

CALIFORNIA STATE POLYTECHNIC  
UNIVERSITY POMONA



DOCTOR of EDUCATION DEGREE (Ed.D.)

EDUCATIONAL LEADERSHIP

QUALIFYING EXAMINATION

and

DISSERTATION GUIDE

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# Cal Poly Pomona State University

## Ed.D. in Educational Leadership

A written doctoral dissertation is the major benchmark required in Cal Poly Pomona's Educational Leadership Doctoral Program. All candidates complete a dissertation based on a review of the literature and original research on a problem of practice related to educational leadership, student achievement, and school improvement. The primary goal of the dissertation is to generate applied knowledge that contributes to the understanding and improvement of educational practices, policies, or reforms. The dissertation is a contribution to the field that demonstrates the candidate's scholarship, research skills, and insight into a particular problem. With its successful completion, we welcome the candidate into the community of scholar-practitioners who are dedicated to profound educational change.

The doctoral dissertation at Cal Poly Pomona is a significant scholarly work that uses rigorous research methods in the study of educational problems and practices and the application of problem-solving strategies. This handbook is meant to guide you through the steps in competing the dissertation process in the doctoral program:

1. Qualifying Examination
2. Dissertation Proposal
3. Dissertation Completion.

### DISSERTATION PROCESS SCHEDULE

The approximate schedule for the dissertation process in the third year of study for cohorts who began in fall is:

Spring/ Early Summer Semester:	Proposal defense and IRB Approval
Fall Semester:	Begin data collection
	Data collection and analysis
Spring Semester:	Complete writing of dissertation
	Dissertation defense
	Final formatting and submission

## CHOOSING A DISSERTATION TOPIC

As you begin to think about your dissertation research topic. Think about the following questions that can help guide the development of your topic.

1. What is the issue that I want to understand?
2. What do we already know about this issue?
3. What is the significance of this issue to the field of education?

Dissertations in the Cal Poly Pomona Doctoral Program should be:

- rooted in a problem of practice or policy in PK12 schools/districts or related settings;
- on a topic of compelling personal interest to you;
- on a topic that has potential for promoting profound change in student achievement, teaching and learning, and/or leadership for systemic; school/college improvement, in keeping with the Doctoral Program mission and vision;
- based on original research, using either data you have collected or analysis of secondary (preexisting) data;
- empirical; not primarily historical or theoretical in nature; and
- feasible in terms of time, resources, access, permission, etc.

Candidates may have shared research interests and may even share aspects of their studies, such as a common research site, quantitative data set, subjects, preexisting instrument(s), or some literature reviewed. However, all students are expected to do independent work on devising their own research questions, literature review, research design, data collection, data analysis, and writing.

## QUALIFYING EXAMINATION

As required by Executive Order No. 991, each student is required to complete and pass a qualifying examination. The qualifying examination shall be administered at a time in the program sequence when the student's mastery of essential elements of core leadership and methodological concepts can be fairly evaluated and when the student is considered ready to begin formal dissertation research. The qualifying examination for the Cal Poly Pomona Educational Leadership Doctoral Program is scheduled for the start of the Spring Semester of the second year in the program. Students are expected to complete their examination and submit it to the program director at the start of the spring semester.

### Content

The qualifying examination provides students with an opportunity to demonstrate their understanding of the body of literature surrounding a topic related to educational leadership of their choosing. Students are encouraged to select a topic that they are considering for their dissertation study. Each student is required to submit a 25-30 page paper (excluding title page, abstract, references, and appendices) that discusses the relevant literature on the topic and the need to conduct further research on the topic. The goal of the literature review should not only be

to identify what research has already been completed, but also to identify the gaps that exist that warrant the need for further research in the topic. The qualifying exam should be formatted the following way:

### **Introduction**

In this section, students will open the paper by identifying a pressing issue relevant to educational leadership. Students will explain why this issue is important, citing relevant evidence. The introduction will frame the student's selected dissertation topic that is related to a problem of practice. The introduction concludes with a “road map” paragraph that previews the remainder of the paper, identifying each section that follows in the order presented.

