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**Links to all University and Program Forms can be accessed from the Program iLearn site: Steps and Forms for EDDL Program. All students should have access to this site. If not, contact the Program Office.**
Welcome to the Ed.D. Program in Educational Leadership
San Francisco State University

This innovative program has a distinct mission: to prepare educational leaders who will transform California public schools and community colleges to enhance learning and achievement for all students. The program prepares leaders working in communities in which the predominant goals are to reduce gaps in learning and achievement and to equalize access to learning. To this end, the SF State Ed.D. Program is centered on issues of leadership, equity and social justice to close achievement gaps.

San Francisco State University is a pioneer in offering an Ed.D. focused on leadership that transforms education, so that all P-12 and community college students are prepared to succeed academically, participate in their diverse communities, achieve meaningful employment, and continue learning throughout their lives. This program centers on the complexities of educational equity, the needs of diverse learners, the politics of education, using data to make educational decisions, and communication skills. We developed our program in consultation with local P-12 and community college partners to enhance the knowledge and skills of educators in urban communities and communities in transition.

This Handbook offers critical information for students, faculty, and dissertation committee members. We congratulate you for the accomplishments that have led to your participation this program. We look forward to sharing with you this personal, academic and professional learning experience.

Robert Gabriner, Ed.D.
Program Director
Communicating With the Ed.D. Program

Program Director:

Dr. Robert Gabriner [gabriner@sfsu.edu]
  • Office: 415-405-4101
  • Cell: 415-819-3253

Graduate Program Coordinators:

• Dr. Jamal Cooks, 1st year students: jamalc@sfsu.edu
  • Cell: 510-708-0344
• Dr. Barbara Henderson, 2nd & 3rd year students: barbarah@sfsu.edu

Academic Office Coordinator: Ms. Jacalyn White (jwhite@sfsu.edu ; 415-405-4103)

The Program Office is open 9-5 from Monday to Friday.

• Email: edd@sfsu.edu

• Website: edd.sfsu.edu

• Phone: 415-405-4103

• Fax: 415-338-7019

• Mailing address:

  Ed.D. in Educational Leadership Program, Burk Hall 521, San Francisco State University, 1600 Holloway Avenue, San Francisco, CA 94132

• Building and Room Location: 521 Burk Hall — Follow signs from elevator
Overview of the Ed.D. Program at San Francisco State University
Brief Program History

In 2006, the California Legislature made an exception to the Master Plan for Higher Education (1960) and allowed California State Universities to offer the Doctorate in Education (Ed.D.) degree (California Education Code, Section 66040 (a)). Prior to this exception, the CSU system could only offer doctoral degrees jointly with the University of California and/or independent California colleges and universities; all other doctoral education was assigned solely to the University of California system. The impetus for legislating this exception to the Master Plan was the “urgent need for well-prepared administrators to lead public school and community college reform efforts” (Education Code Section 66040 (b). The Legislature declared (Education Code Section 66040 (b):

Because of the urgent need for well-prepared administrators to lead public school and community college reform efforts, the State of California is hereby making an exception to the differentiation of function in graduate education that assigns sole authority among the California public higher education segments to the University of California for awarding doctoral degrees independently. This exception to the Master Plan for Higher Education recognizes the urgency of meeting critical public school and community college leadership needs and the distinctive strengths and respective missions of the California State University and the University of California.

The Legislature made clear that this new Ed.D. should be distinguished from doctoral degree programs at the University of California (Section 66040.3 (b), in several ways:

- The Ed.D. Programs should be “focused on preparing administrative leaders for California public elementary and secondary schools and community colleges and on the knowledge and skills needed by administrators to be effective leaders in California public schools and community colleges”;

- The Ed.D. Programs should be a partnership with K-12 and community colleges, which should “participate substantively in program design, candidate recruitment, and admissions, teaching, and program assessment and evaluation”;

- The Ed.D. Programs should enable professionals to earn the degree while working full time.

Following this legislation, California State University Chancellor Charles Reed issued Executive Order No. 991, outlining the “minimum requirements, policies, and procedures to apply to all Doctor of Education degree programs offered solely by the California State University” (California State University Office of the
Chancellor, Executive Order No. 991, 2006). The Executive Order established conformity with California Education Code Sections 66040 through 66040.7 and with Title 5 of the California Code of Regulations Sections 40050.1, 40100, 40511, and 40512.

San Francisco State University was one of the initial institutions to receive approval from CSU and the Western Association Schools and Colleges to begin offering the Ed.D. The first cohort of students entered SFSU in fall 2007, and a new cohort has been admitted each year. As of 2014, there are fourteen Ed.D. programs among the California State Universities. Additional information about the genesis, characteristics and locations of Ed.D. programs across the state can be found on the CSU Chancellor’s website [www.calstate.edu/edd/](http://www.calstate.edu/edd/).
Curriculum Themes and Learning Outcomes

The SFSU Ed.D. Program is organized around three cross-cutting themes: leadership and administration, equity, and inquiry. Each theme is emphasized in readings, discussion, and assessments for multiple courses. A map of courses, themes and student learning outcomes is available on the iLearn site for Forms and Procedures.

Theme I: Leadership and Administration
Graduates will be able to...

1. Initiate, facilitate, and sustain collaborations with colleagues and community members to work effectively with tensions, diverse perspectives, and dissent;
2. Use a range of local data integrated with broader research findings to make complex decisions as educational leaders;
3. Act as ethical change agents in their roles as educational leaders;
4. Apply knowledge of the relevant history, policy, and governance systems to make informed leadership decisions around issues of accountability;
5. Apply knowledge of public financing and budgeting to the financial management decisions they undertake as educational leaders.

Theme II: Equity
Graduates will be able to...

1. Apply analysis based on an understanding of the complex interplay between structural inequities and individual agency to design and lead educational institutions;
2. Apply a range of data and research findings to identify, evaluate, and support effective equity-centered curricula and pedagogy in the language arts, math, science, and the arts;
3. Integrate research and theory with data from local contexts to recognize and address barriers to recruiting and retaining people from under-represented backgrounds into educational settings;
4. Integrate findings from research and theory with data from local contexts to support special needs and non-traditional students;
5. Practice effective communication as a leader, giving particular attention to engaged, respectful, and collaborative communication with underserved populations.

Theme III: Inquiry
Graduates will be able to...

1. Evaluate a range of qualitative, quantitative, and mixed methods research with respect to effective P-12 and higher education leadership;
2. Locate, organize, and integrate findings from relevant qualitative, quantitative, and mixed methods research with respect to effective P-12 and higher education leadership;

3. Interpret program evaluations, research reports, and the educational literature to identify programmatic applications of research findings;

4. Design and carry out educational research that addresses a practical problem of educational leadership in P-12, higher education, or community settings.

