Doctor of Educational Leadership Student Handbook
# Doctor of Educational Leadership Student Handbook

## 2014-2015

## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION TO THE STUDENT HANDBOOK</td>
<td>3</td>
</tr>
<tr>
<td>WELCOME FROM THE DEAN</td>
<td>4</td>
</tr>
<tr>
<td>PROGRAM OVERVIEW</td>
<td>5</td>
</tr>
<tr>
<td>Mission</td>
<td>5</td>
</tr>
<tr>
<td>Where Leaders Grow</td>
<td>5</td>
</tr>
<tr>
<td>Program Learning Objectives</td>
<td>5</td>
</tr>
<tr>
<td>Program of Study</td>
<td>7</td>
</tr>
<tr>
<td>Coursework</td>
<td>7</td>
</tr>
<tr>
<td>Course Sequence</td>
<td>8</td>
</tr>
<tr>
<td>Cohort Learning</td>
<td>10</td>
</tr>
<tr>
<td>STUDENT STANDING</td>
<td>11</td>
</tr>
<tr>
<td>Conditionally Classified Standing</td>
<td>11</td>
</tr>
<tr>
<td>Study Plans</td>
<td>11</td>
</tr>
<tr>
<td>Classified Standing</td>
<td>11</td>
</tr>
<tr>
<td>Advancement to Candidacy</td>
<td>11</td>
</tr>
<tr>
<td>SATISFACTORY PROGRESS</td>
<td>122</td>
</tr>
<tr>
<td>Probation</td>
<td>12</td>
</tr>
<tr>
<td>Incomplete Grades</td>
<td>12</td>
</tr>
<tr>
<td>Repeating Courses</td>
<td>12</td>
</tr>
<tr>
<td>Disqualification</td>
<td>12</td>
</tr>
<tr>
<td>Program Continuance beyond the Third Year</td>
<td>13</td>
</tr>
<tr>
<td>Continuous Enrollment and Leaves of Absence</td>
<td>13</td>
</tr>
<tr>
<td>Requests to Slow Down</td>
<td>14</td>
</tr>
<tr>
<td>Program Withdrawal</td>
<td>14</td>
</tr>
<tr>
<td>STANDARDS AND EXPECTATIONS FOR STUDENT CONDUCT</td>
<td>14</td>
</tr>
<tr>
<td>Professional Conduct</td>
<td>14</td>
</tr>
<tr>
<td>Academic Integrity</td>
<td>15</td>
</tr>
</tbody>
</table>
Academic Style ........................................................................................................... 15
Violations of Academic Integrity ............................................................................. 15
Scope of Sanctions ..................................................................................................... 15
Discrimination, Harassment, and Retaliation Policy .............................................. 16

STUDENT APPEALS AND GRIEVANCES ........................................................................... 16

RESOURCES FOR STUDENTS ....................................................................................... 16
Advising and Mentoring ............................................................................................ 16
Ed.D. Community on TITANium .................................................................................. 17
Office of Graduate Studies .......................................................................................... 17
Pollak Library ............................................................................................................... 17
Office of Financial Aid ................................................................................................. 18

WRITTEN AND ORAL EXAMS ..................................................................................... 18
The Qualifying Exam .................................................................................................... 18
Purpose ......................................................................................................................... 18
Content ........................................................................................................................ 19
Timing and Logistics .................................................................................................... 19
The Dissertation Proposal Defense .......................................................................... 19
The Dissertation Committee ....................................................................................... 19
The Dissertation Proposal and Examination ............................................................. 20
Resubmission of the Dissertation Proposal ............................................................... 20
IRB Approval ............................................................................................................... 20
The Final Dissertation Defense ................................................................................... 21
The Final Dissertation and Defense .......................................................................... 21
Submission of the Completed Dissertation ............................................................... 21

COMMENCEMENT EXERCISES .................................................................................... 22

SOCIAL MEDIA .......................................................................................................... 22
INTRODUCTION TO THE STUDENT HANDBOOK

The Doctor of Educational Leadership Student Handbook is designed to be a user friendly guide for students that includes information about the program, its policies and procedures, and resources to support student success. Whereas students are encouraged to save a copy of this document for their regular use, students should note that the current edition of the Student Handbook posted to the Ed.D. Student Community on TITANium will supersede content contained in any prior edition.

In designing this Handbook, the program’s leadership has made diligent efforts to assure that all Handbook content conforms to state law, CSU and CSU Fullerton policies, and the Bylaws for the Doctor of Educational Leadership program at Cal State Fullerton. If any content is found to be out of conformance with these, state law, CSU and CSU Fullerton policy, and the program Bylaws shall take precedent in that order. For any matter not addressed by state law, CSU or CSU Fullerton policy, or the program Bylaws, the Student Handbook will take precedence.
WELCOME FROM THE DEAN

Dear Student,

Welcome to the College of Education, and congratulations on your admission to the doctoral program Cal State Fullerton! You are one of a select group of educators who have met the high admission standards – including requisite experience and potential for advanced graduate study – set by the program’s Executive Board.

