

**Joint Doctorate in
Educational Leadership**

HANDBOOK

Fall 2013



California State University
SAN MARCOS



TABLE OF CONTENTS

WELCOME	3
PURPOSE OF THE HANDBOOK	3
ADMINISTRATIVE PRINCIPLES	4
COMMUNITY PRINCIPLES	4
CPED PRINCIPLES	4
PROGRAM OVERVIEW	5
PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)	5
LEADERSHIP CAPACITIES	6
JDP GRADING STANDARDS FOR GRADUATE STUDENTS	7
PROGRAM OF STUDY	9
First Year Program	9
Second Year Program	10
Third Year Program	11
ADVISORS, PROGRESS REPORTS, AND MILESTONES	12
QUALIFYING PAPER	13
GUIDELINES FOR QUALIFYING PAPER	13
Purpose	13
Required Elements of Qualifying Paper	14
Criteria	15
KEYSTONE DISSERTATION PROPOSAL	15
JDP KEYSTONE DISSERTATION	Error! Bookmark not defined.
JDP GUIDELINES FOR PROPOSAL AND KEYSTONE DISSERTATION PRESENTATIONS	17
Ed.D. Guidelines For Proposal Development	18
Keystone Dissertation Presentations	19
Ed.D. Dissertation Norms and Guidelines	20
Ed.D. Suggested Timeline	21
FINAL DISSERTATION/GRADUATION PROCESS	23

UNIVERSITY PROCEDURES AND IMPORTANT DATES	24
Joint Doctoral Program Fees	24
Program Enrollment	24
Enrolling and Registering in Classes	24
Student Billing Services	24
Academic and Administrative Holidays	24
Photo ID'S	25
Parking Permits	25
Mail Boxes	26
E-Mail Accounts	26
UCSD TritonLink	27
Tritonlink Availability	28
Ed.D. CATALOG DESCRIPTIONS	28
THE GRADUATE STUDENT HEALTH INSURANCE PLAN (SHIP)	31
SEXUAL HARASSMENT POLICY	32
STUDENTS WITH DISABILITIES	32
STUDENTS WITH SPECIAL ABILITY/NEEDS	33
APPEAL PROCEDURE FOR EDUCATION LEADERSHIP GRADUATE STUDENTS	33
ACADEMIC HONESTY AND INTEGRITY OF SCHOLARSHIP POLICIES	34
ATTENDANCE POLICY	35
UCSD EMERGENCY NUMBERS	36
UCSD QUICK REFERENCE	36
CSUSM EMERGENCY NUMBERS	37
CSUSM QUICK REFERENCE	37
ADMINISTRATIVE STAFF	38
CSUSM Faculty	38
UCSD Faculty	38
UCSD RESOURCES	Error! Bookmark not defined.

WELCOME

This program is designed for pre-K-20 school and postsecondary leaders who are interested in honing leadership skills and research practices to make a difference in the lives of students and those who teach them. The inclusion of pre-K-12 educators with community college and university administrators has enabled both levels to become better acquainted with each other and to explore more systematically pipeline issues, social justice and educational equity at all levels. The program prepares leaders for culturally, linguistically, and economically diverse educational settings, and provides the tools to conduct research in such settings.

Another unique feature of our doctoral program is the benefit you receive from the research, practice, and knowledge of two faculties—CSUSM and UCSD. For the duration of the program, the JDP directors at each campus serve as the primary contacts and advisors. During the dissertation phase, your dissertation chair and committee members serve as your primary research advisors.

The Joint Doctorate Program (JDP) in Educational Leadership is a member of the Carnegie Professional Educational Doctorate (CPED), a consortium of 57 universities nationwide who work together in a critical examination of the doctorate in education. The intent of the project is to redesign the Ed.D. and to make it a stronger and more relevant degree for the advanced preparation of school practitioners and clinical faculty, academic leaders and professional staff for the nation's schools and colleges and the learning organizations that support them. CPED principles practiced in the JDP, as well as the other 57 institutions, were developed and are included following community principles below.

The JDP in Educational Leadership is committed to social justice and educational equity with a focus on strengths through appreciative inquiry designed to explore and inform 21st century educational issues. First, we address educational inequities and consider diversity to be strength. Second, we teach and use a strengths- and asset-based inquiry approach that enables you to embrace your own strengths and to identify and build on the strengths of others as stepping stones to powerful leadership. Third, we engage you in exploring cutting edge research and practices that will enable you to design and lead educational systems in and for the future. We envision a community of learners, who strive to critically review and engage in research as a way to contribute to knowledge, improve practice, build theory, and shape the future of education in the region.

PURPOSE OF THE HANDBOOK

This handbook will introduce you to the JDP program, resources, and faculty, as well as important graduate student policies and procedures of UCSD and CSUSM.

Adding doctoral studies to a full time job will stretch you to the maximum and will require careful planning, time management, commitment, and perhaps even putting on hold previous activities or commitments. This handbook is designed to help you know the requirements you must fulfill, and perhaps more importantly, individuals available to help you on your doctoral journey. Our cohort model creates a community of scholars. We encourage you to be an active

member of this community by contributing your knowledge, expertise, new learning, support, and wisdom to colleagues, and seeking help of other colleagues and faculty when needed.

Administrative Processes

In this joint program, UCSD serves as the primary administrative unit. This means that you will receive emails from UCSD regarding fees, registration info, deadlines, etc. By having one administrative partner, communication is unified and efficient.

Although UCSD serves as the administrative unit for enrollment, you are considered a full time graduate student by each campus and your diploma will indicate you are a graduate of both campuses. You will be enrolled in your classes each quarter by the UCSD JDP staff. You will use your UCSD Personal Identification number and Personal Access code, which will be provided at the orientation, to make fee payments. Timely fee payment is your responsibility.

You will also have a CSUSM Personal Identification number and Personal Access code. These will be provided at the orientation to give you access to library and other services on the CSUSM campus.

Fortunately, the academic and administrative resources of both campuses are available to you. It is your responsibility to use this handbook, web pages, and your UCSD and CSUSM email account to stay informed about the program, its requirements, due dates, updates and changes, as well as degree policies and procedures of the Office of Graduate Studies (OGS). The policies and procedures operative on the day of your initial enrollment govern your program for the duration. This handbook and other pertinent information are available on the website at: <http://www-tep.ucsd.edu/graduate/edd-el.shtml>.

COMMUNITY PRINCIPLES

As we strive to learn as a group, we will use the following foundational principles by which we relate to each other as a community, individuals, co-workers, fellow students, and instructors.

- Each of us speaks from our own experiences.
- Each of us is open to listening and hearing others.
- Each of us creates a space where all voices are heard.
- Each of us commits to having our thinking challenged.
- Each of us respects everyone's confidentiality.
- Each of us may share our lessons, but not necessarily who or where it was said.
- Each of us participates using a "value added" approach by expanding upon ideas, providing examples, and/or expressing a different perspective.

CPED PRINCIPLES

CPED has identified the following statements that will focus research and development agendas to test, refine, and validate principles for the professional doctorate in education.

The Professional doctorate in education:

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
6. Emphasizes the generation, transformation, and use of professional knowledge and practice.

PROGRAM OVERVIEW

The Joint Doctorate in Educational Leadership is a year-round intense learning experience that starts in the Winter Quarter (semester at CSUSM) and requires at a minimum three full years of study with classes held winter, spring, summer, and fall. As a JDP student you are registered for 8-10 units each quarter, which translates into two 4-unit classes and in some quarters a 2-unit practicum or in the third year two (2-unit) colloquia. At the graduate level this is the equivalent of a full-time load.

You will take courses designed to develop five specific leadership capacities that form the foundation of the program. They are: (1) Leadership for Learning; (2) Leadership for a Diverse Society; (3) Leadership for Organizational Change; (4) Leadership for Organizational Development; and (5) Leadership for the Future. You will also take several research strand courses addressing research methods and scholarly writing.

In each of these classes, you will collaboratively explore current research and theory and will be asked to critically analyze and relate the readings to your practice. In addition, practice is reviewed in relation to how it informs theory and research. In the research strands, you will critically review current research, learn how to do a literature review that helps frame new avenues for future research, learn the basics of research design, investigate both qualitative and quantitative research methodologies, and learn how these methods can be combined to conduct more valid and reliable research.

Program Student Learning Outcomes (PSLO)

Students will be able to:

PSLO 1: Create and sustain organizational conditions that promote socially just and equitable learning environments.

PSLO 2 - Use evidence-based decision-making.

PSLO 3 – Generate and use applied research.

PSLO 4 – Exhibit leadership skills and dispositions to positively impact organizational culture and practice.



