MEMORANDUM

January 8, 2016

TO:  Jacquelyn Kegley, Chair
     Academic Senate

FROM: Harvey McCown, Chair
      Academic Affairs Committee

RE: Referral on The EDD Program

At the Academic Affairs Committee (AAC) meeting on January 7, 2016, the Committee discussed the program and the materials added to the EDD program proposal since the last meeting. The decision of the AAC was to not even consider the proposal until it is resubmitted according to the guidelines and policies in the Academic Program Planning Manual for new program proposals.

The AAC members also discussed how to be supportive in the development of the CSUB EDD Doctoral Program and, therefore, share the following concerns and suggestions.

Principle One: Faculty Develop Curriculum and Programs

The AAC lacks confidence that the small group of administrators and the two faculty members that have been involved recently in the proposal understand the academic concerns. There is no evidence that degree program faculty have participated in the development of the “new curriculum”. The process of developing the CSUB EDD must begin here at CSUB: a faculty unit must be developed; this faculty must develop the program---vote to either convert the Fresno program or transform the program; develop the courses; submit the courses to a curriculum committee; develop the proposal; submit it to the Advisory Board; with the formal approval by the degree program faculty and the Advisory Board submit the proposal to Academic Affairs Administration; and with those approvals the proposal then moves to the Senate governance structure.

- Recruit a core faculty of 5 to 7
- Contract with these faculty members formally
- Select/elect a faculty Director for the Program
• If the Program is to be Interdisciplinary begin program development with the AVP- Undergraduate and Graduate Programs; if Intradisciplinary or disciplinary work with the Dean of SSE.

Principle Two: The Degree Program must fit the CSUB (Shared) Governance Structures
This new academic program must operate within current structures; it is not a separate organization.

The Advisory Board must report to the Program and have a majority of community representatives. The role of the Program Director (voting or non-voting) is to provide staff support for the Board not control. The Advisory Board elects the leadership of the Board.

The faculty develop the job description for the Director and begin the search process for filling the position whether internal or external.

Elections are held according to procedures developed by the Academic Senate and approved by the President.

No need has been established that the EDD should or could become an autonomous organization with different or new processes. Self-support does not imply separate.

Principle Three: Degree Programs Are Directed by Committed Faculty
Operationally, the EDD has a few faculty volunteers, free to disassociate themselves from the program “at will”. This generates concerns about the stability of the Program. Faculty need to be bound by contracts with specific terms of service and clear compensation and evaluation specifications.

Under the Fresno Program a two-tier structure of membership has been imposed, supposedly, to facilitate the development of the skills and abilities of CSUB doctoral faculty. A second class citizen status breeds bitterness. Faculty are selected and hired, often, with little to no teaching experience. The RTP and faculty stewardship processes are designed for professional development. Another approach would be to shape the faculty by tenure status.

The development of a graduate culture across the campus has been underway for several years and the School of SSE has recently re-activated the Master’s Degree in Educational Administration. The AAC suggests active participation by the EDD program faculty in both arenas to advance the curriculum of the EDD and the resources for students and faculty.

The AAC is hopeful that a program can be established for implementation at CSUB.
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To: Executive Committee  
From: Janet Millar, Chair  
Academic Support and Student Services Committee  

Re: Proposal for Educational Leadership Doctorate at CSUB

Most of the AS&SS committee supports a recommendation to begin as a standalone program in the Fall 2016. The opposing voices stated they would prefer to have the questions that emerged from the discussion answered before supporting a 2016 start date.

The committee recognizes that the Library received an augmentation to their budget for databases. Some committee members expressed concern about how students who are not CSUB employees with fee waivers will be recruited to make annual cohort of 12 fees paying students.

The questions that emerged:

What is Fresno’s commitment if the program becomes standalone? Will Fresno continue to support and teach the continuing students from previous cohorts until graduation?

Have on-campus services been considered for evening and weekend students? Is there a plan to introduce student services and resources to incoming students?

If students are taking courses during the summer semester, will there be adequate support available; in particular Library services. The Library hours are shortened in the summer.

Will students be utilizing the Graduate Student Center? What impact will the EDD program have on the Graduate Student Center resources and services?

What impact will the program on current on campus student services? What opportunities will there be for doctoral students enrolled in the program to engage and work on campus with Student Services and Student Affairs?

What about information literacy? Who from the Library would be teaching the class for EDD students? How will library handle getting the information out to students?

The committee expressed excitement at the possibility and opportunities for this program at CSUB. The committee believes it will provided opportunities for current students to continue their graduate studies at CSUB, but also the program will develop ‘future’ employees to work at CSUB as well as other institutions of higher education.
To: Jackie Kegley, Senate Chair

From: Bruce Hartsell, Faculty Affairs Committee Chair

Re: EdD Referral

Date: January 12, 2016

In the January 7, 2016 meeting, members of the faculty Affairs Committee approved the following statement regarding the EdD program: Based on our review of the faculty and faculty-affairs issues, we recommend that the proposal not be approved at this time.
RESOLVED: That the Academic Senate of CSU, Bakersfield recommends to the
President the approval of the Doctorial Program in Educational Leadership.

RATIONALE: The Budget and Planning Committee finds that:

1. Such program addresses a real community need and falls within the academic
   charge of California State University Bakersfield.

2. The proposed program appears to be financially sustainable in the
   intermediate term, as required of CSU Doctorial Programs and that the University
   Administration is committed to cover a possible modest near term shortfall in
   funding.

Approved by the Academic Senate on January 14, 2016
EXECUTIVE SUMMARY

A Proposal for a California State University, Bakersfield Educational Leadership Doctorate

California State University Bakersfield

Prepared by

Dr. Danny Whetton, Assistant Professor and Interim Program Director
Dr. Mahmoud Suleiman, Professor and Department Chair,
Dr. Jianjun Wang, Professor
EXECUTIVE SUMMARY
DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP AT CSU BAKERSFIELD

California State University Bakersfield proposes offering an independent Doctor of Education (EdD) degree program beginning in academic year 2016/2017. The program will be housed in the School of Social Sciences and Education because of its interdisciplinary nature. All core faculty will have department affiliation. The Director will hold a faculty appointment in the Department of Advanced Educational Studies or the Department of Teacher Education, depending on their background and educational leadership focus. The goal of this field-based program is to prepare future leaders for PreK-14 education contexts who can effectively translate research into practice, enrich research with practical knowledge, influence policy development, use data effectively in decision-making, and organize individuals and groups to address challenges collaboratively. In addition, a focus of this degree program is to prepare leaders who have a greater understanding and professional skills necessary to support diversity and equity for all students in the CSUB service region.

