



**SAN DIEGO STATE
UNIVERSITY**



Doctoral Program in Educational Leadership

**Student Handbook
2008-2009**

<http://eddleaders.sdsu.edu/>

TABLE OF CONTENTS

INTRODUCTION.....	1
Purpose of this Handbook.....	2
Contact Information.....	2
Program Faculty.....	3
PROGRAM GOALS AND STUDENT LEARNING OUTCOMES.....	5
Program Goal.....	5
Student Learning Outcomes.....	6
THE PROGRAM.....	7
Program Structure.....	7
Program Curriculum.....	7
COURSE DESCRIPTIONS.....	8
Cohort Program.....	10
Course Sequence.....	10
Advisors.....	10
Student Progress.....	10
PROGRAM REQUIREMENTS.....	12
Official Program of Study.....	12
Qualifying Exam.....	12
Advancement to Candidacy.....	12
The Dissertation.....	12
Dissertation Committee.....	13
Dissertation Proposal.....	15
Institutional Review Board.....	15
Writing the Dissertation.....	15
Registering Intent to Receive a Degree.....	16
Dissertation Defense.....	16
Graduation Deadlines.....	16
Major Milestones in the Ed.D. Program.....	17
KEY POLICIES AND REGULATIONS.....	18
Student Grievances.....	18
Plagiarism.....	18
Maintenance of Integrity in Research.....	19
Financial Aid.....	19
Residency.....	19
Continuing Registration.....	20
Time Limits.....	20
Incomplete Grades.....	20
Student Reinstatement.....	21
Resources.....	22
Afterword.....	22
PREK-12.....	23
COMMUNITY COLLEGE/POST-SECONDARY EDUCATION GUIDELINES.....	28

APPENDIX

FORMS.....	A-1 through A-9
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INTRODUCTION

Welcome to San Diego State University's Ed.D. Program in Education Leadership . This *Handbook* is based upon the *Graduate Bulletin of San Diego State University* 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 at: <http://coursecat.sdsu.edu/bulletin/>

The Ed.D. Program in Educational Leadership's seeks to advance the work of public schools and community colleges throughout San Diego and Imperial Counties. 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, they 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 will strive to develop leaders who are:

- Experts in educational leadership
- Critical thinkers informed by scholarly literature
- Change agents
- Self-aware, ethical professionals
- Professionals who value and promote diversity.

Purpose of this Handbook

This handbook acquaints you with important procedures of the Ed.D. program, selected policies and regulations of San Diego State University, 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 below.

Doctoral students are responsible for following the procedures outlined in this handbook and staying 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 at: <http://coursecat.sdsu.edu/bulletin/>. The policies and procedures operative on the date of the student's initial enrollment govern the student's program.

Contact Information

This handbook and all application materials for the Doctor of Education Program in Educational Leadership are available at the Ed.D. website at: <http://eddleaders.sdsu.edu/>.

For additional information, contact the Area of Concentration Program offices as follows:

ARPE: Administration Rehabilitation Post Secondary Education
Linda Libsack-Schmalzel
619-594-6115
libsack@mail.sdsu.edu

EDL: Educational Leadership
Carmen Curphy
619-594-1338
ccurphy@mail.sdsu.edu

Program Faculty

ARPE Faculty		Research Interest
Marilee Bresciani mbrescia@mail.sdsu.edu	Associate Professor	Evaluation of student learning and development; inquiry into the systems and processes to promote integrative learning
Charles Degeneffe cdegenef@mail.sdsu.edu	Assistant Professor	Families, assessment, and individuals with neurological disabilities.
Nan Hampton nhampton@mail.sdsu.edu	Associate Professor	Diversity, leadership and international education.
Frank Harris III frank.harris@sdsu.edu	Assistant Professor	The impact of college on male students' gender identity development; racial/ethnic and gender disparities in postsecondary educational outcomes; social constructivism; qualitative research methods
Ron Jacobs rjacobs@mail.sdsu.edu	Professor	Research methodologies including qualitative and quantitative approaches
Kendra Jeffcoat kendrajffcoat@gmail.com	Assistant Professor	Community college governance; basic skills curriculum development and program assessment; transfer pathways
Fred McFarlane fmcfarla@mail.sdsu.edu	Professor	Leadership, organizational change, human resource development
Marjorie F. Olney molney@mail.sdsu.edu	Associate Professor	Policy barriers to employment for individuals with disabilities; the impact of cognitive and psychiatric disabilities on self-concept; coping strategies of individuals with disabilities; qualitative and mixed method research.
William E. Piland Piland1@mail.sdsu.edu	Professor	Community college leadership; multi-cultural education; community college governance
Caren Sax csax@mail.sdsu.edu	Professor	Leadership; student-centered learning; collaborative & interdisciplinary change; (qualitative research)

