DOCTOR OF EDUCATION, EDUCATIONAL LEADERSHIP PK-12 PROGRAM HANDBOOK

San Diego State University | College of Education

2019 Admission Cycle

A guide to your doctoral journey with San Diego State University's Department of Educational Leadership.

TABLE OF CONTENTS

WELCOME!

On behalf of the Educational Leadership faculty, it is my privilege to welcome you to the Doctor of Education, Educational Leadership PK-12 program. We are excited that you have chosen San Diego State University (SDSU) for your doctoral journey.

The California State University (CSU) wasn't originally chartered to award doctoral degrees. Rather, in the original California Master Plan for Education, it was the University of California that that bore that privilege. Then, in the early part of the current century this historical arrangement was modified. This sea change to California's Master Plan was in response to a critical shortage of highly-qualified educational leaders.

The program you are entering was the first independent doctoral degree to be offered by the CSU. Our faculty believes it is both a privilege and responsibility to support the continued growth of those who lead our schools. Our program operates with considerable support from school district and state agency partners. You will soon see how individuals from these organizations collaborate, to inform our work and share in the ongoing development of our students.

We have developed this handbook to highlight key elements of your doctoral journey. It summarizes a range of policies and requirements about which you'll want to become informed as you take your first steps down the path to your doctoral degree. I recommend you keep this handbook close by and make a point to review it each semester. The handbook supplements SDSU's *Graduate Bulletin,* which sets forth the official requirements for your degree.

As your journey unfolds, questions will undoubtedly arise. As the program's Director, I stand by to answer questions, provide guidance, and support your success. Our faculty are rightly proud of our doctoral program completion rate which currently exceeds 90%. This impressive statistic is indicative of quality and commitment of the students we accept, as well as the faculty's collective dedication to supporting our students' doctoral aspirations.

Congratulations on your acceptance into our program and making the commitment to a doctoral degree. I wish you much success as your journey unfolds.

James Marshall, Ph.D.
Director, Doctor in Education, Educational Leadership (PK-12) Program

INTRODUCTION

Welcome to San Diego State University's (SDSU's) Doctor of Education (Ed.D.) Program in Education Leadership, PK-12 concentration. This *Handbook* is based upon the *Graduate Bulletin of SDSU and* designed as a general guide to your Ed.D. program. The *Graduate Bulletin*, which represents the official regulations and procedures for programs at SDSU, may be accessed via the University's website.

The Ed.D. Program in Educational Leadership seeks to advance the work of public schools throughout our region. The program is committed to developing reflective leaders and change agents, capable of responding to the area's demographic shifts and the increasingly complex needs of educational organizations within this diverse multicultural region. Emphasizing theory, research, and practice, the program provides an opportunity for candidates to work within ongoing, active learning communities. As they interact with faculty and cohort peers, students acquire deeper understanding of themselves as educators, leaders, policy makers, and policy advocates, and develop the knowledge and skills necessary to improve student learning through creative, flexible, visionary, humane, and ethical leadership. The program strives to develop leaders who are:

- Experts in educational leadership
- Critical thinkers informed by scholarly literature
- Transformational change agents
- Self-aware, ethical professionals

PURPOSE OF THIS HANDBOOK

This handbook acquaints you with important procedures of the Ed.D. program, selected policies and regulations of SDSU, and various resources available to you as a doctoral student. If you are one of the many students with full-time job responsibilities, you will find yourself relying upon your network of faculty and student colleagues. We urge you to work closely with your teachers, faculty advisor, dissertation committee, and program staff to complete the degree requirements described herein.

Additionally, it is your responsibility to stay informed about program changes, requirements for the degree, and the policies and procedures of the Division of Graduate and Research Affairs as delineated in the current Graduate Bulletin available on the SDSU website. The policies and procedures operative on the date of the student's initial enrollment govern the student's program.

> *Doctoral students are responsible for following the procedures outlined in this handbook, and SDSU's Graduate Bulletin.*

KEY PROGRAM CONTACTS

Rachael Stewart

Administrative Support Coordinator
Department of Educational Leadership
San Diego State University

Phone: 619-594-1338| Fax: 619-594-3825|E-mail: rstewart@sdsu.edu

James Marshall, Ph.D.

Director, Doctor of Education, Educational Leadership (PK-12) Program
Associate Professor
Department of Educational Leadership
San Diego State University

Phone: 619-594-0153| Fax: 619-594-3825|E-mail: marshall@sdsu.edu

FACULTY

CORE Ed.D. FACULTY	POSITION	INTERESTS
Doug Fisher dfisher@sdsu.edu	Department Chair and Professor	Instructional improvement; English learners school-wide change; literacy leadership; qualitative research; struggling learners
Jim Marshall marshall@sdsu.edu	Ed.D. Program Director and Associate Professor	Program evaluation methodologies; learning with technology; instructional design; change management through use of data; community partnerships; professional learning
Nancy Frey nfrey@sdsu.edu	Professor	Elementary and secondary reading instruction; literacy in content areas; supporting students with diverse learning needs
Vicki Park vpark@sdsu.edu	Assistant Professor	School improvement; organizational learning; policy implementation; professional collaboration; qualitative methodologies
Ian Pumpian ipumpian@sdsu.edu	Professor	Urban education reform; Organizing urban educational institutions to improve student achievement and effectively prepare and support educators and other professionals for careers in culturally diverse urban areas
Cheryl Ward cward@sdsu.edu	Associate Professor	Qualities/characteristics of successful principals in low performing schools; leadership coaching; 21st century teaching and skill sets
James Wright jwright6@sdsu.edu	Assistant Professor	Culturally responsive school leadership discourses and practices; equitable educational opportunities and outcomes for students; effective community engagement for communities of color

PROGRAM GOALS AND STUDENT LEARNING OUTCOMES

SDSU's Doctoral Program in Educational Leadership seeks to advance public education throughout our region—and beyond. The program is committed to developing reflective leaders and change agents, capable of responding to the area's demographic shifts and the increasingly complex needs of educational organizations within this diverse multicultural region. Emphasizing theory, research, and practice, the program provides an opportunity for candidates to work within ongoing, active learning communities. As they interact with faculty and other cohort members, students acquire deeper understanding of themselves as educators, leaders, policy makers, and policy advocates, developing the knowledge and skills necessary to improve student learning through creative, flexible, visionary, humane, and ethical leadership.

The program strives to develop leaders who are:

A. Experts in Educational Leadership
B. Critical Thinkers Informed by Scholarly Literature
C. Transformational Change Agents, Possessing the Skills of:
    i. Problem solving
    ii. Management
    iii. Capacity of mission/vision articulation
    iv. Influencing the instructional environment
    v. Creating collaborative and community partnerships
D. Self-Aware, Ethical Professionals
E. Professional Who Value and Promote Access, Equity, and Student Success

PROGRAM STUDENT LEARNING OUTCOMES

Graduates of the Ed.D. program will become proficient in the following:

- **Organizational Strategy:** Organize strategies to improve the quality of education and promote the success of all students, while sustaining their institutional mission. The demonstration of this outcome is based on knowledge of the organizations, their cultures, environments, and future trends (Program Goals: A, C, E).
- **Resource Management:** Equitably and ethically sustain people, processes, information, and assets, to fulfill the mission, vision and goals of their institutions (Program Goals: A, D, E).
- **Instructional Leadership:** Apply the necessary knowledge and skills to promote the academic success of all students by fostering a positive organizational culture. Graduates develop effective curricular programs, a student-centered learning environment, and ongoing professional growth opportunities for all staff (Program Goals: A, B, D, E).
- **Communication:** Use scrupulous listening, speaking, and writing skills to engage in honest, open dialogue (Program Goals: A, B, C, D, E).
- **Collaboration:** Demonstrate the ability to develop responsive, cooperative, mutually beneficial, and ethically sound internal and external relationships;

ones that nurture diversity, foster student success, and promote the organization's mission (Program Goals: A, B, C, D, E).

