



Doctor of Education in Educational Leadership
Higher Education Administration
Program Handbook

2024-2025

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08/14/2024

Dear 2024 Ed.D. Community,

It is with great pleasure that we welcome you as a member of the fourth cohort pursuing the Doctor of Education in Educational Leadership at the University of Southern Indiana. This handbook provides guidelines, policies, and procedures that will assist you in navigating your path to a doctorate.

Please read the article *Welcome to Graduate School* available at <https://www.chronicle.com/article/Welcome-to-Graduate-School/148775>. Borrowing from this article, we offer five suggestions.

1. **Be grateful for this opportunity.** Take time to ponder your reasons for pursuing a doctoral degree and consider how the resources available to you in this program can help you reach your professional goals. In this cohort-based program, you are a community with a support network. USI has many competent, knowledgeable, energetic faculty members who are eager to serve as your mentors.
2. **Structure your work.** Carefully review this handbook and the tentative program of study. Use the guidelines presented to structure your work. A three-hour, bi-term course may only meet synchronously for three hours a week, but there may be the equivalent of nine-to-twelve hours of work outside of class.
3. **Every act is professional.** Every email, phone call, and meeting is a professional engagement. You should initially address faculty members by their titles (e.g., Dr. Smith or Professor Smith). If they prefer you to call them by their first names, they will tell you. You will encounter faculty members with a variety of strengths. Some are great teachers who devote a lot of energy to making the classroom experience a magical experience. Some are better at research and writing. Some excel at advising. If you are requesting a faculty member to read a draft or write a letter of recommendation, please ask well in advance. Our faculty are wonderful and will assist you in any way they can. All faculty have posted office hours during fall and spring semesters. They may not be available between semesters or during the summer. Your consideration of them as professionals is expected and appreciated. Contact the Teacher Education Office if you need immediate assistance and cannot reach the specific person you desire. Mrs. Michelle Herrmann, our administrative assistant, can be reached at 812-465-7024.
4. **Be a student.** Develop your personal research skills. When you read a book, read it intelligently. Dissect its bibliography into sources you need immediately, those you might need later, and those you do not need. Take handwritten notes in class and when reading, write down the ideas you want to explore. Good writing is essential, but there is not a class in the program of study devoted to developing excellent writing skills as the primary outcome. Therefore, read about good writing and learn to proofread your writing.
5. **Have fun.** Learn how to have fun while being serious about your work. In turn, you will have learned how graduate school can prepare you for whatever lies beyond. Enjoy being a part of this founding community of learners.

For 2024-2025, I will serve as your initial advisor. My contact information is listed below. I usually answer emails within 24 hours.

Best wishes,

Elizabeth Wilkins, PhD
Director of Doctoral Programs in Education
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Introduction

This handbook includes applicable policies and procedures pertinent to the Doctor of Education in Educational Leadership: Higher Education Administration program at the University of Southern Indiana (USI). Policies, requirements, and procedures in this handbook may change during subsequent years. Students will be informed of important changes that affect them via their USI email addresses. Changes will generally be applicable to all students at a specified date of implementation, but these changes will be implemented to assure no adverse consequences to current students.

The Director of Doctoral Programs in Education provides administration and support for students in the Ed.D. Program. The Director of Doctoral Programs in Education may be contacted through the Teacher Education Department Office, Education Center, Room 3142, 812-465-1620.

The USI School of Graduate Studies partners with academic programs and colleges to support graduate students. A wealth of information is available to newly admitted and current graduate students at <http://www.usi.edu/graduatestudies/>. The School of Graduate Studies is located on the first floor of the Robert D. Orr Center, Room 1060. Normal business hours are 8 a.m. to 4:30 p.m. (central time) Monday through Friday. The Graduate Studies Office staff may be contacted at 812-465-7015 or Graduate.Studies@usi.edu.

Program Description

The Ed.D. in Educational Leadership at USI is a cohort program based on a practitioner-scholar, community-based model. The purpose of the program is to transform leaders, organizations, and communities through focused, flexible study addressing real-world problems and issues. A unique characteristic of the program is a curriculum in which each course is community-based, i.e., course content is connected to the graduate student's community. Academic study is connected to concepts, issues, and content that are familiar, understandable, accessible, and personally relevant to each student. In each course, students will apply learning in real-life settings.

Program Outcomes

1. Prepare leaders who demonstrate an understanding of the varied dimensions of the relationship among schools, community well-being, and the overall effectiveness of democracy by proposing solutions to community-based problems.
2. Prepare leaders who cultivate and utilize a range of curricular and instructional resources available in all communities.
3. Prepare leaders who effectively solve problems associated with planning, administration, professional practice, and school/organization improvement by analyzing data, synthesizing information, and applying critical thinking skills.
4. Prepare leaders who demonstrate skills for designing, critiquing, and implementing relevant research to affect practice, advance social justice, and enact effective organizational change.
5. Prepare leaders who effectively manage issues surrounding school policy and improvement including coaching, teacher leadership, and best practices in community-based teaching and learning.
6. Prepare leaders who demonstrate an understanding of ethical and legal considerations of leadership.
7. Prepare leaders who demonstrate an understanding of the complex interplay of sociocultural variables that can affect traditional measures of school achievement by explaining these variables to lay audiences.
8. Prepare leaders who demonstrate leadership behaviors such as effective strategic thinking/planning, collaboration, problem-solving, reflection, and consensus-building.

Higher Education Administration Program Domains and Competencies

DOMAIN 1: MISSION, VISION, AND IMPROVEMENT

- 1.1 Higher education administrators collaboratively design, communicate, and evaluate an institution of higher education's mission and vision that reflect a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

1.2 Higher education administrators lead strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

DOMAIN 2: ETHICS AND PROFESSIONAL NORMS

2.1 Higher education administrators reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional cultures.

2.2 Higher education administrators evaluate and advocate for ethical and legal decisions.

2.3 Higher education administrators model ethical behavior in their personal conduct and relationships and cultivate ethical behavior in others.

DOMAIN 3: EQUITY, INCLUSIVENESS, AND CULTURAL RESPONSIVENESS

3.1 Higher education administrators evaluate, cultivate, and advocate for a supportive and inclusive culture.

3.2 Higher education administrators evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, faculty, interventions, and adult relationships, necessary to support the success and well-being of each student.

3.3 Higher education administrators evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavioral support practices among faculty and staff.

DOMAIN 4: LEARNING AND INSTRUCTION

4.1 Higher education administrators evaluate, design, and implement high-quality programs, the use of technology, and other services and supports for academic programs.

4.2 Higher education administrators collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for faculty, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.

4.3 Higher education administrators implement and evaluate organizational use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the organization.

DOMAIN 5: COMMUNITY AND EXTERNAL LEADERSHIP

5.1 Higher education administrators represent and support the organization in engaging diverse audiences in strengthening learning.

5.2 Higher education administrators engage and effectively collaborate and communicate through oral, written, and digital means with diverse families, community members, partners, and other constituencies to benefit learners and the organization.

5.3 Higher education administrators communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for organizational and community needs.

DOMAIN 6: CHANGE MANAGEMENT

6.1 Higher education administrators are knowledgeable of current research in student affairs. They are active learners, ask questions, and reflect on their own learning.

6.2 Higher education administrators' champion change. They understand the dynamics of the current state of an organization and challenge the status quo by comparing it to an ideal or vision of change. They communicate the "what" and the "why" behind the change.

6.3 Higher education administrators demonstrate emotional intelligence. They have the capacity to be aware of, control, and express their emotions, and to handle interpersonal relationships judiciously and empathetically.

DOMAIN 7: POLICY, GOVERNANCE, AND ADVOCACY

7.1 Higher education administrators represent the institution, advocate for needs, and cultivate a respectful and responsive relationship with the board of trustee's focused on achieving the institutions shared mission and vision.

7.2 Higher education administrators design, implement, cultivate, and evaluate effective and collaborative systems for institutional governance that engage multiple and diverse stakeholder groups, including faculty and staff, community stakeholders, and board members.