Student Led Discussion

LEADERSHIP CAPACITIES

Leadership for Learning: The foundation of this Joint Ed.D. rests on the belief that the work of school leaders must always address the common objective of enhancing and providing the best conditions for student learning. Learning to apply the effective tools of leadership requires the acquisition of flexible communication skills, creative decision-making capabilities, a collaborative approach to problem solving, and the confidence to take calculated risks. At its core, effective leadership depends on one's ability to advance the skills, dispositions and teamwork of the adults involved in the instruction of students.

Leadership for a Diverse Society: Leadership for a diverse society requires diversity of designs, practices, and solutions. Candidates in the Joint Ed.D. Program will learn to implement inclusive practices, not only as a matter of policy, but also as a matter of personal commitment and understanding of how institutions are historically transformed as a result.

Leadership for Organizational Change: Developing leaders who are prepared for and understand the importance of organizational change is a program priority. Meeting the needs of an evolving educational system will require leaders who support a myriad of strategic innovations that will lead to positive changes in their organizations. Candidates will focus on developing critical habits of action to support effective problem solving, build leadership capacity within institutions, and alter institutions in ways that significantly improve the learning condition for their students.

Leadership for Organizational Development: The program will help individuals design organizational growth plans and encourage them to actively support each other as they work to implement their plans. This experience will help graduates understand the importance of building leadership capacity within their educational organizations. One of the essential features of the program is the development of a community of learners who have experience creating safe, reflective environments for academic study, risk taking, and the practice of academic leadership.

Leadership for the Future: The program will help leaders plan for the future as leaders. This strand is comprised of a specific course focused on the future as well as two advanced topic classes and two colloquia designed to address cutting issues in leadership such as legal issues, technology, cognitive development, learning theory, and social concerns including the impact of diversity on society that impact all leaders. The goal is not just to focus on the problems of today, but to design and lead learning organizations able to create positive futures.

Research: In addition to expanding your theoretical and practical knowledge in leadership that can address issues of social justice and educational equity, a key component of this doctoral program is conducting research. A series of research courses enable you to learn about both qualitative and quantitative research paradigms, and to know how to design and conduct a major study often using the your own “workplace as your laboratory.”

JDP GRADING STANDARDS FOR GRADUATE STUDENTS

This document is intended to give you guidance in understanding what is expected of you and to help you interpret the grades you receive in the upper-division and graduate level courses you take as a graduate student while in the doctoral program.

Additionally, you should understand that the Office of the Dean of Graduate Studies (OGS) monitors the GPA's of all graduate students. A graduate student whose overall GPA drops below 3.0 is placed on academic probation. Students on academic probation risk dismissal if their GPA remains below 3.0 in future quarters. The CSUSM Office of Graduate Studies and Research will be informed of any student placed on academic probation.

Although you may have few or no S/U courses allowed in your program, you should be aware of the University's S/U grading policy. According to UCSD policy, the minimum standard of performance for a grade of S (satisfactory) is a course that is offered S/U shall be the same as the minimum performance for a grade of B. Any grade below B performance results in a grade of U (unsatisfactory) in an S/U course.

Implications for a JDP student's grade in a course

- A Excellent work, expected performance.
- A - Good work, improved performance encouraged.
- B + Acceptable work, improved performance expected.
- B Minimally acceptable work, greatly improved performance expected.
- B - Marginal work, very poor performance (letter from Director with copy placed in student's file).
- C + (or lower) Unacceptable performance at the graduate level (may be subject to dismissal).

Students who receive grades indicating that improvement in future courses is expected and who need guidance in how to improve are encouraged to confer with the course instructor and other program faculty.

General Evaluation/Feedback Rubric

Does not meet standards (B or below)	Approaching Standards (A-/B+)	Meets Standards (A)
<ul style="list-style-type: none">• Includes some of the required elements as delineated in the syllabus• Some components of the assignment are included• Provides a few concrete details of the information required for the assignment• Includes primarily personal viewpoints and limited supporting evidence from prior research• Organization hard to follow• Many mechanical errors, including APA format• Hard to read• Little sentence/vocabulary variety	<ul style="list-style-type: none">• Includes required elements as delineated in the syllabus• All components of the assignment are included• Provides concrete details of the information required for the assignment• Includes personal viewpoints that are somewhat documented and supported with logical arguments• Good organization• Has few, if any, mechanical errors including APA format• Holds interest – is interesting to read• Some sentence/vocabulary variety	<ul style="list-style-type: none">• Includes required elements as delineated in the syllabus• All components of the assignment are included• Provides concrete details of the information required for the assignment and makes clear connections to class discussions, readings and activities• Insightful commentary using personal viewpoints supported by current learning and research• Presents clear and logical organization of thoughts• Has few, if any, mechanical errors including APA format• Holds interest – is engaging and thought-provoking to the audience• Uses a sophisticated scholar researcher vocabulary and sentence structure

If you are unable to submit an assignment by the due date, it is your responsibility to contact the instructor before the due date. We recognize that you are serving in many critical leadership capacities that on occasion interfere and compete with your graduate studies. It is your responsibility to let your faculty know and to do your best not to let your cohort down since many classes involve collaborative work and learning.

PROGRAM OF STUDY

The Joint Doctoral Program has a unique January start date to better meet the time demands of educational leaders. The program is designed so that it can be completed in three calendar years (4 quarters/year including summers, or a total of 12 quarters, or the semester equivalent) and consists of 108-quarter units of study. In order to meet residency requirements, students will need to be enrolled in the JDP program for a total of 36-quarter units (or semester equivalent) consecutively for one year (4 quarters).

First Year Program

The first year of the program consists of 36 quarter units taken during one calendar year (including summers) and is designed to build a shared language and provide you with knowledge and skills essential for understanding educational leadership. You will be enrolled in two 4-unit research classes focusing on the basics of research and designs appropriate to the field of education. You will also be enrolled in two, two-unit practicum courses that focus on applying course content to your workplace. The first year courses are also designed to prepare you for the qualifying paper described below. All courses are aimed at assuring that you develop knowledge and skills in a range of subjects central to educational leadership research and practice.

By the completion of the 4th quarter, all candidates are required to submit a Qualifying Paper, which serves as a comprehensive examination. This paper consists of a comprehensive literature review on a significant topic relevant to educational leadership, which provides faculty an opportunity to assess the candidate's substantive knowledge, synthesis and analytical reasoning, and writing proficiencies. The research and evaluation courses assist you in learning how to read and interpret research studies and their implications for effective educational practices, and develop skills needed to write a review of literature. This writing is expected to be of publishable quality similar to that required of other high quality doctoral programs. Two faculty members from each campus will review every qualifying paper. Students who do not pass will have an opportunity to revise and resubmit their papers one time. Continuation in the program is contingent on passing.

The Table below summarizes the first year program:

First Year Program (36 Quarter Units)

WINTER QUARTER	10	SPRING QUARTER	10	SUMMER QUARTER	8	FALL QUARTER	8
EDS 280/EDLD 705 Re-Thinking Leadership	4	EDS 282/EDLD 715 Leadership for a Diverse Society	4	EDS 281/EDLD 710 Leadership for Learning	4	EDS 283/EDLD 720 Leadership for Organizational Change	4
EDS 287A/EDLD 750A Educational Research & Evaluation Design	4	EDS 287B/EDLD 750B Educational Research & Evaluation Design	4	EDS 284 /EDLD 725 Leadership for Organizational Development	4	EDS 292/EDLD 785 Qualifying Paper Preparation	4
EDS 291A/EDLD 770A Leadership Research Practicum	2	EDS 291B/EDLD 770B Leadership Research Practicum	2				

Second Year Program

The second year of the program is designed to substantially extend research skills and knowledge that prepare you to submit a dissertation proposal and defend it before your dissertation committee by the end of the Fall Quarter of the second year or the Winter Quarter of the third year of the program. When this requirement is satisfactorily completed, you will advance to candidacy. In addition, an important component of the second year is pursuing advanced topics in leadership especially in the areas of technology, cutting edge policy issues, and data use in decision-making and in future thinking. Collaborative projects are a key part of the learning.

The Table below summarizes the second year program:

Second Year Program (36 Quarter Units)

WINTER QUARTER	10	SPRING QUARTER	10	SUMMER QUARTER	8	FALL QUARTER	8
EDS 287C/EDLD 750C Educational Research and Evaluation Design	4	EDS 288B/EDLD 760B Advanced Research and Evaluation Methods	4	EDS 286A/EDLD 740A Advanced Topics on Leadership	4	EDS 286B/EDLD 740B Advanced Topics on Leadership	4
EDS 288A/EDLD 760A Advanced Research & Evaluation Methods	4	EDS 288C /EDLD 760C Advanced Research & Evaluation Methods	4	EDS 290/ EDLD 780C Proposal Preparation	4	EDS 285/EDLD 730 Leadership for the Future	4
EDS 293A /EDLD 780A Advanced Leadership Research Practicum	2	EDS 293B /EDLD 780B Advanced Leadership Research Practicum	2				

Third Year Program

The third year of study is designed to develop the student's independent scholarship through conducting dissertation research as outlined in the dissertation proposal. The candidate's work will reflect the standards governing dissertations within the graduate divisions of the partner institutions. In this final year there are three work strands. First, you must meet regularly with your dissertation chair for guidance and review of work. It is primarily your responsibility to maintain contact and set up appointments. Second, a 4-quarter dissertation writing seminar guides our student cohort in the dissertation process by addressing advanced topics in research methodologies, especially data analysis techniques and software packages, as well as professional writing related to completion of the dissertation. Third, two colloquia are scheduled in the winter and spring quarters to continue developing your leadership practice.