### **Background to the problem (optional)**

Students may find it necessary to present additional background information to help their reader understand their topic before jumping into the review of literature. Such background might include historical information about how the problem has emerged or evolved over time, details regarding the policy context for the problem, or information about key theoretical concepts necessary for understanding how the problem is discussed in the literature. If such background is needed, students should present it after the introduction and prior to the review of empirical literature.

### **Review of the literature**

In this section, students are required to organize the literature they have gathered and synthesize what they found. Students should describe the research conversation about their topic by identifying key themes or patterns within the research base. Ideally, each student will identify five to seven themes/patterns, using section headings to clearly organize their presentation of these themes to the reader. This review should focus on peer-reviewed empirical studies (i.e., research that used a systematic approach to analyzing data and developing findings). The review should be current, meaning that the author focuses on studies published within the last 10 years. Studies more than 10 years old are typically only referenced if they represent a seminal work of historical significance to the current research conversation.

### **Summary**

In this final section, students will summarize the contents of the literature review, and will also discuss the need for further research on the topic. By identifying the need for further research, students will begin to articulate an argument for the significance of their own dissertation study. See Appendix A for a complete description of the qualifying examination guidelines.

### **Membership of the Qualifying Examination Committee**

The guidelines of Executive Order 991 specify that the qualifying examination committee shall have a minimum of three members, including the chair. The qualifying examination committee chair shall be a tenured or tenure-track faculty member of the campus administering the Ed.D. program and except in special cases shall be a member of the Ed. D. faculty. Special cases shall be reviewed and decided by the core doctoral faculty. At least two members of the committee shall be members of the Ed. D. program faculty whose primary affiliation is with the CSU campus administering the Ed.D. program, at least one of whom shall be a member of the core

doctoral faculty as defined in Article 12. The committee may include a member who holds an appropriate professional position in a P-12 institution, a community college, or another postsecondary educational institution.

At Cal Poly Pomona, the qualifying examination committee adheres to the guidelines of Executive Order 991 in that three members of the Doctoral Council serve as members to review each student's qualifying examination. The chair of each committee combines the recommendations of the committee and provides this to the Doctoral Program Director. The Doctoral Program Director is responsible for emailing the qualifying exam results to each candidate using the feedback form, which can be found in Appendix A on pg. 11 of this guide.

## DISSERTATION

### Dissertation Requirements

In accordance with Section 40511 or Title 5 of the *California Code of Regulations*, CSU Ed. D. programs shall require the completion of a dissertation conforming to the following minimum criteria:

- a. The dissertation shall be the written product of systematic, rigorous research on a significant educational issue and in accordance with a proposal that has been approved pursuant to Article 7.3.4 and 7.3.5. The dissertation is expected to contribute to an improvement in public P-12 or community college professional practices or policy, generally or in the context of a particular educational institution. It shall evidence originality, critical and independent thinking, appropriate form and organization, and a rationale for the research problem examined.
- b. The dissertation shall identify the research problem and question(s), state the major theoretical perspectives, explain the significance of the undertaking, relate it to the relevant scholarly and professional work, set forth the appropriate sources for and methods of gathering and analyzing the data, and offer a conclusion or recommendation. It shall include a written abstract that summarizes the significance of the work, objectives, methodology, and a conclusion or recommendation.
- c. Opportunities for students to complete work in support of the dissertation shall be embedded throughout the Ed.D curriculum.

The dissertation in this program is generally a work of independent scholarship in the traditional five-chapter format. The dissertation proposal is a draft of the first three chapters (Statement of the Problem, Review of the Literature, Methodology). The final dissertation is a revision of these chapters, plus Chapters IV and V (Results/Findings, Discussion and Conclusions), references, and appendices. While final dissertations in this program will generally run between 135 to 200 pages (before appendices and references), each dissertation will be advised and assessed on its own merits by the Dissertation Chair and Dissertation Committee. See Appendix B for the Cal Poly Pomona Dissertation Format.

