CALIFORNIA STATE UNIVERSITY, STANISLAUS

DOCTORAL PROGRAM IN
EDUCATIONAL LEADERSHIP

PROGRAM HANDBOOK

2012-2013

Updated June, 2012

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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 committed to 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 practica 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 a strong CSU Stanislaus tradition in graduate and professional teacher, counseling, and administrative education at 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 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 in 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.

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.

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, while not members of the Core Doctoral Faculty, bring specific expertise pertinent to educational or instructional leadership, This includes individuals who are currently, or who have recently been, employed by a P-12 or community college partner.

STUDENTS

Student Body

The diverse student body of the University includes many first-generation college students and working parents. The University student body of 9,246 includes 7,921 undergraduate students and 1,325 graduate students (Fall, 2011). 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.

MISSION AND VISION STATEMENTS

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 mission of the College of Education is to engage faculty and students in instruction, research, and activities that provide subject specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing professional activities. We are committed to the education of diverse educational leaders who meet the needs of a multicultural and multilingual society. The programs are designed to advance the personal, ethical, and professional qualities of students through participation in coursework, field experiences, and research that together cultivate reflection and encourage innovations central to the field of education. The College provides multiple and systematic opportunities for candidates to make connections between their professional duties and the role of education within the local and global society and to serve as advocates 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 in three years is expected and 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, leadings 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 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 designed 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 designed to address 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 27 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**

Course Descriptions

<u>Core/Foundation Courses (9 courses; 27 units)</u>
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. 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

Admission Requirements and 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 and 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 and 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 120. 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
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 and 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 and Registration Returning Students
Former CSU Stanislaus students 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 degree, credential, or certificate programs will require completion of regular admission procedures.

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. Late applications are accepted under unique circumstances.

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 REQUIREMENTS

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.

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 immediate 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 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 (*See "Tuition and Fees" for fee implications*). 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 Council 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.

Written Qualifying Examination

During the final semester of the core coursework or the semester immediately following, each student must pass a Written Qualifying Examination in order to advance to candidacy. This examination will demonstrate students' command of knowledge relevant to educational leadership that has developed throughout the core courses. By the time the students have completed the nine core courses, it is expected they will have developed a strong foundational understanding of the major concepts of scholarly literature, best practices and application process covered in these courses to support the four overarching program goals of the Ed.D program, which include *Visionary Leadership*; *Teaching and Learning*; *Program Evaluation* and *Applied Research*.

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 three questions based on an educational leadership issue that is identified by the student and agreed on by the chair.

Each essay question will focus on one of the following broad areas within the context of the specific educational leadership issue:
1. Applied Research and Program Evaluation Aspects Related to the Issue
2. Foundational, Historical and Theoretical Aspects Associated with the Issue
3. Practical Applications, and Program and/or Policy Development Related to the Issue

Students will select two questions (out of the three) to answer. The body of each essay will be approximately 7 to 8 pages in length excluding references, tables, graphs, etc…, double-spaced, 12 point Times New Roman font, using current APA format. A title page, abstract page and references are also required.

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 or community college leadership. The completed responses must be submitted electronically to the chair of the Written Qualifying Examination Committee within contiguous 72 hours. The chair of the committee will notify the student of the outcome of the examination within 5 days.

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.

The Graduate Writing Assessment Requirement

In order to comply with state mandates under Executive Order 665, the Ed.D Program has determined that successful completion of the Written Qualifying Exam will fulfill all requirements to demonstrate graduate writing proficiency.

