

CALIFORNIA STATE UNIVERSITY STANISLAUS

DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP



PROGRAM HANDBOOK

2009-2010

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ACCURACY STATEMENT

Although efforts have been expended to ensure and reflect accuracy and currency, users of this handbook should note that rules, policies, and procedures are subject to change from time to time and that these changes may alter the information contained in this handbook.

INTRODUCTION

The Doctoral Program (Ed.D.) in Educational Leadership at California State University, Stanislaus, with specializations in P-12 Leadership and Community College Leadership, is designed primarily for individuals seeking participation and leadership to improve the quality of P-14 education. The academically rigorous program provides coursework, research, and professional experience to:

- Produce educational leaders who can apply critical skills of evaluation, synthesis, analysis, and action to advance educational practice in P-12 and community college educational settings;
- Address statewide needs through collaboration with P-12 and community college leaders;
- Develop flexible and affordable program delivery and scheduling to accommodate working professionals;
- Promote pedagogical practices that recognize both the needs and contribution of professional partners—through field-based practice and problem-based learning with the objective of affecting educational policy and practice;
- Meet the needs of California’s changing demographics; and
- Address issues related to reforms in curricula, standards, and assessment.

The program builds on strong tradition in graduate and professional teacher, counseling, and administrative education at CSU Stanislaus and offers a program accessible to current and future educational leaders. With leadership from the faculty of the College of Education and with participation by the faculty from the various academic programs at CSU Stanislaus and from institutions in the region, the highlights of the program include:

- Transformational leadership for P-12 schools and community colleges in core instructional areas: literacy and second language learning; and mathematics, science, and technology.
- Leadership skills unique to schooling in the largely rural and diverse communities.
- Primacy of instructional leadership for effective educational leaders.
- Cutting-edge curriculum grounded in four guiding principles—visionary leadership, effective teaching and learning, assessment and program evaluation, and applied research.

- Centrality of leadership for multicultural settings and for educational equity.
- Hybrid of traditional classroom instruction, on-line modules, and evening/weekend seminars.
- Emphasis on advanced theoretical study and research requirements with practical wisdom from the field.
- Collaboration between an interdisciplinary CSU faculty and regional school and community college partners.

UNIVERSITY INFORMATION

California State University, Stanislaus is an exceptional public university that, because of its student-friendly size and commitment to excellence, is able to offer all the benefits of a private education. CSU Stanislaus offers baccalaureate degrees in the liberal arts, sciences, business and education, as well as teaching credentials, master's degree programs, professional studies, and the doctorate (Ed.D.) in educational leadership. The University is composed of the College of the Arts, College of Business Administration, College of Education, College of Human and Health Sciences, College of Humanities and Social Sciences, and the College of Natural Sciences. Additional course offerings developed specifically for learners seeking professional or personal development are available through University Extended Education. CSU Stanislaus continues to emphasize quality and excellence in education and to respond to the needs of its diverse student population. Through a strong commitment to diversity and educational equity, CSU Stanislaus helps all students reach their full potential.

Affiliations

CSU Stanislaus is part of The California State University, a 23-campus system across California. With more than 450,000 students, it is the largest, the most diverse, and one of the most affordable university systems in the country. CSU campuses emphasize access to quality public higher education and workforce preparation that is responsive to regional needs. CSU Stanislaus is a member of the Western Undergraduate Exchange (WUE) program, giving students from outside of California a valuable opportunity to participate in California's top-notch public university system. The WUE is a part of the Western Interstate Commission for Higher Education (WICHE). Through WUE, students in Arizona, Montana, Oregon, Alaska, Nevada, Utah, Colorado, New Mexico, Washington, Hawaii, South/North Dakota, Wyoming, and Idaho may enroll at CSU Stanislaus at a reduced tuition level: 150 percent of in-state resident tuition. WUE tuition is considerably less than nonresident tuition.

History

The State Legislature established what was then known as Stanislaus State College in 1957. The first classes opened in September of 1960 on the Stanislaus County Fairgrounds. In 1965, the College moved to its permanent campus. It was awarded university status and renamed California State University, Stanislaus in 1985. Residents of San Joaquin County gained access to public higher education when the University opened the Stockton Center on the campus of

San Joaquin Delta College in 1974. In the fall of 1998, the Center, renamed CSU Stanislaus-Stockton Center, moved to its permanent site on Magnolia Avenue in downtown Stockton.

Academic Programs

The University offers nearly 100 majors, minors, concentrations and teaching credentials, 23 master's degree programs and five graduate certificate programs as well as pre-professional programs in law, medicine, dentistry, pharmacy, physical therapy, veterinary medicine, optometry, laboratory technology, and medical laboratory technology. The Ed.D. Program in Educational Leadership is the only doctoral program offered at CSU Stanislaus.

Faculty

University Faculty

The highly accessible faculty is renowned for teaching, research, and service. More than two-thirds of the faculty are full-time tenured or tenure-track. Eighty percent of full-time faculty hold doctorates or terminal degrees in their fields. There are 285 full-time and 210 part-time faculty.

Core Doctoral Faculty

Program faculty consists of Core Faculty and Affiliated Faculty. Core Doctoral Faculty are university faculty members who have disciplinary expertise and a scholarly record relevant to P-12 or community college education (see Appendix). They are eligible to serve in all of the Ed.D. faculty roles: as primary doctoral course instructors, members of qualifying examination committees and dissertation committees, advisors and mentors to doctoral students, chairs of written qualifying examination and dissertation committees, and members of Doctor of Education degree program governance groups. Core Doctoral Faculty members are expected to teach program courses on a regular basis and serve on and chair student qualifying examination and dissertation committees.

Affiliated Doctoral Faculty

Affiliated Doctoral Faculty refers to additional faculty members who have disciplinary expertise or significant experience related to P-12 or community college education. The Affiliated Doctoral Faculty are tenured, tenure-track, and adjunct faculty who are not members of the Core Doctoral Faculty with specific expertise pertinent to educational or instructional leadership, including individuals who are currently, or who have recently been, employed by a P-12 or community college partner.

Student Body

The diverse student body of the University includes many first-generation college students and working parents. The University student body of 8,800 includes 7,034 undergraduate students and 1,766 graduate students (fall 2007). The doctoral program admits 15-25 students per cohort.

Student Life

CSU Stanislaus sponsors nearly 80 student groups, including professional, recreational, religious, cultural, and Greek organizations. The Associated Students, Inc. (ASI) is CSU Stanislaus' student government. ASI organizes intramural sports leagues, community wellness programs, and university spirit events. The University Student Union, run by students for students, brings the campus community together and includes the Student Union Board of Directors, Union Program Board, Outdoor Adventure Program, Indoor Adventure Program, and Multicultural Events.

Reputation

For the first time in the University's history, *The Princeton Review* named CSU Stanislaus as one of the best 366 colleges in the nation as well as among the 165 "Best Value Colleges." The University is among the Top 100 colleges for bachelor's degrees awarded to Hispanic students and is designated as a Hispanic-serving Institution by the U.S. Department of Education. The American Association of State Colleges and Universities recognized CSU Stanislaus as one of 12 public universities nationwide (CSU Stanislaus being the sole university in the west) that demonstrate exceptional performance in improving retention and graduation rates. CSU Stanislaus consistently receives high ratings from the Western Association of Schools and Colleges (WASC). It is noted for small class sizes and a low percentage of student debt upon graduation.

Campus

California State University, Stanislaus blends modern facilities with the pastoral charm of the countryside. The University enjoys an ideal location in the heart of California's Central Valley, a short distance from the San Francisco Bay Area, Monterey, Big Sur, the Sierra Nevada mountains, and the governmental hub of Sacramento. The 228-acre campus is located in the City of Turlock—a community that prides itself on its small-town atmosphere, clean living space, excellent schools, and low crime rate. The campus itself is a beautiful, park-like setting in an environment conducive to learning. Shaded by hundreds of trees and graced by ponds, trickling streams and waterfalls, the picturesque campus encourages and welcomes students, faculty, staff, and the community to actively participate in the learning-centered activities sponsored by the campus. The College of Education is housed in the Demergasso-Bava Hall on the northwestern edge of the campus.

VISION STATEMENT

CSU Stanislaus strives to become a major center of learning, intellectual pursuit, artistic excellence, and cultural engagement for California's greater Central Valley and beyond. We will serve our diverse student body, communities, and state by creating programs, partnerships, and leaders that respond effectively to an evolving and interconnected world.

MISSION STATEMENT

The College of Education has as its mission the professional preparation of teachers and school service professionals. Specifically, the College of Education prepares elementary, secondary, and higher education teachers, school administrators, counselors, reading/language arts specialists, instructional technologists, special educators, and physical and health educators. Faculty are committed to meeting the rightful expectation of the public regarding the education of effective and dedicated educators who exhibit competence, reflection, and a professional passion manifested in their advocacy for children and their communities.

PROGRAM GOALS AND STUDENT LEARNING OUTCOMES

The preeminent goal for the program is to educate leaders capable of creating the architecture necessary for higher student achievement. The program is multidisciplinary in nature, preparing educational leaders for improving instruction and learning. Instructional leadership for a diverse and low-performing student population is emphasized. The course design and pedagogical methods support an equal distribution of scholarship, theory, and practice in leadership and pedagogy. Applied practice underscores the benefit of gaining experience in the work environment by applying theory to practice through research or policy, project, and/or product development. Program goals include the following:

Program Goal 1: Visionary Leadership

Develop and implement visionary leadership for systematic educational reform in improving instruction and learning in P-12 schools and community colleges.

Student Learning Outcomes:

- 1.1 Provide visionary leadership focused on systemic educational reform for the improvement of curriculum, teaching, and learning.
- 1.2 Create a philosophy for implementing collaborative management practices that involve the active participation of stakeholders in educational improvement.
- 1.3 Demonstrate effective cross-cultural written and oral communication skills appropriate for internal and external communities.
- 1.4 Demonstrate a comprehensive understanding of educational policy within the context of state and federal school accountability mandates.
- 1.5 Demonstrate skills required to balance human, material, and fiscal elements of complex educational organizations.

Program Goal 2: Teaching and Learning

Create and lead educational environments in which exemplary teaching is linked to high levels of achievement.

Student Learning Outcomes:

- 2.1 Demonstrate ability to establish an ethical educational environment and a commitment to high academic achievement for diverse students.
- 2.2 Demonstrate ability to foster professional growth opportunities for professional staff that are research-based and dedicated to the improvement of teaching and learning.
- 2.3 Demonstrate application of research-based models for student learning interventions.
- 2.4 Demonstrate an understanding of the diversity and cultural contexts of schools and communities, and primary languages as they relate to academic development and educational equity.

Program Goal 3: Program Evaluation

Create and implement empirical (data-driven) systems for evaluating and improving educational effectiveness through performance-based student assessments.

Student Learning Outcomes:

- 3.1 Demonstrate skill for establishing educational accountability measures through the use of a variety of print and technology-based sources related to instructional leadership and reform.
- 3.2 Employ a variety of qualitative, descriptive, and inferential research methodologies in investigating the effectiveness of school policies and programs and their impact on student learning.
- 3.3 Apply research on the social, emotional, and cognitive growth of students and the role of language and culture to students' academic development/achievement.
- 3.4 Demonstrate assessment skills to promote and evaluate student learning.
- 3.5 Demonstrate ability to lead internal and external education

Program Goal 4: Applied Research

Design and execute applied research studies of school practice that result in educational improvement and increased student achievement.

Student Learning Outcomes:

- 4.1 Demonstrate advanced knowledge of the research literature related to professional practices in education.
- 4.2 Conduct an original and significant applied research study in areas of focus (P-12 Leadership or Community College Leadership).
- 4.3 Publish and present research findings that contribute to the body of knowledge of educational leadership and the improvement of student learning and achievement.

OVERVIEW OF THE PROGRAM

The doctoral program is designed for working professionals, with course offerings in the evenings and/or weekends. The 60-unit, year-round (three academic years and two or three summers of study) cohort-based program, consists of 27 units of core courses, 21 units of specialized courses, and 12 units for dissertation. Completion of degree requirements within five years is required, with exceptions considered for compelling circumstances.

The curriculum of the program has been designed in response to California Educational Code for the offering of the doctorate, as well as in consultation with educational professionals and leaders in the six-county region. As such, the course in the doctoral program emphasizes leadership skills for improving student performance in English/language arts, mathematics, and general literacy. The curriculum also provides doctoral students with research-based pedagogical approaches for effective instructional leadership; that is, leading schools in which instruction is effective for increasing student achievement while responding to the diversity of learning styles of these students.

PROGRAM STRUCTURE

Unlike traditional Ed.D. programs in Educational Leadership, the CSU Stanislaus program also focuses on instructional leadership. The preeminent goal is for graduates to develop leadership skills capable of creating the architecture necessary for higher student achievement. The concept of instructional leadership draws from several disciplines in education, including administration, more pedagogy-oriented subject matter disciplines, educational technology, English-language development, and multi-lingual education. As a result, the proposed program is multidisciplinary in nature, preparing educational leaders who have both leadership skills and pedagogical expertise to serve as effective educational leaders for improving instruction and learning. The doctoral program is expected to expand the top tier of educational leaders in the geographic area served by CSU Stanislaus, produce graduates with a cutting-edge doctoral-level knowledge of effective teaching and learning practices, and educate leaders of organizations who can most effectively deliver high quality P-12 and community college education in our region and beyond. Educational leadership for a diverse and low-performing student population is emphasized in the program. The three largest counties in the CSU Stanislaus service region had fewer than 40% of their students performing at or above proficient levels in English language arts and in mathematics on the Spring 2006 California Standards Test. Approximately 28% of the students in these counties were English learners who had not achieved English proficiency in

speaking, comprehension, reading, and writing. Therefore, the doctoral program includes in its coursework attention to leadership for the high needs areas of English language learning, literacy, mathematics, science, and technology. School accountability reform such as No Child Left Behind has placed expectations upon P-12 educators to meet specific targets of student proficiency in English-language arts and mathematics, but attention must also be given to other subjects: science, technology, history-social science, fine arts, and physical education. Coursework in both the P-12 Leadership and Community College Leadership specializations explore how student performance in English-language arts, mathematics, and general literacy can increase while engaging students in broad curricular experiences that stem beyond these content areas.

There are seventeen Student Learning Outcomes identified towards achievement of four Program Goals. One or more of the Student Learning Outcomes are addressed in each of the course syllabi.

CORE AND SPECIALIZED COURSES:

The matrix below illustrates the 21 units of core courses, 21 units of specialized courses, and 12 units of dissertation required for the Doctoral Program. The matrix also includes the three major phases in the program.

MATRIX OF CORE AND SPECIALIZATION COURSES

Phase One	P-12 Specialization	CC Specialization
Core Courses (9 Courses/27 Units)	EDEL 9001: Applied Qualitative Research	EDEL 9001: Applied Qualitative Research
	EDEL 9002: Applied Quantitative Research	EDEL 9002: Applied Quantitative Research
	EDEL 9003: Leadership and Organizational Theory and Practice	EDEL 9003: Leadership and Organizational Theory and Practice
	EDEL 9004: Curriculum, Instruction, and Assessment	EDEL 9004: Curriculum, Instruction, and Assessment
	EDEL 9005: Policy Design	EDEL 9005: Policy Design
	EDEL 9006: Applied Research and Data-Driven Decision-Making	EDEL 9006: Applied Research and Data-Driven Decision-Making
	EDEL 9007: Social, Psychological, and Philosophical Issues in Education	EDEL 9007: Social, Psychological, and Philosophical Issues in Education
	EDEL 9008: Development of Educational Partnerships	EDEL 9008: Development of Educational Partnerships
	EDEL 9009: Curriculum Design for Transformative Learning and Education	EDEL 9009: Curriculum Design for Transformative Learning and Education
Phase Two*	Written Qualifying Examination	Advancement to Candidacy
Specialization Courses (7 Courses/21 Units)	EDEL 9040: School Law and Organizational Politics	EDEL 9070: Foundations of the Modern Community College
	EDEL 9041: Implementation and Evaluation of Staff Development/Student Intervention	EDEL 9071: Leadership, Policy, and Organizational Governance in the Community College
	EDEL 9042: Instructional Models for Improving Student Achievement	EDEL 9072: Instructional Planning, Assessment, and Accountability in the Community College
	EDEL 9043: Management of Human, Fiscal, and Material Resources	EDEL 9073: Roles and Responsibilities of Community College Administration
	EDEL 9044: Effective Instructional Strategies	EDEL 9074: Adult Development and Learning in the Community College
	EDEL 9045: Curriculum Leadership for Linguistically and Culturally Diverse Students	EDEL 9075: Teaching, Curriculum, and Program Development in the Community College
	EDEL 9046: Critical Pedagogy	EDEL 9076: Roles and Responsibilities of Community College Faculty
Phase Three*	Dissertation Examination	Preliminary Oral Defense of Proposal
Dissertation (12 Units)	EDEL 9990: Dissertation	EDEL 9990: Dissertation
	Final Examination	Final Oral Defense of Dissertation

*Consult Page 25 for Suggested Qualifying Examination and Dissertation Timelines.

