



**SAN FRANCISCO**  
**STATE UNIVERSITY**

**San Francisco State University  
Program Handbook**

**Edd Program in  
Educational Leadership**

**2017-2018**

## Table of Contents

<b>Table of Contents .....</b>	<b>2</b>
<b>Edd Program Contact Information .....</b>	<b>5</b>
<b>Overview of the Edd Program at San Francisco State University.....</b>	<b>6</b>
<b>Brief Program History .....</b>	<b>6</b>
<b>Program Mission Statement .....</b>	<b>6</b>
<b>Program Governance, Faculty and Staff .....</b>	<b>7</b>
<b>Curriculum Themes and Learning Outcomes .....</b>	<b>8</b>
<b>Sequence of Courses.....</b>	<b>9</b>
<b>Program Schedule.....</b>	<b>9</b>
<b>Program Overview .....</b>	<b>9</b>
Year 1 in Brief.....	9
Year 2 in Brief.....	10
Year 3 in Brief.....	10
<b>Academic Progress Milestones .....</b>	<b>10</b>
First-year Milestone: Qualifying Examination .....	11
Milestone Two: Dissertation or Culminating Project Proposal Defense .....	11
Milestone Three: Oral Defense of Dissertation or Culminating Project.....	12
<b>The Dissertation or Culminating Project .....</b>	<b>12</b>
The Dissertation Committee.....	12
Formats and Research Approaches for the Culminating Project/Dissertation.....	13
<b>Financial Support.....</b>	<b>14</b>
Financial Aid .....	14
Graduate College of Education and University Funding Opportunities.....	14
EDDL Funding Opportunities.....	15
<b>Academic Policies, Resources and Student Support .....</b>	<b>16</b>
<b>Program Tuition .....</b>	<b>16</b>
Fee Payment .....	16
<b>Program Timeframe.....</b>	<b>16</b>
Requirements for Continuing in the Program .....	16
<b>Continuous Enrollment .....</b>	<b>17</b>
<b>Extended Timeframe.....</b>	<b>17</b>
<b>Extensions Beyond Five Years .....</b>	<b>17</b>
Eligibility for the Edd Degree.....	18
<b>Transfer Units.....</b>	<b>18</b>
Policy for Incompletes.....	18
Grade Changes .....	19
Declassification from the Edd Program .....	19
Student Advising.....	20
<b>EDDL Library .....</b>	<b>21</b>
<b>Recognition Ceremony For EDDL Graduates .....</b>	<b>21</b>
<b>Policies and Information for Faculty.....</b>	<b>22</b>
<b>Faculty Teaching Guidelines.....</b>	<b>22</b>
<b>Student Advising.....</b>	<b>23</b>
Faculty Advisors.....	23
<b>The Culminating Project or Dissertation .....</b>	<b>24</b>
Release Time for Dissertation Service.....	24

Guidelines for Chairing the Culminating Project/Dissertation .....	24
Alternative Formats for the Culminating Project/Dissertation .....	24
<b>Guiding the Culminating Project/Dissertation Process.....</b>	<b>25</b>
Program Support for Dissertation Advisors/Chairs .....	25
Dissertation Committees.....	25
Conducting the Culminating Project/Dissertation Proposal Defense .....	25
Conducting the Culminating Project/Dissertation Defense.....	26
Required Documentation for the Defense Meeting .....	27
<b>Recognition Ceremony For EDDL Graduates .....</b>	<b>27</b>
<b>Faculty Research and Travel Grants .....</b>	<b>27</b>
Research Grants .....	27
Travel Grants.....	28
<b>San Francisco State University Policies and Support Services .....</b>	<b>29</b>
<b>General Information.....</b>	<b>29</b>
San Francisco State University .....	29
University Bulletin .....	29
Graduate Studies.....	29
<b>Registration, Finances, University Policies .....</b>	<b>29</b>
Registration and Tuition Deadlines.....	29
Late Add Deadline .....	29
Withdrawal Policy.....	30
<b>Student Services and Resources.....</b>	<b>30</b>
ATM Machines.....	30
Career Center .....	30
Information Technology Services.....	30
Disabilities Accommodations.....	30
Graduate Academic Forms .....	31
Gator Pass .....	31
GradStop.....	31
Health, Counseling and Psychological Services - Student Health Center .....	31
Learning Assistance Center.....	32
Library/Research Resources: The J. Paul Leonard Library .....	32
One Stop.....	32
Public Transportation and Parking .....	32
Police & Safety (SF State) .....	32
University Career Center.....	32
<b>Campus Services for Weekend and Evening Students .....</b>	<b>33</b>
Nighttime Campus Escorts .....	33
Nighttime Shuttle.....	33
Food and Drink.....	33
<b>University Policies Related to a Safe and Healthy Learning Environment .....</b>	<b>33</b>

Most of the forms referenced in this handbook can be accessed from the collaborative EDDL iLearn sites: “Steps and Forms for Completing the Dissertation” and “Travel for EdD Students and Faculty”. All students should have access to these sites. If not, contact the program office:  
 Phone: 415-405-4103  
 Email: [edd@sfsu.edu](mailto:edd@sfsu.edu)

## **The Mission Statement of the EdD Program in Educational Leadership at San Francisco State University**

*Preparing educational leaders who envision and lead social justice reform for California public education from early childhood through community college.*

### **The Mission, Goals, and Distinctive Features of the EdD Program in Educational Leadership at San Francisco State University**

This applied doctoral program prepares educational leaders who will work in California public school settings including early childhood, elementary, middle, and high schools, as well as our community college system. The program strives to prepare a new generation of educational leaders who reflect the vast diversity of our state, and to that end, we honor the cultural and personal knowledge as well as the resiliency that our students bring.

Our goal is to prepare leaders who can enhance development, learning, and academic achievement for all students. Specifically, the program is designed to prepare leaders who will work in our local communities to equalize student access to the cultural capital that a rigorous education based on open-minded inquiry and reflection can provide. San Francisco State University's EdD program is centered on issues of leadership, equity, and social justice and strives to use curricular materials and instructional methods that embrace this courageous approach. Our doctoral faculty members are a multi-disciplinary group who are conducting research and taking practical action as public intellectuals around these same issues of social justice in education.

