

Doctoral Program in Educational Leadership



Doctoral Student Handbook

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Section 1: Introduction

The *Doctoral Student Handbook* serves as a reference for policies and procedures applicable to 1) Doctoral students; 2) dissertation chairs and committee members; 3) Graduate Group (core and affiliated faculty); and 5) administrative staff of the Doctoral Program in Educational Leadership at Fresno State (DPELFS).

The DPELFS is an intensive, 60-unit program designed for full-time educators earning their doctorates. Course meetings are generally held in the late afternoon, evenings, and/or on Saturdays. Students taking six to nine units per semester can anticipate completing the program in three years.

Doctoral students take the first nine core courses (27 units) as a cohort. In other words, for the first four semesters, the students in a particular cohort attend all their courses together. These core courses are followed by 21 units of specialization courses, culminating in the 12 unit dissertation.

Please consult this Handbook whenever you have any questions about DPELFS. Call or email the DPELFS Facilitators whenever you have questions not answered by this Handbook.

Section 2: Faculty Advisors

Each student will be assigned to a faculty advisor who will serve in that capacity until the student selects a dissertation chair.

1. Each member of the Graduate Group shall be available to serve as a faculty advisor.
2. Normally, no more than two incoming graduate students will be assigned to any one faculty member or advisor.
3. Faculty advisors may be changed upon request by the student or a faculty member.
4. As a student's research interests become clearly defined, a faculty member other than the faculty advisor may assume the role of dissertation chair.
5. A faculty member will be limited to chairing no more than three student dissertation committees and advising no more than two registered students in one cohort at one time. A faculty member can petition the Executive Committee for a waiver of this limit.

Section 3: Maintaining Satisfactory Progress, Dismissal qualification, and Appeal of Dismissal qualification

Time Limits for Matriculation to Degree

The Doctoral Program in Educational Leadership is designed for completion of the degree requirements within three calendar years. Completion of degree requirements between three and a half and four years is normally acceptable. The qualifying examination will be taken after completion of core courses. A student may not advance to candidacy until she/he has passed the qualifying exam. The total time to qualifying examination and advancement to candidacy may not exceed three years, unless there are mitigating circumstances and the Graduate Group has approved the extensions; such extensions may not exceed one year.

Total registered time in the doctoral program is not expected to exceed five years, and extension beyond this period requires approval by the Graduate Group and Program Director. Extension of the period for degree completion beyond the period of 5 years is normally granted to students in good academic standing, not to exceed a two-year period. It will be the student's sole responsibility to cover all tuition fees during these extensions as financial aid is not available in the form of loans or otherwise for students who do not complete their degree within the allotted three-year period. During the two-year extension period, continuation each term after the extension is granted requires determination of satisfactory progress by the Graduate Group.

Extension of the period by more than two years can be granted only under special circumstances and is based upon criteria established by the Graduate Group. Such extension requires (a) special approval in accordance with the procedures established by the campus, and (b) demonstration that the student has maintained currency in the field, including current literature, course work validation, and research in the field. Students must maintain continuous enrollment and will pay full fees during any granted extensions.

Student Reviews

The Core faculty will review student progress at the end of each semester, academic year and throughout the program. Letters will be sent out to students regarding their progress in the

program. Prior to the qualifying examination students' academic progress will be reviewed by core professors; this group will then determine if the student is in good academic standing, satisfactory standing, or is in need of assistance. Students will receive via mail a Green, Yellow or Red letter that corresponds to their academic standing in the DPELFS. Warning letters related to academic standing may also be sent at any time throughout the program if the student is not meeting academic expectations.

Satisfactory Progress

Ed.D. students are expected to maintain satisfactory progress toward approved academic objectives as defined by the Graduate Group faculty, the Graduate Committee of the Academic Senate, and the University in accordance with the program of study. Students must maintain continuous enrollment in the program in order to be considered a student in good standing. Only courses included in the doctoral program of study will be used in the grade point average (GPA) calculation that determines the satisfactory progress of an enrolled doctoral student.

In order for students to maintain satisfactory progress in the doctoral program, several standards must be met. First, the student must maintain at least a 3.0 cumulative grade point average throughout the program. Second, the student may not have a grade point average below 3.0 in any two terms. Students who fall below a 3.0 grade point average in a semester will be notified that they are on academic probation. In addition, students receiving two "C"s in courses will be dismissed from the program unless one of the courses with a "C" grade is repeated and the grade improved. Students will be advised in writing that they are on academic probation after receiving the first "C" and will be dismissed immediately after receiving the second "C" in any course in their program of study.

The student must advance to candidacy and complete all courses and examinations satisfactorily in the time period specified by the Graduate Group.

