

DISSERTATION MANUAL

EDUCATIONAL LEADERSHIP FOR SOCIAL JUSTICE

DOCTOR OF EDUCATION (Ed.D.) PROGRAM



DEPARTMENT OF EDUCATIONAL LEADERSHIP COLLEGE OF EDUCATION AND ALLIED STUDIES

This handbook is a guide to the dissertation process for California State University East Bay Educational Leadership for Social Justice doctoral students. It does not constitute a contract and is subject to change at the discretion of CSUEB Department of Educational Leadership. This revised version of the dissertation handbook supersedes all previous versions.

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Introduction

Introduction to the Doctoral Journey and Dissertation Process

This manual sets forth the requirements for the preparation and submission of the dissertation for the Doctoral Program in Educational Leadership for Social Justice at California State University East Bay. The doctoral journey consists of 6 primary components: a) the coursework, (b) two Qualifying Examination Papers, (c) the Formal Proposal, (d) the proposal defense, (e) the Dissertation and, (f) the Oral Defense of Dissertation.

The student completes coursework to further develop his or her 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-12 urban schools. All doctoral coursework is critical to the student's development of his or her dissertation. Therefore, it is expected that the student satisfactorily complete all required coursework. (See Student Handbook)

The capstone of the doctoral program is the Dissertation and the Oral Defense of the Dissertation. However, prior to this major event, students must satisfactorily complete a) the First Qualifying Examination paper, b) the Second Qualifying Examination Paper, c) the Formal Research Proposal, and, d) the Oral Defense of the Research Proposal. The purpose of the Qualifying Examination papers are to assess the student's ability in synthesizing theory and practice and requires the student to draw upon the knowledge and skills developed during the coursework. The Formal Research Proposal is the first formal document students' write as part of the dissertation process. The capstone event, the Doctoral Dissertation and the Oral Defense of the Dissertation are designed to evaluate the student's capabilities as a scholar and researcher in educational leadership.

Purpose of the Manual

The purpose of this handbook is two-fold: to clarify the steps leading to the development of the dissertation and the steps of the dissertation process itself.

It is the student's responsibility to prepare the dissertation in accordance with the instructions in the CSUEB "Format and Evaluation Guidelines for Dissertation Preparation". Students should consult the most recent edition of the Publication Manual of the American Psychological Association (APA), (henceforth referred in this handbook as the APA Manual) as the writing style.

It is expected that every dissertation will demonstrate advanced written communication skills and demonstrate clarity, correctness, and organization. The student may want to consider the employment of a professional editor in the final editing of the dissertation.

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.

Qualifying Examination Papers

The qualifying examinations are written exams completed in the fifth and seventh quarter of enrollment in the doctoral program. Each qualifying paper is a cumulative representation of the student work reflecting major themes and topics of the program. Students are required to submit: Qualifying Paper 1 during Quarter 5, and Qualifying Paper 2 during Quarter 7. (See Student Handbook)

Qualifying Examination Paper 1: Defining an Educational Issue

During the 5th Quarter, students will develop an analysis of a critical issue in urban public schools.

QUALIFYING EXAM 1 PROMPT

Write an in-depth discussion of a problem you have identified that you may want to investigate through your dissertation study. Clearly identify the problem and state the central features that, in your view, make this problem area of great relevance to schools and the communities they serve. Discuss the importance of the problem in the context of PK–12 education.

By focusing on a well-defined issue, the paper is assessed according to following criteria:

Definition of the Problem

- Provide an in-depth examination of the problem
- Provide the detail context in which the problem exists
- Identify, define, and explore the problem from multiple perspectives
- Support all claims with factual evidence and the literature

Development and Support of the Problem

- Development of the educational problem is supported by strong and compelling evidence
- Discussion of theories, policies and/or practices accurately represents the current dilemma
- Accurate and compelling insights and observations of the problem is supported by the literature
- An in-depth understanding of the literature as it relates to the problem is shown

Data Presentation and Interpretation

- Data, both qualitative and quantitative, are coherently presented and integrated effectively into the narrative
- Data presented accurately support, prove, and/or clarify the evidence presented

Quality of the Argument

- The analysis and use of the literature builds a coherent, logical, and compelling argument as to the significance of the educational problem
- The argument is logically reasoned, and persuasive
- Argument challenges one's perceptions and beliefs

Organizational Structure

- Paper demonstrates the employment of the current APA Manual style.
- Paper is well-crafted

