



**SAN FRANCISCO**  

---

**STATE UNIVERSITY**

**San Francisco State University**

**EdD Program in  
Educational Leadership  
Handbook**

## Table of Contents

<b>Table of Contents</b> .....	<b>2</b>
<b>The Mission Statement</b> .....	<b>3</b>
<b>Vision Statement</b> .....	<b>3</b>
<b>Edd Program Contact Information</b> .....	<b>4</b>
<b>SF State Graduate Student Basics</b> .....	<b>5</b>
<b>Overview of the Edd Program at San Francisco State University</b> .....	<b>7</b>
<b>Brief Program History</b> .....	<b>7</b>
<b>Program Governance, Faculty and Staff</b> .....	<b>8</b>
<b>Curriculum Themes and Program Learning Outcomes</b> .....	<b>9</b>
<b>Program Overview</b> .....	<b>10</b>
Year 1 in Brief.....	11
Year 2 in Brief.....	11
Year 3 in Brief.....	11
<b>Academic Progress Milestones</b> .....	<b>12</b>
Milestone One: Qualifying Examination .....	12
Milestone Two: Dissertation Proposal Defense.....	12
Milestone Three: Dissertation Defense.....	14
<b>The Dissertation</b> .....	<b>15</b>
Research Approaches and Formats for the Dissertation.....	15
Alternative Formats for the Dissertation Project.....	16
The Dissertation Committee.....	17
Edd Policy on Enrollment and Tuition for Fall of the Fourth Year .....	18
<b>Financial Support</b> .....	<b>20</b>
Financial Aid.....	20
Graduate College of Education and University Funding Opportunities .....	21
Edd Funding Opportunities.....	21
<b>Academic Policies, Resources and Student Support</b> .....	<b>22</b>
Program Tuition .....	22
Program Timeframe.....	23
Requirements for Continuing in the Program.....	23
Continuous Enrollment.....	23
Extended Timeframe .....	23
Extensions Beyond Five Years.....	24
Eligibility for the Edd Degree.....	24
Transfer Units.....	24
Declassification from the Edd Program.....	25
Student Advising .....	26
<b>Student Organization – The DS4SJE</b> .....	<b>26</b>
<b>Edd Library</b> .....	<b>27</b>
<b>Campus Services for Weekend and Evening Students</b> .....	<b>27</b>
Nighttime Campus Escorts .....	27
Nighttime Shuttle .....	27
Food and Drink.....	27
Student Resources .....	27

## **The Mission Statement**

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

## **Vision Statement**

The 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 dissertations 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

### Program Director:

Dr. Barbara Henderson  
Email: [barbarah@sfsu.edu](mailto:barbarah@sfsu.edu)  
Office: 522 Burk Hall  
Phone: 415-405-4103

### Graduate Coordinator:

Dr. Violet Ballard  
Email: [vballard@sfsu.edu](mailto:vballard@sfsu.edu)  
Phone: 510-761-8580

### Academic Office Coordinator:

Alesha Sohler  
Email: [asohler@sfsu.edu](mailto:asohler@sfsu.edu)  
Office: 521 Burk Hall  
Phone: 415-405-4103

### Academic Advisor:

Dr. Christopher Collins  
Email: [cjcollins@sfsu.edu](mailto:cjcollins@sfsu.edu)

### EdD Program Office:

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

**Website:** <http://edd.sfsu.edu/>

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

**Phone:** 415-405-4103

### Mailing address:

EdD in Educational Leadership  
San Francisco State University  
1600 Holloway Avenue, Burk Hall 521  
San Francisco, CA 94132

### Faculty and Lecturers for the EdD Program in Educational Leadership

Please visit the following website for the update list: <https://edd.sfsu.edu/content/faculty>

## SF State Graduate Student Basics

With a few exceptions, the doctoral program follows the policies and procedures established by the University and the Graduate Division. However, graduate programs do have a certain latitude to establish policies and procedures that are specific to that program. The EdD Student Handbook is a resource that describes program policies that differ from those established by the Graduate Division.

In addition to becoming familiar with and referring to the EdD Student Handbook for your cohort year, EdD students should also become familiar with two other resources—the University Bulletin for all Universities policies, procedures, and regulations; and the Grad Guide, a handbook prepared by the Graduate Division with the policies, procedures, regulations, and University resources that are specifically applicable to graduate students. As a graduate student in the doctoral program, you are bound by the policies, regulations, and expectations set forth in this handbook, the University Bulletin and the Grad Guide.

**The University Bulletin** [<http://bulletin.sfsu.edu>] lays out University policies that pertain to all students. The policies and program requirements to which you are bound are those included in the University Bulletin for the academic year in which you are admitted.

**The Grad Guide** [<http://grad.sfsu.edu/sites/default/files/forms/student-gradguide.pdf>] is the key resource provided to students and updated by the SF State Graduate Division. This resource provides explanations for procedures students must follow to proceed successfully from admission to graduation; as well as information and links to important and useful University resources, services, and contacts.

### Crisis Services

San Francisco State University has in place a variety of services to support students in crisis. Many of these can be found on the Student Health Services website <https://health.sfsu.edu/content/psychiatric-services>.

