Hi. I am pleased to welcome you to the Ed.D. Program in Educational Leadership at San José State University. The doctoral program in educational leadership is dedicated to developing outstanding education leaders who are well prepared to meet the demands and challenges of schools in the future.

In designing the doctoral program in educational leadership, we consciously created a program which is built on two basic principles: 1) that schools are learner-centered organizations; and 2) that educational leaders serve in human-centered or human-care systems. Learner-centeredness is built on a foundation of Progressive principles, first introduced by John Dewey at the turn of the 20th century. Dewey argued that children learn by doing, and that schooling should pay careful attention to the knowledge, skills, and beliefs that learners bring to their educational settings. Learner-centered principles take into account that learners bring the home and community practices with them to school; it is through everyday talk, thinking, and actions that educators come to understand the actions and performances of others in school.

The notion of a human-centered systems approach to leadership involves two other constructs: 1) human judgment, and 2) human appreciation. Human judgment is more than book learning or knowing how to do something; it is also different than decision-making, which is usually a dissection of facts. Making judgments has much to do with what you notice, what you appreciate and value in the actions of others. Judgments are always based on best guesses, and have to do with probability, luck, as well as character! Judgment is more about doing the ‘right’ thing than doing things ‘right.’ In the future, schools will be led by men and women who have enough experience and judgment to look at all the facts, do their hard analyses and then hope that they made the right choice. The ‘art of judgment’ also involves understanding how parts of the system are connected to a greater whole. Teachers and administrators work in settings with an elaborate and woven structure of mutual expectations and the self-expectations of human beings. As leaders—assistant principals, principals, deans, coaches, mentors, directors, department chairs, teacher leaders, assistant superintendents, superintendents, you are part of a social entity, in which the social rights as well as the social responsibilities of people are important considerations. Sometimes the rights are more obvious than the responsibilities, and you have both, rights and responsibilities.

Learning also implies an ethical responsibility for your actions; it requires you to interpret actions and make judgments for which you are responsible. This emphasis on the moral responsibility of knowledge is an essential part of your graduate education. “Human knowledge is personal and responsible, an unending adventure at the edge of uncertainty” says Jacob Bronowski in the classic series ‘The Ascent of Man.’ Bronowski shows how the world of science is connected to human values; he introduces the notion that science, as well as judgment, inevitably involves uncertainty, which is what keeps humans grounded. Developing human appreciation and learning the ‘art of judgment’ (more than learning how to do a specific task) is what you will take away from all the conversations, class assignments, readings, and papers that are part of a doctoral degree in Educational Leadership.

Finally, what does this mean to you? Use your new knowledge to ask ‘why.’ Inquire of yourself and others, and do your best to do good work. Understand education systems as human care systems and that one of your responsibilities as a leader is to learn to appreciate the human conditions that shape the workplace. Work to humanize these systems by making appreciative judgments that support human tolerance and foster the humility that comes from understanding and appreciating the uncertainty involved in all human events.

Congratulations on your decision to pursue doctoral studies in educational leadership at San José State University. Welcome!

Arnold Danzig  
Director, Ed.D. Program in Educational Leadership  
Professor, Educational Leadership and Policy Studies  
Connie L. Lurie College of Education
ADMISSION

Admission requirements. Applicants must apply to San José State University’s Ed.D. in Educational Leadership program, visit www.csumentor.edu and submit an application. Once your application is submitted, SJSU’s GAPE Office will evaluate your application to make sure you have met the minimum university requirements (i.e. an eligible undergraduate degree with a minimum 2.5 undergraduate GPA). Professional development courses and courses taken in non-accredited institutions are not included in the evaluation of GPA. Course work completed outside the U.S. may be evaluated by WES (World Education Services) and marks earned will be converted to the U.S. GPA standard.

Submit the Application Fee
Please submit the $55.00 application fee at the time of submission. Applications will not be processed until payment is made. Your payment is non-refundable, even if you withdraw the application.

The Ed.D. program is designed to admit candidates who meet the academic requirements for rigorous doctoral study and who possess personal qualities and professional experiences that suggest a strong potential for success both as doctoral students and as educational leaders.

Meeting the minimum requirements qualifies an individual for consideration but does not guarantee admission to the program. Additional candidate qualifications proposed by SJSU district partners include strong oral and written communication skills, organizational aptitude, and excellent problem-solving ability. Admission will be granted on a competitive basis.

The Ed.D. program requires the following of all applicants for admission to the doctoral program:

1. The applicant holds an acceptable baccalaureate degree and master’s degree earned at a regionally accredited institution of higher education, or the applicant has completed equivalent academic preparation as determined by the Office of Graduate Studies & Research.
2. The applicant has attained a cumulative GPA of at least 3.0 in upper division and graduate study combined.
3. The applicant was in good standing at the last attended institution of higher education.
4. The applicant has demonstrated sufficient preparation for, experiences in, and potential for educational leadership, including successful experience in school, postsecondary, community, and/or policy leadership; academic excellence, problem-solving ability, and technology proficiency; and interest in critically assessing and improving current educational policies and practices.
5. The applicant, if born and educated in a country in which the native language is not English, has demonstrated English-language proficiency by achieving a SJSU-published minimum score on one of the three accepted English-proficiency exams.

