



**SAN FRANCISCO**  

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**STATE UNIVERSITY**

**San Francisco State University  
Student Handbook**

**Edd Program in  
Educational Leadership**

**2019-2020**

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## **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.

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## 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. Students entering in the 2019 cohort are bound by the policies and requirements specified in the University Bulletin for the 2019-2020 academic year.



**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 Division of Student Life website <http://dos.sfsu.edu>.

### Program Expectations

In accepting an offer of admission to the program, students commit to attending all classes, participating in program activities, and can anticipate that, intellectually and academically, their reasoning and communication skills will be held to levels of clarity and sophistication worthy of the doctorate degree.

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 the eight semesters. We understand that our face-face class format 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:** 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 deepens the learning and impact of the courses. Through these conversations, cohort members and faculty challenge one another to interrogate and analyze issues and consider strategies for addressing these issues in ways 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 and grading. 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, oppression, and engage in sometimes difficult conversations, students develop the leadership skills necessary to improve their institutions. We hold to the importance in effective leadership of being skillful in participating and facilitating discourse among participants who hold different views and priorities reflecting their historical sociocultural contexts. We expect and hold accountable students and faculty to be mindful in the manner in which they engage in conversations, to listen with humility and generosity, and to commit to challenging and critiquing *ideas* not people.

### **Email**

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. However, if the occasion arises that require addressing complaints, conflicts, or potentially adverse circumstances, these issues should be addressed in person or through phone calls or video conferencing.



# Overview of the EdD Program at San Francisco State University

## Brief Program History

In 2006, the California Legislature made an exception to the 1960 Master Plan for Higher Education allowing 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):

[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:

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- 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 2019, there are fourteen EdD programs among the California State Universities. Additional information 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 <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. 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.

## Curriculum Themes and Program Learning Outcomes

The SF State EdD in Educational Leadership program is organized around three crosscutting 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, discussion, 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

The EdD is designed to be completed 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. 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. 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 vary 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

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 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 enroll 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 plan 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 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 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 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.

#### **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 and is set at the end 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, 2) a discussion of the relevant empirical, theoretical and methodological literature, 3) a statement of the research question(s), 4) a description of the proposed research methodology, and 5) the significance of the research, particularly in terms of its potential for contribution to practice. The Dissertation Proposal is evaluated according to a rubric (see Appendix B).

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 need for significant revision of the proposed study and the proposal is not approved.

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. When the proposal is approved, the committee will sign the *Proposal Approval Form* and the student is required to prepare a Plan for Action which describes any of the changes or modifications that will be made during the course of the research and writing of the final dissertation. The chair must sign the *Plan for Action* signifying that the student has understood the expectations of the committee.
2. **Not 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 chair should prepare the Plan for Action by preparing a brief explanation of the result and attach to the completed rubrics for the student to turn into the program office.

After the proposal defense and once the proposal is approved, the student is required to submit the *Dissertation Proposal Rubrics* completed by each committee member, the *Proposal Approval Form*, signed by all committee members, and attach the signed *Plan for Action* that describes all suggested changes to the proposal required by the committee to the Graduate Coordinator. Students are responsible for obtaining all required signatures.

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 even months, so students should strive to submit their protocol early in the spring semester.

**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 and the form must be signed by the student's entire dissertation committee as well as the Graduate Coordinator. Only typed forms with original signatures will be accepted.

#### 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*.

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

The final milestone is an oral examination (typically a brief presentation of the study followed by conversation with the committee) during which the candidate defends the dissertation. This takes place no sooner than the spring semester of the third year. The dissertation committee administers this examination, evaluating the dissertation project based on a rubric (See Appendix C). 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 EdD Dissertation Research Project ([Thesis/Dissertation MS Word Template](#)).

### **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 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.

### **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 in order 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. The chair is a faculty member who plays a primary role in guiding the development and implementation of the research proposal.