### Student Services

As an enrolled student you also have access to other services and supports that can be found at Health Promotion and Wellness <https://wellness.sfsu.edu>. These services include, for example, non-crisis counseling and psychological services at CAPS, access to the Mashouf Wellness Center for campus recreation, access to Gator Groceries for food support, and contact information about housing and rental crises.

### Program Expectations

The SF State doctoral program in Educational Leadership is a face-to-face program in which students enter as a cohort and take the same sequence of courses together over the course of eight semesters. In accepting an offer of admission to the program, students commit to attending all classes. The program uses a mix of in-person and synchronous online classes. The summer semesters are fully online, while the fall and spring semesters are primarily face-to-face.

We emphasize the value of synchronous class meetings and of emphasizing physical class meetings during the fall and spring semesters. We understand that our synchronous class format and the expectation that students be on campus for at least 5 of the 8 classes fall and spring, and fully engaged during online class sessions results in somewhat less flexibility and

requires considerable commitment of time for students and faculty, but it also provides benefits that online and hybrid programs do not.

These benefits include:

- **Community of Support:** The sense of community that develops among the cohort members is experienced by many, if not most students, as one of the most important elements of the program. The cohort is key to student persistence and success.
- **Intellectual Stimulation and Learning:** Most courses are designed to create opportunities in which cohort members engage with each other in substantive conversations around significant topics in educational leadership. Discussions about the application of theory to practice deepen the learning and impact of the courses. Through these conversations, cohort members and faculty challenge one another to interrogate and analyze issues at levels that would not be achieved in isolation.
- **Accountability:** The commitment to showing up each class session strengthens students' accountability for their own and each other's work.

### **Attendance**

Within the EdD courses, attendance is a significant element of course participation. Each class has attendance policies written into the syllabus that emphasizes the importance of being present and engaging during the class meeting hours. While we understand that there are times when a student cannot attend, such as family emergencies, students are expected to attend every class meeting and be prepared to participate fully. Except under exceptional circumstances, any student who misses more than two classes in the Fall/Spring semesters, or more than one class during the shortened summer semester will not likely receive a passing grade for the course in question.

### **Communication**

As a program focused on preparing leaders who are committed to working toward equity in education, we expect that communication among students, faculty, and program staff will be professional and respectful. Students should expect to take part in conversations that challenge everyone in the classroom—including faculty—to question assumptions, unpack complex issues, and face events that require them to develop their skills in courageous leadership. Stated another way, this program believes that by requiring students to seek solutions and productive responses to bias, prejudice, and oppression, and to engage in sometimes difficult conversations, students develop the leadership skills necessary to improve their institutions. We expect that students and faculty will be mindful of the way they engage in conversations and commit to challenging and critiquing ideas, not people.

### **Check Your SFSU Email Regularly**

Because this is a weekend program offering limited faculty and staff contact time with students throughout the semester, routine logistical information is communicated between the program and students through email.

# 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 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 <https://edd.sfsu.edu/content/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. It is comprised of a minimum of eight faculty members, the Graduate Coordinator, the Academic Office Coordinator (AOC), and representatives from each of the active student cohorts. All are voting members except the AOC and the student representatives.

### 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.

### EdD Faculty Group

Members of the EdD 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, Graduate Assistantships, Admissions).

### Program Director

The Program Director is responsible for the daily operation of the EdD 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 dissertation and may serve on dissertation committees. As a key member of the primary advising team, the Graduate Coordinator serves as EdD 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.

#### Executive Administrator and Program Analyst

The Executive Administrator/Program Analyst assists the Program Director in daily operations with a focus on the budget, scheduling, and communication. In addition, the Program Analyst can provide students with support on Financial Aid, travel, student records, scholarships, and other general program support.

#### Academic Advisor

The Academic Advisor supports the Program Director and Graduate Coordinator in providing ongoing student support, recruitment of new students, and the admissions process. The Academic Advisor also works with the program's leadership team for the planning of events and addressing issues of critical concern.

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

The SF State EdD in Educational Leadership program is organized around three cross-cutting themes: leadership and administration, equity, and inquiry. Each theme has been described with a set of Program Learning Outcomes, which are then emphasized in readings, discussions, and assessments across multiple courses. For more information including a map of courses, themes, and program 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 theory and 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.

### **Program Overview**

Students are enrolled full-time in 9 units for eight consecutive semesters beginning in the fall. Classes are scheduled on alternate weekends. Students proceed through the program in cohorts, taking three courses (9 units) in each of their fall, spring, and summer semesters of study. The sequence of courses is designed to scaffold learning in leadership, equity, and inquiry. The final year consists of seminars designed to provide more individualized support for students who are at different stages in completing their dissertation research projects.

The program is designed for working professionals, and nearly all our students are full-time professionals working in leadership roles within educational settings. Most of our students successfully complete this program in 8 or 9 semesters. Students in their 3<sup>rd</sup> year of study who do not complete the dissertation by the spring semester deadlines do not enroll in summer courses and cannot graduate in the summer semester.