You are about to embark upon a unique program of study – one that is designed specifically to prepare outstanding leaders for our schools and colleges. Your program will build upon your knowledge and experience, and will prepare you to identify, analyze, and create solutions to issues in your own work setting. It will enable you to join a community of learners – one that will work as a cohort over a period of two years, and that will facilitate formation of professional network that can last your entire career.

You are probably aware that our Ed.D. program began in 2007. The Ed.D. concentrations in P-12 and Community College Leadership were specifically designed for working professionals who will provide leadership in schools and colleges. You have joined a program that values the background experience that new students bring to the program. We, the university faculty, administration, and students – and the community at large – will look to you to set an example of excellence in educational leadership.

On behalf of the College of Education, I want you to know how pleased we are to have you join us for advanced study. You will have access to faculty who are scholars, experienced practitioners, and leaders in a variety of disciplines, and who are committed to your success. You will have the attention and support of the university administration, who share that commitment. We all wish you every success in your studies and in your career.

Sincerely,

Claire C. Cavallaro, Ph.D.

Dean
PROGRAM OVERVIEW

Mission

The mission of the Doctoral Program in Educational Leadership is to prepare informed and reflective educational leaders who ethically apply critical skills of evaluation, analysis, synthesis, and action to ensure excellence and equity in educational practice as they serve as stewards to the education community.

Where Leaders Grow

The tagline “where leaders grow” was first coined by Dr. Louise Adler, the founding director of the Ed.D. program at Cal State Fullerton. This phrase connects our program to the agricultural history of Fullerton and Orange County as signified in the orange trees included in the CSUF seal. “Where leaders grow” is also consistent with our belief that leaders are not born. Instead, we believe leadership is taught and learned, and that leaders can be grown and developed. Teaching leadership is an organic process, a mix of art and science that builds from the ground up and works from the inside out. We begin with you—our students—where you are and as you are. Our goal is to help you discover strengths within—strengths that reflect you unique culture, abilities, and life experiences. This type of growth and development requires vibrancy in a learning community where instructors guide and facilitate dialog among current and emerging leaders. The process is often difficult, yet deeply rewarding and transformational. And we’re very excited that you have decided to come and join us here...where leaders grow!

Program Learning Objectives

1. Experts in Educational Leadership

   • Who possess a deep understanding of the complex nature of learning and teaching so that they are able to guide and assist instructional practice.

   • Who understand the needs of adult learners and can apply the theories found in the andragogy literature to the process of educational reform.

   • Who are skilled users of techniques for forecasting, planning, and management of change processes in education including use of technology as a resource.

   • Who are aware of cutting-edge technologies and how they can be used to enhance teaching, learning, and leadership of the educational enterprise.

2. Professionals Whose Practice is Informed by Scholarly Literature

   • Who will critique informal ideas about best practice on the basis of the literature.
• Who will have a sense of the limits of the literature, as to its applicability to the work of educational professionals, its fundamental validity and reliability, and as to questions of which groups are empowered or marginalized by what is implied in the literature.

• Who will foster and encourage best practices within their organizations, based on critical analysis of scholarly literature.

• Who can develop with their colleagues and subordinates the ability to participate in communities of learning based on reflective practice and critique of the scholarly literature.

• Who can define, contrast, and evaluate the multiple perspectives presented in the scholarly literature regarding education.

• Who can critique proposals for research and/or program implementation.

• Who can broker consultants and researchers in pursuit of organizational goals, independently assessing organizational needs and matching consultant / researcher skills and proposals to those needs.

3. Reflective Practitioners

• Whose professional experience is systematically engaged, compared, and critiqued in classroom and other learning experiences.

• Whose professional experience will be brought to bear on the areas of their study, finding relevance and application for principles derived from the literature.

4. Critical Thinkers

• Whose thinking is probabilistic, recognizing the indeterminacy of educational and social contexts.

• Whose professional thinking is marked by hypothetical reasoning, meaning that conclusions are remorselessly yet robustly tentative, open to falsification on the basis of new valid and reliable data.

• Who exhibit a bias for evidence in decision-making, preferring strongly evidence that is systematic and gathered from multiple sources and via sound means of collection, which are tested against the scholarly literature, and the realities of changing circumstances.

5. Change Agents

• Whose knowledge of research enables them to interpret findings, make judicious applications of research, and advise others in policy positions.

• Who are able to undertake first-hand investigations of local problems using applied research and appropriate methods for generating valid and reliable results.
• Who are able to select applied research that addresses significant questions and ground it within the general framework of the scholarly literature.
• Who use research results and a sophisticated understanding of organizational structures, cultures, and institutional networks to foster positive reform efforts within their organizations and across educational institutions.