Completed application to the Ed.D program requires:
• Application Form [pdf] to the Ed.D. Program

• Official Transcripts (undergraduate and graduate)

• Three (3) letters of recommendation/attesting to the leadership ability and scholarship of the candidate, including a separate letter/statement of support from the applicant's employer/school district indicating support for the candidate's doctoral studies (open the form in PDF)

• CV or resume that includes leadership experience and/or leadership strengths as indicated through job experiences, administrative credentials, and/or other evidence of leadership capacity and practice

• 3-5 page written statement of purpose reflecting understanding of the challenges facing the public schools in California, nationally, and globally; Also indicate areas of interests and possible topic areas which you would like to focus your doctoral studies and indicate the names of 1 or 2 Ed.D. faculty members (core or affiliated faculty) that you would like to work during your doctoral program. Please read through faculty bios to respond to this requirement.

• Extended sample of your individually authored writing as evidence of your ability to integrate ideas and bring evidence (research) to bear on an education-related topic

• Personal interview (semi-finalists only)

• Other relevant information such as evidence of proficiency in a second language, international experiences, fellowships and awards, and exemplary leadership experiences

Send applications materials:

• By email to: edd-leadership@sjsu.edu

• By regular mail to:
  
  Ed.D. Leadership Program
  Connie L. Lurie College of Education
  One Washington Square
  San Jose, CA 95192-0064
Advising

ORIENTATION
There is a formal orientation for all entering Ed.D. students, usually held at the beginning of the 1st summer semester. The orientation is attended by faculty, staff, students, and invited guests. In future years, this will also be an opportunity for 1st year students to connect with students from previous cohorts.

INITIAL ADVISING
Advising for Program Completion

Each student accepted in the SJSU Ed.D. program will be assigned a faculty academic advisor in the fall semester of the first year of the doctoral program. During the first year of the program, the role of the academic advisor will be to orient students to the SJSU environment and to the culture of the doctoral program. Students and faculty advisors are expected to meet at least once during each semester, and talk as regularly as needed. In the spring of the 2nd year of the program, it is anticipated that the academic advisor will change roles and become the dissertation committee chair, providing the primary supervision of the candidate’s dissertation research, and sponsoring all of the candidate’s submissions including the comprehensive exam, dissertation proposal, IRB, dissertation, and graduation papers.

Student advising and academic support will be initiated during an orientation session that will be convened each summer, prior to the official start of the semester. The purpose of this orientation will be to acquaint students with program expectations and build collegiality. This orientation will continue in the first doctoral Proseminar, which is aimed at introducing students to faculty who will be teaching and advising in the program, familiarizing students with numerous campus resources (e.g., library facilities and services, financial aid contacts, career center personnel, and research foundation services) and setting the stage for the development of a doctoral-level culture for students.

At the time the candidate begins planning the comprehensive examination and dissertation proposal, he/she will confirm that the advisor will serve as the dissertation chair. With the written approval of the Ed.D. Director, a student may choose to work with a different faculty member, one who is well suited to serve as dissertation chair. If this individual is willing and available to serve in this role, the named faculty member will serve as the dissertation chair and primary supervisor of the student’s dissertation research. As dissertation chair, the faculty member will direct student research and create a professional relationship with doctoral students and assist them in their professional endeavors.

In summary, as advisors and then as dissertation chairs, faculty will be responsible for (a) helping candidates move through the required Ed.D. course of study, a three year cohort program for working professionals, (b) engaging candidates in academic discussion and dialogue that assists them to prepare for coursework and research throughout each component of the curriculum. As dissertation chairs, faculty will be responsible for (c) providing expert supervision to Ed.D. candidates in the conduct of rigorous dissertation research, and (d) advocating on behalf of the candidates and their needs.
During the academic school year, all faculty advisors and chairs meet with students, either during set office hours or scheduling meetings by appointment. You should work closely with your advisor and/or dissertation committee chair for support regarding coursework, preparation for the pre-proposal/comprehensive examination, and dissertation. Students will have access to each faculty member’s email and office phone number. Many faculty members are not available during the summer and students should work collaboratively with faculty members to arrange meeting times. Dissertation chairs will be available for to schedule meetings related to the dissertation proposal and dissertation writing during the final summer of the program, and these meetings should be scheduled in advance.

program of study

The program is designed so that it may be completed in nine semesters over three years. This timeframe allows for completion of all coursework, advancement to candidacy, and completion of the dissertation. During the school year, classes will be held in the late afternoons and evenings and on intensive weekends. Summer classes will convene during intensive six week summer sessions, with classes meeting on selected weekdays and weekends. It is anticipated that students will concurrently be working full time as they pursue their doctoral studies.

As noted above, the program is designed to allow for completion of all requirements within three years. To be eligible for graduation, the candidate shall have completed all coursework degree requirements, a comprehensive examination, and a doctoral dissertation. Students are required to pass the comprehensive examination within two attempts in order to proceed to the proposal, which is required for Advancement to Candidacy.

The following core areas and courses are all required in the doctoral program.