- **Organizational Advocacy:** Recognize, commit to, and advance the mission, vision, and goals of the organization (Program Goals: A, B, C).
- **Professional:** Set high standards for self and others, demonstrate personal accountability, and ensure the long-term growth of self and the organization (Program Goals: A, B, C, D, E).
- **Financial and Legal Forces:** Identify the financial and legal forces affecting leadership in Pre-K-20 Education (Program Goals: A, D, E).
- **Decisions Sciences:** Engage in scientific methods to assess, practice, examine results, and promote sound decision-making (Program Goals: A, B, C, D, E).

DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP CRITERIA FOR PROGRAM QUALITY

The SDSU doctoral program in Educational Leadership seeks to prepare innovative leaders who design access, equity, and student success solutions, as they address current problems and future challenges faced by PK-12 educational systems. The program is designed to provide a solid foundation in past and current PK-20 leadership practices, while at the same time challenging students to be transformational in their thought and action.

These Criteria for Program Quality are intended to frame program self-study and evaluation activities, as well as direct decisions related to the allocation of resources to ensure a dynamic educational experience for the doctoral students. In addition, these criteria will be applied in the recruitment of faculty who are committed to designing the creative learning experience required for preparing transformational educators.

1. **Develop high quality university/community partnerships and ongoing contributions to the community.**

    SDSU's Doctoral Program in Educational Leadership seeks to move beyond traditional notions regarding community partnerships. Toward this end, we must continuously assess the quality of doctoral students' interactions with their surrounding communities, as well as the extent to which direct university/community partnerships are crafted and maintained.

    We are required to demonstrate the contributions that program graduates make to their community. First, this requires we connect classroom learning with innovative practice in practical and long-lasting ways. Second, it requires we assess the degree to which program graduates become entrepreneurial leaders, active agents of change, and scholar-practitioners within PK-12 education communities, as well as within the community at large.

2. **Ensure academic rigor.**
    The Doctoral Program in Educational Leadership should be of sufficient academic rigor to attract and retain quality students and faculty, as well as to engender respect and influence in shaping positive educational change. This program requires the type of personal experience for each student so that he/she will be prepared to design access, equity, and student success solutions for the future. This includes faculty members' contributions to scholarship and practice in the local community and beyond. In addition, faculty will conduct ongoing assessments of course workload to ensure its rigor and reasonableness for working professionals.

3. **Foster participant connectedness within and across cohorts.**
    The collaborative virtues of the cohort model constituted a common theme cited in the initial interviews. The students have self-reported the value of

participating in purposefully designed learning communities, the size of which allows for meaningful relationships. The students desire to have this maintained. This connectedness should be encouraged and thus opportunities for connectedness will be provided across PK-12 cohorts from year to year.

4. **Develop education leaders who are driven to re-imagine, re-design, re-affirm policies and programs through the lens of the 21st Century.**
The current technology-driven, global environment requires that PK-12 and Postsecondary Education leaders reassess and realign expectations, policies, curricular content, and instructional practice to ensure all students graduate prepared for leadership and work in the 21st Century. Thus, SDSU Doctoral Program candidates must learn to synthesize knowledge within and across disciplines and apply this knowledge to solve complex problems of practice. To the degree they are provided opportunities to advance their own cross-cultural sophistication, they will graduate prepared to engage actively and responsibly within this global context.

5. **Provide opportunity for students to graduate within three years.**
We are legislatively required to provide students with the opportunity to complete the Doctoral Program within three years. This requires that faculty provide students with the supportive environment to complete the degree in three years, including expedited and ongoing quality feedback regarding coursework and dissertation milestones. Faculty conduct ongoing assessment of the degree to which course content supports dissertation research and writing.

THE PROGRAM

The Ed.D. Program in Educational Leadership involves the following, required components:

- 60 semester units of course work, including practicum/internship and dissertation credit
- Qualifying exam
- Dissertation
- Defense of the dissertation

PROGRAM STRUCTURE

- Course of study designed to be completed in as little as three-calendar years, 60-semester unit program.
- Classes scheduled in the evenings, on weekends, and blended with in-class and distance formats.
- Courses offered in the fall, spring and summer sessions.
- Program consists of lectures and seminars, individualized research support courses, internships, qualifying exam, and dissertation.

MATRIX OF COURSES FOR CORE AND CONCENTRATION AREAS

CORE COURSES	
ED 815	Re-Thinking Leadership (3)
ED 840	Seminar in Ed. Leadership for a Diverse Society (3)
ED 855	Seminar in Ed. Leadership for Developing Educational Systems (3)
ED 860	Seminar in Leadership and Educational Change (3)
ED 850	Seminar in Quantitative Methods of Inquiry (3)
ED 851	Seminar in Qualitative Methods of Inquiry (3)
ED 836	Seminar in Research and Writing Support (6-9, minimum two semesters)
ED 885	Educational Program Planning & Evaluation (3)
PK-12 LEADERSHIP CONCENTRATION COURSES	
EDL 830 Leadership for Learning (3)	
EDL 880 Seminar in Advanced Topics in Educational Leadership (3)	
EDL 720 Human Resource Development in PreK-12 Educational Organizations (3)	
EDL 755 Governance and Policy Development in PreK-12 Learning Organizations (3)	
EDL 760 Internship in Educational Leadership (3)	
ED 895 Seminar: Writing and Research (3)	
EDL 707: Educational Finance (3)	
DISSERTATION CREDIT	
ED 899 Doctoral Dissertation (12 units, completed over a minimum of two semesters)	

COURSE DESCRIPTIONS

The following sections provide short course descriptions for each of the three categories of courses: (1) Leadership Core; (2) Research Core; and, (3) PK-12 Leadership courses.

LEADERSHIP CORE COURSES

ED 815. Re-Thinking Leadership (3)
Consider concepts related to individual and collective leadership in educational environments; explore practices and policies related to effective leadership and management; study the ethical implications of leadership practice.

ED 840. Seminar in Leadership in a Diverse Society (3)
Explore the nature and extent of variations in admission, access, acceptance, academic growth, retention, and graduation and the role educational leaders play in ensuring that all students enjoy high levels of academic attainment.

ED 855. Seminar in Leadership for Developing Educational Systems (3)
Consider the skills and processes for developing educational systems through communications, adult learning, and professional development.

ED 860. Seminar in Leadership and Educational Change (3)
Consider the complexities of educational change; investigate various models of organizational change; explore relevant leadership skills and strategies; develop action plans for addressing related educational leadership challenges.

RESEARCH CORE COURSES

ED 885. Seminar in Educational Program Planning and Evaluation (3)
Develop effective monitoring and evaluating systems to improve educational programs, educational systems, and educational policymaking; integrate principles and methods of program evaluation into personal frameworks for use in educational organizations.

ED 850. Seminar in Quantitative Methods of Inquiry (3)
Inquiry and empirical research in educational settings within public schools, postsecondary institutions, and public and private sector educational organizations, culminating in a dissertation proposal.

ED 851. Seminar in Qualitative Methods of Inquiry (3)
Theory and methods of qualitative research and evaluation. Computer applications in qualitative research. Match methodology to research settings in education; design a research or evaluation proposal; collect and analyze data; and present results of qualitative research.

ED 836. Research and Writing Support (6-9) CR/NC
Identification and clarification of a researchable problem in PreK-12 and community college leadership; analysis of related literature, investigation of possible methodology; application to Institutional Review Board. Maximum credit nine units.

ED 895. Seminar: Research and Writing Support (3)
Prerequisite: Admission to the doctoral program or consent of the graduate coordinator.

Investigation of a particular topic or issue, emphasis on empirical research in education. See Class Schedule for specific content. Maximum credit eight units applicable to an advanced degree.

PK-12 LEADERSHIP CONCENTRATION COURSES

EDL 720. Human Resource Development in PreK-12 Educational Organizations (3)
Investigate human resource management in preK-12 educational administration including selection and evaluation of staff, contract management, and staff development; consider personnel managerial styles, staff leadership, and motivation techniques related to morale and productivity; analyze educational personnel systems and employee assistance programs.

EDL 755. Governance and Policy Development in Pre-K-12 Learning Organizations (3)
Consider the impact of educational policy and politics in governance and administration of PreK- 12 educational systems; understand the functions of federal, state, and local education agencies; explore the influences of lay citizens and special interest groups; identify the roles of the judiciary, employee organizations and students.