A distinctive aspect of our program is how the doctoral faculty conceptualizes the dissertation as a *problem of practice*, a form of research most applicable for students earning an EdD. Specifically, we support our doctoral students to undertake practical and applied research including: evaluation projects, practitioner research, participant action research, self-studies, and non-traditional research forms, such as narrative inquiry, autoethnography, and other research genres that involve artistic or creative expression.

Regardless of form, the overarching goal for our graduates' culminating research projects is that these original inquiry projects will make a difference in the educational opportunities California provides for all of its people. These culminating projects should also demonstrate the potential to create broader ripples of influence, as our graduates take on increasingly significant leadership roles in educational institutions and community organizations.

## **Edd Program Contact Information**

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### **Edd Program Office:**

Location: 521 Burk Hall  
Hours: 9am-5pm Monday to Friday

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## Overview of the EdD 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 (EdD) 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 EdD should be distinguished from doctoral degree programs at the University of California (Section 66040.3 (b), in several ways:

- The EdD 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 EdD 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 EdD 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 EdD. The first cohort of students entered SF State in fall 2007, and a new cohort has been admitted each year. As of 2014, there are fourteen EdD programs among the California State Universities. Additional information about the genesis, characteristics and locations of EdD programs across the state can be found on the CSU Chancellor’s website [www.calstate.edu/edd/](http://www.calstate.edu/edd/).

### Program Mission Statement

Preparing educational leaders who envision and lead social justice reform for California public education from early childhood through community college.

## **Program Governance, Faculty and Staff**

The program is interdisciplinary and draws its faculty from many of the colleges at SF State. A list of current faculty and their profiles can be found on the EdD website at <http://edd.sfsu.edu/dept-faculty>.

The governance structure of the SF State Doctorate in Educational Leadership includes an Executive Committee, the EdD Faculty Group, and a Partnership Advisory Board. The Program Director, Academic Office Coordinator, and Graduate Coordinator staff the program; they are overseen by 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.

### 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 Program Director in the academic administration of the EdD program (EDDL). It is comprised of a minimum of eight faculty members selected by the Program Director. Other members of the committee include the Academic Office Coordinator, the Graduate Coordinator and representatives from each of the active student cohorts. The faculty and Program Director are voting members, while the Academic Office Coordinator, Graduate Coordinator, and student representatives are non-voting members of the Executive Committee. The term of service for members is expected to be two years, with consecutive terms permitted. The Program Director chairs the committee, calls meetings and presides at those meetings. In the event of a vacancy, the Program Director will appoint a new member.

### Student Representatives to the Executive Committee

At the start of the academic year, each cohort will elect a representative to attend Executive Committee meetings. The same student may serve as representative for their cohort all three years. It is expected that cohort representatives will keep their cohort members informed of relevant issues addressed by the Executive Committee. They are also expected to represent student perspectives and are encouraged to raise issues for consideration by the Executive Committee.

### EDDL Faculty Group

Members of the EDDL Faculty Group have primary responsibility for developing program curriculum, providing instruction, and serving as dissertation chairs or committee members. Faculty members are also expected to participate in program events, attend faculty meetings, advise doctoral students, and perform other faculty duties including but not limited to serving on governance committees (e.g., Travel, Student Research, Admissions).

### Partnership Advisory Board (proposed)

The proposed Partnership Advisory Board would represent area partners in curriculum and policy matters related to the EdD 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 EdD 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.

### Program Director

The Program Director is responsible for the daily operation of the EDDL program. The director implements university policies, develops and manages the program budget, appoints members to the

Executive Committee, drafts faculty members to serve on governance committees, convenes faculty and advisory groups, coordinates teaching assignments with relevant department chairs, schedules courses and assigns faculty to cover teaching needs. In addition, the Program Director teaches, advises students, and serves on dissertation committees.

#### Graduate Coordinator

The Graduate Coordinator assists the Program Director in supporting all students in the program. This support includes providing timely information and resources to students in completing each of the three program milestones: the qualifying exam, proposal defense, and the development and defense of the culminating project or dissertation. As a key member of the primary advising team, the Graduate Coordinator serves as EDDL students' advisor until a faculty advisor is identified and recruited by the student. The Graduate Coordinator works with the Program Director on recruitment, admissions, and orientation of new doctoral students; modifications of the program curriculum; student assessment and evaluations of the program; and serves on the Executive Committee. In addition, the coordinator may serve on dissertation committees.

### **Curriculum Themes and Learning Outcomes**

The SF State EdD in Educational Leadership program (EDDL) is organized around three crosscutting themes: leadership and administration, equity, and inquiry. Each theme is emphasized in readings, discussion, and assessments for multiple courses. For more information including a map of courses, themes and student learning outcomes visit the program website's curriculum link at <http://edd.sfsu.edu/content/program-milestones>.

#### **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 and Social Justice**

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 ECE, P-12, and higher education leadership;
2. Locate, organize, and integrate findings from relevant qualitative, quantitative, and mixed methods research with respect to effective ECE, 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 ECE, P-12, higher education, or community settings.

### **Sequence of Courses**

The EDDL is designed so that it can be complete in 8-semesters of study and research. Students proceed through the program in cohorts, taking three courses (9 units) in each of their fall, spring and summer semesters of study. Students who do not successfully complete and defend their dissertation by the university established May deadlines of their third year would need to enroll in and pay for the summer semester (9<sup>th</sup> semester of study) and all succeeding semesters until they successfully defend their dissertation.

### **Program Schedule**

The program is designed for working professionals. Students are enrolled full-time in 9 units for eight consecutive semesters beginning in the fall. Classes are scheduled on alternate weekends.

#### Year 1 and Year 2

Fall and spring terms:

Saturday: 9:00 a.m. to 6:00 p.m. with a 1-hour lunch break

Sunday: 9:00 a.m. to 1:00 p.m.

Summer term (may change from year to year):

Saturday: 9:00 a.m. to 6:00 p.m. with a 1-hour lunch break

Sunday: 9:00 a.m. to 6:00 p.m. with a 1-hour lunch break

#### Year 3 – Fall and spring terms only

Saturday and/or Sunday: 9:00 a.m. to 1:00 p.m. or 2:00 p.m. to 6:00 p.m.