A factor underlying the new degree proposal is based in the emergence of a national movement re-examining the nature of the educational doctorate. Two projects sponsored by the Carnegie Foundation and the Council of Academic Deans in Research Education Institutions have been foundational to this movement: 1) the Carnegie Initiative on the Doctorate (CID) and 2) the Carnegie Project on the Educational Doctorate (CPED). Within and across these two projects, researchers and faculty across the U.S. have examined ways to strengthen and differentiate the educational Doctor of Philosophy (PhD) degree from the Doctor of Education (EdD) degree. Generally, these efforts have differentiated the PhD as a preparation for future scholars who intend to focus their work on research and teaching within Institutions of Higher Education. In contrast, the EdD has been envisioned for the advanced preparation of school/district leaders and clinical faculty, academic leaders and professional staff for the nation's schools, community-based organizations and teaching-focused higher education institutions.

To address the need for increased preparation of highly qualified school and community college leaders, the California Legislature enacted legislation authorizing the California State University (CSU) to independently offer the Doctorate of Education (Ed.D.) degree in education leadership. Through Senate Bill 724 (Scott—Chapter 269, Statutes of 2005), this authority was signed into law in September 2005.

The CSU has developed a system-wide framework for implementing the new programs in accordance with the legislative framework and all 15 CSU doctoral programs currently being offered adhere to these frameworks. The programs link theory, research and practice in innovative ways through comprehensive participation of experts from Pre-K-12 and post-secondary education. The partnership design enables students to apply academic training to significant problems of practice in ways that go beyond traditional Ed.D. programs.

The doctoral program’s anticipated outcome is to meet the expressed needs of Kern County and surrounding areas of the southern San Joaquin Valley community and align these needs with the vision, mission, and strategic goals of the university. CSUB serves a diverse region challenged on many fronts from human capacity development to human services and educational challenge. Educational leaders in greater Kern County recognize the need for mission-centric and mission-specific programs, as does the leadership of the university.
The proposed doctorate meets the following CSUB Strategic Goals:

**Goal 1:** Extend Faculty and Academic Excellence and Diversity
**Goal 2:** Enhance the Quality of the Student Experience
**Goal 3:** Strengthen Community Engagement
**Goal 4:** Develop an Excellent and Diverse Staff
**Goal 5:** Develop a Campus Culture with a Sense of Community Commitment to Organizational Excellence

The establishment of a doctoral program in Kern County will prepare educational leaders who have the advanced training to improve PreK-14 education throughout the region. Local community leaders have demonstrated their belief in, and support of, the University Mission and Vision as evidenced by their participation in over 50 active collaborative partnerships with the School of Social Sciences and Education and many more campus-wide. These leaders have joined in improving education within Kern County and surrounding areas. They also understand education is the key to improving the quality of life and economic development in the region. A doctoral program in educational leadership supports this joint mission. Leaders with specific knowledge, skills, and dispositions are necessary to meet education challenges in the 21st century.

The Doctoral Program in Educational Leadership includes a 60-unit degree curriculum: 27 units of **Core** courses, 21 units of **Specialization** courses, and 12 **Dissertation** units. **Fieldwork** components are embedded in many of the Core and Specialization Courses. The degree program has two focal areas or strands, one in PreK-12 Education Leadership and the other in Post-Secondary Education Leadership (including Community College leadership and administration). Students progress through the program in cohorts. Both strands will take core courses together, and then will split off during their specialization phase.

Students in the program move through three phases of study and must demonstrate satisfactory progress to meet several standards. 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.

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 or 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.

The qualifying examination will contain 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 that 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. 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 on their qualifying examination must use the university process for grade appeals as described in the University catalog.

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.

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 two weeks for a thorough reading of the last draft. The student should submit draft of the dissertation to committee members in appropriately typed form including 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 appropriately reflect a specific research design. (See Attachment #2)

Courses are offered on weekends to accommodate working professionals wishing to pursue this doctoral degree. The campus uses the Blackboard learning management system, a system that allows courses to be offered either fully or partially online. Some faculty have already offered parts of their courses online, and they will be encouraged to continue to use Blackboard to offer their courses.

The curriculum of the program consists of a variety of core and specialty courses within the depth and breadth of the program. The core courses are to be completed by all participating candidates while the specialization courses are tailored to meet the needs of candidates based on their role in schools. These courses are listed in Attachment #3.

The typical length of the program is three years using the cohort model. Candidates complete sixty semester units throughout the program. The course descriptions are outlined in the course catalogue in Attachment #4.

In addition, candidates attain a balanced level of competency and skills throughout the program in various domains. They are provided with multiple learning opportunities in each course and at each stage of the program. They also complete a series of signature assignments that reflect their level of understanding and mastery in respective core areas. The curricular domains
and activities throughout the program provide a seamless connection as courses are complementary to one another to prepare well-rounded professionals and leaders as the course matrix illustrates in Attachment #5.

Participants in the program are generally fulltime employees in at their respective school sites. The program is sensitive to their needs and circumstances as fulltime working professionals. Thus the courses are scheduled in a conducive manner that does not interfere with their work schedules. As such, the courses are scheduled on Saturdays and online. The sample schedule of the full program cycle is provided in Attachment #6.

CSUB currently does not have the Professional Clear Administrative Services Credential (Tier II) as part of the program which is the case of most institutions given the evolving state guidelines in this regard. However, other avenues will be available through the Educational Administration Program offerings as applicable.

The program can be completed in three (3) years, or students desiring to take longer may do so by not registering for dissertation units during the final year. The target population for this program is educators who are leaders or have the potential to become education leaders in either the PreK-12 or Higher Education (Community College) sectors.