EDL 830. Leadership for Learning (3)
Explore the challenges associated with improving a broad spectrum of learning indicators for all students; consider the research on leadership practices that influence school and district learning results; utilize the research to inform, challenge, and justify theories of action regarding the improvement of teaching and learning.

EDL 880. Seminar in Advanced Topics in Educational Leadership (6)
Explore various topical issues relevant to leadership practice within PreK-12 American education systems; consider these various concerns and/or dimensions of leadership as influencing educational institutions within the context of diverse democratic communities.

EDL 760. Practicum in PreK-12 Educational Organizations (3)
Participate in and observe leadership practices in local schools and educational settings.

EDL 707. Educational Finance (3)
The primary objectives of this course are to provide students with both an understanding of the methods of financing public schools, as well as with a basic overview of budgeting and evaluation principles to ensure that available resources are allocated with optimum efficiency and effectiveness.

COHORT PROGRAM

Ed.D. students participate as members of a learning community (cohort) dedicated to enhancing educational leadership practice on behalf of the organizations and students they serve. As a member of this learning community, you are expected to learn from your colleagues, teach your colleagues, assist your colleagues, and provide and receive support from them.

As a member of this learning community, you are expected to learn from your colleagues, teach your colleagues, assist your colleagues, and provide and receive support from them.

COURSE SEQUENCE

All students take classes together as a participating member of a learning community. The specific sequence of classes for your three-year program is included in this document.

ADVISORS

Your faculty advisor will assist you with the various phases of your degree program. As you progress through your program, you may work with a number of advisors serving in different capacities. You will be assigned an initial advisor who will provide you with some guidance as you begin the program. Once assigned, your dissertation advisor assumes the primary advising role, supporting you in completing the dissertation project. Students have the right to ask for a change in advisor. Please speak with the Program Director to initiate such a change. Your dissertation advisor, one additional faculty member, and one community member comprise your dissertation committee. First charged with approval of your dissertation proposal, this committee then oversees your completion of the dissertation and the oral defense of your dissertation. Finally, the dissertation committee recommends you to the Graduate Dean of SDSU to be awarded the Ed.D.

At SDSU, only those faculty members who have been approved by the College of Education and the Dean of the Division of Graduate and Research Affairs may serve as advisors to doctoral students or as members of qualifying exam or dissertation committees. If you are interested in working with an SDSU faculty member who has not yet been approved for service in these capacities, you are encouraged to discuss this request for approval with the faculty member in question and the program coordinator. Be advised, however, that approval of such requests is not automatic and is considered within guidelines established by the College of Education and the Graduate Division at SDSU.

STUDENT PROGRESS

Doctoral students are expected to make steady progress toward completion of requirements for the degree. The time required to complete the degree depends less on units of credit or semesters of attendance than it does on the mastery of the subject matter field and completion of a satisfactory dissertation. However, the program is designed for a student to successfully complete the program in three years, thus the faculty expect that students will be able to complete their degrees satisfactorily in three years.

The time required to complete the degree depends less on units of credit or semesters of attendance than it does on the mastery of the subject matter field and completion of a satisfactory dissertation.

The student's progress in the course-taking expectations of the program, progress toward completion of the dissertation, and the student's strengths and weaknesses will be reviewed in this assessment meeting. Students will be presented with verbal and, possibly, written feedback on their progress, as well as with ideas for improvement, when warranted. See the concentration sections of this manual for additional information.

In order to remain in satisfactory academic standing, doctoral students must maintain a 3.0 grade point average in all coursework. Letter grades for classes will include plus and minus grades. Doctoral students who have a grade point average below 3.0 in two successive terms will be disqualified from the program. Students must meet all the requirements of graduate doctoral students as outlined in the university Graduate Bulletin.

Doctoral students who fail to make satisfactory academic progress may be officially disqualified from the university after consultation with the Program Executive Committee. A doctoral student may be disqualified because of unsatisfactory academic progress only after a careful review and written recommendation by the Ed.D. program faculty. To ensure that a decision to disqualify a doctoral student from the program is just, basic due process requirements will be met, including an opportunity for appeal by the doctoral student following the guidelines in the university Graduate Bulletin. A doctoral student who has been disqualified is considered to have been terminated from the university and will not be allowed to continue in the program, enroll in courses, or register again without readmission.

PROGRAM REQUIREMENTS

OFFICIAL PROGRAM OF STUDY

By the third term, students must ensure that a program of study is filed with the Division of Graduate and Research Affairs. Functioning as your contract with SDSU, the Program of Study outlines all the requirements you will complete to be eligible for Graduation. The Program Director will forward an electronic copy to you and to the Division of Graduate and Research Affairs.

QUALIFYING EXAM

The qualifying examination provides the doctoral student opportunity to demonstrate appropriate progress toward achieving competence in the Ed.D. Program goals. Through this examination, students demonstrate expertise in their area of study and readiness to advance to candidacy and dissertation work. This examination will cover the three curricular areas of the program, including (1) Leadership core courses, (2) Research Methodology courses, and (3) Concentration courses, completed up to that time.

In the PK-12 concentration, the examination is comprised of the student's dissertation proposal (Chapters 1-3). The examination will be evaluated by a committee which is typically comprised of at least two program faculty members and one PK-12 partner doctoral faculty member. A pass requires agreement among a majority of the evaluators. If a doctoral student does not pass a portion of the examination or the entire examination, he or she will have one opportunity to take remedial action, as determined by the readers of the examination. Successful completion of assigned remediation is required for advancement to candidacy.

ADVANCEMENT TO CANDIDACY

The advancement to candidacy for the doctoral degree is an acknowledgment of a students' potential to successfully complete the specific requirements of the program. Eligibility for advancement to candidacy is based on the successful completion of the qualifying examination. Candidacy is confirmed on the Application for Advancement to Candidacy (Ed.D. 3 Form) which details the degree requirements to be met by the individual student. At this milestone, students officially become "doctoral candidates" and can proceed with work toward the dissertation.

The Dissertation

Ed.D. students are required to complete a dissertation. The primary goal of the dissertation is to generate knowledge that contributes to the understanding of educational leadership practices, policies, reforms or improvements. The Ed.D. dissertation constitutes an original scholarly work or program review set in a scholarly context that applies rigorous research methods in the study of educational problems and practices. The dissertation proceeds from a cohesive theoretical framework and includes a comprehensive review of relevant literature. The dissertation traditionally includes an in-depth presentation of data, qualitative and/or quantitative, and a thorough analysis of these data. The dissertation advances an interpretation of the findings, a discussion of their significance/implications for practice, and an indication of important areas for further research. Candidates must register for a minimum of 12 dissertation units (ED 899) during their program.

> *The primary goal of the dissertation is to generate knowledge that contributes to the understanding of educational leadership practices, policies, reforms or improvements.*

Candidates also need to be enrolled in three (3) units of ED 899 during the semester in which they submit their dissertation to Montezuma Publishing. Candidates should become familiar with graduate student responsibilities regarding research found in the Graduate Bulletin.

Dissertation Committee

The student's Dissertation Committee counsels the student on all aspects of the doctoral research to foster the student's progress, and to monitor the quality of the research and resulting dissertation. The Dissertation Committee will consist of at least three members; one who will serve as Chair. Co-chairs are allowed. More than three committee members are acceptable and may be requested by the student and the chair. The doctoral student should consider faculty who might make an appropriate Chair or committee member and make his or her preferences known to the Program Director no later than the end of the third term of study.

The Dissertation Chair is the first committee member to be assigned. The Chair must be a member of the College of Education's Doctoral Faculty. The Chair and the candidate then collaborate on nominating a committee of at least two additional members. Since the doctorate was designed to reflect and foster necessary community partnerships, where appropriate and when a qualified community representative is available, the community member will become the third member of a dissertation committee, along with two SDSU graduate faculty. The community representative must meet SDSU requirements to serve on a dissertation committee. In certain cases, a fourth member can be added to the committee if expertise in a certain area would enhance the committee's work. This member can be a SDSU faculty member or a member of the

professional community. Once the committee members have agreed to serve, the student must file the Nomination of the Dissertation Committee Ed.D. 4 Form with the Division of Graduate and Research Affairs.

