

**Doctoral Program in Educational Leadership at Fresno State  
(DPELFS)**

**Doctoral Student Guidelines**

**California State University, Fresno**



**(Subject to Change)**  
August 14, 2009

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## Section 1

### Introduction

The *Doctoral Student Guidelines* serves as a reference for policies and procedures applicable to 1) doctoral students; 2) dissertation chairs and dissertation committee members; 3) Graduate Group affiliated and core faculty; 4) members of the Regional Partnership Advisory Board; and, 5) administrative staff of the Doctoral Program in Educational Leadership at Fresno State (DPELFS).

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

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

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

## **Section 2**

### **Faculty Advisors**

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

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

## Section 3

### **Time Limits for Matriculation to Degree, Annual Student Reviews, Satisfactory Progress, Disqualification, and Appeal of Disqualification**

#### **Time Limits for Matriculation to Degree**

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

Total registered time in the doctoral program is not expected to exceed five years, and extension beyond this period requires approval by the Graduate Group. Extension of the period for degree completion beyond the period of five years is normally granted to students in good academic standing, not to exceed a two-year period. During the two-year period, continuation each term after the extension is granted requires determination of satisfactory progress by the Graduate Group.

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

#### **Annual Student Reviews**

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

#### **Satisfactory Progress**

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

In order for students to maintain satisfactory progress in the doctoral program, several standards must be met. First, the student must maintain at least a 3.0 cumulative grade point average throughout the program. Second, the student may not have a grade point average below 3.0 in two successive terms. Students who fall below a 3.0 grade point average in a semester will be notified that they are on academic probation. In addition, students receiving two C's in courses will be dismissed from the program. Students will be advised in writing they are on academic

probation after receiving the first C and will be dismissed immediately after receiving the second C in any course in their program of study.

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

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

### **Disqualification**

If a student receives a grade point average below 3.0 in a second semester, they will be disqualified from the program. Students may appeal their disqualification to the Graduate Group faculty through the appropriate appeal process established by the Graduate Group.

After consultation with the Graduate Group faculty, students who fail to make satisfactory academic progress who are recommended for disqualification from the program by the Graduate Group must be notified officially in writing. A student who has been disqualified from the program, which has the effect of being terminated from the University, will not be allowed to continue in the Doctoral Program in Educational Leadership, enroll in doctoral-level courses, or register again in that doctoral program, without application and readmission.

### **Appeal of Disqualification**

To ensure that a decision to disqualify a student from the program is just, basic due process requirements set by the Graduate Group must be met. This process, developed by the Graduate Group, must include the opportunity for appeal by the student.

## Section 4

### Doctoral Program Course Sequence (with Summer School) Beginning Fall, 2009 (Cohort 3)

Note: All courses are 3 units. Students must pass the Qualifying Exam before the Summer, 2010 courses begin.  
**Core = 27 units      Specialization = 21 units      Dissertation = 12 units Total = 60 units**

Year 1	Fall 2009	Spring 2010	Summer 2010
	6 Units Total	6 Units Total	6 Units Total
	EDL 201 Organizational Theory in Complex Organizations	EDL 206* Conceptual Curriculum Perspectives for Educational Leadership	EDL 202* Educational Reform
EDL 209 Advanced Applied Research and Measurement in Education	EDL 204* Advanced Applied Quantitative Methods	EDL 208* Theories of Cross-cultural Education	

Year 2	Fall 2010	Spring 2011	Summer 2011
	9 Units Total	6 Units Total	9 Units Total
	EDL 207* Applied Qualitative Research Methods	EDL 280T Specialization Courses Pre-K-12 course #1 Pre-K-12 course #2	EDL 280T Specialization Courses Pre-K-12 course #1 Pre-K-12 course #2
EDL 211* Educational Evaluation, Assessment and Planning	EDL 280T Specialization Courses Post-secondary course #1 Post-secondary course #2	EDL 280T Specialization Courses Post-secondary course #1 Post-secondary course #2	
EDL 203 Educational Policy Environments	1 <sup>st</sup> Mandatory dissertation lab (no units given)	EDL 299 Dissertation Units (Includes 2 <sup>nd</sup> mandatory dissertation lab)	