## Dissertation Committee

### Function of the Dissertation Committee

The dissertation committee shall provide guidance and supervision for development and completion of the dissertation.

### Membership of the Dissertation Committee

The dissertation committee shall have a minimum of three voting members, including the chair, and all committee members shall have appropriate expertise in educational practice or policy. The committee shall include at least two tenured-track faculty members of the CSU campus administering the Ed.D. program, and at least one member who is primarily affiliated with a California p-12 institution or community college. The tenured or tenure-track faculty members shall be drawn from the core doctoral faculty or affiliated doctoral faculty, as defined in Article 12.1, or shall meet the standards of Article 12.2.1. The campus program director may approve an exception to the membership criteria stated above, pursuant to Article 12.2.2 or article 12.2.3, if the individual nominated has expertise particularly relevant to the candidate's dissertation research.

### Dissertation Committee Chair

The dissertation committee chair shall provide primary supervision for dissertation research. The chair shall be a tenured or tenure-track faculty member on the campus administering the Ed.D. program, and in most cases shall be a member of the core doctoral faculty, as defined in Article 12.1.1. Special circumstances may arise in which a tenured or tenure-track faculty member who is from the campus but who is not a member of the core doctoral faculty may serve as the dissertation committee chair if such service is approved by the core doctoral faculty in accordance with program procedures.

Below are names and contact information of faculty who are currently eligible to serve as Dissertation Committee Chair:

Jose Aguilar-Hernandez	jhernandez@cpp.edu
Taylor Allbright	tnallbright@cpp.edu
Betty Alford	btalford@cpp.edu
Sandy Dixon	sldixon@cpp.edu
Amy Gimino	agimino@cpp.edu
Nancy Hurlbut	nhurlbut@cpp.edu
Liane Hypolite	lihypolite@cpp.edu
Shahnaz Lotfipour	slotfipour@cpp.edu
Eligio Martinez	eligiom@cpp.edu
Richard Navarro	ranavarro@cpp.edu
Giselle Navarro-Cruz	gnavarroacruz@cpp.edu
Jann Pataray-Ching	pataryching@cpp.edu
Heather Wizikowski	hewizikowski@cpp.edu

Candidates may not be familiar with all of the faculty listed, so their CVs are posted on the doctoral website. Please do not contact faculty members for service as Dissertation Chair until you have passed your Qualifying Examination.

The process of selecting a chair is specific.

- Beginning **on the date in the spring semester designated by the Doctoral Council**, you have permission to send an email to a faculty member asking him or her to meet with you and discuss the possibility of chairing your dissertation. Attach your work on a proposal (e.g., your revised qualifying exam and ideas about the purpose of your study and/or research questions) to the email).
- No requests to a faculty member should be completed prior to the date provided by your professors.
- In fairness to everyone in the cohort, you are to contact only one faculty member at a time and give faculty members up to a two-week time period to respond.
- The faculty member will consider the request and respond within two weeks. The faculty member will consider the content of the proposed study in making a decision about serving as a chair for the study instead of simply responding to the first four inquiries. Sometimes, the faculty member will respond within 2-3 days. It is recommended that all students begin the process of seeking a Dissertation Chair on the designated date that is announced for doing so.
- The CSU limits the number of dissertations that a faculty member may serve on or chair to four. This is to make sure that you have the support each of you will need to complete your work. Faculty members will determine which dissertations they are best qualified to chair and let you know if you should meet with them. If you have not received a response after one week, you might email again to make sure your request and information were received.
- If the faculty member's response is that you should schedule a meeting, please do so as soon as possible. When you meet, you should explore how and how well you might work together. If you have any questions at that time, schedule a meeting with the doctoral program director to discuss.
- Keep in mind that sometimes a student selects a Dissertation Chair because the individual has strong expertise in the topic; however, sometimes a Dissertation Chair is selected for expertise in the methodology.
- When a student receives notification from a faculty member that he or she will serve as Dissertation Chair for the student, the student is to email the name of the Dissertation Chair to [btalford@cpp.edu](mailto:btalford@cpp.edu).
- The Dissertation Chair will meet with the student to discuss and determine the additional two dissertation members in order to plan for a strong committee for the student. Note that Dissertation Chairs will seek to establish a committee that will be most beneficial for the student. Sometimes, the Dissertation Chair will have a strong background in your selected topic; however, sometimes the Dissertation Chair will have extensive experience in guiding the dissertation process, but the additional committee members will have strong expertise in the student's topic of study. The Dissertation Chair and the student will discuss the additional committee members, and the student will contact the proposed committee members after the Dissertation Chair provides permission to do so.