7.3 Higher education administrators evaluate, engage in decision-making, implement, and appropriately communicate about local, state, and national policy, laws, rules, and regulations.

7.4 Higher education administrators understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations. They demonstrate the capacity to evaluate and represent institutional needs and priorities within larger policy conversations and advocate for institutional needs and priorities at the local, state, and national level.

Appointment of an Advisor

The Director of Doctoral Programs in Education serves as the advisor to newly admitted students. During the second semester of study, a faculty advisor will be assigned. An attempt will be made to align the advisor's academic interests to those of the doctoral student. The faculty advisor is someone from whom a doctoral student might seek advice on any issues connected to his/her doctoral study. The faculty advisor may become the chair of the doctoral student's dissertation committee. The selection of a dissertation committee chair and committee members will take place before a doctoral student's third year in the program. Details of this process are discussed later in this handbook.

Program of Study

The Doctor of Education in Educational Leadership degree program uses a cohort model. Students in a cohort must choose one of three areas of specialization: the administrative leadership specialization is designed to prepare district level P-12 administrators; the pedagogical leadership specialization is designed for those who wish to continue to teach either in P-12 or higher education classrooms; or the higher education administration specialization which is designed to prepare individuals for student affairs leadership in colleges and universities. A program of study for the pedagogical leadership track is included in Appendix A.

A Degree Works audit (also called a degree audit) outlines a student's specific degree requirements and tracks progress toward the fulfillment of those requirements. USI courses and any transfer credits are included, and the audit indicates whether categories are complete or not complete. Unmet requirements list the acceptable courses from which to select. A student may view the degree audit via myUSI (the Degree Evaluation link on the Student Records menu). Students should routinely review their degree audit, particularly before registering for classes and at the end of the semester when grades are official. Academic advisors can also access their advisees' degree audits via myUSI and can recommend the most appropriate courses. Visit www.usi.edu/registrar/degreeworks/faqs for Degree Works FAQs or www.usi.edu/registrar/degreeworks/tutorials for Degree Works tutorials. Students should contact their academic advisor for assistance with reading a degree audit.

Phases of Doctoral Study

Work in the Ed.D. program is divided into two phases: pre-candidacy and candidacy. A roadmap is included in Appendix B.

Phase 1: Pre-candidacy

- Program of Study
- Higher Education Administration Leadership Portfolio
- Pedagogical Internship
- Dissertation Proposal

Phase 2: Candidacy

- Dissertation Research
- Dissertation Defense
- Graduation

Credit Transfer Policy

Upon the recommendation of the Teacher Education graduate faculty, the Director of Doctoral Programs in Education, and the Director of Graduate Studies, a doctoral student applicant may transfer relevant doctoral courses from regionally accredited institutions or from other graduate programs within USI. There is a set limit of 24 credit hours that may be transferred for the doctoral degree. However, doctoral students are required to complete at least 30 credit hours in the Ed.D. program at USI. All coursework, including transfer courses, will be considered in comprehensive portfolios.

Doctoral students seeking transfer credit must email a request for transfer of credit to the Director of Doctoral Programs in Education using “Ed.D. Transfer Courses” in the subject line. In the body of the email, the student must list the courses for which transfer is requested with the name of the transferring institution and provide a published course description for each course for which transfer is requested. Additional information may be requested, such as syllabi, reading lists/texts, and course requirements.

The following guidelines apply:

- To be considered for transfer, a course must be comparable to a USI required course.
- To be considered for transfer, a course must be designated as a doctoral-level course at the institution where the course was taken, usually 700 level or above.
- To be considered for transfer, a course must be applicable toward a doctoral degree or education specialist degree at the institution where the course was taken.
- The doctoral student candidate must have earned a grade of B or better, as indicated on the transcript for the course to be considered for transfer. Courses graded as pass/fail may not be transferred unless they were obtained during Spring 2020 during the COVID-19 pandemic.
- To be considered for transfer, a course must have been completed within the past seven years.

Please note that all courses, including transfer courses, older than seven years at the time of program completion, must be validated by a USI faculty member prior to graduation. The validation process will involve an interview with a USI faculty member and may require the submission of additional evidence that coursework is current.

Academic Requirements

During the period of study leading to a graduate degree, a graduate student must show evidence of sound scholarship.

To remain in good standing in the Ed.D. program, students must:

- Maintain a cumulative graduate grade point average of 3.0 or better
- Receive a grade of B or above, Pass, or In Progress

Graduate students who fail to meet the preceding minimum standards may be dismissed from the program or placed on academic probation with a written stipulation on the actions required to return to good standing. If a student receives a grade lower than a B, the stipulation may state that the student must repeat the course and/or earn no other grade lower than a B prior to candidacy. Essentially this stipulation could allow one grade of C to count towards graduation. The Director of Doctoral Programs in Education is responsible for notifying the student of such action. The Director of Graduate Studies and the Graduate Council of Program Directors and Chairs will determine the appeals of those decisions.

Continuous Enrollment and Leave of Absence

Because this is a cohort-based program, continuous enrollment as specified in the program of study is required. A student who, for compelling reasons, is temporarily unable to continue with the designated cohort may request a leave of absence. Students may return from a leave of absence only when there is an appropriate vacancy in another cohort. The Office of Graduate Studies requires that any student who has not enrolled and received graduate credit for work at USI for a period of longer than one calendar year from the last enrollment must reapply to the program.

Time Limit

It is a University requirement that graduate students must complete degree requirements within seven years of enrollment in the first course(s) in the program. An extension may be granted upon request with the stipulation that a student retake or validate courses exceeding this time limit.

Institutional Review Board (IRB)

Persons conducting research involving human subjects have an ethical, as well as professional, obligation to ensure the safety, protection, and rights of participants. The Institutional Review Board (IRB) is responsible for reviewing any research and related activities involving humans as subjects proposed by any member of the USI faculty, staff, or student body. Information about the submission of proposals to the IRB is available at <https://www.usi.edu/ospra/institutional-review-board-irb/>.

Graduation

Candidates for graduation must file with the Registrar's Office a Formal Application for Graduation and a Diploma Form on myUSI. If degree requirements are completed in a spring or summer term, the forms should be submitted no later than October 1 of the fall term. If degree requirements are completed in the fall term, the forms should be submitted no later than March 1 of the preceding spring term. Timely submission of the Formal Application for Graduation and Diploma Form help ensure that degree candidates receive commencement mailings, appear in the printed commencement program, and will have a diploma ordered.

Graduation requirements include the following:

- Maintain a B (3.0) average or better in all graduate work.
- Maintain continuous enrollment in graduate work.
- Complete degree requirements

Dissertation Topic

In most cases, candidates will work to identify and refine a dissertation topic early in the program. Given the nature of the USI doctoral program, candidates will select a “problem of practice” for in-depth study. Identifying the topic becomes an essential first step to be negotiated with the committee chair. It is expected that candidates will have a chair approve the topic **prior** to enrolling in EDLE 800. Candidates will complete the Dissertation Topic Selection Approval Form.

Dissertations completed in partial fulfillment of the Ed. D. degree at the University of Southern Indiana will follow the most recent edition of the *Publication Manual of the American Psychological Association*.

To effectively allow for the defense and evaluation of dissertations, plus the orchestration required for commencement exercises, candidates wishing to graduate at the end of the spring semester must defend their dissertation by March 1. In the event of a December graduation, candidates must defend by October 1.

Dissertation Committee

Prior to the start of a doctoral students’ third year, a dissertation chair and two committee members must be selected and approved by the Director of Graduate Programs in Education. Advisors will sometimes transition into the role of the committee chair, but they are not obligated to do so. The Dissertation Committee, comprised of three people, evaluates the doctoral student’s research capabilities through a dissertation. Members of the team must hold (or be eligible for) graduate faculty status at the University of Southern Indiana (either regular or affiliate). One member must be a full-time USI employee in the Teacher Education Department. One member may be a full-time or part-time USI employee in the Teacher Education Department or in a department aligned to the doctoral students’ specialization. Because of the unique nature of this program, one committee member should represent the community of which the candidate is a part. For example, the committee member representing the community could be a local educational leader, or possibly a local community leader such as a director of a non-profit organization. The minimum educational requirement for serving as the community representative on a doctoral committee is a master’s degree plus years of experience in education-related leadership. All committee members must have or obtain graduate faculty status and approval by the Pott College Graduate Council.