The tentative sequence of courses is described on the EDDL website (<http://edd.sfsu.edu/>), though course offerings may change due to instructor availability. There are no electives in this program of study. Courses are designed to prepare students for each of the following program milestones (see below).

### **Program Overview**

#### **Year 1 in Brief**

In year 1 you will be introduced to the big issues in education and educational leadership, sociocultural theories in education, and research methods. Students attend classes every other weekend for a full day Saturday and half day Sunday. During this first year, students begin the process of identifying an area on which to focus for their culminating research project. It is also a time when students should be acquainting themselves with the EdD faculty to identify potential dissertation chairs. At the end of the second semester, students submit the first program milestone - the Qualifying Exam (QE). Students must pass their QE in order to advance into the second year of the program and have two chances to do so.

### **Year 2 in Brief**

Students begin the second year in the summer, attending four full-day weekend sessions on alternate weekends. Summer courses may be hybrid, containing face-to-face and virtual components. During year 2, students study education policy, budgeting and administration, program evaluation, theories of learning and instructional leadership, and advanced leadership strategies. Early in the second year, students should work with program advisors and faculty to identify and reach out to faculty with whom they would like to work during the culminating research project.

Students, with their dissertation chair and program faculty, focus on and develop a research proposal. Students work closely with dissertation chair to select the remaining two members of their dissertation committee. By the end of the second year (April to August), students should have passed the second program milestone, the Culminating Research Proposal Defense. During this year, students also submit a research protocol to the University's Institutional Review Board (IRB) to be deemed exempt from further review or to gain approval to conduct research with human subjects.

To advance to doctoral candidacy, the research proposal must be approved by the student's dissertation committee and by the Graduate Studies Division. The student's research protocol must also be approved or designated as exempt by the IRB office.

### **Year 3 in Brief**

Year 3 of the program is designed to provide continued support and guidance in the conduct of dissertation research and the writing of the dissertation. It may also include the completion of any remaining coursework during the fall semester. During the spring semester, students will be enrolled in 6-units of independent study and the final dissertation seminar. The fall and spring semester dissertation seminars will consist of meetings with faculty and cohort members to work through issues of data collection, analysis, and writing.

In addition to these support seminars, students must make arrangements to work closely their dissertation chair and committee members to complete their culminating research project, which concludes only with the successful completion of the third program milestone - the Culminating Research Defense. This meeting with the student's dissertation committee is an opportunity to present and defend the research with a focus on the findings and recommendations of the study. At the defense, the committee will provide the student with feedback outlining any revisions to the dissertation that the committee considers crucial before they will grant approval. Regular communication, including the exchange of chapter/section drafts with committee members throughout the full the third year of study normally streamlines this process of final revisions. However, the student must be prepared to make revisions to the dissertation after the defense, as this meeting is often the point where the full document comes together such that the committee can make a holistic assessment.

Once the dissertation committee has approved the Culminating Research Project and the student has successfully completed all other program and university requirements the student will have satisfied the requirements for graduation with the Doctorate of Education in Educational Leadership. The student cohort participates in the program's Recognition Ceremony in May and may also participate in the university commencement.

### **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. Milestone 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, serves four purposes:

1. To evaluate whether students are academically prepared to continue in the program;
2. 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;
3. To promote the integration of scholarship with a specific problem in the practice of educational leadership in California;
4. To build a foundation for research leading to the dissertation study.

The Qualifying Examination is the only milestone for which there is an established date for completion. Specifically, it is submitted to the Program Director during the second semester of the student's first year. The Qualifying Exam is evaluated by a faculty panel.

Students who pass the Qualifying Examination can enroll in the second year. A student who fails to pass may rewrite and resubmit the qualifying exam for a second review by the faculty panel. The resubmission must be done by the date established by the director. *A student who fails the second review will be declassified from the program.*

### **Milestone Two: Dissertation or Culminating Project Proposal Defense**

In addition to the University's Dissertation Proposal approval process, the EdD program's Dissertation or Culminating Project Proposal Defense is the program's 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, particularly in terms of its potential for contribution to practice. The Culminating Project Proposal is evaluated according to a rubric available on the program's iLearn site. Students are responsible for providing each member of the committee with copies of the rubric during the defense meeting.

The proposal defense is conducted by the student's three-member dissertation committee. The proposal defense is a time for a student's committee to convene, often for the first time, and as a group discuss plans for the dissertation. Student will have time to present their work to the committee; the committee will have time to ask clarifying questions, provide critique, and if appropriate, strategize together to make alternate suggestions for the planned study. The committee is also charged with evaluating the proposal and guiding the student on next steps.

Using the rubric, the committee's decision falls in several categories, each of which requires a different path.

1. **Approval:** A proposal can be approved outright or approved with an agreement about certain aspects that should be revised. With a revision, the committee often asks the student to make changes that are addressed only in a Memorandum of Understanding. This MOU is typically completed soon after the defense, emailed to the committee, and then stands as an addendum that modifies the proposal. The student provides a copy of the MOU to the department as well, which is added to the student's file.

2. **Approval with Modifications:** Alternatively, the committee may ask the student to revise the proposal itself and resubmit a new draft to the committee. The committee would look at the revisions and confer through email or phone to agree if the proposal were now ready to be fully approved.
3. **Lack of Approval:** In some cases, the committee might determine that significant revisions are needed, and would then require the student to set a second date to defend a revised proposal.

After the proposal defense and once the proposal is approved, the Dissertation Proposal Report form is signed by all committee members and turned into the program office along with the scoring rubrics that have been completed by all members of the committee.

In addition to submitting the proposal to the dissertation committee, students must also apply to the university's Institutional Review Board (IRB) for approval to conduct research with human subjects or, in certain instances, an exemption (see p. 27 for a more detailed explanation of the IRB requirement). To proceed with the formal conduct of the dissertation research, the student must receive written approval of the proposal by both the dissertation committee and by the Institutional Review Board that requirements have been met for the use of human volunteers in research activities.