The policy of not supporting summer graduation is in place to protect our faculty, who are on 10-month contracts, so should not be working intensively during summer with students who are completing their dissertations. Students who have defended by the end of the spring semester and are on a timeline to fully complete by October 15 of the fall semester are eligible to enroll in a 1-unit, reduced-cost course (EDUC 499). Students must have the written support of their dissertation committee to be eligible for this arrangement. Students who need longer than mid-October to complete must fully enroll for 9 units during the fall semester and for every succeeding semester until they complete. The full policy on enrollment and tuition for the fall semester of the 4<sup>th</sup> year is included in a section below.

#### 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 -- Fully online:

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

Sunday: 2:00 p.m. to 6:00 p.m.

The typical sequence of courses is described on the EdD website at <http://edd.sfsu.edu/content/class-sequence>, though the sequence of courses may change somewhat due to instructor availability and other factors. There are no electives in this program of study. Courses are designed to prepare students for each of the following program milestones (see below).

### **Year 1 in Brief**

In the first year, students examine broad issues facing educational leaders in the ECE, P-12, and community college sectors. Students also become familiar with several theoretical frameworks useful in the critical examination of educational systems, structures, and practices. It is also during the first year that students begin to develop the essential skills necessary to evaluate and conduct empirical research. 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 the QE to advance into the second year of the program.

### **Year 2 in Brief**

The second year incorporates knowledge and skills of leadership, including topics such as organizational theories of change, issues of equity in learning and student development, budgeting, and communication. Students also receive targeted guidance in developing and refining their individual research projects with a deeper focus on the literature including empirical research, methodological work, and writing. Early in the second year, students will begin the process of putting together their dissertation committee. The first step is working with program advisors, current faculty, and students from other cohorts, to identify and reach out to faculty as potential chairs and then committee members. During the fall and early spring, students work with program faculty, their dissertation chair and dissertation committee to develop a research proposal in preparation for the second program milestone, the Dissertation Proposal Defense.

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. During the third year, students are enrolled in one face-to-face class for three (3) units and enrolled in an independent study class for six (6) units. The fall and spring semester dissertation seminars enable the student to meet with faculty and cohort members to work through issues of data collection, analysis, and writing.

In addition to these support seminars, students must work closely with 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 Dissertation Defense. This meeting with the student's dissertation committee is an opportunity to present and defend their 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 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 student's committee has approved the Dissertation 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. All members of the graduating cohort are expected to participate in the program's Recognition Ceremony in May and may also choose to participate in the University's commencement ceremony.

### **Academic Progress Milestones**

Following the provisions of the Chancellor's Office Executive Order 991, students meet each of three milestones of academic progress. The Milestone One (Qualifying Exam) has a specified date for completion and assessment and satisfies the University's Level 1 Graduate Writing Requirement. Milestone Two (Dissertation Proposal) and Milestone Three (Dissertation Defense) are completed based on the approval of the dissertation committee. Typically, the Dissertation Proposal occurs near the end of the second year and the Dissertation Defense is met near the end of the third year and satisfies the University's Level 2 Graduate Writing Requirement. Students need to report their progress to the program as they complete these program milestones. Students make these reports through the Canvas course that that program has set up for advising and providing the appropriate forms.

#### **Milestone One: Qualifying Examination**

The first milestone, the Qualifying Examination, satisfies the Graduate Writing Requirement Level 1 and serves four purposes:

1. To confirm that 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 that has relevance 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 during the second semester (usually May) of the student's first year. The Qualifying Exam is evaluated by a faculty panel according to the scoring descriptors (see Appendix A).

Students who pass the Qualifying Examination may enroll in the second year that begins with the first summer term. 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 completed by the date established by the program. *A student who fails the second review will be declassified from the program.*

#### **Milestone Two: Dissertation Proposal Defense**

**Edd Program Approval – Milestone Two:** To gain program approval, students must pass the second milestone, the Dissertation Proposal Defense. This is an oral defense of the research proposal, and typically takes place in the spring or summer of the second year. The written

dissertation proposal will normally consist of 1) a description of the educational problem of practice including the significance of the research, particularly in terms of its potential for contribution to practice, 2) a discussion of the relevant empirical, theoretical, and methodological literature, 3) a statement of the research method including delimiting the research question(s), a rationale supporting the proposed research methodology, and the proposed procedures for study design, data collection, data analysis, and research ethics..

Students are expected to hold a meeting with their dissertation committee by mid-March. If students are not ready to hold a full dissertation proposal defense meeting, they should hold a preliminary proposal meeting, where they will speak for 10-15 minutes and present slides that lay out the contours of the proposed project. The preliminary meeting is likely no more than an hour and is focused on providing advising and support for envisioning the culminating project and completing the dissertation proposal.

The written product of the Dissertation Proposal is likely to be 40-60 pages in length, excluding references and appendices. Most proposals are organized as three sections or chapters which approximate early drafts of the first three chapters of the dissertation. The program has a detailed suggested outline for the dissertation proposal available in the [EDDL Program Resources](#) repository.

The oral defense of the Dissertation Proposal involves faculty feedback on the written product and stands as a kind of contract between the student and their committee for the plan for the work ahead with the dissertation itself. At the oral defense, students speak for 15-20 minutes to present the highlights of the proposal text. Students should keep this presentation focused and closely connected to the written materials provided to the committee members. The dissertation proposal meeting should be scheduled for 2 hours and this is not a public event, so students should not invite family, friends, or colleagues.