6. Self-Aware and Ethical Professionals
• Who will seek contexts and means for professional-life-long learning and connections with scholarly literature.
• Who will demand sophisticated feedback on their own performance and that of others, informed by scholarly understandings.
• Who understand that education is embedded in a network of social and political structures that can be influenced and also will exert powerful influences on the educational process at all levels.
• Who understand and support the ethical expectations of the education profession and strive to make their professional practice serve the needs of students and the community.

7. Professionals Who Value Diversity
• Who understand how their life histories shapes their views about the literature, organizations, and groups and who understand how to create collaborative environments that welcome and serve diverse members—cultural/linguistic diversity, gender, ableness, and age-span differences.
• Who work to shape learning communities at their sites that are more humane and responsive to all students and are open to the wider community.

Program of Study

Coursework
The degree requires 60 units of study, at least 42 of which must be completed in residence at CSUF. Students should plan to complete the program in three years: three fall, three spring, and three summer semesters. In exceptional circumstances, students may be able to complete all necessary degree requirements in two years and two semesters (eight semesters). Other students may require more than the standard nine semesters to finish.

In unusual circumstances, students may petition the Executive Board for credit earned by alternative means as part of the residence requirement. The petition must be compelling and specific and must
have the support of the Program Director and the committee chair if one has been appointed. No more than six units may be earned in this manner.

**Course Sequence**

Students complete three courses each semester. Students typically complete courses as follows:

**First Fall**

**Leadership**
- P-12 & CC: EDD 627—Epistemology, History, and Structure of Contemporary Education

**Specialization**
- P-12: EDD 605—Application of Research: Collection and Analysis of Assessment Data
- CC: EDD 621B—Community College Systems, Structures, and Cultures

**Research Support**
- P-12 & CC: EDD 670A—Linking Research to Problems of Practice

**First Spring**

**Leadership**
- P-12 & CC: EDD 600—Organizational Theory and Challenges for Leadership

**Research**
- P-12: EDD 601—Quantitatively-Based Tools
- CC: EDD 611—Inquiry I

**Research Support**
- P-12 & CC: EDD 670B—Connecting Research Questions to Scholarship in the Discipline

**First Summer**

**Research**
- P-12: EDD 602—Qualitatively-Based Methods
- CC: EDD 612—Inquiry II

**Specialization**
- P-12: EDD 621A—Leadership of Curricular and Instructional Practices
- CC: EDD 622B—Resource Management and Development

**Research Support**
- P-12 & CC: EDD 670C—Written Qualifying Examination

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1 Research and specialization classes meet twice per week during an eight-week summer term.
Second Fall

Research
- P-12: EDD 603—Specialization in Qualitatively-Based Tools OR EDD 606—Specialization in Quantitatively-Based Tools
- CC: EDD 613—Inquiry III

Specialization
- P-12: EDD624A—Social Contexts of Educational Politics, Policy, and Governance
- CC: EDD 627—Student Learning and Development

Research Support
- P-12 & CC: EDD 670D—Refining Research Questions

Second Spring

Leadership
- P-12: EDD 626A—Transforming Teaching and Schools through Resource Optimization
- CC: EDD 620—Ethical and Legal Dimensions of Leadership

Research
- P-12: EDD 604—Applications of Research: Forecasting and Planning
- CC: EDD 626B—Integrative Seminar in Community College

Research Support
- P-12 & CC: EDD 670E—Scholarly Defense of a Proposition

Second Summer²

Leadership
- P-12: EDD 622A—Human Dimensions of Educational Change
- CC: EDD 620—Leadership for Change and Collaboration

Specialization
- P-12: EDD 620—Ethical and Legal Dimensions of Leadership
- CC: EDD 604—Forecasting and Planning

Research Support
- P-12 & CC: EDD 670F—IRB Approval and Proposal Defense

Third Fall

Dissertation
- P-12 & CC: EDD 698—Dissertation

² Leadership and specialization classes meet twice per week during an eight-week summer term.
Third Spring
Dissertation
- P-12 & CC: EDD 698—Dissertation

Third Summer
Dissertation
- P-12 & CC: EDD 699—Independent Study: Dissertation

Additional Semesters
Students who are unable to complete their dissertation in three years may enroll in one additional EDD 699 course. Students who still require more time to finish will typically enroll in EDD 697, which is a course that meets weekly with an instructor. Both EDD 697 and EDD 699 are full fee courses.

After students have successfully defended their final dissertation, they may enroll in GRAD 700 if additional time is required for revisions, editing, and final submission for printing. Students pay a significantly reduced fee for GRAD 700. In order to enroll in GRAD 700 for a given academic term, students must successfully defend their dissertation (approval or approval with minor modifications) before the last day to register for classes for the given term. Exceptions, which must be approved in writing by the Program Director, will only be granted in rare circumstances when students have scheduled a defense before the deadline but had to move their defense due to an event beyond their control such as a significant medical, personal, or familial emergency or lack of availability by a member of the dissertation committee.