Incomplete Grades

Students will be allowed to carry no more than 2 incomplete grades. After receiving 1 incomplete students will receive a letter of warning and be placed on Academic Probation by the Program. Students normally will not be permitted to enroll in additional courses until all

incompletes are cleared. Students must meet with the Director to appeal this restriction or to determine any other courses of action the student must take in order to rectify the situation. Students should refer to the appropriate General Catalog year for further details.

Normally it is expected that the student will make up an “I” (Incomplete) grade during the next semester; however, it; the incomplete, must be made up within one calendar year immediately following the last day of the semester/session during which it was assigned. This limitation prevails whether or not the student maintains continuous enrollment. Failure to complete the assigned work will result in the “I” being counted as an IC (Incomplete Charged), or failing grade for grade point average computation. An “I” grade not made up within one calendar year after the grade has been recorded is changed to an “IC” (or an NC if CR/NC grading was approved). A student may be dismissed from the program if the deadline for rectifying incomplete grades outlined above is not met. Incomplete grades must be cleared before a degree is awarded. In the absence of the instructor who has assigned the incomplete, a student seeking to make up this grade should consult the department chair.

GRE Writing Requirement

Applicants to the Doctoral Program in Educational Leadership must meet a Graduate-level entrance writing requirement. The DPELFS Faculty Graduate Group voted to adopt a recommended score of 4.0 on the Writing portion of the GRE examination. If a student is offered admission and does not meet this criteria, the student will be offered a “conditional admittance” with a requirement that the student must attend at least six 1-hour writing sessions at the Graduate Writing Studio in his or her first year. The student will also be expected to demonstrate progress in his or her writing as measured by a purposeful writing sample (aligned with a core course writing assignment) evaluated by the Graduate Group committee members. Students must complete this writing requirement before for the Qualifying Examination.

Grade Substitution by Repetition of Courses

Post baccalaureate students pursuing a doctoral degree, master’s degree, or certificate of advanced study may, with approval of an adviser, repeat a course for academic credit, regardless of what grade was originally earned in the course. However, the student is not eligible to petition for

grade substitution. All course work taken, beginning with the first term of the student's doctoral or master's degree program, is used in determining the student's grade point average and graduation eligibility.

Dismissal

If a student receives a grade point average below 3.0 in a second semester, they will be dismissed from the program. Students may appeal their dismissal through the appropriate appeal process established by the Graduate Group. After consultation with the Graduate Group faculty, students who fail to make satisfactory academic progress and are recommended for dismissal from the program by the Graduate Group must be notified officially in writing. A student who has been dismissed from the program, which has the effect of being terminated from the University, will not be allowed to continue in the Doctoral Program in Educational Leadership, enroll in doctoral-level courses, or register again in that doctoral program, without application and readmission.

Appeal of Dismissal

To ensure that a decision to dismiss a student from the program is just, basic due process requirements set by the Graduate Group must be met. This process, developed by the Graduate Group, must include the opportunity for appeal by the student. A student may also set up a one on one meeting with the director of the program to discuss alternate options to dismissal.

Attendance

Students are expected to attend all classes and be active participants. Students who must miss class because of an emergency must contact the instructor prior to class; it is expected that these events will be rare. Students who miss class for any reason may be administratively withdrawn from the course by the instructor. A student being administratively withdrawn from a course means that the student must retake the entire course when it is next offered (normally one year later). Specialization courses will be handled case-by-case. Students should also make every effort to be on time for class and not plan on leaving early. Students are valuable partners in the teaching and learning process and attendance is vital to higher level academic learning.

Doctoral Culture

The Ed.D. is the highest degree attainable for educational practitioners, and is known as a terminal degree. Because of this it is important that students have the utmost expectations of themselves as learners and students in a higher level academic environment. It is the doctoral student's responsibility to:

- Communicate effectively with faculty, faculty members, dissertation chairs and or committee members
- Exercise the highest integrity in all aspects of their work
- Work towards their degree in a timely fashion

Social Justice Thread

The DPELFS program is committed to teaching courses from a social justice perspective. As members of the Carnegie Project on the Education Doctorate (CPED) our program aims to adhere to CPED's guiding principles, which include that a professional doctoral program frame pedagogy around issues of ethics, equity and social justice. This means that faculty may construct course assignments and/or lead discussions that focus on questions of inclusivity, diversity and multiculturalism to deeper understandings of how inequality is perpetuated for marginalized groups. The goal of DPELFS is to create a class of educational leaders that can use their critical lenses to bring about transformative change throughout the communities in the Central Valley.

Section 4: Doctoral Program Course Sequence

The DPELFS program located at Fresno State commences in the fall and includes summer school in years 1 and 2. Upon admittance to the program students will receive a cohort-specific course sequence.

Note: All courses are 3 units.

Students must pass the Qualifying Exam during the fifth semester.

