

# SJSU

# EdD LEADERSHIP PROGRAM



# DISSERTATION HANDBOOK

# **Dissertation Handbook**

DOCTOR OF EDUCATION (Ed.D.) PROGRAM

IN EDUCATIONAL LEADERSHIP

SAN JOSÉ STATE UNIVERSITY

*This Handbook is a guide to the dissertation process for doctoral students enrolled in the Ed.D. program at San José State University. It does not constitute a contract and is subject to change at the discretion of SJSU Ed.D. Program.*

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## 1. Introduction to the Doctoral Principles, Journey, and Dissertation Process

The purpose of this *Handbook* is to outline the steps leading to the development of the *Dissertation* and the steps of the process itself. It is the student's responsibility to prepare the *Dissertation* in accordance with the instructions in the SJSU *Dissertation Manual Format and Evaluation Guidelines for Dissertation Preparation*. Students should consult the Publication Manual of the American Psychological Association (APA) 7<sup>th</sup> edition, (henceforth referred in this *handbook* as the APA Manual) as the writing style. All Ed.D. dissertations will be submitted in digital format through ProQuest's ETD Administrator module.

This *handbook* sets forth the requirements for the preparation and submission of the *Dissertation* for the Doctoral Program in Educational Leadership at San José State University. The doctoral journey consists of six primary components: a) coursework, b) preliminary comprehensive literature review, c) dissertation research proposal, d) Institutional Review Board (IRB) document, e) final dissertation document, and f) dissertation oral defense.

Literature Review → Dissertation Proposal → IRB → Dissertation → Oral Defense

Doctoral students complete *coursework* to further develop their critical thinking skills, analytical writing skills, and knowledge of district-level leadership and organizations in order to understand and address current critical issues in Pre K-20 urban schools. All doctoral coursework is critical to the students' development of their dissertations. Therefore, it is expected that each student satisfactorily complete all required coursework prior to defending the *Dissertation Proposal*.

The purpose of the Preliminary Literature Review is to provide a context for the research and to demonstrate its importance based on the problem demonstrated via the literature as well as the gap in the literature. The *Dissertation Proposal* is a comprehensive narrative, which explains the significance of the student's dissertation research problem, review of the relevant literature, theoretical or conceptual framework, and research methods selected to study the topic. The *Dissertation Proposal* requires a formal meeting between the student and the dissertation committee, in which the student has the opportunity to present his/her proposal and receive feedback. Once the study is approved the student completes and submits the IRB document to the Office of Research at SJSU.

The capstone of the doctoral program is the *Dissertation and the Oral Defense* of the dissertation. The *Dissertation* is a scholarly document that demonstrates a student's ability to conduct research on a problem within a local context. The *Oral Defense* assesses the candidate's command of the field and his/ her ability to deliver the information in an organized manner. In sum, the *doctoral Dissertation* and the *Oral Defense* of the dissertation are *culminating* experiences that demonstrate the scholarly practitioner's ability to solve problems of practice, and to exhibit the doctoral candidate's ability "to think, to perform, and to act with integrity" (Shulman, 2005).

The following Dissertation Milestones chart provides a list of steps and activities that students, in coordination with the dissertation Chair and committee, are expected to follow in order to successfully complete all the dissertation requirements.

## 2. Dissertation Milestones

Step	Task	Semester
Topic Development <i>Student becomes familiar with:</i>	Literature in the area of proposed or potential topic interest.	Years 1 and 2
	Theoretical framework and conceptual models that have guided the research in the selected topic of interest.	
	Previous research conducted in topic area.	
	Methodologies used in research in the selected topic of interest.	
Dissertation Research Topic Identification	Student should seek advice to ensure that his/her topic of research will be manageable in scope and possible to complete within the time frame of the program.	Spring, Year 1
Preliminary Literature Review	Student will complete preliminary literature review as part of EDD 591B. Successful completion required to move forward.	Spring, Year 1
Dissertation Committee	Dissertation Chair is identified.	Fall, Year 2
	Two Dissertation Committee Members selected from SJSU full time tenure and tenure track faculty and third member from outside SJSU and from P-20 educational system or workplace.	Year 2
	Student meets with Dissertation Chair to review research topic, and develop a timeline for the completion of the dissertation.	Spring Year 2 Summer Year 3
Dissertation Research Proposal	Student successfully defends research proposal before Dissertation Committee Members.	Spring Year 2
	Dissertation Chair and committee members complete documentation for the successful defense of the dissertation proposal and submits to the Ed.D. Director.	
Institution Review Board (IRB)	Student completes SJSU IRB application with Dissertation Chair (and possibly with committee members).	Spring Year 2
	Student submits completed IRB application and all supporting documents to IRB Program Coordinator for approval.	Spring Year 2/ Summer Year 3