- The chair of your committee must be a tenured/tenure-track (T/TT) faculty and should be a member of the core SF State EdD Program doctoral faculty.
- The second reader of the committee should be a T/TT faculty member of San Francisco State University.
- The third member of the committee may but need not be a T/TT faculty from the University. That is, the third reader may be a faculty member, lecturer, or practitioner from outside the University. Third readers are not required to hold a terminal degree but should possess special expertise and must have a current curriculum vitae on file in the Division of Graduate Studies.

Students will typically work most closely with the chair, so it is important to select a chair who with whom they feel comfortable and supported. 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.

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 are compensated in a much more limited way. Students should be clear not only how the chair wishes the committee to work together, but also the level and frequency of advising 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).

## **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<sup>®</sup>) form at <https://studentaid.ed.gov/sa/fafsa>. The priority deadline for the University is March 2, 2019, but the priority deadline for the EdD program is July 31, 2019.

SF State offers student advising on a variety of financial aid opportunities. EdD students should contact the Director of Financial Aid, Tracie Hunter by email at [tnhunter@sfsu.edu](mailto:tnhunter@sfsu.edu), or by phone (415) 338-2592 for more information.

This disbursement typically takes place in fall and spring only, 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 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 Vanson Nguyen 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. Term awarded: Fall semester

#### 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.

To learn more about this scholarship, visit Academic Works <https://sfsu.academicworks.com> and search for Vanson Nguyen Scholarship.

### The EdD Program Scholarship

The intent of this scholarship is to provide support for emerging and innovative scholar-practitioners focused on social justice. This scholarship is available only to doctoral students enrolled full time in the EdD program. Term Awarded: Varies

Scholarship Focus: Students applying for the EdD Program Scholarship may demonstrate their qualification based on at least one of the two focus areas:

- Innovation and Transformative Power in Research: The student's research or proposed research demonstrates excellence in innovation and impact addressing issues of social justice and equity in educational practice.
- Innovation and Transformative Power in Leadership: Students have demonstrated excellence in leadership impacting social justice and equity in their professional practice.

#### Criteria for Selection:

1. Significance of the work on a current policy or program
2. High impact value of the work
3. Transformative nature of the work
4. Expected or accomplished impacts on equity and social justice reforms

### 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 iLearn site "Travel and Funding for Students and Faculty" for guidelines and application procedures.

### 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 reimburse costs students incur when they attend conferences and trainings or participate in activities otherwise directly related to their dissertation. 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 dissertation. *Any travel arrangements made and/or paid for before receiving the appropriate approval cannot be reimbursed.*

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 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 to be enrolled in 9-units each semester. The Continuous Enrollment full-time until the dissertation has been successfully defended and all graduation requirements have been met.

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.
- 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 (see *Declassification Policy* below).

### **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 with a minimum of 48 units completed in residence. The EdD courses are organized exclusively for doctoral students and may not be substituted with other classes at the University;
- No more than 12 semester units shall be allowed for dissertation research;
- Maintain a 3.0 GPA;
- Make continuous progress through the program of study including successfully completing the Qualifying Exam and the defense of the dissertation proposal.
- Complete and successfully defend a dissertation study.

### **Continuous Enrollment**

Doctoral students are required to maintain continuous enrollment during their doctoral study and pay full tuition until they have completed all necessary program and University requirements for graduation. Leaves of absence are granted under exceptional circumstances, but 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 EdD 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 EdD 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 each term requires 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 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 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 each term requires 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.

### **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, 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.*

### **Student Advising**

The purpose of student advising is to enhance the academic and professional development of students in the EdD program.

#### Graduate Coordinator

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

#### Dissertation Committee

During the planning and implementation of the dissertation research and writing, students will be closely supported and advised by the particular expertise of their dissertation committees. The Program Director and Graduate Coordinator should be consulted when students have questions about possible dissertation chairs and committee members.

Once students have identified an area of interest for the dissertation (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. 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 in this aspect of the student experience throughout the second and third year of the program.