	Semester 1	Semester 2	Semester 3
	6 Units Total	6 Units Total	6 Units Total
Year 1	EDL 501 Organizational Theory in Complex Organizations	EDL 506* Conceptual Curriculum Perspectives for Educational Leadership	EDL 502* Educational Reform
	EDL 509 Advanced Applied Research and Measurement in Education	EDL 504* Advanced Applied Quantitative Methods	EDL 508* Theories of Cross- cultural Education

	Semester 4	Semester 5	Semester 6
	9 Units Total	6 Units Total	9 Units Total
Year 2	EDL 507* Applied Qualitative Research Methods	EDL 580T Specialization Course	EDL 580T Specialization Course
	EDL 511* Educational Evaluation, Assessment and	EDL 580T Specialization Course	EDL 580T Specialization Course
	EDL 503 Educational Policy Environments	Mandatory Dissertation Seminars Qualifying Exam	EDL 599 Dissertation Units (3)

*Indicates Fieldwork in Course

	Semester 7	Semester 8
	9 Units Total	9 Units Total
Year 3	EDL 580T Specialization Course	EDL 580T Specialization Course
	EDL 580T Specialization Course	EDL 599 Dissertation Units (6)
	EDL 599 Dissertation Units (3)	
	Preliminary Dissertation Defense	Final Dissertation Defense

Core Courses	Specialization	Dissertation	Program
27 Units	21 Units	12 Units	N/A

Section 5: Doctoral Program Phases

Students in the program move through three phases of study, comprising 60 units. The *Doctoral Program Phases* (Core, Specialization, and Dissertation) provide a learning experience designed to give students knowledge about the strategies of scholarly investigation and application in practice. The final phase (i.e., the dissertation) must deal with specific, well-defined and important questions or issues which merit investigation. Dissertation topics must relate to some existing body of theoretical or empirical knowledge in the chosen field of study. The student should work closely with the professor he/she selects as dissertation chair to develop the topic question(s). The DPELFS program policy permits a wide range in both subject matter and research perspective. No constraint is placed upon the topic to be chosen, except those inherent in proper scholarship and within the purview of the dissertation chair and committee.

The unique nature of the Ed.D. will also determine the nature of the dissertation. The student will be expected to construct a document with a clear theoretical framework, an adequate collection of empirical, philosophical, evaluative, historical, ethnographic and/or intervention data, a critical analysis of the data collected, and a direct and specific discussion of the implications of theory and data for educational policy and/or practice. The dissertation research will be conducted under the supervision of the dissertation chair and the dissertation committee. Publication rights of the dissertation are shared between student and chair.

All of the DPELFS forms can be found on the DPELFS website under student corner, forms. The student is responsible for keeping track of his/her courses and units. It is strongly recommended that the student use the Record of Units form to record each doctoral course, and to verify that the appropriate number of units is completed during each phase. The forms will be referred to by number and title in the body of this manual.

Phase I: Core Courses

The Core Courses consist of nine courses of 27 semester units. During this phase DPELFS students take these courses as a cohort. Core Courses and a description are listed below. Each Core course is 3 units. Courses with an * indicate they will consist of embedded fieldwork projects

Embedded Fieldwork

In many of the courses there is a component of embedded fieldwork or “laboratories of practice” where collaborative groups of doctoral students work with school site and college-based leaders to complete a project for that client directly related to the course curriculum. Clients are given the Embedded Fieldwork Assessment to complete at the end of the course and when the project has been completed. This instrument provides feedback about how well the students were able to undertake and complete work directly related to the course (student outcomes assessment). These assessments are collected at the end of a cohort’s program of study and reviewed by the Assessment subcommittee of the doctoral faculty Graduate Group to assess the degree to which program outcomes are being met. Embedded fieldwork courses are indicated with an *.

EDL 501. Organizational Theory in Complex Organizations

Prerequisites: admission to the program. Seminar. Combines alternative views of organizational theory with application to the structure of the school; to critical roles played by teachers, principals and other school personnel; and the examination of relationships among structural elements of schools.

*EDL 502. Educational Reform**

Prerequisite: admission to the program. Seminar. Examines change in education settings in the context of organizational theory, structure, and culture; change processes; and change leadership strategies and styles. K-12 educational settings and higher education settings are used to test theories and change strategies.

EDL 503. Educational Policy Environments

Prerequisite: admission to the program. Seminar. Explores the determinants of policy in educational organizations and leadership. Analysis of structures used for legal, fiscal and political decisions, and conflict management. Role of the educational leader in relation to intergovernmental activities aimed at educational reform.

*EDL 504. Advanced Applied Quantitative Methods**

Prerequisites: admission to the program or permission of instructor. Seminar. Examines advanced research methodologies and data analysis techniques applicable to education and social science settings. Topics include experimental and quasi-experimental design, advanced statistical techniques, sampling distributions, nonparametric statistics, inference and hypothesis testing. Specific applications to the work of the education leader.