Rubric for Qualifying Examination and Advancement to Candidacy

	0 * Unacceptable/Incomplete	1* Acceptable	2* Accomplished
Subject Matter Knowledge	There is limited recognition of the breadth, scope and nature of the subject matter and how it relates to and is connected with other important educational issues.	The conceptualization of the essay in its discussion of the subject matter is clear and sound. The rationale is developed and variables/phenomena articulated in appropriate historical and contemporary context. Citations are included to support arguments.	The treatment of the subject matter is broadly conceptualized and has clear capacity to affect practice and be a contribution to the field. The significance of educational issue is clearly stated and its relationship to education reform is compelling and cogently presented. Student demonstrates a strong understanding of the scholarly contributions related to the educational issue.
Application of Theoretical Principles	There is limited or no evidence or recognition of how to appropriately apply theoretical principles related to the educational issue and how these principles can be used to help better understand and address the educational issue.	Presents an appropriate understanding of how to apply theoretical principles to the educational issues and how the principles relate to best practices in educational leadership, and/or pedagogy.	Displays a broad and in-depth understanding of how to apply appropriate theoretical principles to the educational issue and how these principles relate to strengthening the learning environment and/or the underpinnings of educational leadership.
Critical Appraisal of an Educational Problem or Issue	There is limited or no critical assessment of the educational issue and how the issue interrelates with other pedagogical and/or educational leadership issues.	There is appropriate critical assessment of the educational issue. The essay demonstrates sufficient originality, critical thinking, and new perspectives related to understanding the full dimension of the issue. Provides evidence of adopting a critical position regarding how to approach addressing the educational issue.	The critical appraisal of the educational issue is strong and thorough. The design and conceptual framework evidences a creative, unique approach to the educational issue yielding a coherent and well-rounded analysis of the issue. A critical position regarding how to approach the issue is adopted and clearly articulated.
Understanding of Formal Academic Conventions of Composition and Rhetoric	Discussion/language is unclear, ambiguous and lacks conciseness. Limited and inadequate use of appropriate educational terms, expressions and concepts. There are several grammatical and other mechanical problems within the essay.	The writing conventions communicate essential information with clarity, precision and coherence. Appropriate and concise language is used.	The writing conventions included enhance the readability and sophistication of the paper. Transitional structures are in place and topics and subtopics are appropriately used. 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. The style and format are clear and written with vitality.

	0 * Unacceptable/Incomplete	1* Acceptable	2* Accomplished
Style and Format	Inappropriate or inadequate format is used to answer the essay question. Numerous APA errors. Writing is not professional. Required format is not adequately followed. Limited citations are provided.	Appropriate scholarly essay format is used for the response. Previous research is adequately characterized and referenced. APA is used correctly. Writing is professional. Adequate citations are provided.	Clear and concise scholarly essay format is used for the response. Previous research is thoroughly and succinctly characterized and referenced. Citations are abundant, synthesized, and support assertions. APA is used correctly. Writing is professional and creative.
Achievement of Program Goals ** A. Visionary Leadership: Systemic Education Reform B. Teaching and Learning: leadership for high student achievement C. Program Evaluation: empirical evaluation of educational effectiveness D. Applied Research: educational improvement	Essay does not demonstrate an adequate understanding nor sufficiently applies the appropriate concepts which are embedded in the four program goals.	Essay demonstrates an adequate understanding and sufficiently applies the appropriate concepts which are embedded in the four program goals.	Essay demonstrates a strong understanding, and effectively and creatively applies the appropriate concepts which are embedded in the four program goals.

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

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:

- 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.
- 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.

Opportunities for students to complete work in support of the dissertation shall be embedded throughout the Ed.D. curriculum.

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.

Dissertation Proposal Rubric

	0 Unacceptable	1 Acceptable	2 Accomplished	Rater Comments and Score
Purpose and Significance	Purpose and objectives lack careful thought and are poorly articulated.	The purpose and objectives are logical. Academic merit of the research is shown.	The purpose and objectives for this study are well defined. Intellectual merit and broader impacts of research are specified.	
Introduction	The study rationale is poorly developed. The study lacks careful thought.	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 introduction elaborates on the study's contributions to the field and demonstrates possibility of publication in professional media. The study is broadly conceptualized and has clear capacity to affect educational practice and contribute to the research literature.	
Literature Review	The literature review is weak. Relevant literature is weak or misinterpreted.	The literature review is extensive and 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 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	Study relies on inappropriate or incorrect methods.	The methodology is appropriate, reliable, valid, and replicable 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	APA format not followed. Sloppy presentation.	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	Poorly written. Inadequate focus and coherence. Does not meet standard writing conventions.	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.	