Dissertations may cover a wide range of topics and utilize various research methodologies. You are encouraged to approach these topics through the program's vision as a contributor to leadership knowledge and systemic efforts to achieve social justice. It is anticipated that you will conduct and complete the dissertation by the end of the third year or beginning of the fourth year, in time for the May graduation from CSUSM and a June graduation from UCSD.

The Table below summarizes the third year program:

Third Year Program (36 Quarter Units)

WINTER QUARTER	SPRING 10	QUARTER	SUMMER 10	QUARTER	FALL 8	QUARTER	8
EDS 299/EDLD 792 Dissertation Research	4	EDS 299/EDLD 792 Dissertation Research	4	EDS 299/EDLD 792 Dissertation Research	4	EDS 299/EDLD 794 Dissertation Research	4
EDS 289A/EDLD 796A Dissertation Writing Seminar	4	EDS 289B/EDLD 796B Dissertation Writing Seminar	4	EDS 289C/EDLD 796C Dissertation Writing Seminar	4	EDS 289D/EDLD 796D Dissertation Writing Seminar	4
EDS 294A/EDLD 798A Colloquium on Educational Leadership	2	EDS 294B/EDLD 798B Colloquium on Educational Leadership	2				

ADVISORS, PROGRESS REPORTS, AND MILESTONES

When you enter the program, the CSUSM program director assumes the primary advising role during the first year and is ready and willing to answer any program questions you have. At our regular JDP faculty meetings, we review student progress and bring to each other's attention progress of the cohort as a whole and needs of any particular student. Our goal is to ensure each student's success in the program.

In the second year, the UCSD program director serves as your primary advisor. Again you should feel free to bring any concerns or questions to the co-directors attention at either campus throughout the duration of the program.

During the second year, after your research interests are clarified and matched to a faculty member's area of expertise, a dissertation committee will be formed. The dissertation chair at this point becomes a critical advisor to you as you continue to finalize the proposal for defense, conduct the research and defend it at the end of the third year. Committee members should also be seen as important resources and advisors for informing the student's dissertation study. However, at any point in the program, students should feel free to contact the program co-directors with questions or requests for assistance.

Student Progress

Doctoral students are expected to make steady progress toward completion of the requirements for the degree. You must maintain a 3.0 grade average to remain in the program. Letter grades for classes will include plus or minus grades. A grade of C puts the student on probation and the student must take steps immediately to improve performance in order to remain in the program.

There will be an annual assessment of student progress. At the end of the first year, the CSUSM director will provide the primary overall evaluation of your progress, which is filed with the Office of Graduate Studies. You have a right to review this progress report and to add your own comments. You must sign the report before it is filed. In particular in this first year, we are attending to your ability to keep up with the pace of the work and whether or not you are mastering the art of academic writing, a key skill needed for the qualifying paper and dissertation work. You may be asked to seek writing assistance to be able to complete the first milestone successfully.

During the second year, the UCSD director will be responsible for filing student progress reports as outlined above. Particular attention in this progress report is paid to whether you are on target for a timely defense of the dissertation proposal. In the third year, progress reports are filed by your chair and JDP directors. Time required for completion of the doctorate depends less on units or credits or time of attendance than it does on mastery of a subject field, passing of the milestones, and completion of a satisfactory dissertation.

Milestones

In addition to remaining a student in good standing in course work, you must meet and pass three major milestones to be awarded the doctorate in education degree. These milestones

are: (a) a qualifying paper; (b) a proposal for a keystone dissertation; and (c) a keystone dissertation. The qualifying paper is a written literature review. The proposal and keystone dissertation involve both a written product as well as an oral defense. These milestones are described in detail later in the handbook.

QUALIFYING PAPER

You will prepare a written Qualifying Paper during the Fall term at the end of the first year of study. This paper consists of a comprehensive literature review on a significant topic relevant to educational leadership, which provides an opportunity for multiple faculty to assess your level of substantive knowledge, analytical reasoning, and writing proficiencies. Faculty members from UCSD and CSUSM campuses review the written Qualifying Paper, through a blind review process.

Four faculty members read each paper. Three of the four members must agree that the candidate's Qualifying Paper meets expectations in order for you to receive a pass. If your paper does not fulfill the criteria for a pass grade, you will be permitted to revise and resubmit the paper by the end of the Winter Quarter. Any student failing on the second attempt will not be permitted to continue in the program, even if class performance has been satisfactory. The qualifying paper is a vital step in confirming that you will be able to conduct a high quality research study.

GUIDELINES FOR QUALIFYING PAPER

Purpose

The qualifying paper provides the opportunity for a student to:

- ❑ Identify a topic and seek and locate scholars and researchers who have empirically and theoretically studied and written on this topic.
- ❑ Present and discuss the thinking of these scholars around commonalities and differences, which reflects an ability to deconstruct, analyze, and synthesize research.
- ❑ Explore the implications of the topic for leadership and social justice.
- ❑ Critically reflect on the topic and identify areas for future research.
- ❑ Apply principles of scholarly writing, including the use of APA style rules for preparing manuscripts.

Required Elements of Qualifying Paper (Address each element using the headings as indicated)

Abstract (500 words maximum)

Introduction:

What is your topic?

- ☐ What is the purpose of the literature synthesis (thesis statement)?
- ☐ What problem could research on this topic help you solve?
- ☐ Why are you curious about this topic?

Current State of knowledge/research on this topic (17-19 pages)

- ☐ What are the major themes/findings that surfaced from your review on your topic? A strong paper identifies the major themes in the literature review by analyzing and synthesizing and does not just summarize the studies.
- ☐ How have these studies informed the nature of the problem you identified?
- ☐ What major research methods are used to study this topic (quantitative, qualitative, survey, case studies, narrative).

Summary (2 pages)

- ☐ What can you conclude about the current state of the literature about your topic from the literature you reviewed? A strong paper presents through the summary what is known and what are some of the gaps in the literature. These gaps can be in terms of theory building, research approaches (e.g. all quantitative, and few qualitative studies to answer how and why questions), or lack of extensive study of the topic or aspects of the topic.

Implications for Leadership (1-2 paragraphs)

- ☐ What implications can you draw from your review that could inform leadership theory, research, or practice?

Implications for Social Justice (1-2 paragraphs)

- ☐ What implications can you draw from your review that could inform social justice theory, research, or practice?

Areas for future research (1 page)

- ☐ What did you learn that suggest areas for future research? Describe those areas.
- ☐ How will a study on this topic be helpful to researchers and practitioners?

References

- ❑ Reflect empirical research (primarily).
- ❑ Carefully formatted to meet APA standards.

Criteria

- ❑ The review consists of at least 30 references (75% empirical—qualitative and/or quantitative) research. Other citations can include theoretical or conceptual articles.
- ❑ Synthesizing and critical analysis (comparing & contrasting of articles) of the research findings is the goal; use direct quotes sparingly.
- ❑ Paper must be 20-25 pages in length, excluding Title page, Abstract, and References.
- ❑ On the title page use only your Student ID number and title of your paper.
- ❑ Use APA for style and references.



KEYSTONE DISSERTATION PROPOSAL

In pursuing a doctoral degree, the most difficult task is deciding on a topic for study. Obviously to sustain the course, you need to pursue research in an area of interest to you, as well as one that has critical implications for leadership. However, it is also important that you consider areas for research that match with faculty expertise so that we are able to provide you with the needed guidance. In the first quarter, opportunities will be made to review faculty bios and meet as many faculty as possible in one of the two research classes. In addition, you will share your interests with other classmates and be clustered in affinity groups to do some preliminary reading of research. You are encouraged to read broadly in the first quarter and not narrow your focus too quickly. After reading bios of the faculty, you are encouraged to set up appointments with any faculty you would like to know more about and see if there are shared research interests.