Year 3	Fall 2011	Spring 2012
	9 Units Total	9 Units Total
	EDL 280T Specialization Courses Pre-K-12 course #1 Pre-K-12 course #2	EDL 280T Specialization Courses Pre-K-12 course Post-secondary course
EDL 280T Specialization Courses Post-secondary course #1 Post-secondary course #2	EDL 299 Dissertation Units	
EDL 299 Dissertation Units		

Core Courses	Begin Qualifying Exam Process	Pass Qualifying Exam and Advance to Candidacy	Specialization Courses
Dissertation Units	Preliminary Dissertation Defense	Begin Final Dissertation Defense Process	Final Dissertation Defense

\*Indicates Fieldwork in Course

Updated 7/23/2010

## Section 5

### Doctoral Program Phases

Students in the program move through three phases of study, comprising 60 units. The *Doctoral Program Phases* (Core, Specialization, and Dissertation) provide a learning experience designed to give students knowledge about the strategies of scholarly investigation and application in practice.

The final phase (i.e., the dissertation) must deal with specific, well-defined and important questions or issues which merit investigation. Dissertation topics must relate to some existing body of theoretical or empirical knowledge in the chosen field of study. The student should work closely with the professor he/she selects as dissertation chair to develop the topic question. The DPELFS program policy permits a wide range in both subject matter and research perspective. No constraint is placed upon the topic to be chosen, except those inherent in proper scholarship and within the purview of the dissertation chair and committee.

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

Appendix A contains copies of a number of official forms, most of which will be used by each student to mark progress toward completion of the dissertation. The forms will be referred to by number and title in the body of this manual.

#### **PHASE I. PROPOSED CORE COURSES (equivalent of 27 semester units)**

**Note: During this phase, doctoral students progress as a cohort.**

##### **EDL 201. Organizational Theory in Complex Organizations (3)**

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

##### **EDL 202. Educational Reform (3)**

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

##### **EDL 203. Educational Policy Environments (3)**

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

**EDL 204. Advanced Applied Quantitative Methods (3)**

Prerequisites: ERA 220 or equivalent. Admission to the program. Seminar. Examines advanced research methodologies and data analysis techniques applicable to education and social science settings. Topics include experimental and quasi-experimental design, advanced statistical techniques, sampling distributions, nonparametric statistics, inference and hypothesis testing. Specific applications to the work of the education leader.

**EDL 206. Conceptual Curriculum Perspectives for Educational Leadership (3)**

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

**EDL 207. Qualitative Research Methods (3)**

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

**EDL 208. Theories of Cross-Cultural Education (3)**

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

**EDL 209. Advanced Applied Educational Research and Measurement (3)**

Prerequisite: admission to the program. Review of approaches to designing and conducting educational research, including ethical issues. Emphasis on reading and evaluating research literature and designing research projects. Includes psychometric theory, validity and reliability of tests, professional testing standards, and hands-on experience with test evaluation are included (Formerly EDL 280T).

**EDL 211. Educational Evaluation, Assessment and Planning (3)**

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

**PHASE II. SPECIALIZATION COURSES (equivalent of 21 semester units)**

Prerequisite for all specialization courses: completion of core courses, 3.0 cumulative GPA, and no incompletes (see Section 3, Satisfactory Progress).

Specialization courses are chosen by each student. Alternatives include:

- 1) DPFLS specialization courses (examples are listed below and availability of these courses is dependent upon student interest); and,

- 2) Individual study courses planned by the student and a professor of the student's choosing. **See Appendix A for the Individual Study Form that may be photocopied and used as necessary.**

**EDL 280T. Topics in Educational Leadership (1-3)**

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

**EDL 290. Individual Study (1-18)**

Prerequisites: Admission to the program, EDL 201-208, and 211, and permission of the Director. Research for individual doctoral graduate studies. *CR/NC* grading only.

**Examples of specialization courses that may be offered:**

**Pre-K-12 Education Leadership Strand**

- Leadership for Reading Instruction
- Collaboration in Professional Learning Communities
- Human Resource Administration
- Resource and Fiscal Planning and Budgeting
- Effective Instructional Strategies
- Leadership in Math and Science Education
- Data-driven Decision Making
- Advanced Curriculum
- School Law
- \*\*Interpersonal Leadership and Conflict Resolution
- \*\*Professional Ethics and Moral Issues in Education
- \*\*Leaders and Leadership
- \*\*Organization Development for High Performance
- \*\*Independent Study
- \*\*Other 200-level courses offered in KSOEHD pre-approved by Advisor