Criteria and Standards for Qualifying Examination Paper 1 Rubric

EDUCATIONAL LEADERSHIP FOR SOCIAL JUSTICE			
Criteria and Standards For Qualifying Examination Paper 1			
	Meets Standard	Approaching Standard	Below Standard
Definition of the Problem	The problem is thoroughly examined and content shows an in-depth understanding of the problem. The problem is defined using multiple perspectives to explore the complexities of the problem and challenges own perceptions and beliefs.	The problem is examined and content shows limited understanding of the problem. The problem is defined using a limited perspective and the problem is superficially explored.	The problem is vague and limited in scope. The problem is defined solely on own personal opinion or experiences
Development and Support of the Problem	Evidence is compelling and strongly supports ideas. The breadth and depth of information is accurate, representative, and current. Insights and observations are perceptive, creative, and interesting.	Evidence may be sufficient, but ideas are not well supported. Information may have substance, but require further elaboration or clarification.	Evidence is lacking, not valid, and/or credible. Information is unsubstantiated.
Data Presentation and Interpretation	Data are clearly presented. Examples, explanations, and description accurately clarify and support/prove the point(s). Excellent integration of data into sentences and/or paragraphs	Data presented are limited. Interpretations of examples, explanations, and descriptions interpretation may be unclear. Integration of data has a tendency to be “plopped in” to sentences and /or paragraphs.	Data presented is vague. Data are unsupported, and/or incorrect. Data is poorly integrated into sentences and/or paragraphs.
Quality of Argument	Arguments are explored in-depth using examples, data and/or references that challenge one’s own perspectives and beliefs. Reasoning is logically compelling, consistent, and highly persuasive.	Arguments are general explorations using limited examples, data and/or references that somewhat challenge one’s own perspectives and beliefs. Reasoning is questionable and/or inadequate at times.	Arguments are superficially explored and examples, data, and/or references support a bias in perspectives and beliefs. Reasoning is illogical and/or inconsistent.
Organizational Structure	Demonstrates knowledge of APA Manual style. Clear, logical creative expression and well-crafted sentences are consistent. Paragraphing is coherent and consistent with the ideas being presented.	Demonstrates some knowledge of APA Manual style. Most ideas are clearly expressed. Paragraphs are generally coherent, but noticeable and distracting errors interfere with content.	Demonstrates little knowledge of APA Manual style. Ideas and points are difficult to comprehend. Paragraphs are poorly organized or unfocused and ideas and points are difficult to comprehend. Numerous errors throughout the paper.

Qualifying Paper 2: The Prospectus

During the 7th Quarter, a critical assignment in EDLD 8025 is the prospectus. The prospectus is a document that provides students with preliminary information on one's dissertation focus area and serves as the basis for the formal research proposal. Submitted at the end of the 7th, Quarter, EDLD 8025 will assist students to:

- Ensure that the student identifies and succinctly explains an educational issue or problem relevant to K-12 education;
- Provide facts as to why addressing this issue or problem is essential;
- Discuss briefly the previous research conducted in relation to the identified issue or problem;
- Discuss thoroughly, the theoretical frameworks and/or conceptual models, or the lack thereof in the literature that have been used to address the educational issue or problem;
- Develop a question or series of questions appropriate to addressing the issue, problem, and/or a gap in the literature

Qualifying Exam 2 Writing Prompt

Define an issue that you are considering as a possible dissertation topic. Describe how this issue relates to local community, school, and/or district needs, particularly with respect to equity and social justice. Explore, critique, and synthesize how this topic has been conceptualized and researched using various perspectives. Draw from the body of work (literature, data analyses) you have developed from throughout the program.

By focusing on critical analyses of the issue and clarity in writing that adheres to the most recent APA Manual guidelines, the student's submission is assessed according to the following criteria:

Definition of an Educational Issue

- Problem Statement and Background includes:
 - A carefully constructed statement of the central educational problem or issue based on the results of previous reviews of research literature
 - Context of the issue and what needs to be studied by describing two or more factors (variables)
 - A logical argument for the need to address this issue with relevance to the area of practice supported by evidence
 - Evidence that provides justification that this educational issue or problem is meaningful to the professional field
 - Use of three to five key citations that highlight the relevance and currency of the problem
 - The overall purpose or intention of a possible study: including the research question to be answered

Development and Support

- A significant portion of this paper is focused on an in-depth exploration, analysis, and discussion of the theoretical framework(s) and conceptual model(s) that have guided scholars in the understanding of the educational issue or problem identified.
 - The problem is articulated within the context of a theoretical base or conceptual framework
 - Through the research, scholarly literature and lenses of perception, ideas are organized around an exploration and/or the emergence of:

- Themes
- Concepts
- Context

Data Presentation

- Relevant data, that accurately clarifies, supports, or highlights key assertions of the urgency of the issue or problem, are well-integrated into the text
 - Relevant data present in the literature, that supports the significance and urgency of the issue or problem, are referenced
 - Relevant data from the district, county, state, and/or nation, that supports the significance and urgency of the issue or problem, may also be referenced

Quality of the Argument

- An important aspect of the prospectus provides a discussion that addresses the following:
- How might this research support professional practice and allow for practical application
- How might the potential findings contribute to positive change in schools and schooling

Research Question(s)

- Clearly state a question or a series of related questions that have emerged from the review and appropriate for addressing the defined issue or problem

Preliminary Data Collection Method(s)

- Discuss the methodological approach that would provide answers for the stated research question(s)
- Provide ideas for the content and structure of the data collection tool
- Provide preliminary ideas as to how, through data collection, each question will answered

Limitations

- This section concludes with preliminary ideas on the possible limitations, challenges, and/or barriers that may need to be addressed in order to explore this educational problem/issue, as well as the approach chosen to answer the question(s)

Organizational Structure

- Paper presents clear, logical, and well crafted sentences and paragraphs
- Paper includes only those references cited. All references must be formatted in the correct current APA Manual style