As candidates move through the first two years of coursework, they should take note of the interests and strengths of their professors. In fact, every professor should be thought of as a potential committee chair or committee member.

Doctoral candidates will complete the Dissertation Committee Nominee Form and submit it for approval to the Director of Graduate Programs in Education.

Change in Doctoral Dissertation in Practice Committee Membership

Any requests for a change in committee membership should be made only after the candidate meets with the Ed.D. Program Director and Department Chair to determine and assess the reasons for the proposed committee change. The candidate will be responsible for notifying the previous member(s) of the change after request is approved by the Director of Doctoral Programs in Education and Teacher Education Department Chair. The Request for Change in Dissertation in Practice Committee Membership form can be found on the Teacher Education Website in Graduate Student Resources.

Dissertation Proposal Defense

All candidates must orally defend their proposal in front of the dissertation chair and committee members. Before the completion of a candidate’s third year, a dissertation proposal must be developed and defended before the candidate’s dissertation committee. Candidates are strongly encouraged to accomplish this during their third year. Meeting this deadline will ensure that there is enough time to collect and analyze data, write the analysis, and defend the results prior to the end of the fourth year.

Doctoral candidates will complete the Dissertation Proposal Approval Form at the proposal defense. The Dissertation Proposal Approval is required before a student is eligible to conduct research and register for EDLE 899: Dissertation. Submit the completed Dissertation Approval Form to the Director of Doctoral Programs in Education.

Dissertation Timeline

Graduation Term	Graduation Application Due (Students complete on myusi)	DiP* Proposal Approval Form Submitted to Director of Doctoral Programs in Education	Draft of DiP* Chapters 1-5 (Advisor will notify Director)	Submit Final Approved DiP* to Graduate Studies
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Spring Term	October 1	October 1	Last day of fall semester	March 1
Summer Term	October 1	Last day of fall semester	March 1	May 1
Fall Term	March 1	March 1	Last day of spring semester	October 1

Dissertation Research and Writing

After the proposal has been defended successfully, the next step is to begin the actual research. As part of the proposal process, all necessary permissions, IRB approval, access issues, and timelines should be in place. It is possible to begin to edit the first three chapters of the proposal simultaneously to conducting your research. While some variation in the dissertation in practice format is permissible with the approval of a candidate's dissertation chair, dissertations will generally take the form of five dissertation chapters: Chapter One: A Problem of Practice; Chapter Two: A Review of Relevant Literature; Chapter Three: Methodology; Chapter Four: Findings; and Chapter Five: Conclusion. Any variation of this format will need prior approval from the dissertation chair. The dissertation chair may require additional information and components to be added to the dissertation in practice that may not be listed. Consult with your dissertation chair to determine the components that will be required for each specific dissertation. Chapters from the proposal will shift from future to past tense as the dissertation research and writing proceeds. Other changes will likely be required as well, for there are very often confounding variables and other issues that emerge during the research process that necessitate changes. When all the research has been conducted and the editing of chapters one through three has been done, it will be time to exhibit the findings in Chapter 4 and interpret them in Chapter 5. The following are guidelines for the dissertation in practice.

Major Components of the Dissertation

Chapter One: A Problem of Practice. The first chapter serves as an introduction to the topic and, therefore, often begins with a historical overview or a specific description of the contemporary context connected to the topic. The context or historical overview should form a justification for the topic and lead to a clear and precise statement of the problem to be studied. A purpose statement generally follows the problem statement. What was your purpose for studying the problem? What did you hope to accomplish? Following a clear problem statement and purpose statement, the remainder of Chapter 1 answers questions one might expect a reader to ask about the study. For example, what is the perceived significance of the study? What terms will be used, and how do you define them? What are the limitations and delimitations connected to the study? What are the specific research questions or hypotheses that will drive the research? Again, there may be some variability in terms of what goes into Chapter 1 of the dissertation, but candidates should expect that all these elements will be addressed in an effective Chapter 1.

Chapter Two: A Review of Relevant Literature. In a sense, Chapter 2 delineates everything that is known about the problem to be studied by identifying and describing related existing research. An effective literature review will exhibit what others have discovered before you begin an investigation of your own, it will ground your study in a particular context of what is known about a topic, and it will establish a foundation for the problem of practice and inquiry questions being researched. There is no set target number for sources to be cited in Chapter 2, as they will vary in number depending on the topic; however, there is a certain professional expectation that most of the research cited will be peer-reviewed research and the recent studies will be included.

Chapter Three: Implementation. This chapter describes the methods you used to study the problem of practice you selected. An effective methodology chapter demonstrates a fit between the nature of the problem and the methods used to study it. The chapter should re-state the research questions or hypotheses identified in Chapter 1, and then describe all necessary elements connected to research design. For instance, if you used human subjects, how were they selected? You should clearly describe the design of the study and delineate all the pieces connected to the methodology: e.g., the quantitative or qualitative (or both) collection of data, the analysis of data, the instruments used, the permissions gathered,

validity or reliability issues that come into play, a statement related to the generalizability of the study given the selected methodology, and the timeline during which the study was conducted.

Chapter Four: Results. It is best to begin this chapter by reminding the reader of the research questions or hypotheses. The next step is to select a clear, easy-to-follow organizational strategy. Some “findings” chapters are organized around themes, others around cases, research questions, categories, or data treatment methods. Chapter 4 is about sharing the data that speak most directly to the research questions. As such, tables, figures, and charts can be used, although judiciously. It’s essential to include those graphics that will speak clearly to the problem in the body, while those that are secondary to the problem should be shared in appendices. In quantitative dissertations, a “discussion” subheading is often used to explain data derived from statistical treatments.

Chapter Five: Discussion. This chapter is primarily about giving meaning to the findings produced through the dissertation process. The chapter generally starts by summarizing the findings exhibited in Chapter 4 and then connecting them to any potential realm of usefulness. For example, do the results suggest changes in practice? Changes in policy? Will the results advance any current research trajectories? Sometimes chapter five includes subheadings to this effect, e.g., “Implications for Practice,” or “Implications for Policy,” etc. Virtually all dissertations will include a subheading delineating “recommendations for further research.”

Minor Components of the Dissertation

Title Page

See Dissertation Template for information on the title page.

Copyright Notice

Candidates own the copyright for their work. If a candidate chooses to apply to register their copyright with the United State Copyright Office, it should be noted on page ii, double-spaced, with the author’s name and the correct date substituted:

Copyright 2020

by

Larry Shane Smith

Center this text on the page from top to bottom and between margins of 1.5 inches on the left and one inch on the right. This is only necessary if you choose to pay to register the work as copyrighted. Most doctoral candidates do not register their copyright.

Acknowledgments

One page of acknowledgments is permitted if you wish to include one. The contents of any acknowledgments must be appropriate for scholarly work. Dedications are allowed, provided they are short (typically one or two sentences). The words DEDICATION and ACKNOWLEDGMENT (or ACKNOWLEDGMENTS, if appropriate) should appear in all capitals two inches from the top of the sheet followed by a triple space, and the page should be numbered appropriately. Acknowledgment may be required when the research which the dissertation reports was funded in whole or in part by an agency outside the University of Southern Indiana, or when the author has received assistance from a faculty member of another institution. The acknowledgments page is page ii unless a copyright page precedes it. See the sample acknowledgment and dedication pages in the dissertation templates.

Tables of Contents

A table of contents must be included in any dissertation which is divided into chapters. Other lists (e.g., tables, illustrations) should follow the table of contents. If the material is placed in an appendix, the appendix should be included as an item in the table of contents. See the dissertation template for specific examples.