The Dissertation Proposal is evaluated according to a rubric available in the [EDDL Program Resources](#) repository. Using the rubric, the committee will judge the quality of the proposal to decide whether the student has met the standard and the proposal is approved, or there is a need for significant revision of the proposed study, and the proposal is not approved. The student and their committee will report the results of the oral defense using the Dissertation Proposal Defense form, via DocuSign.

1. **Approved:** The committee determines that the proposed study is adequately developed, and the members are confident the student can proceed and conduct the study successfully. A proposal may be approved even if there are modifications requested by the committee. The student works with their chair to prepare a Plan for Action, which describes any of the changes or modifications that will be made during the research and writing of the final dissertation. The committee must approve the *Plan for Action* signifying that the student has understood their expectations.
2. **Not Yet Approved:** In some cases, the committee might determine that significant revisions are needed, and would then require the student to revise the proposal to address specific concerns. The dissertation committee may determine that a second date to defend the revised proposal is required or may choose to approve the revised proposal without a second oral defense. If the proposal is not approved, the student works with their chair to prepare the Plan for Action.

After the proposal defense meeting and once the proposal is approved, the student is required to submit the *Dissertation Proposal form that includes the outcome of their proposal defense meeting, their approved plan for action, and the rubrics* completed by each committee member. Students are responsible for obtaining all required signatures, which will be collected via DocuSign.

Before students may conduct their dissertation study, they must gain Institutional Review Board (IRB), and EdD Program approval. Students do not advance to Doctoral Candidate until they have also received University approval for their study.

**IRB:** SF State is responsible for ensuring that all research conducted under the auspices of the University meet the standards established for the ethical conduct of research with human (and animal) subjects. The institutional Review Board is the body that evaluates all research proposals for this purpose. Once students have developed a plan for the dissertation study with their dissertation chair, they should submit a research protocol for review by IRB. Approval may take several weeks or even months, so students should strive to submit their protocol early in the spring semester of their 2<sup>nd</sup> year.

### **Advancement to Candidacy**

Early in the spring of the second semester, students should submit the Advancement to Candidacy form (ATC) to the Graduate Division. This form documents the manner in which the student intends to complete all program and University requirements for graduation. Once the proposal has been approved and the ATC has been approved by the University, students have advanced to the status of *doctoral candidate*.

**University Approval:** Students are required to submit and get approval for the Culminating Experience Proposal by submitting the CE 998 form to Graduate Studies. On this form, students provide a brief description of the proposed study and a timeline for completion of the dissertation the form must be signed by the student's entire dissertation committee as well as the Graduate Coordinator.

### **Milestone Three: Dissertation Defense**

The final milestone is an oral examination during which the candidate defends Dissertation. The student should expect a two-hour to two-and-a-half-hour meeting that will likely follow this agenda:

#### ***Typical Agenda for Dissertation Defense***

- 5 minutes: Introduction and welcome
- 10-30 minutes: Committee breakout to prepare/debrief on reading of the draft
- 20-30 minutes: Student Presentation
- 30-40 minutes: Discussion with the committee
- 10-30 minutes: Committee breakout to deliberate
- 10-15 minutes: Committee returns to report result and describe next steps

The dissertation committee administers this examination, evaluating the dissertation project based on a rubric available in the [EDDL Program Resources](#) repository. 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.

As most defenses are held through video conferencing, the meeting room should be established by the committee chair, and invitations to the meeting should come either from the chair or jointly from the student and the chair. The role the chair takes in organizing the in-person or online meeting space connotes the authority of the chair to run the meeting, including, for example, the virtual breakout rooms, how the event will be conducted, and how the evaluation process will unfold.

You may invite family and community members to your dissertation defense meeting. However, you need to consult first with your committee chair and then the rest of your committee if you would like to invite guests. This way they can plan the agenda accordingly. A dissertation defense is an evaluation of work, so everyone needs to remember that most students leave their meeting with revisions to complete before submitting their final draft for submission to the university.

Students are responsible for distributing, collecting, and submitting the forms that will document the outcome of the dissertation defense meeting.

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 <https://grad.sfsu.edu/content/continuing-student-deadlines> for the most current deadlines). The dissertation format must conform to the campus-approved dissertation manuscript requirements and be 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 EdD Dissertation Research Project (<https://grad.sfsu.edu/sites/default/files/documents/EdD-Dissertation-Template.docx> ).

## **The Dissertation**

### **Research Approaches and Formats for the Dissertation**

The dissertation is the culminating experience of the EdD in Educational Leadership. The dissertation is the product of an original empirical research study designed by the doctoral student with guidance from the program faculty and the dissertation committee. The dissertation for the EdD 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 centered on equity in educational practice and leadership impacting California's educational system from early childhood to higher education. Our students are encouraged to develop a dissertation study that is likely to impact practice in a meaningful way and to consider a broad range of methodological approaches such as program evaluation, participatory action research, or arts-informed research and formats (e.g., film, drama, or visual arts). While many students choose to follow the more traditional dissertation format typical of the PhD dissertation, we encourage our students to consider the type of impact they seek to have and the target audience for their work in order to develop the most meaningful questions, methodologies, and representations of their research.