The Assessment Plan is currently called the “SOAP”, or Student Outcomes Assessment Plan. This plan is linked to CSUB’s SLO’s and their various elements and domains.

Student learning is assessed in a variety of ways – first annually by the faculty who have had them in class the past year. Students are assessed according to dispositions and the faculty hold meetings to discuss qualification of each student. The student in turn receives a progress letter. These annual letters are called “Green Light, Yellow Light and Red Light” letters and provide the students with an assessment of their strengths and opportunities as they continue through the program.

The qualifying examination is a measure of student learning because the exam is based on problems of practice related to core courses. The exam is scored blind by two faculty members using a scoring rubric designed by the subject faculty member. There is a scoring rubric used for the dissertation (both written and oral). This scoring rubric along with detailed instructions for completing the dissertation is available in the program supporting materials.

Faculty members serve within the Graduate Group as either Core doctoral faculty or Affiliated faculty who have expertise in a specific content area. Members of the Core Graduate Group teach courses, serve on dissertation committees, and are actively involved in the governance of the program. Affiliated faculty teach courses and may participate in program meetings called related to curriculum and assessments. Although not as part of the graduate group, adjunct faculty may serve on dissertations as committee members.

A description of Core and Affiliated faculty within the Graduate Group and criteria for membership can be found in the Graduate Group Bylaws (see Attachment #1).

The program director meets with any faculty member offering a new course. The syllabus requirements, student outcomes and course processes are discussed. All syllabi are submitted each semester to the program director. In addition, students are asked to rate the course design and program sequence in every course evaluation. Students are also asked to discuss the course and program objectives at the annual town hall meetings.

Periodic Graduate Group retreats are held for the explicit purpose of looking at each course to see if there are "gaps and overlaps" in the curriculum. A process is used whereby each program objective is presented and course content and assignments are analyzed to be sure all program and student outcomes were being met. As a result of these meetings, instructors revise their materials.
On a smaller scale, curriculum issues are a part of regular Graduate Group meetings. All courses are continually assessed, monitored, and adjusted for improvement in order to meet the on-going needs of students and the community.

Doctoral culture has been and will continue to be established through the following practices: 1) Use of a cohort model that encourages interaction, collaboration and rich discussions among peers; 2) Action research in courses (embedded fieldwork, laboratories of practice) that facilitates synergy between coursework and scholarship; 3) Courses that include writing for publications; 4) Center for Research and Publications (CRP) (full-time faculty member is serving as the coordinator of CRP) where students receive assistance with APA, data analysis, writing for publications (these services are also available for faculty). CSUB will create a center on our campus; 5) Opportunities for students to be Graduate Assistants; 6) Annual review of students’ progress in the program with frequent feedback regarding doctoral expectations and mentoring for student success (see Student Outcomes section); 7) Opportunities for students to attend seminars and colloquium sponsored by CSUB and the Central Valley Educational Leadership Institute (CVELI) at Fresno State (given our history together, we hope to cultivate continued collaborations that benefit both program’s students); 8) Opportunities through faculty co-presented papers and travel support from the program for students to attend professional organizational conferences (UCEA, AERA, CERA, AEA, CSCC) and to present with faculty at these venues; 9) Dissertation seminars throughout the program that ensure students have support through the development of their dissertation topics; 10) Celebratory events that encourage social interaction with other students in the program and recognize achievement among peers; 11) Annual Research Symposium where all graduating doctoral students present their research with mandatory attendance by all doctoral students; 12) Annual town hall meetings for all doctoral students; 13) Publications bulletin board; and 14) Doctoral program newsletter that acknowledges current doctoral students and graduates accomplishments both in terms of scholarship and professional activities, and 15) Availability of a Director of Grants, Community Engagement and Special Projects within the School of Social Sciences and Education to help students and faculty locate and secure grants to support their scholarship; 16) Faculty colloquia that will be held annually where faculty present their research to students. These colloquia will help students to select dissertation topics and identify faculty whom they may be interested in working with, early in the program; 17) Research platforms have been established to assist students with qualitative (e.g. NVivo) and quantitative (e.g., SPSS, SAS, R, HLM, LISREL) tools; 18) Dissertation database has been added to the library resources to support doctoral research.

The Doctoral Program in Educational Leadership takes seriously the recommendations made in the WASC Report on the Structural Change Site Visit (May, 2014; regarding graduate culture. The report suggested CSUB do more to increase the research productivity of its doctoral faculty through incentives and by developing a Center for Research and Publications (CPR). In the next year, we will build our own CPR and will encourage our Graduate Group affiliate faculty to seek core faculty status. We will encourage DPEL faculty to take advantage of the resources available to them to increase their scholarly productivity. In 2014-15, the Department of Advanced Educational Studies conducted a search for a tenure-track faculty in Educational Administration; the department sought candidates who have experience and expertise in educational leadership in order to help anchor the DPEL program. The DPEL will also support institutional and individual membership in important professional associations related to educational leadership.

The faculty currently serving in the Graduate Group only teach one course per cohort. This distribution of teaching allows for the maximum number of opportunities for students to meet
potential dissertation members. Faculty are awarded 4.5 weighted teaching units for teaching a 3-unit course. In addition, for each course they teach, they are awarded a professional development stipend equivalent to an additional 1.5 WTU for scholarly activity.

Adjunct faculty who are qualified to teach in a doctoral program are sometimes hired to teach the specialization courses and on rare occasions a core course (e.g., a retired school superintendent teaching a management class), but full-time faculty are given the opportunity to teach the courses first. Adjunct faculty do not receive the additional 1.5 WTU for a 3-unit course, nor do they receive the professional development stipend since continued doctoral-level scholarship is not an expectation of their teaching assignments.

In short, the program has many unique salient features that are consistent with CSUB’s mission and vision. The following highlights outline some of these features:

- The program is based on the emerging needs and trends in educational leadership in the service area and beyond.
- The program addresses multiple layers of standards and guidelines campus-specific, system-wide and nationally.
- Faculty are central to the program function and administration. They are also key to promoting a doctoral culture given their role in the program networks such the graduate group, program committees and the like.
- The culture of assessment is embedded throughout the program and its scope and sequence. The program is assessed regularly within the accreditation guidelines and institutional requirements.
- The program builds on existing expertise within the department, campus, and community. The program faculty represents a wide range of experiences and expertise that will benefit participating candidates.
- The program capitalizes on the momentum that has been established by virtue of full accreditation during the past two (state, regional, and national) accreditation cycles which have largely changed the image and reputation of CSUB.
- The program seeks to prepare leaders with the knowledge, skills, and dispositions needed to transform schools. It also does strike a balance between the depth and breadth of various domains needed to promote well-rounded and competent change agents needed for the PreK-20 institutions.