Cohort Learning
Groups of students admitted each year will take courses together. This will allow for several distinct advantages of group membership in graduate study, including those identified below.

- Cohorts offer support to candidates and provide opportunities for members to learn from one another.
- Cohorts establish professional ties that often last beyond the doctoral program itself; such networks are valuable in terms of continued professional support and growth.
- Fostering and monitoring of candidates’ progress is enhanced in cohorts. The group carries with it the expectation that all but the occasional candidate will complete the program successfully, including such standard benchmarks as the qualifying exam, advancement to candidacy, and completion of the dissertation.

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3 Students who are not prepared to defend their dissertation proposal in or before the third fall of the program may also be advised in enroll in EDD 697.
STUDENT STANDING

Conditionally Classified Standing
This category applies to students with a graduate degree objective. To qualify for admission in conditionally classified standing, applicants must (a) meet the general admission requirements and (b) meet any additional requirements of the particular program including a favorable recommendation from the academic unit.

Study Plans
The Department Office will file a study plan for each student during their first semester in the program using the standard sequence of courses. When the plan is approved, the Graduate Studies Office will mail a copy of the plan to the student. If you do not receive a copy by the end of the first semester, contact the Ed.D. Program Director immediately.

In order to graduate, students must complete all courses on the study plan with a minimum GPA of 3.0. No courses with a letter grade of “C+” or below may be used on the final study plan. If you need to make a change to your study plan, consult with the Ed.D Director or your Specialization Coordinator for assistance in completing and filing the necessary paperwork.

Classified Standing
A student’s status is changed to classified standing when the study plan has been approved by the Associate Vice President, Academic Programs (or designee). Classified standing is granted when (a) all prerequisites and/or deficiencies have been satisfactorily completed, (b) the official study plan has been developed and signed by the graduate program adviser and committee, and (c) the study plan is sent to the Graduate Studies Office and approved by the Associate Vice President, Academic Programs (or designee). The student will be sent a copy of the approved study plan by the Graduate Studies Office. Copies will be filed in the academic unit, university records, and the Graduate Studies Office. A student is not officially classified until an approved study plan is on file in the Graduate Studies Office.

To be granted the degree, a student must have been classified, applied for graduation using the approved Grad Check form (advanced to candidacy), and completed the approved graduate study plan.

Students may request a change in their study plan in writing stating the nature of the change requested and the reasons the change is necessary. Such changes must be recommended by their Specialization Coordinator and approved by the Program Director.

Advancement to Candidacy
Students are advanced to candidacy status when they successfully pass the Qualifying Examination, which is offered at the end of the first year.
SATISFACTORY PROGRESS

Students must maintain a 3.0 cumulative GPA (all classes taken while a doctoral student) and 3.0 study plan GPA (only classes on a student’s study plan) to be in good standing.

Probation

If a student’s cumulative or study plan GPA drops below 3.0, the student is placed on probation. If that student’s cumulative or study plan GPA remains below 3.0 in a second term, it is grounds for removal from the program. The Director of the Ed.D. Program may also place students on administrative probation for reasons such as non-compliance with academic requirements, failure to demonstrate professional competence or fitness commensurate with the standards of the discipline of educational leadership, or inappropriate behavior as defined in the Ed.D. bylaws and in the University catalog.

Incomplete Grades

An Incomplete may be given only when, in the opinion of the instructor, a student cannot complete a course during the term of enrollment for reasons beyond the student’s control. Such reasons may include illness of the student or of members of the student’s immediate family, extraordinary financial problems, loss of outside position, and other exigencies. It is the responsibility of the student to bring pertinent information to the instructor and to reach agreement on the means by which the remaining course requirements will be satisfied.

Whereas University policy requires that an Incomplete must be made up within one calendar year following the end of the term during which it was assigned (whether or not the student maintains continuous enrollment), faculty members will typically generate a written contract with students that establishes a shorter timeline for completion of course assignments. The reason for this practice is to help keep students on track toward completion within three years. Extensions of the time limits for Incompletes may be granted only upon request for extraordinary reasons, e.g. military service and serious health or personal problems.

Repeating Courses

Since students may not graduate with a grade of “C+” or lower on their study plan, said courses must be retaken. Students may apply no more than six repeated or added units toward their cumulative and study plan GPAs. If a course is repeated, both grades are included when computing the cumulative and study plan GPA.

Disqualification

Students who fail to make satisfactory progress may be officially disqualified from the university. Disqualified students receive written notification. A student may be disqualified only after a careful review and written recommendation by the Program Director. To ensure that a decision to disqualify a
student from the program is just, basic due process requirements must be met, including an opportunity for appeal by the student, following the guidelines in the University Catalog. A disqualified student is considered to be terminated from the university and is not allowed to continue in the program, enroll in courses, or register again without formal readmission.