### **Milestone Three: Oral Defense of Dissertation or Culminating Project**

The final milestone is an oral examination during which the candidate defends the dissertation or culminating research project. The dissertation committee administers this examination, evaluating the dissertation project based on a rubric. The rubric is posted on the program iLearn site. Unanimous agreement of the dissertation committee is required for approval of the dissertation and recommendation that the EdD 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 dissertation is the last step in the program leading to the award of the EdD degree. The dissertation must be submitted by the specified deadline in the semester in which the degree is to be conferred (visit <http://grad.sfsu.edu/content/student-deadlines> for the most current deadlines). The dissertation format must conform to the campus-approved dissertation manuscript requirements and approved by Graduate Studies during preliminary and final format checks. Check the Graduate Studies website (<http://grad.sfsu.edu>) for deadlines for preliminary and final format checks. The Graduate Studies Division at SF State has made available online a complete template for use for the EDDL Dissertation Research Project ([Thesis/Dissertation MS Word Template](#)).

### **The Dissertation or Culminating Project**

#### **The Dissertation Committee**

Before conducting the research leading to the culminating project, students will be responsible for forming their dissertation committee made up of the dissertation chair and two other readers. The chair is a faculty member who plays a primary role in guiding the development and implementation of their research proposal. 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. Exceptions to this policy must be discussed with and approved by the Program Director.

## **Formats and Research Approaches for the Culminating Project/Dissertation**

The culminating project for the EDDL program should reflect the mission of the program and demonstrate the methodological rigor and academic scholarship appropriate for a doctoral degree. As a professional doctorate, the EdD focuses on issues of educational practice and leadership impacting California's educational system from early childhood through community college. Doctoral students at San Francisco State University specifically address the mission of the program in that their doctoral research focuses on an issue of social justice and educational equity and addresses educational leadership in some manner.

In consultation with their dissertation committees, students may plan a culminating research project that follows the traditional five-chapter dissertation organization, or use any of array of alternative formats that better addresses the intention and goals of the inquiry and related practical action.

Research approaches can include more traditional objectivist research using qualitative, quantitative, or mixed methods approaches. Students are also encouraged to use applied research (e.g., program review, program evaluation), subjective or insider inquiry (e.g., self-study, teacher/practitioner research, design-based research, autoethnography), participatory approaches (e.g., participatory action research, youth participatory action research, community based research), or arts-based research (e.g., memoir, film).

Students planning to undertake an alternative approach should meet with the program director and then must have early and consistent communication with their chair and other committee members about their unfolding plans for the dissertation. As with all dissertations, successful graduates maintain this level of clear communication with their committee throughout the research and writing of the culminating project.

Below are brief descriptions of alternative projects our students have utilized.

- A program review or program evaluation studying an innovation within a specific school, district, or community college;
- Two papers that present an analysis of data and lead to a third paper, which is a policy paper or program proposal directed at one or more specific educational organizations. The policy paper, like the data analysis papers, must meet the current established standards of the program in terms of rigor and level of sophistication;

Two papers that present an original analysis of data and lead to a third project completed in a medium other than text, such as a film or photo essay, addressing a specific issue, challenge, or innovation identified at one or more educational organizations. A faculty member with expertise in the medium chosen for the third product should be a member of the culminating project committee.

- A four-chapter culminating project that differs from the traditional five-chapter dissertation in that the focus on leadership and practical action are highlighted. Our program is currently experimenting with this approach and we are moving toward using it as the expected form and organization for the culminating project. The organization and content of this innovative format are as follows:
  1. The first chapter describes the problem of practice, background literature, and study methodology.

2. The second chapter presents the Findings and so is an analysis of the student's originally collected data.
  3. The third chapter presents the student authors' reflections on leadership in terms of how the project has changed their practice and leadership philosophy.
  4. The fourth chapter is the Discussion and Conclusion and provides practical recommendations for policy and practice, implications, and a vision for future leadership around the focal issue of the culminating project.
- A consultancy project with a school, district or community college where the student addresses an issue of practice or policy. A Memorandum of Understanding would be established between the EDDL Program and the education institution on the timeline and deliverables. The culminating project would include analysis of data and resulting recommendations that would be shared with the student's committee and with the leadership of the educational institution that commissioned the project.
  - Three manuscripts that are publication-ready for specific peer-reviewed journals or peer-reviewed edited volumes.

Regardless of the format or organization chosen for the culminating project, the scope of the research and writing must meet the program's standards of breadth, sophistication, and rigor expected at a doctoral level. All culminating projects must contribute significant new knowledge to the field, either practically or as an original contribution to the literature. Furthermore 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.

Further questions about culminating project formats should be discussed with the Program Director.

## **Financial Support**

### **Financial Aid**

SF State offers student advising on a variety of financial aid opportunities. EdD students should contact the Director of Student Financial Aid, Ms. Barbara Hubler by email at [bhubler@sfsu.edu](mailto:bhubler@sfsu.edu), or by phone (415) 338-2611 for more information.

Students in the EDDL program are eligible to apply for Financial Aid. This disbursement typically takes place in fall and spring so students must create a financial plan in order to pay the full tuition in summer. Financial Aid for summer semester has somewhat different regulations. It is the student's responsibility to arrange for and monitor their financial aid status, both by checking their Student Center through SF State Gateway and by staying in close contact with the Financial Aid office. Late payment of tuition and fees will result in additional fines. Failure to pay tuition and fees may lead to students being disenrolled from their courses. For more information about financial aid, visit the University's Financial Aid website at <http://www.sfsu.edu/~finaid/>.

In addition to financial aid, EDDL students may seek out special financial support offered through the San Francisco State University, the Graduate College of Education, and the EdD program itself.

### **Graduate College of Education and University Funding Opportunities**

Students enrolled in EDDL program are invited to apply for scholarships and grants offered through the Graduate College of Education. For information about these visit the website at <http://gcoe.sfsu.edu/current-students/scholarships>.