YOUR DISSERTATION CHAIR

Typically, your Committee Chair will be assigned first. Criteria for doctoral faculty members to be eligible to chair a dissertation committee are as follows:

1. An earned terminal degree.
2. The chair or at least one of the co-chairs must be a tenured or tenure track faculty member.
3. Demonstrate expertise (theoretical, methodological, or topical) in areas germane to the dissertation research
4. Exhibit a record of published research (continuous and recent)
5. Be approved by the Dean of Graduate Affairs
6. Successful completion of service as a member of a Dissertation Committee; or, for new Doctoral Program, the requirement for previous Dissertation Committee service may be waived for a person who has unique expertise germane to the dissertation.
7. Must not represent a conflict of interest such as a member who is your direct or immediate supervisor, your subordinate, your relative or anyone with whom you have a related business relationship.
8. Remember Committee Chairs are "asked" to serve. Students should consider faculty members with whom they have established a professional, working relationship.
9. The Chair should have a keen interest in, and knowledge of, the given topic.

SELECTING YOUR COMMITTEE MEMBERS

The selection of committee members is done in cooperation with your Chair. The Chair should take an active role in assisting you to identify committee members. It is important that your Chair has or will be able to establish a positive, working relationship with all committee members. Dissertation committee members must meet all of the following criteria:

1. An earned terminal degree.
2. Hold a faculty appointment in the department.
3. Demonstrate expertise (theoretical, methodological, or topical) in areas germane to the dissertation research
4. Exhibit a record of published research or successful practice in the discipline.
5. Have successful teaching experience at the graduate level.
6. Have demonstrated ability in directing others in research
7. Be approved by the Dean of Graduate Affairs and the Dean of the College of Education.

8. Must not represent a conflict of interest such as a member who is your direct or immediate supervisor, your subordinate, your relative or anyone with whom you have a related business relationship.

STEPS TO FORM YOUR COMMITTEE

1. Chair appointed.
2. Work with your Chair to identify other members.
3. Ask Chair to approve the list of committee members.
4. Officially ask the members to serve.
5. Office of the Ed.D. Program Director submits Dissertation Committee Form after you have been advanced to candidacy.

DISSERTATION PROPOSAL

The dissertation committee guides the work of the candidate during the process of shaping an acceptable research proposal and writing a dissertation. Expectations for the contents of the dissertation proposal may vary across areas of concentration.

Candidates are advised to seek guidance from the chair of their dissertation committee regarding the form of the proposal. Upon tentative approval of the dissertation proposal by the dissertation committee chair, the candidate shares a draft of the proposal with other members of the committee and schedules a meeting of the committee to discuss the proposal. The student comes to the proposal meeting prepared with a copy of the Proposal Approval. If the committee indicates approval, students file the form with the Program Director.

The faculty generally see the proposal defense as a coaching opportunity. During the defense, we will discuss your study, ask questions, and provide guidance. The intent is to provide you with final guidance, as you transition to conducting your study.

INSTITUTIONAL REVIEW BOARD

The Institutional Review Board (IRB) at SDSU must approve all doctoral research. Candidates must complete an online assessment of ethical research and submit an IRB protocol before conducting any research involving human subjects. Students must review the specific procedures in place at SDSU for the submission of research protocols to the IRB.

Information about this process can be found on the web at https://newscenter.sdsu.edu/researchaffairs/irb.aspx

WRITING THE DISSERTATION

Candidates will work closely with their dissertation chair during the research process and the writing of the dissertation. Depending on the type of research conducted, completing a dissertation can take from one to two years. Throughout the process, candidates should refer to this doctoral handbook to ensure timeliness in executing the proper paperwork and accuracy in following established procedures.

As they approach completion, they should closely follow the deadlines for submitting SDSU Petition for Graduation Form, which may be obtained from the Division of Graduate and Research Affairs.

Specific guidelines for writing and preparation of the dissertation can be obtained from Montezuma Publishing. Montezuma Publishing is also responsible for posting deadlines for submittal, please stay apprised of these dates as you approach completion.

Deadlines and important dates can be found here: http://www.montezumapublishing.com/thesis1/ThesisDeadlines.aspx

INTENT TO RECEIVE A DEGREE

The Petition to Graduate Form must be filed with the Division of Graduate and Research Affairs by mid-September if the candidate expects to complete all Ed.D. requirements in time for a December graduation and by early February if he/she expects to receive the degree in May. Check the current Graduate Bulletin for actual deadline dates.

DISSERTATION DEFENSE

All dissertation defenses are open to the public. At least two weeks prior to the defense date, the student must prepare a one-page dissertation announcement and email the announcement, along with an electronic version of the dissertation abstract, to the Program Director's office in the area of concentration within which the defense will take place.

The Dissertation Committee conducts a final oral examination during which the doctoral student defends the dissertation. The dissertation defense will address the theoretical and conceptual framework, relevant literature, data collection techniques, data analysis strategies, and results and implications concerning the question(s) studied. The Committee may vote to approve the dissertation and recommend conferral of the degree by unanimous vote or it may request minor and/or substantive changes. In the event that the Dissertation Committee requires substantive changes, the final vote of the Committee will be postponed until the changes are completed. The Committee may also vote to reject the dissertation, ending the doctoral student's participation in the degree program.

GRADUATION DEADLINES

Exact dates pertaining to institutional requirements for December, May or August graduation are listed in the current SDSU Graduate Bulletin or Academic Calendar available on the SDSU website.

Major Ed.D. Program Milestones

The following table lists the major milestones on the path to the Ed.D. degree. Please consult your cohort's program of study/course sequence and/or your faculty advisor for more information about any step in this process.

TASK	PROCESS	RESPONSIBILITY
File a Program of Study	Work with advisor to confirm program then send it to Ed.D. Director	Program Director submits program to the Division of Graduate and Research Affairs
Nomination of Qualifying Exam Committee	Student and Chair decide on the composition of this committee	Student's Dissertation chair submits to the Program Director
Qualifying Exam/ Advancement to Candidacy	Student secures necessary signatures indicating passage of qualifying exam	Student Department submits to the Division of Graduate and Research Affairs.
Nomination of Dissertation Committee (if different from Qualifying Exam Committee)	Student and Chair decide on the composition of this committee	Student's Dissertation chair submits to the Division of Graduate and Research Affairs.
Defense of Dissertation Proposal	Student submits the Defense of dissertation Proposal form	Student Department submits to Program Director
IRB Approval	Student works with IRB office to obtain Human Subjects Committee Approval of the research protocol	Student emails research protocol approval notification to Chair and all committee members.
Student begins research; consults with Chair and committee members on chapters.		
Student submits graduation application via WebPortal		
Dissertation Defense	Student prepares a final draft to present to Dissertation Committee. When student has met committee expectations, this form is signed	Student submits to the Division of Graduate and Research Affairs.

Key Policies and Regulations

The SDSU Graduate Bulletin sets forth a number of policies and regulations related to your graduate studies. You are advised to consult and carefully review these policies prior to engaging in your doctoral study. What follows are summaries of key policies, for your immediate reference. **In the case of conflicting information, the Graduate Bulletin, for the year in which you are admitted to the university, will prevail.**

Student Grievances

If a student believes that a professor's treatment is grossly unfair or that a professor's behavior is clearly unprofessional, the student may bring the complaint to the proper University authorities and official reviewing bodies by following the Procedures for Handling Student Grievances Against Members of the Faculty, adopted by the Faculty Senate. A copy of the procedures may be obtained from the Ombudsman's Office in the Student Services building. Students are urged to review the specific procedures in place via the SDSU website.

Plagiarism

Plagiarism is formal work publicly misrepresented as original; it is any activity wherein one person knowingly, directly, and for lucre, status, recognition, or any public gain resorts to the published or unpublished work of another in order to represent it as one's own.

Work shall be deemed plagiarism: (1) when prior work of another has been demonstrated as the accessible source; (2) when substantial or material parts of the source have been literally or evasively appropriated (substance denoting quantity; matter denoting qualitative format or style); and (3) when the work lacks sufficient or unequivocal citation so as to indicate or imply that the work was neither a copy nor an imitation. This definition comprises oral, written, and crafted pieces. In short, if one purports to present an original piece but copies ideas word for word or by paraphrase, those ideas should be duly noted.