**Post-secondary Education Leadership Strand**

- Student Development in Post-Secondary Education
  - Contemporary Issues in Post-Secondary Education
  - Technology in Post-Secondary Education
  - Collective Bargaining
  - Resource and Fiscal Planning
  - Development and Marketing
  - Post-secondary Legal Aspects
  - Community College Administration
  - The CEO
  - \*\*Interpersonal Leadership and Conflict Resolution
  - \*\*Professional Ethics and Moral Issues in Education
  - \*\*Leaders and Leadership
  - \*\*Organization Development for High Performance
  - \*\*Independent Study
  - \*\*Other 200-level courses offered in KSOEHD pre-approved by Advisor
- \*\*Courses that may be cross-strand courses

**PHASE III. DISSERTATION (equivalent of 12 semester units)**

**EDL 299. Dissertation (1-12)**

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

Dissertation seminars are held during the second spring semester and second summer semester. The seminars are mandatory, even when there are no dissertation units taken.

**60 UNITS TOTAL**

**See Record of Units form in Appendix B.** The student is responsible for keeping track of his/her courses and units. It is strongly recommended that the student use the Record of Units form to record each doctoral course, and to verify that the appropriate number of units is completed during each phase.

## Section 6

### **Policy and Procedures for the Qualifying Exam, Advancement to Candidacy, and Dissertation Committee Approval**

**The clearing of all incomplete grades is required prior to taking the Qualifying Exam.**

The qualifying examination will be scenario-based questions related to material covered during the core courses. Two scenarios, one PreK-12 and one Post-secondary, will be developed by the program director and approved by the Qualifying Examination Committee (QEC). Each faculty member teaching a Core course will develop one question pertaining to his/her course material related to each scenario (a total of two questions) and a scoring rubric outlining what is acceptable in a student response.

The questions written to address P-12 and Post-secondary scenarios will generally be the same for each scenario, written to address the specific context of the scenario. Students will be given nine questions according to their track (PreK-12 and Post-secondary) one month before the exam so they can begin to study for the exam. The QEC will select the three questions to be addressed during the four hour testing time. Students will address the questions in depth based on their core course materials.

As noted above, students will have four hours to take the exam, will use a computer lab in the building, and will not have access to references (hard copy or online) (they will not be able to use their own laptops). Two faculty members will monitor the exam (one if everyone is in the same lab).

An ad-hoc Qualifying Examination Committee will be appointed each year and will select the questions, administer the exam, and read and score the qualifying examinations. Members of the committee will be faculty members who have taught core courses. Two readers will be selected for each question, for a total of six readers. If there is a significant difference between the two readers, a third reader will be asked to read the paper. The two most similar scores will be used for that paper.

Students will be given two opportunities to pass the exam. If a student fails the first exam they will be given new questions from the same content areas in which he/she did not pass. The question will not be made available to the student prior to the examination date. The re-examination will be administered similar to the first examination using the same guidelines. The re-examination must be taken within 60 days of the first exam, unless otherwise approved by the program director. If the student does not pass the examination after the second attempt, the student will be dismissed from the program and not permitted to take additional courses.

Students who wish to appeal the decision made on their qualifying examination must use the university process for grade appeals as described in the University catalog.

### *Special Notes on Incomplete Grades and Repeating Courses*

**Students will be allowed to carry no more than 6 semester units of incomplete coursework. Students carrying 6 semester units of incompletes will receive a letter of warning and be placed on Academic Probation by the Program. Students normally will not be permitted to enroll in additional courses until all incompletes are cleared. Students must meet with the Director to appeal this restriction or to determine any other courses of action the student must take in order to rectify the situation.**

**According to the California State University, Fresno 2009-2010 General Catalog:**

Under **Incomplete (I)**, at

<http://www.csufresno.edu/catoffice/current/acadreg.html>

Normally it is expected that the student will make up an I grade during the next semester; however, it must be made up within one calendar year immediately following the last day of the semester /session during which it was assigned. This limitation prevails whether or not the student maintains continuous enrollment.

Failure to complete the assigned work will result in the I being counted as an IC, or failing grade for grade point average computation. An I grade not made up within one calendar year after the grade has been recorded is changed to an IC (or an NC if CR/NC grading was approved).

