chair)

(Date)

(Signature of Dean)

(Date)

This document should be signed after successful defense of the Proposal.



**GRADUATE DISSERTATION IN PRACTICE EXPERIENCE
FINAL TRANSMITTAL FORM**

Student Name: _____

Student ID #: _____

Dissertation in _____

Practice: _____ (Title)

The dissertation in practice documentation submitted by the aforementioned student has been read and approved by the student's dissertation in practice committee. The committee is composed of three members of the faculty.

The document is, therefore, accepted and approved on behalf of the University.

(Final Signature of Committee Chairperson)

(Date)

(Signature of Committee)

(Date)

(Signature of Committee)

(Date)

(Signature of Program/Division Chair)

(Date)

(Signature of Dean)

(Date)

This document should be signed after successful defense of the dissertation in practice.

Note: Copies of this form must be included with the distributed copies of the dissertation in practice documentation and the original must be submitted to the College Dean's Office for the Student File.

For Office Use Only
Copyright Permission/Denial Form Received:
Embargo request received and forwarded to OPUS:
Electronic Copy Received if not uploaded to OPUS:
.

IN OPUS

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I hereby grant Governors State University the non-exclusive license to copy, display, perform, and/or distribute for preservation or archiving in any form necessary, this work in the OPUS digital repository for worldwide unrestricted access in perpetuity.

Unless otherwise stated, I retain all of my rights under copyright law.

I hereby affirm that this submission to OPUS is in compliance with Governors State University policies and the U.S. copyright laws and that the material does not contain any libelous matter, nor does it violate third-party right to privacy. I also understand that the University retains the right to remove and deny the right to deposit materials in the OPUS digital repository, or redact portions to remove sensitive or unauthorized information and graphics.

____ I grant permission to post in OPUS for unrestricted public access.

____ I grant permission to post in OPUS for unrestricted public access but request withholding. Please see attached Theses and Capstone Withholding Request form (Appendix G).

____ I do not authorize the display of my dissertation in practice experience documentation in OPUS, GOVSTATE's digital repository, for unrestricted open access.

Name Printed _____

Name Signed _____

Date _____

Email address (non-GovState) _____

Please submit a signed copy of this form to the dean's office representative at the time of submission of dissertation in practice manuscript. The dean's office will forward to OPUS staff.