

INTERDISCIPLINARY LEADERSHIP

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Our Mission

The Ed.D. in Interdisciplinary Leadership Program at Creighton University, a Catholic, Jesuit institution is a practitioner-based doctoral degree for adult lifelong learners.

- We believe leadership is practiced in both obvious and subtle ways by anyone willing to help (Lowney, 2003; Wheatley, 2006).
- We believe in preparing individuals to work for and with others by fostering a rich interdisciplinary learning environment.
- We believe in preparing individuals to embrace complexity by practicing self-reflection, an openness to diversity, and the integration of Ignatian values.
- We are diverse in the life experiences, ways of thinking, and knowledge base that faculty, staff, and students bring to the program.
- We are reflective scholar-practitioners focused on modeling the leadership our communities and workplaces need today and in the future.
- Alongside critical thinking and social science methodologies, we use innovative, leading edge education approaches such as the emerging approach of interdisciplinary leadership, adult learning theory, and dissertations in practice to prepare individuals to work across differences to address complex problems.

Learning Outcomes

Upon completion of the Doctor of Education (Ed.D.) in Interdisciplinary Leadership Program, using an interdisciplinary perspective, students will:

1. Utilize leadership theories and models to inform practice.
2. Integrate critical thinking to inform professional leadership issues.
3. Practice ethical decision making informed by Ignatian values.
4. Model professional communication in scholarly and professional studies.
5. Apply reflective practices as a means for professional and personal growth.
6. Demonstrate the capacity for effective leadership within complex and diverse societies
7. Produce original scholarship by applying social science methodologies to improve leadership practice.

Admission Requirements

Applicants must have a master's or equivalent professional degree from an accredited institution and submit the following documents:

1. Completed application form and application fee.
2. Current resume or CV.
3. A personal statement regarding the motivations of the applicant in seeking to pursue a degree in interdisciplinary leadership at Creighton University.
4. The completion of a writing exercise (the prompt will be provided at application).

5. Official transcripts from the highest degree attained (at the master's level or above); other transcripts are optional.
6. Three (total) letters of reference from instructors in the applicant's master's program, supervisors at work, or others that may speak to the applicant's potential success in a doctoral program. Co-workers, fellow students, or family members should not be asked to submit letters of reference.
7. A minimum TOEFL score of 90 (internet based) for students from countries in which English is not the native language.
8. Creighton University and program faculty reserves the right to request a personal interview with any applicant.

*Competitive scholarships are available. Check with admissions while applying for details.

On-Campus Dissertation Research Track

The Doctoral Program in Interdisciplinary Leadership is available as a fully online degree program. However, there is an option for students to complete their dissertation research on Creighton's campus in Omaha. Students must formally select this on-campus dissertation track either a) during on campus orientation held at the end of the first term, or b) prior to the beginning of the last 3 credit hour course taken immediately preceding dissertation hours. If a student is currently in dissertation hours, they are not eligible to shift into the on-campus track.

Students who meet all of the following criteria are eligible to apply for the on-campus dissertation track:

- Students do not have the academic resources in their home city or region to effectively complete their research.
- Students must have completed required online classes—core courses, research courses, research elective, and the proposal construction course.
- Students must have successfully achieved candidacy and met all other requirements of the program.
- Students must use the 6 x ILD 899 "dissertation" hours and the final 1 credit hour ILD 810 dissertation defense course during the on-campus portion of their studies. *Note that ILD 899e, the 3 credit online course, DOES NOT count as dissertation hours.*
- Students must have a formal Dissertation Chair (selected prior to the ILD 814 proposal construction course) and either the chair or the second committee member MUST be a Creighton faculty member that lives in the Omaha area.

Students enrolled in the on-campus dissertation track must also comply with Creighton's Doctor of Education (Ed.D.) in Interdisciplinary Leadership Program requirements regarding continuous enrollment. Students are subject to the same evaluation process employed for all students in the Ed.D. in Interdisciplinary Leadership Program and are subject to the policies of Graduate School and Creighton University that apply to all Creighton students.

