



Student Guide

SJSU | EdD LEADERSHIP PROGRAM

2019-2020



Welcome!

Hi. I am pleased to welcome you to the Ed.D. Leadership Program at San José State University. The doctoral program is dedicated to developing outstanding education leaders who are well prepared to meet the demands and challenges of schools, today and 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-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. As education 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 rights and responsibilities of children and adults are important concerns.

Historically, the scholarship in administration and leadership has addressed principles of ethical practice. In recent years, scholars and activists have pointed to the importance of class, race, and gender to understand inequities in how people experience schooling and to explain disparate learning opportunities across groups of learners. The overall priorities given to culture, language, diversity, equity as well as the connections among family, school, and community speak to these concerns. Participating in a doctoral program requires you to consider the **ethics of your leadership and the decisions you make on the job**. The emphasis on the moral responsibility of knowledge is an essential part of your doctoral program and ‘stewardship’ of the profession is implied in your advanced studies.

Leadership involves human judgment and appreciation. Making judgments has to do with what you notice, what you appreciate and value in the actions of others. Judgments are 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 research and analyses, and then try to make the right choice.

What does this mean to you? Use this opportunity to do your best work. Many people suggest that we are at a crossroads, and that public education and higher education institutions are under attack. Use the learning that comes from participating in the doctoral program to ask questions. Interrogate beliefs and values, your own as well as those of others. Education is a human care system, and the strengths and vulnerabilities of the human condition shape the education workplace. Work to humanize these systems by making judgments that advocate for human wellbeing and foster the humility that comes from understanding and appreciating the uncertainty involved in all human actions.

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

Arnold Danzig Director, Ed.D. Leadership Program
Professor, Educational Leadership and Policy Studies
Connie L. Lurie College of Education
June 2019

Advising

ORIENTATION

There is an 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. The orientation is also an opportunity for 1st year Ed.D. students to interact with students in previously admitted cohorts.

INITIAL ADVISING

Advising for Program Completion

One purpose of the orientation session is to acquaint students with program expectations and build collegiality. The orientation continues through the first year of doctoral studies, by introducing students to faculty who teach and advise in the program, and by familiarizing students with the many campus resources (e.g., library facilities and services, financial aid contacts, career center personnel, and research foundation services). Courses and special events set the stage for the development of a doctoral-level culture for students in Ed.D program.

During the fall semester of year one, students are assigned an academic advisor. During the first eighteen months of the doctoral program, the role of the academic advisor is to continue socializing students to the SJSU environment and to the culture of the doctoral program. Students and advisors are expected to meet one or more times during each semester, and communicate with each other 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 direction for candidate's required submissions including the literature review milestone, dissertation proposal, IRB, dissertation, and graduation papers.

The final selection and/or confirmation of the doctoral committee chair is based jointly on a student's request and the willingness to serve in this role by the appropriate SJSU faculty member. At the time each doctoral student begins the dissertation proposal and IRB, the dissertation committee chair should be in place. The chair's signature and those of committee members are required on the dissertation proposal form and completed dissertation documents. Although the advisor is normally expected to serve as the dissertation committee chair, with agreement from a San José State tenure or tenure-track faculty member and 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 faculty member is willing and available to serve in this role, the named faculty member will serve as the dissertation chair and primary mentor of the student's dissertation research. As dissertation chair, the faculty member will provide guidance for the Ed.D student's research, create a professional relationship with the student and assist with all required steps in the doctoral program.

In summary, first as the advisor and then as dissertation chair, faculty members are responsible for: (a) helping doctoral students move through the required Ed.D. course of study, a three year cohort program for working professionals, (b) engaging academic discussion and dialogue that assists students in

successfully engaging coursework and research throughout each component of the curriculum. As dissertation committee chairs, faculty are responsible for (c) providing expert research mentoring to Ed.D. candidates in the conduct of 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 by scheduling meetings. You should work closely with your advisor and/or dissertation committee chair for support regarding questions related to coursework, preparation for the literature review milestone, dissertation proposal + IRB, and the dissertation. Students 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 committee chairs are expected to be available for meetings related to the dissertation proposal and dissertation writing during the 3rd summer of the program, and these meetings should be scheduled in advance.

Program of Study

The program is designed to be completed in nine semesters over three years. This timeframe allows for completion of all coursework, literature review, dissertation proposal, and completion of the dissertation. During the school year, classes will be held in the late afternoons and evenings as well as intensive Saturday sessions. Summer classes will convene during five- to 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 requirements, literature review, the dissertation proposal + IRB, and the doctoral dissertation. Students are required to complete the dissertation proposal in two attempts in order to proceed with the dissertation.