Dissertation Writing	Student completes chapters 1-5 of the dissertation with feedback from Chair and committee members	Ongoing, Year 3
Oral Defense of Dissertation	With completed draft of dissertation, student completes dissertation defense scheduling form and submits to Ed.D. Program to schedule defense two before date of defense. Copy of completed draft of entire dissertation must be sent to all committee members at least two weeks prior to holding defense.  Student defends dissertation and makes all changes required by the Committee. All Committee member signatures required on the Dissertation Approval Form.	Year 3
Submit Final Copy and Signed Paperwork to Graduate Studies for Dissertation Format Review and Publication	After successful defense and all required signatures and changes in place, dissertation and paperwork is submitted to Graduate Studies for final format review (See Master's Thesis and Doctoral Dissertation Guidelines at: <a href="http://www.sjsu.edu/gup/gradstudies/thesis/index.html">http://www.sjsu.edu/gup/gradstudies/thesis/index.html</a> )  After final approval by Graduate Studies, dissertation is uploaded to ProQuest.	<i>Proquest</i> deadline listed on Graduate Studies website.

### 3. CPED Guiding Principles

The Ed.D. program at San José State University is a member of the Carnegie Project on the Education Doctorate (CPED). There are six CPED working principles agreed upon by member organizations. These principles are woven, to greater or lesser extent, throughout the Educational Leadership Ed.D. experience. They are as follows.

The Professional doctorate in education:

1. Is framed around the 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 complex 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.

## 4. Preparing for the Dissertation

The *Dissertation* needs to be written using advanced, clear written communication skills, correctness, and organization. While the successful completion of a *Dissertation* is emphasized for earning an Ed.D., it is only one of the requirements. It is the student's responsibility to understand and satisfy all of the requirements of the doctoral program and of the university. Ultimately, the student remains responsible for the caliber and integrity of his or her doctoral work. The next sections will describe the steps, other than the coursework, necessary to successfully complete the Educational Leadership Doctoral Program at SJSU. For coursework information please refer to Student Guide.

### 4a. Dissertation Research Topic

Candidates are encouraged to pursue dissertation topics that are of personal relevance and significance; however, a candidate needs to ensure that the topic is researchable and original. It is wise to avoid topics that are overly ambiguous, challenging, and esoteric. It is also recommended that the student seek the advice of his/her advisor and qualified individuals who share similar research interests to ensure that the research is manageable in scope and possible to complete within the time frame of the doctoral program.

While students are encouraged to pursue dissertation topics that are of personal relevance and significance, the Dissertation Committee reserves the right to determine whether a student's proposed area of study is sufficiently relevant to the vision and mission of the doctoral program. In sum it is recommended that a student select a topic that is workable, is appropriate to the doctoral program, and makes an original contribution to the field of K-20 education.

One area of concern that often comes up in selecting dissertation research topics has to do with students' desire to study their own schools and districts. While access to participants at one's local site may be more feasible, the decision to study one's own site or district raises ethical concerns that the student and advisor need to consider. The positional authority of the researcher, as an administrator or teacher leader, raises the issue of potential bias of responses and implied coercion of participation. Even when participation is voluntary and identity is masked, ethical concerns are raised as to who benefits most from the research, researcher or participant. While it is possible to mitigate some of these concerns, they should be explicitly discussed with the advisor before making the decision to move forward with the research and IRB approval.