Tables and Figures

For tables and figures, follow guidelines for captions, layout, ruling, spacing, continuing, etc., in the most recent version of APA. Tables will be placed within the body of the text and numerically listed as they appear in the text. It is acceptable to reduce table bodies and figures, if necessary, to keep within margin guidelines, although the typeface of all tables and figure captions must be consistent with that of the body of the text. Tables may also be continued from one page to the next or presented vertically on the page as space dictates. Note that when tables and figures are reduced, table and figure captions are not reduced. Captions and legends may be presented on separate pages before or after the figures they identify if they are too long to be presented otherwise. Captions and legends may not be presented on facing pages, however. Tables and figures may be incorporated into the text of the dissertation or may appear on separate pages, but large amounts of white space are not acceptable in the text until the end of the chapter. Be sure to give full source citations for all borrowed material in tables and figures.

Headings and Subheadings

See Dissertation Template for information on heading levels.

Reference Lists

The concluding section of the dissertation traditionally was called a bibliography, but the “reference list” better captures the material to be reported in this section. A reference list generally includes works that accurately document or support the argument of a particular dissertation, that is specifically cited works only. It is paginated serially with the body of the dissertation. All work cited within the body of the dissertation must be alphabetically listed within the reference section.

Appendix

The appendix should be listed in the table of contents, following the reference list. In general, it is preferable not to make many distinctions between related or similar items in the appendix; however, if several different types of items are included as appendices, they may be identified as APPENDIX A, APPENDIX B, etc. All pages of the appendix must bear the same margins as those used for the body of the dissertation. Original letters, questionnaires, testing instruments, etc., should be word-processed or scanned and included within the margins as computer graphics. Items in the appendix, printed forms, questionnaires, computer-produced tables, and the like, should not differ markedly in typeface and format from the body of the dissertation. It is suggested that if many tables not directly relevant to the text are to be included in the dissertation, they should properly be put into an appendix. All tables, illustrations, examples, etc., included in the appendix should be numbered in series with those in the body of the text, and listed in the lists of tables, illustrations, etc., which appear at the front of the dissertation. It is not necessary to indicate in the list of tables the fact that some of the material appears in the appendix. The style of tables and figures should conform to APA style. The appendix should be preceded by a title page, on which the word APPENDIX is typed, centered, in all capitals. If appendices are individually identified, a title should be provided for each, bearing the appropriate identification: APPENDIX A, APPENDIX B, etc. Note that a single appendix should be identified merely as APPENDIX (no A without a B).

Formatting Requirements

Refer to the Dissertation template for formatting requirements.

Personal Titles

Titles such as Mr., Mrs., Ms., Dr., Dean, and Professor ordinarily should not be used in the text of the dissertation.

Individuals

Following conventional practice, dissertation writers should attempt to avoid the use of masculine pronouns (he, him, his) when referring to people in general. It is often possible to use the plural number in such contexts and avoid the choice between masculine and feminine gender. He or she and him or her are sometimes necessary but should not be overdone. Often sentences can be rephrased to avoid the need for specific pronoun references.

Matters of Usage

An academic dissertation is the work of one person, the author. Thus, when referring to himself, herself, or themselves the author should use the word, I. Avoid the use of we unless the persons included are clearly identified. Do not use such phrases as “in our school,” since a dissertation reports the work of the author, not of a group of researchers. Writers are often cautioned to avoid overuse of the first personal pronoun, I. This is good advice, but the substitution of the plural we is never a satisfactory alternative, and often using the passive voice (e. g., “it was found . . .”) is awkward. Judicious use of I will resolve most of these difficulties. A dissertation presents a completed argument or research project, as distinguished from a proposal, and should, therefore, avoid future tense in contexts referring to procedure and method (e.g., “This dissertation will consist of six chapters. . . .” or, “We shall see later how the interview progressed.”) Such contexts are generally better served by present or present perfect tense (e.g., “I have argued against this view in Chapter III.”) An argument or a study is not a human being and should not be spoken of as though it possessed human capabilities or attributes. As the editors of the APA Publication Manual explain, “An experiment cannot attempt to demonstrate, control unwanted variables, or interpret findings.” Judicious use of I can help a writer avoid such illogical statements and can also acknowledge accountability for results and conclusions.

Merely rhetorical use of quotation marks and italics for emphasis is often redundant and should be employed sparingly, if at all (e.g., “self-styled ‘expert’”). Underlining is a convention that indicates italics. Authors should avoid underlining in discourses that employ italic type. Choose one convention or the other and employ it consistently.

Use of Copyrighted Material

Candidates are discouraged from including copyrighted material (printed tests and measuring instruments, reprints of copyrighted articles, etc.) in the appendix to the dissertation since such published material is usually readily available to the reader. Moreover, the use of copyrighted materials without permission of the copyright holder constitutes plagiarism, and such materials may not be reproduced in the dissertation. If there is a genuine need to include copyrighted illustrations or other material in the dissertation, the author is responsible for securing the copyright holder’s permission, and must add the proper copyright notice (e.g., “Copyright 2020 by Jane Smith. Used by permission.”) at the bottom of the first page of all copyrighted materials. The author is also responsible for providing the Director of Doctoral Programs in Education copies of all necessary permissions.

Abstract

After completing the dissertation, the candidate prepares an abstract. The abstract may include a statement of the problem, the sources of data, the organization of the dissertation, the content treated in each chapter, the findings, conclusions, and recommendations, if any. A dissertation abstract should contain no more than 350 words. Numbers should be counted as words. Hyphenated words count as two words; acronyms, initials, and abbreviations also count as words. See the Dissertation Templates for more information regarding the formatting of the abstract.

Dissertation Defense

Candidates must register for at least one hour of dissertation credit continuously until the dissertation is defended. Candidates must be enrolled during the semester of graduation and have maintained continuous enrollment during the dissertation process. Candidates must also pay the appropriate tuition and fees and must apply for graduation by appropriate published deadlines. Contact the Director of Doctoral Programs in Education for any questions.

Prior to the oral dissertation defense, the Request to Schedule Dissertation Defense Form, included in Appendix F, should be submitted to the Director of Doctoral Programs in Education no later than two weeks prior to the scheduled defense.

If the committee has requested no changes or corrections in the document, the committee members will sign the Dissertation Approval Form. The committee chair is responsible for forwarding the completed form to the Director of Doctoral Programs in Education.

If the committee requires changes or corrections in the document, the changes must be made as your committee has requested. When the committee is satisfied that the document is finished, committee members will sign the Dissertation Approval Form. The committee chair is responsible for forwarding the completed form to the Director of Doctoral Programs in Education.

Dissertation in Practice Submission to SOAR and Embargo Policy

Candidates will submit a final approved copy of the dissertation in practice to the USI Rice Library for submission in SOAR. Candidates will select if they place an embargo on their DiP. An embargo places restrictions on your work that only allows the title, abstract, and citation information to be made available in SOAR. The maximum embargo period is two years. If a longer embargo is needed, you may petition the USI Director of Doctoral Programs in Education for embargo renewal at least three months prior to the expiration date of the embargo in place. Upon the expiration of the embargo period, the full text of your dissertation will be accessible to the public.

Possible reasons for embargoes include:

- Pending patents or publications based on dissertation contents
- Dissertation content that includes information protected by a confidentiality or nondisclosure agreement
- Seeking to publish part of your dissertation in the future as a book or a journal article

Higher Education Administration Leadership Portfolio

Throughout the Inquiry in Higher Education Administration course and EdD coursework, candidates will save artifacts that they have created to demonstrate their competency related to program domains. An example of an artifact is a critique written by the candidate of an existing district mission and vision.

As a candidate progresses through the three-semester course, the candidate will create an **EdD Higher Education Administration Portfolio** organized by the program domains. For each domain, the candidate writes a reflective narrative on personal professional growth by responding to reflection prompts related to the domain. Candidates may reflect on both the job-embedded activities and coursework experiences and will reference an artifact. **EdD Higher Education Administration Portfolio Reflection Prompts**. The candidate creates a portfolio as directed by the university mentor. There must be artifact/evidence for each reflection prompt for each domain. Appendix C has **Instructions for Creating an Artifact in TK20**.