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: Theory and Practice
 - 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. EDD585: 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

GLOBAL STUDIES AND INTERNATIONAL TRAVEL – 2ND SUMMER

The Ed.D. Leadership Program at San José State University includes a required international component with an out-of-country experience, typically scheduled for two weeks during the second summer of the doctoral program. International travel will be limited to countries not on the U.S. 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, along with evidence of the limitations on the student's ability to achieve international travel status, which limit 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, are required to pay the \$3,000 supplemental fee associated with the international educational experience. This fee is charged simultaneously with registration for the EDD 585 course, Global Contexts. 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. Leadership 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](#).

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 programs, visas are not specifically required, but for longer programs in several countries, you may 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. Before committing to a specific international experience, which requires a visa, the Ed.D. program will provide students with relevant information that is needed as well as information based on the U.S. Department of State's country-specific visa information for entry and exit requirements for U.S. citizens.

Dissertation Process: Three Phases

During the 3rd summer of the program, students complete the required courses, and at the same time continue work on the dissertation proposal + IRB.

1. LITERATURE REVIEW + CONCEPTUAL FRAMEWORK

A preliminary literature review is required of each doctoral student during the 2nd summer of the doctoral program. The faculty member teaching the 2nd Proseminar (EDD 591B) will require the literature review as part of the course requirements. The literature review milestone is defined as an integrative review of literature that cuts across individual courses and is based on a student's particular area of interest and research. It is expected that the literature review will include a 25-30 page review of relevant literature, followed by 3-5 page description of the research methods anticipated for answering the proposed questions. The student's advisor will also review student performance on the literature review, which is graded on a pass/fail basis. Successful completion of the literature review is required for the student to continue courses and to move to the next phase of the program, the dissertation proposal.

2. DISSERTATION PROPOSAL & IRB

Following the literature review milestone and the required coursework, each student is expected to complete a dissertation proposal and formally present the proposal to his/her doctoral committee, including the chair, another member of the SJSU faculty, and third 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 traditional dissertation proposal consists of a draft of the introduction, preliminary literature review, and methodology and references. The proposal informs committee members of tentative research plans. The student is also required to submit a separate application based on the research proposal to the University's Institutional Review Board (IRB) based on the actual research proposed in the study and proposed data collection activities. The data collection phase cannot be formally started until IRB application is approved.

Approval of the dissertation proposal requires a formal meeting of the candidate and dissertation committee, in which the student presents his/her proposal and receives feedback. In order to move forward, the Dissertation Committee must formally (in writing) approve for the dissertation proposal and its willingness to support student's 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 provide a mechanism for the faculty to assess oral expression, mastery of advanced disciplinary knowledge, research methodology, theoretical constructs, and critical and creative thinking. As deemed appropriate by the program faculty, a rubric may be used to judge proficiency of these defenses.

3. DISSERTATION

After the dissertation proposal and IRB are approved, the doctoral student is permitted to begin collecting data proposed in the dissertation proposal. All students must enroll in a total of 12 units of dissertation credit during the final year of the program — 6 credits in fall semester and 6 credits in the spring semester of year 3 of the program. Once the candidate has enrolled in 12 dissertation units, the maximum allowable, continuous enrollment must be maintained until the dissertation is approved and filed.

Description of the Dissertation

The traditional dissertation consists of five chapters or sections: 1) introduction, 2) literature review, 3) methodology, 4) results/analysis, and 5) conclusions/recommendations. This is typically followed by a references section and relevant appendices. The Lurie College of Education uses APA style for research and the SJSU Graduate Studies division provides additional formatting/style guidelines for theses and dissertations.

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 (DiP) are being considered at San José State University. These alternatives model thematic dissertations, problem solving dissertations, narrative inquiries, as well as the traditional dissertation formats. Regardless of approach or format, the dissertation is expected to contribute to an improvement to education practice and/or education policy in the context of a particular education institution. It is expected that the dissertation show evidence of originality, critical and independent thinking, appropriate form and organization, and a rationale for the examined research problem.

Students interested in pursuing non-traditional models of dissertation research including dissertations-in-practice (DiP), action research, creative projects, joint or group research projects, and other research formats are encouraged to talk their ideas through with their chair/committee. It is incumbent on the student (with input from the doctoral committee chair) to make explicit the road map which the project will follow and to outline the evaluative criteria to be used at the project's completion.