PROFESSIONAL CLEAR ADMINISTRATIVE SERVICES CREDENTIAL

Pending approval by the California Commission on Teacher Credentialing (CCTC), doctoral students who were recently appointed to their first administrative position in education may earn the Professional Clear Administrative Services Credential (Tier 2) through the Doctoral Program at CSU Stanislaus. Students who enroll in the Doctoral Program may also apply for concurrent enrollment in the Professional Clear Administrative Services Credential program. Students interested in working towards the Professional Clear Administrative Services Credential must complete and submit the Application for Admission to Professional Administrative Services Credential Program (see Appendix), along with an application fee of \$25.00 to the Cashier's Office, prior to the start of Phase Two (specialization courses) of the Doctoral Program.

COURSE DESCRIPTIONS

CORE/FOUNDATION COURSES (9 courses; 27 units)

EDEL 9001: Applied Qualitative Research (3 units)

Qualitative research; structured class inquiry, data collection, and data analysis; design of original qualitative studies; writing of research results. Emphasis on relationship between research and practice.

EDEL 9002: Applied Quantitative Research (3 units)

Empirical research; structured class activities to generate quantifiable research questions and hypotheses and statistical data analysis; design original empirical studies; writing of research results. Emphasis on relationship between research and practice.

EDEL 9003: Leadership and Organizational Theory and Practice (3 units)

Leadership and organizational theory and application in educational settings with particular emphasis on Central Valley schools; role of communication within an organization; developing positive and productive educational systems. Includes fieldwork assignments or projects.

EDEL 9004: Curriculum, Instruction, and Assessment (3 units)

Development of skills, techniques, and strategies that facilitate effective examination and application of theories and practices associated with curriculum, instruction, and assessment. Includes fieldwork assignments or projects.

EDEL 9005: Policy Design (3 units)

Local, state, and federal legal, political, economic, and social factors that contribute to the processes of educational policy development, implementation, and evaluation; current policy and governance issues. Includes fieldwork assignments or projects.

EDEL 9006: Applied Research and Data-Driven Decision-Making in Education (3 units)

Strategies and tools to analyze, organize, and present comprehensible and useful data. Data-driven decision-making exercises that address problems and issues in a variety of educationally related scenarios. Research from the decision sciences.

EDEL 9007: Social, Psychological, and Philosophical Issues in Education (3 units)

Trends on educational sociology and the politics of schooling; key issues of educational psychology with respect to the impact of culture, class, race, and gender particularly in the Central Valley region; impact of technology on learning; and methodological concepts.

EDEL 9008: Development of Educational Partnerships (3 units)

Community resources to form school partnerships for student success and community recognition; setting attainable goals for mutual beneficial outcomes. Includes fieldwork assignments or projects.

EDEL 9009: Curriculum Design for Transformative Learning and Education (3 units)

Factors encompassed in programs designed for the success of all learners: curriculum development, politics of change, being a change agent, integrating staff development and school improvement, and changing school culture.

SPECIALIZATION: P-12 Specialization Courses (7 courses; 21 units)**EDEL 9040: School Law and Organizational Politics (3 units)**

Legal, political, and social aspects of P-12 educational organizations in pluralistic settings at the local, state, and national levels; focus on legal frameworks, political jurisdictions, and varying cultural, ethnic, and socio-economic factors which influence education. **Prerequisite:** Successful completion of Written Qualifying Examination.

EDEL 9041: Implementation and Evaluation of Staff Development/Student Interventions (3 units)

Evaluation of P-12 educational organizations. Effectiveness of mathematics, science, and technology programs and personnel in relationship to school and district student outcomes and implications for professional/staff development and interventions that address learners' special needs. **Prerequisite:** Successful completion of Written Qualifying Examination.

EDEL 9042: Instructional Models for Improving Student Achievement (3 units)

Visionary P-12 instructional leadership with capacity to improve academic achievement; research-based models for educational improvement, particularly in high needs areas: literacy, second language learning, mathematics, science, and technology. Includes fieldwork assignments or projects. **Prerequisite:** Successful completion of Written Qualifying Examination.

EDEL 9043: Management of Human, Fiscal, and Material Resources (3 units)

Management of the interrelated human, fiscal, and material resources within P-12 settings; funding, budgeting, contractual obligations, and policies and practices for deploying human, fiscal, and material resources to achieve school/district goals and priorities. **Prerequisite:** Successful completion of Written Qualifying Examination.

EDEL 9044: Effective Instructional Strategies (3 units)

Current research-based P-12 pedagogical practices that influence student outcomes; attention to learning in all subject areas; knowledge and skills necessary to evaluate educational programs based on performance data. **Prerequisite:** Successful completion of Written Qualifying Examination.

EDEL 9045: Curriculum Leadership for Linguistically and Culturally Diverse Students (3 units)

Contemporary education language and literacy theorists; current trends in literacy as taught to English learners and students of diverse P-12 backgrounds. **Prerequisite:** Successful completion of Written Qualifying Examination.

EDEL 9046: Critical Pedagogy (3 units)

Critical review and analysis of curriculum issues and emerging methodologies in today's P-12 classrooms. **Prerequisite:** Successful completion of Written Qualifying Examination.

SPECIALIZATION: Community College Specialization Courses (7 courses, 21 units)**EDEL 9070: Foundations of the Modern Community College (3 units)**

Historical developments and philosophical and theoretical foundations shaping modern community colleges; economic, social, cultural, and political role of community colleges; current practices and future trends. **Prerequisite:** Successful completion of Written Qualifying Examination.

EDEL 9071: Leadership, Policy, and Organizational Governance in the Community College (3 units)

Concepts and practices related to decision-making, governance, administrative structure and operations, policy development, and legal issues affecting leadership and operations of community colleges; current legal and political factors. **Prerequisite:** Successful completion of Written Qualifying Examination.

EDEL 9072: Institutional Planning, Assessment, and Accountability in the Community College (3 units)

Theory, practice, and models of strategic planning, institutional assessment, and accountability activities within modern community colleges with particular emphasis on the Central Valley context. **Prerequisite:** Successful completion of Written Qualifying Examination.

EDEL 9073: Roles and Responsibilities of Community College Administrators (3 units)

Community college administrative practices and responsibilities within instructional, student services, and operational services units; models and best leadership practices; management of interrelated human, fiscal, and material resources. Includes fieldwork assignments or projects. **Prerequisite:** Successful completion of Written Qualifying Examination.

EDEL 9074: Adult Development and Learning in the Community College (3 units)

Current theory and research of adult development and learning; instructional practices and student achievement in mathematics, science, and technology in community colleges. **Prerequisite:** Successful completion of Written Qualifying Examination.

EDEL 9075: Teaching, Curriculum, and Program Development in the Community College (3 units)

Origins, components, and purposes of academic curriculum in community colleges; development and structure of general education/university transfer, workforce development, vocational education, developmental education, community enrichment, and economic development programs. Includes fieldwork assignments or projects. **Prerequisite:** Successful completion of Written Qualifying Examination.

EDEL 9076: Roles and Responsibilities of Community College Faculty (3 units)

Role of the community college faculty member in shared governance, curriculum, career development, counseling and advising, information literacy, community partnerships, student development, and professional development. **Prerequisite:** Successful completion of Written Qualifying Examination.

DISSERTATION RESEARCH (4 courses, 12 units)

EDEL 9990: Dissertation (3 units)

A culminating, rigorous, applied research study of a significant educational issue that contributes to improvement of public P-12 or community college practice or policy. Dissertation research must evidence originality, critical and independent thinking, and achievement of doctoral program goals. Students progress toward completion of the dissertation beginning with the proposal and advancing toward completed chapters and a defense of the dissertation. Independent consultation with dissertation chair and committee members as research is conducted. Must enroll in each of four terms, 3 unit registration each. **Prerequisites:** Completion

of core courses; successful completion of Written Qualifying Examination; advancement to candidacy; preliminary oral defense of dissertation proposal, and consent of instructor.

ADMISSIONS REQUIREMENTS & DEADLINES

The doctoral program is designed to admit students who meet the academic requirements for rigorous doctoral study and who possess qualities and professional experiences that suggest a strong potential for success both as doctoral students and as educational leaders. A weighted rubric, which consists of points assigned to each admission requirement, is used to admit students. Meeting the minimum requirements qualifies an individual for consideration but does not guarantee admission to the program. Admission is granted on a competitive basis.

The program requires the following of all applicants for admission to the doctoral program:

1. The applicant holds an earned baccalaureate degree and earned master's degree from accredited institutions of higher education.
2. The applicant has attained a cumulative grade point average of at least 3.0 in completed graduate courses.
3. The applicant was in good standing at the last institution of higher education attended.
4. The applicant has demonstrated sufficient preparation for, experiences in, and potential for educational leadership to benefit from the program: successful experience in school, postsecondary, community, and/or policy leadership; academic excellence, problem-solving ability, oral and written communication skills, and technology proficiency; and interest in assessing critically and in improving current educational policies and practices.

Evidence considered in the admission process shall include, but is not limited to:

1. Satisfactory Graduate Record Examination (GRE) scores on the three sections of the GRE General Test as judged by the Admissions Committee; scores from the previous 5 years are admissible for review;
2. Three confidential letters of recommendation from professional references attesting to the leadership ability and scholarship of the applicant;
3. A written statement reflecting the applicant's understanding of the challenges facing the public schools or community colleges in California;
4. A personal interview of applicants that advance to semi-finalist status;
5. Either a statement of support from the applicant's employer indicating support for the applicant's doctoral studies, or a statement from the applicant describing the applicant's plan for meeting professional responsibilities and the demands of the program; and
6. A professional resume.

SPECIAL ADMISSIONS/CONDITIONAL ADMISSIONS

A limited number of students may be admitted conditionally on an exception basis without meeting one or more of the admission requirements. The number of exceptional admissions shall not exceed 15 percent of those students regularly admitted to the program. The intent of this exception is to provide for students who demonstrate particular strength in qualities and

characteristics sought for P-12 or community college leadership and who, at the time of seeking admission to the program, do not meet all of the specified requirements.

NON-RESIDENT & INTERNATIONAL STUDENTS

The Graduate School seeks to bring students from all parts of the nation and world to the campus. To ensure their success, non-resident and international applicants normally must be eligible for Graduate Standing: Classified status to be admitted to the Graduate School. All other admission classifications for non-residents or international students must be by special action of the program and have approval of the College Dean.

International Students

The CSU must assess the academic preparation of international students. For this purpose, international students include immigrants and those who hold U.S. visas as students, exchange visitors, or other non-immigrant classifications. The CSU uses separate requirements and application filing dates in the admission of international students. Verification of English proficiency (see the section on TOEFL requirement for graduate and postbaccalaureate applicants), financial resources, and academic performance are considered. Academic records from foreign institutions must be on file at least eight weeks before registration for the first term and, if not in English, must be accompanied by certified English translations. Priority in admission is given to residents of California.

Graduate and Postbaccalaureate TOEFL Requirements

Because English is the language of instruction at the University, students should be prepared to write their theses, examinations, and seminar papers in English. All graduate and post baccalaureate applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English, must demonstrate competence in English. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must receive a minimum 550 total score and 54 part score on the Test of English as a Foreign Language (TOEFL). Applicants taking the Computer-Based TOEFL must present a 213 total score and 21 part score or above. Applicants taking the Internet-Based TOEFL must present an 80 total score and minimum part scores of 20 Reading, 19 Listening, 16 Writing. The International English Language Testing System (IELTS) will substitute for TOEFL, with a minimum Band score of 6.5.

Student and Exchange Visitor Information System (SEVIS)

To help facilitate the timely reporting and monitoring of international students in the United States, the Department of Homeland Security (DHS), formerly the Immigration and Naturalization Service (INS), has implemented the Student and Exchange Visitor Information System (SEVIS). SEVIS provides tracking, monitoring, and access to current information on non-immigrant students (F and M visas) and exchange visitors (J visas). SEVIS enables the University to transmit electronic information via the Internet to the U.S. Immigration and Customs Enforcement (ICE). The ICE requires CSU Stanislaus to report on a timely basis the

occurrence of certain events. International students at CSU Stanislaus are required to immediately report the following to the Office of International Student Services:

- Change of name
- Change of degree objective
- Change of address, phone number, or e-mail
- Failure to enroll
- Graduation prior to the end date cited on the Form I-20
- Dropping below a full course of study without prior authorization
- Failure to maintain status or complete student's program
- Beginning and ending dates for optional practical training (OPT) authorization
- Work authorizations

Any disciplinary action taken by the school against the student as a result of his/her being convicted of a crime.

Questions and concerns may be addressed to the Office of International Student Services at (209) 667-3117.

Health Insurance

As a condition of receiving an I-20 or DS2019 form, all F-1 and J-1 visa applicants must agree to obtain and maintain health insurance as a condition of registration and continued enrollment in the California State University. Such insurance must be in amounts as specified by the United States Information Agency (USIA) and the National Association of Foreign Student Advisers (NAFSA): Association of International Educators. The campus president or designee shall determine which insurance policies meet these criteria. Call the Office of International Student Services at (209) 667-3117.

International Student Services

International Student Services within the Office of International Education assists the University's F-1 and J-1 visa students and scholars in making the most of their experience at CSU Stanislaus. Services include comprehensive orientation and advising on immigration matters, academic matters, cultural adjustment, financial issues, housing, transportation, and employment.

APPLICATION PROCEDURES

Both admission to the Graduate School and admission to the Doctoral Program are required to pursue the Doctor of Education program at California State University, Stanislaus. Students are responsible to ensure that the requirements of both admission processes are completed by the published deadlines.

Admission to the Graduate School

Deadlines for application are published by the Doctoral Program and the Office of Enrollment Services. To avoid delays, students are encouraged to apply as early as possible.

Complete, Accurate and Timely Application

All graduate and post-baccalaureate applicants must file a complete graduate application as described in the graduate and post-baccalaureate admission materials at www.csumentor.edu. Applicants are also required to submit the doctoral program application. The application can be downloaded from the program website at www.csustan.edu/edd. Graduates of CSU Stanislaus need not submit CSU Stanislaus transcripts.

Graduate Admission & Registration

Applications submitted online at www.csumentor.edu are preferable. A paper version of the graduate application may be downloaded at the Graduate School website at http://web.csustan.edu/Grad/forms_publications.html. The CSU Mentor system allows students to browse through general information about CSU's twenty-three campuses, view multimedia campus presentations, send and receive electronic responses to specific questions, and apply for admission and financial aid. An application will be mailed if students call (209) 667-3129. An alumni application is available at the Graduate School office in Mary Stuart Rogers Educational Services Gateway Building 160. The \$55 nonrefundable application fee can be paid by credit card or by a check or money order payable to "The California State University." Students must supply complete and accurate information on the application for admission, residence questionnaire, and financial aid forms. They must also submit authentic and official transcripts of all previous academic work attempted. Failure to file complete, accurate, and authentic application documents may result in denial of admission, cancellation of academic credit, suspension, or expulsion (*Section 41301 of Title 5, California Code of Regulations*).

The program application is available on the program website at www.csustan.edu/edd. The program application is also available from the program office in the Department of Advanced Studies, College of Education.

Priority Application Filing Periods

Generally, March 30th is the priority deadline for summer start cohorts. However, priority admission deadlines may vary from year to year. The priority deadline for a given year is posted on the program website as well as on the program admission application. Acceptance of admission applications beyond the priority deadline (regular admission) is based on space availability.

Acknowledgment of the Application

Students will receive an automatic confirmation if they submit their application electronically. Paper applications will be acknowledged normally within two to four weeks from receipt.

Notification that space has been reserved may also include a request to submit additional records necessary for the program to evaluate academic qualifications. If the application was filed during the priority filing period (see section above), students may be assured admission review to the University and the program provided the evaluation of academic records indicates completion of all University and program admission requirements for admission to the program. Unless specific written approval states, this admission notice is not transferable to another term or campus.