1. Educational Leadership and Education Policy (4 courses - 12 units)
   a. EDD 510: Educational leadership
   b. EDD 512: Leadership, complexity, and systems thinking
   c. EDD 515: Leadership, diversity, and culture
   d. EDD 535: Education policy, equity, and school reform

2. Organizational Behavior and Adult Learning (3 courses - 9 units)
   a. EDD 511: Leadership for learner-centered schools
   b. EDD 520: Organizational behavior and change in education
   c. EDD 522: Communication for educational leadership

3. Contexts for Educational Leadership (4 courses - 12 units)
   a. EDD 530: Assessment, testing and evaluation: Contexts and implications for change
   b. EDD 536: Politics of education and financing of schooling
   c. EDD 540: Education and leadership in global context
   d. EDD 585: Field studies in global context
4. Research Methodology: Tools for the Scholar-Practitioner (5 courses - 15 units)
   a. EDD 501: Quantitative analysis in educational research
   b. EDD 502: Qualitative methods in educational research
   c. EDD 591A: Proseminar I: Doctoral studies and research in education
   d. EDD 591B: Proseminar II: Doctoral studies and research in education
   e. EDD 591C: Proseminar III: Doctoral studies and research in education

5. Dissertation (12 units)
   – EDD 599: Dissertation

Students in the Ed.D. Program will progress through three general stages of the program. In Stage 1, they will complete coursework and field experiences related to core content areas related to Leadership Theory and Practice, Organizational and Adult Learning, and Contexts for Leadership and Schooling. During the 2nd summer session, they will participate in an international field experience, including lectures from international experts, school visits, and visits with representative school and government officials, with possible participation in language-related instruction. During Stages 2, students will complete educational research courses and doctoral research seminars designed to build applied research skills, culminating in the comprehensive exam/pre-proposal and a dissertation proposal. The comprehensive examination will demonstrate student knowledge and understanding through preparation of a literature review and pre-proposal for the dissertation. The comprehensive examination is not intended as a recall examination of material first introduced and taught during coursework; it is considered as a pre-proposal in which students will meet with their respective faculty chair and dissertation committee, and craft a research question and literature review to support an initial inquiry into the question(s) posed. The comprehensive exam will also include brief consideration and discussion (3-5 pages) of research methods that are appropriate to answer the research question(s) proposed. It is likely that part of the comprehensive examination literature review and methods will become part of the dissertation proposal. The final year of the program (Stage 3) will involve dissertation research, with individual mentoring from the dissertation advisor and doctoral committee. This final year includes preparing and defending the dissertation proposal, collecting and analyzing data, and writing up findings and conclusions and a final oral defense of the dissertation. Graduation is based on approval from the Graduate College for all stages, including successful completion of coursework, comprehensive examination, dissertation proposal, dissertation defense, and final dissertation document.

GLOBAL STUDIES AND INTERNATIONAL TRAVEL

The Ed.D. program at San José State University includes a required international component, which includes an out-of-country experience, typically scheduled for 14-17 days during the second summer of the doctoral program. All international travel will be to countries not on the US Department of State hazardous country list. All international programs will be conducted in conjunction with SJSU partners operating under a CSU-approved partner agreement.
This international component is an essential part of the doctoral program; it is not intended to prevent otherwise qualified applicants from participating in the doctoral program. The Program understands that there may be circumstances in which participation in the international experience is not possible. The purpose of this section of the Handbook is to spell out the acceptable conditions for which an exemption will be granted.

Based on written request, the following conditions will qualify for an automatic exemption to international travel.

1. Any medical or health condition which poses a medical risk to the student considering international travel. A physician’s letter which explicitly references a medical condition will qualify for the exemption.
2. Limitations to travel status which prevent the participant from obtaining a passport, or otherwise precluding international travel. This exemption will be granted based on written request, explaining the limitations on the student’s ability to achieve international travel status and limiting travel outside of the U.S.

There are other circumstances that will be considered for exemption, based on student written request for an exemption. These circumstances include but are not limited to:

1. Family obligations to care for small children or elderly parents or other family circumstances which present a hardship and preclude the international educational experience. It is incumbent on the student to explain, in writing, the hardship that precludes out-of-country travel experience. Exemptions will be granted by the Program Director, in consultation with program faculty. In case of dispute, the Dean of the College will serve as final appeal.
2. Other conditions or considerations, which preclude participation in the international travel and/or make participation a hardship. It is incumbent on the student to explain, in writing, the hardship conditions that preclude out-of-country travel. Exemptions will be granted by the Program Director, in consultation with program faculty. In case of dispute, the Dean of the College will serve as final appeal.

All students, regardless of participation, will be required to pay the education fee associated with the international educational experience. For exempted students, the required fee will be used to subsidize costs associated with an alternative educational experience, which will be designed by the student, in consultation with the Ed.D. Program Director. This alternative educational experience could include lectures, additional coursework related to global education, language and cultural study, independent study and readings, other related courses, conferences, visits/observations to schools and other educational organizations, and visits/experiences with other education policy settings at the local, state, or national level.