Criteria and Standards for Qualifying Examination Paper 2 Rubric

EDUCATIONAL LEADERSHIP FOR SOCIAL JUSTICE			
Criteria and Standards For Qualifying Examination Paper 2			
	Meets Standard	Approaching Standard	Below Standard
Definition of the Problem	The problem is thoroughly examined and content shows an in-depth understanding of the problem. The problem is defined using multiple perspectives to explore the complexities of the problem and challenges conventional perceptions and beliefs.	The problem is examined and content shows limited understanding of the problem. The problem is defined using a limited perspective and the problem is superficially explored.	The problem is vague and limited in scope. The problem is defined solely on own personal opinion or experiences.
Development and Support of the Problem	Evidence is compelling and strongly supports ideas. The breadth and depth of information is accurate, representative, and current. Insights and observations are perceptive, and interesting.	Evidence may be sufficient, but ideas are not well supported. Information may have substance, but require further elaboration or clarification.	Evidence is lacking, not valid, and/or credible. Information is unsubstantiated.
Data Presentation and Interpretation	Relevant data from the literature and the proposed context to be analyzed are clearly presented Data examples, explanations, and description accurately clarify and support/prove claims. Excellent integration of data into sentences and/or paragraphs.	Relevant data from the literature and the proposed context to be analyzed are limited and superficial Interpretations of examples, explanations, and descriptions may be unclear. At times, data are poorly integrated into sentences and /or paragraphs.	Data presented from the literature and the proposed context to be analyzed is vague and/or irrelevant. Data are unsupported, and/or incorrect. Data are poorly integrated into sentences and/or paragraphs.
Quality of Argument	Arguments are explored in-depth, using examples, data and/or references that challenge conventional perspectives and beliefs. Reasoning is logically compelling, consistent, and highly persuasive.	Arguments are general explorations, using limited examples, data and/or references, that somewhat challenge conventional perspectives and beliefs. Reasoning is questionable and/or inadequate at times.	Arguments are superficially explored and examples, data, and/or references support a bias in perspectives and beliefs. Reasoning is illogical and/or inconsistent.
Organizational Structure	Demonstrates knowledge of current APA Manual style. Sentences and paragraphs are consistently clear logical expressions and well crafted, and consistent with the ideas being presented.	Demonstrates some knowledge of current APA Manual style. Most ideas are clearly expressed. Paragraphs are generally coherent, but noticeable and distracting errors interfere with content.	Demonstrates little knowledge of APA Manual style. Sentences and paragraphs are poorly organized or unfocused and ideas and points made are difficult to comprehend. Numerous errors appear throughout the paper.

Dissertation Research Topic

Before the student achieves candidacy, the student already has strong areas of interest that can be developed into a dissertation project. However, converting an area of interest into a researchable project is often the most daunting step in the dissertation process. It is imperative that the student seeks the advice of 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. It is possible that the student's research idea emerges out of these discussions.

The student should not simply choose a topic because it is convenient or because it is an issue being addressed in the workplace. The student should avoid conducting research that only examines his or her place of work in order to avoid researcher bias, especially when conducting quantitative research. Further, it is never ethical to conduct research where one has any type of authority over the participants and participants may believe that participation is not voluntary in nature.

While students are encouraged to pursue dissertation topics that are of personal relevance and significance, the department 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. It is recommended that a student select a topic that is workable, is appropriate to the doctoral program, makes an original contribution to the field of K-12 education, and has the potential to fill a "gap" in research. (See Quality Indicators)

Quality Indicators

Quality Assurance	Indicator
<i>Has a meaningful problem or gap in the research been identified?</i>	Meaningful: <i>Given the previous exploratory and confirmatory research (or lack thereof) on this topic, is the problem or issue addressed the next logical step</i>
<i>Is evidence presented that this issue or problem is significant to the professional field?</i>	Justified: <i>Relevant statistics and evidence, documentable discrepancies, and other scholarly facts points to the significance and urgency of the problem or issue</i>
<i>Is the problem framed to enable the researcher to either build on or counter previously published findings on the topic?</i>	Grounded: <i>Articulates the problem within context of a theoretical base or conceptual framework</i>
<i>Does this study have potential to make an original contribution to the field of this study?</i>	Original: <i>Addressing the problem should result in an original contribution to the field of urban education</i>
<i>Does this study have potential to affect positive change in practice?</i>	Impact: <i>The anticipated findings should have potential to support the mission of ELSJ mission</i>
<i>Can a systematic method of inquiry be used to address the problem or issue?</i>	Feasible: <i>The proposed methodology demonstrates that the researcher has considered the options for inquiry and has selected an approach that has potential to address the problem</i>
<i>Do the various aspects of the prospectus align overall?</i>	Aligned: <i>The nature of the study should align with the problem or issue, research question(s), and proposed approaches to inquiry</i>
<i>Is the topic approached in an objective manner?</i>	Objective: <i>The framing of the problem should not reveal bias or present a foregone conclusion</i>

The Dissertation Research Proposal

The dissertation proposal is foundational to the dissertation manuscript. Its purpose 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 proposing a project, the proposal demonstrates that the student has a command of both the topic area and the methodologies involved in conducting the research project. The proposal should follow the most recent version of the CSUEB Format and Evaluation Guidelines for Dissertation Preparation.

In EDLD 8086, the student will be guided to bring together the knowledge, skills and insights to develop a full dissertation research proposal. Coursework is designed to ensure the research design includes scholarly references, demonstrates a thorough understanding of research design and analysis, and clearly identifies the “gap” in literature that is being addressed with the research.