Transcripts & Test Scores

Students must request an official transcript from each college and university at which they registered. These should be sent directly to the Graduate School and a set of copies sent to the program office. Transcripts presented by students cannot be accepted unless in a sealed institutional envelope. Applicants who are in attendance at a school or college when transcripts are requested must file a transcript which includes verification of the subjects in which they are currently enrolled. After applicants have completed these subjects, they must notify the school or college to forward two supplementary transcripts showing the final grades for that term. No determination of admission eligibility will be made until all transcripts are received. Official transcripts must include a complete record of all previous college work attempted whether or not the applicant desires credit. A separate official transcript is required from each college attended even though one transcript may show work completed at another college. All records submitted become the property of the University. Records submitted by students who do not enroll are retained for only one year. Graduates of CSU Stanislaus are not required to submit CSU Stanislaus transcripts.

Graduate-Postbaccalaureate TOEFL Requirement

All graduate and post baccalaureate applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English, must demonstrate competence in English. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must receive a minimum 550 total score and 54 part score on the Test of English as a Foreign Language (TOEFL). Some programs require a higher score. Applicants taking the Computer-Based TOEFL must present a 213 total score and 21 part score or above. Applicants taking the Internet-Based TOEFL must present an 80 total score and minimum part scores of 20 Reading, 19 Listening, 16 Writing. The International English Language Testing System (IELTS) will substitute for TOEFL, with a minimum Band score of 6.5.

Graduate Admission & Registration Returning Students

Former students of CSU Stanislaus who are returning after graduation or any absence are required to submit official and complete transcripts covering attendance at any other college after enrollment at CSU Stanislaus. Students seeking to enroll for extension or Open University courses are not required to file official transcripts. Subsequent admission to the University's degree, credential, or certificate programs will require completion of regular admission procedures. For more information call (209) 667-3129.

Receive Notice of Admission

Admission applications received are reviewed following the priority application deadline and after the regular admission deadline. Once evaluators and admissions committee have completed their evaluation, they will notify the applicants. Finalists are invited to an on-campus interview with the admissions committee. The program will make an admission decision and forward it to the Graduate School. Upon admission, students will be mailed an admission packet with information on conditions of admission, if any, registration and financial aid.

Late Application

The program institutes priority deadlines and regular deadlines. No late applications are accepted.

Reservation

The program reserves the right to select its students and deny admission to the program, at its sole discretion, determined by the applicant's suitability and the best interests of the program and the University.

University Graduate Admission & Registration Requirements

1. Possession of a baccalaureate degree and a master's degree from an institution accredited by a regional accrediting association, or completion of equivalent academic preparation as determined by appropriate campus authorities;
2. Good academic standing at the last college or university attended;
3. A grade point average of at least 3.0 (A = 4.0) in the graduate courses; and
4. Fulfillment of the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as appropriate campus authorities may prescribe. These minimum requirements for admission to graduate and postbaccalaureate programs at a California State University campus are in accordance with University regulations as well as Title 5, Chapter 1, Subchapter 3 of the California Code of Regulations. In unusual circumstances, a campus may make exceptions to these criteria.

Program Admission

In addition to Graduate School admission, program admission is required to pursue the Doctoral Program at California State University, Stanislaus. Program admission is competitive and occurs once per year. For these reasons and to ensure full consideration, students are encouraged to apply to the program as early as possible. If you have further questions regarding the items you need to submit, please contact the program office. Contact information can be found at www.csustan.edu/edd.

ACADEMIC CALENDAR

California State University, Stanislaus was the first public, four-year university in California to adopt a 4-1-4 academic calendar. Now in its 32nd year, it is well received by students and faculty. The 4-1-4 academic year consists of two 13-week semesters and a month-long winter term required for graduation. Fall semester ends before the holiday break and spring semester finishes in late May or early June. A typical student load in the doctoral program is two courses in the summer, two courses in the fall, one course during winter term, and two courses in the spring. Although exactly equivalent to traditional semester or quarter programs in terms of instructional weeks, credit units earned, teaching loads, and registration fees, the structure of the 4-1-4 year provides greater opportunities for an innovative and challenging curriculum. The unique dimension of 4-1-4 is the winter term in which students and faculty concentrate on one course or project. Winter term provides an unusual chance for intensive pursuit of a single subject. This concentration of time, resources, and energy constitutes a new intellectual experience for most students.

PROGRAM OF STUDY

There are three phases of study comprising 60 semester units. Phase one comprises nine core/foundation courses followed by a written qualifying examination (during last term of phase one) to advance to candidacy. The qualifying examination demonstrates the student's command of knowledge relevant to educational leadership as developed throughout the core/foundation courses. Phase two comprises specialization courses and phase three comprises the dissertation. Dissertation proposals and dissertation proposal defense generally occur immediately following the qualifying examination. Students are expected to identify either the P-12 Leadership or Community College Leadership as their specialization prior to the start of the program, but no later than by start of phase two.

ENROLLMENT REQUIREMENTS

This is a year-round program with course offerings throughout the year. Upon receipt of admission letter, student must file an "Intent to Enroll" form with the program by the date specified in the letter. Unless previously exempted, all students are expected to enroll in all courses offered for the entire duration of the program. Completion of all coursework and examinations, such as qualifying exam and dissertation, allows for graduation in approximately three years. In compelling circumstances, students may request one formal leave of absence for a semester or more or leave the program for a short period of time and be allowed to complete missed assignments/courses. Students with approved leaves or stop-out may take extra coursework for courses missed in order to return to their original cohort. Each request/petition is reviewed on a case by case basis.

TRANSFER OF CREDIT

Immediately upon admission to the program but no later than by the start of classes during first term of the program, students may petition for transfer of credit for courses completed prior to admission to the program. The petition must include copies of course syllabi being considered in

the petition. If granted, students are waived from enrolling in and completing certain courses as approved. However, students are required to pay full tuition as the CSU does not calculate doctoral fee based on units; fees are based on term. Transfer of credit, up to a maximum of 12 units, must meet the following requirements for consideration:

1. The courses were taken while enrolled as a matriculated student in a post-master/doctoral program at an accredited university or the Graduate Certificate Program in Community College Leadership was completed at CSU Stanislaus.
2. The courses are equivalent in content and rigor to the courses offered in the doctoral program at CSU Stanislaus.
3. The courses are no older than 7 years from the time of graduation from the doctoral program at CSU Stanislaus.
4. The grades received in the courses are at least 3.0 or “B” on a 4.0 grading scale.
5. The petition is filed prior to start of the first term of the admitted cohort.

REQUIREMENTS FOR THE DEGREE

The program consists of 60 units: 27 units of core courses, 21 units of specialization courses, and 12 units of dissertation. The program is designed for students to complete degree requirements in three calendar years. Completion of degree requirements within four years and one semester is acceptable. The qualifying examination shall be taken after completion of core courses, normally in the second year of the program. The total time to qualifying examination and advancement to candidacy shall not exceed three years, unless there are compelling circumstances and the Doctoral Executive Committee has approved the extension. Each extension shall not exceed a one-year period and a maximum of two extensions may be permitted. The Program Director will meet with each student to provide assistance in completing a Program of Study, which delineates plans for program completion (coursework, qualifying examination, and dissertation). The Program Director will review each student's progress with him or her annually or more frequently when requested by the student. Total registered time in the program is not expected to exceed five years, and extension beyond this period requires approval by the Doctoral Executive Council. Extension of the period for degree completion beyond five years may be granted to a student in good academic standing, warranted by compelling individual circumstances, and demonstration of current knowledge of research and practice in instructional leadership. The extension is not to exceed a two-year period. During the extension, satisfactory progress is required as determined by the Doctoral Executive Council. Further extension may be granted only under extraordinary circumstances and will be based upon criteria established by the Doctoral Executive Council. The criteria shall include, at the minimum, the same conditions as previously stated: the student must be in good academic standing, experience compelling individual circumstances, and demonstrate current knowledge of research and practice in instructional leadership. Such extension requires a recommendation in accordance with the procedures established by the Doctoral Executive Council. Either the Program Director or the Dean of the College of Education shall take action on the recommendation. If the recommendation is approved, satisfactory progress during the extension is required as determined by the Doctoral Executive Council.

Fieldwork underscores the benefit of gaining experience in the work environment by applying theory to practice through research or policy, project, and/or product development. Fieldwork examples include policy development, program planning, assessment, and evaluation activities, grant writing, application of research methodologies to determine program effectiveness, case studies, and job shadowing. The following core and specialization courses require students to conduct field-based analytical projects. There is no foreign language requirement for the degree.

Written Qualifying Examination

During the final semester of the core coursework (phase one), each student must pass a Written Qualifying Examination in order to advance to candidacy. This examination will demonstrate the student's command of knowledge relevant to educational leadership that has developed throughout the core courses. Each student's Written Qualifying Examination will be designed and evaluated by a Written Qualifying Examination Committee, comprised of three members who are members of the doctoral faculty. The student may select the chair and the chair will select the other two committee members. The committee chair must be a core doctoral faculty. Co-chairs are not permitted. The Program Director will have final approval of the membership of each student's Written Qualifying Examination Committee.

The committee will prepare questions based on an educational problem or issue identified by the student. Current literature and all references used during the core courses are reviewed and the examination is written with the student addressing the problem or issue through the frame of P-12 leadership or community college leadership.

The qualifying examination will be evaluated by the Written Qualifying Examination Committee to determine the student's readiness to be advanced to doctoral candidacy status in the program. Unanimous agreement among the Written Qualifying Examination Committee members is required for the student to pass the examination. Students who do not pass on the first attempt shall have one more opportunity to retake the qualifying examination. The question(s) will be different from the first examination but will be based on the same educational topic. The Program Director will counsel students who do not pass the examination and recommend remedial actions appropriate to each student, such as additional coursework, additional readings and written reports, and conducting research and reporting results. If the student does not pass on the second attempt, he/she will not be allowed to continue in the program, enroll in doctoral level courses, or register again in the doctorate program. Once the student passes the qualifying examination, he/she shall submit a request for candidacy.

**Rubric for Qualifying Examination and Advancement to Candidacy
Student Outcomes Assessment**

	1 Acceptable	2 Accomplished	3 Exemplary
Subject Matter Knowledge	The rationale is developed and variables/phenomena articulated in historical context. Research and citations are included to support arguments. The conceptualization of the research is clear and sound.	The treatment of the educational problem is broadly conceptualized and has clear capacity to affect practice and be a contribution to the field. Significance of study to education reform cogently presented.	Elaborates on the scholarly contributions to the field. Significance of the argument to educational reform is highly compelling.
Application of Theoretical Principles	Presents an adequate knowledge of a major educational problem related to leadership, best practices, and/or the contexts and educational underpinnings of educational leadership.	Displays a broad knowledge of a major educational problem related to leadership, best practices, and/or the contexts and educational underpinnings of educational leadership.	Demonstrates an expert knowledge of a major educational problem related to educational leadership, best practices, and/or the contexts and educational underpinnings of educational leadership.
Critical Appraisal of an Educational Problem	Demonstrates sufficient originality, critical thinking, and new perspective. Provides evidence of adopting a critical position regarding the field.	The design evidences a creative, unique approach to the educational problem yielding a significant contribution to educational reform. A critical position regarding the field is adopted and articulated. The style and format are clear and written with vitality.	Design and conceptual framework evidences exceptional originality and independent thinking, making a significant contribution to educational reform efforts. A clear critical position regarding the field that is integrated with the discussion of the professional knowledge base is expressed.
Understanding of Formal Academic Conventions of Composition and Rhetoric	The writing conventions communicate essential information with clarity, precision and coherence.	The writing conventions included enhance the readability, and the paper is coherent. Transitional structures are in place, and topics and subtopics are appropriately used.	The writing has rhetorical sophistication and an elegance of style. The transitions used help establish a sound scholarly argument and aid the reader in following the logic of argument. The writing models the language and conventions used in scholarly and professional literature.
Style and Format	Previous research is adequately characterized and referenced.	Citations are provided and synthesized, and the document demonstrates thoroughness in documenting sources.	Citations are abundant, synthesized, and support assertions.
Achievement of Program Goals	Research demonstrates achievement of each 4 program goals at highest level of achievement. 1. Visionary Leadership: systemic educational reform. 2. Teaching and Learning: leadership for high student achievement. 3. Program Evaluation: empirical evaluation of educational effectiveness. 4. Applied Research: educational improvement.	Research demonstrates achievement of each 4 program goals at highest level of achievement. 1. Visionary Leadership: systemic educational reform. 2. Teaching and Learning: leadership for high student achievement. 3. Program Evaluation: empirical evaluation of educational effectiveness. 4. Applied Research: educational improvement.	Research demonstrates achievement of each 4 program goals at highest level of achievement. 1. Visionary Leadership: systemic educational reform. 2. Teaching and Learning: leadership for high student achievement. 3. Program Evaluation: empirical evaluation of educational effectiveness. 4. Applied Research: educational improvement.

Scoring Levels

Dissertations that do not meet standards as outlined in scoring level 1, “Acceptable,” are considered deficient, will not be accepted, and will receive a grade of “No Credit.”

Institutional Review Board

All doctoral research projects must be approved by the Institutional Review Board (IRB) at CSU Stanislaus. Students must submit an IRB proposal prior to conducting any research involving human subjects. Students are urged to review the specific guidelines, ethical considerations, provisions, and requirements before pursuing research activities. Further information related to research procedures and requirements can be obtained by contacting the Office of Institutional Research at (209) 667-3281.

Dissertation Proposal

Students who have completed the core courses, passed the qualifying examination, and advanced to candidacy may begin formal work on a dissertation. Enrollment in dissertation units normally occurs in four registration and three-unit segments. Once the candidate has enrolled in 12 dissertation units, continuous enrollment must be maintained until the dissertation is filed and approved. The research proposal consists of a draft of the first three chapters (introduction, literature review, and methodology) and references. This proposal will inform prospective committee members of tentative research plans. Also, the student shall submit the proposal to the University's Institutional Review Board (IRB), and shall not commence the research study until IRB approval has been granted. In accordance with Section 40511 of Title 5 of the California Code of Regulations, CSU Ed.D. programs shall require the completion of a dissertation conforming to the following criteria:

1. The dissertation shall be the written product of rigorous research on a significant educational issue and in accordance with a proposal that has been approved pursuant to articles 7.3.4 and 7.3.5 of CSU Doctor of Education degree programs Executive Order No. 991. The dissertation is expected to contribute to an improvement in public P-12 or community college professional practices or policy, generally or in the context of a particular educational institution. It shall evidence originality, critical and independent thinking, appropriate form and organization, and a rationale for the examined research problem.
2. The dissertation shall identify the research problem and question(s), state the major theoretical perspectives, explain the significance of the undertaking, relate it to the relevant scholarly and professional literature, set forth the appropriate sources for and methods of gathering and analyzing the data, and offer a conclusion or recommendation for further research. It shall include a written abstract that summarizes the significance of the work, objectives, methodology, and a conclusion or recommendation.
3. Opportunities for students to complete work in support of the dissertation shall be embedded throughout the Ed.D. curriculum.

Suggested Qualifying Examination and Dissertation Timelines*

YEAR	TERM	MONTH	ACTIVITY
2	Fall	September-October	Nomination of Qualifying Examination Committee Form
2	Fall	November	Qualifying Examination
2	Fall	November-December	Doctoral Dissertation Committee Form
2	Fall	November-December	Dissertation Proposal/Draft Chapters 1-3
2	Winter	January	Dissertation Proposal Defense
2	Spring	February	IRB Form Submission
2	Spring	March-May	Data Collection
3	Summer	June-August	Data Collection
3	Summer	June-August	Chapter 4
3	Fall	September-December	Chapter 5
3	Winter	January	Finalize Dissertation Chapters 1-5
3	Spring	February-March	Submit Dissertation
3	Spring	March-April	Dissertation Defense/Final Examination
3	Spring	March-April	Application for Graduation

***It is advisable that students commence these activities as early as possible but no later than the timelines suggested on the table.**

Dissertation Proposal Rubric

	1 Acceptable	2 Accomplished	3 Exemplary
Purpose and Significance	The purpose and objectives are reasonable. Academic merit of the research is shown.	The purpose and objectives are logical. Intellectual merit and possible impacts of research are clearly stated.	The purpose and objectives for this study are well defined. Intellectual merit and broader impacts of research are specified.
Introduction	The study rationale is developed and variables/phenomena articulated in historical context. Citations are included that support the need for the study. The conceptualization of the study is clear and sound.	The study is broadly conceptualized and has clear capacity to affect educational practice and contribute to the research literature.	The introduction elaborates on the study's contributions to the field and demonstrates possibility of publication in professional media.
Literature Review	The literature review is comprehensive with appropriate coverage and synthesis of key variables. The review is organized, and the topical progression is apparent.	The literature review is extensive and thoroughly covers the variables included in the study. Ample research studies are included in the review. The review is well organized and topics clearly delineated with exceptional clarity and presentation of the material.	The review is of a critical and nuanced professional quality, situated in broader scholarly literature. Criteria are provided for studies' inclusion or exclusion. Able to stand alone as a professional meta-analysis publication.
Methodological Soundness	The methodology is appropriate, reliable, valid, and replicable. The schedule is appropriate and realistic.	The methodology is rigorous and appropriate for the study. The schedule is appropriate and realistic.	The methodology is rigorous and appropriate for the study and provides rich exploration of complex multiple variables. The schedule is appropriate and realistic.
Style and Format	The dissertation follows the APA format. Citations are correct; and language clear and concise.	APA format and citations are correct, and the document demonstrates thoroughness in documenting sources.	The dissertation models the language and conventions used in scholarly and professional literature. The dissertation meets the guidelines for a professional publication.
Mechanics	The writing conventions communicate essential information with clarity, precision, and coherence.	The writing conventions and vitality of writing style enhance readability. Transitional structures are in place, and topics and subtopics illustrate a coherency of argument.	The writing has rhetorical sophistication and an elegance of style. The transitions establish a sound scholarly argument and aid the reader in following the logic of argument.