Lindey, Alexander. Plagiarism and Originality, 1952.

SDSU is a publicly assisted institution legislatively empowered to certify competence and accomplishment in general and discrete categories of knowledge. The President and faculty of this University are therefore obligated not only to society at large but to the citizenry of the State of California to guarantee honest and substantive knowledge in those to whom they assign grades and whom they recommend for degrees. Wittingly or willfully to ignore or to allow students' ascription of others' work to themselves is to condone dishonesty, to deny the purpose of formal education, and to fail the public trust.

The objective of university endeavor is to advance humanity by increasing and refining knowledge and is, therefore, ill served by students who indulge in plagiarism. Accordingly, one who is suspected or accused of disregarding, concealing, aiding, or

committing plagiarism must, because of the gravity of the offense, be assured of thorough, impartial, and conclusive investigation of any accusation. Likewise, one must be liable to an appropriate penalty, even severance from the University and in some cases revocation of an advanced degree, should the demonstrated plagiarism clearly call into question one's general competence or accomplishments.

MAINTENANCE OF INTEGRITY IN RESEARCH

SDSU expects the highest standards of ethical behavior of all members of the academic community involved in the conduct of research, including graduate students. Although instances of misconduct in research are rare, reports of possible scientific fraud concerning faculty, staff, and graduate students employed in research contracts and grants are dealt with in accordance with the university's assurance of compliance with the United States Public Health Service scientific misconduct regulations. The administrative process for handling allegations of scientific misconduct and for protecting the rights and reputations of all persons involved is detailed in the Policy on Maintenance on Integrity in Research and Scholarship and published in the SDSU Policy File. Reports and/or charges of misconduct in research at SDSU should be directed to the chair of the department or dean of the college in which the alleged misconduct has occurred. Such reports may also be directed to the Vice President for Research in Graduate and Research Affairs for referral to the appropriate college dean.

FINANCIAL AID

Like other national universities, SDSU makes available to students admitted to advanced degree curricula a variety of financial support programs designed to substantially reduce or eliminate economic barriers to the pursuit of graduate study. The most widely known of these are the state and federal aid programs available to degree-seeking students who are citizens or permanent residents of the United States. Equally important are the university programs that address the unique financial needs of individual students across a broad range of economic and academic circumstances. The on-campus programs for advanced degree students at SDSU include appointments as graduate teaching associates, graduate assistants, research assistants, and student assistants as well as tuition and fee payment assistance, fellowships, scholarships, grants, and forgivable loans.

Information about all state, federal, and institutional aid programs is available from the Office of Financial Aid and Scholarships located in Student Services, Room 3605. The phone number is 619-594-6323. Information about the available programs as well as the academic standards that a student must maintain to remain eligible for such aid can be accessed at the SDSU website's Financial Aid page.

RESIDENCY

After formal admission to a doctoral program, the student must spend at least one year in full-time residence. At SDSU, the minimum of one year of full-time residence consists of registration in and completion of at least six semester units each semester of the

required year's residence. Students must be enrolled or pay a continuation fee each semester in order to maintain good standing.

CONTINUING REGISTRATION

Once required coursework at San Diego State has been completed, the student is required to maintain continuing registration though completion of all degree requirements. The student can do this by submitting a leave of absence through their department each semester until the semester they intend to graduate. Students need to be enrolled in three units of ED 899 the semester they intend to graduate.

TIME LIMITS

The Ed.D. program is designed in order for students to be able to complete all requirements in a three year timeframe. With your advisor's approval and the approval of the Program Director a first time extension of one year may be granted. To apply for an extension, complete the SDSU extension form during the semester in which your time limit expires. Subsequent extensions may be granted for one year with the approval of your advisor and the Program Director. A timetable outlining your plan for completing all outstanding degree requirements is attached to the Petition for Extension and submitted to the advisor who obtains the appropriate Department Chair signature. Extensions will not exceed a total of 7 years from a student's initial date of enrollment.

INCOMPLETE GRADES

With the approval of the course instructor the grade of Incomplete ("I") may be recorded to indicate that a portion of required coursework has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. It is the student's responsibility to explain to the instructor the reasons for non-completion of the work and to reach agreement on the means by which the remaining course requirements will be satisfied. The instructor should discuss with the student the conditions and deadline for completion, whenever possible. The conditions for removal of the Incomplete should be recorded in writing by the instructor and given to the student with a copy placed on file with the department chair until the Incomplete is removed or the time limit for removal has passed. A final grade is assigned when the work agreed upon has been completed and evaluated.

The Incomplete grade is not counted in the computation of the grade point average, nor is credit earned for the semester/session for which the grade was authorized.

Students who receive a grade of "Incomplete" for a SDSU course must complete the required work and receive a grade within one year of the end of the course. Failure to complete the required work by these deadlines will result in an automatic "F" being recorded in place of the incomplete, and usually results in the student being placed on academic probation. Please remember that making up an incomplete is ultimately the student's responsibility, and failure to do so is not an acceptable excuse for later petitioning to have the "F" removed from your record.

Contract forms for Incomplete grades are available via the WebPortal.

STUDENT REINSTATEMENT

Students who fail to make satisfactory progress toward the required deadlines, who have dropped out of the program for any reason or those who do not maintain continuous enrollment will be dismissed from the program. Students may appeal this decision by applying for readmission. The procedure for readmission may require a new personal statement of interest in the program, three new letters of recommendation and a complete set of current transcripts. Students who reapply may be considered at the same time as those seeking admittance for the first time. In considering the readmission request, faculty will evaluate previous coursework, and other activities both in and out of the program. If the student is re-admitted, the faculty may recommend redoing any or all of the student's coursework depending on the length of the time away from the program and the original reason for leaving the program. There is, however, no guarantee of readmission.

PK-12 CONCENTRATION

QUALIFYING EXAM

As noted previously in the student handbook, the qualifying examination provides the opportunity for the student to demonstrate appropriate progress toward achieving competence in the Ed.D. program goals. Through this examination, the student demonstrates expertise in their area of study and readiness to be advanced to candidacy and dissertation work.

In the PK-12 area of concentration, the student's qualifying exam will consist of an initial draft of the student's dissertation proposal as described below. This substantive draft is presented to the Ed.D. Qualifying Exam readers, which is a committee typically comprised of at least two PK-12 concentration program faculty and one community representative.

DISSERTATION PROPOSAL

The dissertation research proposal is the foundation for your dissertation work. The proposal defines your research in operational terms, and outline's expectations for completion. Faculty expectations for the contents of the dissertation proposal may vary. The form and content of the proposal also varies based on the type of research to be conducted: qualitative, quantitative, or mixed methods. Students are advised to seek guidance from the chair of their dissertation committee regarding the form/content of the proposal.

The initial draft of the proposal includes the first three chapters of the dissertation. In general it should contain the following:

Draft Chapter One: An introduction to the proposed dissertation research, including the following:

- A brief statement of the research problem (2 pp).
- A statement regarding the purpose of the study (2 pp).
- A presentation of the research questions or hypotheses.
- A brief summary of the relevant research and scholarship (5pp).
- A brief description of the proposed methodology (2-3 pp).
- A brief summary of the limitations of the study (1 page or less).
- A statement regarding the significance of the research to theory, practice and policy (1 page).

Draft Chapter Two: A review of the literature and its application.

- This chapter has three very specific and important purposes. First, it establishes the relationship of your research to the concepts/theoretical framework you are applying. Second, it establishes the relationship between your work and the empirical research of others. Third, it describes the various methodological approaches applied by others who have investigated the topic, providing the

foundation for decisions about the appropriate methods for investigating the proposed research questions, hypotheses, or program evaluation plan (20-30 pages).

Draft Chapter Three: A description of the proposed research methods.