Regardless of the format or organization chosen for the dissertation, the scope of the research and writing must meet the program's standards of breadth, sophistication, and rigor expected at a doctoral level. SF State doctoral dissertations are expected to 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 an original collection of data from the field. Students are expected to follow the ethical guidelines for research with human participants established by the Federal Government, and by ensuring the highest level of academic integrity avoiding plagiarism by attributing accurately in their work the contributions of other scholars.

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

The Ed.D. in Educational Leadership program supports a range of alternative formats for the final dissertation project. These alternatives might be conceptualized as a dissertation written as a connected series of inquiries and related outcomes that have either practical intentions in the field or are papers being prepared as manuscripts for publication in peer-reviewed journals or books. This option for alternative formats also provides a platform for one of the products to be completed through an alternative medium, such as film. If the dissertation is done as a series of papers or other products, these must be strongly interconnected and based on a cohesive research agenda.

The overall scope of the research and writing for these alternative products 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. In the predominant case of practical papers and products, this contribution 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 and the product submitted to the audience before the student's oral defense.

Examples of dissertation projects that follow the alternative format may include the following:

1. A narratively structured product that makes greater use of arts-based content such as prose, memoir, poetry, visuals, which also fully integrates the research literature and the methodology throughout.
2. A leadership focused dissertation where the penultimate chapter integrates the findings into an exploration of the author's leadership journey and the development of an original leadership framework.
3. Three manuscripts prepared for publication in a specific peer-reviewed journals or peer-reviewed edited volumes.
4. Two papers presented as an analysis of data leading to the third paper, which is a policy paper or program proposal directed at one or more specific educational organizations (e.g., school district, community college, or community-based organization).
5. One analysis of data leading to two *white papers* (that is, a policy paper written to address legislative issues that communicates with stakeholders, legislators, and the public) written for one or more specific educational organizations (e.g., school district, community college, or community-based organization).
6. Two papers that present an original analysis of data and which lead to a third project done in a medium other than text, such as film or photo essay, and which are directed at one or more specific educational organizations (e.g., school district, community college, or community-based organization).
7. A program review/evaluation for a specific school, district, or college program



Further questions about alternatives to the traditional five-chapter dissertation should be discussed with the Graduate Coordinator, the Program Director, and your committee chair.

In the dissertation proposal for these alternative formats, the student must be able to articulate to the dissertation committee how the alternative approach accomplishes the following:

- addresses the educational problem or opportunity for reform,
- shows links among the products,
- speaks to a specific audience beyond the dissertation committee.

The format and style of each product will reflect the needs of the intended audience, and the committee will, therefore, respond to the adequacy of the completed project in part through this lens.

In cases where the papers have been accepted or published in journals or books before the dissertation defense, the student must obtain copyright permission to include the article in the dissertation, as required by US law. The student should also notify the journal or book editor that the dissertation will be made available electronically via ProQuest and SF State Archives on the Ed.D. website.

### **The Dissertation Committee**

Before conducting the research leading to the dissertation, students will be responsible for forming their dissertation committee made up of the dissertation chair and two other readers. The purpose of the committee is two-fold. First, the committee serves as the primary source of guidance and support for the culminating research project and provides expertise in terms of practice, theory, scholarship and methodology. Second, the committee is accountable to the University and the student to ensure the student is receiving appropriate guidance to conduct original research that meets the standards of rigor expected by San Francisco State University and the EdD program.

The committee must consist of three members, and no more than three members. The chair is a faculty member who plays a primary role in guiding the development and implementation of the dissertation research, from the stage of the research proposal through the student's defense of the completed dissertation .

- The chair of your committee must be a tenured/tenure-track (T/TT) faculty and should be a member of the doctoral faculty. If you have recruited a faculty member who is not yet part of the doctoral faculty, they must first be approved by the Executive Committee and included in our roster.
- The second reader of the committee must be a T/TT faculty member at the University.
- The third member of the committee can be a T/TT faculty member from the University, or this third reader can be a lecturer faculty or practitioner from outside San Francisco State University. We strongly suggest that third readers hold a doctoral-level degree, but there are exceptions where the program will approve third readers who possess special expertise relevant to your dissertation focus. Readers from outside SF State must have a current curriculum vitae on file with the program and in the Division of Graduate Studies.

Students will work most closely with their dissertation committee chair, so it is important to select a chair with whom you feel comfortable and supported. The responsibilities of the dissertation chair are to meet with the student to plan the study design and scope, and to

regularly review drafts to develop the proposal and then the dissertation. These meetings should be held regularly and typically become most frequent in the final spring semester, as the student prepares to complete the dissertation and graduate. Specifically, students should be meeting with their dissertation chairs at least every other week beginning in the Fall of the second year and continuing through graduation. Meetings during the summer semester are likely to be less frequent, as faculty are on 10-month contracts.