The schedule for the use of these hours may vary depending on when a particular student may start using these hours.

Note: - This option may carry with it financial aid implications. Consult the Financial Aid office to determine how this may affect your financial aid package. - International students must obtain the proper permissions and Visa to participate in this process. Consult the Global Engagement Office to work through that process.

The Doctor of Education (Ed.D.) in Interdisciplinary Leadership Program consists of a minimum of 60 semester hours and a required master's or equivalent professional degree. Students will tailor the dissertation to focus on their particular professional/workplace interests.

Degree Requirements (60 credits)

Code	Title	Credits
Orientation		
ILD 808	Program Orientation and Residency	2
Core Courses		
ILD 801	Leadership Styles and Reflective Practice	3
ILD 802	Leadership and Applied Ethics	3
ILD 804	Organizational Theory and Behavior	3
ILD 805	Administrative and Policy Leadership Issues	3
ILD 815	Seminar in Interdisciplinary Leadership	3
ILD 816	Social Justice and Leadership	3
ILD 817	Systems Thinking in Leadership	3
Electives		
Select 9 credits from the following:		9
ILD 720	Introduction to University Teaching	
ILD 811	Interdisciplinary Practicum	
ILD 819	The American Professoriate: A Faculty Perspective	
ILD 820	Jesuit and Ignatian Traditions	
ILD 821	Change Management and Quality	
ILD 822	Human Resources Leadership and Management	
ILD 823	Leadership in a Global Society	
ILD 825	Women and Leadership	
ILD 826	Analyzing Complex Problems	
ILD 829	Leadership in the Health Professions	
ILD 831	Technology and Leadership	
ILD 833	Writing for Scholarly Publication	
ILD 835	Sustainability Leadership: An Interdisciplinary Approach	
ILD 836	Leadership, Public Relation and Stakeholder Engagement	
ILD 837	Introduction to Servant Leadership	
ILD 838	Toxic Leadership	
ILD 840	Followership	
ILD 841	Teaching Internship	
ILD 845	Learning in the Health Professions: Strategies for Developing the Master Adaptive Learner	
Research Courses		
ILD 812	Research Design and Professional Inquiry	3
ILD 814	Proposal Construction	3
ILD 850	Quantitative Research Design and Methods for Leadership Decision-Making	3
ILD 851	Qualitative Research Design and Methods	3
ILD 853	Data Use & Analysis (Qualitative)	3
or ILD 854	Data Use and Analysis (Quantitative)	
ILD 890	Analysis and Application of Scholarly Literature *	3
Dissertation		
ILD 899E	Dissertation *	3
ILD 899	Dissertation Research *	6

ILD 810	Dissertation Defense *	1
Total Credits		60

* Students who entered prior to Fall 2021, are required to take ILD 899E (1 credit) , ILD 810 (2 credits), ILD 890 (2 credits) and ILD 899 (8 credits). Course descriptions will reflect the change in credits in the 2022-2023 catalog.

The Master of Science (M.S.) in Interdisciplinary Leadership consists of 35 credit hours and is only available to students who:

- have successfully completed at least 32 earned credits in Creighton's Ed.D. program
- are in good standing with Creighton University
- have maintained a 3.0 GPA in Ed.D. coursework at Creighton University
- have no more than six credit hours of grades below "B-" or any one grade less than "C" in Creighton's Ed.D. program
- complete an application to the M.S. in Interdisciplinary Leadership program
- successfully complete the 3-credit capstone course (ILD 795) upon acceptance to the program

Degree Requirements * (35 credits)

Code	Title	Credits
32 Credits of ILD Coursework in Creighton's Ed.D. Program		32
ILD 795	Interdisciplinary Leadership Capstone	3
Total Credits		35

* This program requires successful completion of at least 32 credits of ILD courses, and not necessarily the first 32 credits listed in the plan of study.

Courses

ILD 720. Introduction to University Teaching. 3 credits.