Incomplete grades must be cleared before a degree is awarded. In the absence of the instructor who has assigned the incomplete, a student seeking to make up this grade should consult the department chair.

Under **Grade Substitution by Repetition of Courses**, at

<http://www.csufresno.edu/catoffice/current/acadreg.html>

Post baccalaureate students pursuing a doctoral degree, master's degree, or certificate of advanced study may, with approval of an adviser, repeat a course for academic credit, regardless of what grade was originally earned in the course. However, the student is not eligible to petition for grade substitution. All course work taken, beginning with the first term of the student's doctoral or master's degree program, is used in determining the student's grade point average and graduation eligibility.

### **Advancement to Candidacy**

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

### **Dissertation Committee Approval**

The student's proposed dissertation committee chairperson and committee members must sign DPELFS Form 4a [Dissertation Committee Approval for the Degree of Doctor of Education, Educational Leadership] to verify their agreement to serve on the dissertation committee. Once the committee signatures are obtained by the student, DPELFS Form 4a must be submitted to the Director for approval. The Dean of Graduate Studies at Fresno State gives final approval of committee composition.

## Section 7

### Enrollment in Research Practicum/ Doctoral Dissertation

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

Enrollment in dissertation (EDL 299) units is normally effected in three-unit or six-unit segments. Once the candidate has enrolled in 12 dissertation units, the maximum allowable, continuous enrollment must be maintained until the dissertation is filed (see *Continuous Enrollment* policy below). The program requires that students must enroll in GS 299C (zero units through regular university enrollment) to maintain continuous enrollment.

#### *Special Note regarding Continuous Enrollment and RP Grades*

**According to the California State University, Fresno 2009-2010 General Catalog:**

Under Continuous Enrollment at

<http://www.csufresno.edu/catoffice/current/gradstud2.html>

University policy requires graduate students to be continuously enrolled at the university every fall and spring semester until the awarding of the degree. If students have applied for graduation during the summer, they must maintain continuous enrollment in that term as well. This policy does not apply to students who have been granted an official leave of absence. (See [Planned Educational Leave of Absence](#) for more detailed information.) To maintain the required enrollment, students must enroll in Graduate Studies Continuation through Continuing and Global Education (Extension) or in GS 299C (Regular University Enrollment). **Please note: This program does not allow enrollment in Graduate Studies Continuation through Continuing and Global Education (Extension).**

Under **Report in Progress (RP)** at

<http://www.csufresno.edu/catoffice/current/acadreg.html>

While completing work on an RP or an I, graduate students not enrolled in regular session coursework for a letter grade are required to maintain continuous enrollment at California State University, Fresno. This may be accomplished through enrollment in "0" unit GS Continuation. Exception: Graduate students enrolled in Project 298 or Thesis 299 receive an RP at the end of the first semester of enrollment and are advised to complete work on the culminating experience during four additional semesters, subject to the five-year overall time limit for completion of all master's [and doctoral] degree requirements. In addition, if an RP in 298/299 is not replaced by a final grade within two years as recommended, the student's major department may require him or her to reregister for the course.

## Section 8

### **The Dissertation Committee, Preparing for the Research Proposal, and the Preliminary Oral Defense**

#### **The Dissertation Committee**

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

Similar to the Qualifying Exam committee, the Dissertation committee will consist of at least three members, one will serve as chair. Co-chairs are allowed. More than three committee members are acceptable and may be requested by the student and the chair.

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

Only Core Graduate Group faculty can chair student dissertation committees.

In some cases students have requested that the Chair of their dissertation be someone who is not a member of the DPELFS Graduate Group, and thus, someone who does not have knowledge of the Program. A content area Co-Chair who is not a member of the Core Graduate Group may be selected, along with a Co-Chair who is a member of the Graduate Group. Both Co-Chairs of the Committee will have content responsibilities on the dissertation; however, only the Co-Chair who is a member of the DPELFS Core Graduate Group will be responsible for the administrative paperwork.

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

Meetings of the Dissertation Committee may be called at any time by the chairperson. The most important meetings are the Preliminary Oral Defense (see Section 8), where the proposal is presented to the committee for approval, and the Final Oral Defense (see Section 11), where the completed dissertation is presented to the committee for approval.

#### **Preparing for the Research Proposal**

The research proposal consists of a draft of the first three chapters (the introduction, the literature review, the methodology), and references. This proposal will inform prospective committee members of tentative research plans.