Scoring Levels

Dissertations that do not meet standards as outlined in scoring level 1, "Acceptable," are considered deficient, will not be accepted, and will receive a grade of "No Credit."

Dissertation Proposal Examination/Preliminary Oral Defense

The purpose of the preliminary oral defense of the dissertation proposal is to provide a critical examination and assessment of the student's research plans. The student presents the rationale, scope, and proposed execution of the planned research, and the proposal, with chapters 1-3, is discussed and evaluated by the Dissertation Committee.

Unanimous approval of the Dissertation Committee members is required before a student initiates the research plan described in the proposal. If the Dissertation Committee's decision is "approval with conditions" or "disapproval," the committee shall communicate to the student orally and in writing the process and expectations for resubmission within five days. The committee shall review the revised and resubmitted proposal and communicate to the student in writing the committee's decision within five days.

Oral Defense of the Proposal Rubric
Student Outcomes Assessment

	1 Acceptable	2 Accomplished	3 Exemplary
Introduction to Problem and Significance	The educational problem was addressed and previous research was adequately characterized and cited. The purpose and objectives are reasonable. Academic merit of the research was provided.	The educational problem was clearly addressed and previous research was adequately characterized and cited. The purpose and objectives are logical. Intellectual merit and possible impacts of research were clearly stated.	Presentation of the educational problem was well-reasoned and succinct. Incorporated prior research as a logical foundation for its purpose and objectives. Intellectual merit and broader impacts of research were specified.
Proposed Research	A definition of methods was provided. Areas of potential errors were addressed. The schedule is appropriate and realistic.	Concise definition of methods was stated and potential sources of errors provided. The schedule is appropriate and realistic.	Concise technical definition of methods was provided. Complex potential sources of errors were identified. The schedule is appropriate and realistic.
Presentation	The presentation followed a somewhat logical progression. The introduction was appropriate and the conclusion reiterated the main points. Preparation evident.	The presentation followed a smooth, logical progression, being well organized and well reasoned. The introduction was pertinent and the conclusion reinforced the main points.	The presentation provided a succinct overview of the study elements which was organized to create a logical argument. The introduction was compelling and the conclusion convincing.
Visual Aids	Visual aids were appropriate and complemented the verbal message.	Visual aids were interesting and enhanced the verbal message.	Visual aids were appealing and enriched the verbal message.
Delivery	Provided an effective delivery, spoke clearly and loudly enough for the audience to hear.	Delivery was strong, spoke clearly and loudly enough to be heard.	The delivery style was excellent, spoke with confidence and ease.
Mechanics	Maintained good eye contact except when consulting notes. Appropriate appearance in dress and presentation style.	Maintained good eye contact and used appropriate gestures and body language. Professional appearance in dress and presentation style.	Actively engaged the audience through effective gestures, body language, and eye contact. Professional appearance in dress and presentation style.
Word Choice	The language used was appropriate for a general audience. Some verbal fillers were used.	The language used was appropriate and technical. Few verbal fillers were used.	Used advanced technical language appropriate for an educated audience. No verbal fillers were used.
Timing	Adhered to the time limitations and provided time for questions.	Adhered to the time limitations and provided time for questions.	Adhered to the time limitations and provided time for detailed discussion of audience questions.
Response to Panel and Audience Questions	Substantive and methodological questions were answered correctly.	Substantive and methodological questions were answered correctly, in a concise manner, and illustrated in-depth knowledge of topic	Substantive and methodological questions were answered confidently, accurately, and reflected deep knowledge of the research topic.

Scoring Levels: Dissertations that do not meet standards as outlined in scoring level 1, “Acceptable,” are considered deficient, will not be accepted, and will receive a grade of “No Credit.”

Dissertation

After completing the preliminary oral defense, the student carries out the research plan described in the approved proposal, collects and analyzes data, and continues writing the dissertation. The student's Dissertation Committee serves to guide the student to ensure the dissertation is a scholarly work resulting from a vigorous research study that contributes to the improvement of education.

The student shall work with the committee chair to develop a system for reviewing drafts and for sharing drafts with other committee members at appropriate times. The student shall submit drafts of the dissertation to committee members in appropriately word processed form. The completed final draft also includes the abstract, copyright page, title page, acknowledgements, table of contents, list of tables and figures, references, and appendices. The student shall submit the manuscript to committee members for a final reading and approval. The final dissertation may take a variety of forms depending upon the type of research undertaken and as approved by the dissertation chair. The conventional five-chapter dissertation, consisting of an introduction, literature review, methodology, results, and conclusion may be altered to reflect a specific design.

Dissertation Committee

The Dissertation Committee shall be approved by the Program Director and consist of three members, one of whom will serve as a chair. Co-chairs are not permitted. The student may select the dissertation chair, and the student, in consultation with the dissertation chair, shall select the two committee members. Two of the committee members must be tenured or tenure-track and associate or full professors of the CSU Stanislaus Core Doctoral Faculty. A third member shall be an Affiliated Faculty, an external university faculty, or an individual employed with a California P-12 institution or community college with a doctorate degree. Meetings of the Dissertation Committee may be called at any time by the chair. The most important meetings are the preliminary oral defense, where the proposal is presented to the committee for approval, and the final oral defense where the completed dissertation is presented to the committee and other interested faculty and students.

Dissertation Requirements

The Dissertation Committee provides guidance to the candidate, is responsible for approving the final written dissertation and oral defense, and for assuring dissertation conformance with program requirements and rigorous research expectations as established by the College Doctoral Faculty, the University Graduate Council, and Graduate School.

Dissertation Requirements	
Empirical and Theoretical Framework	<ul style="list-style-type: none"> - The study has a clear connection with current research. Background research is well developed, explained, and focused. - Writer analyzes and synthesizes research/theory/practice to develop new ideas and ways of conceptualizing the topic - The applied or developed theory is appropriate, logically interpreted, and aligns with the research question. - The literature review is comprehensive, current, and interpreted. - The author shows comprehension of strengths and limitations of theories.
Methodology and Data Analysis	<ul style="list-style-type: none"> - The dissertation is the product of systematic, rigorous research of a significant educational issue. - The methods applied or developed are appropriate, described in detail, and in alignment with the question addressed and the theory used. - The author demonstrates a thorough understanding of the methods' advantages and disadvantages and use of the methods. - The analyses are appropriate, align with the question and hypotheses, show sophistication, and are iterative. - The amount and quality of data or information are more than sufficient, well presented and intelligently interpreted. - The author cogently expresses the insights gained from the study and the study's limitations.
Originality	<ul style="list-style-type: none"> - The dissertation reflects currency with respect to the problem addressed. - The approach to the research topic is interesting and compelling. - The reader's interest is maintained throughout the entire report.
Content	<ul style="list-style-type: none"> - The content is comprehensive, accurate, and persuasive. - The dissertation displays a significant understanding of relevant theory. - The information is accurate and correctly attributed to credible sources. - Most sources are of high quality and from well-respected top-tier scholarly journals. - Professional terms are used appropriately. - The problem addressed is meaningful and extremely relevant to P-14 education policy or practice.
Significance/Contributions to Field	<ul style="list-style-type: none"> - The argument for significance of the study is compelling and comprehensively constructed; includes identification of assumptions and refutation of major counter-arguments. - The study significantly contributes to the field by extending or challenging current theories. - The study has definite potential to contribute to solutions of educational problems. - The conclusion discusses implications and applications for the discipline, policy, and future directions for research.
Relationship to Program Outcomes	<ul style="list-style-type: none"> - The dissertation demonstrates that candidate has met program and student learning outcomes. <ul style="list-style-type: none"> • Visionary Leadership • Teaching and Learning • Program Evaluation • Applied Research

Chapter Checklist	
Front and End pages	
1.	Abstract provides a concise description of the study, brief statement of the problem, and exposition of methods and procedures and a summary of findings and implications.
2.	Table of Contents, list of tables, figures, graphics, and pictures are clear and organized.
3.	The appendices include all research instruments, IRB approval, and consent forms.
4.	References are complete and in proper APA format.

Chapter 1	
1.	Introduction <ul style="list-style-type: none"> a. Includes clear statement demonstrating that the focus of the study is on a significant problem worthy of study. b. Includes brief, well-articulated summary of research literature that substantiates the study, with references to more detailed discussions in Chapter 2.
2.	Problem Statement <ul style="list-style-type: none"> a. Describes the issue or problem to be studied. b. Situates the issue or problem in context. c. Contains a purpose statement stating the specific objectives of the research. d. In quantitative studies, concisely states what will be studied by describing at least two variables and a conjectured relationship between them. e. Describes the need for increased understanding about the issue to be studied
3.	Nature of the Study <ul style="list-style-type: none"> a. Specific Research Questions, Hypotheses, or Research Objectives (as appropriate for the study) are clearly described. Reference is made to more detailed discussions in Chapter 3. b. Purpose of the study is described in a logical, explicit manner. c. The theoretical base or in qualitative studies the conceptual framework is ground in the research literature.
4.	The Theoretical Base or Conceptual Framework. <ul style="list-style-type: none"> a. Delineates the theoretical concepts of the issue or problem under investigation. b. Provides descriptions of the ideas or concepts and their relevance to the issue or problem chosen for study. c. Briefly links the descriptions to prior knowledge and research.
5.	Operational Definitions <ul style="list-style-type: none"> a. Technical terms or special word uses are provided and conceptually justified.
6.	Assumptions, Limitations, Scope and Delimitations <ul style="list-style-type: none"> a. Identifies facts assumed to be true but not actually verified. b. Identifies potential weaknesses of the study and the bounds of the study.
7.	The Significance of the Study <ul style="list-style-type: none"> a. Provides a rationale for the study with application to educational leadership, generation or extension of knowledge, implications for social or organizational change, and/or advancement of a methodological approach for examining the issue or problem under study.
8.	Conclusion <ul style="list-style-type: none"> a. Transition Statement contains a summary of key points of the study and an overview of the content of the remaining chapters in the study.

Chapter 2	
1.	Introduction <ul style="list-style-type: none"> a. Describes the content of the review, b. Explains the organization of the review, c. Justifies the strategy used for searching the literature.
2.	Review of research and literature <ul style="list-style-type: none"> a. Is clearly related to the problem statement research questions and hypotheses, b. Compares/contrasts different points of view or different research outcomes, c. Illustrates the relationship of the study to previous research d. Contains concise summaries of scholarly works that help e. Defines the most important aspects of the theory that will be examined or tested (for quantitative studies), f. Substantiates the rationale or conceptual framework for the study (for qualitative studies)
3.	Literature-based Descriptions, <ul style="list-style-type: none"> a. Cites the research variables (quantitative studies), or b. Describes potential themes and perceptions to be explored (qualitative studies). c. The content of the review is drawn from acceptable peer-reviewed journals or there is a justification for using other sources.
4.	Methodology <ul style="list-style-type: none"> a. Literature related to the method(s) is reviewed. <ul style="list-style-type: none"> b. Literature is related to the use of differing methodologies to investigate the outcomes of interest is reviewed.
5.	The review is an integrated, critical essay on the most relevant and current published knowledge on the topic.

Chapter 3 – Qualitative Studies	
1.	Introduction describes how the research design derives logically from the problem or issue statement.
2.	Design describes the qualitative tradition or paradigm will be used. The choice of paradigm is justified.
3.	The Role of the Researcher in the data collection procedure is described.
4.	Where appropriate, questions and sub questions are coherent answerable, few in number, clearly stated, and open-ended. When it is proposed that questions will emerge from the study, initial objectives are sufficiently focused.
5.	The context for the study is described and justified. Procedures for gaining access to participants are described. Methods of establishing a researcher-participant working relationship are appropriate.
6.	Measures for ethical protection of participants are adequate.
7.	Criteria for selecting participants are specified and appropriate to the study. Justification for the number of participants, is balanced with depth of inquiry (the fewer the participants the deeper the inquiry per individual).
8.	Choices about selection of data are justified. Data collected are appropriate to answer the questions posed in relation to the qualitative paradigm chosen. How and when the data were collected and recorded is described.
9.	How and when the data will be or were analyzed is articulated. Procedures for dealing with discrepant cases are described. If a software program is used in the analysis, it is clearly described. The coding procedure for reducing information into categories and themes is described.
10.	If an exploratory study was conducted, its relation to the larger study is explained.
11.	Measures taken for protection of participants' rights are summarized.

Chapter 3 – Quantitative Studies

1. Introduction includes a clear outline of the major areas of the chapter.
2. Research Design and approach
 - a. Includes a description of the research design and approach.
 - b. Provides justification for using the design and approach.
 - c. Derives logically from the problem or issue statement.
3. Setting and Sample
 - a. Describes the population from which the sample will be or was drawn.
 - b. Describes and defends the sampling method including the sampling frame used.
 - c. Describes and defends the sample size.
 - d. Describes the eligibility criteria for study participants.
 - e. Describes the characteristics of the selected sample.
4. If a treatment is used, it is described clearly and in detail.
5. Instrumentation and Materials
 - a. Presents descriptions of instrumentation or data collection tools to include name of instrument, type of instrument, concepts measured by instrument, how scores are calculated and their meaning, processes for assessment of reliability and validity of the instrument(s), processes needed to complete instruments by participants, where raw data are or will be available (appendices, tables, or by request from the researcher).
 - b. Includes a detailed description of data that comprise each variable in the study.
6. Data Collection and Analysis includes
 - a. An explanation of descriptive and/or inferential analyses used in the study.
 - b. Nature of the scale for each variable.
 - c. Statements of hypotheses related to each research question.
 - d. Description of parametric, nonparametric, or descriptive analytical tools used.
 - e. Description of data collection processes.
 - f. Description of any pilot study results, if applicable.
7. Measures taken for protection of participants' rights are summarized.

Chapter 4 – Qualitative Studies

1. The process by which the data were generated, gathered, and recorded is clearly described.
2. The systems used for keeping track of data and emerging understandings (research logs, reflective journals, cataloging systems) are clearly described.
3. Findings
 - a. Build logically from the problem and the research design.
 - b. Are presented using "thick description."
 - c. Are presented in a manner that addresses the research questions.
4. Discrepant cases and non-confirming data are included in the findings.
5. Patterns, relationships, and themes described as findings are supported by the data. All salient data are accounted for in the findings.
6. A discussion on Evidence of Quality shows how this study followed procedures to assure accuracy of the data (e.g., trustworthiness, member checks, triangulation, etc.). Appropriate evidence occurs in the appendixes (sample transcripts, researcher logs, field notes, etc.). (May appear in Chapter 5.)

Chapter 4 – Quantitative Studies

1. Chapter 4 is structured around the research questions and/or hypotheses addressed in the study, reporting findings related to each.
2. Research tools:
 - a. Data collection instruments have been used correctly.
 - b. Measures obtained are reported clearly, following standard procedures.
 - c. Adjustments or revisions to the use of standardized research instruments have been justified and any effects on the interpretation of findings are clearly described.
3. Overall, data analysis (presentation, interpretation, explanation) is consistent with the research questions or hypotheses and underlying theoretical/conceptual framework of the study.
4. Data analyses
 - a. Logically and sequentially address all research questions or hypotheses.
 - b. Where appropriate, outcomes of hypothesis-testing procedures are clearly reported (e.g., findings support or fail to support).
 - c. Contains statistical accuracy.
5. Tables and Figures
 - a. Contribute to the presentation of findings.
 - b. Are self-descriptive, informative, and conform to standard dissertation format.
 - c. Are directly related to and referred to within the narrative text included in the chapter.
 - d. Have immediately adjacent comments.
 - e. Are properly identified (titled or captioned).
 - f. Show copyright permission (if not in the public domain).
6. The comments on findings address observed consistencies and inconsistencies and discuss possible alternate interpretations.
7. In a concluding section of Chapter 4, outcomes are logically and systematically summarized and interpreted in relation to their importance to the research questions and hypotheses.