- Chapter Three discusses the type of methodology proposed (e.g., quantitative, qualitative, mixed methods), and identifies the specific data collection methods selected (e.g., case study, survey, quasi-experimental design, etc.). It explains the rationale for these choices and provides appropriate citations as support for these decisions.
- Chapter Three also describes the population and the context of the study as appropriate, identifying and explaining the sampling design as well as the rationale for why this sampling design was selected using citations as support for these decisions.
- Chapter Three describes the various data collection instruments and the manner in which the data will be collected using citations as support for these decisions. Included are descriptions of how the instruments were selected and/or designed using citations. It also explains, using data, how valid and reliable the instruments are (if applicable).
- The chapter identifies and describes how data will be analyzed using citations as support for these decisions. It details the steps of how, when, and who will collect and analyze the data, describing how data will be triangulated, if applicable.
- The chapter describes how findings will be validated or audited, if applicable.
- Finally, Chapter Three addresses, in detail, all ethical issues related to the research and outlines how confidentiality of subjects will be maintained throughout every aspect of the study (10-15pp).

SUMMATIVE EVALUATION OF THE QUALIFYING EXAM

The proposal is evaluated according to the Dissertation Rubrics, which aligne with the core content elements of the dissertation. Passing score is an average of 3 or above is required on each criterion. Rubrics are available as an appendix to this report.

DISSERTATION PURPOSE AND GUIDELINES

SDSU's Ed.D. Program in P-12 Educational Leadership seeks to prepare transformative leaders who understand the inherent complexities of educational systems, recognize and analyze critical problems of practice, and apply relevant research and scholarship to formulate responses appropriate to specific contexts. These change agents apply the skills of keen diagnosis, scrupulous implementation, and rigorous evaluation in a manner that challenges the status quo and brings about fundamental change to P-12 educational systems.

In preparation for this incisive work, the culminating experience of the Ed.D. program at SDSU, the Ed.D. dissertation, necessarily addresses an identified problem of practice

within a specific public school or district context. The following guidelines assist doctoral candidates in developing an appropriate research question and choosing the corresponding research methodologies for conducting their dissertation study.

1. The problem of practice may originate directly from the candidate or from a given educational institution.
2. The concern may call for evaluation of a specific program within an educational institution. This evaluation might be the vehicle for the dissertation study.
3. A range of methodologies can be applied within the Ed.D. dissertation study, including quantitative, qualitative, and mixed methods approaches.
4. Ed.D. dissertations can be organized around thematic topics, encouraging teams to investigate a given problem of practice from different perspectives and through different theoretical lens. These joint efforts have the capacity to deepen our understanding of a particular concern. Likewise, individual researchers benefit from collective analysis and interpretation of the data. Although team members focus on a shared topic and may collaborate at different points in their studies, each participant produces an original work.
5. The Ed.D. dissertation typically includes five chapters. Chapter One presents an introduction to the study and its context. Chapter Two reviews the relevant research and scholarship. Chapter Three describes the research methodology. Chapter Four reports the results of the project. Chapter Five includes interpretation, discussion, and implications of the research results. The number of chapters, focus of each, and chapter order described here will not necessarily apply to all dissertations. These decisions rest with the dissertation chair and committee.
6. Within SDSU's Ed.D. Program in P-12 Educational Leadership, the implications of results stand as essential outcomes of all dissertation research. Here the candidate articulates the potential of their research to influence and improve practice in P-12education, demonstrating their capacity to make a difference in the lives of children. It is expected that dissertations will highlight clear and substantive implications for educational leaders, based on research findings.

SUMMATIVE EVALUATION OF THE DISSERTATION

The dissertation is evaluated according to the Dissertation Rubrics. Final passage requires the following: A score of 3 or above is required for each criterion. Rubrics are available as an appendix to this report.

DISSERTATION SUBMISSION

The submission of your dissertation will follow your dissertation defense. You will work with your dissertation chair to plan your defense date. A graduation application must be submitted on time for the semester in which you are graduating. Applications are completed through your web portal account, click on the tab "apply to graduate" and follow the instructions. Application deadlines can be found at SDSU's Graduate Affairs Office's website. You must also be registered in at least 3 units of 899 the term you

submit your dissertation, and all program courses must be completed by the last day of the semester.

Students are encouraged to work with their chair and a professional formatter and editor before submitting their dissertations. Dissertations are submitted to Montezuma Publishing, located on the SDSU campus. We recommend the following options towards formatting:

- Format the document yourself
- Hire a vetted formatter from the list of professional support found on:
- Hire Montezuma Publishing to format your dissertation

In addition to formatting, it is recommended that you hire a professional editor to review your dissertation. Please consult with your dissertation chair and or department for recommendations.

FINAL SEMESTER TASKS

Continue to register in ED 899 during the semester in which you are graduating. Confirm with your department that you have registered and will have completed all program requirements for graduation.

Work with an editor and formatter to review your dissertation document so that it is ready to be submitted to Montezuma Publishing after completing dissertation defense.

Schedule dissertation defense with dissertation chair.

Bring the Report of Filing of the Dissertation Form (Ed.D. 5) with you at your defense. You should also have at least three signature pages for your committee to sign.

Prior to submitting your dissertation for review, schedule an appointment to meet with Ed.D. Program Coordinator at the Graduate Affairs Office for additional steps towards dissertation submission and graduation.

PK-12 DOCTORAL PRACTICUM OVERVIEW

The Ed.D. in Educational Leadership, PK-12 Concentration, Program of Study includes participation in a Doctoral Practicum (EDL 760). This Practicum provides the doctoral candidate a unique opportunity to experience a particular educational leadership setting beyond his/her current work environment. Within this new context, the candidate will work with a mentor/professional colleague to apply course learning and/or explore dissertation-related theory and research. This Doctoral Practicum is an invitation for candidates to apply their academic preparation, leadership expertise, and research interests within authentic settings.

The Practicum will also provide the opportunity for school districts or other educational institutions to benefit from the interaction with a doctoral candidate.

Students have the opportunity to design this Doctoral Practicum experience. A learning plan, prepared in advance of the experience, identifies the proposed context, the mentor/professional colleague, the proposed practicum activities/experiences, the intended learning outcomes, and procedures for evaluating the Practicum as a learning experience and the student's performance within it. This learning plan will serve as a blueprint for the doctoral candidate and the mentor/professional colleague. This course will also fulfill the practicum requirements for the Professional Administrative Services Credential for those doctoral students who need to complete this Tier II requirement.

DOCTORAL PRACTICUM GOALS

1. To provide the doctoral candidate opportunity to work with a mentor/ professional colleague within an educational setting that offers new and additional learning opportunities.
2. To provide the doctoral candidate opportunity to design a learning experience within a given professional setting based on his/her own interests and professional goals.
3. To encourage the doctoral candidate to apply knowledge and skills gained in doctoral coursework and research.
4. To engage the doctoral candidate in reflection related to his/her advancing leadership, change agency, and research expertise.

DOCTORAL PRACTICUM REQUIREMENTS

The Doctoral Practicum must be conducted in a setting other than the candidate's work place. The Doctoral Practicum must involve the student actively in an educational leadership context within which there are opportunities for advanced learning related to educational policy, research, and/or leadership practice. The identified mentor/professional colleague must possess expertise appropriate to the proposed practicum learning outcomes.

To be applied to a candidate's Doctoral Program of Study, the proposed Practicum must receive the prior approval of the student's assigned EDL 760 Doctoral Practicum Instructor. Candidates arrange for their Practicum experience in consultation with the EDL 760 Doctoral Practicum Instructor. Deadline for approval is two weeks prior to the start of the Practicum. A Practicum not approved in advance will not be counted toward meeting program requirements. Each doctoral candidate is responsible to secure approval by the due date.

As a minimum, the Doctoral Practicum consists of 15 hours devoted to Practicum-related activities for each credit unit received. The Practicum also includes an initial Practicum Proposal and a Practicum Final Report.

DOCTORAL PRACTICUM PROPOSAL

This 3-page proposal includes the following:

1. Description of, and rational for, the proposed practicum setting as a site for learning.
2. Identification of the mentor/professional colleague and the expertise he/she will offer.
3. Statement of learning outcomes (What I will know and be able to do as a result of this practicum experience?).
4. Description of the activities/duties to be performed, along with a preliminary timeline.
5. Description of self and mentor/colleague evaluation procedures.

The proposal is due to the EDL 760 Doctoral Practicum Instructor and the Ed.D. Director at least two weeks prior to the beginning of the Doctoral Practicum.