EDL Faculty		Research Interest
Margaret ‘Peggy’ Basom mrb@mail.sdsu.edu	Professor	Organizational change, democratic classrooms; learning communities; behavioral integrity
Joel Brown brown@mail.sdsu.edu	Professor	Resiliency; research methodologies including qualitative and quantitative approaches
Kathleen Cohn kcohn@mail.sdsu.edu	Professor	PreK-14 collaboration; mentoring of aspiring leaders in urban education; human resource management
Joe Johnson jjohnson@mail.sdsu.edu	Professor	Identification and examination of schools and school districts that attain high levels of academic achievement for children of color and children from low-income communities
Lionel R. ‘Skip’ Meno lmeno@mail.sdsu.edu	Professor	Educational policy and reform at the state and national levels; Educational accountability
Ian Pumpian ipumpian@mail.sdsu.edu	Professor	Urban education reform; Organizing educational institutions in urban areas to significantly improve student achievement and effectively prepare and support educators and other professionals for successful careers in culturally diverse inner-city areas.
Cynthia Uline culine@mail.sdsu.edu	Professor	Educational leadership; educational facilities planning and design; school change and improvement.
Cheryl Ward cward@mail.sdsu.edu	Assistant Professor	Qualities/characteristics of successful principals in low performing schools; courageous leadership
Kathryn Singh ksingh@mail.sdsu.edu	Assistant Professor	Implications of distributed leadership, organizational learning, facilitating change processes, and the changing role of the school administrator.

PROGRAM GOALS AND STUDENT LEARNING OUTCOMES

Program Goal

San Diego State University's Ed.D. Program in Education Leadership seeks to facilitate the growth of leaders as:

A. EXPERTS IN EDUCATIONAL LEADERSHIP WHO:

- Demonstrate visionary educational leadership
- Use management and leadership skills
- Value and practice data-driven decision-making
- Lead diverse communities of learners
- Demonstrate systemic educational reform skills and strategies
- Apply politically astute leadership practices within, and beyond, the organization
- Understand the importance of quality relationships among each other, colleagues, students and community partners
- Work with all constituent groups and community partners
- Practice effective communication skills (decision-making, speaking and writing)
- Facilitate group processes and resolve conflicts
- Integrate technology in the organization's work
- Use technology to expand and enrich education
-

B. CRITICAL THINKERS INFORMED BY SCHOLARLY LITERATURE WHO:

- Promote effective research and evaluation to improve individual and organizational results
- Use reflection to learn and develop self and organizations

C. CHANGE AGENTS WHO:

- Demonstrate the courage to make systemic changes in educational organizations
- Manage change in anticipation of unpredictable futures

D. SELF-AWARE, ETHICAL PROFESSIONALS WHO:

- Expect ethical leadership behavior for self, colleagues and the organization
- Understand, promote, encourage education and lifelong learning for PreK-14 students and employees
- Model a can-do spirit, persistence, and optimism
- Develop and lead PreK-14 organizations that take responsibility for ensuring high academic achievement for all students.

E. PROFESSIONALS WHO VALUE AND PROMOTE DIVERSITY AND WHO:

- Produce better educational results across diverse groups, including students with disabilities and English Language Learners
- Promote diversity and equity among students, colleagues and community partners.

Student Learning Outcomes

Upon successful completion of the Ed.D. program, graduates will demonstrate the following outcomes:

1. **Organizational Strategy**: Strategically improve the quality of PreK-12 and Community College/Postsecondary Education by promoting the success of all students while sustaining the PreK-12 Education and Community College/Postsecondary Education mission, based on knowledge of the organizations, their cultures, environments and future trends.
2. **Resource Management**: Equitably and ethically sustain people, processes, information, and assets to fulfill the mission, vision and goals of the PreK-12 educational systems and Community College/Postsecondary Education institutions.
3. **Instructional Leadership**: Apply the necessary knowledge and skills to promote the academic success of all students by fostering a positive organizational culture, effective curricular programs, a student-centered learning environment and ongoing professional growth opportunities for all staff.
4. **Communications**: Use scrupulous listening, speaking, and writing skills to engage in honest, open dialogue.
5. **Collaboration**: Develop and maintain responsive, cooperative, mutually beneficial, and ethically sound internal and external relationships that nurture diversity, promote student success and sustain the organization's mission.
6. **Organizational Advocacy**: Recognize, commit to and advance the mission, vision, and goals of the organization.
7. **Professionalism**: Set high standards for self and others, demonstrate personal accountability, and ensure the long-term growth of self and the organization.
8. **Financial and Legal Forces**: Identify and understand the financial and legal forces affecting leadership in PreK-12 and Community College/Postsecondary Education.
9. **Decision Sciences**: Engage in scientific methods to assess practice, examine results and promote sound decision-making.

THE PROGRAM

The following are the required components of the Ed.D. Program in Educational Leadership.

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

Program Structure

1. Course of study designed to be completed in 3-calendar years, 60-semester unit program.
2. Classes scheduled in the evenings, on weekends, and blended with in-class and distance formats.
3. Classes offered off-campus at SDSU Interwork Institute in Mission Valley.
4. Courses offered in the fall, spring and summer sessions.
5. Program consists of small seminars (15 students), small research support courses (4-6 students), internship, qualifying exam, and dissertation.