Chapter 5

1. Chapter 5 begins with a brief Overview of the study, the questions or issues being addressed, and a brief summary of the findings.
2. Interpretation of Findings
 - a. Includes conclusions that address all of the research questions.
 - b. Contains references to outcomes in Chapter 4.
 - c. Covers all the data.
 - d. Is bounded by the evidence collected.
 - e. Relates the findings to a larger body of literature on the topic, including the conceptual/theoretical framework.
3. Program Objectives
 - a. Are clearly grounded in the significance section of Chapter 1 and outcomes presented in Chapter 4.
 - b. The implications are expressed in terms of tangible improvements to individuals, communities, organizations, institutions, cultures, or societies.
4. Recommendations for Action
 - a. Flow logically from the conclusions and contain steps to useful action.
 - b. States who needs to pay attention to the results.
 - c. Indicates how the results might be disseminated.

Chapter 5	
5.	Recommendations for Further Study point to topics that need closer examination and may generate a new round of questions.
6.	Qualitative studies include a reflection on the author's experience with the research process and a discussion possible of personal biases or preconceived ideas and values, possible effects of the researcher on the participants or the situation, and changes in thinking as a result of the study.
7.	The chapter closes with a strong concluding statement making the “take-home message” clear to the reader.

Writing and Format	
1.	Dissertation <ul style="list-style-type: none"> a. Follows a standard form and has a professional, scholarly appearance. b. Is written with correct grammar, punctuation, and spelling. c. Includes citations: direct quotations, paraphrasing, facts, and references to research studies. d. Relies in original sources e. Fully references in-text citations in the reference list.
2.	The dissertation is written in scholarly language (accurate, balanced, objective, and tentative). The writing is clear, precise, fluid, and comprehensible.
3.	The dissertation is logically and comprehensively organized. The chapters add up to an integrated “whole.”
4.	Subheadings are used to identify the logic and movement of the dissertation, and transitions between chapters are smooth and coherent.

Note: this document was modified from the original version developed by California State University, Fullerton.
DD:llp 8/15/07

Review of Dissertation Chapters 1, 2 & 3 Rubric

	1 Acceptable	2 Accomplished	3 Exemplary
Educational Reform	The investigation demonstrates originality and critical thinking. The purpose and objective are reasonable. Academic merit of the research is provided.	The design and conceptual framework of the study evidence a creative, unique approach to the topic. The purpose and objectives are logical. Intellectual merit and possible impacts of research are clearly stated.	Dissertation design and conceptual framework evidence exceptional originality and independent thinking.
Introduction Purpose of the Study	The study rationale is developed and variables/phenomena articulated in historical context. There is a clear and concise development of the rationale for the study. Citations are included that support the need for the study. The conceptualization of the study is clear and sound.	The study is broadly conceptualized and has clear capacity to affect educational practice and contribute to the research literature.	The introduction elaborates on the study's contributions to the field and demonstrates possibility of publication in professional media.
Literature Review	The literature review is comprehensive with appropriate coverage and synthesis of key variables. The review is organized, and the topical progression is apparent.	The literature review is extensive and thoroughly covers the variables included in the study. Ample research studies are included in the review. The review is well organized and topics clearly delineated with exceptional clarity and presentation of the material.	The review is of a critical and nuanced professional quality, situated in broader scholarly literature. Criteria are provided for studies' inclusion or exclusion. Able to stand alone as a professional meta-analysis publication.
Methodological Soundness	The methodology is appropriate, reliable, valid, and replicable.	The methodology is rigorous and appropriate for the study.	The methodology employs advanced statistical analyses reliability, and validity and provides rich exploration of complex multiple variables.
Style and Format	The dissertation follows the APA format. Citations are correct; and language clear and concise.	APA format and citations are correct, and the document demonstrates thoroughness in documenting sources.	The dissertation models the language and conventions used in scholarly and professional literature. The dissertation meets the guidelines for a professional publication.
Mechanics	The writing conventions communicate essential information with clarity, precision, and coherence.	The writing conventions and vitality of writing style enhance readability. Transitional structures are in place, and topics and subtopics illustrate a coherency of argument.	The writing has rhetorical sophistication and an elegance of style. The transitions establish a sound scholarly argument and aid the reader in following the logic of argument.

Scoring Levels

Dissertations that do not meet standards as outlined in scoring level 1, "Acceptable," are considered deficient, will not be accepted, and will receive a grade of "No Credit."

Dissertation Rubric
Student Outcomes Assessment

	1 Acceptable	2 Accomplished	3 Exemplary
Educational Reform	The investigation demonstrates originality and critical thinking. The study is a significant research endeavor contributing to educational reform.	The design and conceptual framework of the study evidence a creative, unique approach to the topic, yielding a significant contribution to educational reform.	Dissertation design and conceptual framework evidence exceptional originality and independent thinking, making a significant contribution to educational reform efforts.
Abstract	Appropriate in tone, structure, and length; Offers a succinct description of the problem, subjects, methods, findings, conclusions, and implications of the study.	Completeness and style appropriate for publication in an educational journal.	A polished style and precision of information appropriate for publication in an educational research journal.
Introduction Purpose of the Study	The study rationale is developed and variables/phenomena articulated in historical context. There is a clear and concise development of the rationale for the study. Citations are included that support the need for the study. The conceptualization of the study is clear and sound.	The study is broadly conceptualized and has clear capacity to affect educational practice and contribute to the research literature. Significance of study to education reform cogently presented.	The introduction elaborates on the study's contributions to the field and demonstrates possibility of publication in professional media. Significance of study to educational reform is highly compelling.
Literature Review	The literature review is comprehensive with appropriate coverage and synthesis of key variables. The review is organized, and the topical progression is apparent.	The literature review is extensive and thoroughly covers the variables included in the study. Ample research studies are included in the review. The review is well organized and topics clearly delineated with exceptional clarity and presentation of the material.	The review is of a critical and nuanced professional quality, situated in broader scholarly literature. Criteria are provided for studies' inclusion or exclusion. Able to stand alone as a professional meta-analysis publication.
Methodological Soundness	The methodology and analysis are appropriate, reliable, valid, and replicable.	The methodology is rigorous and appropriate for the study. Tests of validity and reliability have been applied, and multiple data analyses are consistent with data and illuminate the complexity of the variables.	The methodology employs advanced statistical analyses reliability, and validity and provides rich exploration of complex multiple variables.
Results Findings Data Analyses	The results and findings of the study are consistent with the data collected and reflect a critical analysis of the data. The results are presented in an organized way and address the purpose of the study.	The results and findings are thoroughly discussed with appropriate tables and charts. The data analyses are clearly described and relate to the purpose of the study.	The results and finding section is highly organized with inferences drawn and related to prior research and theories. Findings described are in a professional publication format

Final Examination/Oral Defense of Dissertation

Students must have the approval of the Dissertation Committee chair to schedule the oral defense. The location and time of the defense shall be arranged by the chair of the committee, but no later than at least eight weeks prior to the end of the term. The student must provide a copy of the dissertation to all members of the committee at least three weeks prior to the scheduled oral defense.

The Dissertation Committee shall conduct a final oral examination, open to the public, during which time the candidate defends the dissertation. The Dissertation Committee shall determine in advance (and notified to the candidate) the anticipated length of the oral defense. The dissertation defense shall address the theoretical and conceptual background, relevant literature, data collection techniques, data analysis, and results and implications concerning the issues examined. The Dissertation Committee shall deliberate in private and record the outcome (approval, approval with conditions, or disapproval) on the Report of the Final Examination, found in Program Handbook. The student shall be notified immediately of the committee's decision upon deliberation and a copy of the Report of the Final Examination mailed to the student within five days.

At the final oral defense, the student will make a presentation of the dissertation research. The final oral defense is conducted as an open forum guided by the candidate's chair and dissertation committee. The purpose of this formal meeting is threefold: 1) to examine and assess the quality of the dissertation; 2) to evaluate the ability of the student to present research; and 3) to provide an opportunity to share the research with the campus community. Unanimous agreement of the Dissertation Committee is required for approval of the dissertation and recommendation that the Ed.D. degree is conferred. There are three possible outcomes of the final oral defense:

1. The oral defense is satisfactory, and the manuscript is accepted as submitted or with only minor copy editing revisions.
2. The oral defense is satisfactory but there is a need for substantive revisions of the manuscript.
3. The oral defense is judged to be unsatisfactory. This decision may be reached because the dissertation is judged to be acceptable but the student fails to present it satisfactorily. A second oral defense may be scheduled when the chair determines that the student is prepared and the committee members agree that the required remediation has been accomplished.

The submission of the final draft of the dissertation to the Program Director with all signatures must be completed at least six weeks prior to the last day of classes of the corresponding term. When the dissertation has been signed off by the Dissertation Committee, Program Director, and Dean, a copy (unbound) of the original shall be delivered to the university dissertation reader in the Graduate School to ensure conformity to the university format guidelines. The student will

be notified by Graduate School if any revisions or corrections are to be made. Final clearance on format is offered by the Graduate School by completing and providing the Dissertation Clearance Form to the student.

The student shall take the approved copy of the dissertation, along with a copy of the Report of the Final Examination and the Dissertation Clearance Form to the university bookstore. The bookstore arranges for the binding of the dissertation and other services provided by University Microfilms International (UMI). The student is responsible for all fees and expenses associated with binding and reproduction of the dissertation. Once submitted and received by the bookstore, the dissertation may not be withdrawn by the student. An agreement is normally completed for UMI to publish the dissertation. When the dissertation is received from the bindery, a copy shall be sent to the library and an additional copy to the Doctoral Program office.

**Oral Defense of the Dissertation Rubric
Student Outcomes Assessment**

	1 Acceptable	2 Accomplished	3 Exemplary
Content and Originality	The investigation demonstrates originality and critical thinking. The study is a significant research endeavor contributing to educational reform.	The design and conceptual framework of the study evidence a creative, unique approach to the topic, yielding a significant contribution to educational reform.	Dissertation design and conceptual framework evidence exceptional originality and independent thinking, making a significant contribution to educational reform efforts. Mastery of the topic was evident.
Logic	The presentation followed a somewhat logical progression. The introduction was appropriate and the conclusion reiterated the main points. Preparation evident.	The presentation followed a smooth, logical progression, being well organized and well reasoned. The introduction was pertinent and the conclusion reinforced the main points.	The presentation provided a succinct overview of the study elements which was organized to create a logical argument. The introduction was compelling and the conclusion convincing.
Visual Aids	Visual aids were appropriate and complemented the verbal message.	Visual aids were interesting and enhanced the verbal message.	Visual aids were appealing and enriched the verbal message.
Delivery	Provided an effective delivery, spoke clearly and loudly enough for the audience to hear.	Delivery was strong, spoke clearly and loudly enough to be heard.	The delivery style was excellent, spoke with confidence and ease.
Mechanics	Maintained good eye contact except when consulting notes. Appropriate appearance in dress and presentation style.	Maintained good eye contact and used appropriate gestures and body language. Professional appearance in dress and presentation style.	Actively engaged the audience through effective gestures, body language, and eye contact. Professional appearance in dress and presentation style.
Word Choice	The language used was appropriate for a general audience. Some verbal fillers were used.	The language used was appropriate and technical. Few verbal fillers were used.	Used advanced technical language appropriate for an educated audience. No verbal fillers were used.
Timing	Adhered to the time limitations and provided time for questions.	Adhered to the time limitations and provided time for questions.	Adhered to the time limitations and provided time for detailed discussion of audience questions.
Response to Panel and Audience Questions	Substantive and methodological questions were answered correctly.	Substantive and methodological questions were answered correctly, in a concise manner, and illustrated in-depth knowledge of topic.	Substantive and methodological questions were answered confidently, accurately, and reflected deep knowledge of the research topic.
Program Goals	Research demonstrates achievement of the four program goals. 1. Visionary Leadership: systemic educational reform. 2. Teaching and Learning: leadership for high student achievement. 3. Program Evaluation: empirical evaluation of educational effectiveness. 4. Applied Research: educational improvement.	Research demonstrates high achievement of the four program goals. 1. Visionary Leadership: systemic educational reform. 2. Teaching and Learning: leadership for high student achievement. 3. Program Evaluation: empirical evaluation of educational effectiveness. 4. Applied Research: educational improvement.	Research demonstrates the exceptional achievement of the four program goals. 1. Visionary Leadership: systemic educational reform. 2. Teaching and Learning: leadership for high student achievement. 3. Program Evaluation: empirical evaluation of educational effectiveness. 4. Applied Research: educational improvement.

Scoring Levels: Dissertations that do not meet standards as outlined in scoring level 1, "Acceptable," are considered deficient, will not be accepted, and will receive a grade of "No Credit."

Other Requirements

Information and Technology Literacy Competency

Information and technological literacy competencies are evaluated at program admission and are expected to develop throughout the program. Expected competencies are the ability to use digital technology, communication tools, and electronic networks to solve information problems. This includes the ability to use technology as a tool to research, organize, evaluate, and communicate information, and the possession of a fundamental understanding of the ethical and legal issues for accessing and using information.

The CSU has collaborated with Educational Testing Service to administer the advanced Information and Communication Technology Literacy Assessment (iSkills). iSkills is a scenario- and web-based assessment of students' literacy skills. It contains interactive simulations of information resources and applications such as web-based documents, journal article databases, and spreadsheets evaluating how students solve problems that entail information technologies. It encompasses technical skills and cognitive information competence abilities needed to access, evaluate, and use effectively information from a wide range of sources. For students who do not demonstrate iSkills literacy competence, the Program Director will identify ways of remediating deficiencies, which may include CSU's comprehensive system wide digital library, Multimedia Educational Resources for Learning and Online Teaching (MERLOT), library workshops, and the use of graduate assistants to provide learning opportunities.

Distinctive Elements of the Program

Students who currently hold the Preliminary Administrative Services Credential may be able to satisfy the course requirements for the Professional Administrative Services Credential as part of the program. Students interested in the Professional Administrative Services Credential should complete and submit the Professional Administrative Services Credential program application along with admission application no later than by the end of the first term of doctoral study at CSU Stanislaus.

NON-DISCRIMINATION & SEXUAL HARRASSMENT

Nondiscrimination Policy

The California State University does not discriminate on the basis of race, color, national origin, sex, physical disability or sexual orientation in the educational programs, athletics, or other activities it conducts.

Sex Discrimination

The California State University does not discriminate on the basis of sex in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972 and certain other federal and state laws prohibit discrimination on the basis of sex in education programs and activities operated by California State University, Stanislaus. Such programs and activities include admission of students and employment. Inquiries concerning the application of these

laws to programs and activities of CSU Stanislaus may be referred to the Regional Director of the Office for Civil Rights, Region 9, 50 UN Plaza, Room 239, San Francisco, California 94102. The California State University is committed to providing equal opportunities to male and female CSU students in all campus programs including intercollegiate athletics.

Disability

The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (1990), and various state laws prohibit such discrimination. Inquiries concerning compliance may be addressed to the Regional Director of the Office for Civil Rights, Region 9, 50 UN Plaza, Room 239, San Francisco, California 94102.

Human Immunodeficiency Virus (HIV/AIDS)

Current or potential students and employees of CSU Stanislaus with Human Immunodeficiency Virus (HIV) shall be afforded unrestricted classroom attendance, working conditions, use of University facilities and participation in co-curricular and extracurricular activities as long as they are physically and psychologically able to do so.

Race, Color, and National Origin

The California State University complies with the requirements of Title VI and Title VII of the Civil Rights Act of 1964 as well as other applicable federal and state laws prohibiting discrimination. No person shall, on the grounds of race, color, or national origin be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program of The California State University. Inquiries concerning the application of the Civil Rights Act of 1964 to programs and activities of CSU Stanislaus may be referred to the Regional Director of the Office for Civil Rights, Region 9, 50 UN Plaza, Room 239, San Francisco, California 94102.

Age, Marital Status, Religion, or Sexual Orientation

By CSU Board of Trustees policy, the California State University does not discriminate on the basis of age, marital status, religion, or sexual orientation. Inquiries concerning compliance may be addressed to the Regional Director of the Office for Civil Rights, Region 9, 50 UN Plaza, Room 239, San Francisco, California 94102.