### **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 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. 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 Organization – The DS4SJE**

Doctoral Students for Social Justice and Equity is the EdD Program’s Student Association. The Executive Board for the 2019-2020 Academic year is as follows:

- President: Lauren Ford (2017 Cohort)
  - VP: Ashley Williams (2017 Cohort)
  - Secretary: Martha Melgoza (2017 Cohort)
  - Treasurer: Christopher Collins (2017 Cohort)
  - Fundraising Chair: Norma Salcedo (2017 Cohort)
  - External Affairs: Julie Yick Gilbride Koppel (2018 Cohort)
  - Social Chairs: Elisa Meza (2017 Cohort)
- Graduation Liaisons: Norma Salcedo and Ashley Williams

### **Edd Library**

The EdD program has a collection of books and journals available for checkout by students and faculty. The list is available on the iLearn site EdD in Educational Leadership Program Materials & Resources.

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

### **Nighttime Campus Escorts**

During 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.



## Appendix A: Educational Leadership Doctoral Program Qualifying Exam Rubric (spring 2019)

Scoring Criteria	Descriptors for Level 1 Score Competent
<p><b>1. The Problem of Practice and Thesis Statement:</b></p> <p>Identify and describe a specific educational problem of practice in California and present a thesis based on the literature discussed in the paper.</p> <p>Utilize theories of leadership and social analysis to frame the argument of the paper.</p>	<ul style="list-style-type: none"> <li>• Identifies and describes a real world problem of practice relevant to our program’s aims.</li> <li>• Demonstrates this problem of practice is significant within California’s educational institutions either in terms of its potential to mitigate adverse impacts, or because it has been a persistent source of inequity/injustice.</li> <li>• Provides sufficient context and background for readers who may not have specialized knowledge of the issue.</li> <li>• States an interesting thesis about the literature that will be the paper’s focus, making some connection between this framing thesis and the problem of practice.</li> <li>• Effectively demonstrates the role of social justice in the chosen problem of practice.</li> <li>• Effectively demonstrates the importance of educational leadership in the chosen problem of practice.</li> <li>• Across this section, uses some theoretical and empirical literature to support the framing of the argument.</li> </ul>
<p><b>2. Discussion of Empirical Literature:</b></p> <p>Gather, summarize, synthesize, and critique appropriate scholarship relevant to the problem of practice.</p>	<ul style="list-style-type: none"> <li>• Briefly describes the search process used to find high quality and relevant empirical articles that resulted in the selection of the 5 empirical articles that form the basis of discussion for this section.</li> <li>• The five selected empirical articles are relevant to the problem of practice and from peer reviewed journals. At least 4 of these are recent studies (within 10-12 years); one can be a classic study on the topic, which would then provide a longer term view on how research has addressed the topic at hand.</li> <li>• Describes patterns found across the empirical literature read thus far.</li> <li>• Describes how these 5 reviewed studies have impacted (e.g., shifted, deepened, made more complex, problematized) the student’s understanding of their problem of practice.</li> <li>• Offers a summary that indicates areas for continued scholarly inquiry.</li> <li>• The attached annotated bibliographies demonstrate the student’s skill in identifying the salient elements of empirical research and in offering some critique of the studies discussed.</li> </ul>