Program Curriculum

CORE COURSES		
ED 815	Re-Thinking Leadership	3 Units
ED 840	Seminar in Ed. Leadership for a Diverse Society	3 Units
ED 855	Seminar in Ed. Leadership for Developing Educational Systems	3 Units
ED 860	Seminar in Leadership and Educational Change	3 Units
ED 850	Seminar in Quantitative Methods of Inquiry	3 Units
ED 851	Seminar in Qualitative Methods of Inquiry	3 Units
ED 836	Seminar in Research and Writing Support	6-9 Units
ED 885	Educational Program Planning & Evaluation (3)	3 Units
AREA OF CONCENTRATION COURSES		
<i>Educational Leadership PK-12</i>		<i>Community College/Post Secondary Education</i>
EDL 830 Leadership for Learning (3)	ARP 727 Emerging Issues in Postsecondary Educational Leadership (3)	
EDL 880 Seminar in Advanced Topics in Educational Leadership (6)	ARP 760 Internship in Educational Leadership (3)	
EDL 720 Human Resource Development in PreK-12 Educational Organizations (3)	ARP 801 Community College: History and Development (3)	
EDL 755 Governance and Policy Development in PreK-12 Learning Organizations (3)	ARP 810 Law and Finance in Community Colleges (3)	
EDL 760 Internship in Educational Leadership (3)	ARP 811 External Partnerships for Community Colleges (3)	
	ARP 812 Budget and Resource Management in Community Colleges (3)	
	ARP 813 Strategic Planning in Community Colleges (3)	
Dissertation Credit		
ED 899 Doctoral Dissertation (12 units)		

COURSE DESCRIPTIONS

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 COURSE

ED 885 -- Seminar in Educational Program Evaluation and Planning (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 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 proposals; collect and analyze data; and present results of qualitative research.

ED 836 -- Research and Writing Support (2-3) 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.

COMMUNITY COLLEGE/POST SECONDARY EDUCATION COURSES

ARP801 -- Seminar in Community College History and Development (3)

Mission, functions, organization, student characteristics, and problems with community college operations. Future trends in Community College operations and need for new leadership and research opportunities.

ARP 810 -- Seminar in Community College Law and Finance (3)

Legal framework for operating community colleges in California. Community college finance system including state and local contributions to funding.

ARP 811 -- Seminar in External Partnerships for Community Colleges (3)

Working with statewide and community groups, organizations, and boards of trustees to establish partnerships that nurture diversity, promote student success and sustain the community college mission. Stresses the economic development mission of community colleges in the local community.

ARP 812 -- Seminar in Budget and Resource Management in Community Colleges (3)

Equitably and ethically managing, sustaining, and acquiring human, fiscal, and information resources, as well as assets to fulfill mission of the community college and postsecondary education institutions. Financial strategies and human resource systems and conflict resolution.

ARP 813 -- Strategic Planning in Community Colleges (3)

Knowledge-based strategic planning to maximize student success in community colleges and postsecondary educational institutions. Board-administrator relationship development and use of data-driven evidence for decision-making.

ARP 727 -- Emerging Issues in Postsecondary Educational Leadership (3)

Identification and analysis of emerging local, national, and international issues impacting education.

ARP 760 -- Internship in Educational Leadership (2-6) Cr/NC/RP

Internship for prospective educational leaders. Released time may be required. May be repeated. Maximum credit six units applicable to a master's degree.

PRE K-12 LEADERSHIP 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 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 Educational Organizations (3) Cr/NC/RP

Participate in and observe leadership practices in local schools and educational settings.

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.

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 your *Area of Concentration Guidelines*.

Advisors

Your faculty advisor will assist you in completing 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. Students have the right to ask for a change in advisor. Please speak with program directors to initiate such a change.

Upon completion of your dissertation proposal, your dissertation advisor assumes the primary advising role, supporting you in completing the dissertation project. 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 San Diego State University to be awarded the Ed.D.

At San Diego State University 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. 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 San Diego State University.

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.

Doctoral students engage in an annual assessment of their progress throughout the program. Program faculty will meet with each student to conduct this assessment. Community partners may participate in this assessment meeting. 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.

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. They 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. Program Forms for each area of Concentration will be available from the Program Office in your area of concentration. Functioning as your contract with SDSU, the Program of Study Form outlines all the requirements you will complete to be eligible for Graduation. Once you and your advisor have reviewed the program of study, 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. The written qualifying exam will occur at the end of the fourth term. 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.

The examinations will be evaluated by a Committee comprised of at least two program faculty members and one PreK-14 partner faculty member. In order to pass the exam, doctoral students must successfully demonstrate competence in all three curricular areas. 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.

Please check your Student Handbook- Area of Concentration Guidelines for specific guidelines on the qualifying exam in your area of specialty.