**Passports**

All doctoral students must have a passport that is valid for the entire length of their stay abroad. Some countries require you to hold a passport that is valid for at least 6 months after the date you enter the country, regardless of the intended length of stay. If you do not already have a passport, make sure to apply for one early, as standard processing times can take 4-6 weeks. For any questions about passports, including how to travel if you have dual citizenship, consult the [U.S. Department of State](https://travel.state.gov).
Visas
Depending on your citizenship, the country you are traveling to, and the length and nature of your program, country-specific student visas may or may not be required. For most short-term summer or winter programs, visas are not specifically required, but for semester or yearlong programs in several countries, you will have to apply for a student visa in that country. The process of obtaining a visa varies highly by country: some countries do not require a visa for U.S. citizens staying under a certain number of days, some countries charge significant fees or have long review periods for visas, and for some visas you will need to consider re-entry permits which are critical if you will be planning to leave the country and re-enter for any reason during your program. Be sure to check your specific study abroad program’s information as well as the U.S. Department of State’s country-specific visa information for entry and exit requirements for U.S. citizens.

enrollment & academic progress

CONTINUOUS ENROLLMENT

First Semester Obligations
As a newly admitted SJSU graduate student there are several things to consider and complete during your first semester at San Jose State University. Please take the time to read your admission letter from SJSU as it contains important information regarding your admission status.

Official Matriculation

You will not be considered an officially matriculated graduate student until you register for courses in the first semester of your admission. SJSU does not defer admission, so if for any reason you can not attend your first semester you will need to re-apply to the university for the next semester you want to attend. On a related note, your enrollment in classes is your official notification to SJSU of your intent to attend.

Provisional Admission (University)

Some graduate students may receive a provisional admission. Your admission letter from SJSU as well as your "To Do" list on My SJSU will state what specific documents or tasks you need to complete in order to have these provisions cleared. If you do not have these provisions cleared by the deadlines listed on your MySJSU account, a hold will be placed on your record and you will not be able to register for subsequent semesters. Provisional admission is a status that is placed by Graduation Admissions and Program Evaluations so it can not be removed by your graduate program.
**Graduate Classification (Ed.D. Program)**

Your graduate program will also admit you either as conditionally classified or classified standing. If you are admitted conditionally classified, you will have certain prerequisites that you will need to complete and they will be outlined in your admission letter from SJSU. These prerequisites must be met before you can be changed to classified standing. If you have any questions on the prerequisites listed on your admissions letter please contact your assigned program advisor. All graduate students must be in classified standing before they can apply for candidacy.

**Ed.D. Program Advising or Orientation**

The Ed.D. program will hold a student orientation at the beginning of your first semester. You will receive information about program requirements and what courses you are expected to enroll in.

**Leave of Absence and Planned Student Education Leave**

Since the doctoral program is a 3 year cohort program in which all courses are completed in sequence, there is no easy option for requesting and completing a leave of absence. The program recognizes, however, that in rare circumstances, a leave of absence may be needed. A request for a Leave of Absence must be submitted to the Director of the Ed.D. program. If granted, it will require that the student rejoin the next available cohort and enroll in the sequence of courses missed as a result of the Leave of Absence. Once all coursework requirements are complete the request for a leave of absence will follow the normal SJUS policies for requesting a leave or for a Planned Student Educational Leave.

Arrangements for a Planned Student Education Leave must be made in advance with the Director of the Ed.D. program. Graduate students will coordinate leave arrangements with the Ed.D. Director. International students must also go to the IPS office to secure the necessary immigration authorizations.

Students who meet the terms of the leave are guaranteed a return to their program even though it is or becomes a program restricting the number of applicants.

Leave forms and additional information may be downloaded at [www.sjsu.edu/registrar/forms](http://www.sjsu.edu/registrar/forms).

**Satisfactory Academic Progress**

Each Ed.D. student is expected to make satisfactory progress in accordance with the Ed.D. cohort structure and program of study through the time of Advancement to Candidacy. The normal expectation is that students will attend and participate in all required program components. Students who need to make up assignments are normally given the opportunity to do so. In the event that a student’s lack of attendance/participation would cause him or her to fail to maintain a grade point average of 3.0, the student would be notified and counseled regarding requirements for satisfactory progress toward the degree in the time specified by the Program Faculty. A student must earn a grade of “B” or better in all required classes in the doctoral program, with all “sub-B” grades considered as failure; those classes would have to be repeated, and students would have one additional chance to do so. Failure to achieve the “B” grade in two chances would result in a recommendation for
Additionally, satisfactory progress pertains to doctoral students' adherence to the high standards of professional ethics. Students must adhere to scholarly and ethical standards in all courses, fieldwork, and research endeavors. Such standards are defined by the faculty, the professional accrediting bodies, policies of the university and the CSU, and relevant statutes of federal, state, and local governments. Students may be placed on probation or disqualified based on unsatisfactory scholastic progress or failure to adhere to professional and ethical standards.

**Academic Disqualification**

A student who has a grade point average below 3.0 in two successive terms will be disqualified from the program. A student who falls below a 3.0 grade point average in an academic term will be notified in writing that he/she has been placed on academic probation. As long as the student’s overall GPA is below 3.0, failure to achieve a term GPA of 3.0 in any subsequent semester will result in academic disqualification. A disqualified student will not be allowed to continue in the program, enroll in doctoral-level courses, or register in the doctoral program. The disqualification will be communicated to the student in writing through certified mail. A disqualified student will be permitted to apply for reinstatement into the Ed.D. program; consideration of the student’s application for reinstatement will occur along with consideration for all new applications into the program in a given year.