*EDL 506. Conceptual Curriculum Perspectives for Educational Leadership**

Prerequisites: admission to the program and EDL 201, EDL 202. Students will develop the philosophical and analytical skills to examine curriculum theory and practice, including the organization of subject matters, and instructional methods.

*EDL 507. Applied Qualitative Research Methods**

Prerequisite: admission to the program. Seminar. Examines the purpose and nature of qualitative research including current applications in educational settings. Emphasis is directed toward critical analysis of current qualitative studies and will include field-based application.

*EDL 508. Theories of Cross-Cultural Education**

Prerequisite: admission to the program. Seminar. Designed to thoroughly review the most relevant theoretical approaches dealing with cross-cultural, multicultural education. As diverse and conflicting perspectives are examined, students will experience the complexity of views and perceptions dealing leaders with multicultural populations coexisting in a pluralistic society.

EDL 509. Advanced Applied Educational Research and Measurement

Prerequisite: Admission to the program. Analysis of approaches to designing and conducting educational research, including ethical issues. Emphasis on reading and evaluating research literature, and designing research projects. Psychometric theory, validity and reliability of tests, professional testing standards, and hands-on experience with test evaluation are included.

*EDL 511. Educational Evaluation, Assessment, and Planning**

Prerequisite: admission to the program. Examines assessment practices, planning strategies, and evaluation processes in K-12 and higher education settings. Addresses current issues and trends in the field of education related to school accountability. (Formerly EDL 280T)

Phase II. Specialization Courses

The Specialization phase is equivalent of 21 semester units. Prerequisites for all Specialization Courses are completion of core courses and a 3.0 cumulative GPA. Additionally, students must satisfy all conditions associated with admission, if applicable. Each cohort is surveyed during the Core Course phase of the program to identify topics of interest for specialization courses. The program attempts to offer the highest ranked course topics, depending on faculty availability. Students have the option to take specialization units in either strand (P12 or HE). Cross-Strand courses are available to students of either strand.

Examples of Possible Specialization Courses:

EDL 520. School Leadership for Reading Instruction (P12)

Students analyze forces driving reading/language arts mandates and their impact on the implementation of reading curricula. Using philosophical and corporate underpinnings of the "Reading Wars" students discover the praxis between theory, research, and practice.

EDL 521. Human Resource Leadership in Schools (P12)

Application of Human Resource Management Theory, empirical findings, and best practices to school leadership. HR theories and practices including recruitment, staffing, motivation, performance management, and development are examined emphasizing the strategic role of HR in enhancing organizational effectiveness.

EDL 523. School Resource Management and Fiscal Planning (P12)

Develops advanced skills to effectively manage internal and external resources within the school setting. The course provides an overview for leveraging external resources, obtaining grants, developing external partners, and examining issues and studies related to financing public education.

EDL 524. School Law (P12)

Examination of Federal Law, California Ed. Code, California Code of Regulation, and program implementation. Freedom of expression, separation of church and state, personnel law, liability, governance requirements, and special education are covered.

EDL 540. Resources and Fiscal Planning for Higher Education (HE)

Covers how resource allocation is determined in a Higher Education system structure. Approaches to budget development are examined using knowledge of traditional and nontraditional financial resources available to colleges, which are a major strategic aspect of higher educational financial planning.

EDL 580T. Leaders and Leadership (Cross-Strand)

During this course, attention will be focused on the following questions: 1) What is leadership? How does the research literature define leadership generally? Educational leadership? 3) What role does leadership play in the policy-making process? What role does it play in everyday practice? 4) How many notions of leadership changed in recent times? 5) What characteristics make an individual a leader? 6) What are the implications for leaders K-12 and higher education institutions?

EDL 580T. Leadership in Remediating Reading Difficulties (Cross-Strand)

This class will survey a range of theories, research, and practice in the development of reading abilities for special education and struggling students including dyslexia and attention deficit/hyperactivity disorder has on reading instruction. We will analyze the research and practice in and outside of special education addressing issues of comprehension, phonemic awareness, emergent reading, text complexity, motivation, reading failure syndrome, cultural, and vocabulary instruction. We will also review the theory and practice of response to intervention and leadership.

EDL 580T. Advanced Service-Learning Pedagogy and Practice K-HE (Cross-Strand)

This course is designed to prepare students with the advanced skills, knowledge, and dispositions to develop service-learning partnership programs among K-12 schools, colleges/universities, non-profits, and public agencies. Students will explore how service-learning pedagogy impacts academic achievement, social/emotional development, and civic engagement across elementary, secondary, and higher education contexts. Practical field experiences will be used to explore how service-learning addresses academic curriculum standards and the needs of diverse student populations, including English Learners, Students with Special Needs, and Students from Disadvantaged Backgrounds.