If you teach or want to teach college or university courses, this course will explore the foundational aspects of teaching and learning and help you meet your need to be prepared. This course is grounded in learning theory, self-reflection, and an understanding of learning environment relations and dynamics to help you foster your teaching and learning development. Participants will develop a clear personal teaching philosophy and teaching portfolio as the culminating activity for this course.

ILD 795. Interdisciplinary Leadership Capstone. 3 credits.

This capstone course requires students to develop a written grant proposal to a funding agency of their choice. Students will explore fundamental components of grant proposals, develop an original program or project idea, and write and present a grant proposal informed by leadership concepts, Ignatian charisms, and ethical best practices. P. 32 earned hours of ILD credits; formal acceptance to the MS in Interdisciplinary Leadership Program.

ILD 801. Leadership Styles and Reflective Practice. 3 credits.

This course introduces the student to the knowledge, skills, and values underlying reflective practice. Various theories and leadership styles will be examined from a historical and contemporary point of view. Students will identify leaders and leadership situations that are examples of the various theories and styles. Students will apply leadership theories using their own institution/organization as a laboratory. Special attention will be directed to leaders engaging in reflective practice. Through readings and exercises focusing on leadership styles and reflective practice, the student will develop a greater knowledge of self and will begin the deliberate, life-long practice of reflective thinking. Students will develop a clear personal philosophy of their leadership style as the culminating activity for the class.

ILD 802. Leadership and Applied Ethics. 3 credits.

Consistent with the ideal that leadership is not just an act but a way of being, this course will explore the ethical foundations that inform the leader's personal and professional practices. Students will examine ethical theories and concepts applied to leadership challenges in real world situations. Emphasis will be placed on understanding ethical leadership for social and organizational change, the leader's role as a moral agent, as well as the organization's role as a moral agent in society.

ILD 803. Strategic Planning and Management. 3 credits.

This course integrates systems theory and problem-solving with strategic thinking. Students will engage in deep exploration of all aspects of strategic planning processes, including the following:--Development of an organizations' mission and vision statements within social, political, and economic environments--Creation of a strategic plan through trend analysis, systems analysis, and environmental analysis--Discernment of goals, objectives, and performance outcome measures --Execution and monitoring of strategic management. Principles related to how organizations and institutions operate in the context of a system guided by a strategic plan will be studied and applied to respective institutions and organizations.

ILD 804. Organizational Theory and Behavior. 3 credits.

This course explores the most important theories and models that explain the behaviors and attitudes of individuals (micro OB), teams and other groups (meso OB), as well as the "behavior" of entire organizations (macro OB). The course covers critical topics from organization theory and behavior, including such things as the relationship of environment, size, and technology to organization structure, organization culture, motivating followers, recognizing individual differences, decision making, creativity, leading groups and teams, exercising power, managing conflict, and job satisfaction and other work attitudes.

ILD 805. Administrative and Policy Leadership Issues. 3 credits.

This course examines the research on administrative issues and political power in decision making and the role of leaders in policy development. The course will address social, political, and economic influences on administration and policy development and the relationship between leadership and governance. Learners will review and critique public policy analytic frameworks and their application to contemporary policy issues. Administrative and policy leadership issues will also be applied to community relations and governing boards.

ILD 806. Change Theory and Practice. 3 credits.

Confronted with profound, rapid, and dynamic changes in the nature of their work and organizations, individuals are entering into a "permanence of change." As such, leaders are required to develop their understanding of and skills necessary to lead and/or facilitate complex organizational change. This course is designed to help individuals explore organizational change theory, analyze research on the multiple perspectives on and elements of change, understand how change can promote a learning organization, and practically apply what they have learned regarding organizational structure and decision making within and across organizations.

ILD 807. Financial and Legal Leadership Issues. 3 credits.

This course has been designed to focus on the leadership skills related to the management of the financial and legal issues in organizations/institutions. Specific attention will be given to theories of economic and finance, financial planning, sources and uses of financial support, budgeting, the American legal system, institutions as legal entities, authority for governance and administration, employee rights and responsibilities, client/student rights and responsibilities and institutional and personal liability applicable to business, education and health organizations and institutions. Graduate students are expected to have a basic understanding of business, education or health organizations with practical experience and professional preparation and planning careers for leadership in these types of organizations/institutions.