Finally, we hope this synopsis provides the gist of what the program entails. All other supporting documents and supporting material are included. We thank you for your time and effort in working together and moving the program forward.
Addendum

List of Attachments

1. Attachment #1: Bylaws
2. Attachment #2: Guidelines
3. Attachment #3: Course Listing
4. Attachment #4: Catalogue Descriptions
5. Attachment #5: Curriculum Matrix
6. Attachment #6: Sample Schedule
BYLAWS for the GRADUATE GROUP

DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP AT CSU BAKERSFIELD

Prologue

The following general conditions apply:

The Director of the Doctoral Program in Educational Leadership (DPEL) is responsible for the successful operation of the program. The program is subject to the normal graduate policies and procedures as established by California State University, Bakersfield (herein after called CSUB). The Director of DPEL serves as a liaison between the administrative governance structure (Graduate Group), the Community Advisory Board, and the School of Social Sciences and Education. The governance structure for DPEL is the Graduate Group, faculty who have been appointed as doctoral faculty who tend to curriculum and other policy issues of the program. Additional governance structures and subcommittees of the Graduate Group and their responsibilities are outlined in the following Articles.

Article I: Objective

1. The Graduate Group for the Doctoral Program in Educational Leadership is organized to establish and administer a graduate program of instruction and scholarship leading to the Ed.D. in Educational Leadership, in conformance with regulations, policies and procedures of the California State University (CSU) and California State University, Bakersfield (CSUB).

2. The course offerings and research activities are broadly based and draw upon the interests and talents of students, Graduate Group faculty, and our community educational partners. The curriculum is driven by WASC and Carnegie Project on the Education Doctorate (CPED) guidelines and expectations.

Article II: Director

1. The Director of DPEL is recommended by the Dean of the School of Social Sciences and Education (SSE). The director is appointed by the Provost and Vice President for Academic Affairs.

2. The Director is responsible to the Dean of the School of Social Sciences and Education (SSE) for the management and administration of the program, and to the Graduate Group for curricular matters.

3. The faculty Director holds at least a 9 WTU per semester appointment. The Director is responsible for the operation, budget, and administration of the program, and chairs the Graduate Group and the subcommittees of the Graduate Group.

4. The Director is responsible for setting the class schedule and assigning courses to faculty in consultation with the Graduate Group. Course assignments will be consistent with signed MOUs on file for each Graduate Group faculty member (see Article V, section 3e below).
Article III: Community Advisory Board

1. The Community Advisory Board is the advisory liaison group between the campus community, the Doctoral Program in Educational Leadership, and the P-12 and community college/higher education communities. The Community Advisory Board provides for communications between the program, the broader campus administration and faculty, and the education partners, and it serves as a forum for planning and evaluation involving the full partnership. In addition, the Community Advisory Board helps ensure that the program adheres to CSU, CSUB, and accreditation agency policies.

2. The Community Advisory Board provides input on substantive policy issues such as program size, budget issues, program direction and other over-arching issues that may include the larger community.

3. The Community Advisory Board includes the following 12 members:
   - Program Director (Co-Convener)
   - Provost and Vice President for Academic Affairs (Co-Convener)
   - Dean of the School of Social Sciences and Education
   - Associate Vice President for Academic Programs
   - One Graduate of the program appointed by the Executive Committee of the Graduate Group
   - One Core Graduate Group member appointed by the Executive Committee of the Graduate Group
   - One Affiliated Graduate Group member appointed by the Executive Committee of the Graduate Group
   - Five members of the local educational community which may include adjunct teaching faculty within the program. At least two members should come from a P-12 setting and at least two from a community college/higher education setting

4. The Community Advisory Board meets at least two times per year, with additional meetings scheduled as needed.

Article IV: Graduate Group

The Doctoral Program in Educational Leadership (DPEL) at California State University, Bakersfield aspires to the highest level of academic scholarship and student professional achievement. The quality of educational and scholarly experiences that DPEL can offer requires committed program faculty who have the requisite disciplinary knowledge and scholarly experience to direct and examine doctoral level work.

The Graduate Group for the Doctorate in Educational Leadership serves as the organizational means for ensuring distinct governance, consultation, and faculty leadership for this program. The Graduate Group of the doctoral program operates within the guidelines and policies of the Academic Senate when they apply. It is the responsibility of the Graduate Group to make recommendations regarding:

- Program curricula, admissions, and exit requirements;
- Program resources and assessment;
- Promotion of values of scholarship and professionalism in the field;
- Courses of action on all doctoral program matters; and,
• Development and maintenance of Bylaws under which the Graduate Group operates.

Graduate Group members for the Doctoral Program in Educational Leadership include Core doctoral faculty and Affiliated doctoral faculty.

1. Core faculty
   a. Core faculty serve on DPEL subcommittees, advise and mentor students, serve on dissertation committees, teach courses in the doctoral program, remain active in professional scholarship, and may chair dissertation committees.
   