Chairs have different styles for managing the dissertation process. While some chairs encourage students to share drafts with committee members or to meet with committee members, others prefer to manage the review of drafts more closely. Be sure to clarify with the chair how you will work with the committee to complete the dissertation. The dissertation chair also runs the two defense meetings—the Dissertation Proposal Defense and the Dissertation Defense—and will establish the agenda and facilitate the discussions.

The other members of the dissertation committee provide additional expertise and perspectives to the research study. These members are not expected to play as large a role in the dissertation process, and so are compensated by the program in a much more limited way. Students should be clear about how the chair wishes the committee to work together, and also on the level and frequency of advising that the remaining committee members are willing and able to provide. There are two occasions in which the entire committee is expected to meet together: the Dissertation Proposal Defense (Milestone Two) and the Dissertation Defense (Milestone Three).

## **Edd Policy on Enrollment and Tuition for Fall of the Fourth Year**

### ***Purpose of the Policy***

This policy applies as a one-time waiver of full tuition for students who have nearly completed their dissertation in May of their third year of doctoral study. The policy addresses the challenge faced by faculty, who work on a 10-month contract, and should, therefore, not be expected to provide extensive support to students trying to finish in the Summer. The one-time waiver of full tuition affects only doctoral students who are very nearly done with their writing, analysis, and revisions, and would have expected to have completed their degree in the Summer, were this possible.

The policy also clarifies the Summer semester enrollment for all doctoral students who have completed their coursework, and only need extra time for their dissertation. Students who have not successfully defended and submitted their complete and approved dissertation and associated paperwork should continue to work on their dissertations in the Summer. Students will not enroll or pay tuition for Summer, and will not be able to defend their dissertations or graduate in Summer. Instead, continuing students will need to complete the dissertation, successfully defend, and graduate the following Fall, their 10<sup>th</sup> semester. The rare cases of transfer students or others who are fully enrolled in the summer because they have coursework to complete, but in terms of dissertation completion, are ready to graduate, will be considered separately and in collaboration with such a student's dissertation chair.

Students whose dissertation committee affirms that they would have otherwise completed in summer -- if summer graduation were still supported by the program -- will be granted a one-time waiver of paying full tuition and a waiver of fulltime, 9-unit enrollment, and instead will enroll in EDUC 499 in Fall at the start of their 4<sup>th</sup> year in the program. This exception applies only to students who are nearly done in the Spring. Further, this policy applies only for the Fall

immediately after the Spring semester when 3<sup>rd</sup> year students have been enrolled in EDDL 998, the culminating experience course. Students who need the full Fall semester to complete their work on the dissertation must pay full tuition, and be fully enrolled, registering for 6-units of EDDL 999, and 3-units of EDDL 997. Students who take longer than one additional semester to complete are also not eligible for this waiver. Details of the policy guidelines and eligibility criteria are described below.

***Students eligible for the 10<sup>th</sup> semester Fall tuition waiver must follow these guidelines:***

1. A minimum of one full week before dissertations are due to Graduate Studies (typically the deadline for culminating projects is the final day of classes), 3<sup>rd</sup> year students must have drafted and submitted a complete a dissertation to their full committee.
2. The dissertation committee must have had sufficient time (at a minimum one full week, although some committees may require more time) to read and evaluate this draft and deliberate on its merits and level of completion.
3. The dissertation chair, with the input and consent of the full dissertation committee writes a memo to the EdD Program that confirms that:
  - a. A full dissertation draft (all chapters or equivalent for non-traditional formats) has been submitted;
  - b. The quality and a level of completion are high enough to warrant the committee's approval of this extension with the full expectation that the dissertation will be completed by October 15<sup>th</sup> (adjusted to the next business day as needed) of the following Fall semester;
  - c. The dissertation, taken as a whole, has advanced to the stage that the student will need relatively little additional support to complete the final draft, including, library research, data analysis, writing, and revision.
4. By the final day of classes/deadline for dissertation submissions in the Spring of the student's 8<sup>th</sup> semester in the program, the full committee must sign off on the memo approving this one-time waiver, and submit the paperwork for the Program Director's approval.
5. In the Fall of the student's 10<sup>th</sup> semester (counting the un-enrolled Summer as the 9<sup>th</sup>), students who have been notified in Spring that they qualify for this one-time waiver will enroll in EDUC 499 and pay the continuing education fee (currently approximately \$300).
6. The committee chair and committee members will receive their normal compensation for dissertation committee service for these one-time waiver students. That is, there is no additional payment to the committee chair or committee members for their additional work with the student after the Spring semester deadline.
7. The student, working with the guidance of their dissertation chair, may choose to have the formal dissertation defense in the Spring during the student's 8<sup>th</sup> semester of enrollment, or may delay the defense until the start of the following Fall semester. We suggest that all students schedule a synchronous meeting with their dissertation committee to provide advice, feedback, and to begin to draft the memo, whether or not this meeting is held as the formal defense.
8. In the fall, students who have demonstrated eligibility for this waiver must hold the formal defense such that all materials for the degree are submitted by the October 15<sup>th</sup> program deadline. Students who do not make this deadline will retroactively enroll and register for 9 units of coursework, including re-enrolling in EDDL 997 for additional support. For these students, the policy for students needing additional time then applies (see below).