Advancement to Candidacy

Advancement to candidacy occurs when students successfully complete their qualifying examination. 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 a significant 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 also 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. If students do not graduate during that time, they must register for one (1) unit of Ed 897 each semester remaining continuously enrolled. Candidates also need to be enrolled in three (3) units of ED 899 during the semester in which they intend to graduate. Candidates should become familiar with graduate student responsibilities regarding research found at: <http://gra.sdsu.edu/index.html>

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 no later than the end of the third term of study.

Students first determine a Chair for their dissertation. The Chair must be a member of the College of Education's Doctoral Faculty Group. 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 Form (Ed.D. 4) with the Division of Graduate and Research Affairs.

A. Selecting your Chair

Typically, your Committee Chair will be selected 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.

Remember Committee Chairs are “asked” to serve. You should ask a faculty member, who meets the criteria above, with whom you have established a professional, working relationship and knows the quality of your work. The Chair must have a keen interest and knowledge of your topic. Be careful not to select a Chair who is overcommitted to chairing dissertation committees. You want someone who can devote the time necessary to direct your dissertation.

B. Selecting your Committee Members

Typically, 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.

C. Steps to Form your Committee

1. Identify your Chair by the beginning of the third semester of ED 836.
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. Submit Dissertation Committee Form (Ed.D. 4 in your Student Handbook)
ONLY AFTER YOU HAVE BEEN ADVANCED TO CANDIDACY.

Advice on selecting and working with your dissertation chair and committee members may be found at

http://interwork.sdsu.edu/eddleaders/community_college/documents/DissertationCommitteeAdvice.doc .

Committee membership must be comprised of Approved Doctoral Faculty (SDSU faculty members or community representatives/adjunct faculty). Once the committee members have agreed to serve, the candidate must file the Nomination of the Dissertation Committee Form (Ed.D. 4) with the Division of Graduate and Research Affairs.

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. Please check your Area of Concentration Guidelines for more details. 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 Form (Ed.D. 5). If the committee indicates approval, students file the form with the Program Director.

Institutional Review Board

The Institutional Review Board (IRB) at SDSU must approve all doctoral research. Candidates must participate in an online assessment of ethical research and submit an IRB proposal before conducting any research involving human subjects. Students are urged to review the specific research procedures in place at SDSU. Information about the SDSU process can be found on the web at <http://gra.sdsu.edu/index.html>

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 the 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 the Thesis Review Office at SDSU and at:
<http://gra.sdsu.edu/index.php?areaid=1§ionid=6>

Registering 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. To receive a summer degree, the petition must be filed by the first week in June. 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 available on line at:
<http://coursecat.sdsu.edu/bulletin/>

Major Milestones in the Ed.D. Program

Task	Process	Form/Submission	Responsible for filing
File a Program of Study	Work with advisor to confirm program then send it to Ed.D. Director	Ed.D. 1 By the third term	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	Ed. D 2 During fourth term	Student's Dissertation chair submits to the Program Director
Advancement to candidacy	Students\ secures necessary signatures indicating passage of qualifying exam	Ed.D. 3 During fifth term	Student submits to the Division of Graduate and Research Affairs.
Nomination of Dissertation Committee	Student and Chair decide on the composition of this committee	Ed.D. 4 During fifth term	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	Ed.D. 5 End of sixth term	Student submits to Program Director
IRB Approval	Student works with IRB office to obtain Human Subjects Committee Approval	By end of sixth term	Student emails approval form to Chair and all committee members.
Student begins research; consults with Chair and committee members on chapters.			
Student submits <i>SDSU PETITION FOR GRADUATION FORM</i> from http://gra.sdsu.edu/ the semester they intend to graduate			
Dissertation Defense	Student prepares a final draft to present to Dissertation Committee. When student has met committee expectations, Ed.6 is signed	Ed.D. 6 As appropriate	Student submits to the Division of Graduate and Research Affairs.

KEY POLICIES AND REGULATIONS (Specified in the SDSU Graduate Bulletin)

Students are encouraged to be familiar with all policies and regulations for Graduate Programs at SDSU as outlined in the current Graduate Bulletin at <http://coursecat.sdsu.edu/bulletin/>

Several of the Graduate Bulletin policies are repeated here for your convenience.

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 at SDSU. Information about the SDSU process can be found on the web at <http://gra.sdsu.edu/cphs/>.

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 (sub stance 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.

San Diego State University 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

San Diego State University 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 of Integrity in Research** and published in the **SDSU Policy Pile**. 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 Associate Dean for Graduate Research and Affairs for referral to the appropriate college dean.

Financial Aid

Student financial aid programs are intended to provide assistance to students who do not have the necessary financial resources to meet educational costs. For scholarships recognizing academic excellence and not generally based on financial need, refer to the section on Graduate Scholarships and Awards. Only United States citizens and permanent residents are eligible to apply for financial aid.

Information about all state, federal, and institutional aid programs is available from the Financial Aid Office, Student Services, Room 3605, (619) 594-6323. A financial aid brochure that describes the programs available, the eligibility requirements, rights and responsibilities of receiving aid, and the standards a student must maintain to be considered to be making satisfactory academic progress to establish and maintain eligibility for financial aid is available from the Financial Aid Office. Information is also available on the Web at <http://www.sa.sdsu.edu/fao/>

Residency

The residence requirement at San Diego State consists of registration in and completion of at least six semester units per semester for one year.