**Sequence of Courses**

Students proceed through the program in cohorts, taking three courses in each of fall, spring and summer sessions for the first two years of study. In their third year, students enroll in a Seminar for support in completing their Dissertation Project. During each term, students complete nine credits of doctoral level academic work. Course offerings may change due to instructor availability; the tentative sequence of courses is described on the website <edd.sfsu.edu>. There are no electives in this program of study.

Courses are designed to prepare students for each of the following Program Milestones (see next page).
ACADEMIC PROGRESS MILESTONES

Following the provisions of the Chancellor’s Office Executive Order 991, students meet each of three milestones of academic progress. The First Year Milestone (Qualifying Exam) has a specified date for completion and assessment. Milestones Two (Dissertation Project Proposal) and Milestone Three (Dissertation Project Defense) are completed based on the approval of the Dissertation Committee; typically Milestone Two occurs near the end of the second year and Milestone Three is met near the end of the third year.

First-year Milestone: Qualifying Examination

The First Year Milestone, the Qualifying Examination, is the only milestone for which there is an established date for completion. The Qualifying Examination is submitted to the Program Director during the second semester of Year 1. The Qualifying Exam is scored by two faculty who have not yet had students in doctoral coursework. Scoring is based on a rubric, and each paper is scored “double-blind”: the identity of the author is not known to the reviewers, and the identity of the reviewers are not known to the student.

The Qualifying Exam must meet six criteria:

1. Identification and description of a specific educational problem in California,
2. Equity implications of that problem,
3. Leadership implications of that problem,
4. Synthesis and critique of appropriate scholarship relevant to that problem,
5. Potential research questions and methodology for examining that problem, and
6. Use of clear, concise graduate level academic prose.

Each criteria of the Qualifying Exam is scored “pass” (a score of 1) or “not passed” (a score of zero). The rubric for the Qualifying Exam is posted is in the Appendix to this Handbook, and is distributed to and discussed with students during the first year.

The Qualifying Examination serves four purposes:

• To evaluate whether students are academically prepared to continue in the program;
• To provide first-year students and the program with an assessment of student strengths and weaknesses in reading, writing and research skills within the social sciences;
• To promote the integration of scholarship with a specific problem in the practice of educational leadership in California;
• To build a foundation for research leading to the dissertation study.
Students who pass the examination can enroll in the second year. If a student fails, he/she may resubmit the qualifying paper by the date set by the Director for a second review by the faculty panel. If the student fails the second review, he/she will be disqualified from the program.

Dissertation Research Proposal

The Dissertation Research Proposal is the second Academic Milestone and it is required to advance to candidacy for all doctoral students. The examination is based upon an oral defense of the Dissertation Proposal, which students typically complete in the spring or summer of the second year. The written Dissertation Proposal will normally consist of: (1) a description of the problem, (2) a review of the relevant literature, (3) a statement of the research question(s), (4) a description of the research methodology, and (5) the significance of the research/ the potential for contribution to practice. The rubric that faculty use to score the Dissertation Research Proposal is posted on the Ed.D. Program’s website at edd.sfsu.edu.

The Proposal examination is conducted by the student’s three-member Dissertation Committee. The Dissertation Chair must be a tenured or tenure-track faculty member on the SF State University campus and at least one other committee member must be a tenured or tenure-track SF State faculty member. The third member may be a person who holds a position in a P-12 school, community college, other post-secondary education or community-based institution, and is not required to hold a doctorate.

Unanimous agreement of the Committee is required for the candidate to pass the Dissertation Proposal. The Committee assesses the student’s performance and communicates one of three results in writing to the student: (1) approval, (2) approval with modifications, or (3) lack of approval.

In the case of approval with modifications or lack of approval, the Committee will communicate to the student the process and expectations for resubmission. The student will craft a Memorandum of Understanding (MOU) regarding revisions to be made and email it to the Committee. The student will also provide a copy of the MOU to the department along with the Dissertation Proposal Report form signed by all committee members and the scoring rubrics collected from all members of the committee.

If the committee decides that the student is not ready to advance to candidacy, the student will have a second chance to submit a revised proposal and participate in the oral defense. The time for the second defense shall be arranged by the dissertation chair, the student, and the program director.

In order to proceed with the formal conduct of the dissertation research, the student must receive written approval of the proposal by the Committee and written
notification by the Institutional Review Board that requirements have been met for the use of human volunteers in research activities.

**Final Examination/ Oral Defense of Dissertation**

The final milestone is an oral examination during which the candidate defends the dissertation. The Dissertation Committee administers this examination, and uses the rubric posted on the program website at edd.sfsu.edu to evaluate the dissertation project. Unanimous agreement of the Dissertation Committee is required for approval of the dissertation and recommendation that the Ed.D. degree be conferred. In the event that the Dissertation Committee determines that substantive changes must be made to the dissertation before it can meet expectations, the final vote of the Committee will be postponed until the changes are completed.

Submission of the approved, written dissertation is the last step in the program leading to the award of the Ed.D. degree. The dissertation must be submitted by the specified deadline in the semester in which the degree is to be conferred. The dissertation format must conform to the campus-approved dissertation manuscript requirements. The Graduate Study Office at SF State has posted online a complete template for the Dissertation Research Project <http://grad.sfsu.edu/content/current-students/thesis-dissertation-page> [MS Word Thesis Template].

**Alternative Formats for the Dissertation Project**

The EDDL Program offers alternative formats for the final dissertation project inasmuch the five chapter model may not be a good fit for some students whose professional goals are leading them to educational leadership positions in P-12, community college, or community based organizations. Alternative forms of the dissertation can be considered including:

- A consultancy project with a school, district or community college where the student would address an issue of practice or policy and the final project with analysis and recommendations would be shared with the student’s committee as well as the leadership of the school/college. A MOU would be established between the EDDL Program and the education institution on the timeline and deliverables.
- Program review/evaluation for a specific school, district or college program;
- Three manuscripts that are publication-ready for specific peer-reviewed journals or peer-reviewed edited volumes;
- Two papers that present an analysis of data and that lead to the third paper, which is a policy paper or program proposal directed at one or more specific educational organizations (e.g., school district, community college, or community-based organization). The policy paper, like the data analysis papers, must meet the current established standards of the program;
• Two papers that present an original analysis of data and which lead to third project completed in a medium other than text, such as a film or photo essay, and which are addressed to problems identified at one or more named educational organizations (e.g., school district, community college, or community based organization). A faculty member with expertise in the medium chosen for the third product will be a member of the dissertation committee. An MOU will be established between the educational organization and the Ed.D. Program on the scope and rigor of the project outcomes.

The overall scope of the research and writing for these alternative formats must be at least as extensive as the program expects in a traditional five-chapter dissertation, and the project must contribute significant new knowledge to the field. The overall inquiry must include original analysis of data, and except in cases where the student is working with a very large dataset of existing data, must also include original collection of data from the field.

It is likely that alternative format dissertation projects will be framed in local terms, that is, the overall project addresses a pressing local need, such as programmatic design, policy, or political initiative. In all cases, the audience for each paper or other creative product must be identified.