EDL 580T. Community College Administration (HE)

This course provides an understanding and development of knowledge of community college administration with emphasis on the California Community College system. The course combines theory, research, topics, issues, and debates of the profession. Practical applications will be explored while enabling students to develop a knowledge base grounded in current theory and research in community college administration.

EDL 580T. Human Resources and Collective Bargaining in Higher Education (HE)

Through the study of statutes, regulations, court decisions and case studies, students will examine the major functions of human resources such as: employer-employee relations, performance evaluation, recruitment and selection processes, employee discipline, interpreting bargaining agreement language, prevention of harassment and discrimination. There will be an emphasis on the critical role of human resources in education.

EDL 580T. Post-secondary Legal Issues (HE)

This course is designed to expose the student to a wide range of administrative problems at the college and university level that have legal implications. This course should assist current and prospective college and university faculty and administrators in recognizing the legal parameters around which decisions are made. The course will address the legal relationships between the higher education institution and its trustees, administrators, faculty, students, local/state/federal governments, educational associations, and business/industry communities.

EDL 580T. Topics in Educational Leadership

Prerequisites: admission to the program, EDL 201, EDL 202, EDL 203, EDL 204, EDL 205, EDL 206, EDL 207, EDL 208, and EDL 211, and permission of the director. Topics and issues in educational leadership in the areas of organizational studies, curriculum, instruction and supervision, assessment and evaluation, and sociocultural studies. Analysis of research findings and an emphasis on the relationship of theory to practice.

EDL 590. Individual Study

Prerequisites: admission to the program, EDL 201, EDL 202, EDL 203, EDL 204, EDL 205, EDL 206, EDL 207, EDL 208, and EDL 211, and permission of the director. Research for individual doctoral graduate students. CR/NC grading only.

Additional Potential Specialization or Independent Study Topics:

- Collaboration in Professional Learning Communities
- Effective Instructional Strategies Leadership in Math and Science Education Data-driven Decision Making
- Advanced Curriculum
- Education Technology
- Professional Ethics and Moral Issues in Education Organization Development for High Performance Student Development in Post-Secondary Education
- Contemporary Issues in Post-Secondary Education Technology Post-Secondary Education Collective Bargaining
- Resource and Fiscal Planning Development and Marketing Post-secondary Legal Aspects
- Common Core Standards

Phase III. Dissertation

The Dissertation Phase begins with the advancement to candidacy for the Doctorate in Education.

Mandatory dissertation seminars are held after advancement to candidacy. A total of 12 dissertation units are taken in the three subsequent semesters (3 units in the sixth semester, 3 units in the seventh semester, and 6 units in the eighth semester).

EDL 599. Dissertation (1-12)

Prerequisites: advancement to candidacy for the Doctorate in Education and a minimum GPA of 3.0. Submission of approved dissertation. See *Criteria for Dissertation*.

CR/NC grading only.

PROGRAM TOTAL: 60 UNIT

Section 6: Policy and Procedures for the Qualifying Exam and Advancement to Candidacy

To be eligible to take the Qualifying Exam, students must:

- Satisfactorily complete all Core courses (including clearing all incomplete grades)
- Satisfy any conditions associated with admission

The Qualifying Examination

Eligible students are required to apply for the Qualifying Exam by completing DPELFS Form 2 Part I to the DPELFS office 30 days prior to the exam date. The qualifying examination will be scenario-based questions related to material covered during the Core Courses. Two scenarios, one PreK-12 and Higher Ed, will be developed by the program director (or designee) and sent to each faculty member who taught a Core course so they can develop the question using the scenario. Each faculty member teaching a Core course will develop one question pertaining to his/her course material related to each scenario (a total of two questions) and a scoring rubric outlining what is acceptable in a student response.

The questions written to address P-12 and HE scenarios will generally be the same for each scenario, written to address the specific context of the scenario. Students will be given a study guide at the end of each core course so they can begin to study for the exam. *Core faculty has the discretion to decide the format of their core course study guide.* The director (or designee) will randomly select three questions for each student to be addressed during the four hour testing time. These questions will be given to the student at the time of the exam. Students will address the questions in depth, based on their core course materials.

As noted above, students will have four hours to take the exam, will use an on-campus computer lab, and will not have access to references (hard copy or online). Two faculty members will monitor the exam.

An ad-hoc Qualifying Examination Committee will be appointed each year and the Director (or designee) will select the questions, administer the exam, select the exam readers and also read and score some of the qualifying examinations (as appropriate). The faculty whose question was given during the exam will be assigned as first score reviewer. Another core faculty member who is

familiar with the subject area will be the second reviewer. All exams are graded blindly by faculty. If there is a significant difference between the two readers, a third reader will be asked to read the paper. The two most similar scores will be used for that paper.