Over-All Score

Additional Rater Comments:

Dissertation Proposal Oral Defense Rubric

	0 Unacceptable	1 Acceptable	2 Accomplished	Rater Comments and Score
Introduction to Problem and Significance	Poorly developed rationale for the study. Purpose unfocused and unclear.	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.	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	Methodology inadequately addressed. Schedule lacks clarity.	A definition of methods was provided. Areas of potential errors were addressed. 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	Presentation was unfocused. Presentation did not reflect well developed critical thinking skills.	The presentation followed a somewhat logical progression. The introduction was appropriate and the conclusion reiterated the main points. Preparation evident.	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 ineffective. Did not enhance oral presentation.	Visual aids were appropriate and complemented the verbal message.	Visual aids were appealing and enriched the verbal message.	
Delivery	Delivery was not focused. Poor communication skills.	Provided an effective delivery, spoke clearly and loudly enough for the audience to hear.	The delivery style was excellent, spoke with confidence and ease.	
Mechanics	Poor eye contact and poor articulation. Lacked professional appearance.	Maintained good eye contact except when consulting notes. Appropriate 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	Presentation unclear. Language inappropriate for audience.	The language used was appropriate for a general audience. Some verbal fillers were used.	Used advanced technical language appropriate for an educated audience. No verbal fillers were used.	
Timing	Too brief, too long for the time allotted.	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	Unable to respond effectively. Incomplete answers. Arguments poorly presented.	Substantive and methodological questions were answered correctly.	Substantive and methodological questions were answered confidently, accurately, and reflected deep knowledge of the research	

Questions			topic.	

Over-All Score

Additional Rater Comments:

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 members 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	- 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	- 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	- 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	- 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	- 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	- The dissertation demonstrates that candidate has met program and student learning outcomes.
	  • 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
   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
   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
   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.
   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
   a. Technical terms or special word uses are provided and conceptually justified.

6. Assumptions, Limitations, Scope and Delimitations
   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
   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
   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
    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
    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,
    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
    a. Literature related to the method(s) is reviewed.
    b. Literature is related to the use of differing methodologies to investigate the outcome 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.

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
    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

Dissertation Rubric

	0 Unacceptable	1 Acceptable	2 Accomplished	Rater Comments and Score
Content and Originality	Design and framework lack originality. Duplication of prior scholarship in the field.	The investigation demonstrates originality and critical thinking. The study is a significant research endeavor contributing 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.	
Educational Reform	The investigation does not show insight or originality. Does not address reform in a substantive manner.	The investigation demonstrates originality and critical thinking. The study is a significant research endeavor contributing to educational reform.	Dissertation design and conceptual framework evidence exceptional originality and independent thinking, making a significant contribution to educational reform efforts.	
Abstract	Failed to convey the project in the context of literature. No rationale. Purpose was unfocused and unclear.	Appropriate in tone, structure, and length; Offers succinct descriptions of the problem, subjects, methods, findings, conclusions, and implications of the study.	A polished style and precision of information appropriate for publication in an educational research journal.	
Introduction Purpose of the Study	Failed to review literature relevant to the study. No synthesis, critique or rationale. Lacks description of research samples, methodologies, and findings.	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. The conceptualization of the study is clear and sound.	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	Little or no description of subjects, design/approach, methods/procedures, and statistical analyses.	The literature review is comprehensive with appropriate coverage and synthesis of key variables. The review is organized, and the topical progression is apparent.	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.	

	0 Unacceptable	1 Acceptable	2 Accomplished	Rater Comments and Score
Methodological Soundness	Little or no discussion of project findings/outcomes. Displayed poor grasp of understanding. Conclusion/summary not supported by findings/outcomes.	The methodology and analysis are appropriate, reliable, valid, and replicable.	The methodology employs advanced statistical analyses reliability, and validity and provides rich exploration of complex multiple variables.	
Results Findings Data Analyses	The dissertation lacks clarity and precision. Sentences are poorly constructed and confusing. Word choice, grammar, punctuation, and spelling reflect poor grasp of basic writing conventions. Narrative absent.	The results and finding of the study are consistent with the data collected and reflect a critical analysis of the data. The results are presented in an organized manner and address 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.	
Conclusion and Recommendations	Conclusions are supported by the data. Recommendations are weak and inconsistent.	Conclusions/recommendations generally based on findings and outcomes.	Conclusions and recommendations appropriate and clearly based on outcomes.	
Style and Format	APA format not followed. Sloppy presentation.	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	Poorly written. Inadequate focus and coherence. Does not meet standard writing conventions.	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.	