In general, you will be ready to defend your proposal by the end of the fall quarter of the second year or beginning of the winter quarter of the third year. The dissertation proposal defense will be scheduled once the chair determines it is ready to submit to other dissertation committee members. The proposal addresses the background, rationale, research questions, literature review, research design and methods of data collection to be used, and the significance of the study. Once the committee approves the proposal, you will also work with your chair to complete the needed Human Protection Protocols (IRB). The proposal serves as a critical guide for conducting the research and often becomes the foundation for the first three

chapters of the dissertation. Of course, since it is only a proposal, these chapters are revised and rewritten to align with the actual research conducted.

JDP KEYSTONE DISSERTATION

Students in the Joint Doctoral Program will engage in a *Keystone Dissertation*. *Keystone* refers to the wedge-shaped stone at the top of an arch that locks the two parts of the arch together. In the context of the doctoral program, *theory* and *practice* are the two parts that hold the "arch" of the program.

The *Keystone Dissertation results in a dissertation* through which a student applies inquiry based thinking and techniques in order to demonstrate the ability to link theory and practice in pursuit of answers and explanations to pressing questions and challenges in education.

Each student will produce a Keystone Dissertation which can take a variety of forms, such as, but not limited to: a multi-chapter research report, a series of articles with a summary of all articles, an evaluation report with an education-related entity, collaborative projects involving 2-3 cohort peers, collaborative policy report, etc. Some students will engage in the research for their Keystone Dissertation individually, while others will engage in collaborative research groups involving peers, faculty and stakeholder groups.

Keystone Dissertation Rubric

To be used at the proposal and completion stage of the Keystone Dissertation

Essential Elements	Meets Standards	Approaching Standards	Does not meet standards
Clearly articulated and relevant theoretical framework/logic model			
Clear connection between theory and practice			
Informed by current knowledge			
Inquiry based, using well developed questions/propositions to be answered/explored			
Methods are aligned with questions/propositions and are based on sound research practices			
Substantial analytical exploration of data			
Claims/conclusions/recommendations are firmly rooted in empirical evidence.			
Specific audience identified			
Leadership content/implications articulated			

JDP GUIDELINES FOR PROPOSAL AND KEYSTONE DISSERTATION PRESENTATIONS

These guidelines are intended to assist you as students, chairs, and committee members to successfully complete the processes associated with forming the dissertation committee as well as your proposal and dissertation presentations.

Advising: During the dissertation phase, the chair serves as the primary advisor who guides you in conducting your research and preparing the dissertation. The Director of the Joint Doctoral Program at each campus serves as the programmatic advisor for all students whose dissertation chair is on that campus' faculty. The director/advisor, student, and chair will work together to ensure a smooth proposal and dissertation process.

Chair Selection: As your interests begin to solidify through the research classes, your qualifying paper, your opportunities to learn about other students' interests, as well as, faculty research agendas, you will be asked to identify three (3) possible chairs. The Joint Doctorate Executive Committee then reviews these preferences and works to honor requests by considering a good match of student to faculty member relative to topic and/or methodology, and to balance workload among faculty and across campuses.

Forming the dissertation committee: The campus JDP Directors collaboratively decide who will be the members of the three-member dissertation committee. Potential committee members should not be contacted until the campus JDP Director has finalized the decision. Each committee must have a minimum of one CSUSM and one UCSD member. The committee must also have at least two faculty who are tenured at one or other of the two campuses. The Joint Doctorate Executive Committee will take an active role in suggesting potential members. Each campus Director will assume the responsibility for assuring the proper forms are filed with the respective campus graduate student affairs offices.

When to have the dissertation proposal presentation meeting: The JDP Cohort Model and timeline suggest that the dissertation proposal presentation occur by the end of the second year (Fall Quarter) or in the beginning of the third year (Winter Quarter). You are encouraged to complete your proposal as soon as practical in the Fall quarter of the second year in order to set a presentation time as soon as practical in the Winter quarter of the third year. An important point to remember is that a thorough and thoughtful proposal will facilitate better research in subsequent quarters. The proposal is presented for defense when the chair deems it is ready.

Two weeks before the dissertation proposal presentation: It is your responsibility to give copies of your proposal to your committee members. Some members may want the proposal electronically and others in hard copy form. Please consult with your committee members and see what is best for them. If the two-week deadline is not met, it is strongly suggested that the chair reschedule the meeting so committee members have adequate time to review the proposal prior to the presentation.

Scheduling the proposal presentation meeting: The chair and you schedule the proposal defense at a time convenient to all three committee members. Then, decide on which campus the defense is to be held and make room and parking arrangements by contacting the program assistant at the appropriate campus.

The chair should not allow a meeting to be scheduled unless he/she is convinced that the proposal is ready. Once the meeting time is set and confirmed by the chair and all the committee members, you are responsible for sending the date, time and location to each JDP director and campus JDP staff who prepares an announcement of the defense. Please ask the appropriate JDP staff to download the signature form and pick it up before the defense. An announcement of the proposal presentation is sent to all current doctoral students and faculty inviting them to attend.

A two-hour meeting for the proposal presentation is suggested. The primary purpose of the proposal defense is to ensure you are ready to carry out a well-designed study. At the beginning of the meeting, you will be asked to step outside while the committee members briefly discuss meeting format and any initial issues regarding the proposal. You should plan approximately 20 minutes to outline your problem, summarize key literature, and present the proposed methodology. The committee and you will decide if questions, which should be the bulk of the presentation, may be asked throughout the presentation or at the end. After all questions are asked by the committee members, then you will again be asked to step outside while the committee comes to a decision about whether to allow you to proceed with the proposed research and what, if any, changes are needed before proceeding. Finally, you will be invited to return, be informed of the decision, and provided with guidance on how to proceed. Again, the primary purpose is to demonstrate that you are ready to move forward and to draw on the entire committee's wisdom to ensure the highest quality study possible.

Ed.D. Guidelines for Proposal Development

Research studies vary in their topic, questions and methodology; nevertheless, there are common elements to most dissertation proposals. To assist you in preparing your research proposal, we suggest the following guidelines be used in consultation with your committee chair.

- I. Title Page, with committee members listed; Resume or Vitae; Acknowledgements
- II. Abstract
- III. Introduction
 - A. Background/Context/Nature of the Study
 - B. Statement of the Problem/Issue to be investigated including research questions
 - C. Significance of the study
- IV. Literature Review

- A. This section typically includes two to four sections that present the research that outline what is known or not known in relationship to the general topic of the dissertation and the specific themes of the research questions posed.
 - B. In a theoretically grounded study, a review of the literature in regard to the theory and how it will guide the study is presented.
- V. Methodology (the format of this section varies depending on the nature of the study)
- A. Research Design (Qualitative/Quantitative)
 - B. Context or Site of the Study (more typical in qualitative studies)
 - C. Participants
 - D. Data to be collected
 - 1. For quantitative studies, this usually involves a hypothesis, a description of variables to be measured, instruments to be used and how they will be administered.
 - 2. For qualitative studies, this usually involves a discussion of interviews (number, who, when, protocols), observations (number, when, where, protocols), focus groups (number, who, when, protocols), and/or document analysis (which ones, why, approach to be used). Propositions can also be presented similar to hypotheses in qualitative studies.
 - E. Data Analysis
 - 1. For quantitative studies, statistical tests and analyses that will be conducted.
 - 2. For qualitative studies, discussion of how data will be coded, themes identified, patterns illuminated and if any computer data analysis systems will be used.
 - F. Issues of Validity, Reliability, Trustworthiness
 - G. Ethical Issues and Role of Researcher
 - H. Limitations of the Study

Each student will submit his or her IRB proposal at the institution where his or her committee chair resides. Based on a reciprocal acceptance arrangement between UCSD and CSUSM, the acceptance of the IRB from the chairperson's institution will be accepted by the other JDP institution.

For UCSD chair: The application can be downloaded from the website at:
<http://irb.ucsd.edu/forms.shtml>

The UCSD Human Research Protection Program (HRPP-IRB) website can be viewed at:
<http://irb.ucsd.edu>.

For CSUSM chair: The Application is at CSUSM Human Subject Protection (IRB) website can be viewed at: <http://www.csusm.edu/gsr/irb/>.

Keystone Dissertation Presentations

The program is designed to be completed in three years. However, research often follows an unpredictable path, therefore, it is anticipated that some students may conclude their doctoral

studies and present their dissertations anytime between fall and spring quarters of their 3rd and 4th years of study. Within this time frame, all students should be able to graduate with their cohort. Guidelines for scheduling and presenting the dissertation presentations are similar to those described above for the proposal presentation. Given the length of the dissertation, however, you must submit your dissertation to your committee one month prior to the date and make contact with all committee members during that month to ascertain if there are questions or concerns. See Dissertation Norms described on the following pages.