## 5. Preliminary Literature Review with Theoretical or Conceptual Framework

The *preliminary literature review with theoretical or conceptual framework* will demonstrate the student's knowledge and understanding of the research topic. A review of the research involves an exploration of primary and secondary resources, library databases, and sample dissertations. Such a review allows the student to better understand what other scholars and researchers have published on a particular topic of interest. The written review of the literature will include a critical appraisal of these resources, identifying unanswered questions or insufficiently addressed areas of the literature. The theoretical or conceptual framework emerges from this review.

Students are expected to write the preliminary review of the literature in the EDD 591B course during the spring of year one. They will complete the final literature review in the course EDD 591C during the spring of year two. Prior to taking these courses, students will meet with their respective program advisor and craft a problem and/or research question(s), and literature review and theoretical or conceptual framework to support an initial inquiry into the question(s) posed. The literature review will include the following:

#### Introduction

In this section the topic is introduced, and groundwork is laid as to the direction of the study. This section should be used to engage the reader about the issue, topic, or population under study. The student should also become familiar with a variety of research methods. For Recommended Research Methods Resources see Appendix A.

#### Research Questions/Statement of the Problem

The research questions or statement of the problem needs to be specific and stated clearly. The statement should be applicable to the student's future research interests.

#### Review of Related Research

The review must evaluate and describe landmark studies, and the work of prominent scholars in the area of the selected topic. The student should make succinct and precise conclusions based on the review. Insights into the problem are appropriate. This section needs to build in a logically organized way so that the readers understand all perspectives of the problem, its history, current status, and importance.

In sum, the review should possess the following characteristics:

- Incorporates a wide variety of relevant data sources. Analogous as well as directly related studies are included.
- Draws upon the most recent knowledge base available.
- Comprehensiveness yet tempered with selectivity.

#### Theoretical or Conceptual Framework

The presentation of the theoretical framework for a study should posit a vantage point through which the student will view the problem and situate future research within the context of the field's theoretical themes. In keeping with the program theme, the researcher should identify the leadership implications of his or her work.

#### Writing

Writing should be clear and succinct. The student incorporates the active voice when appropriate and supports ideas with examples. The document needs to be free of spelling, grammar, and punctuation errors.

#### Preliminary Research Design

The formative research design is the initial articulation of the students' research methods. The intent of the formative research design is to identify the key terms and relationships within which the research problem/questions will be formulated and considered.



Formatting

The *preliminary literature review* is expected to be in the range of 20-25 pages in length, excluding appendices. The document must be written following the APA 7<sup>th</sup> edition format.

## 6. Other Models and Approaches

Students interested in pursuing other research formats are encouraged to discuss their ideas with their advisor/committee. It is incumbent on the student (with input from the advisor) to make explicit the roadmap, which the project will follow, and to outline the evaluative criteria to be used at the dissertation's completion.

## 7. Human Subjects to the Institutional Review Board (IRB) Documents

IRB procedures protect the rights and welfare of research participants and assure their informed consent to research procedures and assurance of ethical treatment of participants in research projects. Research that involves human subjects cannot begin prior to the full approval from the *SJSU Institutional Review Board (IRB)*. In compliance with The National Commission for the Protection of Human Rights and the Code of Federal Regulations 45 CFR 46, all research projects involving faculty, staff, or students — either as investigators or as participants — must be submitted to the *SJSU Institutional Review Board (IRB)* for review prior to data collection.

After the successful completion and approval of the dissertation proposal, students wishing to conduct research involving human subjects are required to review the policies and procedures for research involving human subjects for SJSU. Students will draft the IRB document during the spring of the second year. They will complete the application under the direction of the dissertation Chair. When completed, the student will submit his or her completed application and all supporting documents for review to the University IRB office. If data from human subjects are collected or accessed prior to obtaining all necessary IRB approval, that data is deemed invalid.