- The student should not invite possible committee members without approval from the dissertation chair.

Please understand that this is not “a race.” You are not in competition with other students regarding the identification of a Chair. Every student will have a Chair. Faculty members consider which students they should work with very carefully and may even suggest another chair to you if they think it would be better for you. If you have difficulty deciding or finding someone, the program director will provide assistance.

### **Appointment of Dissertation Committee**

The student and advisor together shall propose the membership of the student’s dissertation committee. The proposed membership shall be forwarded to and determined by the campus official authorized to approve composition of the committee.

The Ed.D. program director may allow the replacement of a committee member, based on the evaluation of a rationale provided by the student or committee member making the request. The student is required to meet with the faculty member who is being replaced prior to changing the committee.

After you agree on a Chair, you work with your Chair to select the second and third Committee members. The second member should be on the faculty of the Department of Education or can be a faculty member at CPP if particular expertise is needed. The third member should be a professional who has attained a doctoral degree is knowledgeable about your dissertation topic. You will need to identify them before you schedule your proposal oral examination.

Once your dissertation committee has been established, please complete the Dissertation Committee Contract form and submit it to the Doctoral Office, located in Bldg. 94, Rm. 226 or email to [marissas@cpp.edu](mailto:marissas@cpp.edu).

### **Institutional Review Board Approval**

Appropriate Institutional Review Board (IRB) approval shall be obtained to conduct any research involving human subjects. Failure to obtain required IRB approval prior to collection of data on human subjects may disqualify a student from further use of those data. The dissertation committee chair shall advise the student regarding human subjects review requirements and compliance with IRB regulations. The chair will provide permission for the student to submit the IRB proposal prior to the student’s submission.

### **Dissertation Proposal**

A student shall submit a dissertation proposal for approval, following the procedures and format established by the Ed.D. program faculty and the campus. The dissertation proposal shall contain, at a minimum, a description of the problem, a review of the relevant literature, a statement of the research question, and a description of the research methodology. The proposal shall contain either:

- a. Human subjects research documents that have been submitted to the Institutional Review Board regarding the proposed dissertation research or
- b. Required material pertaining to human subjects research that have been completed but not yet submitted to the Institutional Review Board.

## Dissertation Proposal Defense

The Dissertation Proposal Defense should be scheduled in consultation with your dissertation chair for a 2-hour time period. It is mandatory that all three members of the committee attend in person or through electronic means for the entire time. Your dissertation chair will coordinate with the Doctoral Office to identify a room on campus for your Dissertation Final Defense. You will confirm the date and time with each of your committee members. Ten days prior to the proposal defense, you should email your committee members your complete proposal including the front pages of the title page, etc. as outlined on the dissertation format.

General procedures for the Proposal Defense are:

- a. Candidate provides a 20 minute PowerPoint presentation of the first three chapters
- b. The dissertation committee will engage in questions and discussion with the candidate regarding the proposal
- c. The candidate will leave the room for the committee to deliberate
- d. The committee will decide if the proposal defense was successful with recommendations or whether the proposal defense was unsuccessful
- e. The candidate will be invited in to receive the decision and then to meet with his/her chair. See Appendix C for the Proposal Dissertation Forms.