The proposal includes a title page, an abstract, an introduction, review of the literature, proposed methodology and a reference page. It is critical to remember that the chapters in the proposal are sequential and aligned with each other. Using the current edition of the APA Manual style, the proposal’s key elements listed below are the:

- **Title** — The title of the proposal, and later of the dissertation, should be a succinct summary of the topic and should include key terms that readily identify the scope and nature of the study. Unnecessary words such as “A Study of...” should be avoided.
- **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 list all of the elements of the proposal with accompanying page numbers. These elements generally include: Abstract, Table of Contents, Statement of the Problem, Review of the Literature, Methodology, Appendices, and References.
- **Section 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 by the study. The purpose of the study should be clearly stated and describe the following:
 - The unresolved issue in education
 - The significance of the problem
 - The justification for investigating the problem
 - An explanation of the importance of conducting a study to help resolve that issue
 - Initial definitions for important terms and concepts likely to be used throughout the proposal
- **Section Two: Review of the Literature** — The review of the literature:
 - Presents the literature review in a highly organized manner,
 - Places the topic in context of previous research,
 - Provides a scholarly review of the works of others that focus on selected literature pertinent to the subject, and
 - Maintains a focus on the problem or issue in the study.

The review of the literature should also include a review of literature on the proposed Research Design method(s) that 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.

This section concludes with the specific research question(s) to be addressed by the dissertation study.

- **Section Three: Methodology** — With the research questions framing the procedures for collecting and analyzing data, the methodology section describes in detail how the study will be conducted. The information presented will employ future tense because the work has not yet been done.

This section usually begins with an overview of the Purpose for the Research and the context in which the study will be conducted that will guide the design of the study. 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 design that will be used in this study should be discussed.
 - *Rationale*: A discussion and justification of the selected research design presents an opportunity to explain the rationale for the design choice in terms of the research problem(s) identified.
 - *Sample Population and Selection Criteria of Participants*: A discussion of the participants, the criteria for the selection of participants, and a description of the method that will be used to identify participants is discussed in this section.
 - *Description of the Setting*: This section provides an opportunity to describe the Context and/or Setting in which the study will take place.
 - *Measures/Instruments*: A detail description of the instrument(s) for data collection is critical. Careful attention should be given to the instrument(s) that will be used to collect the data that will answer the research question(s).
 - *Data Collection procedure(s)*: The design for data collection should provide a detail description of how the data will be collected and how the data to be collected will answer the research question(s).
 - *Methods(s) of Analysis*: The data analysis strategies should be described as it relates to the research question(s). Included is a justification of how the resulting data to be analyzed will help to resolve or address the research issue or problem(s) stated in the introduction.
 - *Limitations*: This section should end with an in-depth analysis of the anticipated limitations of this study. Limitations should include, but not be limited to the research design, the proposed instrumentation, bias that may be present in the selection of participants, the participant(s), and the researcher. Once the limitations are thoroughly discussed, strategies that will be used to minimize their impact should be explored.
- **Appendices** — Appendices of the proposal should include data-collection tool(s), consent form, letter of introduction to the subjects, 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 only include all works cited in the text of the proposal. Special attention should be given to ensure appropriate citations of sources. The APA Manual can provide guidance for ensuring accuracy in this.

Evaluation of the Dissertation Research Proposal

The Formal Dissertation Proposal is the first formal document a student writes as part of the dissertation. The dissertation chair will work with the student to refine the dissertation proposal and may seek input from committee members. Failure of the student to implement feedback can result in significant delays in the dissertation process.

Once satisfactorily completed, the dissertation chair will convene a meeting (with the student and committee members) to hold an oral discussion to examine the student’s ability to:

- Define the topic and discuss pertinent information of the topic
- Discuss the rationale for the chosen research design
- Discuss the participants, as well as the selection process
- Discuss the initial data collection instruments
- Discuss how the instrument will address the research question(s)
- Discuss potential limitations and strategies to minimize their impact

At the time of the examination, the committee will make suggestions for refinement of the research topic, question, design, and data collection tools. If the majority of the committee members feel that the student has met the standard for proceeding, the committee will signify this by signing the Application for Candidacy for the Doctoral Degree in Education, Specialization in Educational Leadership Form. Advancement to candidacy is based on the student successfully defending one’s dissertation proposal.

If the committee feels the study is not appropriate or well defined or that the student is not adequately prepared to complete the study, the student is required to revise and resubmit the dissertation proposal.

Criteria and Standards for Evaluating Dissertation Proposal Rubric

Criteria	Meets Standard	Does Not Meet Standard
Definition of educational issue	Proposal makes a convincing argument, including using multiple perspectives, to explain the significance of the topic to the local community, school or district.	Description of issue is, at times, vague, unsupported, and either very limited in scope or too broad to be reasonably researchable. One perspective dominates. The significance of the topic to the local community, school or district is unclear.
Use of Professional Literature	Literature is well chosen to explore the issue and present multiple perspectives that add to the significance of the issue.	Literature use is evident, but either limited in the scope or perspectives.
Research Design	The design addresses major components of the issue and is reasonable in terms of methodology and data instruments in order to provide triangulation of data.	Design does not address all significant areas of the issue or attempts to do too much. Methodology and/or data collection instruments may not be appropriate for setting or researchers resources.
Plan for Completion	A realistic timeline for completion of data collection, analysis and writing of the dissertation is included.	The timeline is either unrealistic in terms of time or resources required; or no timeline is included.
Committee Decision	May continue with dissertation work.	Must revise, resubmit and re-sit for examination.

Submission of Human Subjects to the Institutional Review Board (IRB)

Students wishing to conduct research involving human subjects are required to review the policies and procedures for research involving human subjects for CSU East Bay.