9. Students should be aware of the potential effects of not being fully enrolled in Fall on their financial aid commitments. Waiver students are not eligible for the Ed Doc grant.

### ***Students Who Need Additional Time to Complete a Full Dissertation Draft***

1. Students who need additional time to complete their dissertation beyond the Spring of their 8<sup>th</sup> semester of enrollment in the EdD program will graduate in Fall of their 10<sup>th</sup> semester, at the earliest.
2. Students who have completed all coursework, other than EDDL 998, and only need additional time for writing and analysis do not need to register or pay tuition for the Summer semester (the 9<sup>th</sup> semester).
3. Students will continue to be fully enrolled, taking 9-units for the Fall semester including 6-units of EDDL 999 and 3-units of EDDL 997. These students can apply to be one of our Graduate Assistants and should file FASFA to seek eligibility for the Ed Doc grant.
4. Dissertation Chairs should meet at least biweekly with their advisees to provide a high level of support that is most likely to maximize the students' opportunity to complete by the December deadline. Students' progress with the dissertation in terms of data collection, analysis, interpretation, writing, and revision is, however, unique, and it is fully the student's responsibility to maintain forward progress and complete the dissertation.
5. Dissertation committee members should also make themselves available for mentoring and make their calendars available to schedule a timely defense before the culminating experience deadline in December.
6. Dissertation chairs will be compensated with an additional one-time \$2000 payment for providing this special 10<sup>th</sup> semester support.
7. Dissertation committee members will be paid an additional \$250 for their additional advising and support.
8. Students who need time beyond the Fall semester will pay full tuition and fully enroll for the following Spring semester.

## **Financial Support**

### **Financial Aid**

Students in the EdD program are eligible to apply for Financial Aid. It is recommended that all students who accept admission apply for Federal Financial Aid using the *Free Application for Federal Student Aid* (FAFSA®) form at <https://studentaid.ed.gov/h/apply-for-aidfafsa>. The priority deadline for the University can be found on the website at

<https://financialaid.sfsu.edu>.

SF State offers student advising on a variety of financial aid opportunities. EdD students should contact the Director of Financial Aid, Denise Peña by email at <denisepena@sfsu.edu>, or by phone at (415) 338-2592 for more information.

The disbursement of financial aid typically takes place in fall and spring only, so students must create a financial plan to pay the full tuition in summer. Further, Financial Aid for the summer semester has somewhat different regulations than in Fall and Spring. It is always 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 late fees and may lead to difficulty enrolling. Failure to pay tuition and fees will 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, EdD 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 EdD 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)

### **EdD Funding Opportunities**

#### Ed Doc Grant

The doctoral program is funded entirely through tuition. However, a percentage of that income is diverted to a fund to support doctoral students. This is called the Ed Doc Grant. Eligibility for the Ed Doc Grant is determined by the Financial Aid Department and the criteria are:

- Apply for FAFSA before the priority deadline;
- Fall below the Expected Family Contribution minimum established by Financial Aid. This minimum, however, is higher than the minimum for federal aid, so sometimes a student who does not qualify for federal aid does meet the eligibility requirements for the Ed Doc Grant.

#### The Dr. Vanson Nguyen and Cheryl Quan Scholarship

The intent of this scholarship is to provide support for emerging leaders focused on social justice. This scholarship is available only to doctoral students enrolled full time in the EdD program. To learn more about this scholarship, visit Academic Works <https://sfsu.academicworks.com> and search for Vanson Nguyen Scholarship.

#### Criteria for Selection:

1. Demonstrated financial need substantiated via written statement.
2. Preference given to:
  - a) candidates who work/worked with marginalized populations
  - b) candidates whose research involves critical perspectives.

#### 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 third year of doctoral study, and they must have a demonstrated 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 the EdD 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 Canvas site on “Travel and Funding for Students and Faculty” for guidelines and application procedures for these Graduate Assistantships, and communicate with Program Analyst, Alesha Sohler.

### 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 EdD 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 dissertation. Applications for travel where students are presenting their work at nationally or internationally recognized 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 for international travel require a minimum of 90 days. Requests should include a cover letter explaining the purpose of the travel and describe specifically the activity’s relevance for the dissertation. *Any travel arrangements made and/or paid for before receiving the appropriate approval cannot be reimbursed.*

See the Canvas site “Travel and Funding for Students and Faculty” for guidelines and application procedures and communicate with Program Analyst, Alesha Sohler.

## **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 and, unlike undergraduate and master’s level tuition, does not vary depending on the number of units, but is a set amount determined annually by the CSU.

Students receiving financial aid are required by Financial Aid policy to be enrolled in 9 units each semester and all doctoral students are expected by the EdD program and the Graduate College of Education to remain fully enrolled until they complete their degree. Specifically, students must maintain continuous full-time enrollment until the dissertation has been successfully defended and all graduation requirements have been met. Further, unlike Master’s level students at SF State, doctoral students do not have a “grace period” immediately after the semester they have enrolled in their culminating experience semester. Students must also enroll full-time for the summer semester, if they are not successful in completing and defending the dissertation by the spring of their third year.

Students are expected to pay fees on time to meet the deadlines established by the University. 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.