Continuing Registration

Once required coursework at San Diego State has been completed, the student is required to maintain continuing registration through completion of all degree requirements. The student can do this by registering for one unit of ED897 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 student to be able complete all requirements in a three years timeframe. With your advisor's approval and the approval of the Department Chair 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 Department Chair. 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 the requirements of a course have been substantially completed, but, for a legitimate reason, a small fraction of the work remains to be completed; and that the record of the student in the course justifies the expectation that he or she will complete the work and obtain a passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of the work and to request an incomplete grade prior to the posting of final grades. The instructor should discuss with the student the conditions and deadline for completion, whenever possible. 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.

Please use form Ed.D. 7a to request an "I" grade.

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.

Resources

Forms: Division of Graduate and Research Affairs
<http://gra.sdsu.edu/index.php?sectionid=51&areaid=1&subsectionid=13>
Department of Educational Leadership
Department of Administration, Rehab and Post Secondary Education

Graduate Bulletin: <http://coursecat.sdsu.edu/bulletin/>
Check for information on all policies including:

- Student responsibilities (p.29)
- Privacy rights (p. 29)
- Grading system (p.30)
- Grade appeals (p.31)
- Withdrawals (p.32)
- Repeated courses (p.33)
- Probation and disqualification (p.33)
- Leaves of absence (p.32)
- Non-discrimination policy (p.30)
- Student conduct and grievances (p.33)
- Student Disability Services (p.387)
- Graduate assistantships (p. 16)
- Scholarships and awards (p.17)
- Fellowships (p.17)
- Forgivable loans (p.17)
- Fees (p.18)

Ed.D. Website <http://eddleaders.sdsu.edu/>

SDSU Information for Current Students: <http://www.sdsu.edu/current.html>

Afterword

This handbook provides a general set of guidelines for the Ed.D. in Educational Leadership Program. In order to provide future Ed.D. candidates a thorough understanding of degree requirements, we welcome your suggestions for enhancing content and/or presentation.

PreK-12 Area of Concentration Guidelines



PK-12

Qualifying Exam

As noted previously in this 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. The written qualifying exam will occur at the end of the fourth term in the program. 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 area of concentration, the student's qualifying exam will consist of an ***initial draft*** of the student's dissertation proposal, including the first 7 sections, as indicated below. This substantive draft is presented to the Ed.D Qualifying Exam readers.

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 should be approximately 25-30 pages in length, not including references. In general it should contain the following:

1. A brief statement of the research problem. (1 page or less)
2. A statement regarding the purpose of the study (2 pages)
3. A presentation of the research question or hypotheses. (1-2 pages)
4. A brief review of the literature and its application. This section has two 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. (10-15 pages)

5. A description (in 8 to 10 pages) of how the research will be undertaken, including:
 - Description of the population, the study site(s) or sample and the means used to determine the sample
 - Discussion of the research design and the strengths and limitations of the design
 - In the case of quantitative research, a description of the variables
 - Description of preliminary studies or pilot tests
 - Discussion of data collection strategies and the feasibility of chosen methods, as well as the strengths and limitations of the methodology
 - Discussion of the data analysis procedures
 - Description of strategies for confirming/validating findings
6. A brief statement regarding ethical issues regarding the study (1 or less page).
7. A statement regarding the significance of the research to theory, practice and policy (1 page or less).
8. Appendices:
 - a. A timetable for the dissertation research including both the chronology of the research and the number of person days involved in each step. (1 page)
 - pilot study and pretests of instruments
 - gathering field data or getting secondary data in workable form
 - preliminary analysis
 - contingency plans for return to gather additional data
 - analysis of the data
 - writing the report
 - review by chair and committee
 - revisions
 - review of the final draft
 - proofreading and editing
 - final approval by chair and committee
 - oral examination
 - rewriting as suggested by the dissertation committee
 - submission of final copies
 - b. Data collection instruments, including: Interview protocols, observation instruments, survey instruments, etc.

PreK-12 Concentration Ed.D. Dissertation Purpose and Guidelines

San Diego State University'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 San Diego State University, 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 might call for evaluation of a specific program in within educational institution. This evaluation might be the vehicle for the dissertation study.
3. A range of methodologies could be applied within the Ed.D. dissertation study. Typically, the dissertation is an action research project or a program evaluation within a specific educational setting, using the full range of quantitative and/or qualitative methodologies. Whereas, program evaluation and action research may be the most common approaches, students are not limited to these 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 teams 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 San Diego State University'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-12 education, demonstrating their capacity to make a difference in the lives of children.

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 (CTCC) approved program documents submitted by SDSU.