Ed.D. Dissertation Norms and Guidelines

1. Complete drafts of the dissertations are to be distributed to the dissertation committee members one month prior to the scheduled presentation. All committee members must approve exceptions to this norm.
2. Prior to the presentation, the committee chair should communicate with all committee members to ensure that they agree that the dissertation is ready to be defended and to discuss any questions and issues that committee members have.
3. Prior to the presentation, the candidate should initiate a meeting with each committee member to discuss the dissertation draft and to receive feedback and guidance for revisions.
4. Dissertation presentation meetings are announced and open to the public. UCSD will prepare the announcement information. The Program Directors for each campus will assure distribution of the information to appropriate individuals in their institutions.
5. Dissertation presentations are scheduled for a two-hour time block, the specific time agreed upon by the committee to be communicated to the UCSD EDS staff in charge of the JDP Program, who will reserve a space for UCSD defenses and announce the defense time and place to the faculty. Room arrangements for defenses scheduled for CSUSM will be made by the CSUSM campus JDP director. The presentation will be held on the campus to which the chair is affiliated.
6. Faculty may choose to meet in closed session at the beginning of the presentation to discuss the format and process, at the discretion of the chair of the dissertation committee.
7. Candidates are expected to present their work in a 30-40 minute power point and summary talk. Dissertation chairs have the ultimate decision about the length of the presentation and the format of the talk and should discuss this decision with the candidate.
8. The dissertation presentation meeting will remain open to the public until the committee discussion period, when the candidate and all visitors are asked to leave the room.
9. The meeting will reconvene at which time the Chair will report the decision and comments of the committee.

Ed.D. Suggested Timeline for Completion in Three Years

First Year

- ❑ By the end of the first year (December): Complete and submit first year Qualifying Paper.
- ❑ By the end of first quarter of second year (March): Complete and submit any revisions requested to the Qualifying Paper.

Second Year

- ❑ During the Spring Quarter: Meet with dissertation chair and confirm dissertation committee members.
- ❑ By the end of second year (November/December): Complete and submit IRB forms.
- ❑ By the end of the second year (December): Complete and submit dissertation proposal.
- ❑ By the end of the second year/beginning of third year (December/January): Schedule and hold proposal presentation.

Third Year

- ❑ By the end of the first month of Winter Quarter: Submit any changes required for dissertation proposal.
- ❑ By the end of the Spring Quarter: Collect data and rewrite methods section to reflect any changes in methodology based on data collected.
- ❑ By end of Summer Quarter: Complete data analysis and draft of results section.
- ❑ By end of first month of Fall Quarter: Complete draft of discussion section.
- ❑ By middle of Fall Quarter: Revise dissertation based on chair's feedback and give complete draft to dissertation committee (one month prior to the scheduled presentation). Note: students have until middle of Spring Quarter (into their 4th year) to complete their study and still graduate with their cohort.
- ❑ Make any revisions as required by the committee and prepare the dissertation to be filed.

NOTE: You can complete your dissertations any time between Fall Quarter of your Third Year and Spring Quarter of the same year and graduate with your Cohort. If you will defend in the Winter Quarter of the fourth year, you do not have to enroll for that quarter but pay a filing fee when filing the dissertation. If you plan to defend in the Spring Quarter of the 4th year, you must remain enrolled during the Winter Quarter, but not in the spring. If a summer or fall defense is planned for the 4th year, you must remain enrolled in Winter and Spring Quarters of the 4th year.

Graduation:

It is your responsibility to make sure that you have submitted your intent to graduate by the individual campus deadlines. UCSD's deadline is in the very first part of June and CSUSM's is early March. You must do this for both campuses, since each campus has a different graduation process.

The filing deadline to have your name included in the CSUSM Commencement Program is early March and for UCSD it is the ninth Friday of the quarter.

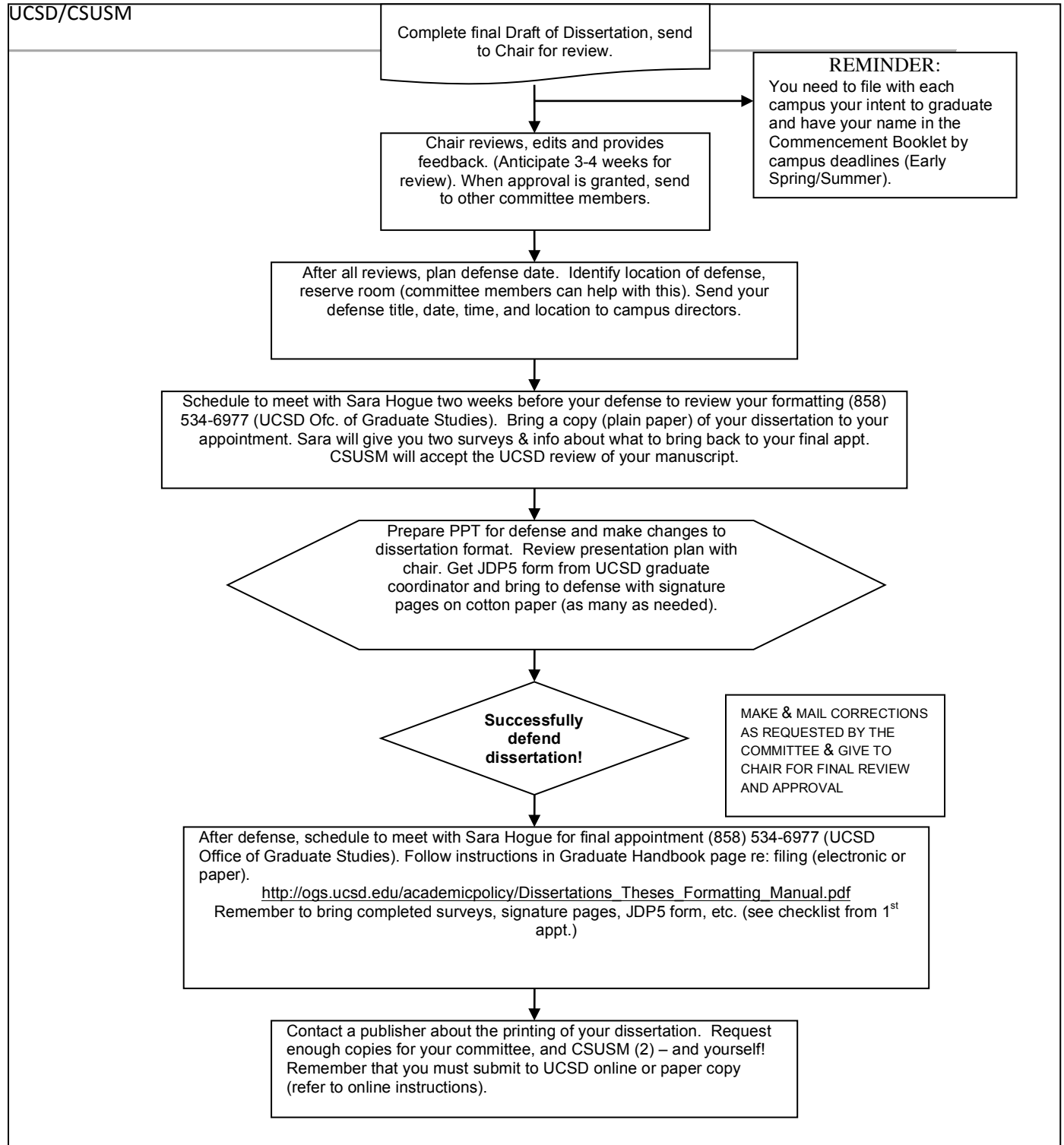
You will be provided more specific graduation information in the Dissertation Writing Seminar as each cohort nears graduation. This information is also available on the Graduate Studies website at both universities.

UCSD: <http://ogs.ucsd.edu> and

CSUSM: <http://www.csusm.edu/gsr/graduatestudies/forms.html>



Final Dissertation/Graduation Process



UNIVERSITY PROCEDURES AND IMPORTANT DATES

Joint Doctoral Program Fees

The fee structure for graduate students is usually announced annually in the summer of each year, but due to the State financial crisis this is subject to change. Since UCSD is handling the fees and the transcripts, please link to UCSD Office of Graduate Studies at <http://students.ucsd.edu/finances/fees/registration/index.html> to view current fee structures and information.

Program Enrollment

UCSD is serving as the campus handling the administrative duties for this program. UCSD Student Services staff in the Education Studies Program will enroll each student for their course of study quarter by quarter. As with any Graduate Program, all fees must be paid-to-date in order for the Graduate Coordinator to enroll you in your course of study.

Enrolling and Registering in Classes

UCSD will enroll you in your classes, and you may view your status at any time using TritonLink on the UCSD Web Site at <http://students.ucsd.edu/> You will be asked to enter your Personal Identification Number (PID) and Your Personal Access Code (PAC), which are provided to you in your online admission and acceptance page. Be sure that you receive these numbers and keep them in a safe place. It is your responsibility to check your status and be sure the system has the correct information.