For information regarding scholarships and fellowships through the university, see the university's website at [http://www.sfsu.edu/~fellows1/grad\\_fellowships/index.html](http://www.sfsu.edu/~fellows1/grad_fellowships/index.html)

### **EDDL Funding Opportunities**

#### Student Travel Funds

The purpose of the Student Travel Fund is to support students in conducting or making public their dissertation research. Second- and third-year students in the EDDL program who are in good academic standing are eligible for travel grants of no more than \$1,500 total for any one academic year. These funds may be used to attend conferences and trainings, or participate in activities otherwise directly related to their culminating project. Applications for travel where students are presenting their work at significant research or practitioner conferences receive the highest priority.

**Note:** Because the intended use of these funds is to support dissertation-related activities, only under special circumstances are funds made available to students during their first year of study.

All requests must be submitted to the program office at least 45 days in advance of travel. Requests should include a cover letter explaining the purpose of the travel and describe specifically how the activity is relevance to and importance for the culminating project. *Any travel arrangements made and/or paid for before receiving the appropriate approval can not be reimbursed.*

See the iLearn site “Travel and Funding for Students and Faculty” for guidelines and application procedures.

#### Graduate Assistantships

In keeping with the EdD program's commitment to promote and support a doctoral culture within the EdD program at SF State, students are also eligible for a Graduate Assistantship (GA) for up to \$3,000. To be eligible, students must be in good academic standing, in their second or third year of doctoral study, and they must have demonstrated a commitment to supporting the program and its students. Exceptions to this policy are rare. The purpose of the GA fund is to:

- Provide support for student research that addresses specific social justice and equity problems in ECE, P-12, or community college;
- Provide support for the EDDL program through activities that develop mentorship and teaching skills, while also strengthening the student connections between cohorts;

The award of GA opportunities is through a competitive application process and award decisions are determined by a committee of program faculty. See the iLearn site “Travel and Funding for Students and Faculty” for guidelines and application procedures.

## Academic Policies, Resources and Student Support

### Program Tuition

Students enrolled in the doctoral program pay full tuition and associated fees regardless of the number of units taken for any given semester. This tuition is established by the California State University. Students receiving financial aid are required to be enrolled in 9-units each semester. This becomes an issue for students only if they exceed the regular program timeframe (see *Extended Timeframe* below).

The EDDL program is financed by student tuition and therefore, students are expected to pay fees in a timely manner. For more information regarding tuition and fees, visit the Bursar's website at [http://bursar.sfsu.edu/students\\_services](http://bursar.sfsu.edu/students_services) and select the appropriate semester. For an explanation of the fees, check the Academic Bulletin at <http://bulletin.sfsu.edu/fees-financial-aid/fees-expenses/#graduatescheduleoffeestext>.

### Fee Payment

Fees must be paid prior to registration. Instructions are available at: <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.

### Program Timeframe

The EdD Program in Educational Leadership is designed for completion of the degree requirements in three (3) calendar years. Cohorts are admitted in the fall and are expected to graduate in May of the third year. The program consists of 60 semester units taken over the course of eight semesters (three semesters per academic year for two years and two semesters in the third year). Students requiring additional time must continue to be enrolled until all graduation requirements are met (refer to *Continuous Enrollment* and *Extended Timeframe* below).

### Requirements for Continuing in the Program

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

- Each EdD student is expected to maintain satisfactory progress toward the approved academic objectives as defined by the EdD Executive Committee and the University's policies established by the Graduate Studies Division.
- The student must advance to candidacy and complete all courses and examinations satisfactorily within the period specified by the EdD 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 EdD (see *Declassification Policy* below).



### **Continuous Enrollment**

Doctoral students are required to maintain continuous enrollment during their doctoral study. Leaves of absence are granted under exceptional circumstances, but students must adhere to the university policy. The program's 5-year timeframe (and the University's 7-year limit) applies from the semester in which the student first enrolls and is not impacted by leaves of absence.

For more information about leaves of absence, visit the Graduate Studies website and access the petition at <http://grad.sfsu.edu/content/current-students/current-student-forms>.

### **Extended Timeframe**

Students who do not complete and defend their dissertation by the May graduation deadline must continue to enroll in EDDL courses and pay full tuition until they have completed all requirements for graduation. After spring semester of their third year, students will enroll in EDDL 997-01 Dissertation Seminar: Early Stage for 3 units and pay full tuition. This course may be repeated for a total of 9 units (three semesters). Students needing financial aid assistance may also enroll in EDDL 999 for an additional 6 units to carry a full course load. During the extended period, students must work with their chair to develop a work plan that includes checking in regularly with Graduate Coordinator to ensure continuous progress toward completion. The work plan must be on file in the EDDL office. Continuation each term requires determination of satisfactory progress by the EDDL Executive Committee. Students must complete their research and defend their dissertation or culminating project within the program's 5-year limit.

### **Extensions Beyond Five Years**

Students who have reached the 5-year limitation but wish to continue may do so but must have the commitment of a dissertation chair and committee and approval by the Executive Committee.

Once students have reached the 5-year limit, the dissertation chair and committee members are released from the obligation of continuing to work with them.

- In order to continue, students MUST secure the commitment of your chair and committee members to continue supporting you through this process and you need to forward to me the documentation demonstrating their commitment. This will be forwarded to the Executive Committee for review and approval.
- If the chair and/or committee members choose not to continue, students will need to work with the program leadership to identifying new committee members and get Executive Committee approval to continue in the program.

Extensions for degree completion beyond the period of five (5) years are 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 Director and/or EDDL Executive Committee. Extension of the period by more than two years is unusual and can only be granted under special circumstances and based upon criteria established by the faculty and with the approval of the Graduate Studies Division. Such extension requires (1) special approval in accordance with the procedures established by the Division of Graduate Studies,

and (2) demonstration that the student has maintained currency in the field, including current literature and research in the field.

### **Eligibility for the EdD Degree**

To be eligible for the EdD degree, the doctoral candidate must complete a specified pattern of study:

- Which shall be composed of at least 60 semester units of doctoral level coursework. The EdD courses are organized exclusively for doctoral students.
- No more than 12 semester units shall be allowed for dissertation research.