## **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.
- Grades below a C cannot be counted on the Advancement to Candidacy (ATC) form, even if the cumulative GPA is above a 3.0. Courses must be re-taken and the higher grade will be posted on the ATC.
- Students can opt to take no more than 30% of doctoral classes as CR/NC instead of for a letter grade; however, some of your courses are already required to be taken as CR/NC (e.g., EDDL 997, EDDL 998). As the program requires 60 units, no more than 18 units may be taken as CR/NC.
- Students should be aware that graduate students taking classes for CR/NC must earn a minimum of a B- in the class for it to be counted as CR. Note that this sets a higher bar than the ATC rule, which uses a C as the lowest grade that can count.
- The student must pass all required milestones 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 Program (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, and students must adhere to the university policy. The program's 5-year timeframe (different from 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 EdD courses and pay full tuition until they have completed all requirements for graduation. After spring semester of their third year, students continue to

enroll full time in 9 units and pay full tuition. Students enroll in EDDL 997-01 Dissertation Seminar: Early Stage for 3 units. This course may be repeated for a total of 9 units (three semesters total). Students will 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 EdD office. Continuation for each term requires the determination of satisfactory progress by the EdD Executive Committee. Students must complete their research and defend their dissertation or dissertation within the program's 5-year limit.

### **Extensions Beyond Five Years**

Students who have reached the 5-year limitation and 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.

- To continue, students **MUST** secure the commitment of the chair and committee members to continue supporting them through this process and must forward to the Graduate Coordinator 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 identify 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 of each term requires the determination of satisfactory progress by the Director and/or EdD 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 that meets the following standard:

- The course of study 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;
- Maintain a 3.0 GPA;
- Complete and successfully defend a dissertation study.

### **Transfer Units**

The EdD 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 EdD experience. 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 EdD Executive Committee, the EdD 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:

- They are doctoral level courses earned at an appropriately accredited university,
- The coursework complements the goals and reflects the curriculum of the SF State program,
- 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.*

### **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 maintain a 3.0 GPA.

Declassification requests must have the support of the Program Director and the Dean of the Graduate College of Education 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. 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 behavior that appears 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 behavior ceases, 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 they concur, 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 the dissertation, and conducting dissertation research.

#### Entry Period: Graduate Coordinator and Program Director

The Graduate Coordinator is the program staff member who should be contacted when students have questions about University or EdD Program policies and procedures. The Graduate Coordinator can also advise students regarding resources and support services on campus. Additionally, students should contact the Graduate Coordinator when they have questions or face challenges regarding courses, coursework, or instructors when these issues have not been successfully resolved with the instructors themselves. Students should feel free to reach out to the Graduate Coordinator for advice or additional guidance regarding course assignments, research, or the dissertation process including, but not limited to identifying a faculty advisor, developing mentoring relationships, and providing initial feedback on dissertation topics.

The Program Director is also a source of advising with a particular focus on identifying mentors to support a student's planned topic of research. The Program Director and Graduate Coordinator should be consulted when students have questions about possible dissertation chairs and committee members.

#### Preparing for and Conducting the Dissertation: Dissertation Committee & Graduate Coordinator

Once students have identified an area of interest for the culminating research project (usually during the first spring and summer or early fall of second year), they should work with the Program Director and Graduate Coordinator to identify a dissertation chair and committee members.

During the second and third year, the Graduate Coordinator remains the key advisor and contact for questions or issues concerning University and EdD Program procedures, requirements, and policies. The Graduate Coordinator continues to assist and advise students in identifying additional resources and support. While the Graduate Coordinator can support students in a variety of ways throughout the dissertation process, it is typical that the teaching faculty and dissertation committee will provide much of the support.

### **Student Organization – The DS4SJE**

Doctoral Students for Social Justice and Equity is the EdD Program's Student Association. The main purpose of DS4ESJ is to encourage and empower doctoral students to seek ways to promote equity, social justice, and leadership in education. DS4ESJ is a forum to build community across cohorts and serves as a student advocacy group to inform the EDDL program of student needs, challenges, and opportunities for collaboration.

## **EdD Library**

The EdD program has a collection of books and journals available for checkout by students and faculty. These hard copy books and journals can be found in the EdD classrooms and offices.

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

#### **Nighttime Campus Escorts**

From late fall to early spring, EdD 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 seven days a week from sunset to midnight. Please visit the website for more information: <http://parking.sfsu.edu/care-escort-program>

#### **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 or use the yellow phones located throughout 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. Most on-campus vendors are closed on Sunday.

Stonestown Galleria: This mall is a 15-minute walk from Burk Hall with many options.

Cesar Chavez Student Union: Some vendors are open on Saturdays, usually until about 2:00.

Café Rosso (located at the 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, weekend hours are unpredictable. Be prepared with your own coffee and food.

The Village at Centennial Square (located in the southwest quadrant of campus): There is a convenience store and some food vendors including a Subway sandwich shop. Weekend hours vary in summer.

#### **Student Resources**

Other student resources for example: the wellness center, psychological counseling, housing and food assistance, the Dean on call, recreation opportunities, identity groups, and the Hope Crisis fund can be found at <https://studentresources.sfsu.edu/resources> and as default part of student Canvas site.