IRB procedures protect the rights and welfare of research subjects 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 CSUEB 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 CSUEB Institutional Review Board (IRB) for review prior to data collection.

After the successful completion of the proposal, the student will work with the dissertation chair (and possibly committee members) to begin the IRB process. Under the direction of the dissertation chair, the student will complete the University's IRB application.

Upon completing of the university's application, the student will then work with the ELSJ Program IRB coordinator to ensure the application and supporting documents are complete. Once approved by the ELSJ program IRB coordinator, the student will submit his or her completed application and all supporting documents for review to the University IRB. If data from human subjects are collected or accessed prior to obtaining all necessary IRB approval, that data is deemed invalid

Advancement to Candidacy

A doctoral candidate is a student in good standing that has been deemed ready to start a dissertation study. Advancement to candidacy is based on the student successfully defending one's proposal. However, before the student can be admitted to candidacy and move forward in the dissertation process, all coursework and qualifying examinations must be satisfactorily completed, in addition to the successful defense of the dissertation proposal. (See Student Handbook)

The Dissertation Committee

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 are called on to 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 work.

The Dissertation

Sequence of the Dissertation Manuscript

Dissertations may consist of various research designs; however all research projects for the purpose of a dissertation should include a rigorous production of knowledge.

Dissertation Page Descriptions Overview

- **Title Page** — The title page includes the title of the manuscript, the author, the university, and the date completed. The title should include the precise identification of the problem area, independent and dependent variables, and target population.
- **Abstract** — The abstract is a brief, comprehensive summary of the contents of the dissertation manuscript. The abstract should include an indication of the aim of the study, the method used and type of data collected, the main findings reached and the implications of these findings. It is recommended that the dissertation abstract does not exceed 350 words.
- **Dedication/Acknowledgements Page** — The acknowledgements page gives credit for external support received throughout the dissertation process by recognizing the contribution of committee members and others who have made important contributions influencing the writing and completion of the dissertation. It is a brief section that should express personal thanks to the individuals who have assisted you in your research work and the production of the dissertation. (However, do not break any confidentiality by identifying the subjects of your research.) The dedication, when included, should be brief and placed on a separate page preceding the acknowledgment page or at the end of the acknowledgment section on a separate page.
- **Table of Contents** — The Table of Contents lists, in order of appearance, the various chapters and subsections of the manuscript along with their page numbers. The table of contents should include the acknowledgement, list of tables, list of figures, chapter titles, references, appendix or appendices.
- **List of Tables** — The List of Tables lists, in order of appearance, all tables and the corresponding pages of each table.
- **List of Figures** — The List of Figures lists, in order of appearance, figures and the corresponding pages of each figure.
- **Chapters** — The chapter numbers should be written rather than in numerical form. The entire chapter title should be capitalized and centered. Titles longer than one line should be single-spaced; all contents of the chapters should follow the most recent edition of the APA manual.
- **Appendix or Appendices** — This section is reserved for supporting documents that is too large or too cumbersome to be placed in the body of the dissertation.
- **References** — This section is reserved for only materials cited in the manuscript

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 literature review is likely to need updating. Yet, the research question(s) and hypotheses should not be modified to match later findings. In addition, care should be taken to ensure that the proper grammatical tenses are used in the final document and describe the work in past tense as opposed to the narrative from the proposal described words in the future tense.

Referencing the CSUEB Format and Evaluation Guidelines for Dissertation Preparation, the following information presents a broad outline of the dissertation content expectations:

Chapter One: Introduction

The purpose of the introduction chapter is to provide the framework for the research. This chapter should create interest, provide a foundation for the problem that necessitates the research, identify the importance

of the research, and briefly introduce the research via a question(s). To eliminate redundancies throughout this chapter, attention must be given to the repetition of information.

The candidate needs to ensure that there is a clear relationship among the background, literature, the problem statement, the purpose of the study, and the research. To do so, the introduction contains several subsections as listed below:

- **Introduction** — The introductory section provides the rationale for the study as a whole and provides a brief overview of the current problem that the research study is addressing.
- **Background** — This section presents the student’s area of inquiry by laying out what is known about the issue from the published literature. The background section contains a discussion summary of the most relevant literature to provide the historical (e.g. how the problem has evolved over time), and the social (e.g. contexts) and theoretical (e.g. important variables, the theoretical concepts, and the principles underpinning the research) contexts for the research problem. The candidate should effectively link and relate the background of the study to the proposed research.

Questions that may be addressed in this section may include but are not limited to: What is the problem and why it is of interest? Who is affected by the problem? What research has been done to investigate or address the problem? How will the proposed research extend or refine the existing knowledge in the area under study? Who will benefit or use the proposed research?

- **Problem Statement** — The problem statement defines the issue that exists in the literature, theory, or practice that leads to a need for the study.

In a few paragraphs, the problem statement clearly summarizes the context for the study and the main problem the study seeks to address. It usually identifies the general problem, the specific problem, the focus of the research, and the population sample. Without being redundant, the problem statement draws from the background section to show that the proposed research is significant and relevant to the field.

- **Purpose Statement** — The purpose statement clearly and succinctly states the focus and intentions of the proposed research and should follow the problem statement. The statement usually begins with “The purpose of this study is…” It foreshadows the research questions and and/or hypothesis(es).

Note: Although brief in nature, both the problem statement and the purpose statement are two very important aspects of the manuscript. These statements support the importance of the study and identify the goal of the research. All proceeding aspects of the manuscript support and further expand upon the problem and purpose statements.