The expectation is that students will attend and participate in all required program components. Students who need to make up assignments will generally be given the opportunity to do so. In the event that lack of attendance/participation causes a student to fail to maintain a GPA of 3.0, the student will be notified of academic probation and counseled regarding requirements for satisfactory progress toward the degree.

With the approval of the Program Director, students who need to stop out may be provided two options: (1) take courses missed and return to their original cohort; (2) join a later cohort that, at the time they return, and taking the classes that were missed.

**Exams & candidacy**

**COMPREHENSIVE EXAM/PRE-PROPOSAL**

The comprehensive examination required of each doctoral student prior to his or her advancement to candidacy provides a direct assessment of student competence. The advisor/chair and other doctoral committee members will conduct the comprehensive exam, which is to be an integrative review of literature, which cuts across individual courses and is based on a student’s particular area of interest and research. It is expected that the comprehensive exam will include a 25-30 page review of relevant literature, followed by 3-5 page description of the research questions and methods anticipated for answering the proposed questions. The student’s doctoral committee will evaluate student
performance on the comprehensive exam, which will be graded on a pass/fail basis. Successful completion of the comprehensive examination is required for a student to move to the next phase of the program, the dissertation proposal.

**DESCRIPTION OF THE DISSERTATION PROCESS**

Students who have completed the core courses, passed the pre-proposal/comprehensive exam, and advanced to candidacy may begin formal work on a dissertation. All candidates must enroll in a total of 12 hours of dissertation credit during the final year of the program (6 credits in fall/6 credits in the spring of year 3). Once the candidate has enrolled in 12 dissertation units, the maximum allowable, continuous enrollment must be maintained until the dissertation is filed and approved. The research proposal consists of a draft of the introduction, preliminary literature review, and methodology and references. This proposal will inform prospective committee members of tentative research plans. Also, the student shall submit the proposal to the University’s Institutional Review Board (IRB), and shall not commence the research study until IRB approval has been granted.

There are currently many initiatives across the country which reference new strategies and approaches for the doctoral dissertation in the Ed.D. program. At the time of this writing, alternative formats for the dissertation, or what some are calling a dissertation in practice are being considered at San José State University. These alternative models include the dissertation-in-practice, jointly authored dissertations, thematic dissertations, problem solving dissertations, as well as the traditional dissertation format. Regardless of approach or format, the dissertation is expected to contribute to an improvement in educational professional practices or education policy, generally or in the context of a particular education institution. It shall evidence originality, critical and independent thinking, appropriate form and organization, and a rationale for the examined research problem.

The Dissertation Committee shall be approved by the Program Director and consist of three members, one who will serve as a chair. The student may select the Dissertation Committee members or the student may select the chair and the chair will select the other two committee members. Two of the committee members must be tenured or tenure-track of the San Jose State University Core Doctoral Faculty. One member may be employed from the K-12 public schools. The dissertation chair may call meetings at any time to check on the candidate's progress. The most important meetings are the preliminary oral defense, where the proposal is presented to the committee for approval, and the final oral defense where the completed dissertation is presented to the committee and other interested faculty and/or interested faculty and students.

**DISSERTATION PROPOSAL & CANDIDACY**

Following the pre-proposal/comprehensive exam, each student will complete a dissertation proposal and formally present the proposal to his/her doctoral committee, including the chair, another member
of the SJSU faculty, and 3rd member of the committee selected from the field in which the student works. It is expected that all committee members will have a terminal degree.

The dissertation proposal requires a formal meeting by the student and committee, in which the student has the opportunity to present his/her proposal and receive feedback. In order to move forward and achieve candidacy, the Dissertation Committee must formally (in writing) approve for the dissertation proposal and willingness to support students movement to accomplish the research proposed. While suggestions for improving the proposal are typical, the committee must ultimately decide if the proposal is sufficiently developed as a roadmap of what is to be accomplished in the dissertation research. At this stage, the Committee has three options: 1) to approve the student moving forward to the dissertation; 2) to approve the student moving forward with revisions as stated in the approval; and 3) to require that the student submit a revised dissertation proposal at a separate meeting of the dissertation committee. All students will have two chances to successfully defend the dissertation proposal. Successful completion of the dissertation proposal is required for a student to move to the next phase of the program, the dissertation.

**Oral Defense of Dissertation Proposal and Dissertation**

The Dissertation Committee provides guidance to the candidate, is responsible for approving the final written dissertation and oral defense, and for assuring dissertation conformance with program requirements and rigorous research expectations as established by the College Doctoral Faculty, the University Graduate Council, and Graduate School.

Both the preliminary defense of the proposal and final defense of the dissertation will provide a mechanism for the faculty to assess oral expression, mastery of advanced disciplinary knowledge, research methodology, theoretical constructs, and critical and creative thinking. A rubric will be used to judge proficiency of these defenses.

**DISSERTATION**

After completing the preliminary oral defense, the student carries out the research plan described in the approved proposal, collects and analyzes data, and continues writing the dissertation. The student's Dissertation Committee serves to guide the student to ensure the dissertation is a scholarly work resulting from a vigorous research study that contributes to the improvement of education.