### **Transfer Units**

The EDDL program was developed as a cohort model and students are expected to enroll in all courses together throughout the three years. The cohort provides considerable support for students and is an important aspect of the EDDL experience and we therefore strive to maintain the integrity of the cohort. In some circumstances, students who have begun doctoral-level study prior to being admitted to SF State's EdD program may petition to have some of those units transfer. At the discretion of the EDDL Executive Committee, faculty and the Dean of Graduate Studies, no more than 12 semester units shall be applied to satisfy degree requirements. Units applied to satisfy degree requirements will be considered using the following criteria:

1. They are doctoral level courses earned at an appropriately accredited university,
2. The coursework complements the goals and reflects the curriculum of the SF State program,
3. The units were earned within the seven years of the date *by which the student would graduate* with the EdD.

Units evaluated for transfer are subject to approval at the time of application for graduation. Transfer units become invalid seven years after enrollment in the course.

### **Policy for Incompletes**

The policy for filing a *Petition for Incomplete* requires that students have met several preconditions:

- They must have completed a substantial part of the coursework and withdrawal from the course is not a viable alternative.
- They are unable to complete the course due to unforeseen circumstances beyond their control.
- They are doing passing work at the time the petition is filed and it is possible for them to earn credit if the course requirements are completed within the time allowed.
- They have consulted with the instructor about getting an incomplete grade for the course.
- They assume responsibility to initiate the *Petition for Incomplete* and submit it to the professor for signature.

For the EdD 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 Graduate Coordinator to request an extension of the time limit beyond one term.

### Incomplete Procedure Checklist

1. Students must discuss their desire for an incomplete grade with the course instructor before filing petition.
2. Student initiates the petition by completing the top half of the *Petition for Incomplete* - <http://www.sfsu.edu/~admisrec/forms/regforms/incomplete.pdf> 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.
3. Student submits the form together with supporting documents to the course instructor.
4. If the instructor approves the petition, the instructor completes the “Action by Instructor” on section on the bottom half of the petition, setting the conditions (the work to be completed and the deadline) for completing the course requirements.
5. The instructor submits the petition to the Program Director for approval. Final approval rests with the Program Director.
6. One copy of the petition with all necessary signatures can be picked up from the EdD 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.
7. After completing the specified course requirements if the faculty member is not able to change the grade online, the student files a *Petition for Change of Grade* <http://www.sfsu.edu/~admisrec/forms/regforms/gradechange.pdf>

As stated above, it is expected that the *Petition for Grade Change* will be filed before the end of one academic term following the course in which the incomplete was earned, unless given an exception by the Program Director and instructor. However, failure to submit the petition within one academic year will result in the "I" grade automatically converted to an IC that is charged as an "F".

### **Grade Changes**

Some grade changes may be done online by the faculty member and are approved electronically by the Program Director. If that option is not available the *Petition for Grade Change* (<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 calendar year 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.

### **Declassification from the EdD Program**

A student may be declassified (dropped) from the EdD 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 EdD 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. If the *Code of Student Conduct* is violated (see: <http://conduct.sfsu.edu/standards>), the faculty member may, 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*.

### **Student Advising**

The purpose of student advising is to enhance the academic and professional development of students in the EdD program. Advising occurs on at least three levels during the doctoral program: entry period; preparing for research; and dissertation research.

#### Program Director and Graduate Coordinator

The Program Director and Graduate Coordinator serve as academic advisors for all students enrolled in the EdD program. The director and coordinator are responsible for general academic advising, which may include assisting students in interpreting program requirements, considering program options, identifying a faculty advisor, connecting with support services on campus, developing mentoring relationships, and providing initial feedback on dissertation topics.

- determine whether the activity they will engage in is research involving human volunteers (see: <http://www.hhs.gov/ohrp/policy/checklists/decisioncharts.html>).
- Appropriate Institutional Review Board (IRB) approvals must be received before dissertation research involving human volunteers can be conducted. The dissertation chair signs the IRB forms and works with the student to ensure that human volunteer review requirements are met on a timely basis. Failure to obtain required IRB approvals prior to collection of data on human volunteers 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.

### **EDDL Library**

The EDDL program has a collection of books and journals available for checkout by students and faculty. The list is available on the iLearn site Steps and Forms for Completing the Dissertation.

### **Recognition Ceremony For EDDL Graduates**

The EdD program offers a special Recognition Ceremony for family and friends of our graduating students. Students completing their third year are expected to attend and personally invite their committee chairs who will hood the graduate during the ceremony. Students are allowed to invite a limited number of family and friends to attend the celebration.

The Recognition Ceremony is typically the 2<sup>nd</sup> or 3<sup>rd</sup> weekend in May at the Seven Hills Conference Center. Chairs and graduating students wear appropriate regalia. Students may rent regalia through the University Book Store or may choose to purchase it. Information regarding rental or purchase is provided to the students in January of the third year.

## Policies and Information for Faculty

### 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. For specific resources and policies regarding faculty and teaching, please use the Faculty Manual <http://facaffairs.sfsu.edu/sites/default/files/FacManual-F2016.pdf>.

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, and incorporate the appropriate language and argumentation, critical analysis and praxis;
- Hold students accountable for progress in framing written and oral arguments during class and in course assignments;
- Given the joint mandate to develop leaders for P-12 and community colleges, seek a balance among ECE, P-12, and community college contexts. Each of the cohorts will have students with professional backgrounds in each of these educational segments.
- 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 Coordinator and/or Program Director;
- Make 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 Program Director before agreeing to offer a stipend to a guest speaker. Work well in advance with the Academic Office Coordinator to prepare authorizations and paperwork.
- To make course corrections, develop student feedback loops wherever possible. The scope and detail of feedback mechanisms are the purview of individual instructors. Contact the director or the Graduate Coordinator about specific feedback tools used by faculty in the program.
- A course syllabus is required and should specify expectation regarding assignments and grading, attendance, student behavior, and plagiarism. Please refer to the University's policies.