### Working with the Committee:

- The student should consult with the Dissertation Chair and Committee frequently.
- It is necessary to give the chairperson and committee members sufficient time to read the proposal and provide feedback. Committee members typically need two to three weeks to read, consider, and comment on drafts.
- The student must schedule meetings, such as the proposal defense, with the committee. When an acceptable date/time is agreed upon, the student should call the DPELFS office to arrange for meeting space and/or videoconference facilities.

### Creating a Proposal

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

1. Work closely with chair and committee members;
2. Identify a general area of interest. The topic may emerge from past research efforts, present activities, or developing career plans;
3. Carry out an exploration of the literature to determine a basic body of facts and issues related to the chosen topic;
4. Seek opportunities for discussion of research ideas in a research group or with faculty;
5. Identify a problem in need of investigation. This may be a phenomenon to be investigated, to be measured, to be treated, or to be evaluated in some way. The student should:
  - a. Analyze the problem to identify its components,
  - b. Formulate research question(s), and
  - c. Delineate methodology(ies);
6. Create an organizational system for efficient storage and retrieval of the research material; and
7. Conduct a focused search of literature which addresses the problem and the relevant variables:
  - a. Use computerized information retrieval systems,
  - b. Locate bibliographies, existing literature reviews, dissertations, and relevant reference materials related to the topic,
  - c. Locate books, reprints, or photocopies of research articles from the developed bibliography,
  - d. Read and synthesize the literature, with the goal of understanding the problem and previous research.

It is the student's responsibility to schedule meetings with the dissertation committee, including the preliminary and final defenses. The DPELFS office staff is available to schedule the video or phone conferencing equipment, but at least three weeks notice is required (no exceptions will be

made; please plan your schedule accordingly).

**PLEASE REMEMBER TO PLAN AHEAD. COMMITTEE MEMBERS HAVE OTHER COMMITMENTS TO MEET.**

### **The Preliminary Oral Defense**

The purpose of the Preliminary Oral Defense is to provide a critical examination and assessment of the student's plans. The student presents the rationale, the scope, and the proposed execution of the planned research; the proposal is discussed and evaluated by the committee. Form 5 [Scheduling of the Preliminary Oral Defense of the Dissertation Research Proposal] along with a copy of the formal research proposal and the methods section (Chapter 3) must be submitted to the DPELFS office, to be approved by the Director **three weeks prior** to the scheduled date of the Preliminary Oral Defense:

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

Preliminary Orals are to be scheduled through DPELFS during the academic year, either during the semester or the intercession. Teleconference arrangements and room assignments can be scheduled through the DPELFS office. Orals can be scheduled at other times upon approval of the committee, the DPELFS Director, and the Dean of Graduate Studies at Fresno State.

At the date and time of the Preliminary Oral Defense, the student will provide the Committee members with DPELFS Form 7 [Preliminary Oral Defense Required Changes] so that the committee members may outline the changes that are needed before Form 8 [Completion of the Preliminary Oral Defense the Dissertation Proposal] is signed off. When the modifications have been completed and are satisfactory to the committee, the student will obtain signatures from his/her committee on Form 8 which is attached to the final formal proposal and deposited in the DPELFS office.

If the research plan includes human subjects, appropriate clearances must be obtained. See Section 9, "Human Subjects Research Procedures Information and Possible Exemptions."

Any exceptions to this policy must be granted by the Dean of Graduate Studies at Fresno State.

## Section 9

### Human Subjects Research Procedures Information and Possible Exemptions

DPELFS students wishing to conduct research involving human subjects are required to review the policies and procedures for research involving human subjects at California State University, Fresno.

Following the Preliminary Oral Defense, students must submit DPELFS Form 5 [CSUF Human Subjects Research Exemption Statement] to the doctoral program office for review.

If your research is exempt under the Fresno State guidelines, as determined by the Fresno State (department-level) review committee, you will not need to submit your research proposal to the California State University, Fresno Committee on the Protection of Human Subjects (CPHS).