<p><b>3. Praxis Statement</b></p> <p>Develop a research question or questions and methodology focused on qualitative analysis and program evaluation related to issues of leadership and educational equity.</p>	<p><b>Qualitative Data Memo (from EDDL 930)</b></p> <ul style="list-style-type: none"> <li>• Context includes specific details about each of the following: who, when, where, what, and how.</li> <li>• Includes original data that illuminates the project focus and provides some meaningful answers for the research question.</li> <li>• Analysis provides a relevant discussion of the connections between the data and the research question.</li> <li>• Includes a minimum of two academic citations that link the analysis to the broader academic conversation in the field.</li> <li>• Identifies specific actions to be taken by the researcher that deepen and extend the data collection and analysis.</li> </ul> <p><b>Program Evaluation Logic Model (from EDDL 941)</b></p> <ul style="list-style-type: none"> <li>• The graphic logic model is clear, well organized, is appropriately titled, and clearly identifies the links between program key inputs, activities, and outputs, intermediate and longer-term outcomes that are relevant to the program evaluated.</li> <li>• The narrative for the logic model provides enough background for the program/project that is the focus of the evaluation for the reader to understand: <ul style="list-style-type: none"> <li>• the short-term and long-term goals and objectives,</li> <li>• the goal of the evaluation study, and</li> <li>• the ways in which the logic model supports the design of the evaluation.</li> </ul> </li> </ul>
<p><b>4. Overall Skill in Language:</b></p> <p>Convey ideas in clear, concise doctoral level academic prose that is accessible to an audience of academics and educational practitioners.</p>	<ul style="list-style-type: none"> <li>• Language and style are generally accessible to academics and practitioners in the field of education, and without an excess of jargon.</li> <li>• Prose is mostly concise and generally coherent</li> <li>• Paper uses the required format and flows logically from one idea to the next; the text uses meaningful subheadings that contribute to overall comprehension.</li> <li>• Text contains only a few minor mechanical and/or grammatical errors.</li> <li>• Use of APA style for citations and reference list is mostly accurate, and paper format follows APA guidelines in structure.</li> </ul>

**Appendix B: Educational Leadership Doctoral Program Dissertation Proposal Rubric**

Student Name: \_\_\_\_\_ Faculty Name/Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: For each section of the dissertation proposal please circle Exemplary or Meets Standard or Below Standard after reading the dissertation proposal. The Dissertation Proposal Rubric must be turned into the Ed.D. office after the Dissertation Proposal Defense.

	EXEMPLARY	MEETS STANDARD	BELOW STANDARD
<b>STATEMENT OF THE PROBLEM</b>	<input type="checkbox"/> <b>There is a clear and concise development of the rationale for the study.</b> <ul style="list-style-type: none"> <li>• Situates the issue or problem in specific context and discusses the background of the problem.</li> <li>• Frames the issue or problem to be studied in all of its complexity.</li> <li>• Cites demographic data to support the need for the study.</li> <li>• Is broadly conceptualized and has clear capacity to affect practice and be a valuable contribution to the field.</li> <li>• The problem directly addresses issues of educational leadership, equity and/or social justice.</li> </ul>	<input type="checkbox"/> <b>There is a clear development of the rationale for the study.</b> <ul style="list-style-type: none"> <li>• Situates the issue or problem in specific context and discusses the background of the problem.</li> <li>• Frames the issue or problem but overlooks some of the complexity.</li> <li>• Cites demographic data to support the need for the study.</li> <li>• As conceptualized, suggests the capacity to affect practice and be a contribution to the field.</li> <li>• It is a problem of educational leadership and equity and/or social justice.</li> </ul>	<input type="checkbox"/> <b>The problem statement inadequately frames a compelling problem for educational leadership research. One or more of the following may apply:</b> <ul style="list-style-type: none"> <li>• Fails to situate the study in a specific context;</li> <li>• Fails to frame the complexity of the issues;</li> <li>• Lacks evidence or adequate references to the literature to support the argument;</li> <li>• As conceptualized, makes a weak argument for the study's capacity to affect practice or contribute to the field</li> <li>• Fails to connect the problem issues of educational leadership, equity and/or social justice.</li> </ul>
<b>LITERATURE REVIEW</b>	<input type="checkbox"/> <b>The literature review demonstrates breadth and depth and a clear link to the research question.</b> <ul style="list-style-type: none"> <li>• It is an integrated, critical analysis of relevant and current literature, emphasizing peer-reviewed literature.</li> <li>• A majority of the literature discussed consists of published empirical studies, although the student has also identified at least one major literature review on the study topic.</li> <li>• It includes a theoretical or conceptual framework and rationale for its inclusion.</li> <li>• Is well organized with clearly delineated topics and synthesis across cited materials.</li> <li>• The perspective of the student is presented clearly through interpretation and critique of the literature.</li> </ul>	<input type="checkbox"/> <b>The literature review demonstrates a clear link to the research question.</b> <ul style="list-style-type: none"> <li>• Is an organized presentation of relevant and current published knowledge and includes substantial peer reviewed literature.</li> <li>• Introduces important constructs but may not thoroughly provide a theoretical rationale for study.</li> <li>• Is organized with delineated topics and some synthesis across cited materials.</li> <li>• Tends to summarize rather than interpret and critique the relevant literature.</li> <li>• May require some expansion and/or re-organization around themes.</li> </ul>	<input type="checkbox"/> <b>The literature review weakly connects or poorly supports understanding of the research question or study. One or more of the following may apply:</b> <ul style="list-style-type: none"> <li>• Includes few peer reviewed articles or relevance of the literature is questionable;</li> <li>• Needs substantial expansion, includes minimal synthesis and should be re-organization around major ideas or themes;</li> <li>• Does not identify the most important aspects of the theory or develop the rationale for the theoretical frameworks for the study;</li> <li>• Minimal critique or interpretation.</li> </ul>