## 8. Dissertation Research Proposal

The *Dissertation Proposal* is foundational to the dissertation manuscript. With modifications and additions as appropriate, in general, typical content that comprises *Chapters 1-3* of a standard dissertation is used as the basis for the *Dissertation Proposal*. The purpose of this proposal is to describe the research idea, critically explore the multiple perspectives in the literature, and present a discussion on the appropriate methodology to conduct the inquiry. In this proposal the student demonstrates his/her understanding of both the topic area and the methodologies involved in conducting the research project.

The proposal should follow the most recent version of the *SJSU Format and Evaluation Guidelines for Dissertation Preparation* (see graduate studies requirements at [www.sjsu.edu/gradstudies](http://www.sjsu.edu/gradstudies) and at <http://www.sjsu.edu/cgs/docs/Thesis-and->

[Dissertation/ThesisForms/2017\\_Thesis\\_Guidelines.pdf](#)). Students are expected to complete the *Dissertation Proposal* in the course EDD 591C during the spring of year two.

The proposal includes a title page, an abstract, an introduction, review of the literature, theoretical or conceptual framework, proposed methodology, and a reference page. It is important to remember that the chapters in the proposal are sequential and aligned with each other. The proposal's key elements are listed as follows:

#### Title

The title of the proposal, and later of the dissertation, should be a succinct summary of the topic and needs to include key terms that readily identify the scope and nature of the study.

#### Abstract

The abstract is a brief summary (250–350 words) of the *Dissertation* project's area of investigation. It should reflect the current issue in the field and raise research questions suggested by findings in the current literature. In addition, the student should briefly describe the proposed methods and expected conclusions.

#### Table of Contents

The table of contents for the proposal lists all of the elements of the proposal with accompanying page numbers. These elements generally include: Abstract, Table of Contents, and Statement of the Problem, Review of the Literature, Methodology, Appendices, and References.

#### Chapter One: Introduction and Statement of the Problem

This section provides a general introduction to the area of study and presents the problem to be investigated in the study. The purpose of the study needs to be clearly stated and describe the following: The unresolved issue in education

- b. The significance of the problem
- c. The justification for investigating the problem
- d. An explanation of the importance of conducting a study to help resolve that issue
- e. Initial definitions for important terms and concepts likely to be used throughout the proposal

#### *Background and Role of the Researcher*

All research proceeds from a particular set of a priori assumptions, theoretical perspectives, firm opinions, and/or personal experiences related to the research topic. Such biases are not weaknesses in the research. Nevertheless, researchers should be reflective about their work and foreground the assumptions, perspectives, opinions, experiences, and so on, that shape the study. At a minimum, researchers need to “pay careful attention to their own and others’ racialized and cultural systems of coming to know, knowing, and experiencing the world” (Milner, 2007, p.338). These factors inform the researcher’s choices during the study as well as the interpretation of findings.

Chapter one also includes specific research question(s) to be addressed by the dissertation study.

#### Chapter Two: Review of the Literature

This section is about what other researchers or theorists have found. All work needs to be cited. Introduce the following concepts/themes at the beginning of this section and later discuss them in the same order they were presented (create a roadmap for the reader).

- Presents the literature review in a highly organized manner.
- Synthesize reading and focuses on details relevant to researcher's own work.
- Places the topic in the context of previous research.
- Provides a scholarly review of the works of others that focus on selected literature pertinent to the subject
- Maintains a focus on the problem or issue in the study

This section should also include a review of literature on the proposed Research Design or research method(s), which assist in presenting a thorough review of the literature that allows for a broader understanding of the research topic.

Finally, this section includes a discussion of the Theoretical or Conceptual Framework that will guide this study. In the development of the framework, an explanation regarding the choice of framework for the proposed study should be made, along with the philosophical assumptions that make this choice appropriate.

#### Chapter Three: Research Design and Methodology

The methodology section describes in detail how the study will be conducted. The information presented typically employs future tense because the work has not yet been done. This section includes the following.