ILD 808. Program Orientation and Residency. 1-2 credits.

Students will be required to be present on campus for a Learning Community meeting that will provide an opportunity for relationships and community building among students and faculty. The relationships established during this residency will be important as students progress through their program. The philosophy and mission of the Ed.D. in Interdisciplinary Leadership will be presented. The learning outcomes and expectations will be presented along with a review of the program requirements. A step by step explanation of how students will move through the program will assist students in understanding the requirements and navigating the program successfully. Attention will be given to distance education via online classes and students will learn how classes are formatted and delivered.

ILD 810. Dissertation Defense. 1-2 credits.

This seminar is the concluding requirement of the program. The dissertation defense is held on the Creighton University campus. Students will share their dissertation, the oral defense, interact with faculty and guests, and discuss theoretical and practical leadership implications of their work. Students will have an opportunity to provide feedback about the Ed.D. program and share suggestions for improvement. All dissertation-related edits and paperwork must be submitted to the program and graduate school prior to conferring the EdD degree.

ILD 811. Interdisciplinary Practicum. 1-6 credits.

Students will arrange a practical field experience to further develop their skills and abilities in a professional or organizational setting where they will be engaged in interdisciplinary leadership in action. This could include working with another person on a major project or exploring an area outside the student's own field (business, education, or health). The student will gain an understanding of researching internal or external elements related to personnel, policy, politics, economics, finance, governing relationships, elements of change, or other influences that challenge leadership, and then apply or recommend an innovative solution. The practicum experience will be arranged working with the practicum advisor.

ILD 812. Research Design and Professional Inquiry. 3 credits.

Modern social problems are complex and multilayered. Leaders must be able to properly identify effective and accurate research methods to investigate these issues. This course provides an overview of the concepts, procedures, and tools used by modern social science researchers. It is a required course.

ILD 813. Research Design and Data Analysis. 3 credits.

This course builds on the foundations from ILD 812 and further explores select research designs and related data analysis procedures. Students will compare and contrast characteristics associated with qualitative and quantitative research designs, including sampling and data collection methods. Students will also explore and practice data analysis procedures including descriptive, inferential, and thematic analysis techniques. Students will also develop an outline of the methodology section of their dissertation in practice proposal. P. ILD 812.

ILD 814. Proposal Construction. 3 credits.

This course leads a cohort of 6-10 dissertation phase students through the process of developing a proposal for the Dissertation in Practice (DIP). The goal of the course is the development of an effective introduction, Literature Review, and Data and Methods according to the DIP proposal template, both in paper and presentation form. This is a required course. P. ILD 813.

ILD 815. Seminar in Interdisciplinary Leadership. 3 credits.

This course focuses on the field of leadership in interdisciplinary contexts to enhance students' proficiency in facilitating organization-and system-wide improvements. Leadership theories and practices are related to emerging interdisciplinary approaches to promote students' knowledge, skills, and ability hierarchies, varied job roles, and diverse expertise. Through examination of theoretical perspectives and interdisciplinary work, students will develop an ability to integrate the contributions of different points of view and ways of thinking crucial to effectively lead high performing organizations in a dynamic world.

ILD 816. Social Justice and Leadership. 3 credits.

In this course, students will consider the causes and consequences of injustice and explore the intersectionality between a variety of topics including race, gender, (dis)ability, and socioeconomic class. This course will challenge students to consider the historical, psychological, sociological, and political perspectives that inform leadership practices that have led to injustices. Students will examine inclusive excellence and integrate Ignatian values to focus on modeling effective leadership within our complex and diverse society.

ILD 817. Systems Thinking in Leadership. 3 credits.

This course explores the characteristics of systems theory and complexity theory and demonstrates how our ability to practice leadership can be enhanced by our appreciation of these characteristics. This course is meant to provide students with an understanding of systems theory and systems thinking as the theoretical underpinning of leadership practice. Prereq: ILD 801, ILD 812, ILD 815.