Further questions about alternatives to the traditional five-chapter dissertation should be discussed with the Program Director.

PROGRAM FACULTY

The program is interdisciplinary and draws its faculty from most of the colleges at SF State. A list of current faculty and their profiles can be found on the Ed.D. Website under Profiles of Ed.D Faculty [http://edd.sfsu.edu/dept-faculty](http://edd.sfsu.edu/dept-faculty) (note that some profiles include short video profiles of the faculty member.)

GOVERNANCE

The governance structure of the SFSU Doctorate in Educational Leadership includes a Governance Board, an Executive Committee, the Ed.D. Faculty Group, and a Partnership Advisory Board. The program is staffed by a Director, Graduate Coordinators, an Academic Office Coordinator; they are overseen by the Governing Board, the Dean of the Graduate College of Education and the Dean of Graduate Studies.

The following are the membership guidelines and functions of each group and staff member.

Governance Board

The Governance Board is the formal governance body that involves the campus
community, the Ed.D. Program, the surrounding K-12 community, and the regional community college community. This group is a high-level policy board that determines program direction, reviews policies, and assesses overall program outcomes. The Governance Board includes the following members: Dean of Graduate Studies (Chair); Provost and Vice President of Academic Affairs or Designee; Deans of Participating Colleges or designees; 1 Current Doctoral Student; 3 Educational Leadership Faculty (appointed by the Executive Committee to serve a three-year term); Partnership Advisory Board Members. The Governance Board has purview over substantive policy issues such as program size, budget issues, program emphases, and other fundamental issues that affect the Ed.D. Program, the campus, and the larger community. The Governance Board meets once a semester, with additional meetings scheduled as needed.

**Executive Committee**

The Executive Committee provides direct oversight of the program including recruitment, admissions, curriculum, assessment, and other academic and administrative issues. The Committee supports the Director in the day-to-day academic administration of the Educational Leadership Program. It is comprised of a minimum of eight members selected by the Governance Board and the Director. The term of service for members is two years, with consecutive terms permitted. The Director chairs the committee, calling twice-monthly meetings and presiding at those meetings. In the event of a vacancy, the Program Director will appoint an interim member.

**Ed.D. Faculty Group**

Members of the Ed.D. in Educational Leadership Faculty Group are responsible for providing instruction in the program, advising students, participating in qualifying exams, serving as dissertation chairs or committee members, developing curriculum, and performing other faculty duties in the program. The Ed.D. Faculty Group shall participate in admissions and academic progress decisions on student movement through the Ed.D. Leadership Program. Meetings are held during the regular academic year. For more information about the governance system for the Ed.D. Educational Leadership program, contact the Director, Dr. Robert Gabriner (gabriner@sfsu.edu).

**Program Director**

The Director of the Educational Leadership program is responsible for the day-to-day operation of the graduate program. The Director implements University policies; convenes faculty and advisory groups, coordinates teaching assignments with relevant department chairs; schedules courses and assigns faculty to cover teaching needs; and teaches, advises and serves on dissertation committees.
Graduate Coordinator(s)

The Graduate Coordinator(s), along with the Program Director, provide overall support services to all students in the program. They also serve as the student’s advisor until a student is matched with a Faculty Advisor. In addition, they teach, chair dissertations, and serve on dissertation committees.

Partnership Advisory Board

The Partnership Advisory Board represents area partners in curriculum and policy matters related to the Ed.D. Program. It provides for ongoing collaboration between the program and the area's P-12 and Community College communities. This group will also appoint representatives to committees associated with the Ed.D. Program. Educational Leadership Faculty Group members are invited to attend the meetings of this advisory board. The Partnership Advisory Board brings issues of currency, applicability, and practicality of the curriculum to the forefront of discussions, and is one source for practitioner engagement with student research projects.

Student Travel and Research Assistantship

All students in the EDDL Program are eligible for travel grants of no more than $1,500 for conferences or activities directly related to a student’s dissertation. All requests must be submitted to the program office at least 45 days in advance of travel. A complete description of the guidelines for travel are available from the program office.

Students are also eligible for research assistantships usually in their second or third year. Consult with the program director for specific guidelines for applying for a research assistantship.
SF State Policies
And Support Services
Registration and Tuition Deadlines

Students are responsible for knowing the dates and deadlines posted for the Bursar office (when tuition payments are due) and the Registrar office (dates of registration for classes).


- The program will provide a list of classes, dates, instructor names and emails, and room location to each cohort when the Bursar starts accepting payments for the new semester.
- **New students** will receive information on their registration date from the Registrar
- **Continuing students** are expected to follow the dates and deadlines posted on the Registrar and Bursar websites for continuing students, or by checking their SF State Gateway account.

Late Add Deadline

You may not be allowed to add a course after the stipulated deadline. Please pay attention to the deadlines! You may refer to *SF State Gateway*, check the current *SF State University Bulletin*, or see the *Online Academic Calendar* to review *Withdraw/Add deadlines*.

Withdrawal Policy

You **must** formally withdraw from a course either online by *Gator Reg* or by petition. Do not assume a faculty member has withdrawn you. Do not assume you will be withdrawn if you do not attend the first day of class. Failure to withdraw formally from a class will earn an F grade for that course.

How to Pay Fees

Fees must be paid prior to registration. Instructions available at [http://www.sfsu.edu/~bursar/index.html](http://www.sfsu.edu/~bursar/index.html). Check for Schedule of Tuition, Fees/Registration Process and the Important Dates for each semester on the bursar website.

Financial Aid

SF State offers student advising on a variety of financial aid opportunities. Ed.D. students should contact the Director of Student Financial Aid, Ms. Barbara Hubler bhubler@sfsu.edu, phone (415) 338-2611 for more information.
University Bulletin

All University rules, policies and procedures are included in the Bulletin. This information is also available online. The Bulletin for your entry year is your “Bulletin Year” and you are required to follow the course of study and meet the program requirements identified in that Bulletin. Your advisors can inform you of any changes in the curriculum that may have occurred after the Bulletin was printed.

Graduate Academic Forms

For convenience, we have also posted forms and checklists for each year on iLearn. Nearly all the forms for Prospective and Continuing Graduate Students are found on the Grad Studies website www.sfsu.edu/~gradstdy under the “New Graduate Students” or “Current Students” pull-down menus.

GradStop

The GradStop is located in the Administration Building, Room 254. Students can drop in for general questions, turn in forms, or obtain a review of dissertation format prior to submission. Hours are Monday to Friday: 9:00 a.m. to 5:00 p.m. with extended hours during the fall and spring semesters Tuesday and Wednesday 5:00 p.m. to 6:00 p.m. Contact by phone (415) 338-2234; fax (415) 405-0340; or email gradstdy@sfsu.edu.

One Stop

The One Stop Student Services Center in the Student Services Building (SSB) is a single location where students can receive assistance with registration, financial aid, and disability services. Hours are Mon. to Thurs.: 8:30 a.m. to 7 p.m.; Fri.: 8:30 a.m. to 5 p.m.