**Program Continuance beyond the Third Year**

Students are normally expected to complete all degree requirements within three years. Students’ progress shall normally be marked by passing the Qualifying Examination at the end of the first year, successful defense of a dissertation proposal at the end of the second year, and successful defense of the final dissertation by the end of the third year. However, there may be situations and circumstances when this is not possible. Students who are in good standing will be authorized to continue beyond the third year as follows:

- Beginning of Year 4 – Authorization will be made by the Director of the Doctoral Program
- Beginning of Year 5 – Students must receive authorization by the Ed.D. Steering Committee
- Beginning of Year 6 – Students must receive authorization by the Dean of the College of Education
- Beginning of Year 7 – Students must receive authorization by the University Provost.

Students requiring extensions to the fifth year and beyond must meet all policy requirements of the University and the Office of Graduate Studies including validation of old coursework.

**Continuous Enrollment and Leaves of Absence**

Upon admission to the doctoral program, students must be enrolled every semester to meet the continuous enrollment requirements of the program. In the event that a student needs to “stop out” of the program temporarily, the student must apply for a leave of absence with the Graduate Studies Office. Students must complete at least eight units toward the degree and be in good standing in order to apply for a leave. Leaves of one or two semesters will be granted administratively by the Graduate Studies Office; leaves of a year or longer must be approved by the Ed.D. Director.

Grounds for requesting a leave of absence may consist of the following:

1. illness or disability or similar personal circumstances including pregnancy;
2. activities that enhance a student’s professional career objectives;
3. active duty in the armed forces; and
4. other reasons at the discretion of the Director of Graduate Studies.

Note that leaves of absence do not extend the time limits for completed the degree program.
Requests to Slow Down

The doctoral program is designed to be completed by full-time students. In some instances, a student may need to complete the program—or a portion of the program—while studying part-time. Students who wish to continue taking classes on a part-time basis must develop a proposal to be considered by the Ed.D. Director. In developing a proposal, students should consult with the Coordinator of their Specialization regarding pre-requisites, course sequencing, and course scheduling. Students will have to show extenuating circumstances that support the request. Approval of a “slow-down” request does not extend the time limits for completing the degree program.

Program Withdrawal

Withdrawing from a course is governed by the rules outlined in the schedule of courses. After specific dates, students are not allowed to withdraw from a course without impacting their GPA.

Withdrawing from the program can be accomplished by sending a notice to the Program Director with the specifics of the student’s intent. This option should not be used if the student intends to return to the program within the time limit for the degree.

STANDARDS AND EXPECTATIONS FOR STUDENT CONDUCT

Professional Conduct

Students admitted to the Ed.D. program are expected to be stewards for and leaders in the field of education. Students are held to the highest expectations for professional ethics and academic integrity in their roles as exemplars for our field. Faculty and students have a joint responsibility for ensuring that the highest standards of professional ethics and academic integrity are adhered to by all participants in the doctoral program. Any suggestion that there may be a breach of these standards must be reported immediately and directly to the Doctoral Program Director. Both faculty and students bear this responsibility.

The following section, which outlines these expectations, is adapted from the *Standards for Continued Participation in Credential Programs at California State University, Fullerton* (Policy One, Revised December 2006).

The program endeavors to admit only candidates who have demonstrated through the application process that they possess the knowledge, skills, and dispositions necessary to become successful educational leaders who show:

- Respect for all individuals enriched by an understanding of culture and diversity
- Commitment to working collaboratively
- Commitment to lifelong learning
- Wide constellation of knowledge and skills
• Ethical character demonstrated by having integrity, and being trustworthy, honest, courteous, open minded, and by treating others fairly and impartially.

Candidates are required to demonstrate professional behavior in all aspects of their participation in the program. Candidates are expected to be knowledgeable about and adhere to the professional standards for their field as well as University standards outlined in the Schedule of Classes and Catalog, especially the sections on Student Conduct, Graduate Admission, and Academic Dishonesty, and student outcomes, as described in the Education Unit’s Conceptual Framework. Candidates’ continued participation in credential programs at Cal State Fullerton is dependent upon their ability to adhere to professional standards as assessed within each credential program.

To continue to participate in the Program, candidates must:

• Behave in an honest and forthright manner.
• Follow standard scholarly practice in giving credit to sources used in assignments.
• Behave in a manner expected of professional educators.
• Cooperate and collaborate with fellow candidates on projects and assignments.

Students will be considered for removal from the program if they:

• Exhibit academic dishonesty as defined by the University Catalog;
• Exhibit inappropriate student conduct as defined by the University Catalog;
• Exhibit unacceptable academic behaviors;
• Fail to behave according to the standards of the profession, public schools, university, department, and/or program.

**Academic Integrity**

**Academic Style**

Students are required to follow the guidelines in the most recent edition of the *Publication Manual of the American Psychological Association*, which requires careful attribution of sources in academic writing. Additional guidelines for the dissertation are published by the Office of Graduate Studies.

