

Doctoral Program in Educational Leadership



Doctoral Student Guidelines

California State University, Fresno

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Section 1: Introduction

The *Doctoral Student Guidelines* 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); 4) members of the Regional Partnership Advisory Board; 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.

There are approximately twenty-four students in each entering cohort. The students take the first nine courses (27 units) as a cohort. In other words, for the first four terms, the students in a particular cohort attend all their courses together. These core courses are followed by 21 units of individualized specialization courses, culminating in the 12 unit dissertation.

Please consult these Guidelines whenever you have any questions about DPELFS. Call the DPELFS office whenever you have questions not answered by these Guidelines.

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 Core Graduate Group shall be available to serve as a faculty advisor.
2. Normally, no more than four incoming graduate students will be assigned to any one faculty member.
3. The faculty advisor will establish a file on each student and will assist the Graduate Program Assistant in planning the students' program of study.
4. Faculty advisors may be changed upon request by the student or a faculty member.
5. As a student's research interests become clearly defined, a faculty member other than the faculty advisor may assume the role of dissertation chair. The faculty advisor and the Graduate Program Assistant will then assist the dissertation chair as needed.
6. A faculty member will be limited to chairing no more than four student dissertation committees and advising no more than four registered students in one cohort at one time. A faculty member can petition the Executive Committee for a waiver of this limit.

Section 3: Time Limits for Matriculation to Degree, Annual Student Reviews, Satisfactory Progress, Disqualification, and Appeal of Disqualification

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. Normally, the qualifying examination will be taken after completion of core courses. 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. Extension of the period for degree completion beyond the period of five years is normally granted to students in good academic standing, not to exceed a two-year period. During the two-year 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.

Annual Student Reviews

The Core faculty will review student progress on an annual basis and letters will be sent out each year to students regarding their progress in the program.

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 "C" grades is repeated and improved. Students will be advised in writing 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.

Students must repeat any class in which they have received a D or an F. These repeat courses do not replace failed courses (i.e., the grade point for the D or F remains in the calculation of the student's overall GPA).

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

Incomplete Grades

Students will be allowed to carry no more than 6 semester units of incomplete coursework. Students carrying 6 semester units of incompletes 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 grade during the next semester; however, it 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, 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). 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.

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.

Disqualification

If a student receives a grade point average below 3.0 in a second semester, they will be disqualified from the program. Students may appeal their disqualification 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 who are recommended for disqualification from the program by the Graduate Group must be notified officially in writing. A student who has been disqualified 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 Disqualification

To ensure that a decision to disqualify 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.

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. The DPELFS program at Bakersfield starts in the summer term and follows the same sequence of courses. Contact the DPELFS office for a cohort-specific sequence of courses.

Note: All courses are 3 units. Terms are listed for Fresno/Bakersfield programs. Students must pass the Qualifying Exam during the fifth semester.

Year 1	Semester 1 (Fall/Summer)	Semester 2 (Spring/Fall)	Semester 3 (Summer/Spring)
	6 Units Total	6 Units Total	6 Units Total
	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	

Year 2	Semester 4 (Fall/Summer)	Semester 5 (Spring/Fall)	Semester 6 (Summer/Spring)
	9 Units Total	6 Units Total	9 Units Total
	EDL 507* Applied Qualitative Research Methods	EDL 580T Specialization Course	EDL 580T Specialization Course
EDL 511* Educational Evaluation, Assessment and Planning	EDL 580T Specialization Course	EDL 580T Specialization Course	
EDL 503 Educational Policy Environments	Mandatory Dissertation Seminars (No Units) Qualifying Exam	EDL 599 Dissertation Units (3)	

Year 3	Semester 7 (Fall/Summer)	Semester 8 (Spring/Fall)
	9 Units Total	9 Units Total
	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 Courses	Dissertation Units	Program Benchmarks
27 Units	21 Units	12 Units	N/A

*Indicates Fieldwork in Course

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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. 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 normally 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 major professor and the dissertation committee.

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.

EDL 501. Organizational Theory in Complex Organizations

Prerequisites: admission to the program. Seminar. Combines alternative views or organizational theory with application to the structure of the school; to critical roles played by teachers, principals and other school personnel; and to examine the 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. 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. Seminar. Students will develop the philosophical and analytical skills to examine curriculum theory and practice, including the conceptualization of purposes of the organization of subjects matters, and of the 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 explain and discuss 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. Review 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, hands-on experience with test evaluation are included.