ILD 819. The American Professoriate: A Faculty Perspective. 3 credits.

This course will examine contemporary faculty issues in post-secondary institutions from the perspective of a faculty member. The course includes an assessment of the current status of faculty in the United States, faculty workloads, performance reviews, and structuring professional development activities and special topics. Toward this end, the professoriate will be explored to include: 1) current conditions of the professoriate, 2) academic careers and the stages of an academic, 3) faculty culture, including academic freedom and tenure, 4) faculty work, 5) health professions faculty, and 6) special topics selected on the basis of the students' need and interest assessment.

ILD 820. Jesuit and Ignatian Traditions. 3 credits.

Jesuit education in the 21st century stems from philosophical values rooted in the humanistic tradition of Renaissance culture. This course will explore the historical backdrop that sparked the formation of organized Jesuit schools, including focus on a unique style of social leadership that has sustained the Ignatian tradition for over four hundred and fifty years. To enhance learning, students will engage in critical self-reflection on personal values, attitudes, ethics, and moral development in relation to societal expectations and norms.

ILD 821. Change Management and Quality. 3 credits.

All organizations are impacted by never ending change. If organizations are in a constant state of perpetual beta, how do leaders ensure high quality of products or services? This course introduces the concepts of program quality and assessment that can be applied to multiple types of organizations. Attention will be given to strategic alignment and the role of values and propositions along with a focus on the utilization of several systems for assessing quality with specific focus on the "Balanced Scorecard" and the NIST Baldrige Performance Excellence Program.

ILD 822. Human Resources Leadership and Management. 3 credits.

This course examines the knowledge base of Human Resources Development (HRD) and the organizational setting in which HRD occurs. Topics include the design and development of education and training programs, how change occurs in organizations; how career development can optimize the match between individual and organizational goals and needs; how to improve the performance in organizations by analyzing performance opportunities; and designing employee training to address these opportunities. Students apply knowledge of personnel/Human Resource principles, practices, policies, and procedures to the identification and solution of case problems.

ILD 823. Leadership in a Global Society. 3 credits.

In the ever-shrinking world of the new millennium, leaders are often challenged to work internationally. This course enhances the understanding of students regarding the nature of a rapidly changing world. Students will study international market forces, social issues, and the policy environment that influences the global workplace. Students also develop and practice research skills required in a multicultural workplace. This is an elective course.

ILD 824. Social Justice and Faith-Based Traditions. 3 credits.

In the contemporary era the service of faith and the promotion of justice has become a staple thread of identity in Jesuit education. This course will illuminate the historical perspectives and theoretical foundations of social justice in relation to Ignatian and other faith based traditions. A conceptual framework that incorporates individual, corporate, and sociocultural aspects of privileged and disadvantaged situations will be explored. In particular, students will reflect on personal context in relation to social structures encountered on a global spectrum. A variety of social injustices will be discussed including social power, privilege, authority, environment, race, gender, and disability.

ILD 825. Women and Leadership. 3 credits.

This elective course will explore women's leadership, leadership styles, and contributions to social change from an interdisciplinary perspective. Students will examine the barriers and challenges facing women in different types of careers and their possible causes. Readings will include books and scientific articles on the structural, cultural, psychological, institutional, organizational, political, personal, economical, and financial issues facing women leaders today. Students will reflect on their own experiences and how gender influences their leadership style and perceptions of the leadership.

ILD 826. Analyzing Complex Problems. 3 credits.

This course demonstrates Nobel laureate Elinor Ostrom's Institutional Analysis and Development (IAD) framework. The IAD framework, an analytical strategy from the field of public policy, is especially useful in analyzing the complex problems that often occur within and between teams of people engaged in meaningful work. Students will learn to apply the framework to analyze complex problems within organizations of their own choosing and to design and appraise potential solutions to these problems based on the evidence of their studies. In this way, it is an ideal course for scholar-practitioners interested in creating evidence-based solutions at the applied level.