Student Billing Services

UCSD emails billing statements only once each quarter to your UCSD Email Address. It is your responsibility to pay fees by the established deadlines. Failure to pay fees may result in late fees, drops, enrollment holds, etc. The most complete and up-to-date information available regarding fee payment methods and other student related business matters can be found by visiting the Student Business Services website: <http://www-bfs.ucsd.edu/sbs/>

If you have questions about your payment, call the Cashier's Office at 858-534-3725. If you have questions about your billing statement, please call 858-534-7537. Any questions about Financial Aid can be directed to Barbara Romero at bfromero@ucsd.edu or Melissa Wolf, mawolf@ucsd.edu in Education Studies.

Photo ID'S

Where? UCSD ID cards are issued by the Student Business Services Office (SBS); tel: (858) 534-4322. They are located in the Student Services Center, 402 University Center (Building 931 on campus map), 3rd floor, south wing.

When? To have your picture taken, you may go any time during business hours. The office is open Monday through Friday, from 8am – 4pm. You will receive your ID immediately. Be sure to bring an additional form of picture ID (e.g., driver's license) with you.

How Much will the ID Cost? There is no fee for the ID card. Be sure to mention that you are a new EDS Graduate Student when you arrive.

Why Get One? A validated student campus identification card is required for use of the library and other university facilities.

CSUSM ID cards are issued in the Kellogg Library, Room 2100; tel: (760) 750-4370. The cost is \$5.00 for students. The office is open Monday through Thursday, from 8 am – 9 pm, Friday, from 8 am – 5 pm, and Saturday through Sunday, from 1 pm – 5 pm. Please, be sure to bring an additional form of picture ID (e.g., driver's license) with you.

Parking Permits

Parking fees are necessary because UC and CSU campuses receive no tuition or state funding to support parking facilities. Funding comes directly from parking permit sales. If you plan to park at UCSD or CSUSM, you must purchase and properly display a valid parking permit during the hours listed below.

UCSD

Transportation and Parking Services Office tel: (858) 534-4223

<http://students.ucsd.edu/campus-services/parking-and-transportation/index.html>

- Main campus permit required 7am to 11 pm weekdays.
- Students may consider the One-Night parking permit for Friday night classes. These permits cost \$3.00/night and begin at 4:30 per evening or \$43.00 a quarter.
- **Parking on Saturday and Sunday at UCSD is free.**

BE SURE YOU PARK LEGALLY TO AVOID COSTLY CITATIONS. With a night permit you may park only in white "V" visitor spots in the Gilman Parking Structure. You may park in A, B, or C spots in all other lots. Do not park in faculty spots marked "A permit required 24 hours a day, 7 days a week"

CSUSM

Transportation and Parking Services (760) 750-7500 for CSUSM <http://csusm.edu/parking>

A parking permit is required at all times while parked on CSUSM campus. You may purchase a daily or timed permit in any general parking lot utilizing the daily permit machines. All day permits are available in the Parking and Commuter Services office (located in FCB 107). For questions, please call Parking and Commuter Services at: (760) 750-7500.

Daily Rates (Yellow & Blue Pay Stations accepts cash and credit cards.)

Pay stations accept 1's, 5's, and quarters.

Pay Stations are located in parking lots B, C, F, J, K, and X.

Students may utilize parking meters located in lots, B, C, E, K, O, & L. Daily permits should be displayed face up on the dashboard of the vehicle so they are clearly visible from the outside of the vehicle; the date and time information should be displayed and clearly visible from outside of the vehicle. A citation may be issued if the permit is not properly displayed.

Mail Boxes

Your graduate student mailbox is located in the EDS Graduate Leadership Computer Center at UCSD, Pepper Canyon Hall, Third Floor, room 374. Please be sure to check it regularly.

E-Mail Accounts

UCSD - New incoming Educational Leadership Graduate Students must obtain a UCSD E-mail account from Academic Computing and Media Services (ACMS). The ACS office is ROOM 2113. Applied Physics and Math Building, Muir Campus 858-534-4060 or for more detailed questions, 858-534-4061. Hours: 10 am–3:30 pm, Monday–Friday, E-mail: acms-help@ucsd.edu. You may apply for an email at: <https://sdacs.ucsd.edu/~icc/index.php>

Even if you currently have an E-mail account, you must also obtain a UCSD E-mail account, which can be automatically linked to your current account. Your email is the first and main way the program has to contact you. Without a UCSD account link you risk missing important waiver and deadline information.

CSUSM - Email is provided free of charge to every registered student. Instructors frequently give out assignments, advice, and other information via e-mail. Campus information is also sent via e-mail. To obtain a CSUSM e-mail account, go to the Student Technology Help Desk located at the 2nd floor entry of Kellogg Library. Hours of operation are Monday through Friday, from 8 am – 9 pm and Saturday through Sunday from 10 am – 5 pm. The number of the office is (760) 750-6505.

PLEASE INFORM MELISSA WOLF, EDS (mawolf@ucsd.edu) OF ANY CHANGE IN YOUR E-MAIL PERSONAL EMAIL ADDRESS. We must have a current E-mail address for you at all times.

The Joint Doctorate Program faculty use Moodle online learning platforms as a tool in many of the classes. Support for this on-line learning tool is provided by CSUSM Instructional Technology Services. It provides a dedicated email function specific to a given class, as well as other features that will be explained during your orientation. Faculty using this tool will provide you

with instructions. In order to navigate Moodle platforms with reliability and ease, you will need a laptop (specification to be discussed at orientation).

MOST IMPORTANT:

All electronic messages should be crafted with professionalism and care. Electronic correspondence (e-mail and on-line discussion) is a part of our professional world now and is often the easiest way to communicate. Remember that e-mail and on-line discussions are a very specific form of communication, with their own form of nuances and meanings that often communicate more than the sender originally intended. Please be mindful of all e-mail and on-line discussion messages that you send to your community as a whole.

In addition, should you have a concern with an electronic message sent to you, please speak face-to-face with the sender to correct the confusion. You and the other party will be so very pleased that you did.

See the ACMS "Students" website: <http://acms.ucsd.edu/students/> for information on several useful topics including how to connect your computer to the internet, printing services, names and locations of computer labs, where to get help, and tips for off-campus ISP users.

UCSD ACMS Help Desk, (858) 534-3227.

Academic Computing Services (ACMS) <http://acms.ucsd.edu/students/>

CSUSM Student Technology Help Desk (STH), (760) 750-6505.

2013 Kellogg Library

email: sth@csusm.edu website: <http://www.csusm.edu/iits/support/studenthd>

UCSD TritonLink

<http://tritonlink.ucsd.edu>

By using your Student ID and PAC you can access TritonLink. Here are some of the features available to students on TritonLink.

❑ View your billing statement and make payments.

By choosing the yellow button labeled *Billing and Payment*, you can determine how much you owe the University and see your account transactions for the last thirty days and prior periods. You can also see your Billing Statement and make an electronic payment. You will not be able to graduate if you have a hold on your account for any unpaid bills or a delinquent account. Be sure to keep up to date. If you have extreme financial difficulties be sure to contact one of the JDP Directors for assistance.

❑ View your financial aid information.

You can view detailed information about your application for financial aid, including: academic progress for financial aid, preliminary aid, eligibility, application status, documents needed, award letter status, award amounts, scheduled disbursements, and loan statuses and amounts.

❑ **Verify your residency status for tuition purposes.**

Use the *Where do you want to go?* pull-down menu, and select *Residency Information*. This page also provides links for Residency information for new students and instructions for change of classification for continuing students.

❑ **Update your Addresses (mailing and E-MAIL), Emergency Contacts, and Directory Publishing Restrictions.**

All of this information can be reached by using the yellow button labeled *Addresses*.

View your academic history, classes and wait lists, weekly planner majors, and holds.

Tritonlink Availability

You can access TritonLink from anywhere you have a connection to the internet: via on-campus labs, network connections located in on-campus housing, dialing in through UCSD modem pool, or through an off-campus Internet Service Provider (ISP). Schedule of Classes, Student Directory, and general information are available 24 hours/day. Personal data is pulled from the real-time database (Academic History, Addresses, Billing Statements, WebReg, etc.) and is available 7am – midnight daily. (Access on weekends and holidays is subject to computer maintenance schedules and cannot be guaranteed.) Read the Help page for more information on availability.

On occasion, you may experience delays in TritonLink response. Certain periods during the quarter place heavy demands on the servers such as Registration, Add/Drop, and end-of-term. We are continually optimizing and enhancing the servers to meet the increasing Web-access needs of the campus. The overnight hours are required to handle backups and batch processing on this database, and the system does not currently allow real-time access to TritonLink to occur simultaneously. When back up and batch activities are completed, access is restored.