ATM Machines

Wells Fargo and Bank of America have ATM machines outside the Bookstore. There are several other ATMs inside the Cesar Chavez Student Center.

Student Health Center

- Immunization Clinic Hours and online appointments http://health.sfsu.edu/immunizations-clinic

- The Center provides health care services to all registered students. Services include urgent care, primary health care and women’s medicine. Other specialty services require a minimal fee: immunizations, men’s health, pharmacy, physical therapy, nutrition, optometry and health promotion/preventive health
education. For an appointment call (415) 338-1251. The Student Health Center program does not cover hospital or other specialty services; therefore, all students should carry additional comprehensive health care insurance. For available plans see: www.sfsu.edu/~shs/insurance.htm.

### Health, Counseling and Psychological Services

- Counseling and Psychological Services Center: [www.sfsu.edu/~psyservs](http://www.sfsu.edu/~psyservs)
- Psychological Services Emergencies: [www.sfsu.edu/~psyservs/Emergency.html](http://www.sfsu.edu/~psyservs/Emergency.html)
- A Safe Place: counseling and support for sexual assault [www.sfsu.edu/~safe_plc](http://www.sfsu.edu/~safe_plc) or chaya@sfsu.edu
- Student Health Services: [www.sfsu.edu/~7Esh](http://www.sfsu.edu/~7Esh)
- Quick Health: [www.quickhealth.com](http://www.quickhealth.com)
- San Francisco General Hospital Trauma Recovery/Rape Treatment Center (415) 437-3000
- Health Insurance: [www.sfsu.edu/~7Eshs/insurance/domestic.htm](http://www.sfsu.edu/~7Eshs/insurance/domestic.htm)
- Project CEASE: alcohol and drug prevention and treatment [www.sfsu.edu/~cease](http://www.sfsu.edu/~cease)

### University Police Department

- Call 911 for emergencies, for 24 hour non-emergencies call (415) 338-7200.

### Child Care

- Available through the Associated Students’ Children Center for children between the ages of 6 months and 5 years. There is often a waiting list for admission. For more information, call (415) 338-2403. For a list of close-to-campus childcare also see: [www.sfsu.edu/prospect/child.htm](http://www.sfsu.edu/prospect/child.htm)

### Public Transportation and Parking

- The University has wide access to public transportation. [http://www.sfsu.edu/~parking/directions/](http://www.sfsu.edu/~parking/directions/)

### Library/Research Resources: The J. Paul Leonard Library ([http://www.library.sfsu.edu/](http://www.library.sfsu.edu/))

The library has numerous traditional and online resources. During the course of your studies, you will hear research librarians speak to your classes about using resources such as electronic databases ([http://www.library.sfsu.edu/find/dbs/dbselector.php](http://www.library.sfsu.edu/find/dbs/dbselector.php)), reference materials in the Library [http://www.library.sfsu.edu/research/](http://www.library.sfsu.edu/research/) and the
computer and media laboratories within the Library as well as books and periodicals (http://opac.sfsu.edu/) leads to the online catalog Investigator. The librarian assigned to the Graduate College of Education is Athena Nazario, anazario@sfsu.edu.

**Learning Assistance Center** (http://www.sfsu.edu/~lac/)

The LAC provides tutoring and referrals to academic resources. The LAC offers scheduled weekly appointments, 50 minute sessions that are scheduled in advance. The sessions take place every week at the same time with the same tutor. Limited drop-in tutoring is also available. The LAC is located in HSS 348 (phone (415) 338-1993).

**University Career Center** (http://www.sfsu.edu/~career/)

It is located in SS 206, provides numerous job fairs throughout the year, workshops on writing resumes and interviewing, and has numerous files on potential jobs as well as schedule some interview opportunities.

**Division of Information Technology (DOIT)** (http://tech.sfsu.edu/home)

DOIT offers a wide range of technology services to the campus community: Internet/e-mail accounts, 24-hour computing lab, help desk support, campus-wide software licenses, and online services via the Web. Students have access to online registration, grades, financial statements, class schedule searches, class schedules, address changes, transcripts and Internet/e-mail account requests. Internet/e-mail accounts can be used for e-mail, dial-in modem access, publishing a personal web page, programming coursework, and online research.

**Disabilities Accommodations**

San Francisco State University has an outstanding Disability Programs and Resource Center (http://www.sfsu.edu/~dprc). Students with mobility, hearing, visual, communication, psychological, systemic (HIV/AIDS, environmental illness, etc.), and learning disabilities are encouraged to seek out the excellent counselors and resources available at DPRC. To contact DPRC, phone (415) 338-2472 or email dprc@sfsu.edu.

Students are provided assistance in coordinating a full range of support services in order that they may define and achieve personal autonomy at SF State. The DPRC also provides eligible students with help understanding and managing DPRC services, campus-wide access, attitudinal barriers, other campus resources, and disability civil rights. These services include the following:

- Academic Assistance Program
- Adaptive Technology Web site
- Admission Assistance
- Alternate Media Program
- Deaf / Hard of Hearing Services
• Disability and Instructional Strategies
• On-Campus Shuttle Service
• Parking
• Priority Registration
• Scholarships
• Testing Accommodations

University Policies Related to Safe and Health Learning Environment

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community must choose behaviors that contribute toward this end. Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences. These behaviors include but are not limited to plagiarism, cheating, or other forms of academic dishonesty that are intended to gain unfair academic advantage as well as misuse of computer facilities or resources. A full discussion of Standards for Student Conduct can be found on the SF State website bulletin <www.sfsu.edu/~bulletin/current/supp-reg.htm#ppg339>.

San Francisco State University complies with the requirements of all federal and state laws prohibiting discrimination, including discrimination on the basis of race, color, or national origin, disability, sex, gender, sexual orientation, and HIV/AIDS. A full discussion of these protections can be found in the on the SF State website bulletin <http://www.sfsu.edu/~bulletin/current/supp-reg.htm#ppg257>.

Sexual harassment is unethical and unprofessional conduct, illegal, and against San Francisco State University policy. It may occur in written, spoken, physical, and visual forms. The university will act to eliminate sexual harassment within its jurisdiction. A full discussion of Sexual Harassment Policy and Procedures can be found on the SFSU website bulletin http://www.sfsu.edu/~bulletin/current/supp-reg.htm#ppg281.
ACADEMIC POLICIES

AND SUPPORT FOR STUDENTS
ACADEMIC POLICIES AND SUPPORT FOR STUDENTS

Program Timeframe

The Ed.D. Program is designed for completion of the degree requirements within three (3) calendar years (two semesters per academic year plus two summer sessions for a total of 8 semesters). This program is accelerated; to assure that students can meet the three year timeframe requires a great deal of self discipline to meet course and program requirements.

If a student does not complete degree requirements in three years, extensions can be provided. However, the student is responsible for paying full tuition for each semester s/he is continuing his/her doctoral study.