Additional policies regarding course requirements, texts and readings:

- Please see the [Faculty Manual](#) pg. 48 for information regarding reproduction and sale of course materials and copyright responsibilities.
- Course requirements (visit: <http://senate.sfsu.edu/content/faculty>)
- According to academic senate policy #S82-90, a faculty member must prepare a Statement of Course Requirements for each course taught. Students must receive, in writing:
  - a) A statement of scope, content, and expected learning outcomes of the course,
  - b) A list of texts and materials to be used throughout the course, including any additional fees or costs,
  - c) A description of grading policy and practices,
  - d) A description of teaching style (for example, fixed outline, lecture, discussion, class directed, or evolutionary),
  - e) A description of any substantive departure from the content published in the university bulletin or class schedule.

## **Student Advising**

The purpose of student advising is to enhance the academic and professional development of students in the EdD program. The Program Director and Graduate Coordinator serve as academic advisors during the first year for all students enrolled in the EdD program. The Program 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**

As part of the process of identifying a dissertation chair, students are urged to learn about and meet with various faculty members during the first year. The expectation is that students will recruit a faculty member to be a faculty advisor by spring or summer of their first year. The Program Director and Graduate Coordinator will assist students in the process by assessing faculty availability and determining the level of 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 EdD 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 their research interests;
- Design the research methodology;
- Prepare research proposal;
- Complete application to Institutional Review Board;

- Gather and analyze data; and
- Prepare the dissertation.

## **The Culminating Project or Dissertation**

### **Release Time for Dissertation Service**

#### Dissertation Chairs

- Dissertation chairs in the EDDL program will receive a one-course release for every two successfully completed dissertations. This replaces the policy of one course release for every successfully completed dissertation that was in effect for graduates of the 2012-2015 cohorts.
- The new policy will be effective for students in the 2016 cohort and beyond.
- Faculty members are limited to a total of three dissertation chair-ships for each cohort.

#### Dissertation Committee Members

- Tenured or tenure-track faculty serving as readers on EDDL dissertation committees as will receive a one-course release for every four (4) successfully completed dissertations;
- The new policy will be effective for students in the 2012 cohort and beyond.
- There are no limits on number of committees for which a faculty can serve as a second or third reader.

#### Outside Committee Members

External members of a dissertation committee receive a stipend.

### **Guidelines for Chairing the Culminating Project/Dissertation**

The EdD 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 practice and they will either generate original data, or conduct original analyses of existing data sets.

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

### **Alternative Formats for the Culminating Project/Dissertation**

The EDDL Program offers alternative formats for the final dissertation project inasmuch as the five-chapter model may not be a good fit for some students whose professional goals are leading them to educational leadership positions in ECE, P-12, community college, or community based organizations. Alternative forms of the culminating research projects can be considered including program evaluation, participatory action research, self-study, and documentary film.

Please see the student section of the handbook, beginning on p. 13, for a more extensive discussion of the formats and organizations we have successfully used over the years.

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.

## **Guiding the Culminating Project/Dissertation Process**

### **Program Support for Dissertation Advisors/Chairs**

The dissertation advisor may rely on the Program Director and Graduate Coordinator 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 EdD office naming the members, as well as a *curriculum vitae* for any committee member who is not a member of SF State faculty.

### **Conducting the Culminating Project/Dissertation Proposal Defense**

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 are issues 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.

### **Conducting the Culminating Project/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 committee members with the *Dissertation Rubric* for their 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 (AOC) 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 four documents that require original signatures at the defense meeting: *Certificate of Approval* and the Abstract page (both to be inserted into the final version of the written dissertation/culminating project), the completed rubrics of each committee member, and the *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.

Students should consult the Steps and Forms for Completing the Dissertation" iLearn site for an explanation and checklist of tasks to be completed for graduation. Further assistance is available from the Graduate Coordinator and the AOC in the EdD program office.

#### **Recognition Ceremony For EDDL Graduates**

The EdD program offers a special Recognition Ceremony for family and friends of our graduating students. Chairs are expected to participate in hooding graduates whose research they have supervised. The Recognition Ceremony is typically the 2<sup>nd</sup> or 3<sup>rd</sup> weekend in May at the Seven Hills Conference Center. All third year students are expected and encouraged to participate in this celebration, whether or not they have full completed the dissertation by the date of the ceremony. Chairs and graduating students wear appropriate regalia. More complete information is emailed to chairs in January of each year.

#### **Faculty Research and Travel Grants**

##### **Research Grants**

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

- A one-semester grant at the vacancy rate for a three unit course at SF State 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 EdD student research associate. If no doctoral student is willing, other SF State 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:

- Have taught three or more semesters in the EdD program; or
- Have participated in EdD program committee work for three or more semesters.

For more information about faculty research grants, contact the Program Director.

### **Travel Grants**

Faculty members in the EdD program are eligible for up to \$1,500 in competitive travel grants each year. The intent of this fund is to promote opportunities for professional growth for EdD faculty through participation in conferences and other professional activities directly related to the themes of the SF State EdD program. Faculty members with active status on the EdD faculty group (i.e., as demonstrated by teaching of EdD courses, service on EdD faculty committees, or service on dissertation committees) are eligible to apply. For more information about faculty travel grants, contact the Academic Office Coordinator.

## San Francisco State University Policies and Support Services

### General Information

The following websites contain important information regarding services, policies, and procedures. Please familiarize yourself with each of these.

#### San Francisco State University

<http://www.sfsu.edu>

The university website provides links to important university offices and personnel, resources, policies and information. It is easy to navigate the website from the A-Z index in the upper right-hand corner.

#### University Bulletin

<http://bulletin.sfsu.edu/>

All university rules, policies and procedures are described in the *SF State Bulletin* and it provides the most current information regarding programs, policies, and services. The *Bulletin* for your entry semester is your “Bulletin Year” and you are required to follow the course of study and meet the program requirements identified in that *Bulletin*. Your advisor can inform you of any changes in the curriculum that may have occurred after the *Bulletin* was printed.

#### Graduate Studies

<http://grad.sfsu.edu/>

The Graduate Studies website contains information about procedures for completing your degree and graduating. Here is where you can download required forms including the *Advancement to Candidacy* and *Culminating Experience* forms required for you to progress to your doctoral research. **Note:** All university forms require an original, “wet signature” and cannot be completed and turned in digitally. The Academic Office Coordinator and Graduate Coordinator can assist in the submission of forms.