RESIDENCY

Initial determination of residence status is made by University officials prior to or at the time of registration, and fees must be paid at registration. Full refund of nonresident fees paid will be made if final determination by the University legal adviser indicates that a student is a legal resident for fee purposes. For more information, refer to Determination of Residence in the Graduate Catalog.

Assembly Bill 540 Exemption from Nonresident Tuition

Any student who has attended a California high school full time for three or more years and has graduated from a California high school or attained the equivalent thereof (e.g., a High School Equivalency Certificate issued by the California Department of Education – a GED certificate alone does not qualify) will be exempt from paying nonresident tuition. An undocumented alien student who meets the above requirements must file an affidavit with the University indicating the student has applied for legal immigration status or will do so as soon as the student is eligible to do so. Students who meet the exemption requirements and who are undocumented aliens are not eligible for any federal or state financial aid program. Students exempted from paying nonresident tuition under AB 540 are not eligible for the Governor's Merit Scholar Programs. The law does not distinguish between public or private high schools nor impose any time limit on how far in the past the student may have attained this status.

REGISTRATION & CANCELLATION/WITHDRAWAL

Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the University's official withdrawal procedures. Failure to follow formal university procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. Students who receive financial aid funds must consult with the Financial Aid Office prior to withdrawing from the University regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. If a recipient of student financial aid funds withdraws from the institution during an academic term or a payment period, the amount of grant or loan assistance received may be subject to return and/or repayment provisions.

STUDENT PROGRESS & ACADEMIC STANDARDS

Doctoral students shall maintain a minimum 3.0 cumulative grade point average throughout the program and shall not have a grade point average below 3.0 in any two successive academic terms. Students who fall below a 3.0 grade point average in an academic term will be notified in writing that they are placed on academic probation. A student who does not maintain a 3.0 cumulative grade point average for two successive terms shall be disqualified from the program. The student shall advance to candidacy and complete all courses and examinations satisfactorily in the time specified by the Doctoral Executive Council. The student shall pass all required examinations within two attempts. A student who does not pass all required examinations within two attempts shall be disqualified from the program.

The completion of any incomplete grades is required prior to taking the Written Qualifying Examination. Students will be allowed to carry no more than 6 semester units of incomplete coursework. Students will not be permitted to enroll in additional courses until all incompletes are cleared. A student carrying more than 6 semester units of incomplete coursework or who fails to remove an incomplete grade will receive a written notice and be placed on academic probation by the program. Failure to remove an incomplete grade in the timeframe designated by the program will result in a grade of F and disqualification from the program.

Additionally, satisfactory progress pertains to doctoral students' adherence to the high standards of professional ethics. Students must adhere to scholarly and ethical standards in all courses, fieldwork, and research endeavors. Such standards are defined by the faculty; the professional accrediting bodies; policies of the University and the CSU; and relevant statutes of federal, state, and local governments. Students may be placed on probation or disqualified for program continuance based on unsatisfactory scholastic progress or failure to adhere to professional and ethical standards.

A student who has a grade point average below 3.0 in two successive terms will be disqualified from the program. A student who falls below a 3.0 grade point average in an academic term will be notified in writing that he/she has been placed on academic probation. A student who is disqualified from the program will not be allowed to continue in the program, enroll in doctoral level courses, or register again in the doctoral program. The disqualification shall be communicated to the student in writing through certified mail.

ADDING & DROPPING COURSES

The Schedule of Classes provides complete information on adding or dropping courses for a particular term. The following regulations govern adding or dropping a course during the term:

1. **CHOICE OF METHOD:** Students may add or drop courses using one of two ways: (a) by filing an approved Add/Drop Form with the Enrollment Services Office, or (b) via Web Registration. There is a \$10 late add fee.
2. **DEADLINES:** Students may add courses until the last day to register, as indicated in the College Year Calendar. Adding or dropping courses after the Enrollment Census Date will not be allowed. After the Enrollment Census Date, students are responsible for completion of the course(s) in which they are enrolled. Dropping a course after the last day of a term is not allowed.
3. **EXCEPTIONS:** When documented extreme circumstances beyond the student's control, e.g., accident, serious illness, change of working hours causing a class/work conflict, transfer out of the area, hospitalization, etc., make dropping a course or withdrawing from the University necessary, and when continued enrollment would unduly penalize the student, the student may petition for an exemption to the regulation. When a student is permitted by petition or other special action to drop a course after the Enrollment Census Date, the Administrative grade symbol of "W" (withdraw) will be assigned.
4. **REFUNDS:** Students who are entitled to a partial refund because of a reduced course load must have officially dropped courses by the published refund deadline.
5. **ENROLLMENT STATUS:** Students who drop all of their classes **prior** to the Enrollment Census Date are not considered enrolled for that term and may be required to reapply for admission to resume enrollment for the following term. Students who drop all of their classes **after** the Enrollment Census Date are considered enrolled for that term and are eligible to register as continuing students for the following term.

GRADING SYSTEM

Academic Grades

Letter grades are normally used in the doctoral program. Pluses and minuses may be used at the discretion of the course instructor. Letter grades include the following:

- A:** Four grade points per unit of credit are awarded. (A– yields 3.7 grade points.)
- B:** Three grade points per unit of credit are awarded. (B+ yields 3.3 grade points and a B– yields 2.7 grade points.)
- C:** Two grade points per unit of credit are awarded. (C+ yields 2.3 grade points and a C– yields 1.7 grade points.)
- D:** One grade point per unit of credit is awarded. (D+ yields 1.3 grade points and a D– yields 0.7 grade points.)
- F:** Credit is not merited. Zero grade points are assigned.
- CR:** Credit - Student has demonstrated at least a satisfactory C– level of competence in meeting course objectives (at least B– level in graduate courses). Not used in grade point average calculations.
- NC:** No Credit - Student has not demonstrated minimally satisfactory competence in meeting course objectives. Credit is not awarded. Not used in grade point average calculations.

Administrative Symbols

- WU:** Withdrawal Unauthorized: The symbol WU indicates that an enrolled student did not withdraw from the course and failed to complete course requirements. It is used for courses graded A–F when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. In courses where the student is graded CR/NC, use of the WU is inappropriate and NC is used instead. For purposes of grade point average computation, the WU symbol is equivalent to an F.
- I:** Incomplete Course: Students have not completed course requirements due to reasons beyond their control. Must be made up within the time limit set by the instructor (no more than one calendar year following the end of the term in which the grade was assigned). Failure to complete the assigned work will result in an incomplete reverting to a grade of NC.
- RD:** Report Delayed: No grade reported by the instructor. RD grades will revert to a NC or WU grade, depending on the course grading option, one semester after assignment.
- W:** Withdrawn from Course: Indicates that the student was permitted to drop the course after the Enrollment Census Date. It carries no connotation of quality of student performance and is not used in calculating grade point average. (See Withdrawal from CSU Stanislaus under Academic Policies and Procedures in this catalog.)
- RP:** Report in Progress: Indicates that work is in progress, but that assignment of a final grade must await completion of additional work which normally requires more than one term to complete (e.g., master's thesis). RP grades shall be removed within one year after issuance of the grade except for thesis or project. A student whose graduate thesis or project is planned to extend over more than the term of first enrollment in a 5990 or 5960 course may receive an RP grade. The RP will remain through the period of the program

which is limited to a maximum of seven years. If the RP is not removed within these time limits, the grade will revert to NC for grading options 1 and 2 and to a grade of F for grading option 3. An extension of time may be granted by approved petition. The RP is not used in grade point average calculation. (See Academic Policies and Procedures.) AU—Audit: The recorded grade if a student enrolls in a class and fulfills attendance requirement but is not receiving credit. Not used in grade point average calculation. (See Auditors under Academic Policies and Procedures.)

Grade Availability

Students may access their term course grades on the Web at <http://mycsusan.edu/>.

GRADE APPEALS

To initiate a grade appeal, the student must complete the Grade Appeal Form and adhere to the procedures and timelines described below.

1. By order of the Chancellor's Office, the Academic Senate of CSU Stanislaus is responsible for providing students a grade appeal procedure.
2. There is a presumption that grades assigned by faculty members are correct. Thus, the burden of proof rests with the student who is appealing.
3. Appeal procedures are available only for review of alleged capricious grading and not for review of an instructor's judgment in assessing the quality of a student's work. In the absence of capricious grading, the grade determined by the instructor of record is final.

Capricious grading, as used here, constitutes any of the following:

1. Instructor's failure to notify students as to the basis of grade determination in a clear and timely manner.
2. Grading that result from a substantial departure from the instructor's previously announced standards.
3. Grading based on anything other than the student's performance in the course.
4. Discrimination or prejudice.
5. Error in calculating the grade.
6. Arbitrary grade assignment (the lack of consistent and equitable standards for grade assignment).

The grade appeal shall be dismissed by the Grade Appeal Committee if:

1. The allegations would not constitute capricious grading, or
2. The only disagreement is with the instructor's grading standards, or
3. The appeal was not timely, or
4. The student has not provided the instructor with written notification.

Students who can demonstrate a reasonable doubt about the correctness of an assigned grade deserve access to a due process hearing before an appropriate body and, when justified, deserve to receive a grade correction. If a student believes a grade assigned is incorrect, the student must

file with the instructor a written statement of appeal and the Grade Appeal Procedures form within the first four weeks of the immediately following fall or spring semester. The Grade Appeal Procedures form is available from the Office of the Vice Provost, MSR 360, or call (209) 667-3082, or online at <http://web.csustan.edu/ASI/FormsPublications/GradeAppealForm.Final.3-08-07.pdf>. This appeal must detail and document the compelling reasons which form the basis for the student's contention that the assigned grade is incorrect. The instructor will respond in writing, within 15 working days on receipt of the appeal, indicating either approval or denial of the appeal. If the appropriate College Dean or his/her designee judges that the instructor of record is inaccessible, the student may initiate the appeal with the program director or department chair.

In the event the instructor denies the appeal or fails to respond in writing and the student wishes to pursue the matter further, the student shall submit the written appeal to the program director or department chair with any further clarifications and/or contentions the student chooses to add to the original appeal. This action must be taken within 15 working days of the time the instructor informs the student of the denial. The program director or department chair will, on receipt of the written appeal from the student, constitute a Grade Appeal Committee within 15 working days. The Grade Appeal Committee shall be appointed by the program director or department chair in consultation with the student and instructor and consist of one faculty member from the involved program/department, one faculty member from outside the involved program/department, and the President of the Associated Students or his/her designee. The program director or department chair shall, in consultation with the instructor and student, appoint the chair of the Grade Appeal Committee. In those cases in which a Grade Appeal Committee is constituted to hear multiple appeals of capricious grading from students in the same class, the Committee Members must take actions to ensure confidentiality/privacy of each student and render an independent decision for each case. The duties of the Grade Appeal Committee shall be completed within 20 working days from the date constituted. This committee shall be provided all prior written correspondence from the student and instructor related to the grade appeal. The Committee will review the written documents and take one of the following actions:

1. Judge that the appeal has no merit and so inform the student and instructor in writing, in which case the matter is ended, or
2. Judge that there is reasonable doubt regarding the correctness of the grade and, in this event, initiate a hearing.

In the event a hearing is initiated, the Committee shall investigate and discuss the matter with the involved student and instructor. Both shall be entitled to be present throughout the hearing and to present evidence, including testimony by other persons. The student and instructor may be accompanied by a person from the University faculty or student body to assist them in presenting evidence. The hearing shall not be open to the public. At the close of the hearing, the Committee shall deliberate privately. The Committee chair shall assure that the following procedures are employed in the conduct of the hearing:

1. Efforts may be made to resolve the matter by extra-procedural settlement at any time.
2. The student shall first make an opening statement by presenting evidence which the student believes constitutes legitimate grounds for the grade appeal.

3. After the student has presented his/her evidence, the Committee may agree to terminate the hearing, if the evidence presented does not constitute legitimate grounds for the grade appeal.
4. After the student presents evidence in support of the grade appeal, the instructor may present rebuttal evidence.
5. Following the private deliberations of the Committee, the chair shall, in writing, inform the student, instructor, and department chair of its findings. If the Committee finds that there is a compelling reason to approve the grade appeal, the instructor is expected to change the grade to the grade recommended by the Committee.
6. In the event the instructor chooses not to change the grade, the department chair shall be vested with the authority and required to inform the Enrollment Services Office in writing to change the original grade to the grade recommended by the Committee. The transcript shall reflect that the grade was changed as a result of administrative action.

If the program director or department chair is the instructor of record, or serves in lieu of the instructor, the appropriate College Dean or his/her designee shall assume the responsibilities normally discharged by the chair. In the event the student or instructor alleges that improper grade appeal procedures were employed, the appropriate College Dean or his/her designee shall investigate and take corrective action, if improprieties have occurred. The Committee is not authorized to reprimand or otherwise take disciplinary action against the instructor. Evidence put before the Committee shall be admissible in any disciplinary proceedings which may thereafter be undertaken against the instructor, but the disciplinary body shall make an independent determination of whether that evidence and any other information before that body constitutes sufficient proof of the conduct charged. None of the established procedures available to the instructor to raise grievances before the Faculty Affairs Committee or through CSU grievance procedures shall be abridged or affected by the actions of the Committee. The Provost/Vice President for Academic Affairs or his/her designee shall annually provide a written summary of grade appeals to the CSU Stanislaus Academic Senate and President. Specific questions regarding Grade Appeal Procedures should be addressed to the Vice Provost, whose office is located in the Mary Stuart Rogers Building, Room 370. Students may also call (209) 667-3082.

Grade Reports to Students

Students may access their grades by logging onto their account online at <http://mycsustan.edu/> and accessing their information. Instructions for use of Web Registration are included in the Schedule of Classes Informational Guide. Students may also order an official transcript after the conclusion of each term.

Change of Grade by the Instructor of Record

Grade changes are submitted to the Enrollment Services Office by the instructor on the Change of Grade Card. The appropriateness of the instructor's grade change is determined by the department chair, whose signature is required on the Change of Grade Card in addition to the instructor's signature. The Change of Grade Card is accepted only from the instructor, the department secretary, or other duly authorized department representative. There is no time limit imposed for such grade changes.

TIME LIMITS

Seven-Year Limit

Consistent with Title 5, of the California Code of Regulations, CSU Stanislaus policy specifies that no more than seven consecutive years may be used to complete the requirements for a graduate degree. An extension of time beyond the limit may be granted by appropriate campus authority if warranted by individual circumstances and if the outdated work is validated by examination or such other demonstration of competence as may be prescribed.

RESEARCH ETHICS & PROTOCOL

All research conducted by faculty, staff, or students, or using University facilities, personnel or students must comply with relevant federal, state, and University policies. Failure to follow these policies will lead to a research misconduct inquiry and may result in student research not being accepted in fulfillment of a degree requirement. Additionally, failure to comply with University requirements means that the researcher is not acting as an employee or student of the University, and he or she will be personally responsible for any legal actions resulting from the research activity.

Under University policy, all research involving live human beings as subjects must be reviewed and approved by the Institutional Review Board for the Protection of Human Subjects in Research. This approval must be obtained in writing prior to any data collection (e.g., pilot work, field testing). All research, research training, experimentation, biological testing, teaching, and related activities involving live vertebrate animals conducted at CSU Stanislaus or by CSU Stanislaus students or employees must be reviewed and approved by the Animal Welfare Committee. All research involving radioactive or other hazardous waste materials must be reviewed and approved by the University Risk Management Officer prior to obtaining the materials. Additional information on policy and procedures for conducting research at CSU Stanislaus may be obtained from the Office of Research and Sponsored Programs, (209) 667-3493.

PROBATION & DISQUALIFICATION

Probation

1. A student who is admitted in the doctoral program will be placed on academic probation if the student fails to maintain a cumulative grade point average of at least 3.0 (grade of B) in all units applicable to the program.
2. A student who withdraws from all or a substantial portion of a program in two successive terms or in any three terms may be placed on probation by the program.
3. The program may place a student on probation for repeated failure to progress toward the degree objective.
4. Failure to comply, after due notice, with an academic requirement may result in the program placing the student on probation.

5. A student placed on probation will be notified in writing and will be provided with the conditions to be met for removal from probation, as well as the circumstances which will lead to disqualification.

Disqualification

Doctoral students are subject to disqualification if, while on probation, the student fails to raise his/her grade point average to at least 3.0 within the time specified by the program. The disqualification decision for doctoral students is the responsibility of the appropriate program.

Administrative Academic Probation and Disqualification

Consistent with guidelines issued by the Chancellor of The California State University, a doctoral student may also be placed on probation or disqualified by appropriate campus authorities for repeated withdrawal, failure to progress toward an educational objective, and noncompliance with an academic department's program requirements.