PROFESSIONAL ADMINISTRATIVE CREDENTIAL

Doctoral students who have not earned the professional administrative credential may do so while enrolled in the Ed.D. program. If eligible, doctoral students who also enroll in the Professional Administrative Credential Program must meet the standards set forth in the California Commission on Teacher Credentialing (CTC) approved program documents submitted by SDSU. Candidates who do not have a Preliminary or Clear Credential, should seek the advice of program faculty.

APPENDIX I: 2019 ADMISSIONS—COURSE SEQUENCES

The following pages present course sequences for each 2019 program of study. These sequences are **tentative**—pending the availability of teaching faculty and your progress with the coursework.

SAN DIEGO TRADITIONAL COHORT

Program of Study
Ed.D. in Educational Leadership PK-12 Concentration
SDSU Educational Leadership Department
2019 San Diego Cohort

Year One		
Course	**Units**	**Semester**
ED 830 Leadership for Learning	3	Summer 2019
ED 851 Seminar in Qualitative Methods of Inquiry	3	Summer 2019
ED 815 Re-Thinking Leadership	3	Fall 2019
ED 895 Seminar in Research & Writing	3	Fall 2019
ED 885 Seminar in Educational Program Planning & Evaluation	3	Fall 2019
EDL 880 Seminar in Advanced Topics in Ed. Leadership	3	Spring 2020
ED 850 Seminar in Quantitative Methods & Inquiry	3	Spring 2020
Year Two		
Course	**Units**	**Semester**
ED 836 Seminar in Research Support & Writing Support	3	Summer 2020
ED 840 Seminar in Ed. Leadership in a Diverse Society	3	Summer 2020
ED 855 Seminar in Ed. Leadership for Developing Educational Systems	3	Fall 2020
EDL 760 Internship in PreK-12 Educational Organizations	3	Fall 2020
ED 836 Seminar in Research Support & Writing Support	3	Fall 2020
Qualifying Exam/Dissertation Proposal Approval		
EDL 720 Human Resource Development in PreK-12 Educational Organizations	3	Spring 2021
ED 860 Seminar in Leadership & Educational Change	3	Spring 2021
EDL 755 Governance & Policy Development in PreK-12 Learning Organizations	3	Summer 2021
ED 899 Doctoral Dissertation	6	Summer 2021
Year Three		
Course	**Units**	**Semester**
EDL 707 Education Law & Finance	3	Fall 2021
ED 899 Doctoral Dissertation	6	Spring 2022
Dissertation Defense		

*Program sequence is subject to change.

Program of Study
Educational Leadership Ed.D. PK12 Concentration
2019 San Diego NISL Cohort

Course	Units	Semester	Notes
Year One			
Course	**Units**	**Semester**	**Notes**
ED 830 Leadership for Learning	3	Summer 2019	
ED 851 Seminar in Qualitative Methods of Inquiry	3	Summer 2019	
ED 840 Seminar in Ed. Leadership in a Diverse Society	3	Summer 2019	NISL Accelerated
ED 815 Re-Thinking Leadership	3	Fall 2019	
ED 895 Seminar in Research & Writing	3	Fall 2019	
ED 885 Seminar in Educational Program Planning & Evaluation	3	Fall 2019	
EDL 880 Seminar in Advanced Topics in Ed. Leadership	3	Spring 2020	
ED 850 Seminar in Quantitative Methods & Inquiry	3	Spring 2020	1 :1 meetings with Dr. Fisher.
ED 836 Seminar in Research Support & Writing Support	3	Spring 2020	
Year Two			
Course	**Units**	**Semester**	**Notes**
ED 840 Seminar in Ed. Leadership in a Diverse Society	3	Summer 2020	Register, only If you did not register for course in the summer 19 semester.
ED 836 Seminar in Research Support & Writing Support	3	Summer 2020	
EDL 755 Governance & Policy Development in PreK-12 Learning Organizations	3	Summer 2020	NISL Accelerated
*EDL 760 Internship in PreK-12 Educational Organizations	3	Summer 2020	
Qualifying Exam/Dissertation Proposal Approval			
ED 855 Seminar in Ed. Leadership for Developing Educational Systems	3	Fall 2020	NISL Accelerated
ED 899 Doctoral Dissertation	6	Fall 2020	
EDL 707 Education Law & Finance	3	Fall 2020	NISL Accelerated
ED 815 Re-Thinking Leadership	3	Fall 2020	
EDL 720 Human Resource Development in PreK-12 Educational Organizations	3	Spring 2021	
ED 860 Seminar in Leadership & Educational Change	3	Spring 2021	
ED 899 Doctoral Dissertation	6	Spring 2021	
Dissertation Defense			

Program of Study
Ed.D. in Educational Leadership PK-12 Concentration
Inland Empire 2019 Cohort

Year One			
Course	**Units**	**Semester**	**Notes**
ED 830 Leadership for Learning	3	Summer 2019	
ED 851 Seminar in Qualitative Methods of Inquiry	3	Summer 2019	
ED 840 Seminar in Ed. Leadership in a Diverse Society	3	Summer 2019	NISL Accelerated
ED 895 Seminar in Research & Writing	3	Fall 2019	
ED 885 Seminar in Educational Program Planning & Evaluation	3	Fall 2019	
ED 836 Seminar in Research Support & Writing Support	3	Fall 2019	
EDL 880 Seminar in Advanced Topics in Ed. Leadership	3	Spring 2020	
ED 850 Seminar in Quantitative Methods & Inquiry	3	Spring 2020	
ED 836 Seminar in Research Support & Writing Support	3	Spring 2020	
Year Two			
Course	**Units**	**Semester**	**Notes**
EDL 755 Governance & Policy Development in PreK-12 Learning Organizations	3	Summer 2020	NISL Accelerated
EDL 760 Internship in PreK-12 Educational Organizations	3	Summer 2020	
Qualifying Exam/Dissertation Proposal			
ED 855 Seminar in Ed. Leadership for Developing Educational Systems	3	Fall 2020	NISL Accelerated
ED 899 Doctoral Dissertation	6	Fall 2020	
EDL 707 Education Law & Finance	3	Fall 2020	NISL Accelerated
ED 815 Re-Thinking Leadership	3	Fall 2020	
EDL 720 Human Resource Development in PreK-12 Educational Organizations	3	Spring 2021	
ED 860 Seminar in Leadership & Educational Change	3	Spring 2021	
ED 899 Doctoral Dissertation	6	Spring 2021	
Dissertation Defense			

*Program sequence is subject to change.

Program of Study
Ed.D. in Educational Leadership PK-12 Concentration
Math and Science Leaders Cohort

Year One			Notes
Course	**Units**	**Semester**	
ED 830 Leadership for Learning	3	Summer 2019	
ED 851 Seminar in Qualitative Methods of Inquiry	3	Summer 2019	
ED 815 Re-Thinking Leadership	3	Fall 2019	
ED 895 Seminar in Research & Writing	3	Fall 2019	
ED 885 Seminar in Educational Program Planning & Evaluation	3	Fall 2019	
EDL 880 Seminar in Advanced Topics in Ed. Leadership	3	Spring 20120	
ED 814 Seminar in Curricular Change Process	3	Spring 2020	Substitutes EDL 707
Year Two			
Course	**Units**	**Semester**	
ED 850 Seminar in Quantitative Methods & Inquiry	3	Summer 2020	
ED 840 Seminar in Ed. Leadership in a Diverse Society	3	Summer 2020	
ED 855 Seminar in Ed. Leadership for Developing Educational Systems	3	Fall 2020	
ED 836 Seminar in Research Support & Writing Support	3	Fall 2020	
ED 836 Seminar in Research Support & Writing Support	3	Fall 2020	
Qualifying Exam/ Dissertation Proposal			
*EDL 760 Internship in PreK-12 Educational Organizations	3	Spring 2021	
ED 860 Seminar in Leadership & Educational Change	3	Spring 2021	
EDL 650 Professional Learning and Growth	3	Summer 2021	Substitutes EDL 755
ED 899 Doctoral Dissertation	6	Summer 2021	
Year Three			
Course	**Units**	**Semester**	
EDL 810 Seminar: Curriculum Development and Implementation	3	Fall 2021	Substitutes EDL 720
ED 899 Doctoral Dissertation	6	Spring 2022	
Dissertation Defense			

*Program sequence is subject to change.