Ed.D. CATALOG DESCRIPTIONS

EDS 280/EDLD 705 RE-Thinking Leadership (4 quarter units)

Catalog Description: This course will present the evolution of leadership thought and theory, with an emphasis on the distinction between, and inter-relatedness of, effective management and leadership. The ethics of leadership practice and epistemological perspectives of emerging leadership styles will be explored, and students will have opportunities to reflect on the nature of leadership as it is practiced in educational settings. Applying critical, self-reflective leadership practice through structured activities is also an element of this course.

EDS 281/EDLD 710 Leadership for Learning (4 quarter units)

Catalog Description: This course will explore various models of curriculum and instruction in response to student learning needs. It also will examine models of school organization and the

leader's role and responsibility in developing a school culture that promotes student achievement, using evidence-based decision making. A major emphasis will be on evaluating research upon which theories and practice are based.

EDS 282/EDLD 715 Leadership for a Diverse Society (4 quarter units)

Catalog Description: This course will address theories and practices for achieving schools and classrooms that are informed by and built around the participation of diverse communities and cultures. The emphasis in this course is on how leadership intersects with socio-historical and socio-cultural theories that suggest the organization of schools and instruction is critical to student inclusion and outcomes. A basic premise of this course is that a socially just learning theory begins with using all of the resources and knowledge of families, communities, and cultures in formulating policy and practice.

EDS 283/EDLD 720 Leadership for Organizational Change (4 quarter units)

Catalog Description: This course will present multiple theories of organizational change, explore group processes and identify models of decision-making, and analyze human motivation theories. Establishing and nurturing a purpose-driven organization, while dealing with competing demands, will be discussed. A major emphasis in this course is on people as agents of change and creating high quality ethical and productive workplaces where employees can achieve success and satisfaction, while advancing the mission of the educational organization.

EDS 284/EDLD 725 Leadership for Organizational Development (4 quarter units)

Catalog Description: This course will investigate the skills and dispositions needed for students to lead the development of learning organizations. Faculty will teach and model concepts of working with people within educational organizations and programs. Emphasis will be placed on individual's team development and facilitation, organizational communications, adult learning, and professional development.

EDS 285/EDLD 730 Leadership for the Future (4 quarter units)

Catalog Description: This course addresses interdisciplinary influences on leadership practice within learning organizations. Contributions from scholars in futures studies will be used to explore topics such as long-rang planning, demographic trends, technology, and brain theory.

EDS 291 AB/ EDLD 770 AB Leadership Research Practicum AB (2,2 quarter units)

Catalog Description: Students use their placements in local schools and educational settings to examine leadership research and practice topics raised in the Leadership core courses and Research and Evaluation Design Courses. (S/U grade permitted) This is a two course sequence.

EDS 286AB/ EDLD 740 AB Advanced Topics in Leadership AB (4,4 quarter units)

Catalog Description: This course explores topical issues in the field of leadership. It focuses on recent developments that have broad implications for research and practice in educational leadership. Course topics will vary each time the course is offered.

EDS 287ABC/ EDLD 750 ABC Educational Research and Evaluation Design ABC (4,4,4 quarter units)

Catalog Description: This course integrates a variety of social and behavioral science perspectives and research methodologies in examining topics of central relevance to education. Students have opportunities to design and apply to educational research questions on a variety of methodologies including: experimental and quasi-experimental survey, interview, ethnographic, case study, video data analysis, and discourse analysis methods. This is a three course sequence.

EDS 288 ABC/ EDLD 760 ABC Advanced Research and Evaluation Methods ABC (4,4,4 quarter units)

Catalog Description: This course addresses more advanced topics in research design and methodology. Students hone the requisite research skills to conduct dissertation research. Students gain varied hands-on experiences in collecting and analyzing data relevant to schooling, as well as learn how to develop, manage, and analyze large data files. Students create a research agenda and develop skills needed in proposal writing: development, organization and coherence, conceptualization of research design, and attention to audience and writing style. This is a three course sequence.

EDS 299/ EDLD 794 Dissertation Research (4,4,4,4,4,quarter units)

Catalog Description: Directed research on dissertation topic for students who have been admitted to candidacy for the Ed.D. degree. (S/U grade)

EDS 289ABCD/EDLD 796 ABCD Dissertation Writing Seminar ABCD (4,4,4,4 quarter units)

Catalog Description: This seminar provides an opportunity for doctoral candidates to present and critique in-progress dissertation research and writing. Topics addressed also will include writing for professional publications and presenting research findings to varied audiences. This is a four course sequence.

EDS 290/EDLD 792 Dissertation Research (S/U grade only) (1-12)

Catalog Description: Supervised research studies with individual topics selected according to students' special interests. Students will develop a research proposal appropriate for M.A. thesis, begin to gather and analyze data.

EDS 292/ EDLD 785 Qualifying Paper Preparation (4 quarter units)

Catalog Description: This course will provide students with time, resources, and guidance for the purpose of developing a review of literature on a student-related topic, which typically becomes the focus of the dissertation research project. Students will be expected to use a variety of research tools in order to discover and identify relevant information. (S/U grade permitted)

EDS 294AB/EDLD 798 AB Colloquium on Educational Leadership (2,2 quarter units)

Catalog Description: Program faculty and visiting lecturers present leadership research in progress. The colloquium series serves as a forum to discuss current research in educational leadership. (S/U grade permitted) This is a two course sequence.

EDS 286AB/EDLD 740 AB Advanced Topics in Leadership (4,4 quarter units)

Catalog Description: This course explores topical issues in the field of leadership. It focuses on recent developments that have broad implications for research and practice in educational leadership. Course topics will vary each time the course is offered. This is a two-course sequence.

THE GRADUATE STUDENT HEALTH INSURANCE PLAN (SHIP)

The Student Health Insurance Plan (SHIP) is a comprehensive plan affiliated with a preferred provider network requiring written referral from the Student Health Service (SHS) staff. It provides a full range of medical services, including in/out patient services, specialty care, emergency care, hospitalization and mental health care, as well as pharmacy, dental and vision coverage. Enrollment is mandatory for graduate students unless a waiver is obtained. Since most EDS students are full time employees with health insurance, to not be double billed, you must secure a wavier.

Information the waiver can be found here: <http://studenthealth.ucsd.edu/ucshipwaiver.shtml>

Students already covered by health insurance, which was in effect prior to acceptance as a graduate student at UCSD, may qualify for a waiver of the mandatory SHIP if the benefits are equal to or better than SHIP benefits. A listing of required documents is available from the Student Insurance Office at SHS. Approved waivers are effective for the current academic year. If you wish to waive out of SHIP for subsequent academic years, a new waiver application will need to be submitted by the appropriate deadline date each academic year. A list of current deadlines can be found on the SHS website. If You Do Not File The Waiver By the Listed Deadline, You Will Automatically Be Charged, THERE IS NO APPEAL.

Student Health Services (SHS) is located in University Center; tel: (858)534-2123; Regular Hours: M, W, F 8am – 4:30pm, T, Thu (9am-4:30pm). Quarter Breaks/Summer: Regular hours,

but closed between 12:00 - 1:00pm. SHS is closed weekends and holidays. Website: <http://studenthealth.ucsd.edu>

The Student Health Insurance Plan (SHIP) covers after-hours care only in cases of emergency. Visit the Student Health Services website for complete details of benefits, co-payments, deductibles, exclusions, waiver requirements, and limitations:

Premiums are assessed and paid with registration fees. Spring SHIP coverage continues automatically through the summer quarter. Information on separate health insurance plans for dependents is available at SHS. The State of California also offers dependent care insurance.

SEXUAL HARASSMENT POLICY

The Education Leadership Program strongly reaffirms UCSD and CSUSM's commitment to creating and maintaining a harassment-free community. Specifically, we will not tolerate sexual harassment, and such behavior is prohibited both by law and by UCSD and CSUSM policy.

Please notify your instructor or dean if you feel any situation or problem has occurred.

The University of California system wide Policy on Sexual Harassment is available online at: <http://www.ucop.edu/ucophome/coordrev/policy/PP021006Policy.pdf>.
UCSD's Sexual Harassment Complaint Resolution Procedures are available online at: <http://adminrecords.ucsd.edu/ppm/docs/200-10.pdf>.

The California State University of San Marcos system wide Policy on Sexual Harassment is available online at http://www.calstate.edu/HR/er_sh.shtml

STUDENTS WITH DISABILITIES

CSUSM – Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor to discuss needs. <http://www.csusm.edu/dss/>

UCSD – Students are approved for services through the Office for Students with Disabilities (OSD), voice and TTY (858) 534-4382. <http://disabilities.ucsd.edu/>

STUDENTS WITH SPECIAL ABILITY/NEEDS

Equitable educational consideration and appropriate accommodation is the right of every student in the Educational Leadership Program. Many students have different abilities (mobility, sight, hearing, documented learning challenges, first language/English as a second language) and are requested to contact their primary professor at the earliest point in time. The program and the instructor will make every effort to accommodate the students' needs. Both campuses have a Disabled Student Services offices, technology in the computer labs and other services available, as part of reasonable accommodation for special needs students. CSUSM also has the Writing Center that may be of assistance to all students, especially those with special needs.