Completion of degree requirements between three (3) calendar years and four and a half calendar years (four years and one semester) is normally acceptable. Total registered time is not expected to exceed five (5) years, and extension beyond this period requires approval by the Executive Committee.

Extension of the period for degree completion beyond the period of five (5) years is normally granted to students in good academic standing, not to exceed a two (2) year period. Continuation each term requires determination of satisfactory progress by the Ed.D. Executive Committee. Extension of the period by more than two years can be granted only under special circumstances and based upon criteria established by the faculty. Such extension requires (1) special approval in accordance with the procedures established by the campus, and (2) demonstration that the student has maintained currency in the field, including current literature and research in the field.

Requirements for Continuing in the Program

The program requires that students meet the following criteria to continue in the Program:

• Each Ed.D. student is expected to maintain satisfactory progress toward the approved academic objectives as defined by the Ed.D. Executive Committee and the University’s Graduate Studies policies.

• The student must advance to candidacy and complete all courses and examinations satisfactorily within the period specified by the Ed.D. Program.

• The student must maintain at least a 3.0 cumulative grade point average.

• The student may not have a grade point average below 3.0 in two successive semesters.
• The student must pass all required examinations within two attempts.

Students who fail to make satisfactory academic progress may be officially declassified from program and disqualified from the university in accordance with policies established by the campus and based upon the recommendation of the Ed.D. (See below: Declassification Policy.)

**Eligibility for Ed.D. Degree**

To be eligible for the Ed.D. Degree, the candidate must complete a specified pattern of study where:

• The pattern of study shall be composed of at least 60 semester units earned in graduate status. The Ed.D. courses are organized exclusively for doctoral students.

• At least 42 semester units shall be completed in residence at SF State. The appropriate campus authority may authorize the substitution of credit earned by alternate means for part of this residence requirement. SF State may establish a transfer policy allowing application to degree requirements of relevant coursework and credits completed as a matriculated student in another graduate program on the condition that the other program is appropriately accredited and the coursework complements the goals of the SF State program.

• No more than 12 semester units shall be allowed for dissertation research

**The Culminating Project/Alternative Dissertation Formats and Other Information**

The scope and format for dissertations are discussed in the section on program milestones. The dissertation is addressed on page 13.

**Declassification from the Ed.D. Program**

A student may be declassified (dropped) from the Ed.D. Program for a range of reasons including, but not restricted to: unprofessional conduct; behavioral issues that interfere with the learning of others; failure to make progress toward the degree as set forth by the University and program policies; failure to meet grade requirements to maintain good standing in the program and/or University; and/or the department/program faculty determine that the student is incapable of completing degree requirements at the level expected of a graduate student in the discipline. Graduate students are expected to develop their full potential as scholars and to maintain a 3.0 GPA.

The program must initiate the declassification request with support from the program director and college dean or designee. Requests are submitted to the dean of Graduate Studies for final action and official notification to the student and the Registrar’s Office. To continue in the University, a declassified student must formally apply to another
graduate program. Such students will not be permitted to enroll through regular University or Open University in any undergraduate or graduate courses in the program or degree from which they were declassified. Unless declassification was related to conduct issues that interfere with campus interactions, declassified students are eligible to apply to a new program through CSU Mentor, pay the application fee, and be accepted as a student by the department/program.

The following is the declassification procedure adopted by the Executive Committee of the Ed.D. Program:

1. A faculty member determines that a student has exhibited behaviors that appear to call for declassification;

2. The faculty member brings these matters to the student’s and Program Director’s attention and attempts to resolve them with the student within 10 working days. If the problematic behaviors cease, the declassification process is suspended. The faculty member may, if the Code of Student Conduct (conduct.sfsu.edu/standards) is violated, refer disciplinary matters to the Dean of Students of the University;

3. If the problems are not resolved, the Program Director appoints, within 10 working days, a Declassification Review Panel consisting of three tenure/tenure-track faculty members from the program (not including the faculty member who originally raised the issue of declassification). The Panel reviews all materials and evidence pertinent to the student’s behavior and interviews the student and faculty member separately within 10 working days of being appointed. The Panel renders an independent decision about whether or not to recommend declassification and notifies the Program Director in writing within this time period;

4. If declassification is not recommended, the matter is ended. If declassification is recommended, the Program Director forwards a written recommendation, with evidence, within 10 working days to the Dean of the Graduate College of Education. The Dean reviews this recommendation. If s/he concurs, it is forwarded within 10 working days to the Dean of Graduate Studies for a final decision and appropriate action as described in the graduate program policies section of the SF State Bulletin at the following link: http://www.sfsu.edu/~bulletin/current/gradpol.htm#ppg50.

**Student Advising**

The purpose of student advising is to enhance the academic and professional development of students in the Ed.D. Program. Advising occurs on at least three levels during the doctoral program: entry period; preparing for research; and dissertation research.
**Director or Graduate Program Coordinator(s)**
The Director and Graduate Coordinators serve as academic advisors for all students enrolled in the Ed. D. Program. The Director and Coordinators are responsible for general academic advising, which may include assisting students in interpreting program requirements, considering program options, identifying support services on campus, developing mentoring relationships, and providing initial feedback on dissertation topics.

**Faculty Advisor**
Each student is matched with a Faculty Advisor usually by the end of the second semester of the first year. The match is based on mutual intellectual and research interests. The Faculty Advisor is a critical connection for Ed.D. students in the Educational Leadership Program. The advisor serves as an academic resource, advocate and mentor for a student throughout the program. The Faculty Advisor assists students in developing conceptual frameworks, study methodologies and interpreting data for the Culminating Project/Dissertation.

The assignment process for a Faculty Advisor is as follows:
- Student completes *Doctoral Student Research Interests* form, available on iLearn.
- The Director and First Year Coordinator match student and faculty research interests to assign a Faculty Advisor for each student
- The student contacts Faculty Advisor to set initial meeting
- Student meets with Faculty Advisor at least once a month during each semester

Faculty Advisors generally become the chair of the dissertation committee, but only at the request of the student. The Faculty Advisor and the Graduate Coordinator can help the student identify another appropriate Dissertation Chair, if the student so wishes.

**Dissertation Chairs**
The Dissertation Chair is responsible for the primary supervision of the student’s dissertation research. The Dissertation Chair works with the student to:
1. Focus the student’s research interests
2. Guide the student in designing the research methodology for the dissertation
3. Guide the student in preparing the dissertation proposal
5. Guide the student in gathering data, analyzing results, and writing the dissertation.
6. Assist the student with timely submission of appropriate paperwork
Institutional Review Board (IRB)

Within the Ed.D. degree program, the student will submit the Ed.D. dissertation research protocol to the Institutional Review Board. When the dissertation proposal is submitted to the Proposal Committee, it must contain either (1) materials that have been already submitted to the Institutional Review Board (IRB) regarding the proposed dissertation research or (2) materials completed for submission to the Institutional Review Board to meet human subjects requirements. The IRB protocol is separate and distinct from the Dissertation Proposal form. The Dissertation Proposal informs the Graduate Studies Division of the overall research project. The research protocol informs the Committee for the Protection of Human Subjects (CPHS) how the student intends to work with the human subjects. The human subjects website (http://www.sfsu.edu/~protocol/human.htm) includes a section called “Does My Research Require Review?” which will help the student and Chair determine the level of review required.