##### *Purpose of the Research*

This is also the context in which the study will be conducted and which will guide its design. This section is typically divided into labeled subsections that include:

- *Research Design:* Due to the many different research design options that are available, a concise description of the approach and design that will be used in this study should be discussed. The researcher should provide details appropriate to the type of research undertaken. Different details will be important to different types of research. If, for instance, the project involves surveys, the researcher should describe the survey instrument used and explain its design. If instead the research is qualitative, the researcher should describe the dates, times, and length of observations and the choice of location.
  - *Rationale:* A discussion and justification of the selected research design presents an opportunity to explain the methodology that informs the design choice in terms of the research problem(s) identified.

- *Description of the Setting:* This section provides an opportunity to describe the Context and/or Setting in which the study will take place.
- *Data to be Collected and Collection Strategies:* This section describes what kinds of data will be collected and how the data will be collected. Typical procedures include tests and other measurements, surveys, interviews, observations, transcriptions of conversations, etc. The greater detail provided will help committee members understand exactly what is being proposed.
- *Data Analysis:* The research questions and methodology proposed will largely determine which data will be collected and how it will be analyzed. The researcher should describe in detail the analytic procedures that will be used to both analyze as well as interpret the data. Students typically reference statistical analysis procedures (for quantitative studies) and coding of text to develop narrative themes in more descriptive and qualitative studies.

### *Appendices*

Appendices of the proposal should include data-collection tool(s), consent form, letter of introduction to the participants, questionnaire(s), survey form(s), etc., and other materials that document important components that would be too lengthy, awkward, or distracting to include within the text.

### *References*

The reference list at the end of the proposal should include only works cited in the text of the proposal. Special attention should be given to ensure appropriate citations of sources. The APA Manual provides guidance on formatting and referencing sources.

## 8a. Evaluation of the Dissertation Research Proposal

Upon completing all coursework, each student will complete a dissertation proposal and formally present the proposal to his/her doctoral committee, including the Chair, another member of the SJSU tenured or tenure-track faculty, and a 3rd non-SJSU member of the committee selected from the field in which the student works. It is expected that all committee members will have a terminal degree.

The *Dissertation Proposal* requires a formal meeting by the student and committee, in which the student has the opportunity to present his/her proposal and receive feedback. In order to move forward and achieve candidacy, the Dissertation Committee must formally (in writing) approve the *Dissertation Proposal* and willingness to support the student's movement to accomplish the research proposed.

While suggestions for improving the proposal are typical, the committee must ultimately decide if the proposal is sufficiently developed as a roadmap of what is to be accomplished in the dissertation research. At this stage, the Committee has three options: 1) to approve the student moving forward to the dissertation; 2) to approve the student moving forward with revisions as stated in the approval; and 3) to require that the student submit a revised dissertation proposal at a separate meeting of the dissertation committee. All students will have two chances to successfully defend the *Dissertation Proposal*. Successful completion of the dissertation proposal is required for a student to move to the next phase of the program, the dissertation.

## 9. Candidacy

A doctoral candidate is a student in good standing who is deemed ready to start a dissertation study. Formal advancement to candidacy is based on the student successfully defending his/her proposal. However, before the student can defend the proposal he/she needs to have satisfactorily completed all coursework to date.

## 10. The Dissertation Committee

In consultation with one's advisor, each doctoral candidate will form the dissertation committee, which consists of three members: 1) dissertation committee chair (a core EdD faculty), 2) one tenured or tenure-track SJSU faculty member, and 3) one member from outside the university, typically from the workplace, including schools, districts, and other organizations. The 3<sup>rd</sup> member is also required to have a terminal degree from an accredited institution of higher education.

The doctoral student benefits greatly from the input and support of faculty members and is not expected to work in isolation. Dissertation committee members constitute a range of expertise that is pertinent to the student's topic under study and the methodology likely to be studied. Committee members advise the candidate throughout the process in areas appropriate to their expertise and interests. Members will also comment on written materials developed by the candidate when these are presented in a timely manner. Committee members are also responsible for evaluating and approving both the Dissertation Proposal and the completed Dissertation. At the conclusion of the dissertation proposal hearing, the dissertation committee members and student are expected to complete the [Dissertation Proposal Hearing Form](#), which should be submitted to the Ed.D. Office along with Dissertation Committee Form. Both, as well as additional forms, can be found on the Ed.D. website under [Student Forms and Resources](#).