**Violations of Academic Integrity**

The University Catalog outlines procedures regarding violations of academic integrity.

**Scope of Sanctions**

University policy outlines academic penalties for a first violation including, but not limited to, oral reprimand, “F” or “0” on the assignment, grade reduction on assignment or course, or “F” in the course. In addition to these, the Ed.D. program may assign the penalties of probation, suspension, dismissal, and/or permanent dismissal for a first violation.
Discrimination, Harassment, and Retaliation Policy

The Ed.D. program complies with the California State University system-wide policies prohibiting discrimination, harassment, and retaliation and acts in accordance with all stated procedures for handling complaints of discrimination, harassment, and retaliation by students (see Executive Order 1074) and by employees and third parties (see Executive Order 1089). Note that these Executive Orders supersede University Policy Statements 240.000 and 240.100.

STUDENT APPEALS AND GRIEVANCES

Student concerns or grievances are to be addressed directly to the instructor or staff member concerned and addressed in a professional and civil manner. If the issue is not resolved, the student should consult with their Research Support Seminar instructor, the chair of their dissertation committee, or the Specialization Coordinator. If further assistance is necessary, the student should make an appointment to discuss the matter with the Program Director. Prior to such meetings, students should outline their concerns in writing and provide them to the Director at least three days prior the meeting.

Students have the right to fundamental fairness if they feel they have been treated unfairly or with prejudice. All appeals of academic matters—including assignment and course grades, qualifying exam results, and defenses of dissertation proposals and dissertations—are governed by UPS 300.030: Academic Appeals. The student must go through several steps seeking to resolve the issue before it can be considered by the Academic Appeals Board. Contact the Coordinator of Academic Appeals for further information.

RESOURCES FOR STUDENTS

Advising and Mentoring

The Ed.D. program is structured so that there are multiple forms of support available to students. At the start, the program will conduct an in depth orientation that includes a program developed by faculty and student affairs professionals addressing the demands and stresses of a doctoral program and the effects on students in their personal and professional lives. The Program Director and Specialization Coordinators provide pre-application and pre-admission advising through student appointments and email communication.

Students will be assigned to Research Support Seminars that will meet on a regular basis with a faculty assigned to the seminar who is the advisor. These seminars will address students’ academic advising needs during the first two years in the program.

Once a student has drafted a proposal and received a chair for the dissertation process, that faculty member will be the student’s academic advisor. The Program Director and the Assistant Dean are also
available through email, phone, or appointments to assist students throughout their tenure in the degree program.

The Department Office has hours until 5:30pm several days a week to accommodate students who work full time. Department staff and the Director are available to deliver paperwork or forms to offices on campus that close at 5:00pm.

Volunteer mentors who have doctoral degrees will assist students in balancing the demands of the doctoral program with their work at educational sites. The role of mentors is focused on providing guidance, modeling, and support for professional experiences that foster leadership opportunities and effectiveness. Districts and employers are expected to assist in identifying mentors who are employed by the district/organization or recently retired.

**Ed.D. Community on TITANium**

The Ed.D. Community on TITANium will serve as a central repository of resources, information, and paperwork for doctoral students. Among the forms and resources maintained there are the following:

- Application for funding for attending and/or presenting at professional conferences
- Application for funding to support dissertation research (e.g. transcriptions of qualitative interviews)
- Formatting guidelines and templates for the dissertation
- Writing guides addressing APA, grammar, and the mechanics of Microsoft Word
- Handouts from orientations, retreats, and workshops
- Application to form a dissertation committee
- Example defense agendas and checklists

**Office of Graduate Studies**

The Office of Graduate Studies provides a wide array of services for Cal State Fullerton graduate students including scholarship and fellowship programs, academic and writing workshops, and graduate student counseling. All deadlines for registration, withdraw, submission of dissertations, and graduation are posted on the [Office of Graduate Studies website](#). Additionally, all paperwork regarding study plans or leaves of absence are completed through Graduate Studies.

**Pollak Library**

The Pollak Library at Cal State Fullerton contains well over two million items in a variety of formats and electronic access to a wide range of academic databases and full-text journals, articles, and reports. Additional information is available at the [Pollak library website](#).
Office of Financial Aid

The Office of Financial Aid administers a wide variety of funding sources designed to assist students in meeting the cost of attendance at Cal State Fullerton. These programs include federal and state grants, student loans, student employment and scholarships.

Students must complete the Free Application for Federal Student Aid (FAFSA) to determine their eligibility for aid. When students apply for aid, the information reported is used in a formula established by the U.S. Congress. The formula determines students' Expected Family Contribution (EFC), the amount they are expected to contribute toward their education. Applications are free and available online at www.fafsa.ed.gov. Students may also pick up an application in the breezeway located on the first floor of University Hall.