The Dissertation Committee consists of three members, one whom serves as the committee chair (or in some cases, two co-chairs). Two members of the dissertation committee are expected to be tenured or tenure-track members of the San José State University Faculty (chair + one other). The

third member of the committee is expected to be employed at a local school or school district, having achieved the terminal degree (e.g., Ed.D., J.D., Ph.D.). The student and chair typically consult with each other on appropriate committee members and invite the other two committee members to participate. The dissertation chair may call meetings at any time to check on the candidate's progress. The most important meetings are the proposal 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. Committee membership is confirmed by form and submitted to the Ed.D. Program Director.

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

The student works with the committee chair to develop a system for reviewing drafts and for sharing drafts with other committee members at appropriate times. The student is expected to 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 submits the final draft 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 conclusions/recommendations may be revised 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 by the Dissertation Committee 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 unacceptable or that 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 milestones throughout doctoral program and through the research process culminating with completion of the dissertation.

Tentative Milestones for Students in the SJSU Ed.D. Program in Educational Leadership

Step	Task	Semester
Topic Development	Student becomes familiar with the literature in the area of proposed or potential topic interest	Years 1 and 2
	Student becomes familiar with theoretical framework and conceptual models that have guided the research in the selected topic of interest	Years 1 and 2
	Student becomes familiar with previous research conducted in topic area	Years 1 and 2
	Student becomes familiar with the methodologies used in research in the selected topic of interest	Years 1 and 2
Dissertation Research Topic Identification	Student should seek advice to ensure that their topic of research will be manageable in scope and possible to complete within the time frame of the program	Spring, Year 1
Literature Review with Reference to Methods	Student will complete literature review/pre-proposal as part of EDD 591B. Successful completion is required to move forward	Summer, Year 2
Dissertation Committee	Dissertation Chair is identified.	Spring, Year 2
	Two Dissertation Committee Members selected from SJSU faculty and third member from P-12 educational system or workplace	Spring/Summer Year 2
	Student meets with Dissertation Chair to review research topic, and develop a timeline for the completion of the dissertation	Spring Year 2 Summer Year 3
Dissertation Research Proposal	Student successfully defends research proposal before Dissertation Committee Members	Spring Year 2 through Summer Year 3
	Dissertation Chair and committee members complete documentation for the successful defense of the dissertation proposal and submits to the EDD Director	Spring Year 2 through Summer Year 3
Institution Review Board (IRB)	Student completes SJSU IRB application with Dissertation Chair (and possibly with committee members)	Summer/Fall, Year 3
	Student submits completed IRB application and all supporting documents to IRB Program Coordinator for approval	As Dissertation proposal is approved
Dissertation Writing	Student completes chapters 1-5 of the dissertation with feedback from Chair and committee members	Ongoing, Year 3

Oral Defense of Dissertation	<p>With completed draft of dissertation, student completes dissertation defense scheduling form and submits to Ed.D. Program to schedule defense. Copy of completed draft of entire dissertation must be sent to all committee members at least <u>two weeks prior</u> to holding defense.</p> <p>Student defends dissertation and makes all changes required by the Committee. All Committee member signatures required on the Dissertation Approval Form.</p>	Year 3
Submit Final Copy and Signed Paperwork to Graduate Studies for Dissertation Format Review and Publication	<p>After successful defense and all required signatures and changes in place, dissertation and paperwork is submitted to Graduate Studies for final format review (See Master's Thesis and Doctoral Dissertation Guidelines at: http://www.sjsu.edu/gup/docs/2017_Thesis_Guidelines.pdf)</p> <p>At this point, Graduate Studies makes the decision to approve or reject the dissertation formatting. When the dissertation is approved, the corrected final copy of the dissertation is uploaded to ProQuest. If rejected, the student must wait until the next submission dates and update graduation application (small fee involved).</p>	<i>Proquest</i> submission deadline listed on Graduate Studies website. This deadline is revised every year.

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 José 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 cannot 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 cannot 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. Leadership 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. Leadership 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.

SATISFACTORY ACADEMIC PROGRESS

Every 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. 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. Students must complete all courses with grades between “A” and “C,” or “CR.” Grades of “C-“ or lower, including “NC,” “U,” “WU,” are considered to be unsatisfactory.

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 course and program components. Students who need to make up assignments must work with the faculty member teaching a particular class and it is up to each individual faculty how best to negotiate missed assignments and/or requests for grade of Incomplete. 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.

Upon request and with the approval of the Ed.D. Leadership Program Director, students who need to leave the Ed.D. program may be provided two options: (1) complete the courses that were missed and return to the original cohort; (2) join a later cohort that, at the time they return, and resume taking the classes that were missed.

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>) 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> 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> -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.

Allison Briceño, *Assistant Professor*. Ed.D., International and Multicultural Education, emphasis in Second Language Acquisition, University of San Francisco. Research areas: Improving literacy instruction for English learners and bilingual students. She studies how bilingual and biliterate students use all of their linguistic resources to understand text, and she also explores the literacy practices of English learners and their teachers.