The human subjects review process is very important and is taken very seriously. Any violations of campus or federal human subjects protection policies can have catastrophic results. The University can lose all federal funding and be banned from receiving future funding. Please read all requirements. The latest version of the Fresno State Policy and Procedures for Research with Human Subjects may be obtained from [http://www.csufresno.edu/humansubjects/policy\\_procedures/index.shtml](http://www.csufresno.edu/humansubjects/policy_procedures/index.shtml). Failure to read and understand the requirements or fill out the forms correctly will result in major delays in your research. **You may not begin doing your research until you have received approval to do so.**

## Section 10

### Writing the Dissertation

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

The student should work with the committee chair to develop a system for reviewing drafts and for sharing drafts with other committee members at appropriate times. The student should allow the faculty members at least two weeks for a thorough reading of the last draft. The student should submit drafts of the dissertation to committee members in appropriately typed form. The completed final draft also includes the abstract, copyright page, title page, acknowledgments, table of contents, list of tables and figures, references, and appendices.

The student will submit the manuscript to committee members for a final reading. The final dissertation may take a variety of forms depending upon the type of research undertaken and as approved by the Dissertation Chair. The conventional five-chapter dissertation, consisting of an Introduction, Literature Review, Methodology, Results, and Conclusion may be altered to reflect more appropriately a specific research design.

[A dissertation template will be available on the Fresno State Division of Graduate Studies web site in the near future.]

**It is the student's responsibility to pay for all production expenses such as copies, postage, and envelopes.**

## Section 11

### The Final Oral Defense

Prior to scheduling the Final Oral Defense, the student's committee should carry out a thorough review of the completed dissertation to ensure that the manuscript will be ready for final typing following the Defense.

Form 10 [Scheduling of Final Oral Defense of the Dissertation] must be submitted three weeks prior to the defense so the defense can be publicly posted.

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

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

The Final Oral Defense is conducted as an open forum guided by the candidate's chairperson and Dissertation committee. The purpose of this formal meeting are threefold: 1) to examine and assess the quality of the dissertation; 2) to evaluate the ability of the student to present work; and, 3) to provide an opportunity to share the work with the campus community.

There are three possible outcomes of the Final Oral Defense:

- (3) The Defense is satisfactory and the manuscript is accepted as submitted with only minor copy editing revisions. The Dissertation Committee members sign DPELFS Form 11 [Report of the Final Examination and Filing of the Dissertation for the Degree of Doctor of Education, Educational Leadership], and may, at this time, also sign the Committee Membership/Approval Page.
- (2) The Defense is satisfactory, but the need for substantive revisions of the manuscript is apparent. The Committee members sign DPELFS Form 11, but withhold their signatures from the Committee Membership/Approval Page until changes have been made that satisfy the requirements of all members.
- (3) The Defense is judged to be unsatisfactory. This decision may be reached because the dissertation is judged to be acceptable but the student fails to present it satisfactorily or because the dissertation is unacceptable. Committee members do not sign the DPELFS Form 11 or the Committee Membership/Approval Page. A second Oral Defense may be scheduled when the Chair finds that the student is prepared and the committee members agree that the required remediation has been accomplished.

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

## Section 12

### **Submitting the Final Manuscript, Policy on Graduates Participating in Graduation Ceremonies, and Graduation Ceremonies**

#### **Submitting the Final Manuscript**

[Instructions for procedures regarding dissertation, submission, fees, and binding requirements will be provided at a later date.]

Deadlines for applying for graduation at Fresno State may be obtained at the DPELFS office in the previous fall semester for spring graduation ceremonies.

**All incomplete grades, whether or not they are DPELFS courses, must be cleared before the degree can be posted to the student transcript.**

#### **Policy on Graduates Participating in Graduation Ceremonies**

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

#### **Graduation Ceremonies**

Commencement ceremonies are usually held in May at Fresno State.

The Fresno State Division of Graduate Studies sponsors a hooding ceremony that is usually held the night before commencement. The doctoral graduates are given special recognition during this ceremony.

Information regarding doctoral regalia is usually distributed in March by the Kennel Bookstore. Regalia may be ordered at this time for the hooding and commencement ceremonies.