Amber Choi (extension 5256; UH 151) is the current contact person for Ed.D. students in the Office of Financial Aid.

WRITTEN AND ORAL EXAMS

In compliance with the Chancellor’s Executive Order 991, Cal State Fullerton requires students to complete three major examinations as a part of the fulfillment of degree requirements. The first of these is a written qualifying exam administered at the end of the first year. At the end of the second year, students complete a dissertation proposal examination, or the defense of their dissertation proposal. This exam consists of a written proposal and an oral defense. Lastly, students must successfully complete a final examination, or the defense of their completed dissertation. This exam consists of the written dissertation and an oral defense thereof.

The Qualifying Exam

Purpose

The purpose of the qualifying examination is for students to demonstrate their ability to:

- Discern the extent to which the student has met the program objectives and the student learning outcomes thus far;
- Evaluate the student’s breadth and depth of knowledge in the area of specialization;
- Determine the student’s critical thinking ability with respect to synthesizing the content of the courses and constructing meaning from them;
- Assess the student’s ability to determine how various theories, constructs, and conceptual frameworks may be applied to solve problems of practice in their specific workplace settings;
- Discern the extent to which the student can critically analyze the professional literature (both theoretical and empirical) pertaining to topics in educational leadership;
• Determine the student’s ability to make informed decisions and recommendations for school improvement using various sources of school/district data, databases, reports, and other quantitative/qualitative sources; and
• Evaluate the student’s ability to clearly define and defend a point of view.

Content
The content of the qualifying exam is developed by program faculty and based upon leadership, research, and specialization courses completed during the first two semesters of the program. The examination questions shall focus on assessing the student’s progress with respect to the program outcomes and the student learning objectives. The examination may include short-answer questions, case study analysis of educational leadership problems, problem-based scenarios reflecting administrative decision-making, data analysis questions, and essay questions. Students may be asked to respond to generic questions regarding dissertation research using their dissertation topics as examples.

Timing and Logistics
Faculty typically administer the qualifying once per year near the end of the summer term. Students shall take the examination when they have successfully completed the first nine courses with grades of B- or better and with a minimum GPA of 3.0. Students who do not pass the August examination may either terminate their enrollment in the program or take a second examination. The student must pass all questions in order to pass the qualifying examination and be advanced to candidacy. Students who do not pass the examination on the second attempt shall not be advanced to candidacy and shall be disqualified from the program.

The Dissertation Proposal Defense

The Dissertation Committee
The dissertation committee will normally consist of two faculty members in the College of Education, one of whom is the dissertation chair, and at least one member who will normally be an expert practitioner from public schools/community colleges and districts who has a doctoral degree. Exceptions must be approved by the Program Director prior to further review. All dissertation committees must be completed in advance by the Dean of the College of Education. The dissertation chair is normally the faculty member who signs the IRB application and works with the student to ensure that human subjects review requirements are met on a timely basis. The chair will receive an academic load and have responsibility to establish a regular schedule for meeting with the student to ensure satisfactory progress on the dissertation research project.

Upon request by the student or the dissertation committee chair and upon the approval of the program director, the dissertation committee chair may be replaced.
The Dissertation Proposal and Examination

Dissertation proposals will generally consist of the first three chapters of the dissertation – the problem, the review of literature, and the research methodology. The content of the first three chapters is typically developed during the Research Support Seminar sequence (EDD 670A-F). Proposals will conform to APA style guidelines, Ed.D. Program Guidelines, and the requirements of the Chair.

The examination must be scheduled at a time convenient for the members of the committee and must be held on-campus at CSUF. Exceptions must be approved by the Program Director. The student must provide every member of the committee a full copy of the dissertation proposal and any presentation materials at least three weeks prior to the scheduled proposal examination. A slightly shorter review time may be granted by the dissertation chair so long as it is agreeable to all members of the committee. Review times of less than 10 days must be approved in writing by the Program Director.

The oral examination will generally consist of (a) a 15-20 minute oral presentation, (b) responses to questions from the dissertation committee, and (c) a closing statement by the student. Directly following oral component of the exam, the committee will meet in private to decide on one of four options: approval, approval with minor modifications that can be reviewed by the chair, approval with substantive modifications that require review by the full committee, or lack of approval. The committee will sign the Dissertation Proposal Examination form indicating the results of the deliberations. This form is maintained in the student’s dissertation file.

Resubmission of the Dissertation Proposal

If the committee rates the proposal as approval with substantive modifications, the chair will provide a memorandum outlining the necessary revisions within two weeks. The committee can determine whether a second oral defense is necessary or whether a review of the writing revisions is sufficient.

If the committee decides that there is “lack of approval,” the chair will outline the basis for the decision in a memorandum within two weeks. In this situation, the student will be allowed to develop a new dissertation proposal that will be reviewed by the committee within six months. Unless this second proposal is approved or approved with minor modifications, the student will be removed from the program.