Rebeca Burciaga, *Associate 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.

Paul Cascella, *Professor*. Ph.D., Special Education, University of Connecticut. Research areas: Evidence-based educational and communication assessments and interventions for persons with intellectual disability, vision impairment, deaf-blindness, and autism spectrum disorders.

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

Robert Gliner, *Professor Emeritus*. Ph.D., Sociology, University of Minnesota. Research areas: Films specialization in sociology, focus on social change throughout the world, and more recently, on education and social change.

Roxana Marachi, *Associate Professor*. Ph.D degree in Education and Psychology at the University of Michigan. Research areas: Research-to-practice gaps in the implementation of policies related to high-stakes testing, privatization, and the technologization of teaching and learning.

Kathleen McConnell, *Associate 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.

Nikos Mourtos, *Professor*. Ph.D., Aeronautical & Astronautical Engineering, Stanford University. Research areas: Aerodynamics, aircraft design, and any aspect of teaching, learning, and assessment in engineering education.

Eduardo Muñoz-Muñoz, *Assistant Professor*. Ph.D., Stanford University. Research areas: critical pedagogy and the development Critical Language Awareness in (bilingual) teachers. His wider interests in the sociology of education and research agenda include bicultural parental engagement in schools and educational leadership and organizations.

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.

Bradley Porfilio, *Professor & Incoming Director of the Ed.D. Leadership Program*. Ph.D., S.U.N.Y. at Buffalo. Research areas: next generation of community and school leaders, transformative leadership, equity and social justice in education and educational leadership.

Ferdinand Rivera, *Professor*. Ph.D., Mathematics Education, Ohio State University. Research areas: School-based mathematical cognition, structural thinking in math, pattern generalization, visualization in math learning, computational thinking in math and science context, and cultural studies.

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

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.

Affiliated Faculty

Affiliated Faculty

Theodora Regina Berry, *Professor*. Ed.D., National-Louis University. Research areas: critical race theory/critical race feminism, curriculum studies/curriculum theory, and qualitative research methodology (auto-ethnography, ethnography, and narrative).

Elaine Chin, *Professor*. Ph.D. University of Chicago. Research areas: Alternative teacher certification programs, policies governing teacher licensure, socialization into the professions, and the development of professional expertise by novices in the fields of journalism, medicine, chemistry and K-12 teaching.

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.

Mark Felton, *Professor*. Ph.D., Developmental Psychology, Columbia University. Research areas: Educational Psychology and Cognitive Development: Argumentative reasoning and discourse with an emphasis on disciplinary literacy in science and social science classrooms.

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.

Resa Kelly, *Associate Professor*. Ph.D., Chemical Education, University of Northern Colorado. Research areas: Studying how molecular visualizations affect students' explanations, and examining best practices for the design of molecular visualization tools.

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.

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.

Ellen Middaugh, *Assistant Professor*. Ph.D. in Human Development & Education, UC Berkeley. Research areas: Influence of varied social contexts on youth civic identity development and on the implications of digital media for positive youth development.

Colette Rabin, *Associate Professor*. Ed.D., Teacher Education, Educational Leadership, and Philosophy of Education, Mills College School of Education. Research area: care ethics, aesthetics, and social justice.

Noni Reis, *Professor Emerita*. 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.

Preston Rudy, *Assistant Professor*. Ph.D., University of California-Davis. Research areas: how the labor movement has organized and failed to organize workers to become members, and, second, exploring how the precariously employed college adjuncts under contingent contracts experience the commodification of their labor.

Lisa Simpson, *Assistant Professor*. Ed.D., University of San Francisco. Research areas: Intervention research to improve social, behavioral, and academic outcomes for students with autism spectrum disorders (ASD).

Grinell Smith, *Associate Professor*. Ph.D., Instructional Leadership, University of Alabama. Research areas: Science education, sustainability, equity in education, educational media production and analysis.

Patricia Swanson, *Professor*. Ph.D., Mathematics and Social Studies Education. Stanford University. Research areas: Research areas: Reflects the dual perspectives of researcher and practitioner, combining her graduate research with the Program for Complex Instruction at Stanford University, with her extensive experience as a bilingual teacher. Her current teaching and scholarship focus on teaching the critical foundations of Algebra and the integration of mathematics and language development.

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 Wi-Fi? 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 José 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 José 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 José 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

CAMPUS 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 JOSÉ

San José 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](http://www.sjsu.edu/bursar/docs/steps/view_due_dates.pdf) 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 José State University

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

San José 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 José 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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