- **Significance of the Study** — The significance of the study section may be included in the purpose statement or be contained in its own section and includes a brief description of how/why the study is important. It contains a description of the contribution that the study makes to the knowledge base or discipline (e.g. How does it relate to other studies that are similar or that investigate the same issue?). All assertions in this section need to be well supported by the literature.
- **Research Question** — The proposed research question(s) need to be derived from the problem and purpose statements. A typical dissertation contains two to five research questions, with each question listed on a separate line. A well-formulated research question does the following:
 - Asks about the relationship between two or more variables
 - Is stated clearly in the form of a question
 - Is testable (i.e. possible to collect data to answer the question)
 - Does not pose an ethical or moral problem for implementation

- Is specific and restricted in scope (i.e. The aim is not to solve the world’s problem)
- Identifies exactly what is to be solved
- **Definitions** — Terms pertinent to the study should be defined and supported throughout this section by the literature.

Chapter Two: Review of the Literature

Chapter two is often the longest chapter of the dissertation and presents an overview the context of the literature in which the research is founded. The purpose of this chapter places the present study in context of previous research and presents the hypothesis and/or research question(s) and the relationship to these previous findings. The literature review also locates your study in the relevant field of inquiry and helps the student set out a framework for the research.

In addition, without being redundant, the purpose of the literature review section is to provide a tight synthesis (not a summary) of the existing knowledge on this topic and link this existing knowledge to the proposed study. Its purpose is also to provide a context for the research and to demonstrate the importance based on the problem demonstrated via the literature, as well as the gap in the literature. Again, attention must be given to possible redundancy of information from the previous chapter.

The subheadings for chapter two are comprised of at least four sections: a) the introduction, b) a theoretical or conceptual framework section, c) the related literature section, and d) a summary.

- **Introduction** — The introduction should provide a general explanation and overview of the chapter with links to the purpose of the study.
- **Related Literature** — The literature review is the argument for the significance of the study. It communicates what has been examined on the topic, what has not been examined or how understanding on the topic is still developing, and how this study can specifically address gaps in the existing literature. This section also grounds the proposed study in the relevant work that has been done in the field, and to give a clear sense of the candidate’s theoretical approach to the phenomena for the proposed study.
- **Theoretical Framework** — The theoretical framework section should provide the reader with a direct connection to the theories that will effectively guide the study. This section provides a detailed discussion of the theories utilized to analyze the evidence.
 - The section consists of a description of the theory, the origination and major theorist(s), and how the theory has advanced or informed the literature on the topic.
 - This section also includes a discussion how the study will contribute to the enhancement of such theories, new angles, or perspectives on the issue under study
- **Summary** — Without being redundant, Chapter two should end with a focused summary of what currently is known, what is not known, and how the study can specifically address gaps in the existing knowledge.

Chapter Three: Methodology

The purpose of the methodology chapter is to present the procedures, research design, and analysis for the research study. In this chapter, the candidate provides the reader with the details of what occurred during the execution of research. Descriptions in this chapter should be comprehensive and in sufficient detail as to permit the replication of the study. The methodology chapter contains the following sections:

- **Introduction and Purpose of the Study** — The introduction may begin with a brief statement of the nature and purpose of the study and may concisely describe the contents and organization to the chapter.
- **Research Design** — The chosen research design(s) should be consistent with the research question. In the design section, the methodology and research design is defined using the proper design descriptions in support of the rationale. The rationale for why the design is most appropriate for the study addresses what is the purpose of the design, when is it used, and why is it the most appropriate choice for the present study. The rationale also needs to be supported by research literature. The design of the study describes the way in which the study was carried out.
- **Research Questions** — This section is the same questions as found in chapter one.
- **Participants** — In the participant section, the population, the sample size, the type of sample, the sampling procedures (e.g. convenience sampling, etc.), and the sample characteristics should be explained. The sample selection procedures (who, what, when, where, how) need to be explained in enough detail for the study to be replicated. The actual sample size and the needed sample size for the chosen research design and analysis need to be specific. Participants of the study are also described in detail, and should include a description of the demographic information. The candidate should also include an in-depth discussion of how the sample was identified, who selected the sample, and how the study was introduced to the sample, including gaining participation.
- **Setting** — The setting of the study is described (e.g. school system, school, testing location, etc.) in this section. Real names for people, schools, and school districts should never be used. Use pseudonyms for people and descriptors when necessary.
- **Instrumentation** — In the instrumentation section, the instrument(s) that are used to measure each variable needs to be identified. The instruments may be tests, surveys, questionnaires, observational protocols, or other measurements. A description of each instrument must include its content, origin, and its appropriateness. If applicable, scoring information for the composite and subscales needs to be included (e.g. range of possible scores and interpretation of scores) as well as the validity and reliability statistics should be cited.
- **Procedures/ Data Collection** — In the procedures section, the details necessary to replicate the study are detailed. This will include, but not limited to, eliciting participants for the study, conducting a pilot study, administration of the procedures, gathering the data, and recording procedures. The procedures should be described in a chronological, step-by-step format. All procedural material should be included in an appendix.
- **Data Analysis** — In the data analysis section, the type of data analysis is identified and a concise rationale for the type of analysis is provided. The chosen statistical procedures should be consistent with the research questions, hypotheses, and type of data collected and answer, why is the chosen analysis the most appropriate choice to test the hypothesis? In addition, the candidate must discuss the statistical procedure to for each hypothesis, thus, organizing this section according to the research hypotheses.
- **Limitations of the Study** — Discussion of the study limitations in context of the threats to internal or external validity, as well as steps taken to limit the threat and how the limitation influenced the study.
- **Subject positioning** — Discuss the role, the position and factors influencing the researcher in relation to the population and the topic.