The student shall work with the committee chair to develop a system for reviewing drafts and for sharing drafts with other committee members at appropriate times. The student shall submit drafts of the dissertation to committee members in appropriately word-processed form. The completed final draft also includes the abstract, copyright page, title page, acknowledgments, table of contents, list of tables and figures, references, and appendices. The student shall submit the manuscript to committee members for a final reading and approval. The final dissertation may take a variety of forms depending upon the type of research undertaken. The conventional five-chapter dissertation, consisting of an introduction, literature review, methodology, results/analysis, and conclusion/recommendations may be altered to reflect a specific design and purpose.
Final Examination: Oral Defense of Dissertation

At the final oral defense, the student will make a public presentation of the dissertation research. The final oral defense is conducted as an open forum guided by the candidate's Chair and Dissertation Committee. The purpose of this formal meeting is: (1) to examine and assess the quality of the dissertation, (2) to evaluate the ability of the student to present research, and (3) to provide an opportunity to share the research with the campus community.

Unanimous agreement of the Dissertation Committee is required for approval of the dissertation and recommendation that the Ed.D. degree be conferred. There are three possible outcomes of the final defense:

1) The oral defense is satisfactory and the manuscript is accepted as submitted, or with only minor copy edition revisions.

2) The oral defense is satisfactory but there is a need for substantive revisions of the manuscript.

3) The oral defense is judged to be unsatisfactory. The decision may be reached because the dissertation is judged to be acceptable but the student fails to present it satisfactorily. A second oral defense may be scheduled when the chair determines that the student is prepared and the committee members agree that the required remediation has been accomplished. The following table summarizes the benchmark events throughout the research process culminating with completion of the dissertation.

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<tr>
<th>Benchmarks in the Ed.D. Program in Educational Leadership</th>
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<tr>
<td><strong>File a Program of Study</strong></td>
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<tr>
<td><strong>Selection of Dissertation Committee Chair</strong></td>
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<tr>
<td><strong>Approval of Pre-Proposal /Comp Exam</strong></td>
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<tr>
<td><strong>Defense of Dissertation Proposal</strong></td>
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</tbody>
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IRB Approval | Students complete IRB forms and required approval | Year 3/Summer | Student emails approval form to chair and all committee members
---|---|---|---
Students Begin Research – Consults with chair and committee members on chapter | Year 3/Summer, Fall & Spring | |
Students submits Petition for Graduation Form the semester they intend to graduate | Year 3/Fall | |
Dissertation Defense | Student prepares a final draft to present to Dissertation Committee. When student has met committee expectations, Culminating Experience Form is signed. | Year 3/Spring | Student submits to Graduate Studies & Research Office

**Steps to enrollment**

**Activate your MySJSU ID** – MySJSU is how to access your MySJSU account - your online student center during your time as an SJSU student. It is your responsibility to check your MySJSU ([http://my.sjsu.edu](http://my.sjsu.edu)) account frequently for changes to your status and important messages regarding deadlines. To access your MySJSU account for the first time, please follow these instructions:

**STEP ONE:**
Set the password to access your MySJSU account and your SJSUOne wireless account on campus - Go to [http://sjsuone.sjsu.edu/SJSUOne/ResetPassword](http://sjsuone.sjsu.edu/SJSUOne/ResetPassword) and enter the 9-digit SJSU ID that was emailed. Choose one of the two options listed to set your password for the first time. This same process will also allow you to reset your password in the future.

**STEP TWO:**
Sign in to your MySJSU student account at [http://my.sjsu.edu](http://my.sjsu.edu) - Click on the blue 'MySJSU Sign In' button and enter your 9-digit SJSU ID and the password you created.

**STEP THREE:**
Verify and update all of your personal information under the 'Personal Information' section of your Student Center.
- Review for accuracy and make necessary changes to your mailing address, phone number, and email address. Email is especially important since alerts from SJSU are sent by email when new messages are posted to your MySJSU account.
-Remember that you will use MySJSU for all services (e.g. Financial Aid status and Registration) and your SJSU ID and password are your access keys into the system.

**Register for a class** – After activating your MySJSU click the **MySJSU Sign In** link (http://my.sjsu.edu/), and then enter your **SJSU ID** and **password**. Navigate to **Self Service > Student Center** select **Enrollment: Add** from the drop-down menu under **Academics**, click **Go**, select the term for which you want to add classes (for example, Fall 2014), click **Continue**, type the 5-digit class number into the **Enter Class Nbr** field, and then click **Enter** *(Note: if you do not know the class number, you can look it up in the online schedule by clicking **Search under Find Classes**)*, click **Select Class**, when you are finished adding classes, click **Proceed to Step 2 of 3**, review your selections, and then click **Finish Enrolling** to complete your course registration.

**Program faculty**

**Program Faculty**

**Diana Abbati,** *Lecturer.* Ed.D., Educational Leadership, University of California, Berkeley. Research areas: Educational Leadership, the Superintendency, School Finance.

**Lewis Aptekar,** *Professor.* Ph.D., Educational Psychology, University of Michigan. Research areas: Qualitative methods and research, counselor education, culture, family and community.

**Rebeca Burciaga,** *Assistant Professor.* Ph.D., Social Sciences and Comparative Education, Race and Ethnic Studies, University of California, Los Angeles. Research areas: Educational equity, race, ethnicity, & gender in education, qualitative methodologies, mixed methods.

**Arnold Danzig,** *Professor.* Ph.D., Education Policy, Planning, and Administration, University of Maryland College Park. Research areas: Education policy, planning, and administration, narrative research, democracy & education.