## Final Dissertation Defense

The Dissertation Final Defense should be scheduled in consultation with your dissertation chair (for a 2-hour time period). It is mandatory that all three members of the committee attend for the entire time. Your dissertation chair will coordinate with the Doctoral Office to identify a room on campus for your Dissertation Final Defense. The student will contact the rest of the committee as soon as the date and time for the final defense is determined. During the pandemic, the final dissertation defense is conducted virtually and should be completed prior to the date of the commencement.

General procedures for the Dissertation Final Defense include the following:

- a. Candidates give a 20-30-minute PowerPoint presentation to the dissertation committee.
- b. Consult with your chair concerning the presentation for the Final Defense.
- c. Generally, the candidate only provides 1-3 slides for each of Chapters 1-3 that highlight for the committee key sections of the Chapters 1-3, particularly information to the committee of the changes that were made in response to the committee's recommendations at the Proposal Defense.
- d. The majority of the presentation consists of discussion of Chapters 4-5.
- e. Each committee member has the opportunity to ask questions after the presentation.
- f. There is general discussion by all.
- g. The candidate is asked to leave the room when all questions of the committee have been answered. **During the pandemic, most commonly, the committee goes to a break-out room for deliberation.**
- h. Committee members review and discuss the Final Defense and agree to any modifications that may be required (to be addressed by the chair and the candidate) for final approval of the dissertation.

- i. Candidate is brought back in and the Chair explains the decision of the committee, including general thoughts, directions and specific recommendations or revisions required. **During the pandemic, in the virtual mode, the committee returns to the main room**
- j. The Dissertation Final Defense Required Change form is completed, signed by the Dissertation Chair, and submitted for filing in the Doctoral Office. The Dissertation Chair will provide the candidate a copy of the recommended changes by email or in hard copy.
- k. Candidate and the Chair confer as needed to make the stipulated revisions for final approval of the dissertation.
- l. In a face-to-face session, the candidate should bring the signature pages to the Final Defense since this may be the last time that they entire committee is together. The signature pages must be on bond paper 20 pound weight and 25% cotton. The three signed signature pages must be printed on bond paper and signed and provided to the Doctoral Office. The candidate should determine the number of individual copies that they plan to bind and bring that number of additional signature pages on bond paper. The chair should see and approve the signature page prior to copies being made on bond paper. **Note that during the pandemic, if original signatures are preferred for binding, please mail to your committee members in Fed Ex or UPS and then provide an envelope to return to you**
- m. **Note: During the pandemic, we are waiving the requirement to supply copies of the dissertation to the Doctoral Office for binding. We also do not require the signed copies. Instead, the student would upload the dissertation to the electronic link after the chair provides permission to do so.**

### After the Final Defense

1. Once the Chair has approved the recommended changes to the Dissertation, the Chair will read the dissertation again to check for edits that may be needed. After this review, the candidate is encouraged to hire an outside editor to review the dissertation again and mark further edits. We also request that the editor verify that the references are in correct APA style, that all cited references are listed, and that no extra references not cited in the paper are listed. While we do not endorse any editor, some editors who have been used by students in the past include:

Kimberly Clark	Former editor for Sage, now communications specialist for Burbank Unified School District	<a href="mailto:busdkimclark@gmail.com">busdkimclark@gmail.com</a>	
Katie Varela		<a href="mailto:editorkatie@gmail.com">editorkatie@gmail.com</a>	949-892-0797
Alica Balderrama		<a href="mailto:albeditorial@yahoo.com">albeditorial@yahoo.com</a>	909-632- 9744
Kristin Scheithauer	An editor working currently for a PR firm	<a href="mailto:kscheitauer@cox.net">kscheitauer@cox.net</a>	
Heartfelt Editors		<a href="http://heartfelteditor.com">heartfelteditor.com</a>	