Chapter Four: Results/Outcomes

The purpose of this chapter is to present an analysis of the data. The introductory section makes clear why this study was worth doing. The chapter should begin with a brief restatement of the study purpose, along with a brief discussion of the chapter content. This chapter should be organized by a:

- Discussion of the results of the findings for each research question, and,
- Summary of the findings.

With quantitative data, the evidence comes in the form of summary statistics, graphs, tables, and probability tests and presented in the order in which the research questions and hypotheses were stated. With qualitative data, the candidate needs to provide a clear sense of the common themes that emerged from the research, the extent to which variation was found between respondents or observations, and examples to illustrate and justify the points.

The key point is that the data presented in both quantitative and qualitative data must provide a convincing case that what you said happened in the study actually happened. Interpretation of results is given in chapter five.

Chapter Five: Discussion/Conclusions and Recommendations

Chapter five provides the candidate an opportunity to discuss the findings of his or her research and tie together all the disparate threads of the study. It is also important to contextualize the findings of the dissertation in the literature. Chapter five consists of five sections:

- Summary of the Findings along with reminding the reader of the specific questions the study set out to examine is discussed
- A Discussion of the Findings in relation to each Research Question and the implications, in light of the relevant literature and theory, is thoroughly examined
- Implications for Practice give rise to recommendations for changes or improvement in policy or practice.
- Implications for Future Research and/or suggestions for further research is discussed

References

All references cited within the text must be listed in accordance with the most recent edition of the APA Manual and the CSUEB Format and Evaluation Guidelines for Dissertation Preparation. This section includes only works cited in the dissertation.

Appendices

Appendices contain supplementary or illustrative material or explanatory data too lengthy to be included in the text or not immediately essential to the reader's understanding of the text. *If numerous types of artifacts are included as appendices, each type should have a section labeled as Appendix A, Appendix B, etc. Materials that document important components of the dissertation should also be included.*

Criteria Standards for Dissertation Rubric

Criteria	Meets Standard	Approaching Standard	Below Standard
Definition of Educational Issue	A convincing argument that includes multiple perspectives defines an educational issue and explains the significance of the topic to the local community, school or district.	An educational issue is defined from a limited range of perspectives. Local community, school or district needs are mentioned but not explored in depth.	Definition of issue is, at times, vague, unsupported, and either very limited in scope or too broad. One perspective dominates. The significance of the topic to the local community, school or district is unclear.
Thoroughness of Literature Review	A convincing argument that includes multiple perspectives defines an educational issue and explains the significance of the topic to the local community, school or district.	A review of professional literature reports on major components of the issue and research design. Reporting on how various perspectives influence or define the issue is limited.	Literature use is evident, but either limited in scope or perspectives. The issue is not fully explored via the literature or the review does not support the research design
Effectiveness of Research Design	The design yielded a variety of types of appropriate data that supported a dynamic investigation of various aspects of the issue	The design and data collection were adequate to explore all aspects of the issue in general ways.	Design did not address all significant areas of the issue well. Data collection may not have yielded information that allowed for more than an obvious or cursory examination of the issue.
Precision of Data Analysis	Data presentation is thorough. Data interpretations are well presented, reasonable and accurate. Data presentation is used to further explore the issue and to build an argument for findings and recommendations.	Data presentations are clear. Interpretations are obvious. Data presentations review and extend knowledge about major components of the issue and provide a foundation for findings and recommendations.	Data presentation and/or interpretations are incomplete or imprecise. Data presentations stand alone as separate pieces and do not form a coherent exploration of the issue or provide a basis for findings.
Significance of Study	Conclusions and recommendations are clearly derived from the data analyses. The significance of the study is assessed and explored.	Reasonable conclusions and recommendations grow out of the data analysis.	Conclusions and recommendations are present although it may be difficult to follow the logic of how these flow from the data analysis.
Style and Format	Language, conventions and format model those used in scholarly and professional literature. The dissertation generally meets the guidelines for a professional publication.	Although minor errors in APA format may be present, the manuscript uses language, conventions, style and format that contribute to the comprehensibility.	Mostly follows APA style with some minor errors in citations or format. Some imprecise language is present. Some editing errors detract from the work.

Recommendation to Submit the Dissertation Manuscript for a Professional Edit

During the final revision process and prior to the defense, it is recommended that students obtain a professional edit of the manuscript. This may include a full edit, or may simply be an APA edit.

Dissertation Oral Defense Process

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 K-12 communities to learn about the significance of the research findings. Lastly, members of the University faculty and K-12 community are afforded time to interact with the ELSJ student/researcher.

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, has written a penultimate draft of the dissertation, and has had its final version reviewed by dissertation committee members, the student, working with the dissertation chair, shall submit a Scheduling of the Oral Defense of the Dissertation form three weeks prior to the oral defense. (See Student Handbook)

Pre-defense (Optional)

Two to three weeks prior to the defense, the dissertation chair may choose to schedule and conduct a pre-defense session to finalize all the defense details and to provide the candidate with an opportunity to complete a practice oral defense with the committee members.