**Brent Duckor,** *Assistant Professor.* Ph.D., Quantitative Methods and Evaluation, University of California, Berkeley. Research areas: Quantitative methods and evaluation.

**Jason Laker,** *Professor.* Ph.D., Higher Education Administration and Organization, University of Arizona. Research areas: Higher education administration and organization.

**Elba Maldonado-Colon,** *Professor.* Ed.D., Bilingualism, Language and Literacy Development, University of Massachusetts. Research areas: Language and literacy development, working with culturally/linguistically diverse families and their young children, advanced literacy development with a focus on comprehension at the middle and high school levels.

**Kathleen McConnell,** *Assistant Professor.* Ph.D., Communication and Culture, Indiana University. Research areas: Communication and culture, philosophical treatises, political tracts, films, and other
cultural artifacts for arguments that can broaden the way we think about schools and help us deliberate educational issues.


Vicki Park, Assistant Professor. Ph.D., Urban Education Policy, University of California. Research areas: K-20 school reform and leadership; policy implementation; data use in education reform; access and transition from high school into postsecondary education for low-income youth; qualitative inquiry; sociology of education.


Emily Slusser, Assistant Professor. Ph.D., Psychology (Cognitive Sciences), University of California, Irvine. Research areas: Child Cognitive Development.

Affiliated faculty

Affiliated Faculty


Deanna Fassett, Professor. Ph.D., Speech Communication, Southern Illinois University. Research areas: Critical communication pedagogy, communication education, critical, feminist & performative pedagogies, ethnomethodology, GTA professional development, critical and interpretive research methods, instructional communication, fandom and popular culture.


Margaret Hughes, Professor. Ph.D., Educational Psychology, Cognate Developmental Psychology, University of California. Research areas: Educational psychology, and cognitive development psychology, special education head start.

Michael Kimbarow, Professor. Ph.D., Communication Disorders, University of Minnesota. Research areas: Language and communication deficits associated with traumatic brain injury.
**Elena Klaw, Professor.** Ph.D., Clinical and Community Psychology, University of Illinois. Research areas: Mentoring, service-learning, peer education, intimate violence prevention, and serving veterans in higher education.

**Sean Laraway, Associate Professor.** Ph.D., Experimental Analysis of Behavior, Western Michigan University. Research areas: Behavior analysis, behavioral pharmacology, research methods and advanced data analysis.

**Jennifer Madigan, Professor.** Ed.D., Special Education, University of San Francisco. Research areas: Gender issues in education, including the effects of single-gender special education for female students with disabilities.

**Shishir Mathur, Associate Professor.** Ph.D., Urban Design & Planning, University of Washington. Research areas: Fields of urban & real estate economics, housing, public finance, international planning, growth management, land use planning, transportation planning, urban design, emergency management, and systems analysis.

**Mary McVey, Associate Dean.** Ph.D., Educational Psychology, Stanford University. Research areas: Technology-infused instruction, podcasting, digital portfolios, and Tablet PC’s for improving student learning.

**Lisa Oliver, Associate Professor.** Ph.D., Counseling Psychology, Stanford University. Research areas: Identity development, multicultural education, globalization in higher education, cultural psychology, student retention, and community engagement.

**Joyce Osland, Professor.** Ph.D., Organizational Behavior, Case Western Reserve University. Research areas: Global team development, international management and experiential learning.

**Marcos Pizarro, Professor.** Ph.D., Administration, Curriculum and Teaching Studies. University of California, Los Angeles. Research areas: Social justice, development and implementation of Latina/o Studies curricula to enhance Latina/o student engagement.

**Carol Reade, Associate Professor.** Ph.D., Economics and Political Science, University of London. Research areas: effects of culture, conflict, and civil unrest on employee behavior and psychological attachment to the firm, particularly in the context of multinational enterprises (MNEs) operating in emerging economies, and the implications for international human resource management.

**Noni Reis, Professor.** Ed.D., Organizational Leadership and Educational Management, University of La Verne. Research areas: Leadership for social justice, educational leadership, teacher development, professional development, curriculum and instruction and bilingual education.

**Grinell Smith, Associate Professor.** Ph.D., Instructional Leadership, University of Alabama. Research areas: Science education, sustainability, equity in education, educational media production and analysis.
Maureen Smith, Professor. Ph.D., Developmental Psychology, Cornell University. Research areas: Children's social and emotional development and factors that influence that development (e.g., foster care placement).


Megan Thiele, Assistant Professor. Ph.D., Sociology, University of California, Irvine. Research areas: Sociology of education, social stratification, sociology and the environment, world systems analysis, quantitative methods.


Student resources

SJSU SPARTAN BOOKSTORE
All textbooks for your Ed.D. classes are available through the SJSU Spartan Bookstore. There are also other online sources of textbooks, from which you can order books for classes.

STUDENT LEARNING AND RESEARCH COMMONS
The Student Learning and Research Commons at the Dr. Martin Luther King Jr. Library brings technology and support together in one physical place. The commons also offers a physical space to talk, plan and learn. Need a printer or wifi? Both are available at the commons, along with desktops, laptops and iPads. You’ll also find meeting space with whiteboards for group projects. And in case you’ve got a question, library staff will be right there for research and technical support. You’ll need your Tower Card to get in.