b. Appointment and renewal of appointment as a Core Graduate Group member requires evidence of meeting all of the following criteria, as judged by the Membership Committee and full Graduate Group:
      i. Possession of a doctoral degree in an appropriate discipline
      ii. Appointment as a tenured/tenure track faculty or university administrator with departmental retreat rights. Administrators will not have a vote within the Graduate Group or subcommittees
      iii. Service as an Affiliated member for at least one year
      iv. A strong professional record of published scholarship in refereed journals pertinent to educational leadership or the theoretical or methodological underpinnings of study related to the field, or promise relative to one’s rank (a minimum of one article published in a refereed journal every two years is required for renewal)
      v. Demonstrated ability in directing others in research activities
      vi. Specific expertise (theoretical, methodological, or related to issues of educational policy or practice) in the areas of study addressed by the DPEL
      vii. Service as a member of at least one dissertation committee
      viii. A record of teaching at least one year at the graduate level with acceptable student and peer evaluations (for new members)
      ix. A record of teaching at least one DPEL course in the last four years with acceptable student and peer evaluations (for renewing members)
      x. Service on DPEL committees (for renewing members)
   
c. Appointment as a Core Graduate Group member shall be for a term of five years. Upon completion of four years, Core faculty members wishing to continue their membership in the graduate group shall reapply to the Membership Committee. For new applications and renewals, the Membership Committee will forward its recommendation concerning appointment or renewal to the full Graduate Group who will vote on appointment and renewal. The Graduate Group can initiate early review of a member if the majority believes there is cause to do so. If recommendations are made by the Graduate Group for change, the reviewed member will have one year to demonstrate improvement. The Membership Committee will review the progress of the individual after a year and make a recommendation to the Graduate Group, who will vote on renewal.

2. Affiliated faculty
   a. Affiliated faculty may serve on DPEL subcommittees, advise and mentor students, serve on dissertation committees, teach courses in the doctoral program, and engage in
professional scholarship. Affiliated faculty are expected to participate in at least one activity within their term, but are not required to participate in any particular activity.

b. Appointment and renewal of appointment as an Affiliate Graduate Group member requires evidence of meeting all of the following criteria, as judged by the Membership Committee and full Graduate Group:

i. Possession of a doctoral degree in an appropriate discipline
ii. Appointment as a tenured/tenure track faculty or university administrator with departmental retreat rights. Administrators will not have a vote within the Graduate Group or subcommittees
iii. Specific expertise (theoretical, methodological, or related to issues of educational policy or practice) in the areas of study addressed by the DPEL
iv. If the faculty has taught within the DPEL, acceptable student and peer evaluations (for renewing members)
v. Participation in at least one Graduate Group activity listed in 2a. (for renewing members)

c. Appointment as an Affiliated Graduate Group member shall be for a term of five years. Upon completion of four years, Affiliated faculty members wishing to continue their membership in the Graduate Group shall reapply to the Membership Committee. For new applications and renewals the Membership Committee will forward its recommendation concerning appointment or renewal to the full Graduate Group, who will vote on appointment and renewal. The Graduate Group can initiate early review of a member if the majority believes there is cause to do so. If recommendations are made by the Graduate Group for change, the reviewed member will have one year to demonstrate improvement. The Membership Committee will review the progress of the individual after a year and make a recommendation to the Graduate Group, who will vote on renewal.

3. Adjunct Faculty

a. Adjunct faculty are selected to teach specialization courses in the program by the Program Director in consultation with the Graduate Group.

b. Adjunct faculty must possess a doctoral degree in the appropriate discipline. Exceptions may be approved by the Executive Committee (see Article V, section 1) for other degrees that are more relevant to course content (e.g., a J.D. for an educational law class).

c. Adjunct faculty are not members of the Graduate Group.

d. Adjunct faculty have specific expertise in the areas in which they teach.

e. Adjunct faculty are reviewed after each course they teach. Only adjuncts that receive acceptable student and peer reviews are able to continue teaching in the program.

f. Adjuncts may serve, at the invitation of the Program Director, on the Community Advisory Board.
Article V: Subcommittees of the Graduate Group

Subcommittees are the working bodies of the Graduate Group. Recommendations made by subcommittees are forwarded through the Director to the Graduate Group for formal action. All members of a subcommittee, except administrators, have voting rights on that subcommittee. Standard subcommittees of the Graduate Group include the Executive Committee, Admissions Committee, Membership Committee, Academic Policy and Planning (AP&P) Committee, and Research Committee. Ad hoc committees may be created based on need at the direction of the Graduate Group with members appointed by the Executive Committee.

1. Executive Committee
   a. The primary role of the Executive Committee is to appoint Graduate Group members to subcommittees and other ad hoc committees as needed. Unless stated otherwise, all Graduate Group appointments to subcommittees are made by the Executive Committee.
   b. The Executive Committee consists of three members:
      • Program Director (Convener); and,
      • Two Core members of the Graduate Group.
   c. The Graduate Group members elect the two Core members to serve on the Executive Committee.
   d. Members of the Executive Committee serve renewable two-year terms.

2. Admissions Committee
   a. The Admissions Committee establishes the criteria for admitting students to the program. The criteria must be consistent with Title V of the Education Code for admitting students.
   b. The Admissions Committee conducts the interviews and makes the final decisions on the applicants to be offered or denied admission.
   c. The entire Graduate Group has the opportunity to review all applications and may make recommendations concerning which applicants should or should not be interviewed.
   d. The Admissions Committee consists of seven members including:
      • Program Director (Convener)
      • Two Core members of the Graduate Group
      • One Affiliated member of the Graduate Group
      • One adjunct faculty/community member representing P-12, appointed by the Executive Committee
      • One adjunct faculty/community member representing community college/higher education, appointed by the Executive Committee
      • One graduate of the program, appointed by the Executive Committee.
   e. Members of the Admissions Committee serve renewable one-year terms.
3. Membership Committee

a. The Membership Committee receives, reviews and evaluates the credentials and qualifications of faculty who apply for membership on the Graduate Group as either Core or Affiliated members.

b. The Membership Committee sends out a call for members each year.

c. The Membership Committee forwards to the Graduate Group their recommendations of support or non-support for applicants who wish to join the Graduate Group, and also recommends the level at which they should join (Core or Affiliated). Their recommendation is accompanied by a copy of the applicant’s vita.

d. A vote is taken for each candidate either at a regularly scheduled Graduate Group meeting or by email. Applicants are elected upon receiving a majority of votes of the eligible voting members of the Graduate Group.

e. Upon receiving a positive vote by the Graduate Group, the applicant receives a letter (or email) of invitation to join as a Core or Affiliated Graduate Group member by the DPEL Director. The applicant, program director, the applicant’s department chair, and the applicant’s home dean then develop and sign a Memorandum of Understanding (MOU) that outlines the applicant’s expected level of involvement with the DPEL (e.g., will the member teach classes, chair dissertations, grade qualifying exams?). The applicant becomes a member only after returning a signed MOU to the Director.

f. The Membership Committee consists of three members:
   • Program Director (Convener); and,
   • Two Core members of the Graduate Group.