Students will be given two opportunities to pass the qualifying exam. If a student fails the first exam, they will be tested on a new question(s) from the same content area(s) in which he/she did not pass. The question(s) will not be made available to the student prior to the examination date. The re-examination will be administered similar to the first examination (see QE section in this Handbook). The re-examination must be taken within 30 days of the first exam, unless otherwise approved by the program director. Exam time will be retroactive depending on the number of retake questions, for example if the student only needs to retake one question they will be given one hour and fifteen minutes to answer the question. It is highly recommended that any student needing to retake any part of the qualifying exam set up a meeting with the instructor for the content area not passed to gain a better understanding of the content before the re-examination.

If the student does not pass the examination after the second attempt, the student will be dismissed from the program and not permitted to take additional courses. Students who wish to appeal the decision made on their qualifying examination must use the university process for grade appeals as described in the University catalog.

Advancement to Candidacy

When the student has passed the qualifying exam and completed the selection of the dissertation committee, the student will fill out DPELFS Form 4 [Application for Candidacy for the Degree of Doctor of Education, Educational Leadership] and submit this form to the Director for approval. The Dean of Graduate Studies at Fresno State gives final approval of the advancement to candidacy application.

Section 7: Enrollment in Research Practicum/Doctoral Dissertation

Prerequisites

Only those students who have completed: 1) the core course work and specialization; 2) passed the qualifying exam, and 3) who have been advanced to candidacy may begin formal work on a doctoral dissertation.

Enrollment in Dissertation Units

Enrollment in dissertation (EDL 599) units is normally effected in three-unit or six-unit segments. Once the candidate has enrolled in 12 dissertation units, the maximum allowable, continuous enrollment must be maintained until the dissertation is completed. Students must register for “0” units after all regular course units have been taken. Even though the student is enrolled in “0” units, the student is responsible for covering full tuition fees for each semester incurred during the extension process.

Section 8: The Dissertation Process and the Preliminary Oral Defense

The Dissertation Committee

The student's Dissertation Committee counsels the student on all aspects of the doctoral research to foster the student's progress, and to monitor the quality of the research and resulting dissertation. The doctoral student should begin to consider faculty who might make appropriate committee members during the Specialization Phase.

The Dissertation committee will consist of at least three members, one will serve as chair. Co-chairs are allowed. More than three committee members are acceptable and may be requested by the student and the chair. One member of the committee must be an individual who is considered a professional practitioner who also holds a doctorate.

Qualified individuals whose expertise is germane to the topic but who are not members of the DPELFS Graduate Group must be recommended to the Director and Dean of Graduate Studies (see DPELFS Supplemental Form A, Request for Consideration of a Non DPELFS Graduate Group Dissertation Committee Member). The non-Graduate Group committee member must have an Ed.D. or Ph.D. A curriculum vita must accompany the request. Only Core Graduate Group faculty can chair student dissertation committees.

A change of dissertation chair should only occur on very rare occasions. Reasons for the change should be documented in writing and should reflect very extenuating circumstances. The change must be signed off by the current chair and the newly proposed chair and approved by the Director.

Meetings of the Dissertation Committee may be called at any time by the chairperson. The most important meetings are the Preliminary Oral Defense, where the proposal is presented to the committee for approval, and the Final Oral Defense (see Section 11), where the completed dissertation is presented to the committee for approval.

Dissertation Committee Approval

The student's proposed dissertation committee chairperson and committee members must sign DPELFS Form 4 [Dissertation Committee Approval for the Degree of Doctor of Education,

Educational Leadership] to verify their agreement to serve on the dissertation committee. Once the committee signatures are obtained by the student, DPELFS Form 4 must be submitted to the Director for approval. The Dean of Graduate Studies at Fresno State gives final approval of committee composition.

The Preliminary Oral Defense

The purpose of the Preliminary Oral Defense is to provide a critical examination and assessment of the student's plans. The student presents the rationale, the scope, and the proposed execution of the planned research; the proposal is discussed and evaluated by the committee. Form 6 [Scheduling of the Preliminary Oral Defense of the Dissertation Research Proposal] must be submitted to the DPELFS office **three weeks prior** to the scheduled date of the Preliminary Oral Defense. The research proposal is to be submitted to the DPELFS office for a preliminary APA compliance review three weeks prior to the Preliminary Oral Defense.

The announcement of the student's Preliminary Oral Defense must be posted one week in advance of this formal meeting. The DPELFS administrative office staff will not post the student's Preliminary Oral Defense until the completed DPELFS Form 6 [Scheduling of the Preliminary Oral Defense of the Dissertation Research Proposal] has been received.

Preliminary Oral Defenses are to be scheduled through DPELFS during the academic year, either during the semester or the intercession. Teleconference arrangements and room assignments can be scheduled through the DPELFS office. The Preliminary Oral Defense can be scheduled at other times upon approval of the committee, the DPELFS Director, and the Dean of Graduate Studies at Fresno State. Committee members will use the Preliminary Oral Defense Rubric to evaluate students during the defense.