The university-based mentor will complete the **EdD Higher Education Administration Portfolio Rubric** (Appendix D) each semester on the submitted domains. Candidates will complete a minimum of (2) two domains each semester with all domains completed by the third semester. A completed portfolio will be submitted at the end of the third semester. **Instructions for Creating a TK20 Portfolios** are found in Appendix E.

Appendix A: EdD in Educational Leadership: Higher Education Administration Tentative Program of Study

Year 1			
Term	Course	Domains	
Fall	EDLE 705 Introduction to Educational Research		
Fall	EDLE 725 Becoming a Community-Based Educational Leader	1,5,7	
Spring	EDLE 732 Community Change and Evaluation	4	
Spring	EDLE 723 The History and Leadership of Higher Education	3,5	
Summer	EDLE 746 Budgeting and Finance in Higher Education	7	
Summer	EDLE 743 Organization and Management of Colleges and Universities	4,6	
Year 2			
Fall	EDLE 742 Legal and Ethical Issues in Higher Education	2,7	Academic Advisor Assigned
Fall	EDLE 731 Analyzing Race, Class, and Gender Dynamics in American Education	3	
Spring	EDLE 707 Survey of Qualitative Research Methods		
Spring	EDLE 706 Survey of Quantitative Research Methods		
Summer	EDLE 708 Advanced Research Methods and Design		
Summer	EDLE 780 Internship in Higher Education Leadership (1 credit)	1-7	
Year 3			
Fall	EDLE 800 The Research Proposal		
Fall	EDLE 724 Policy and Practice in Higher Education	7	
Fall	EDLE 780 Internship in Higher Education Leadership (1 credit)	1-7	
Spring	EDLE 745 Competitive Context of Higher Education	1,5,6	Defend dissertation proposal Spring Semester
Spring	EDLE 748 The College Student Experience	3,6	
Spring	EDLE 780 Internship in Higher Education Leadership (1 credit)	1-7	
Spring	EDLE 899 Dissertation in Practice		
Summer	EDLE 805 Seminar in Community-Based Educational Research		
Year 4			
Fall	EDLE 899 Dissertation Research		Submit graduation application by October 1.

Spring	EDLE 899 Dissertation Research		Graduate Studies dissertation review by March 1
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Required Forms

- [Dissertation in Practice Proposal Approval Form](#)
- [Request to Amend Dissertation in Practice Proposal](#)
- [Dissertation in Practice Approval Form](#)
- [Topic Selection Approval Form- Due prior to EDLE 800](#)
- [Dissertation in Practice Committee Nominee](#)
- [Request for Change in Dissertation in Practice Committee Membership](#)
- [Request to Schedule Public Presentation for Dissertation in Practice](#)
- [Dissertation Routing Form- Submit to Graduate Studies with Final DiP](#)

For more information see:

<https://www.usi.edu/science/teacher-education/edgradresources/edd-students/>

Appendix B: Domains, Components, and Example Tasks

DOMAIN 1: MISSION, VISION, AND IMPROVEMENT
1.1 Higher education administrators collaboratively design, communicate, and evaluate an institution of higher education’s mission and vision that reflect a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.
1.2 Higher education administrators lead strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.
Example of tasks
<ul style="list-style-type: none"> • Evaluate an existing mission and vision statement • Collaboratively design an actionable mission and vision attentive to such considerations as data use, technology, values, equity, diversity, digital citizenship, and community • Develop a comprehensive plan for communicating the mission and vision to multiple constituencies • Evaluate existing improvement processes • Design an improvement process that includes data collection, diagnosis, design, implementation, and evaluation • Articulate a process for strategic planning • Develop an implementation process to support the improvement process
DOMAIN 2: ETHICS AND PROFESSIONAL NORMS
2.1 Higher education administrators reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional cultures.
2.2 Higher education administrators evaluate and advocate for ethical and legal decisions.
2.3 Higher education administrators model ethical behavior in their personal conduct and relationships and cultivate ethical behavior in others.
Example of tasks
<ul style="list-style-type: none"> • Cultivate norms among diverse constituencies • Evaluate the ethical dimensions of complex issues, including stewardship and use of resources • Analyze decisions in terms of established ethical frameworks • Advocate for ethical decisions • Model ethical behavior in their personal conduct and relationships with others • Cultivate ethical behavior in others
DOMAIN 3: EQUITY, INCLUSIVENESS, AND CULTURAL RESPONSIVENESS
3.1 Higher education administrators evaluate, cultivate, and advocate for a supportive and inclusive culture.
3.2 Higher education administrators evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, faculty, interventions, and adult relationships, necessary to support the success and well-being of each student.
3.3 Higher education administrators evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavioral support practices among faculty and staff.
Example of tasks
<ul style="list-style-type: none"> • Evaluate an institution’s culture • Design and cultivate a supportive and inclusive culture • Advocate for a supportive and inclusive culture • Evaluate sources of inequity and bias in the allocation of resources and opportunities • Cultivate the equitable use of resources and opportunities through procedures, guideline, norms, and values • Advocate for equitable access to resources and opportunities • Evaluate the root causes of inequity and bias • Cultivate culturally responsive instructional and behavior support practices in teaching and learning

DOMAIN 4: LEARNING AND INSTRUCTION
4.1 Higher education administrators evaluate, design, and implement high-quality programs, the use of technology, and other services and supports for academic programs.
4.2 Higher education administrators collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for faculty, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.
4.3 Higher education administrators implement and evaluate organizational use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the organization.
Example of tasks
<ul style="list-style-type: none"> • Evaluate (a) curricula and use of technology and other supports • Propose designs and implementation strategies for improving curricula, instructional technologies, and other supports • Evaluate coordination, coherence, and relevance of professional development for educators, educational professionals, and leaders • Propose designs and implementation strategies for cultivating systems of support and professional development that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success • Evaluate the quality of formative and summative assessments of student learning • Evaluate assessments and use data from these sources to support instructional improvement, student learning and well-being, and instructional leadership • Propose designs and implementation strategies for assessment systems that are culturally responsive and accessible • Engage appropriate staff in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence in and among the academic services • Use technology and performance management systems to monitor, analyze, and evaluate curriculum, instruction, and services, assessment practices, and results

DOMAIN 5: COMMUNITY AND EXTERNAL LEADERSHIP
5.1 Higher education administrators represent and support the organization in engaging diverse audiences in strengthening learning.
5.2 Higher education administrators engage and effectively collaborate and communicate through oral, written, and digital means with diverse families, community members, partners, and other constituencies to benefit learners and the organization.
5.3 Higher education administrators communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for organizational and community needs.
Example of tasks
<ul style="list-style-type: none"> • Support the efforts of the institution in engaging diverse community resources in strengthening student learning in and out of the classroom • Develop processes designed to support the understanding of diverse families, community members, partners, and other constituencies • Develop a communication plan that fosters regular, two-way communication with community members, partners, and other constituencies • Develop communication for oral, written, and digital distribution targeted to a diverse stakeholder community • Develop oral, written, and digital communications targeted on the larger organizational, community, and political contexts

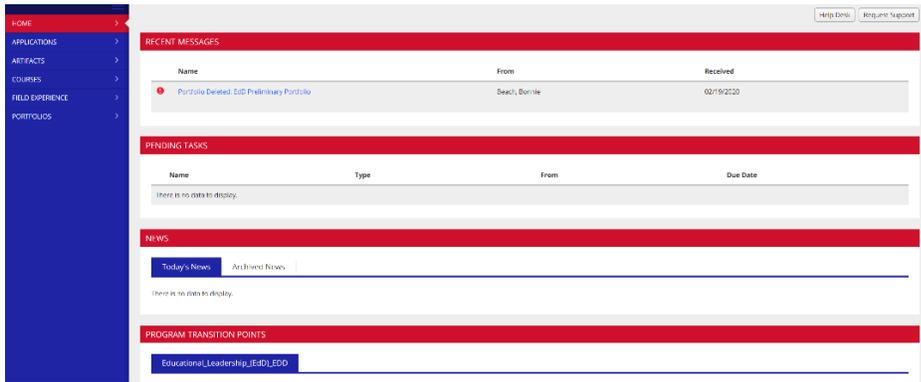
DOMAIN 6: CHANGE MANAGEMENT
6.1 Higher education administrators are knowledgeable of current research in student affairs. They are active learners, ask questions, and reflect on their own learning.
6.2 Higher education administrators’ champion change. They understand the dynamics of the current state of an organization and challenge the status quo by comparing it to an ideal or vision of change. They communicate the “what” and the “why” behind the change.
6.3 Higher education administrators demonstrate emotional intelligence. They have the capacity to be aware of, control, and express their emotions, and to handle interpersonal relationships judiciously and empathetically.