**Doctoral Program Sequence
PK-12 Educational Leadership**

Fall 2008	Spring 2009	Summer 2009	Fall 2009	Jan 2010	Spring 2010	Summer 2010	Aug 2010	Fall 2010	Spring 2011	Summer 2011	
6 Units total	8 units total	8 units total	8 units total	COMPREHENSIVE ASSESSMENT-ADVANCEMENT TO CANDIDACY	9 units total	9 Units total	PROPOSAL DEFENSE	6 Units total	3 Units total	3 Units total	DISSERTATION DEFENSE
ED 815 Re-Thinking Leadership (3)	ED 851 Seminar in Qualitative Methods of Inquiry (3)	ED 850 Seminar in Quantitative Methods of Inquiry (3)	ED 885: Educational Program Planning & Evaluation (3)		ED 840. Leadership for a Diverse Society (3)	EDL 720: Human resource Development Educational Organizations (3)		EDL 760 Leadership Practicum (3)	ED 899 Doctoral Dissertation (3)	ED 899 Doctoral Dissertation (3)	
EDL 830: Leadership for Learning (3)	EDL 880: Seminar in Advanced topics of Educational Leadership (3)	ED 860 Seminar in Leadership and Educational Change (3)	ED 855 Seminar in Ed. Leadership for Developing Educational Systems (3)		EDL 755: Governance and Policy Development in Learning Organization	EDL 880: Seminar in Advanced topics of Educational Leadership (3)		ED 899 Doctoral Dissertation (3)			
	ED 836: Seminar in research and writing support (2)	ED 836: Seminar in research and writing support (2)	ED 836: Seminar in research and writing support (2)	ED 836: Seminar in research and writing support (3) (for EDL only)	ED 899 Doctoral Dissertation (3)						

Core curriculum (30)	Specialization courses (18)	Dissertation hours (12)	Total: 60
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Community College/ Post-Secondary Education Guidelines



QUALIFYING EXAMINATIONS

The purpose of qualifying examinations is to provide a method in which students demonstrate appropriate progress toward achieving competence in those areas specified in the goals for the Ed.D. program in Education Leadership as stated in this *Handbook*, expertise in the areas of study identified in the coursework and readiness to be advanced to candidacy for the degree and to begin preparing your dissertation.

The qualifying examination requirement is a two-stage process including written exams followed by presentation of a Learning Portfolio as described below:

Written Qualifying Examinations

Written qualifying examinations are required predicated on coursework in the (1) Leadership core, (2) Research core, and (3) Community College concentration. The doctoral faculty who teach program courses, working in cooperation with the appropriate community partners, will develop the questions for the exams. Exams will be scheduled near the end of the Fall 2009 semester or early in the Spring 2010 semester.

Learning Portfolio

As students progress through the Ed.D. program, they will be developing a learning portfolio of their work. This portfolio will be centered on the Student Learning Outcomes (SLOs) identified in this Handbook. Students will be given specific instructions about the learning portfolio during the first semester of the program. Students will present the portfolio to a committee of doctoral faculty members, and a community representative, at a date agreed to by the faculty committee. See http://interwork.sdsu.edu/eddleaders/community_college/documents/2007_Ed.D_Portfolio_Handbook.doc for more information on the learning portfolio.

Failing the Qualifying Examinations

If a student fails to pass the written qualifying examinations or the learning portfolio, the examination committee will develop some remedial action for the student. The action could be a retake of the examination, after some additional study and academic work, a substitute for the examination, perhaps some type of research project. Each case will be handled individually and the remedial action will be tailored to the individual student.

DISSERTATION PROPOSAL

In developing a proposal for dissertation research it is well to keep in mind that the names of the faculty members supervising the dissertation will appear right along with the student's on the final document. *That means that the dissertation will be a reflection not only of the quality of a student's work but also of the committee.*

Expectations for the contents of the dissertation proposal vary among faculty members. Students are advised to seek guidance from the chair of the dissertation committee regarding the form of the proposal. When students have obtained tentative approval of the dissertation proposal from the faculty member who chairs the dissertation committee and have shared a final draft of the proposal with other members of the committee, a meeting is scheduled to discuss the proposal with the committee. To initiate the meeting, submit a 350-word dissertation proposal abstract to your advisor who will schedule the meeting. After the meeting, when the dissertation committee members have signed the approval form, it is forwarded to the Graduate Division.

DISSERTATION COMMITTEE

Addition advice on selecting and working with your dissertation chair and committee members may be found at

http://interwork.sdsu.edu/eddleaders/community_college/documents/DissertationCommitteeAdvice.doc .

The Dissertation Phase

Timelines for Submitting Dissertations for Committee Approval of Final Oral

One of the important first steps when beginning the dissertation process is to go to the following web page and study a few important sites on this page.

<http://gra.sdsu.edu/index.html>

First, click on the IRB Tutorial. This is something everyone will need to go through when using human subjects in a study. For example, if you are sending someone a questionnaire, interviewing people, conducting a focus group, observing people in some type of situation or environment, or conducting some type of experiment, you will need to complete the tutorial and submit an IRB proposal before you begin conducting any research involving human subjects.