2. If an outside editor is used and further corrections made, the dissertation should be provided again to the chair to read and approve before being provided to the department for review. Note that many editors take at least two weeks for their review. Be sure to request that the editor verify that all the references in the dissertation are listed correctly in the references and that no materials that were not cited are included in the references. Be sure to tell your chair whether the editor completed the reference check so that this can speed the departmental review.
3. After the departmental reader has marked the dissertation for any additional technical or APA corrections and corrections have been made, the dissertation should again be provided to the Dissertation Chair. The Dissertation Chair will read the dissertation again and verify that all errors have been corrected and that the dissertation is approved for submission.
4. A final approval form will be signed online by the dissertation chair through the DocuSign link below:  
<https://powerforms.docusign.net/91d431b6-1503-4930-a87d-ff777167ff29?env=na3-eu1&acct=f47fbf6b-c406-4514-ab00-611d803bdce4&accountId=f47fbf6b-c406-4514-ab00-611d803bdce4>
5. Ryan Rush from the library provided the handout with instructions for uploading to Bronco Scholar and Proquest as well as a Youtube video of instructions. Your chair will have these.
6. The chair will then complete the culminating dissertation completion form that is provided on the Graduate Studies website under forms. This verifies that the departmental review, the upload, and the final defense have all been successfully completed.

## Departmental Review

When the dissertation chair has provided approval for the final departmental review, the dissertation will be provided for a review of references (if an editor has not completed this) and the final departmental review by a departmental reader who was not a member of the dissertation committee. The dissertation will be returned to the candidate and the dissertation chair for the student to make all corrections and for the dissertation chair to verify that all corrections have been made. The student will then be cleared to upload the dissertation for the signature by the chair and committee members. Then, the student will have permission to upload the dissertation following the handout provided by Ryan Rush. We recommend not ordering copies through Proquest since they will print on both sides of the paper. Most students use the media center at the Bronco Center to submit bond paper copies with the 1 and ½ margins on the left if you want to order copies with the green hard cover with the Cal Poly Pomona seal. If you prefer to order through Proquest with the copies on front and back of a page, then, you will set your margins at 1 inch on all sides of the manuscript.

## Common Errors to Avoid

As you proof read your paper, please edit to avoid and/or correct these common errors.

- Double-space the entire paper except in tables of figures.
- In tables or figures, no smaller than 10-point is allowed.
- Do not leave single headings or one line of a paragraph at the bottom of a page. Just move to the next page.

- Do not use the words *cited in* within your citations. Find the original source and cite it directly with the correct page number(s).
- Be sure your headings are bold and capitalized according to APA.
- Use Times New Roman 12 point font or Calibri 11 font per APA, 7<sup>th</sup> edition.

## **APPLYING FOR COMMENCEMENT AND GRADUATION**

It is very important that candidates adhere to the university dates for applying online for commencement and graduation. There is a fee associated with these processes. A candidate will not receive a diploma without applying for graduation. A candidate must have successfully defended his or her dissertation for the final defense to be eligible to participate in commencement by Academic Senate policy.

## **TAGGING FOR ACCESSIBILITY AND UPLOADING OF THE DISSERTATION**

When the final document has been approved for tagging and uploading, the chair will provide permission to do so following the handout that Ryan Rush from the library provides. The dissertation chair will verify that the dissertation is uploaded using the online form for submission.

## APPENDIX A

### Qualifying Exam Guidelines

The written qualifying paper is designed to evaluate student progress in acquiring the substantive knowledge and analytical skills which the Ed.D. program strives to convey. As the official qualifying examination this paper assesses your ability to analyze, utilize and contribute new knowledge as a leader in the field of education, and to communicate in a manner consistent with that role. Rather than a comprehensive examination that revisits all of your content courses to date, this qualifying examination provides the opportunity to apply your cumulative learning thus far to a research/writing endeavor that is relevant to your future dissertation. In fact, this requirement is designed to help you make significant progress toward: 1) clarifying your topic of inquiry; and 2) developing a review of the literature on that topic. Ideally, this would help prepare you to complete the literature review in Chapter 2 of your future dissertation.