**Appendix B: Educational Leadership Doctoral Program  
Dissertation Proposal Rubric (cont'd)**

	EXEMPLARY	MEETS STANDARD	BELOW STANDARD
<b>METHODOLOGY</b>	<p><input type="checkbox"/> <b>The methodology is appropriate for the study, and demonstrates rigor.</b></p> <ul style="list-style-type: none"> <li>• Is presented clearly, logically, and demonstrates a strong relationship between the research question and methods.</li> <li>• Offers a strong rationale for research design that is supported by the methodological literature.</li> <li>• Data collection instruments are described, justified, and included in the appendices.</li> <li>• Validity and reliability have been addressed appropriately in the context of the study.</li> <li>• Reflects a self-aware role of the researcher and his or her relationship to the context of the study, including potential for bias.</li> </ul>	<p><input type="checkbox"/> <b>The methodology is appropriate for the study and addresses rigor.</b></p> <ul style="list-style-type: none"> <li>• Is presented logically and demonstrates the relationship between the research question and methods.</li> <li>• Data collection and analyses are consistent with the purpose of the study and supported by literature, though some aspects of data collection/analysis may require further consideration.</li> <li>• Validity and reliability have been addressed appropriately.</li> <li>• Includes a thoughtful reflection of the role of the researcher.</li> </ul>	<p><input type="checkbox"/> <b>The methodology is basic and lacks rigor. One or more of the following may apply:</b></p> <ul style="list-style-type: none"> <li>• Relationship between the research question and methodology is weak or not thoroughly discussed;</li> <li>• Important aspects of the proposed research design may be absent or minimally developed;</li> <li>• A justification for the methodological rationale is not well supported, substantiated by the literature, or discussed adequately;</li> <li>• The role of the researcher and potential for bias are not detailed.</li> </ul>
<b>WRITING</b>	<p><input type="checkbox"/> <b>Language and style are highly readable for academics and education practitioners:</b></p> <ul style="list-style-type: none"> <li>• Prose is concise, coherent, and avoids jargon.</li> <li>• Is free of major mechanical and grammatical errors.</li> <li>• Use of APA style including format of citations and reference list is accurate.</li> </ul>	<p><input type="checkbox"/> <b>Language and style are generally accessible to academics and education practitioners.</b></p> <ul style="list-style-type: none"> <li>• Prose is clear and without an excess of jargon.</li> <li>• May include some mechanical/grammatical errors.</li> <li>• Use of APA style and formatting and attribution in citations and reference list is mostly accurate.</li> </ul>	<p><input type="checkbox"/> <b>Does not meet doctoral level writing standard.</b></p> <ul style="list-style-type: none"> <li>• Prose is awkward or lacks organization.</li> <li>• Text contains many mechanical/grammatical errors.</li> <li>• Inconsistent use of APA formatting.</li> </ul>