LEAVES OF ABSENCE

Unavoidable Leave of Absence

Students withdrawing from CSU Stanislaus who will not be registered for at least one semester each calendar year for reasons beyond their control (e.g., compulsory military duty, medical, pregnancy, etc.) may request a "leave of absence" to protect their right to degree requirements which were fixed at the time of admission to the University. Submission of written verification explaining the reason(s) for non-enrollment is required. Financial reasons for non-enrollment are not an acceptable justification for Leave of Absence approval.

The Request for Leave of Absence form may be obtained from the program office or the Enrollment Services Office. Granting a "leave of absence" to a student does not guarantee readmission to the program nor exemption from the regular application for readmission procedure, application fees, and filing dates. Students may also protect their rights to a former catalog year for graduation requirements by enrolling at least part-time for one semester each calendar year.

INCOMPLETE GRADES

Incomplete Work

An incomplete signifies (1) that a portion of required coursework has not been completed and evaluated in the prescribed time period due to unforeseen but fully justified reasons beyond the student's control, and (2) that there is still a possibility of earning credit. It is the responsibility of the student to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements which must be satisfied to remove the Incomplete. The conditions for removal of the Incomplete shall be put in writing by the instructor and program director and given to the student, with a copy placed on file with the

program director. A final grade will be assigned when the work agreed upon has been completed and evaluated.

ADVISEMENT

The objectives of advisement of Ed.D. candidates are twofold: first, advisement by the program director is governed by the principle that enhancing the academic and professional development of students in the Ed.D. program is a central purpose of the program; and second, advisement by the program director promotes a well-planned and efficient Ed.D. course of study that can be completed within three years by working professionals and facilitates advocacy on behalf of students and their needs. The program director will oversee the progress of all students, provide consistent and accurate advising, and ensure students remain on-track for program completion. Core doctoral faculty who are selected by students will advise students with regard to the Written Qualifying Examinations, approval by the Institutional Review Board, and the dissertation. The department office maintains a log of program completion for each student and the program director will meet with each student to provide assistance in completing the Program of Study, which delineates plans for program completion (coursework, qualifying examination, and dissertation). The program director will review each student's progress every semester and as requested by the student and will provide appropriate assistance to those encountering difficulties.

All program faculty members have office hours during the weekday afternoons and evenings to provide outside-of-class advising and academic support regarding coursework assignments, preparation for qualifying examinations, and writing dissertations. Also, students have access to each faculty member's email address and office phone number.

Dissertation Chairs

Dissertation chairs provide academic discussion and dialogue that fosters embedding of dissertation research within each component of the curriculum and provide expert supervision to Ed.D. candidates in the conduct of rigorous dissertation research.

Mentoring

To ensure that candidates for the doctorate have mentors who assist them in learning leadership roles in institutional context and help induct candidates into the professional networks necessary to P-14 academic leaders, the Doctoral Executive Council has established a trained corps of mentors from among adjunct faculty and other practitioners holding high level P-12 or community college positions. Mentors provide orientation to the Ed.D. program requirements and curriculum, especially as it relates to field experience components. Each candidate is assigned a mentor, who is responsible for providing the candidate with coaching, modeling, and informal assessment on best ways to integrate research, theory, and practice.

PETITION, APPEAL & STUDENT GRIEVANCES

Appeal of Disqualification Status

A student who believes his/her disqualification was arbitrary, capricious, or discriminatory has the right of appeal. The student should direct the appeal to the program director. The appeals committee will consist of a faculty member from the program who is selected by the program director, a faculty member from the program who is selected by the student, and the chair of the appeals committee — a faculty member selected from outside the program by the College Dean.

PLAGIARISM & INTELLECTUAL HONESTY

Professional Ethics

Students admitted to the doctoral program are expected to adhere to the standards of conduct detailed in the program's statement of professional ethics. Failure to follow these guidelines or violations of the standards constitute student misconduct and will be handled in accordance with the student disciplinary guidelines in the CSU Stanislaus Student Handbook.

Intellectual Honesty

Respect for ownership and the expression of ideas is fundamental to advancing civilization, and it is a central feature of academic integrity. The expression of ideas is protected by law and appropriate citation credit is an ethical requirement for all scholarship. Plagiarism and any other representations in which a person knowingly presents the works of another without proper citation is cause for disciplinary action as detailed in the CSU Stanislaus Student Handbook.

THE LIBRARY

The University Library provides major educational, cultural, and information services to the University and the community. The library's mission is to support and supplement classroom and independent learning; facilitate and support student and faculty research; and provide users with lifelong skills in identifying, locating, evaluating, and synthesizing information. The library staff is dedicated to offering excellent reference, instruction, and access services to the University's campus and distance learning programs. The collection includes 361,000 volumes, 2,000 periodical subscriptions, 1.3 million microforms, 4,700 audiovisual materials, access to 70+ electronic databases and a growing number of electronic journals, video recordings, compact discs, and e-books. Since 1965 the library has been a partial depository of federal, state, and local documents. Other special collections include the University archive, with documents on local and University history, and the juvenile collection, which has 5,900 volumes of award-winning and notable titles in children's literature.

PSYCHOLOGICAL COUNSELING SERVICES

Mary Stuart Rogers Educational Services Gateway Building, Room 210, (209) 667-3381

The goal of Counseling Services is to assist students in dealing with life's challenges. The counselors are trained, licensed professionals. Confidentiality is a priority and students can be assured their privacy will be respected and maintained.

Individual Personal Counseling

Any type of problem or concern can be discussed one-on-one in a confidential setting, including:

- Alcohol or substance abuse
- Assertiveness
- Blocks to communication
- Career decisions
- Crisis
- Cross-cultural issues
- Family relationships
- Fear of failure or success
- Loss, separation, and divorce
- Personal growth

Couples Counseling

Counseling Services offers the opportunity to assess and work through problems or concerns with a spouse or partner. Counseling services are available free to currently enrolled students and, on a limited basis, to staff and faculty.

Growth Presentations and Groups

One-time presentations, as well as multiweek presentations and groups on selected topics, are offered throughout the year. Some common topics include: assertiveness training, stress inoculation, time management, self-esteem building, dealing with depression, women's support group, and dealing with difficult people. A brochure listing the topics for each term is available at the Counseling Office. Visit the Web site for dates and times.

- Personal relationships
- Procrastination
- Sexuality
- Social skills
- Stress management
- Weight or eating problems
- Dealing with past or present trauma, i.e. child abuse, molestation, or rape
- Faculty Support
- On-Campus Interviews

- Job Announcements
- Student Employment Service
- Workshops

DISABILITY RESOURCE SERVICES

*Mary Stuart Rogers Educational Services Gateway Building, Room 210, (209) 667-3159,
(209) 667-3044 TDD*

The Disability Resource Services Office works closely with students with disabilities to arrange individualized accommodation plans to meet their unique needs. The Office provides support services that may include: assistance with registration, orientation to campus, note takers, readers, interpreters/captioners, campus shuttle, designated parking, testing accommodations, material in alternate format, technology assistance, counseling, and liaison with faculty, University offices, and off-campus agencies.

HEALTH SERVICES

*Health Center Building (Turlock): (209) 667-3396
Acacia Building, Room 1050 (Stockton): (209) 467-5496 (limited services and hours)*

The nationally accredited Student Health Center offers a comprehensive range of primary care services and health education programs to all registered students. Fully funded by students through the mandatory health fee, the Student Health Center offers convenient, affordable and personalized care, privacy and confidentiality, and high patient satisfaction. A variety of health care professionals such as doctors, nurse practitioners, nurses, medical assistants, pharmacists, clinical laboratory scientists, health educators, and medical clerical personnel staff both the Health Center and the satellite clinic in Stockton.

In caring for the whole student, the staff strives to enhance students' physical and emotional wellness to contribute to their academic and career success. Specific services include:

- Preventive services
- Men's and women's health (physicals, Pap smears)
- Cholesterol screening
- Blood pressure monitoring
- Primary medical care services
- Treatment of illness and injury
- Minor office surgery
- Immunizations and TB screening

TUITION & FEES

The projected/estimated fees for the period from 2009-10 through 2012-13 are as below. The fee rate for 2009-10 is based on estimated budget compact between the Governor and higher education. The annual increase in fees is projected at a rate of 5-10% per year, and are subject to change.

CSU Ed.D. Fees	2009-10	2010-11	2011-12	2012-13
Academic Year Fee	\$8,763	\$9,201	\$9,661	\$10,144
Summer Fee	\$4,381	\$4,600	\$4,830	\$5,071
12-Month Fees	\$13,144	\$13,801	\$14,491	\$15,215

FINANCIAL AID, GRADUATE ASSISTANTSHIPS & SCHOLARSHIPS

Financial Aid & Scholarships

Mary Stuart Rogers Educational Services Gateway Building, Room 100, (209) 667-3336

Students may finance program costs independently or may qualify for financial aid in the form of grants or loans. Doctoral student fees include a 10% financial aid set-aside. These funds are available to provide financial assistance to students who qualify for need-based aid, as well as several graduate assistantships.

The Financial Aid & Scholarships Department administers federal, state and institutional financial aid programs and University scholarship funds available to help students meet their educational expenses. New students should review the Financial Aid information contained in the CSU Admission Application booklet or online at:

<http://web.csustan.edu/FinancialAid/financialaidresources/index.html>.

All applicants must complete the Free Application for Federal Student Aid (FAFSA) which may be obtained from university financial aid office or on the Internet at www.fafsa.ed.gov. Upon receipt of the FAFSA, the Financial Aid/Scholarships Department may request additional information. Application deadlines are observed, and students are encouraged to complete their applications as soon as possible, since funds are limited. Students interested in more information regarding financial aid, scholarship programs, or application procedures should inquire directly to the Financial Aid/Scholarships Department. The standard applicable to Financial Aid recipients for Satisfactory Academic Progress is found in the Financial Aid Handbook. Students can access their financial aid status online at <http://my.csustan.edu/>.

Financial Aid Programs for Qualified Students

Federal Pell Grant

The Pell Grant Program is a federally funded grant program available to qualified undergraduate students and credential candidates. These grants are designed to be the base award in a student's financial aid package to which other funds may be added according to total eligibility.

Federal Perkins Loan

The Perkins Loan Program is a federally funded program that provides long-term, low-interest loans in amounts governed by established eligibility and availability of funds. Five percent simple interest is charged and repayment begins nine months after the date the borrower ceases to maintain at least half-time enrollment. In some cases deferred payment or loan and interest cancellation is possible.

Federal Work Study Program

The Work Study program is a federally funded program that provides eligible students with the opportunity to work on or off campus in an effort to earn all or a portion of their Work Study award.

Short-Term Loan Fund

Short-term loans to meet educational expenses are available to enrolled students. A maximum of \$200 may be borrowed with repayment in 60 days.

State University Grant

The State University Grant is a state-funded grant program that looks to provide awards that cover a portion of the fees paid by eligible undergraduate and graduate students who are California residents.

Federal Stafford Loan

Loans are made available to students through private lending institutions such as banks, savings and loans, or credit unions. A subsidized loan is awarded on the basis of financial need. Students will not be charged any interest before repayment begins (typically six months after graduating, withdrawing, or dropping below half-time enrollment), or during periods of deferment. The Federal Government subsidizes the interest during these periods. An unsubsidized loan is not awarded on the basis of need; in effect, anyone may qualify regardless of income level. The student will be charged interest from the time the loan is disbursed, and has the option of making interest payments quarterly or "capitalizing" the interest – adding it to the principal so that the loan is actually growing during in-school and deferment periods. Some students may qualify for both types of loans during the same enrollment period; final eligibility will be determined by the Financial Aid Office. All loan applicants must enroll as at least half-time students. Loan amounts may be limited based on dependency status, class level, and total cost of education. Further information and application materials are available at the Financial Aid and Scholarships Office.

Student Assistant Work Program

This work program is funded through the State budget and is administered by the various academic departments on campus. Teaching Associates and Graduate Assistants — available to graduate students who demonstrate an outstanding record of scholarly achievement, subject

matter competence in their major fields, and the special qualities necessary to the duty assigned. Contact the program director for information. Graduate Research Awards — to support the student's research, scholarship, or creative activity. Contact the Graduate School for more information.

California Graduate Equity Fellowship

To increase the diversity of graduate students at California State University, Stanislaus, this program provides fellowships to economically disadvantaged students or to those from underrepresented groups. Filing deadlines are in the spring for the following fall. Contact the Financial Aid/Scholarships Department for information.

Endowed Fellowships

Endowed fellowships are established for certain content areas. Contact the program director for information.

California Pre-Doctoral Program

To increase the pool of potential faculty for California campuses, this loan program provides funds for students to travel to professional meetings, complete their doctoral education, and participate in CSU or UC summer research programs. Students must eventually teach at a State-Supported California University or College to have the loan forgiven. Contact the Graduate School.

California Forgivable Loan Program

This program offers loans and faculty sponsorship to full-time students pursuing doctoral degrees who are interested in a teaching career at a CSU campus. Students may pursue their studies at any accredited U.S. university. Twenty percent of the loan is forgiven for each year of full-time postdoctoral teaching at a CSU campus. Awards are made in the spring of each year. Contact the Graduate School at (209) 667-3129 for more information.

University & Program Scholarships

Students who demonstrate academic excellence may receive monetary support from nearly 140 available scholarships, including doctoral program scholarship. Scholarships are funded by private gifts, business donations, endowments, and fee revenues. Most awards range from \$100 to \$5,000 per academic year. Since 1996, more than \$10 million has been pledged and/or gifted to the CSU Stanislaus Foundation in support of scholarships, endowed scholarships and endowed operations from private donors. Doctoral program scholarships are for students who have been officially admitted into the program. For complete information, contact the Financial Aid and Scholarships Office at (209) 667-3336 or visit the Web site at:

<http://web.csustan.edu/FinancialAid/>



CALIFORNIA STATE UNIVERSITY, STANISLAUS
DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP

CORE DOCTORAL FACULTY ROSTER

Name	Position	Department	E-Mail	Phone
Borba, John	Professor	Advanced Studies	Jborba1@csustan.edu	667-3260
Borba, Antonio	Associate Professor	Advanced Studies	Aborba1@csustan.edu	664-6749
Covino, William	Provost/Professor	Provost's Office	wcovino@csustan.edu	667-3203
Demetrulias, Diana	Vice Provost/Professor	Provost's Office	ddemetrulias@csustan.edu	667-3082
Donnelly, Whitney	Assistant Professor	Teacher Education	wdonnelly@csustan.edu	467-5419
Fassinger, Ruth	Dean/Professor	College of Education	rfassinger@csustan.edu	667-3652
Fletcher, J. Sue	Chair/Professor	Physical Ed. & Health	jsfletcher@csustan.edu	667-3326
Flores, Juan	Professor	Teacher Education	jflores@csustan.edu	667-3292
Jensen, Chet	Professor	Advanced Studies	cjensen@csustan.edu	667-3475
Lee, Steven	Director/Professor	Advanced Studies	sklee@csustan.edu	664-6864
Myhre, Oddmund	Associate Professor	Advanced Studies	omyhre@csustan.edu	664-6677
Poole, Dawn	Chair/Professor	Advanced Studies	dpoole@csustan.edu	667-3495
Riggs, Jim	Professor	Advanced Studies	jriggs@csustan.edu	664-6789
Russ, Pamela	Professor	Teacher Education	pruss@csustan.edu	667-3510
Sayers, Dennis	Professor	Teacher Education	dsayers@csustan.edu	664-6721
Smith, Nancy Jean	Chair/Professor	Teacher Education	njsmith@csustan.edu	667-3357
Vega de Jesus, Ramon	Asst. Professor	Teacher Education	rvegadejesus@csustan.edu	667-3397
Wink, Joan	Professor	Teacher Education	jwink@csustan.edu	667-3471
Young, Shawna	Associate Professor	Physical Ed & Health	syoung@csustan.edu	667-3320



**CALIFORNIA STATE UNIVERSITY, STANISLAUS
DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP**

UNIVERSITY AFFILIATED DOCTORAL FACULTY ROSTER

Name	Position	Department	E-Mail	Phone
Boosalis, Chris	Associate Professor	Teacher Education	cboosali@csustan.edu	667-3045
Bruner, Jane	Associate Dean/Associate Professor	College of Natural Sciences	bruner@science.csustan.edu	667-3269
Colnic, David	Assistant Professor	Politics & Public Administration	dcolnic@csustan.edu	667-3520
Ferriz, Horacio	Professor	Physics, Physical Science & Geology	hferriz@geology.csustan.edu	667-3874
Howard, Jane	Professor	Psychology & Child Development	jhoward@csustan.edu	667-3504
Johnson, Lynn	Professor	Accounting & Finance	ljohnson@3@csustan.edu	667-3626
Kelly, Patrick	Professor	Zoology	patrickk@esrp.csustan.edu	667-3446
Lindsay, David	Chair/Professor	Accounting & Finance	dlindsay@csustan.edu	667-3297
Pham, Linda Trinh	Lecturer	Ethnic & Gender Studies	lindatrinhpham@csustan.edu	667-3037
Phillips, Shane	Chair/Associate Professor	Chemistry	shane@chem.csustan.edu	667-3545
Stevens, Michael	Assistant Professor	Biological Sciences	mstevens@biology.csustan.edu	667-3603
Sundar, Viji	Chair/Professor	Mathematics	vsundar@csustan.edu	667-3595



**CALIFORNIA STATE UNIVERSITY, STANISLAUS
DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP**

COMMUNITY AFFILIATED DOCTORAL FACULTY ROSTER

Name	Position	Affiliation
Duran, Benjamin	President	Merced College
Nadell, Bob	VP of Student Services	Modesto Jr. College
Rose, Richard	President	Modesto Jr. College
Spevak, John	VP of Instruction	Merced College



**CALIFORNIA STATE UNIVERSITY, STANISLAUS
DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP**

CORE FACULTY NARRATIVE

Dr. Antonio Borba is an Associate Professor in the Department of Advanced Studies in Education. Prof. Borba served as Superintendent for almost 20 years at Salida Union School District and Chatom Union Elementary School District in California, prior to joining the faculty in the College of Education in 2008. Among the accomplishments at Salida Union School District include leadership in the district qualifying for the Distinguished School Award and the district's nationally-recognized student intervention programs to address the needs of struggling students. Dr. Borba's professional activities include serving as Chair or Superintendents' Council, Stanislaus County SELPA (2005 to present), and former President of Association of Low Wealth Schools (2003-2004), and Chair of Stanislaus Child Care and Development Planning Council (2002-2004). In 2007 Prof. Borba was the recipient of the Educator of the Year Award, presented by the Portuguese Education Foundation of Central California. Dr. Borba received his doctoral degree in Educational Administration from the University of the Pacific.

