

**Candidacy for
Interdisciplinary
Doctor of Education in Leadership (Ed.D)**

1. Student completes all of core courses and practicum course. Student must have completed at least 40 hours of program and achieved Candidacy at least six months prior to the expected graduation date.
Purpose: To meet required program outcomes for candidacy designation.
2. Student prepares for candidacy process by reviewing *Rubric for Candidacy Evaluation*.
Purpose: To complete a self analysis of meeting program outcomes and determine whether additional submissions to the ePortfolio are needed.
3. Student completes all submissions to the ePortfolio. A CD of submitted work may be required for distribution to Candidacy Review Committee members.
Purpose: Candidacy Review Committee members will evaluate the ePortfolio submissions as the basis for evaluating candidacy.
4. Student prepares for and requests candidacy evaluation based on program learning outcomes. Student completes *Request for Candidacy* and submits to Ed.D Program office.
Purpose: Initiates the candidacy evaluation.
5. Student completes candidacy evaluation successfully.
Description: Each committee member independently evaluates the ePortfolio using the rubric attached. The scores are aggregated. A student must average a 3.5 or higher on a 4.0 scale to be successful. The Candidacy Review Committee has the option to request additional information. A second review may be considered. A student may request replacing selected work within the ePortfolio. Failure to successfully meet candidacy on the second attempt will result in dismissal from the Graduate School.
6. Candidacy granted
Description: The Candidacy Review Committee recommends to the Program Director the outcome of the review. Candidacy Review Committee chair completes *Completion of Candidacy Evaluation and Candidacy Recommendation Form*. The Program Director approves the recommendation and forwards to the Dean of the Graduate School. The Dean of the Graduate School grants Candidacy. The student will be notified in writing of the final decision.

Original Date: March, 2012
Reviewed Date: August, 2012
Revised Date:

Candidacy Designation for Doctoral Students in Interdisciplinary EdD in Leadership

1. A student initiates the Candidacy Review process by submitting this form after core courses, practicum, 40 hours of doctoral coursework, and at least six months prior to the expected graduation date.
2. A student is required to successfully pass an ePortfolio review as partial fulfillment for the EdD degree.
3. Doctoral students must successfully complete the candidacy review prior to dissertation proposal.
4. The EdD Program Director approves eligibility for candidacy review.
5. The Candidacy Review Committee evaluates the ePortfolio and recommends to the Program Director the outcome of the review. The Program Director may approve the recommendation and forwards to the Dean of the Graduate School. The Dean of the Graduate School grants candidacy.
6. The student is informed in writing of the results upon designation of candidacy by the Dean of Graduate School.
7. Successful completion of the Candidacy approval is recorded on the official transcript.

Request for Candidacy Form

Name _____ Student net ID _____

Date _____ Expected Date of Graduation _____

Degree Sought _____

Expected semester of Candidacy review _____

The above named student is eligible to complete the Candidacy review requirement at Creighton University.

Program Director

Date

Rubric for Candidacy Review Interdisciplinary EdD in Leadership

Learning Outcomes* <small>See attached for full citation of learning outcomes</small>	Criteria for Expected Level of Performance				Student Name:	Points or N/A
	1	2	3	4		
Outcome 1: Leadership Skills rooted in faith, justice and ethics	Shows no evidence of leadership skills rooted in faith, justice and ethics and no global perspective	Occasionally comments on entry level leadership skills with occasional remarks on faith, justice or ethics and has no global perspective	Discusses leadership skills rooted in faith, justice and ethics with a global perspective in a clear manner understandable to most audiences	Discusses in depth leadership skills rooted in faith, justice, and ethics with a global perspective in concise manner understandable to all audiences		
Outcome 2: Reflective Practice	Shows no reflection in written work for professional and personal growth	Occasionally uses reflective practice in written work for some professional or some personal growth	Partially utilizes reflective practice as a means for professional and personal growth for themselves or for those they serve	Fully incorporates reflective practice as a means for both professional and personal growth for themselves and those they serve		
Outcome 3: Organizational theory	Shows no incorporation of organizational theory in practice	Occasionally comments on organizational theory	Partially integrates and utilizes organizational theory in a clear manner understandable to most audiences	Integrates and utilizes organizational theory with depth in concise manner understandable to all audiences		
Outcome 4: Leadership theory in practice	Shows no incorporation of leadership theory	Occasionally comments on leadership theory	Partially integrates and utilizes leadership theory in a clear manner understandable to most audiences	Fully integrates leadership theory and applies to practice in concise manner understandable to all audiences		
Outcome 5: Change theory	Shows no incorporation of change theory	Occasionally comments on change theory	Partially integrates and utilizes change theory in a clear manner understandable to most audiences	Fully integrates change theory and applies to practice in depth understandable to all audiences		
Outcome 6: Communication	Shows no incorporation of interpersonal and organizational communication	Occasionally incorporates interpersonal and organizational communication	Partially incorporates effective interpersonal and organizational communication in a clear manner understandable to most audiences	Fully incorporates effective interpersonal and organizational communication in a clear manner understandable to all audiences		
Outcome 7: Funding and Budgeting	Shows no application of funding and budgeting processes	Occasionally applies funding and budgeting processes	Partially applies funding and budgeting processes	Fully incorporates application of funding and budgeting processes in an organization		
Outcome 8: Legal Principles	Shows no application of legal principles within an organization	Occasionally applies legal principles	Partially applies legal principles applicable to organizations in a clear manner understandable to most audiences	Fully applies legal principles applicable to organizations in concise manner understandable to all audiences		
Outcome 9: Technology	Shows no utilization of technology	Occasionally applies technology principles	Partially utilizes technology principles as a transformative agent in organizations	Fully utilizes technology principles as a transformative agent in organizations		

Original Date: August, 2012

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Outcome 10: Research	Shows no evidence of incorporating scholarly research in work.	Occasionally demonstrates creativity in designing, developing, applying, and assessing research ideas to improve practice	Partially demonstrates creativity in designing, developing, applying, and assessing research ideas to improve practice	Fully demonstrates creativity in designing, developing, applying, and assessing research ideas to improve practice	
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Signature of Evaluator _____

Date _____

Recommendation for Candidacy:

Yes _____

No _____

Comments:

*Learning Outcomes

Graduates of the Interdisciplinary Doctorate of Education Program in Leadership demonstrate the following 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.

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Original Date: March, 2012
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Revised Date:

Completion of Candidacy Evaluation and Candidacy Recommendation Form

Date: _____

Student name: _____

Student Net ID _____

Results of Candidacy Review Committee Evaluation:

Candidacy Review Committee Chair	Date	Rubric Score
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Candidacy Review Committee Member	Date	Rubric Score
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Candidacy Review Committee Member	Date	Rubric Score
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Mean Rubric Score (Must be 3.5 or higher)

Recommendation of Program Director:

Approved: _____ Not Approved: _____ Deferred for additional information: _____

Program Director	Date
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Approval by Dean of the Graduate School

Approved: _____ Not approved: _____

Dean of the Graduate College	Date
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For Office Use Only

Check and date:
____ Original in Student File _____
____ Copy sent to Student _____
____ Notified Director _____
____ Notified Registrar _____