Examples activities/projects
<ul style="list-style-type: none"> • Identify a change needed in an organization and write a communication defining the change and the need for the change • Propose designs for implementing a change • Assess the climate for change • Develop a plan to generate support for a change • Develop a communication plan • Evaluate a change

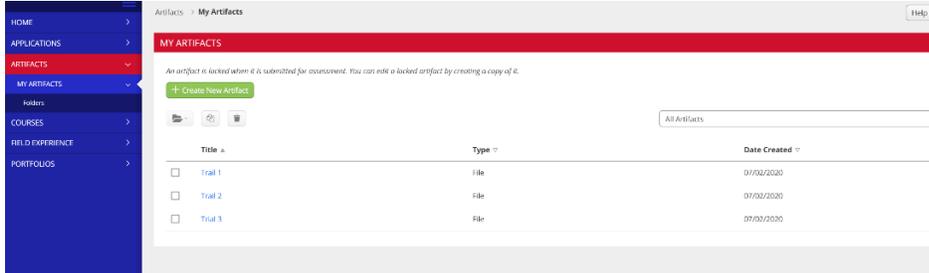
DOMAIN 7: POLICY, GOVERNANCE, AND ADVOCACY
7.1 Higher education administrators represent the institution, advocate for needs, and cultivate a respectful and responsive relationship with the board of trustee’s focused on achieving the institutions shared mission and vision.
7.2 Higher education administrators design, implement, cultivate, and evaluate effective and collaborative systems for institutional governance that engage multiple and diverse stakeholder groups, including faculty and staff, community stakeholders, and board members.
7.3 Higher education administrators evaluate, engage in decision-making, implement, and appropriately communicate about local, state, and national policy, laws, rules, and regulations.
7.4 Higher education administrators understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations. They demonstrate the capacity to evaluate and represent institutional needs and priorities within larger policy conversations and advocate for institutional needs and priorities at the local, state, and national level.
Example of tasks
<ul style="list-style-type: none"> • Prepare a presentation about the institution’s mission, strengths, and needs • Advocate for actions that will support the institution’s mission and vision and meet institutional needs • Evaluate governance and stakeholder engagement systems • Design governance systems that engage multiple and diverse stakeholder groups • Propose strategies that support stakeholder engagement in governance • Evaluate the implication of educational policy for practices • Prepare a communication plan about local, state, and national policy laws, rules, and regulations • Use evidence to evaluate needs and priorities regarding educational policy conversations and emerging challenges • Advocate for the needs and priorities of the institution at the local, state, or national level

Appendix C: Creating an Artifact in TK20

1. Select Artifacts from the left-hand menu



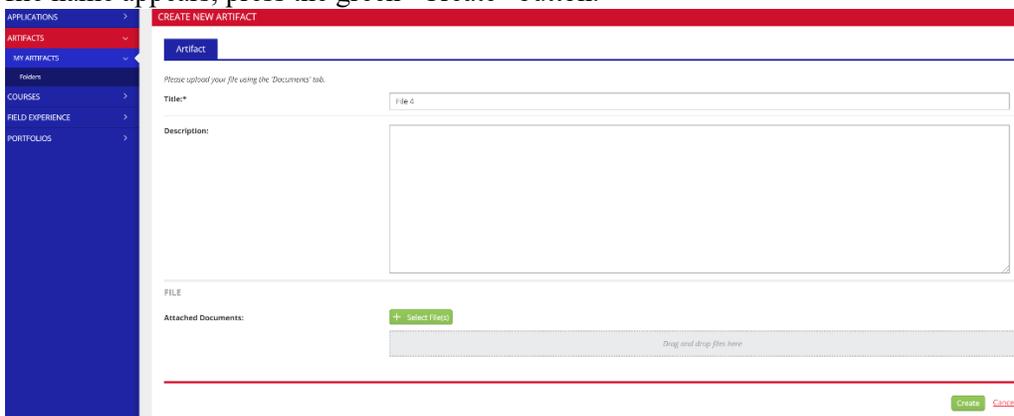
2. Click on the green +Create New Artifact button.



3. In the “Please Select” drop-down menu, choose File and then click on the green “Select” button



4. Complete the blanks in the Artifact screen that appear. Give the file a short descriptive name. Write a brief description that identifies the source of the artifact (e.g., EDUC 700) and perhaps other reminders of why the artifact might be needed (e.g., NELP 4.1). Click the green +Select button to “open” a saved document. When the file name appears, press the green “Create” button.



Appendix D: Portfolio Reflection Questions

As a candidate progresses through the three-semester internship, the candidate creates an internship portfolio organized by the program domains. For each domain, the candidate writes a reflection on personal, professional growth by answering the reflection questions related to the domain and attaches supporting digital artifacts. Candidates create a Word document for each domain and respond to all reflection questions listed. Candidates may reflect on both the internship and coursework experiences and may attach artifacts from both; however, internship experiences must be referenced in each domain.

Domain 1: Mission, Vision, and Improvement

Reflection Question: How did internship and coursework experiences expand your understanding of and your capacity to:

- (1.1) collaboratively design, communicate, and evaluate a mission and vision;
- (1.2) lead strategic planning and continuous improvement processes?

Domain 2: Ethics and Professional Norms

Reflection Question: How did internship and coursework experiences expand your understanding of and capacity to:

- (2.1) reflect on, communicate about, and cultivate professional dispositions and norms and professional institutional cultures;
- (2.2) evaluate and advocate for ethical and legal decisions;
- (2.3) model ethical behavior in your personal conduct and relationships and to cultivate ethical behavior in others?

Domain 3: Equity, Inclusiveness, and Cultural Responsiveness

Reflection Question: How did internship and coursework experiences expand your understanding of and capacity to:

- (3.1) evaluate, design, cultivate, and advocate for a supportive and inclusive institutional culture;
- (3.2) evaluate, cultivate, and advocate for equitable access to safe and nurturing educational opportunities and resources necessary to support the success and well-being of each student;
- (3.3) evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among faculty and staff?

Domain 4: Learning and Instruction

Reflection Question: How did internship and coursework experiences expand your understanding of and capacity to:

- (4.1) evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic programs;
- (4.2) collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and leaders that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success;
- (4.3) design, implement and evaluate organizational use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the organization.

Domain 5: Community and External Leadership

Reflection Question: How did internship and coursework experiences expand your understanding of and capacity to:

- (5.1) represent and support the institution in engaging diverse audiences in strengthening student learning;
- (5.2) engage and effectively collaborate and communicate with (through oral, written, and digital means) diverse families, community members, partners, and other constituencies;
- (5.3) to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of a business, civic, and policy community?

Domain 6: Change Management

Reflection Question: How did internship and coursework experiences expand your understanding of and capacity to:

- (6.1) understand the current research in student affairs;
- (6.2) understand the dynamics of the current state of an organization and challenge the status quo by comparing it to an ideal or vision of change;
- (6.3) handle interpersonal relationships judiciously and empathetically?

Domain 7: Policy, Governance, and Advocacy

Reflection Question: How did internship and coursework experiences expand your understanding of and capacity to:

(7.1) represent the institution, advocate for institutional needs, and cultivate a respectful and responsive relationship with governing bodies;

(7.2) design, implement, cultivate, and evaluate effective and collaborative systems for institutional governance;

(7.3) evaluate, engage in decision making around, implement, and appropriately communicate about local, state, and national policy, laws, rules, and regulations;

(7.4) evaluate and represent institutional needs and priorities within large policy conversations and advocate for the needs and priorities of the institution at the local, state, and national levels?