### Registration, Finances, University Policies

#### Registration and Tuition Deadlines

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

**Bursar’s Office** - <http://www.sfsu.edu/~bursar/>

Accepts and processes tuition and fees and other fee payments.

**Registrar’s Office** - <http://www.sfsu.edu/~admisrec/reg/reg.html>

The Registrar’s Office handles application, registration, and transcripts and is the most reliable source for important dates and deadlines for registration and fee payment.

- 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, 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.

### **Student Services and Resources**

#### **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.

#### **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.

#### **Information Technology Services**

<http://its.sfsu.edu/>

**Information Technology Services** 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](mailto: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 and Testing Accommodations
- Alternate Media Program
- Deaf / Hard of Hearing Services
- Disability and Instructional Strategies
- On-Campus Shuttle Service
- Parking
- Priority Registration
- Scholarships

## **Graduate Academic Forms**

For convenience, we have posted program forms and checklists for each year on iLearn. However, forms required by the Graduate Studies Division can and should be downloaded from their website because it is there that you will find the most current form. You can find most forms at <http://www.sfsu.edu/~gradstdy>, under the “Newly Admitted”, “Current Students”, or “Current Student Forms” pull-down menus from the sidebar.

## **Gator Pass**

As part of tuition fees, all students pay \$180 each semester for a “Gator Pass”—a discounted transit pass incorporated into each student’s OneCard. The transit features of your OneCard are provided through Clipper—your OneCard is also a Clipper Card. Clipper is the all-in-one transit card for the Bay Area. It can hold transit passes, such as the Gator Pass, cash value, BART parking value or any combination thereof.

The Gator Pass affords students a 25% discount on all BART rides to and from Daly City BART Station, as well as unlimited rides on the San Francisco Municipal Transportation Agency (SFMTA)’s MUNI, with the exception of cable cars.

For more information about the Gator Pass, please visit the Associated Students web page at <http://asi.sfsu.edu/transitpass>.

## **GradStop**

The GradStop is located is a good first place to go with general questions regarding the University’s graduate student procedures. There, students can request advising or drop in for general questions and turn in forms including the IRB/Human Subjects protocol.

Location: Administration Building, room 250

Hours: Monday to Friday, 9:00 a.m. to 5:00 p.m.

Email: [gradstdy@sfsu.edu](mailto:gradstdy@sfsu.edu)

Phone: 415-338-2234

Dissertation format checks – Graduate Studies Division

Location: Administration Building, room 254

Phone: (415) 338-2234;

email: [gradstdy@sfsu.edu](mailto:gradstdy@sfsu.edu)

## **Health, Counseling and Psychological Services - Student Health Center**

- The Student Health 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.
- Student Health Services: <http://health.sfsu.edu>
- 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: <http://health.sfsu.edu/content/health-insurance>.
- 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)
- Information about the Immunization Clinic (hours and online appointments) <http://health.sfsu.edu/immunizations-clinic>
- A Safe Place: counseling and support for sexual assault: [www.sfsu.edu/~safe\\_plc](http://www.sfsu.edu/~safe_plc)

- S.F. General Hospital Trauma Recovery/Rape Treatment Center (415) 437-3000
- Project CEASE: alcohol and drug prevention and treatment [www.sfsu.edu/~cease](http://www.sfsu.edu/~cease)

### **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).

### **Library/Research Resources: The J. Paul Leonard Library**

<file://localhost/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>), reference materials in the Library (<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).

Athena Nazario, [anazario@sfsu.edu](mailto:anazario@sfsu.edu) is the librarian assigned to the Graduate College of Education and is available to assist you with your library and database research.

### **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 obtain your student I.D.

#### **Hours:**

First week of semester:

Mon. - Thurs., 9 am - 6 pm

Fri. 9 am - 5 pm

Remainder of semester:

Mon. - Fri., 9 am - 5 pm

**Email:** [records@sfsu.edu](mailto:records@sfsu.edu)

**Phone:** (415) 338-2350 (answered Monday – Friday 9 a.m.- 12 p.m., 1 p.m.-4 p.m.)

**Fax:** (415) 338-0588

### **Public Transportation and Parking**

The University has wide access to public transportation. Free parking is available on nearby streets especially on the weekends. For information about parking on campus, visit:

<http://www.sfsu.edu/~parking/directions/>

### **Police & Safety (SF State)**

<http://www.sfsu.edu/~upd/>

- 24-hour Emergency: 911
- Non-emergency: (415) 338-7200

### **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.



## **Campus Services for Weekend and Evening Students**

### **Nighttime Campus Escorts**

During late fall to early spring, EDDL courses will conclude after dark. You may arrange for someone to escort you to your car by calling campus police non-emergency at (415) 338-7200. Campus escorts are available Monday-Saturday 4:30 -11 p.m.

### **Nighttime Shuttle**

Nighttime on-campus transportation is available to all students with temporary or permanent disabilities. This service is available Monday through Saturday, 4:30 pm to 11:00 pm. To request a shuttle cart ride during the evening just call (415) 338-7200. There are yellow phones through out campus. An Escort will arrive within 20 minutes and give shuttle cart rides to anywhere on-campus.

### **Food and Drink**

As on-campus food and drink vendors are limited on the weekends, we suggest you work with your cohort to provide snacks on class days. Options available include:

Cesar Chavez Student Union: Some vendors are open on Saturdays, at least for limited hours during the day, but may be closed on Sundays.

Café Rosso: Located at west entrance to Burk Hall, open Saturdays fall and spring.

Peet's Coffee and Tea (located in the library lobby): Open on Saturdays and Sundays during the regular academic terms. During summer term, there have been no weekend hours, or occasionally, there have been limited Saturday hours.

The Village at Centennial Square: in the southwest quadrant has a store and some food vendors including a Subway sandwich shop. Weekend hours vary in summer.

## **University Policies Related to a Safe and Healthy 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 behavior that contributes toward this end. Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process designed to promote safety and good citizenship and, when necessary, impose appropriate consequences. Such behavior includes but is 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 Code of Student Conduct can be found by visiting the Office of Student Conduct website at <http://conduct.sfsu.edu/>

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 Bulletin website under Regulations and Procedures – Additional.

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 in the SF State Bulletin.