## **APPENDIX A**

For the latest forms go to:

[http://www.csufresno.edu/dpelfs/students/forms\\_list.shtml](http://www.csufresno.edu/dpelfs/students/forms_list.shtml)

## **List of DPELFS Forms**

### **ENTRANCE**

Form 1	Notice of Admission to the Doctoral Program in Educational Leadership
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### **CANDIDACY**

Form 2	Application for Qualifying Exam for the Degree of Doctor of Education, Educational Leadership
Form 3	Report of the Qualifying Exam for Admission to Candidacy for the Degree of Doctor of Education, Educational Leadership
Form 4	Application for Candidacy for the Degree of Doctor of Education, Educational Leadership
Form 4a	Dissertation Committee Approval for the Degree of Doctor of Education, Educational Leadership

### **SUPPLEMENTAL**

Form A	Request for Consideration of a Non DPELFS Graduate Group Dissertation Committee Member
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### **DISSERTATION**

Form 5	CSUF Human Subjects Research Exemption Statement and Reviewer Response
Form 6	Scheduling of the Preliminary Oral Defense of the Dissertation Research Proposal
Form 7	Preliminary Oral Defense Required Changes
Form 8	Completion of the Preliminary Oral Defense of the Dissertation Proposal

### **EXIT**

Form 9	Application for the Granting of the Degree of Doctor of Education, Educational Leadership
Form 10	Scheduling of Final Oral Defense of the Dissertation
Form 11	Report of the Final Examination and Filing of the Dissertation for the Degree of Doctor of Education, Educational Leadership

## **List of Miscellaneous Forms**

**Individual Study Form**

**Division of Graduate Studies, Degree Service Fee Form**

**Record of Units Form**

DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP AT FRESNO STATE

**INDIVIDUAL STUDY FORM**

Student Name

Semester/Year

Instructor Name

Class #/Permission#

Units

Purpose of Study:

Description of Specific Activities to be Accomplished:

**AGREEMENT BETWEEN PROFESSOR AND STUDENT:**

\_\_\_\_\_  
Professor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**REPORT OF COMPLETION**

\_\_\_\_\_  
Professor Signature

\_\_\_\_\_  
Grade

\_\_\_\_\_  
Date Completed

## Division of Graduate Studies Degree Services Fee

Please complete the lower portion of this form.

**Service Requested:** Application for the granting of the Doctoral Degree in Educational Leadership at Fresno State (DPELFS)

**Fee:** \$20.00 - Make check payable to "CSUF". Pay at Cashier's Window in the Joyal Administration Building. Bring receipt and this form to DPELFS office.

Applicant's Name \_\_\_\_\_  
First
Middle
Last

ID# \_\_\_\_\_

Address \_\_\_\_\_  
Street
City
State
Zip

Phone (\_\_\_\_) \_\_\_\_\_

### ACCOUNTING OFFICE USE ONLY

Received: \$ \_\_\_\_\_ Receipt Number: \_\_\_\_\_

By: \_\_\_\_\_ Date: \_\_\_\_\_

Check #: \_\_\_\_\_

**Item Code #: 1270**

Acct	Fund	Org ID	Prog	Yr
513811	49640	36320	3001	Current Budget Year

## RECORD OF UNITS

### PHASE I - CORE COURSES (27 semester units)

Course #	Course Title	Professor(s)	Term	Class #	Unit Value	Grade	Units Earned
EDL 201	Organizational Theory in Complex Organizations				3		
EDL 202	Educational Reform				3		
EDL 203	Educational Policy Environments				3		
EDL 204	Advanced Applied Quantitative Methods				3		
EDL 206	Conceptual Curriculum Perspectives for Educational Leadership				3		
EDL 207	Applied Qualitative Research Methods				3		
EDL 208	Theories of Cross-Cultural Education				3		
EDL 209	Advanced Applied Educational Research and Measurement				3		
EDL 211	Educational Evaluation, Assessment and Planning				3		
<b>TOTAL CORE UNITS EARNED &gt;&gt;</b>							

### PHASE II - SPECIALIZATION COURSES (21 semester units)

Course #	Course Title	Professor(s)	Term	Class #	Unit Value	Grade	Units Earned
<b>TOTAL SPECIALIZATION UNITS EARNED &gt;&gt;</b>							

### PHASE III - DISSERTATION (12 semester units)

Course #	Course Title	Chair(s)	Term	Class #	Unit Value	Grade	Units Earned
<b>TOTAL DISSERTATION UNITS EARNED &gt;&gt;</b>							

## **APPENDIX B**

### **Policy and Procedures for Research with Human Subjects at California State University, Fresno**

**The latest version may be obtained from the following web site:**

**[http://www.csufresno.edu/humansubjects/policy\\_procedures/index.shtml](http://www.csufresno.edu/humansubjects/policy_procedures/index.shtml)**