This website specifies that:

• IRB review and approval is required for any research involving human volunteers that is conducted by University faculty, staff, students; is performed on the premises of the University (even if conducted by persons not affiliated with SF State); is performed with or involves the use of facilities or equipment belonging to the University (even if conducted by persons not affiliated with SF State); or involves University, students, staff, or faculty (even if conducted off campus).

• Students are required to complete an online research-training course before submitting protocols to the IRB. The link to the online training is on the human subjects website (http://www.sfsu.edu/~protocol/human.htm) along with information on planning and submitting a full research protocol, Protocol Approval Form (PAF) and other forms, templates of the protocol, informed consent, and other documents.

• The federal Office for Human Rights Protection (http://www.hhs.gov/ohrp/human subjects/guidance/decisioncharts.htm#c7) provides decision trees to help researchers determine whether the activity they will engage in is research involving human subjects. Appropriate Institutional Review Board (IRB) approvals must be received before dissertation research involving human subjects can be conducted. The dissertation chair signs the IRB forms and works with the student to ensure that human subjects review requirements are met on a timely basis. Failure to obtain required IRB approvals prior to collection of data on human subjects may disqualify a student from making any use of those data. The approval letter will arrive by email from protocol@sfsu.edu. Students should make any changes required by the reviewers.
Policy for Incompletes

The policy for filing a Petition for Incomplete requires that a student has met several preconditions:

See: [http://www.sfsu.edu/~admisrec/forms/regforms/incomplete.pdf](http://www.sfsu.edu/~admisrec/forms/regforms/incomplete.pdf)

- Student must have completed a substantial part of the coursework and withdrawal from the course is not a viable alternative.

- Student is unable to complete the course due to unforeseen circumstances beyond her/his control.

- Student is doing passing work at the time the petition is filed and it is possible for him/her to earn credit if the course requirements are completed within the time allowed.

- Student has consulted with the instructor about getting an incomplete grade for the course.

- Student assumes responsibility to initiate the Petition for Incomplete and submit it to the professor for signature.

Incomplete Procedure Checklist

✔ Student discusses his/her desire for an incomplete grade with the course instructor before filing petition.

✔ Student initiates the petition by completing the top half of the "Petition for Incomplete", and signs and dates the form. In rare cases when the student is unable to submit the petition form, the course instructor, after consulting with the student, may initiate the Petition on behalf of the student.

✔ Student submits the form together with supporting documents to the course instructor.

✔ If the instructor approves the Petition, s/he completes the Action by Instructor on section on the bottom half of the Petition, setting the conditions (what work to be completed by what date) for completing the course after discussing the case with the student.

✔ The instructor submits the Petition to the Program Director for approval. Final approval rests with the Program Director.
✓ One copy of the Petition with all necessary signatures can be picked up from the Ed.D. Program office by the student for his/her personal file, one copy is given to the instructor, and one copy is kept in the Program Office. The Program Office will hold the paperwork for two years.

✓ Student files a "Petition for Change of Grade" after completing the specified course requirements. In any case, the grade change petition must be filed within the one-term limit in order to change an "I" to a different grade. Otherwise, the "I" grade is automatically converted to an "F."

For the Ed.D. Program, students are allowed one academic term (including fall, spring, and summer) to finish and submit the incomplete work, regardless of whether the student is enrolled for the term. Students with extenuating circumstances should contact the Director or Coordinator to request an extension of the time limit beyond one term.

Grade Changes
- "Petition for Change of Grade"
  [http://www.sfsu.edu/~admisrec/forms/regforms/gradechange.pdf](http://www.sfsu.edu/~admisrec/forms/regforms/gradechange.pdf) must be filed in order to change an "I" to another grade. Failure to file the Petition within one term following the term in which the "I" grade is assigned will result in an automatic assignment of an "F" grade to the course. No grade changes are allowed after the student has graduated.
Information for Faculty
(And students)
FACULTY TEACHING GUIDELINES

Students in the doctoral program are working professionals who are also taking three courses each semester. In this program, the professional work responsibilities of students are a laboratory in which students practice the skills and perspectives they learn in coursework and research, and students’ professional experiences inform classroom discussions. The Educational Leadership programs across the California State Universities are intensive experiences. Students are engaged in concentrated learning many hours per week. We work hard to offer support to help students integrate theory and professional practice, and to meet course and program expectations. Student feedback and faculty experience suggest some guidelines for building student success into each course.

• Align course goals and content with the program’s unifying themes of leadership; equity; and inquiry;

• Align course goals and content with the appropriate language and argumentation, and critical analysis and praxis;

• Students are held accountable for progress in framing written and oral arguments during class and in course assignments. The First Year Qualifying Examination results also serve as a program evaluation showing how well faculty are preparing students to meet program learning outcomes;

• Given the joint mandate to develop leaders for P-12 and community colleges, seek a balance between P-12 and community college contexts. Our students are about equally divided in their professional backgrounds;

• Faculty assigned to teach in the same semester and the same cohort should set aside time to identify how content and assignments can be integrated across courses;

• Provide clear expectations for written course assignments including such specifics as format or structure of an assignment and grading rubrics that identify expected outcomes;

• If students are found to need additional support—writing or other skill sets—faculty should contact the Graduate Coordinators and/or Program Director;
• Making course readings accessible to students through iLearn, e-Reserves, course readers, or texts. The program office is unable to cover the costs of duplicating extensive course readings.

• Guest speaker honorariums are available. Check with the Director before agreeing to offer a stipend to a guest speaker.

• To make course corrections, develop student feedback loops wherever possible. The scope and details of feedback mechanisms are the purview of individual instructors. Contact the Director or of the Graduate Coordinator about specific feedback tools used by faculty in the program.

• Syllabi should specify expectation regarding assignments, attendance, student behavior and plagiarism.

Suggestions from Student Panel on Teaching Doctoral Students

A group of three students from the 2013 cohort recently completed a short paper on their reflections on teaching and instruction in the EDDL Program. Here are some excerpts:

• Students, regardless of age, can only intake a limited amount of “data”. Twenty minutes is a reasonable time marker before allowing processing time or an engagement activity.
• Direct instruction should be limited. Talking is a form of downloading information, not necessarily teaching. Student engagement is limited when students are passive, and many students disengage. Talking longer does not impart more material; it often has the opposite effect.
• Move around the room. Especially with a small room and/or cohort, movement around the room will improve student engagement and accountability.
• Ask questions frequently of your students. Checking for understanding is essential. Using a generalized statement like “does everyone understand?” will not be responded to accurately. Similarly, “any questions?” will not yield authentic results, nor will yes or no questions. Plan for questions that truly check understanding for example - “What contradictions do you see in theory x and y?” Or “What is an argument against...” Think about not just checking comprehension but the higher level skills of interpretation or analysis. These skills should be consistently infused into classroom instruction at the doctoral level.
• Give your students a reading goal or focus for the assigned readings. What are you looking for? Is there a central theme or understanding you want your students to understand? Connections you want them to make?