Defense Procedure

Working with the Chair, the student shall submit a Scheduling of Oral Defense of the Dissertation form to the Academic Coordinator three weeks prior to the Oral Defense. The defense will be scheduled on the Hayward campus of the California State University, East Bay and publicized to the greater University and K-12 communities. The student should invite interested parties to the event. The student should prepare an abstract of the dissertation research for the audience.

The Chair establishes the specific outline of the student presentation to the dissertation committee. The Chair of the dissertation committee leads the defense meeting in which the candidate presents and defends the dissertation in the presence of the members of the dissertation, faculty, and other individuals who choose to attend. After the chair introduces the committee members, including the doctoral candidate, then 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 by the candidate is no more than 30 minutes in length. The defense needs to include a description of the study's purpose and significance, the research question, the methods (research design and analysis), implications for practice, and recommendations for future studies. The PowerPoint for the presentation should be used only as an aid.

Following the defense presentation, the committee members may ask questions. Once concluded, then other faculty members and guests will be provided with the opportunity to ask questions. The committee may pose further questions. Prior to the committee deliberation, the Chair will invite comments and questions that relates to the dissertation research from the audience. Following the 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 defense performance. Using the Dissertation Rubric for guidance (see appendix), the committee will make a decision. When completed, the chair invites only the candidate to return. The

candidate is brought back before the committee which shares its decisions and comments. Once completed, the chair will inform the student of the decision. The committee makes one of the following decisions:

Criteria and Standards for Evaluating Dissertation Oral Defense

Action	Criteria
Approved with no further or minor revisions	<p>The Oral Defense is satisfactory and the manuscript is accepted as submitted with copy editing revisions to be completed.</p> <p>The Dissertation Committee members sign two forms: Satisfactory Completion of Oral Defense form, and; Graduation Application for the Degree of Doctor of Education, Educational Leadership Form.</p> <p>At the Oral Defense, Dissertation Committee members may also sign the title page of the dissertation.</p>
Provisionally approved with major revisions	<p>The Oral Defense is satisfactory, but the need for substantive revisions of the manuscript is apparent.</p> <p>The committee members withhold signatures on all forms and the title page until changes have been made that satisfy the concerns of all members.</p>
Not approved with recommendations to revise dissertation or write a new dissertation	<p>The Oral Defense is judged to be unsatisfactory.</p> <p>The decision may be reached because the dissertation is judged to be acceptable but the student fails to present it satisfactorily or because the dissertation itself is unacceptable.</p> <p>Committee members do not sign any forms or the title page.</p> <p>Another Oral Defense will be scheduled when the Chair deems the student is prepared, manuscript is ready, and the committee members agree that the required remediation has been accomplished.</p>

If the committee makes the decision for “provisional approval” or “not approved,” the chair delineates the required steps for revisions and specifies a timeline for completion (usually 7-14 days). It should be noted, at the discretion of the chair and dependent on the number of revisions that need to be made, the candidate is encouraged have the manuscript professionally re-edited.

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. The chair submits the documents to the Academic Coordinator.

Publication

In EDLD 8012, students will be guided in preparing their dissertation for E-filing their dissertations for University publication.

Academic Honesty

CSU East Bay and the Department of Educational Leadership for Social Justice highly value honesty and integrity. (See University Policy for specific definitions, penalties, and processes of reporting.)

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 current edition of the APA manual.

The presence of plagiarism may result in dismissal from the program. (See Student Handbook)

Dissertation Benchmarks

Step	Task	When
Qualifying Exam 1	Student successfully passes Qualifying Examination I	Quarter 5
Topic Development	Student becomes familiar with literature in the area of proposed or potential topic of interest	On-going process
	Student becomes familiar with theoretical frameworks and conceptual models that have guided the research in the selected topic of interest	
	Student becomes familiar with previous research conducted in topic area	
	Student becomes familiar with the methodologies used in research in the selected topic of interest	
Qualifying Exam 2: Prospectus	Student successfully passes Qualifying Examination 2	Quarter 7
CITI	Student completes authorization to conduct research	Quarter 7
Dissertation Research Topic Identification	Student should seek advice to ensure that their topic of research will be manageable in scope and possible to complete within the time frame of the program	Quarter 5-7
Dissertation Committee	Dissertation chair is identified. (TBD: 2 Dissertation Committee Members selected, with one representative of K-12 educational system)	Quarter 7 & 8
	Student meets with Dissertation chair to review research topic, and develop a timeline for the completion of the dissertation	
Dissertation Research Proposal	In EDLD 8086, student will be guided in drafting a formal proposal for dissertation research.	Quarter 8
	Under the supervision of the Dissertation Chair, the student successfully complete a formal proposal for research	
	Dissertation Chair completes documentation for the scheduling of the Oral Defense of the Dissertation Proposal	
Proposal Oral Defense	Student successfully defends research proposal before Dissertation Committee Members	Quarter 8
	Dissertation Chair and committee members complete documentation for the successful defense of the dissertation proposal and submits to the Academic Coordinator	
Advancement to Candidacy	Upon successfully defending dissertation proposal and satisfactorily completing all required coursework, student advances to candidacy	Quarter 8
Institution Review Board (IRB)	Student completes CSUEB IRB application with Dissertation Chair (and possibly committee members)	Quarter 8
	Student submits completed IRB application and all supporting documents to ELSJ IRB Program Coordinator for approval	
	Student submits program approved IRB application and supporting documents to CSUEB IRB for full approval	