Over-All Score

Additional Rater Comments:

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. The oral defense must be scheduled early enough in the semester to allow for the student to meet all deadlines for submittal of the dissertation to the Library for format/reader review and other applicable deadlines as set by the Graduate School, Library and the Ed.D Program. 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 (with notification 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 on or by the date set by the program Director and Graduate School.

When the dissertation has been accepted and signed off by the Dissertation Committee, Program Director, and College Dean, a copy (unbound) of the original shall be delivered to the University dissertation reader in the University Library to ensure conformity to the university format guidelines. The Library shall notify students if any revisions or corrections are to be made. A dissertation clearance form will be issued after the final version of the dissertation is in electronic format and submitted and accepted by the University Library.

All completed and approved dissertations shall be published electronically in accordance with procedures and guidelines established by the University Library, Graduate School and the Ed.D. Program.

Dissertation Final Oral Defense Rubric

	0 Unacceptable	1 Acceptable	2 Accomplished	Rater Comments and Score
Content and Originality	Design and framework lack originality. Duplication of prior scholarship in the field.	The investigation demonstrates originality and critical thinking. The study is a significant research endeavor contributing 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	Sequencing of presentation was confusing. Information missing or misrepresented.	The presentation followed a somewhat logical progression. The introduction was appropriate and the conclusion reiterated the main points. Preparation evident.	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 ineffective. Did not enhance oral presentation.	Visual aids were appropriate and complemented the verbal message.	Visual aids were appealing and enriched the verbal message.	
Delivery	Delivery was not focused. Poor communication skills.	Provided an effective delivery, spoke clearly and loudly enough for the audience to hear.	The delivery style was excellent, spoke with confidence and ease.	
Mechanics	Poor eye contact and poor articulation. Lacked professional appearance.	Maintained good eye contact except when consulting notes. Appropriate 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	Presentation unclear. Language inappropriate for audience.	The language used was appropriate for a general audience. Some verbal fillers were used.	Used advanced technical language appropriate for an educated audience. No verbal fillers were used.	
Timing	Too brief, too long for time allotted.	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	Unable to respond effectively. Incomplete answers. Arguments poorly articulated.	Substantive and methodological questions were answered correctly.	Substantive and methodological questions were answered confidently, accurately, and reflected deep knowledge of the research topic.	

	0 Unacceptable	1 Acceptable	2 Accomplished	Rater Comments and Score
Program Goals	Research failed to successfully address one or more of the four 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 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.	

Over-All Score:

Additional Rater Comments:

POLICIES AND REGULATIONS

Non-Discrimination and Sexual Harassment
See University catalog for the most current policy regarding non-discrimination & sexual harassment**:** http://catalog.csustan.edu/index.php.

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: http://www.csustan.edu/admissions/documents/ResidencyQuestionnaire.pdf.

> 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 and Cancellation/Withdrawal
See Schedule of Classes: http://www.csustan.edu/classschedule/
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 and 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.

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 and Dropping Courses
Schedule of Classes: http://www.csustan.edu/classschedule/

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
http://catalog.csustan.edu/content.php?catoSID=8&navoSID=296

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

Grade Appeals
http://www.csustan.edu/Catalog/

http://www.csustan.edu/asi/FormsPublications/GradeAppealPolicyandProcedures.Final.3-08-07.pdf

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 and 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 and 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

Contact the Program Director/Ed.D. Office to obtain information on the most current policy related to unavoidable leaves of absence.

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.

Petition, Appeal, and Student Grievances
The program adheres to all relevant College and University policies relative to Student Complaint Procedures.

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 and Intellectual Honesty
http://www.csustan.edu/JudicialAffairs/documents/Student_Code_of_Conduct.pdf

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. Failures 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.