ILD 827. Leadership in School Improvement. 3 credits.

This course explores the research and practices used by school leaders in continuous system-wide school improvement. Students explore school effectiveness research and organizational literature to discover measures that maximize learning for all students. School improvement policies and practices are examined within a framework of six major functions. P: 12 core courses.

ILD 829. Leadership in the Health Professions. 3 credits.

This course will explore contemporary trends in today's volatile and complex health care/higher education organizations (micro, meso, macros levels) with an analysis of theories and executive/manager competencies that contribute to positive outcomes. Students examine innovation, change, psychological safety, and communication strategies that maximize human potential and organizational success.

ILD 831. Technology and Leadership. 3 credits.

This course introduces students to an overview of the impact of technology in general and the internet in particular on organizations. Through this examination, students will explore how leadership is or should adapt to a changing world. In the past decade, the internet has become a part of life and work. The internet has moved from a virtual space where people want to find information to an active place that is open, social, and participatory. This shift has profound implications on leadership.

ILD 832. Planning Programs for Adult Learners. 3 credits.

This course is designed for novice or experienced leaders who plan or manage educational and training programs for adults in a variety of settings. It is for students who have or aspire to leadership positions in adult education, training, staff development, human resource development, or performance improvement with staff.

ILD 833. Writing for Scholarly Publication. 3 credits.

This course prepares students to write manuscripts for scholarly publication. Course topics include: writing as conversation; topic identification; conversants; exemplars; the components of a scholarly paper; presentation; and editing.

ILD 835. Sustainability Leadership: An Interdisciplinary Approach. 3 credits.

This course explores sustainability concepts, practices, and methods. A whole system design perspective serves as an approach to understand how sustainable organizations can impact the environment, economics, and social equity. Participants will acquire competency in analysis of sustainability issues, and will design a sustainability and stewardship strategy for their organizations.

ILD 836. Leadership, Public Relation and Stakeholder Engagement. 3 credits.

Examine leadership, public relations, and stakeholder engagement from an interdisciplinary perspective. Explore the notion of transparent communication and the impact that it has on creating an open and ethical organization. Identify the opportunities and challenges of stakeholder engagement with internal, external and global audiences, through the news media, social media, crisis communication, and corporate social responsibility.

ILD 837. Introduction to Servant Leadership. 3 credits.

This course is designed for those who wish to integrate servant leadership in order to define their leadership style. Leadership is not about serving one's personal need and interest; rather, true leadership is about "men and women in service of others," a primary Jesuit educational objective. First, this course will focus on the theory of Servant Leadership, from ancient text to current research. Following theoretical framework will be practice of Servant Leadership in those whose core principles and first responsibilities are service to relationships and others. Finally, the learner will engage in the activity of discernment in servant leadership as a means toward achieving a definable personal mission statement as a member of the ILD community.

ILD 838. Toxic Leadership. 3 credits.

Investigates and analyzes the impact of toxic leadership on followers, the organization and organizational values and ethics. Employing a three pronged model that examines the interplay of 1) leaders, 2) followers and 3) context, students will examine the environmental drivers that contribute to a dysfunctional and harmful leadership style. The course will evaluate possible mitigation strategies for reframing the detrimental behavior and reinforce an ethical foundation.

ILD 840. Followership. 3 credits.

This course examines the concept of followership and its role within an organization. Topics include redefining followership, leadership-followership paradigm, effective followership, and the challenges of followership. Students apply knowledge of followership principles and practices by analyzing professional followership experiences.

ILD 841. Teaching Internship. 3 credits.

This course investigates best practices in healthcare environments for planning and developing student-centered educational and clinical activities as well as principles of effective teaching. Through this course, students will gain advance skills and knowledge in application of techniques and principles relating to instruction in the student's area of specialization. Students may teach a continuing education course or a didactic/lab course with the support of a mentor who will work closely with the student in the development of course materials, content and presentation/facilitation. Teaching may be done face-to-face or as part of an online delivery method. Interdisciplinary Leadership students may also take this course as an elective in the EdD program.