APPEAL PROCEDURE FOR EDUCATION LEADERSHIP GRADUATE STUDENTS

The Education Leadership program faculty is responsible for evaluating the academic performance for all of the students within the program. The faculty engages in a series of complex assessments to reach a comprehensive performance evaluation for each student. The appeal procedure is considered confidential unless both the student and the faculty member agree otherwise. The appeal procedure:

1. Present your case directly to the faculty member(s) involved. Most issues are resolved at this stage after all of the facts have been reviewed.
2. If you still feel your grievance has not been resolved to your satisfaction, make an appointment with the Program Directors at one or both campuses, to review the situation. If warranted, an ad hoc review committee comprised of faculty from both campuses will be constituted to perform a review of the case.
3. If your grievance has not been resolved to your satisfaction, you may:

For denial of admission: Within two weeks of the admission denial letter date, submit a written request to the Education Studies Director, for a second interview with a subcommittee comprised of the co-directors of the Education Leadership Program. The letter should contain a statement outlining why re-consideration is warranted. If still unsatisfied, within two weeks of the review findings letter date, you may submit a written appeal to the Dean, Graduate Studies, UCSD.

For appeal of a course grade: Submit a written appeal to the Director of Education Studies, UCSD. If the grievance is still not resolved to your satisfaction, submit a written appeal to the CEP Subcommittee on Grade Appeals at UCSD. There are submission deadlines that must be adhered to. Details on these deadlines are in the UCSD General Catalog. At CSUSM, for a grade appeal, consult Dr. P. Stall, Associate Dean.

For denial of recommendation of Doctor of Education: Within two weeks of the recommendation denial letter date, submit a written appeal to the Dean, Graduate Studies, at UCSD.

The Education Leadership Program is confident that you will be successful in your pursuit of your doctoral degree. We hope you will not find it necessary to employ the appeal procedure, but if you do find it necessary and you have questions about the appeal process, please feel free to discuss them with the Joint Doctoral Program Directors or the Director of Education Studies at UCSD or the Dean at CSUSM.

ACADEMIC HONESTY AND INTEGRITY OF SCHOLARSHIP POLICIES

All Joint Doctoral Program students are expected to adhere to standards of academic honesty and integrity, as outlined in the CSUSM Student Academic Honesty Policy and UCSD Policy:

http://www.csusm.edu/policies/active/documents/academic_honesty.html

<http://students.ucsd.edu/academics/academic-integrity/index.html>

It is expected that all oral and written assignments will be original work. Any idea or materials that are utilized from another source must have all of the appropriate references for that original source. Students using quoted material must mark with quotes such material and cite the sources. Examinations are to be completed honestly by the student.

There will be no tolerance for infractions. Please bring any perceived infractions to the attention of the instructor who reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the universities. Actions are delineated in the policies referenced above.



There is always time for a cup of coffee and a chat with an instructor.

ATTENDANCE POLICY

The Educational Leadership Program is exploring theories of leadership, reflecting on practice and solving problems together through the cohort model. Attendance is critical. As we promote system-thinking and inquiry-based problem solving in our learning opportunities, we require all of our professional students to be on time and present at each class meeting. Attendance expectations apply to all instructional activities, in class, on-line and at other events included in course syllabi. In a cohort model each student counts for the success of the whole!

Students are expected to have read assigned materials by the date indicated in the syllabus and should be prepared to discuss readings individually or in variously structured groups.

UCSD EMERGENCY NUMBERS

Medical Emergencies, Police Fire, Rescue	911
or to reach UCSD emergency response from a cell-phone	(858) 534-HELP (4357)
Campus Emergency Status Information Line	(888) 308-8273
UCSD Thornton Hospital Emergency Room (on campus)	(858) 657-7600
UCSD Medical Center (Hillcrest)	(619) 543-6400
Mental Health Crisis Line*	(800) 479-3339
UCSD Psychological Services	(858) 534-3755
http://caps.ucsd.edu/ - students	
UCSD Student Safety Awareness Program	(858) 534-5793
http://studentsafety.ucsd.edu .	
UCSD Office of Students with Disabilities	(858) 534-4382
http://www.ucsd.edu/current-students/academics/disability-services/	
Rape Crisis Hotline*	(888) 385-4657
Poison Information*	(800) 222-1222

*24 hour lines

UCSD QUICK REFERENCE

Admissions - Office of Graduate Services	(858) 534-3555
Bookstore	(858) 534-3149
Campus Operator	(858) 534-2230
Disabled Student Services	(858) 534-4382
Financial Aid & Scholarship	(858) 534-4480
Help Desk (Student Health)	(858) 534-3300
Library	(858) 534-3336
Parking and Transportation Services	(858) 534-4223
Registration and Records	(858) 534-3150
University Police	(858) 534-4357

Mailing Address

UCSD – EDS

9500 Gilman Drive #0070

La Jolla, Ca 92093-0070

Website: <http://eds.ucsd.edu>

CSUSM EMERGENCY NUMBERS

Police Emergency Number	911
Adult Protective Services	(800) 523-6444
Alcoholics Anonymous	(760) 758-2514
American Trauma Society	(800) 556-7890
Battered Women's Shelter & Hotline	(619) 234-3164
Crime Victims Hotline	(619) 688-9200
Domestic Violence Information Line	(619) 234-3164
Drug Abuse Information/Reference	(800) 668-4357
EYE Counseling & Crisis Center	(760) 747-6281
Libre 24-Hour Domestic Violence Hotline	(760) 633-1111
Narcotics Anonymous	(800) 479-0062
National Domestic Violence Hotline	(800) 799-SAFE
North County Counseling Center	(760) 758-1092
San Diego County Crisis Line/ Suicide Prevention	(800) 479-3339
STD Hotline	(800) 277-8922
Women's Resource Center 24-Hour Crisis Line	(760) 757-3500

CSUSM QUICK REFERENCE

Admissions (Cougar Central)	(760) 750-4848
Bookstore (University Store)	(760) 750-4730
Campus Operator	(760) 750-4000
Disabled Student Services	(760) 750-4905
Financial Aid & Scholarship	(760) 750-4850
Help Desk (Student)	(760) 750-6505
Library	(760) 750-4340
Parking and Transportation Services	(760) 750-7500
Registration and Records	(760) 750-4814
University Police	(760) 750-4567

Mailing Address

333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001

Website: www.csusm.edu

ADMINISTRATIVE STAFF

CSUSM, School of Education

Patricia L. Prado-Olmos
JDP Co-Director
(760) 750-8799 pprado@csusm.edu

CSUSM, Student Services

Andi Shibata
Student Affairs Officer
(760) 750-4292 ashibata@csusm.edu

CSUSM, Office of Graduate Studies

Becky Eberwein
Administrative Support Coordinator, Research
(760) 750-4029 lcollins@cssusm.edu

UCSD, Education Studies

Frances Contreras
JDP Co-Director
(858) 534-5344 contrerasf@ucsd.edu

Melissa Wolf
Graduate Coordinator
(858) 822-2177 mawolf@ucsd.edu

UCSD, Office of Graduate Services

Sara Hogue
Graduate Academic Affairs
(858) 534-6977 shogue@ucsd.edu

Cal State San Marcos Faculty Biographies:
http://www.csusm.edu/education/FacultyStaff/faculty_directory.html

UC San Diego Faculty Biographies: <http://eds.ucsd.edu/graduate/edd-el.shtml#facultystaff>

USEFUL RESOURCES

CSUSM's Institutional Review Board (IRB) for the Protection of Human Subjects

<http://www.csusm.edu/gsr/irb/>

UCSD's Human Research Protections Program (IRB)

<http://irb.ucsd.edu/>

UCSD's Graduate Student Handbook

<http://ogs.ucsd.edu/student-affairs/graduate-student-resources/graduate-student-handbook/>

UCSD's Instructions for Preparation and Submission of Doctoral Dissertations and Master's Theses

http://ogs.ucsd.edu/_files/academic-affairs/Dissertations_Theses_Formatting_Manual.pdf

UCSD's Dissertation Submission Site

<http://www.etdadmin.com/cgi-bin/school?siteId=66>

Automatically forwarding your UCSD e-mail to another email account that you check regularly

<http://acms.ucsd.edu/students/email/redirect.html>

Keeping your UCSD e-mail account after you leave

<http://blink.ucsd.edu/Blink/External/Topics/Policy/0,1162,17332,00.html>