Appendix E: Portfolio Summative Evaluation Rubric

The purpose of the Portfolio Evaluation is to assess candidates' knowledge and skills identified by the program domains.

The university committee collaboratively complete the summative portfolio evaluation based on their observations of the candidate's performance and the review of the candidate's reflections of personal, professional growth, and the referenced artifacts. Each row in the rubric is aligned with the components of the program domains. The candidate's performance on the portfolio is rated as Level 1, Level 2, or Level 3, using the following general guidance.

Level 1—Approaching

Level 1 represents a level of developing candidate performance in which there is evidence that the candidate meets some but not all the component's expectations. At this level, the candidate may have developed content knowledge and understanding, but there is not sufficient evidence of a candidate's ability for independent practice for all parts of the component expectations.

Level 2—Meets.

Level 2 represents a level of candidate performance in which the candidate understands and demonstrates the capacity to meet component expectations at an acceptable level for a candidate.

Level 3—Exceeds.

Level 3 represents a level of performance in which the candidate demonstrates performance characteristics that exceed the component's expectations by demonstrating his/her understanding and skills through effective leadership practice within a college/university context.

DOMAIN 1: MISSION, VISION, AND IMPROVEMENT			
	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
1. Mission and Vision Higher education administrators collaboratively design, communicate, and evaluate an institution of higher education's mission and vision that reflect a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community. (1.1)	The candidate ✓ exhibits a partial understanding of the role and importance of a vision and mission or ✓ exhibits partial understanding of the processes for evaluating and collaboratively developing a mission and vision	The candidate ✓ exhibits an understanding of the role and importance of a vision and mission and ✓ exhibits an understanding of the processes for evaluating and collaboratively developing a mission and vision	In addition to meeting Level 2 expectations, the candidate ✓ effectively evaluates an existing mission and vision statement or ✓ collaboratively designs a mission and vision that reflects a core set of values and priorities or ✓ develops a comprehensive plan for communicating a mission and vision
2. Improvement Processes Higher education administrators lead program or organizational strategic planning and continuous improvement processes that engage diverse stakeholders. (1.2)	The candidate ✓ exhibits a partial understanding of the process of continuous improvement or ✓ exhibits a partial understanding of strategic planning	The candidate ✓ exhibits an understanding of the process of continuous improvement and ✓ exhibits an understanding of strategic planning	In addition to meeting Level 2 expectations, the candidate ✓ effectively evaluates existing improvement processes or ✓ designs a collaborative improvement process that includes key components (i.e., data use, design, implementation, and evaluation) or ✓ develops an implementation process that supports institutional improvement
Comments			

DOMAIN 2: ETHICS AND PROFESSIONAL NORMS			
	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
<p>3. Professional Dispositions Higher education administrators reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional organizational cultures. (2.1)</p>	<p>The candidate</p> <ul style="list-style-type: none"> ✓ exhibits a partial understanding of the role and importance of reflective practice and professional dispositions and norms <p>or</p> <ul style="list-style-type: none"> ✓ does not effectively engage in reflective practice <p>or</p> <ul style="list-style-type: none"> ✓ does not model professional dispositions and norms (e.g., fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) 	<p>The candidate</p> <ul style="list-style-type: none"> ✓ exhibits an understanding of the role and importance of reflective practice and professional dispositions and norms <p>and</p> <ul style="list-style-type: none"> ✓ effectively engages in reflective practice <p>and</p> <ul style="list-style-type: none"> ✓ exemplifies professional dispositions and norms (e.g., fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) 	<p>In addition to meeting Level 2 expectations, the candidate</p> <ul style="list-style-type: none"> ✓ develops a plan to cultivate and communicate professional norms among diverse constituencies
<p>4. Ethical Decision Making Higher education administrators evaluate and advocate for ethical and legal decisions. (2.2)</p>	<p>The candidate exhibits a partial understanding of ethical and legal decision making</p>	<p>The candidate exhibits an understanding of ethical and legal decision making</p>	<p>In addition to meeting Level 2 expectations, the candidate</p> <ul style="list-style-type: none"> ✓ effectively evaluates the ethical dimensions of an issue <p>or</p> <ul style="list-style-type: none"> ✓ analyzes a decision in terms of established ethical frameworks
<p>5. Ethical Behavior Higher education administrators model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others. (2.3)</p>	<p>The candidate</p> <ul style="list-style-type: none"> ✓ does not model ethical behavior in personal conduct and relationships 	<p>The candidate</p> <ul style="list-style-type: none"> ✓ exemplifies ethical behavior in personal conduct and relationships 	<p>In addition to meeting Level 2 expectations, the candidate</p> <ul style="list-style-type: none"> ✓ develops a plan to effectively cultivate ethical behavior in others
Comments			

DOMAIN 3: EQUITY, INCLUSIVENESS, AND CULTURAL RESPONSIVENESS			
	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
<p>6. Organizational Culture Higher education administrators evaluate, cultivate, and advocate for a supportive and inclusive organizational culture. (3.1)</p>	<p>The candidate exhibits a partial understanding of the knowledge and theory on how to evaluate, design, and cultivate a supportive and inclusive organizational culture</p>	<p>The candidate exhibits an understanding of the knowledge and theory on how to evaluate, design, and cultivate a supportive and inclusive organizational culture</p>	<p>In addition to meeting Level 2 expectations, the candidate</p> <ul style="list-style-type: none"> ✓ effectively evaluates an organization’s culture and develops strategies for improving organizational culture <p>or</p> <ul style="list-style-type: none"> ✓ develops a comprehensive plan for creating a supportive and inclusive organizational culture
<p>7. Equitable Access Higher education administrators evaluate, cultivate, and advocate for equitable access to safe and nurturing environments and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student. (3.2)</p>	<p>The candidate exhibits a partial understanding of the knowledge and theory about how to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.</p>	<p>The candidate exhibits an understanding of the knowledge and theory about how to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.</p>	<p>In addition to meeting Level 2 expectations, the candidate</p> <ul style="list-style-type: none"> ✓ effectively evaluates sources of inequity and bias in the allocation of educational resources and opportunities <p>or</p> <ul style="list-style-type: none"> ✓ develops procedure and guidelines for the equitable use of educational resources and opportunities
<p>8. Culturally Responsiveness Higher education administrators evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among faculty and staff. (3.3)</p>	<p>The candidate exhibits a partial understanding of the knowledge and theory used to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.</p>	<p>The candidate exhibits an understanding of the knowledge and theory used to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among faculty and staff.</p>	<p>In addition to meeting Level 2 expectations, the candidate</p> <ul style="list-style-type: none"> ✓ effectively evaluates the root causes of inequity and bias <p>or</p> <ul style="list-style-type: none"> ✓ develops a comprehensive plan to cultivate equitable, inclusive, and culturally responsive practices among teachers and staff
Comments			