RESOURCES

The Library
http://library.csustan.edu/

Psychological Counseling Center
Mary Stuart Rogers Educational Services Gateway Building, Room 210, (209) 667-3381
http://www.csustan.edu/counseling/

Disability Resources Services
Mary Stuart Rogers Educational Services Gateway Building, Room 210, (209) 667-3159, (209) 667-3044 TDD
http://www.csustan.edu/drs/

Health Services
Health Center Building (Turlock): (209) 667-3396
Acacia Building, Room 1050 (Stockton): (209) 467-5496 (limited services and hours)
http://healthcenter.csustan.edu/

TUITION and FEES

Fees are assessed per session and not on a course by course basis.

The tuition and fees for doctoral students in Fall, 2011 were $5805. Due to the recent volatility of tuition increases in California higher education students are advised to check periodically with the Program Director/Ed.D Office to determine the latest information.

Any student not completing the program in three years must remain continuously enrolled until the dissertation is completed and successfully defended. Students in this situation will be expected to pay full tuition and fees during each session until completion.

FINANCIAL AID, GRADUATE ASSISTANTSHIPS, and SCHOLARSHIPS

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

The Financial ASID & 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 ASID information contained in the CSU Admission Application booklet or online at:
http://web.csustan.edu/FinancialASID/financialaSIDresources/index.html.

CALIFORNIA STATE UNIVERSITY, STANISLAUS
DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP

APPENDICES

Program Forms

- Intent to Enroll Form

- Application for Graduate Assistantship

- Scholarship Application

- Program of Study

- Criteria and Guidelines for Assigning an Incomplete Grade

- Petition for Exception Form

- Nomination of the Qualifying Examination Committee

- Advancement to Candidacy Report

- Dissertation Proposal Decision

- Doctoral Dissertation Committee

- Report of the Dissertation Defense/Final Examination

- Core Doctoral Faculty Roster

- University Affiliated Doctoral Faculty Roster

- Community Affiliated Doctoral Faculty Roster

CALIFORNIA STATE UNIVERSITY, STANISLAUS
DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP

Intent to Enroll Form

Please complete and return the form to the address indicated below. The form must be received by _____ to ensure that the offer of admission is valid, and that you receive further information related to the program. You will be receiving registration and financial aid information from the Graduate School shortly. Please note the two courses that newly-admitted students will take during first term:

            EDEL 9002, Applied Quantitative Research
            EDEL 9003, Leadership and Organizational Theory and Practice

_____   I intend to enroll.

_____   I do not intend to enroll.

Reason:

Name: _____ SID No.:_____

Address: _____

        City   State/Country   Zip

Phone No.:_____ E-Mail Address: _____

Signature: _____ Date: _____
_____

Please return the completed form to:

Doctoral Program in Educational Leadership
California State University, Stanislaus
College of Education
One University Circle

CALIFORNIA STATE UNIVERSITY, STANISLAUS
DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP

Turlock, CA 95382

Application for Graduate Assistantship

Graduate Assistantships, normally one-term positions with a possibility of renewal for up to a year, are available only to those who can work during week days. The following materials are required for consideration for a Graduate Assistantship.

_____   Application for Graduate Assistantship
_____   Recommendation Letters (specific to this position)
_____   Narrative Responses (on this form)

Student's Name: _____SID No.: _____

Address:

_____
City   State   Zip

Phone No.: _____   E-Mail: _____

Area of Concentration: _____ P-12   _____ Community College

Term/Year Applied for: _____ Anticipated Graduation Term/Year: _____

Colleges & Universities Attended:

From-To (Most Recent First)	Name of College/University	GPA

Do you consider your graduate grades to be an adequate indicator of your ability?

Yes _____   No _____

CALIFORNIA STATE UNIVERSITY, STANISLAUS
DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP

If no, please explain:

_____
_____
_____
_____

GRE Scores: Verbal _____   Quantitative _____   Writing _____

Units Completed to Date in Doctoral Program: _____   Doctoral GPA _____

Education/Academic Experience:

From-To (Most Recent First)	Name of School/College/University	Position/Title

Have you worked as a Teaching Assistant, Graduate Assistant, or Student Assistant at a college or university? If yes, please explain the duties you performed:

_____
_____
_____

Please list below two persons, at least one of whom is a university professor, who can describe your skills and your potential as a Graduate Assistant:

Name: _____ Title/Position: _____

Name of School/Institution:
_____

Address:
_____

E-mail _____   Phone _____

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DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP

Name: _____ Title/Position: _____

Name of School/Institution:

_____

Address:

_____

E-mail _____Phone _____

CALIFORNIA STATE UNIVERSITY, STANISLAUS
DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP

Scholarship Application

Application Deadline: July 15

Scholarship Application Checklist: (see General Scholarship Information in Financial ASID & Scholarship Handbook for Detailed Information). Priority is given to need-based applicants.