Also, click on the Dissertation and Thesis Review link. You will receive detailed information regarding the format of the dissertation proposal and the dissertation. It is extremely important that you follow the details contained in the dissertation manual.

Deadlines for submitting dissertation drafts to the committee in order to meet timelines for award of the degree are designed to allow faculty review and feedback and the orderly scheduling of the defense. Exact institutional deadlines for scheduling the final, oral exam will be supplied by the program coordinator. However, the approximate deadlines for scheduling the oral defense for December completion is November 22, for May completion around April 23, and for summer completion around June 16.

To meet the deadline for January completion, the dissertation committee chair should receive a full preliminary draft by September 15, and the entire committee should receive a draft no later than October 15. To meet May completion deadlines, the chair of the committee should receive a full preliminary draft no later than January 15, and the entire committee should have a polished draft by February 15. For summer completion, the dissertation must be turned in totally completed and all requirements must be completed by the end of July. See your dissertation chair for deadlines by which the committee should receive dissertation drafts for summer completion.

A 350-word abstract of the dissertation accompanies the final oral form sent to the Department Chair to request approval to schedule the dissertation defense. The abstract becomes a part of the dissertation document.

Community Member Examiner

A dissertation committee will consist, of a minimum, of three (3) members. Two of the members will be faculty member associated with the doctoral program. The third member will be a community representative. The community representative must meet SDSU requirements to serve on a dissertation committee. This third member could be a local community college president, vice-

president, dean, or faculty leader with expertise and specialized knowledge in the area of your dissertation topic.

In certain cases, a fourth member could be added to the committee. This member could be a SDSU faculty member, another community member, a representative from some agency or group associated with community colleges (e.g. Community College Chancellor's Office, Community College League of California, American Association of Community Colleges) who has specialized knowledge of your topic.

Graduation Deadlines

Exact dates pertaining to institutional requirements for December, May or August graduation are listed in the current SDSU Graduate Bulletin available on line at www.sdsu.edu.

<i>Approximate Dates</i>	<i>December</i>	<i>May</i>	<i>August</i>
Registering Intent to Receive Degree	September 18	February 7	July 3
Scheduling Final Oral Defense	November 22	April 23	June 16
Conducting Final Oral Defense	December 5	May 4	July 1
Completing All Degree Requirements	December 22	May 22	August 21

GENERAL INFORMATION

Advisors

You will be assisted in completing the various phases of your degree program by a faculty advisor. 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.

When you file a dissertation proposal, the faculty member with whom you expect to work most closely on the dissertation project become the chair of your **dissertation committee** and takes over the "advisor" role. In cooperation with one additional faculty member and a community member, these individuals are designated as your "dissertation" committee, charged with approval of your dissertation proposal, overseeing your preparation of the dissertation, the oral defense of your dissertation, and ultimately, with recommending to the Graduate Dean of San Diego State that you be awarded the Ed.D.

When your professional career and research interests are solidified, you will be assigned a community mentor. This mentor will work with you, in an unofficial capacity, to, along with SDSU faculty, help guide you through the program and in your career. The community member will be someone closely aligned with your career and research interests. Program staff, on the other hand, will be able to provide you with useful technical assistance, and answer questions about program and institutional requirements.

At San Diego State University only those faculty members who have been approved by the College of Education and the Dean of the Graduate Division 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 their possible request for approval with the faculty member in question. Be advised, however, that approval of such requests is not automatic and is considered within timelines established by the College of Education and the Graduate Division at San Diego State University.

Mentors

Mentoring will play an integral part in the Ed.D. program for all doctoral students. Mid-career professionals who return to the University for a doctoral degree face many stress points as they try to manage the many demands (academic, professional, family and personal) on their time and attention. Having a professional mentor who has already completed a doctoral program and who is from their professional environment will be a strong support for the doctoral students. Professional mentors will complement the support doctoral students receive from faculty advisement and the Research Support Seminar groups. These mentors may participate in classes, small group advising meetings and/or generally be available to support students in their research projects.

Research Support Seminars (Ed 836)

These 2 unit courses, beginning in the doctoral students' second semester and cover three semesters, assist the doctoral students in identifying a dissertation topic and beginning work on that topic early in the program. This approach should lessen the problem of students getting stuck in the All-But-Dissertation (ABD) morass, which tends to lengthen the time to degree completion or lead to non-completion of the program. The accommodation is especially critical for full-time, working professionals.

SEQUENCE OF COURSES

As a student in the Ed.D. program, you will be a member of a cohort group. This means you will progress through the program with colleagues who entered the program when you did. You will all take the same courses together. As a member of the cohort, you are expected to learn from your colleagues, teach your colleagues, help your colleagues and provide and receive support from your colleagues. The sequence of courses you and your colleagues take will approximate the schedule shown on the following page.