DOMAIN 4: LEARNING AND INSTRUCTION			
	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
<p>9. Curriculum Higher education administrators evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic programs. (4.1)</p>	The candidate exhibits a partial understanding of the knowledge and theory on how to evaluate, develop, and implement curriculum	The candidate exhibits an understanding of the knowledge and theory on how to evaluate, develop, and implement curriculum	<p>In addition to meeting Level 2 expectations, the candidate</p> <ul style="list-style-type: none"> ✓ evaluates a curriculum or ✓ evaluates the use of technology in an institution's instructional programs or ✓ develops a plan for implementing a new curriculum
<p>10. Professional Development Higher education administrators collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success. (4.2)</p>	The candidate exhibits a partial understanding of the knowledge and theory concerning how to evaluate, develop, and implement the coordination and relevance of an organization's systems of support, coaching, and professional development.	The candidate exhibits an understanding of the knowledge and theory concerning how to evaluate, develop, and implement the coordination and relevance of an organization's systems of support, coaching, and professional development.	<p>In addition to meeting Level 2 expectations, the candidate</p> <ul style="list-style-type: none"> ✓ Evaluates the coordination, coherence, and relevance of an organization's systems of support, coaching, and professional development or ✓ develops a comprehensive implementation plan for improving instructional practices, resources, technologies, and services that support student learning
<p>11. Coherent System of Curriculum, Instruction, and Assessment Higher education administrators design, implement, and evaluate organizational use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the organization. (4.3)</p>	The candidate exhibits a partial understanding of the requisite knowledge and theory used to design or evaluate the coordination and coherence among the organization's academic systems.	The candidate exhibits an understanding of the requisite knowledge and theory used to design or evaluate the coordination and coherence among the organization's academic systems.	<p>In addition to meeting Level 2 expectations, the candidate</p> <ul style="list-style-type: none"> ✓ engages faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the organization's curriculum, instruction, technology, data systems, and assessment practices or ✓ develops an implementation plan for improving coordination and coherence among the organization's curriculum, instruction, technology, data systems, and assessment practices or ✓ use technology and performance management systems to monitor, analyze, implement, and evaluate the organization's curriculum, instruction, technology, data systems, and assessment practices
Comments			

DOMAIN 5: COMMUNITY AND EXTERNAL LEADERSHIP			
	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
12. Diverse Audiences Higher education administrators represent and support the organization in engaging diverse audiences in strengthening learning. (5.1)	The candidate ✓ does not exhibit an understanding of the importance of collaboratively engaging diverse audiences in strengthening student learning or ✓ does not exhibit an understanding of how to collaboratively engage diverse audiences in strengthening student learning	The candidate ✓ exhibits an understanding of the importance of collaboratively engaging diverse audiences in strengthening student learning and ✓ exhibits an understanding of how to collaboratively engage diverse audiences in strengthening student learning ✓	In addition to meeting Level 2 expectations, the candidate ✓ develops processes for gathering information about diverse audiences or ✓ develops a comprehensive communication plan to foster two-way communication with diverse audiences
13. Community Partners Higher education administrators engage and effectively collaborate and communicate through oral, written, and digital means with diverse families, community members, partners, and other constituencies to benefit learners and the organization. (5.2)	The candidate ✓ does not exhibit an understanding of the importance of collaboratively engaging diverse community members, partners, and other constituencies or ✓ does not exhibit an understanding of how to collaboratively engage diverse community members, partners, and other constituencies.	The candidate ✓ exhibits an understanding of the importance of collaboratively engaging diverse community members, partners, and other constituencies and ✓ exhibits an understanding of how to collaboratively engage diverse community members, partners, and other constituencies.	In addition to meeting Level 2 expectations, the candidate ✓ identifies diverse community resources and devise a plan for using the resources to benefit the institution's program and student learning or ✓ devises a plan for engaging with community members, partners, and other constituencies around a shared goal or ✓ develops a communication plan to foster two-way communication with community members, partners, and other constituencies
14. Community Advocating Higher education administrators communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for organizational and community needs. (5.3)	The candidate does not exhibit an understanding of how to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their organization and community.	The candidate exhibits an understanding of how to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their organization and community.	In addition to meeting Level 2 expectations, the candidate develops a comprehensive communication plan for advocating for organizational and community needs that includes conducting a needs assessment, identifying and accessing resources, gathering information about the organization and policy context, and developing targeted communication
Comments			

DOMAIN 6: CHANGE MANAGEMENT			
	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard

<p>15. Research on Teaching and Learning Higher education administrators are knowledgeable of current research on student affairs. They are active learners, ask questions, and reflect on their own learning. (6.1)</p>	<p>The candidate exhibits a partial understanding of current research on student affairs.</p>	<p>The candidate exhibits an understanding of current research on student affairs.</p>	<p>In addition to meeting Level 2 expectations, the candidate evaluates and reflects on the impact of research on personal learning in student affairs.</p>
<p>16. Champion Change Higher education administrators champion change. They understand the dynamics of the current state of an organization and challenge the status quo by comparing it to an ideal or vision of change. They communicate the “what” and the “why” behind the change. (6.2)</p>	<p>The candidate exhibits a partial understanding of challenging the status quo.</p>	<p>The candidate exhibits the capacity to challenge the status quo by comparing the current status of an organization to an ideal or vision of change.</p>	<p>In addition to meeting Level 2 expectations, the candidate develops a communication plan to share the what and the why behind a change to a specified audience.</p>
<p>17. Emotional Intelligence Higher education administrators demonstrate emotional intelligence. They have the capacity to be aware of, control, and express their emotions, and to handle interpersonal relationships judiciously and empathetically. (6.3)</p>	<p>The candidate exhibits an understanding of the importance of being aware of, controlling, and expressing emotions.</p>	<p>The candidate exhibits an understanding of the importance of being aware of, controlling, and expressing emotions.</p>	<p>In addition to meeting Level 2 expectations, the candidate handles interpersonal relationships judiciously and empathetically.</p>
<p>Comments</p>			

<p>DOMAIN 7: POLICY, GOVERNANCE, AND ADVOCACY</p>			
	<p>Level 1 Approaching Standard</p>	<p>Level 2 Meets Standard</p>	<p>Level 3 Exceeds Standard</p>
<p>18. Stakeholders Higher education administrators represent the organization, advocate for organizational needs, and cultivate a respectful and responsive relationship with stakeholders. (7.1)</p>	<p>The candidate exhibits a partial understanding of how to represent a district and its mission, strengths, and needs to stakeholders.</p>	<p>The candidate exhibits an understanding of how to represent a district and its mission, strengths, and needs to stakeholders.</p>	<p>In addition to meeting Level 2 expectations, the candidate advocates for stakeholder actions that will support organizational needs</p>
<p>19. Organizational Governance Higher education administrators design, implement, cultivate, and evaluate effective and collaborative systems for governance that engage</p>	<p>The candidate exhibits a partial understanding of how to design governance systems that engage multiple and diverse stakeholder groups.</p>	<p>The candidate exhibits an understanding of how to design governance systems that engage multiple and diverse stakeholder groups.</p>	<p>In addition to meeting Level 2 expectations, the candidate</p> <ul style="list-style-type: none"> ✓ evaluates organizational governance and stakeholder engagement systems or ✓ designs governance systems that engage multiple and diverse stakeholder groups or

multiple and diverse stakeholders. (7.2)			✓ implements strategies that support stakeholder engagement
20. Policies, Laws, Regulations Higher education administrators evaluate, engage in decision-making, implement, and appropriately communicate about the organizational policy and regulations. (7.3)	The candidate ✓ cannot evaluate the implications of policy for organizational practices or ✓ cannot communicate about local, state, and national policy, laws, rules, and regulations.	The candidate ✓ evaluates the implications of policy for organizational practices and ✓ communicates about local, state, and national policy, laws, rules, and regulations.	In addition to meeting Level 2 expectations, the candidate ✓ coordinates decisions and organizational practices with policies and/or regulations from local, state, and federal policy entities or ✓ develops a plan for the implementation of laws, rights, policies, and regulations or ✓ develops a plan for using digital technology in ethical and appropriate ways to foster professional learning for self and others
21. Larger Policy Conversations Higher education administrators understand the implications of larger cultural, social, economic, legal and political interests, changes, and expectations. They demonstrate the capacity to evaluate and represent the organization’s needs and priorities within larger policy conversations and advocate for the organization’s needs and priorities. (7.4)	The candidate exhibits a partial understanding of how to evaluate organizational needs and priorities related to policy conversations and emerging challenges.	The candidate exhibits an understanding of how to evaluate organizational needs and priorities related to policy conversations and emerging challenges.	In addition to meeting Level 2 expectations, the candidate ✓ evaluates organizational needs related to policy or ✓ advocates for the needs and priorities of the organization at the local, state, or national level.

OVERALL RATING			
	Level 1 Approaching Standard	Level 2 Meets Standard	Level 3 Exceeds Standard
	Less than 44 points	45-50 points	More than 50 points