Dr. John Borba is a Professor in the Department of Advanced Studies in Education. Prof. Borba has extensive experience in school administration, including serving as Principal and Curriculum Director for Stanislaus Union School District. Dr. Borba is widely published in the areas of educational policy and reform. Accomplishments include being selected the California Professor of the Year (2003) in School Administration by the Association of California School Administrators and serving as Lead Researcher of the Administrative Services Credential Task Force, California Commission on Teacher Credentialing in 2003. Courses taught at CSU Stanislaus include: Curriculum Planning and Supervision; Principalship and School Management; and School Governance, Politics, and Community Relations. In the past several years, Prof. Borba has supervised approximately 120 thesis projects. Dr. Borba previously served as Director of the Community College Teaching Certificate Program at CSU Stanislaus. Dr. Borba obtained his doctorate in Educational Administration from the University of the Pacific.

Dr. William Covino is Provost and Vice President for Academic Affairs at CSU Stanislaus. Dr. Covino is also holds a faculty appointment as Professor of English in the College of Humanities and Social Sciences at CSU Stanislaus. Prior to his current post at CSU Stanislaus since 2006, Dr. Covino served as Dean of the Dorothy F. Schmidt College of Arts and Letters-Multi Campus, Florida Atlantic University (2001-2006) and as Chair of University Academic Programs Institutional Effectiveness (2000-2002) and in the Department of English at Florida Atlantic University (1998-2000). Prof. Covino is a member of various scholarly and academic organizations, including the Advisory Committee for the *Publications of the Modern Language* (since 2002). Dr. Covino's research articles have been published in about a dozen leading journals. Dr. Covino holds a doctorate in English from the University of Southern California.

Dr. Diana Demetrulias is a Professor and Vice Provost at CSU Stanislaus. Dr. Demetrulias has held this position since 1992. She previously served (1983-1992) as Dean of the College of Education at CSU Stanislaus, and as Chair of the Department of Secondary Education in the College of Education, Bradley University, Illinois. Prof. Demetrulias is widely published in various national leading education and literary journals. Dr. Demetrulias served as a member of the editorial boards for several publications, including *The Journal of the Association of Mexican*

American Educators (1988-1994), *Duke University Press* (1989-1996), and *Journal of the National Association for Women Deans, Administrators, and Counselors* (1982-1984). Recognitions include being selected "Women of the Year" by the Stanislaus County Commission on Women (2007) and "Outstanding Researcher" by the State of California Association for Teacher Educators (1990). Prof. Demetrulias obtained her doctoral degree in Secondary Education from Ball State University (joint doctoral program with Indiana University and Purdue University).

Dr. Whitney Donnelly is an Assistant Professor in the Department of Teacher Education. Prof. Donnelly was an elementary school teacher for 13 years, including serving as Reading Specialist for five years. Prof. Donnelly's expertise includes education policy, school organization, literacy, qualitative research methods, and academic writing. In the past 10 years, Dr. Donnelly has presented at or participated in approximately 10 local and national conferences. She is currently engaged in a qualitative study, focused on understanding how new teachers come to terms with conflicts between what was learned in teacher education methods courses and policy initiatives implemented in schools. Prof. Donnelly received a doctoral degree in Education with a focus on Language and Literacy, School Organizational, and Educational Policy from University of California, Davis. She holds Professional Clear Multiple Subjects Credential and Professional Clear Specialist Instruction in Reading and Language Arts from the California Commission on Teacher Credentialing.

Dr. Ruth Fassinger is a Professor and Dean of the College of Education at CSU Stanislaus. Prof. Fassinger joined the College of Education in July 2008. Dr. Fassinger previously held professorship at the University of Maryland (1988-2008). She was Interim Chair of the Department of Counseling and Personnel Services, University of Maryland, 2006-08. Prof. Fassinger is a specialist in counseling psychology and gender studies. Since 1998, Dr. Fassinger has published or co-published in some 50 journals, edited books, monographs, and reports. Among the recent grants and awards received include \$354,000 from the National Science Foundation (2002-05). Prof. Fassinger also serves as a member of the Editorial Board of several publications, including *The Counseling Psychologist* and *Journal of Lesbian Studies*. Dr. Fassinger holds numerous leadership positions at various professional and academic organizations, including the American Psychological Association. Prof. Fassinger received her doctoral in Psychology from Ohio State University.

Dr. Sue Fletcher is a Professor and Chair in the Department of Physical Education and Health, College of Education. Dr. Fletcher was a post-doctoral fellow at National Collegiate Athletic Association (1994). Dr. Fletcher served as chair and member of 10 thesis committees in the past five years. Prior to joining CSU Stanislaus, Prof. Fletcher taught at various community colleges in California (1971-1983). Dr. Fletcher is a member of the Board of Associate Editors of the highly regarded *American Journal of Health Education*. At CSU Stanislaus, Dr. Fletcher has taught courses related to health and safety. Prof. Fletcher holds a doctorate in Curriculum and Instruction from University of San Francisco.

Dr. Juan Flores is a Professor in the Department of Teacher Education. Dr. Flores previously served as Chair of the Department of Teacher Education at California State University, Stanislaus. Prof. Flores' is nationally known for his expertise in curriculum development and diversity education. Among the major grants received are Intern Grant (\$415,000) and Bilingual Paraprofessional Career Ladder Grant (\$183,000/Year). Dr. Flores serves as co-editor of the *Journal of the Association of Mexican American Educators*. Prof. Flores' teaching includes: Advanced Theories in Teaching Cultural Diversity; Multilingual Education Content Area; Foundations of Education, Diversity, and Society. Prof. Flores obtained his doctoral degree in Curriculum and Instruction from the University of the Pacific.

Dr. Chet Jensen is a Professor in the Department of Advanced Studies in Education. Dr. Jensen worked in public education for 15 years, prior to joining CSU Stanislaus. Dr. Jensen was the recipient of the School Administration Professor of the Year Award from the Association of California School Administrators in 2005. Dr. Jensen's specialization is in the study of perception related to policy and program effectiveness. In the past five years, Prof.

Jensen has made presentations at more than 15 conferences. Courses taught at CSU Stanislaus include: Educational Leadership: Legal Framework; Educational Leadership; Personnel Management; Seminar: School Finance and School Law; and Principalship and School Management. Since joining CSU Stanislaus in 2000, Dr. Jensen has supervised 99 thesis projects. Prof. Jensen holds a doctorate in Educational Administration/Curriculum and Instruction from the University of the Pacific.

Dr. Steven Lee is a Professor and Director of the Doctoral Program in Educational Leadership. Prof. Lee held various administrative and faculty positions in public and private universities, including serving as Director of Adult Education and Teacher Education (1997-2003), Associate/Dean (2005-07), and Chair of Department of Curriculum and Instruction (2004-06). Prof. Lee's specialization is in language acquisition, diversity education, and curriculum development. Dr. Lee is widely published and has presented at more than 50 national and international conferences in the past seven years. Prof. Lee serves as editor of the *Journal of Current Research and Practices in Language Minority Education*. Dr. Lee is a co-founder of the nationally renowned Asian BCLAD Consortium, composed of membership of six CSU campuses in Southern California. Prof. Lee received his doctorate in Education from the University of Southern California.

Dr. Oddmund Myhre is an Associate Professor in the Department of Advanced Studies in Education. Prof. Myhre has an extensive background in educational technology and quantitative research, including more than a dozen publications and reports related to assessment and evaluation. Dr. Myhre's previous experience related to technology and research, include serving as Co-director of Applied Research and Development Center at Western Washington University (2000-01). For four years, Prof. Myhre served as a member of the University Institutional Review Board of CSU Stanislaus. Among the courses taught at CSU Stanislaus are: Introduction to Educational Research; Introduction to Quantitative Research; Research Trends; Technology in Education; Technical Integration Strategies. Dr. Myhre holds a doctorate in Educational Technology/Curriculum and Instruction from the University of Washington.

Dr. Dawn Poole is a Professor and Chair in the Department of Advanced Studies in Education. Dr. Poole's expertise is in the use of technology for managing assessment, remediation, and learning. Prof. Poole served as an editor for *Step-by-step Spreadsheet activities for Excel 2000* and for *Step-by-step spreadsheet activities for Appleworks*. In the past 10 years, Dr. Poole has presented and published in more than 20 conferences and journals. Major grants and awards include Delta Sierra Educational Technology Professional Development Program (\$211,400) and Pacific Thesis Award (\$80,000). In the past seven years, Dr. Poole has chaired 20 graduate thesis committees and served in 33 thesis and project committees. Courses taught at CSU Stanislaus include: Methods of Research; Introduction to Educational Research; Introduction to Quantitative Research; Educational Technology Foundations; School Technology Leadership; Technology in Education. Prof. Poole's doctorate is in Curriculum and Instructional Technology from Iowa State University.

Dr. Jim Riggs is a Professor in the Doctoral Program. For 10 years, Dr. Riggs served as President of Columbia College (Yosemite Community College District). Dr. Riggs has an extensive background in higher education administration. Leadership posts include serving as Vice President of Education and Student Services, Lincoln Land Community College, Springfield, Illinois (1994-97); Executive Dean of Lake County Campus of Yuba College (1987-1994); and Associate Dean of Instruction/Extended Education, Merced, College (1986-87). Dr. Riggs also taught in the doctoral program in the Department of Educational Administration at the University of the Pacific (2007) and in the Community College Teaching Certificate Program at CSU Stanislaus (2002, 2005, and 2006). He taught courses in community college instruction, student services administration, and community college leadership seminar. Dr. Riggs obtained his doctorate in Community College Leadership and Curriculum from the University of Southern California.

Dr. Pamela Russ is a Professor in the Department of Teacher Education and University Director of Aspire-CSU Stanislaus Early College High School (Stockton, California). Dr. Russ is well known for her scholarly work related to multicultural and cross-cultural education. Currently, Dr. Russ has half a dozen publication projects under review for publication by major publishers. Prof. Russ was a Newcomb Fellow at Tulane University (1989-91) and she was the recipient of the Award for Dissertation Study from the Graduate School, University of New Mexico (1988-89). Dr. Russ has taught various courses at CSU Stanislaus including: Foundations of Education Diverse Strategy; Foundations of Secondary Education; Instruction, Assessment, and Management; and Field Experience. Prof. Russ received her doctorate in Curriculum and Instruction from University of New Mexico.

Dr. Dennis Sayers is a Professor in the Department of Teacher Education and Director of Interdisciplinary Studies. Prof. Sayers' experiences include serving as Senior Research Scholar at the University of California's Educational Research Center (1995-97) and as Teacher-Researcher at Center for Accelerated Learning in Fresno Unified School District (1997-2001). Among his numerous scholarly achievements is publication of the book, titled *Literacy, technology, and diversity*, a book he co-authored with Jim Cummins and Kristin Brown. Another book, *Discovering classroom linguistics: Research-based visual approaches for language awareness*, is expected to be published in June 2007. For six years, Dr. Sayers served as editor of the monthly "Language-Minority Students and Technology" column of the *National Association for Bilingual Education News*. He also served for two years as associate editor and column editor of "Technology and Diversity" in *Multicultural Education*, a publication of the National Association for Multicultural Education. Among the courses taught at CSU Stanislaus include: Introduction to Educational Research; Analysis and Strategies; Multilingual Education in the Content Area; and Reading/Language Arts. Prof. Sayers received a doctorate in Teaching, Curriculum and Learning Environments from Harvard University.

Dr. Nancy Jean Smith is a Professor in the Department of Teacher Education. Dr. Smith holds credentials and certificates in Provisional Administrative Services, Clear California K-8 Teaching, and California BCLAD. Prof. Smith is active nationally and internationally, having presented at numerous national and international conferences. Dr. Smith's accolades and accomplishments include serving as Carnegie Faculty Fellow, California Campus Compact Corporation for National and Community Service (2007); being selected as semifinalist for the Outstanding Dissertation Award from the National Association for Bilingual Education (1996); and serving as Title VII Doctoral Fellow for the U.S. Department of Education, OBEMLA, University of San Francisco (1993-95). Dr. Smith's academic expertise is in multicultural education and critical pedagogy. Dr. Smith has taught more than a dozen courses at CSU Stanislaus including: Multilingual Education Evaluation; Advanced Theories in Teaching Cultural Diversity; Elementary Curriculum and Instruction; and Foundations of Education in a Diversity Society. Prof. Smith received a doctorate in International and Multicultural Education from University of San Francisco.

Dr. Ramon Vega de Jesus is an Assistant Professor in the Department of Teacher Education. Dr. Vega de Jesus also coordinates the M.A. program in Curriculum and Instruction. His scholarship activities include publications and presentations related to bilingual education, cultural and social issues in education, and identity development. In the past three years, Dr. Vega de Jesus has served in approximately 25 thesis committees at CSU Stanislaus. Prof. Vega de Jesus is co-founder of the Central Valley Dual Language Consortium. Among the courses taught at CSU Stanislaus include: Introduction Educational Research; Introduction to Qualitative Research; Secondary Education; Science and Health Methods; and Multilingual Education in Secondary Schools. Prof. Vega de Jesus obtained his doctorate in Educational Psychology from University of Connecticut.

Dr. Joan Wink is a Professor in the Department of Teacher Education. Prof. Wink's public school experience includes serving as teacher in Benson, Texas (1977-1985) and as Title VII Director at Davis Joint Unified School District (1985-1989). Prof. Wink is very active in scholarship activities. In the past five years, Dr. Wink's articles have appeared in some eight journals and publications. She also has presented at numerous state, national, and

international academic organizations. Dr. Wink is an expert in the areas of curriculum design and pedagogy. Teaching experience at CSU Stanislaus include: Multilingual Education Evaluation; Theory of Multilingual Education; Foundations of Secondary Education; and Analysis and Strategies of Teaching. Prof. Wink has supervised over 35 thesis and graduation projects at CSU Stanislaus. Dr. Wink received her doctorate in Educational Curriculum and Instruction from Texas A & M University.

Dr. Shawna Young is an Associate Professor in the Department of Physical Education and Health. Prof. Young has been a faculty member at CSU, Stanislaus since 1996. She formerly held teaching and coaching positions at various elementary and secondary schools and colleges. Prof. Young's academic expertise includes curriculum and instruction, physical education pedagogy, and program assessment. In the past five years, Dr. Young has published more than a dozen articles in refereed journals and conference proceedings. Prof. Young is also an avid presenter at local, regional, and national conferences. She is a program reviewer for the California Commission on Teacher Credentialing (CCTC). Prof. Young received her doctorate in Curriculum and Instruction from Boise State University.

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