## 11. The Dissertation

As soon as the proposal and the IRB are approved, the students will formally begin to write the dissertation (see Dissertation Milestones on page 5). With modifications and additions as appropriate, in general, the *Preliminary Literature Review* and the *Dissertation Proposal* are used as the basis for the Dissertation. Students will begin writing these documents in the course EDD 591B and EDD 591C. Students are expected to complete the full dissertation between September and March of the third year.

The dissertation is a scholarly document written for professionals in a specific field of study. A dissertation typically ranges from 80 to 200 pages of text. Dissertations may consist of various research designs; however all research projects for the purpose of a dissertation should add to the field and include the production of new knowledge. For the Dissertation Guidelines go to the Master's Thesis and Doctoral Dissertation Guidelines at the Graduate Studies website [http://www.sjsu.edu/cgs/docs/Thesis-and-Dissertation/ThesisForms/2017\\_Thesis\\_Guidelines.pdf](http://www.sjsu.edu/cgs/docs/Thesis-and-Dissertation/ThesisForms/2017_Thesis_Guidelines.pdf).



## 12. Development of the Dissertation Manuscript

With modifications and additions as appropriate, in general, the *Dissertation Proposal* is used as the basis for the first chapters of the Dissertation. For example, the proposal's *Preliminary Literature Review* is likely to need updating. Care should be taken to ensure that the proper grammatical tenses are used in the final document and verbs should be in the past tense as opposed to the narrative from the proposal which tends to be in the future tense. Students should reference the SJSU Master's Thesis and Doctoral Dissertation Guidelines found at: <https://www.sjsu.edu/cgs/current-students/thesis-and-dissertations/thesis-dissertation-guide.php>.

In general the *Dissertation* will include five chapters. The first three chapters draw extensively from the *Preliminary Literature Review* and it is expanded in the *Dissertation Proposal*. These documents serve as the basis of chapters I, II and III; it is expected that students will continue to update these sections until completion of the dissertation.

**Chapter IV** is typically the presentation of findings. Students are expected to explain the findings of the inquiry/research to the reader. Students should limit the discussion in chapter IV to the presentation of findings. Interpretations, implications and applications should be presented in chapter V.

**Chapter V** provides an opportunity for the student to discuss the meaning of the findings. Typically students will include sections such as: a) conclusions, b) recommendations for future research, c) implications for educational leadership and policy, d) applications to practice and e) reflections.

## 13. Dissertation Oral Defense

The *Oral Defense* of the dissertation has several purposes. The defense is a presentation of a student's research findings and conclusions to the dissertation committee for review, comment and eventual approval. It is also an opportunity for the greater University and P-20 communities to learn about the significance of the research findings. Lastly, members of the University faculty and P-20 community are afforded time to interact with the student.

Ultimately, the dissertation Chair, with recommendation from the committee members, decides when the manuscript is ready for defense. Once the candidate has completed the research process, written a penultimate draft of the dissertation, and had its final version reviewed by dissertation committee members at least two weeks before the scheduled oral defense of the final dissertation draft, the student—in collaboration with the dissertation Chair—shall submit a Scheduling of the *Oral Defense* of the dissertation form at least two weeks prior to the *Oral Defense* (see *Student Handbook*). Once again, all dissertation committee members are required to have a copy of all written materials at least 10 working days prior to holding the oral defense.

### 13a. Defense Procedures

Working with the Chair, the student will submit a Scheduling of *Oral Defense* of the dissertation form to the Academic Coordinator at least two weeks prior to the Oral Defense. The defense will be scheduled on the SJSU campus and publicized to the greater University and P-20 communities. The student may invite interested parties to the event. The student should prepare

an abstract of the dissertation research for the audience. The purpose of this formal meeting is: (1) to examine and assess the quality of the dissertation, (2) to evaluate the ability of the student to present research, and (3) to provide an opportunity to share the research with the campus community.