4. Academic Policy and Planning (AP&P) Committee

a. The AP&P Committee addresses curriculum and policy issues and makes recommendations regarding new policies and curriculum, as well as changes to current policies, curriculum, and Bylaws.

b. All matters of curriculum and policy are reviewed by the AP&P Committee before being brought to the Graduate Group.

c. The AP&P Committee consists of six members:
   • Program Director (Convener)
   • Two Core members of the Graduate Group
   • One Affiliated member of the Graduate Group
   • One adjunct faculty/community member representing P-12, appointed by the Executive Committee
   • One adjunct faculty/community member representing community college/higher education, appointed by the Executive Committee
d. Members of the Academic Policy and Planning Committee serve renewable two-year terms.

5. Research Committee

a. The Research Committee is responsible for research-related issues which include ensuring that Institutional Research Board (IRB) policies and processes are followed; the annual Research Symposium is planned and implemented; and dissertation committee membership is approved.

b. The Research Committee consists of six members:

- Program Director (Convener)
- Two Core members of the Graduate Group
- One Affiliated member of the Graduate Group
- One adjunct faculty/community member representing P-12, appointed by the Executive Committee
- One adjunct faculty/community member representing community college/higher education, appointed by the Executive Committee

c. Members of the Research Committee serve renewable two-year terms.

6. Limits on Subcommittee Service

Graduate Group members ordinarily serve on no more than two Graduate Group subcommittees at one time. In emergencies and for a short period of time, the Executive Committee may approve a waiver on this limit. The Director serves on and convenes all standard subcommittees

**Article VI: Dissertation Chairs**

Only Core Graduate Group faculty can chair student dissertation committees. Dissertation chairs must be approved by the Research Committee and Director. Faculty are limited to chairing no more than four student dissertation committees at one time; under extenuating circumstances (e.g., a student is only weeks away from completion) a faculty member may petition the Executive Committee for a waiver of this limit.

**Article VII: Faculty Advisers**

1. Each member of the Core Graduate Group shall be available to serve as a faculty adviser. Affiliate Graduate Group members may also serve as advisers.

2. Normally, no more than two incoming graduate students are assigned to any one faculty member.

3. Faculty advisers develop a plan of study for their students and assist the Graduate Program Assistant in maintaining their students’ files.

4. Faculty advisers may be changed upon request of the student or adviser to the Program Director.

5. After a student selects a dissertation chair, the dissertation chair becomes the student’s faculty adviser.
Article VIII: Meetings

1. The Program Director shall call such regular and special meetings of the Graduate Group as are deemed necessary. At least two regular meetings shall be called each year.

2. The Program Director shall call a special meeting of the Graduate Group at any time that is so requested by written notice of three or more members of the Graduate Group.

3. Annual meetings shall be conducted in accordance with generally accepted procedures.

Article IX: Quorum

Fifty percent of the members in residence shall constitute a quorum of the Graduate Group. With the exception of amendments to the Bylaws, in order for mail ballots, email votes, or meeting votes to be valid, at least fifty percent of the Graduate Group in residence must vote.

Article X: Amendments

The Bylaws may be amended by a two-thirds vote of all eligible voting members and subsequent approval by the Dean of the School of Social Sciences and Education. Written notice of proposed amendments shall be sent by mail or email to each member of the Graduate Group at least five calendar days prior to a meeting at which the amendment is to be proposed and discussed. The vote shall be taken by a mailed or emailed ballot sent to each Graduate Group member after the meeting where the amendment is proposed and discussed.
Doctoral Program in Educational Leadership

California State University, Bakersfield

Doctoral Student Guidelines

California State University, Bakersfield

School of Social Sciences and Education
9001 Stockdale Highway
Mail Stop: 21 EDUC
Bakersfield, CA 93311-1022

(Subject to Change)
November 14, 2014
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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 (DPEL).

The DPEL 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 DPEL. Call the DPEL 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

Note: All courses are 3 units. Students must pass the Qualifying Exam during the fifth semester.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1 (Summer)</th>
<th>Semester 2 (Fall)</th>
<th>Semester 3 (Spring)</th>
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<tr>
<td></td>
<td>EDLD 501</td>
<td>EDLD 506*</td>
<td>EDLD 502*</td>
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<td>Organizational Theory in Complex Organizations</td>
<td>Conceptual Curriculum Perspectives for Educational Leadership</td>
<td>Educational Reform</td>
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<td>EDLD 509</td>
<td>EDLD 504*</td>
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<td>Advanced Applied Research and Measurement in Education</td>
<td>Advanced Applied Quantitative Methods</td>
<td>Theories of Cross-cultural Education</td>
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<th>Year 2</th>
<th>Semester 4 (Summer)</th>
<th>Semester 5 (Fall)</th>
<th>Semester 6 (Spring)</th>
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<td>EDLD 507*</td>
<td>EDLD 580T</td>
<td>EDLD 580T</td>
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<td>Applied Qualitative Research Methods</td>
<td>Specialization Course</td>
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<td>EDLD 511*</td>
<td>EDLD 580T</td>
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<td></td>
<td>Educational Evaluation, Assessment and Planning</td>
<td>Specialization Course</td>
<td>Specialization Course</td>
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<td>EDLD 503</td>
<td>Mandatory Dissertation Seminars (No Units)</td>
<td>EDLD 599</td>
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<td>Educational Policy Environments</td>
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<td>Dissertation Units (3)</td>
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<tr>
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<th>Semester 7 (Summer)</th>
<th>Semester 8 (Fall)</th>
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<td>EDLD 599</td>
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<td>Dissertation Units (3)</td>
<td>Dissertation Units (6)</td>
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Core Courses: 27 Units  
Specialization Courses: 21 Units  
Dissertation Units: 12 Units  
Program Benchmarks: N/A

*Indicates Fieldwork in Course  
Updated 11/14/2014
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 DPEL 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 DPEL forms can be found on the DPEL 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 DPEL students take these courses as a cohort. Core Courses and a description are listed below. Each Core course is 3 units.