IRB Approval

Unless granted an exception by the Program Director, IRB documents will be submitted for IRB review after the dissertation proposal is approved by Dissertation Proposal Examination committee. No data collection for a dissertation shall be conducted prior to approval of the dissertation proposal by the committee and approval by IRB.
The Research Support Seminar instructor provides preliminary assistance to students in developing the IRB application. All IRB application documents must be reviewed either by the Research Support Seminar instructor or the Dissertation Committee chair prior to submission to the IRB Committee.

Students must prepare all required IRB documents according to the guidelines of the CSUF IRB Committee and must have IRB approval prior to the collection of data for the dissertation. Students must pass the CSUF on-line IRB test prior to developing an IRB application. Failure to obtain required IRB approvals prior to collection of data involving human subjects may disqualify a student from making any use of those data. Consult the IRB website.

**The Final Dissertation Defense**

**The Final Dissertation and Defense**

After receiving approval from their chair, students arrange for the final defense of their dissertation. All committee members should receive the written proposal document at least three weeks in advance.

The Dissertation Committee conducts a final oral examination, during which the candidate defends the dissertation. The dissertation defense addresses the theoretical and conceptual background, relevant literature, data collection techniques, data analysis strategies, and results and implications that concern the question(s) studied. The oral examination will generally consist of (a) a 15-20 minute oral presentation, (b) responses to questions from the dissertation committee, and (c) a closing statement by the student.

Following the oral presentation, committee deliberates in private and records the results on the Final Defense of Dissertation form. A copy of the form is maintained in the student’s file. By unanimous vote, the committee may vote for: (a) approval with recommendation for conferral of the degree, (b) approval with minor modifications that can be reviewed by the chair, (c) approval with substantive modifications that require review by the full committee, or (d) lack of approval.

In the case of “approval with substantive modifications,” the final vote of the committee is postponed until the changes are completed. The chair provides a memorandum of understanding that outlines the necessary revisions within a month of the defense. In the case of “lack of approval,” the chair provides a memorandum outlining the bases for the decision within a month. Defense of a significantly revised dissertation must take place within one year. Unless the second dissertation is approved or approved with minor modifications, the student is removed from the program.

**Submission of the Completed Dissertation**

**Departmental Approval**: The following steps are taken, in order, after the defense and must be completed according to the deadlines established by the Graduate Studies Office and the Department:

- All revisions required by the committee are made;
The Committee Chair submits the dissertation to the Specialization Coordinator for review by the Program Editor;

Revisions suggested by the Program Editor are made in consultation with the student and the Committee Chair.

**Graduate Studies Office:** The dissertation is submitted to the University Dissertation Reader for review to ensure conformity to all university format guidelines. The student is notified of any revisions or corrections that need to be made. Final approval on format is given by Office of Graduate Studies on the Dissertation Approval Form.

**Campus Bookstore:** The student submits a final copy of the dissertation, plus the signed Dissertation Approval Form to the campus bookstore for binding and microfilming and pays the appropriate fees. Once submitted, the dissertation may not be withdrawn by the student from the campus bookstore. Final grades for EDD 698 will not be posted until after students submit their dissertations to the bookstore.

**COMMENCEMENT EXERCISES**

Commencement is a ceremony—participation in commencement is not an indication of degree conferral. That said, this is a special ceremony that should mark the successful culmination and completion of the doctoral degree. With this in mind, the Program has established the following guidelines for participation in commencement exercises:

- All students who have successfully defended their final dissertation prior to the ceremonies are encouraged to participate in commencement.
- Students who do not defend their final dissertation prior the commencement may participate in the ceremonies so long as (a) they have completed all data collection and (b) are reasonably confident that they will be able to defend their dissertation prior to the beginning of the following fall semester.

Students who wish to request an exception to these guidelines for personal or familial reasons should consult with their dissertation chair. Exceptions will be reviewed by the Program Director on a case-by-case basis.

**SOCIAL MEDIA**

The Ed.D. program believes that the benefits of completing a doctoral program should include developing strong friendships and an expanded social network. Social media is one means of achieving these outcomes. Here are a few examples of what you will find when you connect with us online:

- Faculty, students, alumni, and partners will post links to jobs, scholarships, and relevant news
• Faculty in several classes will set up a hashtag for their specific course (e.g. #EDD630) to invite students to keep classroom conversations going through the week

• Hear news and updates about grants, publication opportunities, and professional conferences by following @CSUF_CREAL

Here’s how you can join our ongoing conversations about the Ed.D. program on social media:

• Follow us on Twitter at @CSUFEDD or our official hashtag, #csufedd

• Talk with our community on Facebook at www.facebook.com/CSUFEDD

• Connect with us on LinkedIn by searching for “Cal State Fullerton Doctorate in Educational Leadership”

• Download the CSUF Titan App for your smart phones or laptops by going to http://www.fullerton.edu/TitanAppsHelp/FAQs.htm