Appendix II: Dissertation Rubrics

Rubric for Evaluation of Written Dissertation at Proposal and Full Dissertation Stages

The following rubric is to be used for evaluation of the quality of written dissertations both at the (1) proposal (Chapters 1-3) and, (2) full dissertation (Chapters 1-5) stages. Each chapter of a doctoral dissertation must achieve or be rated at **Performance Level 3 or 4**. Failure to meet these standards requires rewrites until the standards are met.

Student:		Committee Member:		Date:	

Dissertation Element	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Achieved Level
Chapter 1: Articulation and originality of a question of interest/ Problem statement	● The problem statement lacks articulation and does not describe the issue under study. ● The problem statement mimics previous work and lacks uniqueness.	● The problem statement is presented and begins to describe the topic of study. ● Shows limited distinctiveness in the area of study. ● The importance of the research is minimally presented.	● The problem statement is presented and articulated in a clear and unique way. ● The importance of the research is presented and relationships between concepts and/or variables under study are examined. ● A new perspective on previous research is presented.	● The problem statement is presented and articulated clearly and uniquely, and its importance to the profession/field is demonstrated. ● Meaningful relationships between concepts and/or variables under study are analyzed and add a new perspective on previous research regarding the topic. ● A credible argument that the study will uniquely and significantly contribute to knowledge in the field/profession is presented.	
Chapter 2: Comprehensive literature review	● Does not discuss status or gaps in current research literature. ● Literature review does not establish a theoretical framework.	● Limited discussion of status and gaps in current research literature on the topic. ● Limited establishment of theoretical framework for current research. ● Topic, question, or hypothesis is simply stated.	● Literature review presents status of current research literature on the topic under study. ● Begins to describe a research topic, question, or hypothesis that has the potential to contribute to knowledge in the field/profession. ● Begins to establish a theoretical framework for the current research questions and gaps in literature.	● Literature review presents in an accurate and comprehensive manner the status of current research literature on the topic under study. ● Literature review is synthesized into a research topic or question that has the potential to contribute to knowledge in the field/profession. ● Identifies gaps where further research is needed. ● Establishes a theoretical framework for investigating those gaps and questions.	

Dissertation Element	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Achieved Level
Chapter 3: Methodology	● Does not discuss a methodology for collection of data or developing a product. ● Does not include instrument(s) in proposal.	● Limited discussion of suitability of methodology for collection of data. ● Does not include instrument(s) in proposal.	● Presents a methodology suitable and systematic for the topic. ● Provides adequate description of participants, instruments, procedures and analysis approach.	● An understanding of the methodology's suitability to the dissertation as contribution to knowledge is demonstrated. ● Presents and assesses the suitability of the methodology to the topic. ● Provides exceptional description of participants, instruments, procedures and analysis approach.	
Chapter 4: Communication of results	● Does not present results of the data collection.	● Results are simply stated in an objective manner.	● Results are presented in an objective manner. ● Results of the data collection are described limitedly to reveal meaningful relationships that exist in the data.	● Results of the data collection are presented in an objective manner. ● Results of the data collection use techniques that describe the data and reveal meaningful relationships that exist in the data. ● The results are interpreted, which allows for a speculation on new/hidden relationships.	
Chapter 5: Discussion of results/ Implications for future research	● An analysis of the results is not present. ● Conclusions do not clearly follow from the results. ● Does not discuss either the clinical, professional, or academic implications. Shows no awareness of place of current study in the body of knowledge on the topic. ● Does not discuss either the limitations of research methodology, findings, or implications of these limitations with regard to the study's efficacy and value.	● Conclusions follow from the results and are explained in terms of the analysis of the data. ● Addresses only one of the following areas: Clinical, professional, or academic implications. ● Shows limited awareness of the study's applicability to the topic. ● Shows a lack of awareness of at least one major area of limitation in the research methodology and/or findings. ● Cannot or does not recognize how the current study may be improved.	● Results are analyzed in an objective manner, employing several different perspectives on the same data. ● Conclusions follow from results and are explained in terms of the analysis of the data, which shows methodological and conceptual rigor. ● Addresses at least two of the following areas: Clinical, professional, or academic implications. ● Can describe the significance of the study within the contextual history of research on the topic. ● Discusses possible limitations in research methodology. Connects these limitations to results and possible implications of results. ● Makes only a limited attempt to describe changes which would strengthen the study.	● Complete discussion of analysis of results from many different perspectives in a scholarly and objective manner. ● Conclusions clearly follow from results, are accurately described in detail in terms of data analysis, and show methodological and conceptual rigor. ● Fully accounts for the study's clinical, professional, and academic implications. Understand the place of the study in history and meanings associated with research on topic. Is capable of using the current study as a platform for discussion of the topic globally and historically. ● Fully describes possible limitations to research methodology, alternatives for operational definitions of constructs, and possible researcher influences. ● Connects these limitations clearly to outcomes and results. Designs changes to study that would account for the above-mentioned limitations.	

Rubric for Evaluation of Dissertation-related Oral Defenses at Proposal and Full Dissertation Stages

The following rubric is to be used to evaluate the quality of oral defenses provided at the following two stages:
- Proposal (Chapters 1-3)
- Full dissertation (Chapters 1-5).

Each defense must achieve or be rated at **Performance Level 3 or 4**. Failure to meet these standards requires a repeated defense.

Student:		Committee Member:		Date:	

Dissertation Element	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Achieved Level
Organization	• Lacked sequence in presentation or missing information. Presented too little/much material for allotted time.	• Some information presented out of sequence. Had some pacing and timing problems.	• Information presented nearly complete and relevant and presented in logical sequence. Pace and timing appropriate.	• Information presented was complete and in logical order. Easy to follow. Very well-timed and well-paced.	
Originality	• Problem/purpose lacked creativity or not new. Duplication of previous work. Design/approach inappropriate and/or ignored previous well-established work in area.	• Problem/purpose moderately original or creative. Design/approach moderately appropriate or innovative.	• Problem/purpose fairly original or creative. Design/approach appropriate or innovative.	• Problem/purpose very creative or original with new and innovative ideas. Explored original topic and discovered new outcomes. Design/approach introduced new or expanded on established ideas.	

Dissertation Element	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Achieved Level
Significance/ Authenticity to Educational Leadership	• Project has no significance/authenticity to field and will make no contribution.	• Project only moderate relevance or significance/authenticity to field and will make a nominal contribution.	• Project has fair relevance or significance/authenticity to field and will make good contribution.	• Project extremely relevant or has significant importance/authenticity to field and will make an important contribution.	
Discussion and Summary	• Displayed poor grasp of material. • Conclusion/summary not supported by findings/outcomes. • For full dissertation: Little or no discussion of project findings/outcomes.	• Few inaccuracies and omissions. • For full dissertation: Conclusions/summary generally supported by findings/outcomes.	• Discussion of relevant chapter content was sufficient, and with few errors. • Greater foundation needed from past work in area. • For full dissertation: Conclusions/summary based on outcomes and appropriate, included no recommendations.	• Discussion of relevant chapter content was superior, accurate, engaging, and thought-provoking. • For full dissertation: Conclusions/summaries and recommendations appropriate and clearly based on outcomes.	
Delivery	• Presenter unsettled, uninterested, and unenthused. • Presentation was read. • Inappropriate voice mannerisms, body language, and poor communication skills. • Poor quality of slides/presentation materials; did not enhance presentation and/or performance.	• Displayed interest and enthusiasm. • Read small parts of material. • Inconsistently appropriate voice mannerisms, body language, and communication skills. • Moderate quality of slides/presentation materials.	• Relied little on notes. • Displayed interest and enthusiasm. Good voice mannerisms, body language, and communication skills. • Generally good quality of slides/presentation materials; enhanced presentation /performance. • Mostly successful responding to questions.	• Relied little on notes. Expressed ideas fluently in own words. • Genuinely interested and enthusiastic. • Exceptional voice mannerisms, body language, and communication skills. • Exceptional slides/presentation quality materials; greatly enhanced presentation/performance • Fully successful responding to questions.	