**EDLD 6010. Organizational Theory in Complex Organizations**

Prerequisites: admission to the program. Seminar. Combines alternatives 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.

**EDLD 6020. 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.

**EDLD 6030. 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.

**EDLD 6040. 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.

**EDLD 6060. Conceptual Curriculum Perspectives for Educational Leadership**

Prerequisites: admission to the program and EDLD 6010, EDLD 6020. 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.
EDLD 6070. 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.

EDLD 6080. 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.

EDLD 6090. 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.

EDLD 6110. 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.

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. All Specialization Courses are 3 units, unless otherwise noted.

**EDLD 6800T. 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.

**EDLD 6800T. 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.

**EDLD 6800T. 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.

**EDLD 6800T. 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.
EDLD 6800T. 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.

EDLD 6800T. 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?

EDLD 6800T. 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.

EDLD 6800T. 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.
EDLD 6800T. 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.

EDLD 6800T. 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.

EDLD 6800T. 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.

EDLD 6800T. Topics in Educational Leadership

Prerequisites: admission to the program, EDLD 6010, EDLD 6020, EDLD 6030, EDLD 6040, EDLD 6050, EDLD 6060, EDLD 6070, EDLD 6080, and EDLD 6110, 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

EDLD 6900. Individual Study

Prerequisites: admission to the program, EDLD 6010, EDLD 6020, EDLD 6030, EDLD 6040, EDLD 6050, EDLD 6060, EDLD 6070, EDLD 6080, and EDLD 6110, 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).

EDLD 6990. Dissertation (1-12)


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 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 DPEL 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 the School of Social Science and Education 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 (EDLD 6990) 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 DPEL Graduate Group must be recommended to the Director and Dean of the School of Social Sciences and Education (see DPEL Supplemental Form A, Request for Consideration of a Non DPEL 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 DPEL 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, DPEL Form 4 must be submitted to the Director for approval. The Dean of the School of Social Sciences and Education at CSUB 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 DPEL 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 DPEL 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.**

COMMITEE 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 DPEL office three weeks prior to the scheduled date of the Preliminary Oral Defense. The research proposal is to be submitted to the DPEL 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 DPEL administrative office staff will not post the student’s Preliminary Orals until the completed DPEL Form 6 [Scheduling of the Preliminary Oral Defense of the Dissertation Research Proposal] has been received.

Preliminary Orals are to be scheduled through DPEL during the academic year, either during the semester or the intercession. Teleconference arrangements and room assignments can be scheduled through the DPEL office. Orals can be scheduled at other times upon approval of the committee, the DPEL Director, and the Dean of the School of Social Sciences and Education at CSUB.

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 DPEL 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 DPEL 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 the School of Social Sciences and Education at CSUB.
Section 9: Human Subjects Research Procedures Information and Possible Exemptions

DPEL 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 DPEL Form 5 [CSUF Human Subjects Research Exemption Statement] to the doctoral program office for review. If the research is exempt under the CSUB guidelines, as determined by the CSUB (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 CSUB 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 DPEL administrative office staff will not post the student’s Final Oral Defense until he/she has an approved DPEL 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 DPEL Director, and the Dean of the School of Social Sciences and Education.

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 DPEL 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 DPEL 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 DPEL 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, 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 DPEL 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 DPEL office for review. Deadlines for applying for graduation at CSUB may be obtained from the Division of Graduate Studies website. All incomplete grades, whether or not they are DPEL 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 CSUB 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 CSUB. The CSUB 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.
Phase I: Core Courses

The Core Courses consist of nine courses of 27 semester units. During this phase DPEL students take these courses as a cohort. Core Courses and a description are listed below. Each Core course is 3 units.

**EDLD 6010. Organizational Theory in Complex Organizations**

Prerequisites: admission to the program. Seminar. Combines alternatives 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.

**EDLD 6020. 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.

**EDLD 6030. 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.

**EDLD 6040. 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.

**EDLD 6060. Conceptual Curriculum Perspectives for Educational Leadership**

Prerequisites: admission to the program and EDLD 6010, EDLD 6020. 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.
EDLD 6070. 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.

EDLD 6080. 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.

EDLD 6090. 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.

EDLD 6110. 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.

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. All Specialization Courses are 3 units, unless otherwise noted.

EDLD 6800T. 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.

EDLD 6800T. 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.

EDLD 6800T. 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.

EDLD 6800T. 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.
EDLD 6800T. 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.

EDLD 6800T. 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?

EDLD 6800T. 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.

EDLD 6800T. 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.
EDLD 6800T. 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.

EDLD 6800T. 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.

EDLD 6800T. 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.

EDLD 6800T. Topics in Educational Leadership

Prerequisites: admission to the program, EDLD 6010, EDLD 6020, EDLD 6030, EDLD 6040, EDLD 6050, EDLD 6060, EDLD 6070, EDLD 6080, and EDLD 6110, 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

EDLD 6900. Individual Study

Prerequisites: admission to the program, EDLD 6010, EDLD 6020, EDLD 6030, EDLD 6040, EDLD 6050, EDLD 6060, EDLD 6070, EDLD 6080, and EDLD 6110, 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

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EDLD 6010. Organizational Theory in Complex Organizations (3)

Prerequisites: classified standing in DPEL. Seminar. Combines alternatives views of 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.

EDLD 6020. Educational Reform (3)

Prerequisite: classified standing in DPEL. 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.

EDLD 6030. Educational Policy Environments (3)

Prerequisite: classified standing in DPEL. 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.

EDLD 6040. Advanced Applied Quantitative Methods (3)

Prerequisites: classified standing in DPEL. 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.

EDLD 6060. Conceptual Curriculum Perspectives for Educational Leadership (3)

Prerequisites: classified standing in DPEL and EDLD 6010, EDLD 6020. 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.

EDLD 6070. Applied Qualitative Research Methods (3)

Prerequisite: classified standing in DPEL. 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.
EDLD 6080. Theories of Cross-Cultural Education (3)

Prerequisite: classified standing in DPEL. 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 that leaders must address when working with multicultural populations coexisting in a pluralistic society.

EDLD 6090. Advanced Applied Educational Research and Measurement (3)

Prerequisite: Classified standing in DPEL. 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.