The Chair of the dissertation committee leads the defense meeting in which the candidate presents and defends the dissertation to the dissertation committee, other faculty, and individuals in attendance. After the Chair introduces the committee members, including the doctoral candidate, the candidate is expected to provide an overview of the research, which highlights significant aspects of the work. Generally this includes the student summarization of each chapter in the dissertation.

The actual *Dissertation Defense* presentation by the candidate is usually no more than 30 minutes in length. The defense needs to include a description of the study's purpose and significance, the research question(s), the methods (research design and analysis), implications for practice, and recommendations for future studies.

Following the defense presentation, the committee members will ask questions. Once concluded, other faculty members and guests may be provided with the opportunity to ask questions. The committee may pose further questions. Following any questions the Chair will ask the audience, and the candidate to exit the room to provide the committee the opportunity to discuss the candidate's dissertation and defense. The committee will make a decision to a) approve with no revisions or minor revisions, b) provisionally approve with major revisions, or c) not approve. Once completed, the Chair invites only the student to return and informs the student of the decision.

If the committee makes a decision of "approve" or "provisional approval", the Chair delineates the required steps for revisions. If the decision is "not approved," the candidate and Chair should work together on a plan for completion, which requires another dissertation defense.

Unanimous agreement of the Dissertation Committee is required for approval of the dissertation and recommendation that the Ed.D. degree be conferred. When the committee and Chair have approved the final document, including changes from the defense, members of the dissertation committee then sign the candidate's signature page of the Dissertation Committee Approval Form. The Chair submits relevant documents to the doctoral program director for signature, with a copy of the approved dissertation and signature page to the Office of the Associate Dean for Graduate Studies for processing.

### 13b. Publication

In the course EDD 591C, students will learn how to prepare their *Dissertation* for E-filing with the appropriate ProQuest's ETD Administrator.

## 14. Academic Honesty

SJSU and the Department of Educational Leadership highly value honesty and integrity. Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy S07-2](#), located at

<http://www.sjsu.edu/senate/docs/S07-2.pdf>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

It is recognized that the *Dissertation* needs to be an original work of the candidate and the reuse of previous research, master's thesis, publications, etc., is not acceptable. All previous work must be cited according to the APA 7<sup>th</sup> edition manual. The presence of plagiarism may result in dismissal from the program.

## 15. Appendix: Examples of Research Methods Resources

### **Quantitative:**

Babo, G. & Elovitz, L. (2015). *Quantitative Data Analysis Using Microsoft Excel: A School Administrator's Guide*. Ypsilanti, MI: NCPEA Publications.

Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational research: An introduction* (8th Ed.). Boston: Pearson.

Quirk, T. (2012). *Excel 2010 for Educational and Psychological Statistics*. New York, NY: Springer Publishing.

Warner, R. (2013). *Applied statistics: From bivariate through multivariate techniques* (2nd ed.). Thousand Oaks, CA: Sage Publications.

### **Qualitative:**

Charmaz, K. (2014). *Constructing grounded theory*. Thousand Oaks, CA: Sage Publications.

Clark, V., & Creswell, J. (2008). *The mixed methods reader*. Los Angeles: Sage Publications.

Creswell, J. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Los Angeles: Sage Publications.

Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, California: Sage Publications.

Green, J., Camilli, G., & Elmore, P. (2006). *Handbook of Complementary Methods in Education Research*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

James, E. A., Milenkiewicz, & Bucknam, A. (2008). *Participatory action research for educational leadership*. Los Angeles: Sage Publications.

Johnson, R. B., & Onwuegbuzie, A. J., (2004, October). Mixed methods research: A research paradigm whose time has come. *Educational Researcher* (33), 7, 14-26.

Patton, M. (2002). *Qualitative research & evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Robinson, V. & Lai, M. K. (2006). *Practitioner research for educators*. Thousand Oaks, CA: Corwin Press.

Schwandt, T. (2007). *The Sage dictionary of qualitative inquiry* (3rd ed.). Thousand Oaks, CA: Sage Publications.



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