ILD 845. Learning in the Health Professions: Strategies for Developing the Master Adaptive Learner. 3 credits.

This course will use a master adaptive learner (MAL) framework as model for the integration of key learning theories and concepts in health professions education. Learning in the health professions is progressive development of expertise across a career including building formal and clinical knowledge, clinical reasoning abilities, and clinical performance. Central to all of the health professions education is self-directed lifelong learning. The course will examine application of learning theories to the learner, teacher, and the clinical learning environment. The MAL framework will be used as a conceptual model (planning, learner engagement, assessment, and adjusting) to investigate the development and assessment of a master adaptive learner.

ILD 850. Quantitative Research Design and Methods for Leadership Decision-Making. 3 credits.

This course examines the connection among research topics, questions, concepts, foundational assumptions of statistical tests, and the practice of quantitative methods. The interpretation of results will also be explored. This course enhances the ability to read statistical results and will inform leaders and those who intend to pursue quantitative dissertations.

ILD 851. Qualitative Research Design and Methods. 3 credits.

The course will examine theory and practice in the design, conduct, analysis and interpretation of the broad approaches to qualitative research methods used for social and behavioral research. Methods of application of concepts through both critique and planning one's own research will be basic tenets in the course.

ILD 853. Data Use & Analysis (Qualitative). 3 credits.

This course explores the characteristics of systems theory and complexity theory and demonstrates how our ability to practice leadership can be enhanced by our appreciation of these characteristics. This course is meant to provide students with an understanding of systems theory and systems thinking as the theoretical underpinning of leadership practice. Prereq: ILD 851; ILD 814.

ILD 854. Data Use and Analysis (Quantitative). 3 credits.

This required course is open to students who are implementing quantitative research designs in their dissertations. It focuses on:
a) using statistical software to conduct a variety of statistical tests;
b) presenting and interpreting the results of these tests in a manner consistent with social science methods. The latter focuses on the substantive application of results to leadership decision-making.

ILD 890. Analysis and Application of Scholarly Literature. 2 credits.

Students will collect and analyze scholarly literature in order to design a framework for the dissertation in practice literature review chapter.
P. Completion of the core courses and ILD 812 or by permission.
Co:Recommend ILD 899E.

ILD 895. Independent Study. 1-3 credits.

This course will deal with topics in leadership practice, theory, research, and policies under the direction of an Ed.D faculty member. The content of this course will vary depending on the needs of the student. Prior approval from the Director of the Interdisciplinary Ed.D. Program in Leadership is required.

ILD 899. Dissertation Research. 1-8 credits.

The dissertation in practice research project is a process of inquiry focused on practical issues related to the student's discipline. The dissertation in practice addresses real world problems or issues in applied settings. The student workplace or practice setting is the laboratory for development of the dissertation. The dissertation provides the structure for examination of the student's practice in a thoughtful and systematic way. The student should be prepared to seek approval of the dissertation proposal at the conclusion of the first three (3) credit hours of dissertation credit earned. Students take the first three credits in faculty-facilitated courses to understand the components and requirements necessary to complete the dissertation. The first credit, identified as 899e, focuses on the dissertation process in which students determine scope of the dissertation in practice. This course is ideally paired with ILD 890, which focuses on the ethical components of dissertation research. The remaining 899 credits are to be taken over the next 1-2 years, working with the student's chair and dissertation committee collecting data, analyzing data, presenting results, summarizing findings, and drawing conclusions in preparation for the final dissertation in practice paper and oral defense (ILD 810).

ILD 899E. Dissertation. 1 credit.

Students will acquire information about the dissertation process and product for the Creighton University Ed.D. program. Students learn how to identify the different parts of the Dissertation in Practice (DIP), explore the essentials of the applied research dissertation journey, review candidacy requirements, and learn about the proposal and defense processes. Students will also learn how to select an appropriate real-world problem, draft a problem statement, construct a purpose statement, and form an aim statement.

ILD 999. Upper Level ILD Transfer Cred. 1-9 credits.