☐ Verification of Admission to Program (attach a copy of Intent to Enroll form)
☐ Copy of FAFSA Application
☐ Personal Statement Related to Financial Need (2-3 pages, doubled-spaced) for Need-based Applicants
☐ Personal Statement Related to Accomplishments, Awards, Honors, Recognition, etc. (2-3 pages, doubled-spaced)
☐ Supporting Materials

Personal Information

Student's Name: _____ SID No.: _____

Address:

_____
City   State   Zip

Phone No.: _____ E-Mail: _____

First Yr. of Program Attendance: _____ **Date of Expected Graduation:** _____

List All Colleges/Universities Attended - List most recent first

Dates	Name of College	City	State	Degree	GPA

Signature: _____ Date: _____

CALIFORNIA STATE UNIVERSITY, STANISLAUS
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Program of Study

Phase One: Foundation/Core Courses (27 Units)

Course #	Title	Units	Term/Yr	Grade
EDEL 9001	Applied Qualitative Research	3		
EDEL 9002	Applied Quantitative Research	3		
EDEL 9003	Leadership and Organizational Theory and Practice	3		
EDEL 9004	Curriculum, Instruction, and Assessment	3		
EDEL 9005	Policy Design	3		
EDEL 9006	Data-Driven Decision-Making in Educational Settings	3		
EDEL 9007	Social, Psychological, and Philosophical Issues in Education	3		
EDEL 9008	Development of Educational Partnerships	3		
EDEL 9009	Curriculum Design for Transformative Learning and Education	3		
Qualifying Exam	Term/Year: _____	Passed: ____Yes ____No		

Phase Two: Specialization Courses (21 Units)

Course #	Title	Units	Term/Year	Grade
EDEL				
EDEL				
EDEL				
EDEL				
EDEL				
EDEL				
EDEL				

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Phase Three: Dissertation (12 Units)

Course #	Title	Units	Term/Year	Grade
EDEL 9990				
EDEL 9990				
EDEL 9990				
EDEL 9990				
Dissertation Proposal	Title:	Term:	Approved: _____ Yes _____No	
Proposal Defense		Term:	Passed: _____ Yes _____No	
Dissertation	Title:	Term:	Approved: _____ Yes _____No	
Dissertation Defense		Term:	Passed: _____ Yes _____No	

Advisor: _____ Date: _____

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Criteria and Guidelines for Assigning an Incomplete Grade

The following criteria must be met for consideration for assigning an incomplete grade:
1. Quality of work in the course up to the time of consideration must be "C" level or above.
2. There must be an "essential" work that remains for the course. "Essential" means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.
3. Requests for an "I" must be initiated by the student and be accepted by the instructor. The student does not have the right to demand an "I". The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation. In no case is an "Incomplete" grade given to enable a student to do additional work to raise a deficient or unsatisfactory grade.
4. A written agreement signed by both the student and the instructor should include a statement of the remaining work to be done to remove the "I" grade (see below), and the date, **not to exceed one year from the end of the term of enrollment for the course**, by which all work must be completed in order to earn credit toward the course/degree. The instructor may specify the highest grade which may be awarded upon completion; the grade awarded should not exceed the level of achievement attainable during the regular course

Instructions to Instructor: Complete the page below, including obtaining the student's signature, and retain a copy for personal records, file a copy in student's file, and provide a copy to the student.

Course No.: _____ Course Title: _____Term Offered: _____

Assignment(s)	Deadline Date to Complete Work	Highest Possible Grade for the Course

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Student: By signing below, I acknowledge that due to unforeseen and uncontrollable circumstances, I agree to complete the above assignment(s) by the deadline. I understand that if I do not submit the assignment(s) and/or fulfill the agreements set forth above by the deadline, the incomplete grade becomes part of the permanent transcript record, unless a retroactive withdrawal is approved by petition to the instructor, the program director, and department chair/college dean.