• Begin class with a learning goal. What do you want your students to know and be able to do? For example, “At the end of today’s class, you will understand how to operationalize contextual variables in a program evaluation.” At the conclusion of the day, check for understanding with your students by having them use the skill or demonstrate the concept in their own words.

• If you have assigned readings to the class, expect that doctoral students will come to class having read them. Do not review the readings using a PowerPoint or other method. Instead, follow up on concepts and themes using partner groups, table groups, graphic organizers, etc. to contrast and compare, extend or evaluate.

• For a multi-hour class, design a rotation of activities, only using direction instruction for a portion of the class time. Use a variety of engagement activities to allow your students time to process and practice the content.
  o Pairs, table groups or structured groups
  o Gradual release model (Instructor models what they want students to do, students practice in groups or pairs, students do activity alone)
    ▪ e.g. Case Studies
  o Four corners, line-ups, fish bowls, jigsaws, role plays & demonstrations, applying concepts and theories to actual case studies
  o Provide pre- and post- checks to assess the effectiveness of your instruction. This type of formative assessment will allow change mid-stream, as opposed to reading the summative evaluations at the end of the course.
STUDENT ADVISING

The purpose of student advising is to enhance the academic and professional development of students in the Ed.D. Program. The Director and Graduate Coordinators serve as academic advisors during the first year for all students enrolled in the Ed.D. Program. The Director and Graduate Coordinator are responsible for general academic advising, which may include assisting students in interpreting program requirements, considering program options, identifying support services on campus, developing mentoring relationships, providing initial feedback on dissertation topics, and matching students with research advisors.

Faculty Advisors
Students are matched with a Faculty Advisor late in their first year. The Director and Coordinators will assess faculty availability, as well as mutual academic and research interests. The Faculty Advisor guides the student in designing and implementing a Culminating Research Project, and can serve as Chairperson of the Dissertation Committee. The faculty or student may request (in writing or via email to the Program Director) a change in the Faculty Advisor. During the second year, the student must reach an agreement with the Faculty Advisor or another SF State faculty member to Chair the Dissertation Committee.

The Faculty Advisor should set a schedule for regular meetings with the student during the second and third years. Some professors meet with students once a month and some meet more frequently, especially when students are preparing their proposals and their dissertations. Faculty Advisors and students jointly set meeting times and locations, keeping in mind that Ed.D. students typically work fulltime during the week and often live or work at a distance from the campus.

The Faculty Advisor helps the student to
• focus her/his research interests,
• design the research methodology,
• prepare research proposal,
• complete application to Institutional Review Board,
• gather and analyze data, and
• prepare the dissertation.
The Dissertation

Release Time for Dissertation Service
Beginning with the 2014 cohort, faculty members who serve as Dissertation Chair receive a one-time .2 course release (3 units) for every completed dissertation they chair.

Faculty members who serve as Dissertation Committee member receive a one-time .2 course release (3 units) for every four completed dissertations.

External members of a Dissertation Committee receive a stipend.

Guidelines for Chairing the Dissertation
The Ed.D. Dissertation is an applied, empirical study using quantitative, qualitative, or mixed methodology designed to contribute knowledge about improved approaches to addressing a significant issue of practice and/or policy, especially as they relate to social inequality and equity. The literature review focuses on primary source research and provides a social context for the issue; the research design should be aligned with the questions being studied. Students will collect and analyze data appropriate for making recommendations that will advance knowledge, policy and/or practice and they will either generate original data, and/or conduct original analyses of existing data sets.

Alternative Formats for the Dissertation Project
The EDDL Program offers alternative formats for the final dissertation project inasmuch the five chapter model may not be a good fit for some students whose professional goals are leading them to educational leadership positions in P-12, community college, or community based organizations. Alternative forms of the dissertation can be considered including:

• A consultancy project with a school, district or community college where an issue of practice or policy would be addressed by the student and the final project with analysis and recommendations would be shared with the student’s committee as well as the leadership of the school/college. A MOU would be established between the EDDL Program and the education institution on the timeline and deliverables.

• Program review/evaluation for a specific school, district or college program;

• Three manuscripts that are publication-ready for specific peer-reviewed journals or peer-reviewed edited volumes;
• Two papers that present an analysis of data and that lead to the third paper, which is a policy paper or program proposal directed at one or more specific educational organizations (e.g., school district, community college, or community-based organization). The policy paper, like the data analysis papers, must meet the current established standards of the program;

• Two papers that present an original analysis of data and which lead to third project completed in a medium other than text, such as a film or photo essay, and which are addressed to problems identified at one or more named educational organizations (e.g., school district, community college, or community-based organization). A faculty member with expertise in the medium chosen for the third product will be a member of the dissertation committee. An MOU will be established between the educational organization and the Ed.D. Program on the scope and rigor of the project outcomes.

The overall scope of the research and writing for these alternative formats must be at least as extensive as the program expects in a traditional five-chapter dissertation, and the project must contribute significant new knowledge to the field. The overall inquiry must include original analysis of data, and except in cases where the student is working with a very large dataset of existing data, must also include original collection of data from the field.

It is likely that alternative format dissertation projects will be framed in local terms, that is, the overall project addresses a pressing local need, such as programmatic design, policy, or political initiative. In all cases, the audience for each paper or other creative product must be identified.

Further questions about alternatives to the traditional five-chapter dissertation should be discussed with the Program Director.

Program Support for Dissertation Advisors/Chairs
The Dissertation Advisor may rely on the Director and Coordinators in interpreting program requirements, including documentation that is attached to each stage or research and students’ petitions for exceptions to policy. All documentation/forms for each stage of the research process are available on the iLearn site, to which each Dissertation Advisor is enrolled. In addition, the Administrative Office Coordinator is available for questions.

Dissertation Committees
Dissertation committees are usually comprised of three members: two tenure/tenure-track faculty from San Francisco State University and a
third member who can be a member of the SF State faculty (adjunct, tenure or tenure-track), or a person with expertise and experience who is not from the university. The third member does not have to have a doctorate. The student and Chair make selection of committee members jointly. The student submits a Committee Membership form to the Ed.D. Office naming the members, as well as a vita for any committee member who is not a member of SF State faculty.

Proposal for the Dissertation
The Research Proposal for the Dissertation will normally consist of a description of the problem, a review of the relevant literature, a statement of the research question(s), a description of the research methodology, and the significance of the research/ the potential for contribution to practice. Students will identify the form the Dissertation will take, including but not limited to program evaluation, action research, consultancy, or an applied research study.