Students are to bring Forms 5, 7, & 8 to the Preliminary Oral Defense. At the start of the Preliminary Oral Defense, the student will provide the Committee members with DPELFS Form 7 [Preliminary Oral Defense Required Changes] so that the committee members may outline the changes that are needed before Form 8 [Completion of the Preliminary Oral Defense the Dissertation Proposal] is signed off. If there are no changes required at the conclusion of the Preliminary Oral Defense, Forms 5, 7, & 8 can be completed and submitted. Otherwise, the

completed Form 7 should be submitted and when the required modifications have been satisfactorily completed, the student will obtain signatures from his/her committee on Form 8 and submit to the DPELFS office.

If the research plan includes human subjects, appropriate clearances must be obtained. See Section 9, “Human Subjects Research Procedures Information and Possible Exemptions.” Any exceptions to this policy must be granted by the Dean of Graduate Studies at Fresno State.

Preparing for the Preliminary Defense

The research proposal consists of a draft of the first three chapters (the introduction, the literature review, the methodology), and references. This proposal (Chapters 1-3) will inform prospective committee members of tentative research plans. Students working with the Committee should note:

- Students are required to use the dissertation template available through the Division of Graduate Studies, Dissertation/Thesis Office. Use the supplemental documentation to learn how to properly use the template
<http://www.fresnostate.edu/kremen/dpelfs/documents/DissTemplate2013.doc>
- It is recommended that the student consult with the Dissertation Chair and Committee frequently.
- It is necessary to give the Dissertation Chair and committee member’s sufficient time to read the proposal and provide feedback. Committee members typically need two to three weeks to read, consider, and comment on drafts.
- The student must schedule meetings, such as the Preliminary defense, with the committee.
- When an acceptable date/time is agreed upon, the student should call the DPELFS office to arrange for meeting space and/or videoconference facilities.

Section 9: Human Subjects Research Procedures Information and Possible Exemptions

Institutional Review Board- IRB

DPELFS students wishing to conduct research involving human subjects are required to review the policies and procedures for research involving human subjects at California State University, Fresno. Following the completion of the Preliminary Oral Defense, students must submit DPELFS Form 5 [CSUF Human Subjects Research Exemption Statement] to the doctoral program office for review. If the research is exempt under the Fresno State Handbook, as determined by the Fresno State (department-level) review committee, the research proposal need not be submitted to the California State University, Fresno Committee on the Protection of Human Subjects (CPHS).

The human subjects review process is very important and is taken very seriously. Any violations of campus or federal human subjects' protection policies can have catastrophic results. The University can lose all federal funding and be banned from receiving future funding. Please read all requirements. The latest version of the Fresno State Policy and Procedures for Research with Human Subjects may be obtained from <http://www.fresnostate.edu/academics/humansubjects/policy-procedures/index.html>.

Failure to read and understand the requirements or fill out the forms correctly will result in major delays in your research. You may not begin doing your research until you have received approval to do so. You must be a student enrolled in the university in order to conduct any research involving human subjects.

Section 10: Writing the Dissertation

After completing the Preliminary Oral Defense, the student carries out the research plan described in the approved proposal, collects data and analyzes it, and continues writing the dissertation. The student's dissertation committee serves to guide the student in this endeavor.

The student should 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 should allow the faculty members at least three weeks for a thorough reading of the last draft. The student should submit drafts of the dissertation to committee members in appropriately typed form. The completed final draft also includes the abstract, copyright page, title page, acknowledgments, table of contents, list of tables and figures, references, and appendices.

The student will submit the manuscript to committee members for a final reading. 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 more appropriately a specific research design. It is the student's responsibility to pay for all production expenses such as copies, postage, and envelopes.

Section 11: The Final Oral Defense

Prior to scheduling the Final Oral Defense, the student's committee should carry out a thorough review of the completed dissertation to ensure that the manuscript will be ready for final typing following the Defense. Form 10 [Scheduling of Final Oral Defense of the Dissertation] must be submitted three weeks prior to the defense so the defense can be publicly posted. Additionally, the dissertation is to be submitted for the final program-level APA review and the student is to register their intent to submit the dissertation to Graduate Studies via the Dissertation/Thesis Office website.

NOTE: It is the student's responsibility to set a date for the final defense and acquire faculty signatures, after consultation with the dissertation committee.

At the Final Oral Defense, students will make a public presentation based on their dissertation projects. The details of place and time for dissertation presentations will be publicly announced in order to permit interested faculty and students to attend and ask questions. The announcement of the student's Final Oral Defense must be posted at least one week in advance of this formal meeting. The DPELFS administrative office staff will not post the student's Final Oral Defense until he/she has an approved DPELFS Form 10 [Scheduling of the Final Oral Defense of the Dissertation]. This examination may be scheduled to take place on campus during the academic year either during a semester or the intercession. The oral defense can be scheduled at other times upon approval of the committee, the DPELFS Director, and the Dean of Graduate Studies.