_____

Student's Signature   SID Number   Date

Instructor: By signing below, I approve the student's request for an incomplete grade.

_____

Instructor's Signature   Title   Date

CALIFORNIA STATE UNIVERSITY, STANISLAUS
DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP

Petition for Exception Form

This form is used to file a petition with the Doctoral Program in Educational Leadership to request an exception to the existing policies or guidelines, or to request that another review be considered following a previous decision made by the instructor or advisor. Complete this form in its entirety and attach any supporting documents as appropriate, along with other required forms. This petition is to be used only for matters that fall within the jurisdiction of the program or department. Student is responsible for filing other petition forms as necessary (e.g., transfer of credit, out of date validation, etc.) with the Graduate School or other appropriate offices on campus.

Student's Name: _____ SID No.: _____

Address:

_____

City   State   Zip

Phone No_____ E-Mail: _____

Please check the box that pertains to your petition for exception.

☐ Admission to the Program
☐ Change of Grade
☐ Transfer of Credit
☐ Course Substitution
☐ Continuation in the Program
☐ Other

State clearly the purpose of the request and rationale for your petition. Attach documentation as appropriate to support the petition.

Office Use Only:

_____
□ *Approved*   □ *Denied*

Student's Signature: _____ Date: _____

CALIFORNIA STATE UNIVERSITY, STANISLAUS
DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP

Nomination of the Qualifying Examination Committee

Student's Name: _____ SID No.: _____

Address:

_____
City   State   Zip

Phone No.: _____ E-Mail: _____

Area of Concentration: _____ P-12   _____ Community College

The following Doctoral Faculty members have agreed to serve as members of the Written Qualifying Examination Committee. I, hereby, nominate these faculty members for the Qualifying Examination Committee.

Chair's Name*: _____ Academic Title: _____

Member's Name: _____ Academic Title: _____

Member's Name: _____ Academic Title: _____

Student's Signature: _____Date: _____

*The Committee Chair must be a Core Doctoral Faculty Member.
_____

Approved by: _____   Date: _____
            Program Director

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

Advancement to Candidacy Report

To: Dean, College of Education
        California State University, Stanislaus

The Qualifying Examination Committee Members certify that the student named below has satisfied/ not satisfied (circle one) the Qualifying Examination, taken on _____. The Committee recommends/does not recommend (circle one) advancement to candidacy for the degree of Doctor of Education in Educational Leadership.

Student's Name: _____SID No.: _____

Address:

_____
City   State   Zip

Phone No.: _____   E-Mail: _____

Area of Concentration: _____ P-12   _____ Community College

Chair's Name: _____Signature: _____

Member's Name: _____Signature: _____

Member's Name: _____Signature: _____

Director's Name: _____ Signature: _____

Advancement to Candidacy Approved:

Dean's Signature: _____Date: _____

CALIFORNIA STATE UNIVERSITY, STANISLAUS
DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP

Dissertation Proposal Decision

Student's Name: _____SID No.: _____

Address:

_____
City   State   Zip

Phone No.: _____E-Mail: _____

Area of Concentration: _____ P-12   _____ Community College

Title of the Proposal:

_____
_____
_____

The following members of the Dissertation Committee recommend that the following action be taken on the candidate's dissertation proposal.

_____   Dissertation Proposal Approved: Proceed with Dissertation
_____   Dissertation Proposal Approved with Following Conditions/Recommendations
_____   Dissertation Proposal Disapproved: Re-submit Dissertation Proposal

Chair's Name: _____ Academic Title: _____

Member's Name: _____ Academic Title: _____

Member's Name: _____ Academic Title: _____

Approved by: _____   Date: _____
         Program Director

CALIFORNIA STATE UNIVERSITY, STANISLAUS
DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP

Doctoral Dissertation Committee

Student's Name: _____SID No.: _____

Address:

_____
City   State   Zip

Phone No.: _____E-Mail: _____

Area of Concentration: _____ P-12   _____ Community College

The following Core and Affiliated* Doctoral Faculty members have agreed to serve as members of the Doctoral Dissertation Committee. I, hereby, nominate these faculty members for the Doctoral Dissertation Committee.