**Doctoral Program Sequence of Courses
Community College/Postsecondary Education Concentration**

Core curriculum (27)	Concentration courses (21)	Dissertation hours (12)	Total: 60
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Fall 2008	Spring 2009	Summer 2009	Fall 2009		Spring 2010	Summer 2010		Fall 2010	Spring 2011	Summer 2011	
6 Units total	8 units total	8 units total	8 units total	COMPREHENSIVE EXAMS/Advancement to Candidacy	9 units total	9 Units total	PROPOSAL DEFENSE	6 Units total	3-6 Units total	3 Units total	DISSERTATION DEFENSE
ED 815 Re-Thinking Leadership (3)	ED 851 Seminar in Qualitative Methods of Inquiry (3)	ED 850 Seminar Quantitative Methods of Inquiry(3)	ED 885: Educational Program Planning & Evaluation (3)		ED 840 Seminar in Ed. Leadership for a Diverse Society (3)	ARP 727 Emerging Issues in Postsecondary Education (3)		ARP 760 Internship in Educational Leadership (3)	ED 899 Doctoral Dissertation (3)	ED 899 Doctoral Dissertation (3)	
ARP 801 Community College History and Development (3)	ARP 811 External Partnerships for Community Colleges (3)	(ED 860) Seminar in Organizational Change (3)	ARP 810 Community College Law and Finance (3)		ARP 812 Budget and Resource Management in Community Colleges (3)	ED 855 Seminar in Ed Leadership for a Diverse Society (3)		ED 899 Doctoral Dissertation (3)			
	ED 836 Seminar in research support and writing (2) Chapter 1	ED 836 Seminar in research support and writing (2) Chapter 2	ED 836 Seminar in research support and writing (2) Chapter 3		ARP 813 Strategic Planning in Community Colleges (3)	ED 899 Doctoral Dissertation (3)					

Appendix

FORMS

AUTHORIZED INCOMPLETE "I" AGREEMENT

Program **Doctorate of Education in Educational Leadership**

Last Name, First MI Red ID #

Street Address City State Zip Phone #

Email Address: _____

In accordance with CSU Executive Order No. 268, the undersigned student and professors agree to the following assignment of "I" (See back of form for criteria):

Department/Course No: _____ Schedule No.: _____

Semester/Year: _____ Grade to date: _____

Reason for "I":

Conditions for the removal of the "I" (State precisely what work must be done and what percent of the final grade this work represents. Instructor may wish to indicate grade to the assigned if the agreement is not completed satisfactorily):

Date by which course is to be completed:

(If the incomplete is not removed within one (1) calendar year following the end of the term during which it was assigned, it shall be counted as a failing grade in calculating grade point average and progress points.)

Student's Signature Date

Instructor's Signature Date

ACTION:
Final Grade: _____
Date Removed: _____

AUTHORIZED INCOMPLETE “I”

The “I” symbol shall be used only when the faculty member concludes that a small clearly identifiable portion of course requirements cannot be met within the academic term for unforeseen reasons. An Incomplete shall not be assigned when it is necessary for the student to attend a major portion of the class when it is next offered. An Incomplete is also prohibited where the normal practice requires extension of course requirements beyond the close of a term, e.g., thesis or project type courses. In such cases use of the SP symbol is required. **The conditions for removal of the Incomplete shall be reduced to 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.**

An Incomplete shall be removed within one year following the end of the term during which it was assigned. If the Incomplete is not removed within the prescribed time limit it shall be counted as a failing grade in calculating grade point averages and progress points.

PETITION FOR ADJUSTMENT OF ACADEMIC REQUIREMENTS

Type or Print for a window envelope:

Red ID #

Local Telephone Number

Ed.D. in Educational Leadership _____
Degree Concentration

Last Name First MI

Street Address

City State Zip Code

STUDENT REQUEST:

State request and provide explanation/reason for request. If additional space is required, attached a separate sheet to this petition.

Recommendation of Department or School:

_____ Approved _____ Denied _____ No Recommendation

Comments:

Graduate Advisor Signature Date

Graduate Division:

Action of the Graduate Council: _____ Approved _____ Denied

Comments:

____ Graduate Dean or Designee Signature Date

SDSU PETITION FOR GRADUATION FORM

Download a current copy of this form from <http://gra.sdsu.edu/>

SAN DIEGO STATE UNIVERSITY
Graduate and Research Affairs
Graduate Division

\$35 Application Fee for
Graduation with an *Advanced Degree*

The name on your *University record* will appear on your Diploma.

Last _____ First _____

Red ID # _____

Only if you have a "unique" spelling of your name (it includes the use of accents, hyphens, accent marks, for example), please print the spelling below.

(please print)

"You" are responsible for making any spelling corrections in your name, Mailing or Diploma address, etc. For more information, please go to www.sdsu.edu/e-services

Diplomas are not forwarded by the Post Office.

Candidate for the degree of (circle one)

MA MS MBA MCP MFA MM MPA MPH MSW AuD EdD PhD

I understand that, if I do not graduate the semester for which I am applying, I must reapply for the next semester in which I expect to graduate. I also understand if I have any outstanding Incompletes they will be charged and counted as an "F" for grade point purposes at the time of graduation.

Student Signature