Developing and gaining approval of the Dissertation Proposal involves a number of steps. The student and the Chair communicate regularly about the content, style and format of the Proposal. The student typically sends iterative drafts to the Chair, who makes comments via email or in person, followed by student revisions. The Chair determines at what point s/he wants the student to share drafts of the Proposal with the full Committee. When the full Committee believes the student is ready to present the proposal, the student identifies a date and time acceptable to the full Committee. The student then requests the Academic Office Coordinator to schedule a room for the Proposal meeting. Students must allow two weeks for this scheduling to occur. The Academic Office Coordinator notifies the student of the room location, and the student communicates with the full Committee. Proposal meetings typically last about 1-2 hours. The typical plan for the Proposal meeting is for the student to present the research design, including

• a description of an educational problem that impacts one or more marginalized groups disproportionately;
• a review of the relevant literature;
• the research question(s);
• the research methodology;
• the significance of the research and its potential to close equity and achievement gaps.

Following the student’s presentation, the Committee engages the student in a discussion about any aspect of the proposed research. Typically, the Committee will make suggestions for improving the research proposal
and, consequently, it is helpful if the student audio-records the discussion. Following the discussion with the student, s/he is asked to step out of the meeting room, and the Committee appraises the student’s readiness to undertake the proposed research. The Committee can opt for one of three outcomes:

- Approval with no modifications;
- Approval with minor modifications; or
- No approval, which requires major changes to the proposal.

Most proposals require modifications, although a few proposals are approved fully at the time of the Proposal meeting. In the case of lack of approval, the student will have one additional opportunity to revise and defend the proposal. In the case of approval with modifications, the student must draft a memorandum of understanding outlining the revisions proposed by the committee. The MOU is signed by the student and the Advisor/Chair and forwarded to the Director. The MOU is placed in the student’s file to be consulted if there is an issue about the revisions the Committee requested. Once the student has completed the MOU process and has received written notification by the Institutional Review Board that human subjects review requirements have been met, s/he can begin collecting data for the culminating project/dissertation.

Each member of the Committee is required individually to submit a signed Proposal Rubric, and to sign the Dissertation Proposal Approval Form. The student is responsible for having blank copies of these forms available for each Committee Member at the beginning of the Proposal Meeting.

**Dissertation Defense**

The final draft of the Dissertation includes a fully developed introduction to the research problem and research questions, a review of prior conceptual and empirical research literature that informs and frames the study, the methodology for collecting and analyzing data, analysis of the findings from this study, limitations, implications and recommendations for practice, implications, and recommendations for further research.

The student and the Chair should work together closely as the student completes a final draft of the Dissertation. The Chair and Committee Members will determine the frequency and methods of sharing drafts and suggestions for revisions. The way in which communication among the student, Chair, and Committee occurs varies. In some cases, the full committee meets every 30-60 days to discuss progress. In other cases, most communication occurs between the Chair and the student, followed
by a draft of the full project shared with the committee. When the Chair and the student believe the student is prepared to defend the Dissertation, the student sends either a hard or electronic copy to each Committee Member, depending on each Member’s preference. The student provides each Committee Member with the Dissertation Rubric for his or her use in assessing the completed research study. The student should allow a minimum of two weeks for the Committee to review the full draft and to schedule a date and time for the Defense Meeting.

The student then polls the Committee for an agreeable time to meet and requests the Administrative Office Coordinator to schedule a room. The AOC notifies the student of the date, time and place of the Defense meeting and the student notifies her/his committee members.

The agenda for the defense meeting is similar to the proposal meeting. The student makes an initial presentation, reviews the educational problem, research questions, significance, literature review and methodology for the study. The majority of the time in the oral defense should be focused on the research findings and their implications for practice. Following the student’s presentation, the Committee engages the student in a discussion about any aspect of the research. Following the discussion with the student, s/he is asked to step out of the meeting room and the Committee appraises the quality of the completed research study. The Committee may opt for one of three outcomes:

- Approval;
- Approval with modifications; or
- No approval.

Many final drafts require modifications, although a few Dissertations are fully approved at the time of the Defense. If the committee requests revisions, the student writes a brief MOU to the Committee to assure that there is general agreement on the scope and substance of the revisions, and the student completes those revisions within a prudent amount of time. Students who audio-record the discussion following the Defense presentation are able to accurately prepare the MOU. The Committee may decide each member needs to individually approve the revisions, or may delegate that responsibility to the Chair.

In the case of lack of approval, the student will have one additional opportunity to revise and present the Culminating Project.
Required Documentation for the Defense Meeting

There are two documents that require original signatures at the Defense Meeting: Certificate of Approval and Report of Final Exam for Dissertation. The student is responsible for bringing all documentation forms to the Defense Meeting; the forms can be found on the iLearn site.

Following the Culminating Research Project/ Dissertation Defense, and approval of the full research project, the student has a number of formatting checks and other final submission requirements for which the student can gain information from the iLearn site. If after consulting the step-by-step chronology and samples of all required forms on iLearn the student or Committee Members still have questions, the student may seek assistance from the AOC in the Ed.D. Program Office.

RECOGNITION CEREMONY FOR EDDL GRADUATES

The Ed.D. Program offers a special Recognition Ceremony for family and friends of our graduating students. Chairs are expected to participate in hooding the graduate whose research s/he has supervised. The Recognition Ceremony is typically the 2nd Saturday in May in the Nob Hill Room in the Towers Conference Center. Research Chairs and graduating students wear appropriate regalia. More complete information is emailed to Chairs in January of each year.

Chairs and students are encouraged to co-publish one or more aspects of the Dissertation.

FACULTY RESEARCH AND TRAVEL GRANTS

Research Grants

One-semester research grants are available to Ed.D. Faculty. The research project should be directly related to the themes and issues in the Ed.D Leadership program. Grant funds may be used in the following ways:

- A one-semester grant at the vacancy rate for a three unit course at SFSU in the faculty member’s department (subject to the approval of the department chair as to when the reassigned time can be used); or
- Funds (equivalent value of the vacancy rate) for an Ed.D. student research associate. If no doctoral student is willing, other SFSU students can be chosen; or
- Funds (equivalent value to the vacancy rate) for expenses related to the research project.
To be eligible faculty must meet the following criteria:

- Taught three or more semesters in the Ed.D program; or
- Participated in Ed.D program committee work for three or more semesters.

For more information about Faculty Research Grants, contact the Director, Dr. Robert Gabriner (gabriner@sfsu.edu).

**Travel Grants**

Faculty in the Ed.D. Program are eligible for up to $1,500 in travel grants each year. The intent of this fund is to promote opportunities for professional growth for Ed.D. Faculty through participation in conferences and other professional activities directly related to the themes of the SF State Ed.D program. For more information about faculty travel grants, contact the Academic Office Coordinator.