## Appendix C: Educational Leadership Doctoral Program Dissertation Rubric

Student Name: \_\_\_\_\_ Faculty Name/Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Each committee member must assess the quality of the final draft of the dissertation, complete and sign this rubric and send it to the Ed.D. Office. Please mark Exemplary, Meets Standard, or Below Standard for each section after reading the complete and final dissertation.

CHAPTER/SECTION	EXEMPLARY	MEETS STANDARD	BELOW STANDARD
<b>INTRODUCTION TO AND PURPOSE OF THE STUDY</b>	<input type="checkbox"/> In addition to all “Meets Standard” requirements, the introduction elaborates on the contributions to the field and identifies a problem of significant urgency.	<input type="checkbox"/> Rationale is clear and concise. Citations and demographic data support the need for the study. Study is well conceptualized and has clear capacity to affect practice and contribute to the field.	<input type="checkbox"/> There is only basic development of the study rationale. Need for the study is minimally addressed. The conceptualization of the study may be unclear or lack a sound argument.
<b>LITERATURE REVIEW</b>	<input type="checkbox"/> In addition to all “Meets Standard” requirements, the review is of professional quality and could quite possibly stand alone as a publication in some form of professional media.	<input type="checkbox"/> Addresses a sufficiently broad set of empirical research and literature on the dissertation’s framing constructs. The review is well organized with topics clearly delineated and material well synthesized. Cited research is critiqued for its utility.	<input type="checkbox"/> Discusses a limited set of empirical research. May not address literature on framing concepts. Review may be poorly organized or poorly argued. May delineate research citations from practical or opinion articles, but provides no critique of research.
<b>METHODOLOGICAL SOUNDNESS</b>	<input type="checkbox"/> In addition to all “Meets Standard” requirements, the methodologies applied are clearly beyond introductory statistical or qualitative analyses.	<input type="checkbox"/> The methodology is appropriate, consistent with the data gathered, and directly related to the study’s purpose. Sufficient data have been collected in a systematic way. Issues of validity, reliability, researcher’s role, and potential bias are addressed.	<input type="checkbox"/> The methodology is overly basic or should have been undertaken differently. The data set may be insufficient, or data collection is not systematic. Issues of validity and reliability are weakly addressed. Discussion on role of the researcher and potential for bias may be lacking.
<b>DATA ANALYSIS AND FINDINGS</b>	<input type="checkbox"/> In addition to all “Meets Standard” requirements, the analyses test for possible alternative hypotheses of what can be concluded from the data, and the discussion of findings provides a sophisticated reflection about accepting or rejecting alternative conclusions.	<input type="checkbox"/> Data analysis is appropriate to address the research questions. Findings are thoroughly discussed and clearly presented. Analysis is rigorous and claims are supported with evidence from data. Graphics or other media provide further confirmation of claims.	<input type="checkbox"/> Analyses of data are inappropriate, inadequate, or lack rigor. The findings may be inconsistent with the types of analyses proposed, or with the types of data collected. Claims are not well supported by the data. Graphics or other media are absent or ineffective.
<b>DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS</b>	<input type="checkbox"/> In addition to all “Meets Standard” requirements, there is a thoughtful section on implications for future research. These sections are written so that with little revision, they would be publishable.	<input type="checkbox"/> Appropriate to the study’s purpose and clearly related to the literature discussed earlier. These sections are concisely organized and clearly reference research questions and implications for practice. Implications provide practical and original contributions to the field.	<input type="checkbox"/> Only generally derived from the data analyses or make a poor match with the findings. Connections to the study’s purpose are not well argued or developed. Implications are impractical, of limited use, or may not contribute anything new to the field.