The Final Oral Defense is conducted as an open forum guided by the candidate's chairperson and Dissertation committee. The committee will use the Final Oral Defense Rubric to evaluate the student's defense. 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 work; and, 3) to provide an opportunity to share the work with the campus community.

There are three possible outcomes of the Final Oral Defense:

1. The Defense is satisfactory and the manuscript is accepted as submitted with only minor copy editing revisions. The Dissertation Committee members sign DPELFS Form 11

[Report of the Final Examination and Filing of the Dissertation for the Degree of Doctor of Education, Educational Leadership], and may, at this time, also sign the Committee Membership/Approval Page.

2. The Defense is satisfactory, but the need for substantive revisions of the manuscript is apparent. The Committee members sign DPELFS Form 11, but withhold their signatures from the Committee Membership/Approval Page until changes have been made that satisfy the requirements of all members.
3. The 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 or because the dissertation is unacceptable. Committee members do not sign the DPELFS Form 11 or the Committee Membership/Approval Page. A second Final Oral Defense may be scheduled when the Chair finds that the student is prepared and the committee members agree that the required remediation has been accomplished.

It is strongly recommended that students bring the Committee Membership/Approval Page (laser printed on appropriate paper) to their final defense and have committee members sign this page at that time if the outcome of the defense is satisfactory. This will eliminate problems in obtaining signatures at a later date.

Submitting the Final Manuscript

Once the dissertation is approved by the Dissertation Committee (“passed” the final defense), the, the completed Form 11 [Report of the Final Examination and Filing of the Dissertation for the Degree of Doctor of Education, Educational Leadership] is to be submitted to the DPELFS office. In conjunction with the Program-level APA review that is done throughout the final defense process, the manuscript should be fully APA compliant. The dissertation must then be approved by the Graduate Studies, Dissertation/Thesis Office (DTO), prior to the conferring of the degree. Dissertations are to be submitted to the DTO in accordance with the specified dissertation submission procedures, available on the DTO website. Additional instructions for procedures regarding dissertation, submission, fees, and binding requirements will be provided at a later date.

Reminders for deadlines will be sent by program facilitators and DTO.

Section 12: Applying to Graduate and Graduation

Applying to Graduate

Students must apply to graduate at the beginning of the intended graduation term in accordance with Division of Graduate Studies procedures and deadlines. Applications to graduate can be withdrawn (the fee forfeited); however, applications cannot be submitted late. Therefore, it is recommended that students complete the application process if there is even a remote possibility of graduation. The process to apply for graduation includes completing Form 9 [Application for the Granting of the Degree of Doctor of Education, Educational Leadership], taking the Degree Service Form and fee to the Cashier's Office, and submission of Form 9 and fee payment receipt to the DPELFS office for review. Deadlines for applying for graduation at Fresno State may be obtained from the Division of Graduate Studies website. **All incomplete grades, whether or not they are DPELFS courses, must be cleared before the degree can be posted to the student transcript.** Students must register an intent to submit a dissertation with the Fresno State Division of Graduate Studies, Dissertation/Thesis Office (DTO) at the start of the anticipated graduation term. Instructions are available on the DTO website.

Policy on Graduates Participating in Graduation Ceremonies

Students will be permitted to participate in graduation ceremonies (including Hooding and Commencement) only after final changes have been made to the dissertation as required by the committee; the dissertation committee chair has signed all forms related to the completion of the dissertation; and the final dissertation document has been sent to the Division of Graduate Studies, DTO for final review. Students must also meet all pertinent program timelines pertaining to graduation.

Graduation Ceremonies

Commencement ceremonies are usually held in May at Fresno State. The Kremen School of Education sponsors a hooding ceremony that is usually held the night before commencement. The doctoral graduates are given special recognition during this ceremony. Students are required to

attend this ceremony and strongly recommended to attend the large general ceremony the next day to represent their program. Information regarding doctoral regalia is usually distributed in March by the Kennel Bookstore. Regalia may be ordered at this time for the hooding and commencement ceremonies.

Memorandum of Understanding

I _____, a student in Doctoral Program in Educational Leadership at Fresno State (DPELFS), have read and understand the rules and regulations outlined on the Students Handbook given to me by DPELFS. I also understand that the PDF version of this handbook is online and available for download at <http://www.fresnostate.edu/kremen/dpelfs/students/index.html>.

By signing below, I acknowledge that I have reviewed, understood and am committed to abide by the policies and procedures as outlined in the DPELFS Student Handbook. Disclaimers written on this form or failure to sign and return this form does not release the student from the responsibility of abiding by the policies and procedures contained in the handbook.

Student Signature

Date