The paper consists of a review of literature and is aimed at assessing substantive knowledge on a topic, analytical reasoning and writing proficiency. It entails preparing at minimum a 25 to 30-page paper that addresses a significant topic in education. The doctoral student is encouraged to address a topic that you are considering for dissertation research. A critical literature review not only summarizes and critiques key studies, but also critiques the body of literature on the topic under investigation. Key individual studies should be summarized and critiqued, but this should be done selectively and concisely. Seldom does a literature review spend more than one manuscript page on a single study, and most are summarized and critiqued in a paragraph or two. The entire body of literature on a topic should also be critiqued. Here the critique can involve showing the gaps in the literature that have not been filled or indicating future work that needs to be done. The body of literature can also be critiqued for methodological limitations (e.g. few rigorous, empirical studies), or theoretical limitations (e.g. research is dominated by a single or outdated theoretical orientation).

The final draft of the review will be submitted at the start of Spring Term. The paper will be reviewed by a faculty committee and evaluated on the criteria that are included in the provided rubric. If you do not meet the evaluation criteria for a passing paper the first time, you will be given one opportunity to re-write it. You will have access to faculty support in this process. The intent of the qualifying paper is not to “weed out” students, but rather to ascertain your readiness to undertake the dissertation phase of the program. Assessment will be focused on determining what requisite skills need to be addressed in remaining coursework and additional support services in preparation for satisfactory completion of a dissertation.

**Since this is an examination, please understand that your paper is to be completed independently without faculty feedback during the writing process.** Students are, however, encouraged to seek feedback on drafts from their peers.

Review of Literature on a Significant Topic in Education

Engaging in the research and writing necessary to satisfactorily complete this qualifying paper will provide you with the opportunity to:

1. Identify a significant educational topic of your choice; and
2. Evaluate a body of literature that addresses that topic. Your evaluation of the literature provided in this paper should consist of an in-depth appraisal and analysis rather than a broad description of literature on your topic. Your topic should be narrow, adequately researched, and of current relevance to educational research, policy, and/or practice. Your review should contain recent literature from peer-reviewed sources. Your qualifying paper should be a minimum of 25-30 pages in length.

## Guidelines for Format

### *Introduction*

Begin the paper by identifying an issue of importance to educational leaders. Discuss why this issue is important by presenting relevant evidence to demonstrate the issue's urgency, size, impact, etc.. In the introduction, such evidence might not only include peer-reviewed articles, but may also incorporate descriptive statistics (such as those published by CDE or NCES), media accounts that illustrate widespread public interest in the issue, reports from policy or advocacy organizations, or practitioner-oriented publications that show how the topic is discussed in the practitioner community. Situate the topic within national and state contexts using pertinent information. To adequately frame the student's selected topic, the introduction may need to address multiple, interrelated problems. The introduction should contextualize the student's topic within educational research and practice. The student might explain the long-term implications for the improvement of educational practice, or more generally for society. They might also discuss important gaps in the knowledge base within the field of education. The introduction should end with a "road map" paragraph that previews the content of the remainder of the exam. (recommended length: 2-3 pages)

### *Background to the Problem (optional)*

In some cases, the student may find that the brief introduction section does not adequately provide the reader with important background information about their topic. In that case, the student may include a background section immediately following the introduction. This background section may address the issue's historical context, relevant policies, or key theoretical concepts necessary for understanding the upcoming literature review. (recommended length: 0-3 pages)

### *Literature Review*

The review of the literature should be an overall synthesis and analysis of the current research literature on the topic. The review of literature for the qualifying examination should be comprehensive and convey the student's thorough investigation of the topic. Aim to identify key themes or patterns within the research base. Reviews typically include around 5-7 central themes or patterns. The review of literature would include a synthesis of collective findings, a discussion of any conflicts or controversies related to the topic, and identification of any gaps and/or inconsistencies in the literature. Students should focus their reviews on pertinent, peer-reviewed empirical studies published within the last 10 years.