EDLD 6110. Educational Evaluation, Assessment, and Planning (3)

Prerequisite: classified standing in DPEL. 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.

EDLD 6770. Specialization Topics (3)

Prerequisite: classified standing in DPEL, approval of the Director for student’s academic plan. EDLD 6770 may be repeated for different course content. Examples of specialization topics offered at least once before are described below.

EDLD 6770. Specialization Topics: School Leadership for Reading Instruction (3)

Prerequisite: classified standing in DPEL, approval of the Director for student’s academic plan. EDLD 6770 may be repeated for different course content. 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.

EDLD 6770. Specialization Topics: Human Resource Leadership in Schools (3)

Prerequisite: classified standing in DPEL, approval of the Director for student’s academic plan. EDLD 6770 may be repeated for different course content. 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.

EDLD 6770. Specialization Topics: School Resource Management and Fiscal Planning (3)
Prerequisite: classified standing in DPEL, approval of the Director for student’s academic plan. EDLD 6770 may be repeated for different course content. 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.

EDLD 6770. Specialization Topics: School Law (3)

Prerequisite: classified standing in DPEL, approval of the Director for student’s academic plan. EDLD 6770 may be repeated for different course content. 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.

EDLD 6770. Specialization Topics: Educational Leadership (3)

Prerequisite: classified standing in DPEL, approval of the Director for student’s academic plan, EDLD 6010, EDLD 6020, EDLD 6030, EDLD 6040, EDLD 6060, EDLD 6070, EDLD 6080, and EDLD 6110. EDLD 6770 may be repeated for different course content. 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.

EDLD 6770. Specialization Topics: Human Resources and Collective Bargaining in Higher Education (3)

Prerequisite: classified standing in DPEL, approval of the Director for student’s academic plan. EDLD 6770 may be repeated for different course content. 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.

EDLD 6770. Specialization Topics: Leaders and Leadership (3)

Prerequisite: classified standing in DPEL, approval of the Director for student’s academic plan. EDLD 6770 may be repeated for different course content. 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?

EDLD 6770. Specialization Topics: Literacy, Technology, and Disability (3)
Prerequisite: classified standing in DPEL, approval of the Director for student’s academic plan. EDLD 6770 may be repeated for different course content. This class will survey a range of theories, research and practice in the development of literacy for general and special populations with a special focus on the uses of technology as a tool for literacy development. While we will address a range of research and practices for emergent readers and comprehension, there will be a focus on authentic approaches students can use inside and outside the classroom. Special attention will be paid to the pedagogy of critical comprehension.

**EDLD 6770. Specialization Topics: Post-secondary Legal Issues (3)**

Prerequisite: classified standing in DPEL, approval of the Director for student’s academic plan. EDLD 6770 may be repeated for different course content. 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.

**EDLD 6770. Specialization Topics: Technology in Education (3)**

Prerequisite: classified standing in DPEL, approval of the Director for student’s academic plan. EDLD 6770 may be repeated for different course content. This course is designed to explore the effective use of information systems and educational technology in administration, management and instruction in post-secondary education. Students will be able to plan, design, implement and evaluate a cost-effective means to apply current technology through leadership, resource allocation, trends, information security, curriculum integration and individual student learning.

**EDLD 6770. Specialization Topics: Community College Administration (3)**

Prerequisite: classified standing in DPEL, approval of the Director for student’s academic plan. EDLD 6770 may be repeated for different course content. 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.

**EDLD 6770. Specialization Topics: Writing for Publication (3)**

Prerequisite: classified standing in DPEL, approval of the Director for student’s academic plan. EDLD 6770 may be repeated for different course content. This course is intended to explore the world of publishing for educational research. In this course, students will gain an understanding of how educational researchers prepare manuscripts for publication. Students will also conduct in-depth explorations of the type of publishing venues that exist for the publication of educational researcher, such as: online journals, peer reviewed journals, methodological journals,
theory journals, and practitioner journals. Students will also learn different ways to: engage with journal editors, assess editorial boards of journals, select journals to publish in, and assess journal quality.

**EDLD 6850. Individual Study (1-3)**

Prerequisites: classified standing in DPEL, EDLD 6010, EDLD 6020, EDLD 6030, EDLD 6040, EDLD 6060, EDLD 6070, EDLD 6080, EDLD 6110, and permission of the director. Research for individual doctoral graduate students. CR/NC grading only.

**EDLD 6900. Dissertation (3)**

Prerequisites: advancement to candidacy for the Doctorate in Education and a minimum GPA of 3.0. May be repeated twice for credit. Contact the program office for specific guidelines on completing the dissertation. CR/NC grading only.

**EDLD 6910. Dissertation Continuation (0)**

Pre-requisite: For continuous enrollment while completing the dissertation. May enroll twice with department approval after three semesters of EDEL 6900. Additional enrollments must be approved by the Director.
## Core Concepts and Curriculum Matrix

### Indicating Inclusion of Core Curricular Elements in Proposed Ed.D. Program in Educational Leadership

*Please submit one form each Ed.D. specialization*

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Leadership</th>
<th>Research Methods</th>
<th>Field-Based Study</th>
</tr>
</thead>
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<tr>
<td></td>
<td>Systemic educational reform</td>
<td>Visionary educational leadership</td>
<td>Complexity and organizations</td>
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<td>EDLD 6010. Organizational Theory in Complex Organizations</td>
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<td>EDLD 6040. Advanced Applied Quantitative Methods</td>
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<tr>
<td>EDLD 6060. Conceptual Curriculum</td>
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<th>Perspectives for Educational Leadership</th>
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Please indicate:  
I = Element is Introduced  
R = Element is reinforced  
A = Element is addressed at an advanced level

*Note: in EDLD 6770, Specialization Topics, and EDLD 6900, Dissertation, all levels of mastery apply given the depth and breadth in respective fields/topics
Doctoral Program Course Sequence (Bakersfield)

Note: All courses are 3 units. Students must pass the Qualifying Exam during the fifth semester.
Core = 27 units  Specialization = 21 units  Dissertation = 12 units  Total = 60 units

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*Indicates Fieldwork in Course  Updated 11/16/2015