EDL 510. Field-based Research Practicum in Organizational Settings

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. Engages students in studies relevant to field settings. Includes collecting and analyzing both qualitative and quantitative data related to improving educational practice and/or solving school problems. Expected to relate to prospective dissertation topic and proposal possibilities.

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 must take specialization units in their declared strand (P12 or HE). Cross-Strand courses are available to students of either strand. Students may also propose an individual study course by completing the Individual Study form. This form is submitted to the Director for approval. A selection of previously offered Specialization Courses are listed below. Courses that are included in the sequence for the clearing of the California Commission on Teacher Credentialing Professional Administrative Services Credential (available to P12 strand students that currently hold a Preliminary Administrative Services Credential) are marked with an asterisks. All Specialization Courses are 3 units, unless otherwise noted.

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? 2) 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.

Units: 1-3, Repeatable up to 15 units

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.

Units: 1-18

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

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 during the fifth semester. 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 UNITS

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 one Post-secondary, 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 Post-secondary scenarios will generally be the same for each scenario, written to address the specific context of the scenario. Students will be given five questions according to their track (PreK-12 and Post-secondary) one month before the exam so they can begin to study for the exam. 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) (they will not be able to use their own laptops). Two faculty members will monitor the exam (one if everyone is in the same lab).

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). Two readers will be selected for each question. 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 exam. If a student fails the first exam they will be given new questions from the same content areas in which he/she did not pass. The question will not be made available to the student prior to the examination date. The re-examination will be administered similar to the first examination using the same guidelines. The re-examination must be taken within 60 days of the first exam, unless otherwise approved by the program director. 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 advancement to candidacy.

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.

Section 8: The Dissertation Committee, Preparing for the Research Proposal, 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.

Preparing for the Research Proposal

The research proposal consists of a draft of the first three chapters (the introduction, the literature review, the methodology), and references. This proposal 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
- It is recommended that the student consult with the Dissertation Chair and Committee frequently.
- It is necessary to give the chairperson and committee members 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 proposal 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.

Creating a Proposal

In planning and developing an acceptable research proposal, the student may find it useful to:

1. Use the required dissertation template, available through the Division of Graduate Studies. Use the supplemental documentation to learn how to properly use the template;

2. Work closely with chair and committee members;
3. Identify a general area of interest. The topic may emerge from past research efforts, present activities, or developing career plans;
4. Carry out an exploration of the literature to determine a basic body of facts and issues related to the chosen topic;
5. Seek opportunities for discussion of research ideas in a research group or with faculty;
6. Identify a problem in need of investigation. This may be a phenomenon to be investigated, to be measured, to be treated, or to be evaluated in some way. The student should:
 - a. Analyze the problem to identify its components,
 - b. Formulate research question(s), and
 - c. Delineate methodology(ies);
7. Create an organizational system for efficient storage and retrieval of the research material
8. Conduct a focused search of literature which addresses the problem and the relevant variables:
 - a. Use computerized information retrieval systems,
 - b. Locate bibliographies, existing literature reviews, dissertations, and relevant reference materials related to the topic,
 - c. Locate books, reprints, or photocopies of research articles from the developed bibliography,
 - d. Read and synthesize the literature, with the goal of understanding the problem and previous research.
9. It is the student's responsibility to schedule meetings with the dissertation committee, including the preliminary and final defenses. The DPELFS office staff is available to schedule the video or phone conferencing equipment, but at least three weeks' notice is required (no exceptions will be made; please plan your schedule accordingly). **PLEASE REMEMBER TO PLAN AHEAD. COMMITTEE MEMBERS HAVE OTHER COMMITMENTS TO MEET.**

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 Orals until the completed DPELFS Form 6 [Scheduling of the Preliminary Oral Defense of the Dissertation Research Proposal] has been received.

Preliminary Orals 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. Orals can be scheduled at other times upon approval of the committee, the DPELFS Director, and the Dean of Graduate Studies at Fresno State.

Students are to bring Forms 5, 7, & 8 to the Preliminary 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.

Section 9: Human Subjects Research Procedures Information and Possible Exemptions

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 guidelines, 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.**

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. Orals 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 purpose of this formal meeting are 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 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 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, the manuscript should be fully APA compliant. The dissertation must then be approved by the Graduate Studies, Dissertation/Thesis Office, 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.

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 Fresno State Division of Graduate Studies sponsors a hooding ceremony that is usually held the night before commencement.

The doctoral graduates are given special recognition during this ceremony. 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.