Chair's Name: _____ Academic Title: _____

Member's Name: _____ Academic Title: _____

Member's Name: _____ Academic Title: _____

Student's Signature: _____ Date: _____

Approved by: _____ Date: _____

        Program Director

*Affiliated Faculty may not serve as dissertation chair.

CALIFORNIA STATE UNIVERSITY, STANISLAUS
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Report of the Dissertation Defense/Final Examination

Student's Name: _____ SID No.: _____

Address: _____
        City   State   Zip
Phone No.: _____ E-Mail: _____

Area of Concentration: _____ P-12   _____ Community College
Title of the Dissertation:
_____
_____
_____

The following members of the Dissertation Committee recommend that the following action be taken on the candidate's oral defense/final examination, held on _____.
_____   Approved, to be conferred _____ term of _____ (year)
_____   Approved with Following Conditions/Recommendations
_____
_____
_____   Disapproved

Chair's Name: _____ Signature: _____

Member's Name: _____Signature: _____

Member's Name: _____Signature: _____

If approved, the candidate has fulfilled all academic and registration requirements, except graduation and dissertation deposit requirements, at California State University, Stanislaus.

Approved by: _____ Date: _____
        Program Director

Approved by: _____ Date: _____
        Dean

FACULTY ROSTERS

Core Doctoral Faculty

Name	Position	Department	E-Mail	Phone
Boosalis, Chris	Professor	Teacher Education	cboosali@csustan.edu	667-3045
Borba, John	Professor	Advanced Studies	Jborba1@csustan.edu	667-3260
Borba, Mary	Associate Professor	Teacher Education	Mborba@csustan.edu	664-6718
Donnelly, Whitney	Associate Professor	Teacher Education	wdonnelly@csustan.edu	467-5419
Fletcher, J. Sue	Chair/Professor	Kinesiology	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
Myhre, Oddmund	Professor	Advanced Studies	omyhre@csustan.edu	664-6677
Poole, Dawn	Chair/Professor	Advanced Studies	dpoole@csustan.edu	667-3495
Riggs, Jim	Professor	Advanced Studies	jriggs1@csustan.edu	664-6789
Sayers, Dennis	Professor	Teacher Education	dsayers@csustan.edu	664-6721
Smith, Nancy Jean	Professor	Teacher Education	njsmith@csustan.edu	667-3357
Vega de Jesus, Ramon	Assistant Professor	Teacher Education	rvegadejesus@csustan.edu	667-3397
Wink, Joan	Professor	Teacher Education	jwink@csustan.edu	667-3471
Young, Shawna	Director/Professor	Center for Excellence in Graduate Education/Kinesiology	syoung@csustan.edu	667-3320

CALIFORNIA STATE UNIVERSITY, STANISLAUS
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University Affiliated Doctoral Faculty

Name	Position	Department	E-Mail	Phone
Andrews, Donna	Assistant Professor	Teacher Education	dandrews@csustan.edu	667-3217
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, and 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
Roe, Chris	Assistant Professor	Teacher Education	croe@csustan.edu	467-5307
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
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Community Affiliated Doctoral Faculty

Name	Position	Affiliation
Borba, Antonio	Retired Superintendent	Salida Union School District
Briggs Moore, Evia	Retired Director of Library Services	Delta College
Clarke, Paula	Professor, Anthropology/Sociology	Columbia College
Duran, Benjamin	President	Merced College
Graham, Steven	Dean	San Joaquin Delta College
Hanline, Walter	Retired Superintendent	Ceres Unified School District
Jeffery, Kathryn	President	Sacramento City College
Mattoon, Stan	Faculty Emeritus	Merced College
Nadell, Bob	VP of Student Services	Modesto Junior College
Nichols-Washer, Catherine	Superintendent	Lodi Unified School District
Price, Robert	Superintendent	Empire School District
Railey, George	Vice President of Academic Affairs	Chabot College
Spevak, John	Vice President Emeritus	Merced College
White, Kenneth B.	Retired Dean	Modesto Junior College
Wickham, Denise	Assistant Superintendent	Ceres Unified School District