CANVAS
San Jose State University has a new learning management system (LMS), Canvas by Instructure. Canvas has a clean, intuitive user interface, featuring drag and drop usability; and a comprehensive grading tool. Canvas also allows faculty and students to configure their notification options to integrate with services such as Facebook, Twitter, text messaging and more. Information about Canvas can be found at http://www.sjsu.edu/at/ec/canvas/.
ACCESSIBLE EDUCATION CENTER
The San Jose State University Accessible Education Center (AEC), is a comprehensive center providing both students and employees with accommodations and services. The Center works closely with faculty, staff, programs and departments to deliver services and promote access for students with disabilities in the classroom and throughout the campus. Information about the Accessible Education Center (AEC) can be found at http://www.sjsu.edu/aec/.

FINANCIAL AID
San Jose State University’s Financial Aid and Scholarship Office provides assistance to students in securing federal, state, and university financial aid to achieve their education pursuits. Each year, SJSU awards and administers more than $400 million in financial aid to eligible students. Students received aid in the form of scholarships, grants, work study, and loans – funds that help them focus on their education and complete their degree.

Student life

CAMPUSS RECREATION
Through collaboration between the Student Union, Inc. and Associated Students, the Spartan Recreation program was created with the goal of providing students a seamless recreational experience.

Spartan Recreation provides diversity, conflict resolution, and customer service training to student employees. Additionally, a special team of student employees from both the Student Union and A.S. Campus Rec were cross-trained in all aspects of recreation on the SJSU campus so that they could participate directly in campus outreach programs.

STUDENT ORGANIZATIONS
SJSU has nearly 400 student organization, getting involved is the best way to connect with campus life!

DOWNTOWN SAN JOSE
San Jose is a newly revitalized city which hosts major sports, the arts, museums and restaurants serving a wide variety of cuisines. The Santa Cruz coastline is less than an hour away; San Francisco is one hour to the north.

PARKING & TRANSIT
Being in an urban environment, the amount of space dedicated to parking is limited. During peak periods, finding a parking space on the main campus can be difficult.
We encourage people coming to campus during peak times to consider using alternative transportation and/or the Park & Ride Lot across from Spartan Stadium. For more information, see Other Services at http://www.sjsu.edu/parking/other/.

Under California state law, parking on a California State University campus is subject to a specific fee.

To accommodate the diverse parking needs of our community, SJSU offers various types of parking permits and various parking locations.

Employees and students have an option of purchasing either a semester permit or a single-day permit to park at SJSU. Visitors may purchase a single-day permit.

Parking Services is dedicated to providing a clean and safe parking environment for students, faculty, staff and visitors.

We maintain 6,600 parking spaces for a campus population of over 32,000 people.

Annually, our Parking Enforcement Officers issue approximately 12,000 parking citations and respond to more than 1,300 motorists needing help by:

Unlocking car doors
Assisting with flat tires
Finding lost cars
Providing gas & battery jump-starts

If you have a question or need our help, contact us at 408-924-6556.

TUITION & FEES PAYMENT
ABOUT SJSU FEES

The CSU makes every effort to keep student costs to a minimum. Fees listed in published schedules or student accounts may need to be increased when public funding is inadequate. Therefore, CSU must reserve the right, even after initial fee payments are made, to increase or modify any listed fees, without notice, until the date when instruction for a particular semester or quarter has begun. All CSU listed fees should be regarded as estimates that are subject to change upon approval by The Board of Trustees.

All fees are mandatory and are assigned a due date based on the date you register.

About Payment Due Dates
Students are responsible for checking their accounts online at MySJSU for fees charged and payment due dates. The Bursar’s Office does not mail bills. Check your account often for important messages sent by SJSU. For step-by-step instructions, see http://www.sjsu.edu/bursar/docs/steps/view_due_dates.pdf.

**SJSU TOWER CARD**
All members of the campus community are issued an SJSU Tower Card at no cost and offer the convenience of gold Points, VTA, meal plans and campus ID.

**About San Jose State University**

Located on 154 acres in downtown San Jose, the university offers the excitement of studying at a large, metropolitan campus where many cultures meet.

San Jose State provides a comprehensive university education, granting bachelor's and master's degrees in 134 areas of study. Quality teaching and small classes are a priority at SJSU, where tenured professors teach introductory as well as advanced courses.

One of the 200 top research universities in the nation, SJSU offers rigorous course work and research opportunities to more than 30,000 undergraduate and graduate students in seven colleges.

San Jose State's location in the Silicon Valley makes it an exceptionally rewarding learning environment for students. Silicon Valley firms and agencies seek SJSU students for internships, summer work programs and for assistance with research and development projects. Silicon Valley firms employ more graduates from SJSU than from any other university in the nation.

**Connie L. Lurie College of Education**

The Connie L. Lurie College of Education is a learning community dedicated to equity and excellence. Equity initially addresses access and outcomes, and the College works to incorporate equity in action through policy and process. Excellence in a democratic society actualizes each student's unique potential as an individual and as a member of a diverse community. Excellence involves knowledge and skills with a commitment to lifelong curiosity, imagination and learning. The result is the College's commitment to the preparation of educators, including teachers, administrators, counselors and service providers who have the knowledge, skills, dispositions, and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.
Contact Information

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