Two common mistakes to avoid include: 1) listing summaries of studies (rather than synthesizing literature and focusing on higher-level patterns in the research base) and 2) presenting a "quilt of

quotations” that relies primarily on direct quotes rather than the author’s own voice and argument. (recommended length: 15-25 pages)

### *Summary*

The exam should conclude with a summary of the review of literature, and a discussion of necessary avenues for future research. The discussion of future research may help the student begin to articulate an argument for the significance of their planned dissertation study. (recommended length: 1-2 pages)

### Guidelines for Written Style

The paper must be written clearly. The objective is to produce a high-quality review of literature that communicates important conclusions to the reader. This requires that points be clearly articulated and properly documented according to APA guidelines (7th Edition). Clarity should extend from the overall organization of the paper to the examples used, the construction of sentences, and the choice of words that convey meaning with precision and in accordance with the terminology of the discipline. It is expected that students will produce a polished paper, and students should expect to prepare several drafts in the process of developing your final paper. A complete set of references for all the works cited in your review must be included at the end of the paper. All references should be cited in accordance with APA guidelines. Students should also format their paper according to the guidelines for an APA student paper (discussed in Chapter 2 of the APA manual), including a title page and abstract.

## Frequently Asked Question (FAQ)

*What is considered “appropriate” literature for a literature review?*

See types of articles: (See latest APA Publication Manual for a description of these types of articles.)

- a) Reports of empirical studies
- b) Meta-analyses

Specific suggestions from Research and Methods Courses at Cal Poly Pomona, available through library databases:

- 1) Journal articles, reports, books, through the Cal Poly Library Education databases (e.g., Education Research Complete, ERIC, Web of Science, ProQuest, SAGE Journals Online)
- 2) Topical reviews and syntheses of research literature (e.g., Review of Research in Education and Review of Educational Research, published by AERA)
- 3) Specialized Encyclopedias for definitions and major references (e.g., Encyclopedia of Educational Research)
- 4) Textbooks
- 5) Abstract series (e.g., Educational Administration Abstracts)
- 6) Internet searches
- 7) Organization websites:
  - a. Professional Organizations, reports and publications (e.g., ACSA, AASA, NPBEA, AERA, UCEA, CCSSO)
  - b. Professional magazines and journals, secondary source reports (e.g., ASCD, Kappan, ACSA, AASA)
  - c. Federally funded research (e.g., Ed.gov, regional labs and centers such as WestEd, Center for Research on Students Standards and Testing at UCLA)
  - d. Nonprofit organizations (e.g., AIR, ETS, Learning Forward, Southern Regional Education Board, Center for American Progress, National Education Policy Center)
  - e. Think Tanks (e.g., Brookings, RAND)
  - f. Foundations (e.g., Wallace, Gates)

*How recent should articles be?*

Empirical (data-based) articles should be recent. An empirical article that is more than ten years old would need to be justified for inclusion. The exception is when you are giving a sense of how the topic has evolved over, say, the past 20 years. Older empirical or non-empirical works (Dewey, Vygotsky, Marx, Bandura, etc.) can be cited if they are classics or to provide a theoretical framework. Sometimes newer work needs to be contextualized as a response to seminal work that was path-breaking (e.g. Howard Gardner’s multiple intelligences). See the brief description “develop the background” in the APA manual.

*What is meant by “organization of ideas?”*

Do ideas (and paragraphs) build from previous ones? Is there a clear thread (focus) that runs through the manuscript? Does the review get bogged down in non-essentials? Does it veer off topic? The reader should never wonder what the “point” of the review is. At various points in the review, make the link back to the original focus of the topic. Organization of the review refers to the strategy you use to present your literature review, i.e. from older to newer, according to specific sub-topics, presenting pros and cons of an issue, contrasting theoretical orientations. etc.

### **Overall Assessment Criteria**

- 1) The topic of inquiry is definitively stated within an introductory context that establishes the significance of the topic and the review of the literature that is crucial to the design, development, and completion of the dissertation.
- 2) The review is clearly organized; the readers need not struggle to determine the organizing framework for the review.
- 3) The review succinctly clarifies what is known and unknown about the problem/issue under study.
- 4) The paper develops clear linkages between the literature reviewed and the purpose, rationale, questions, and methods for dissertation research.
- 5) The paper conveys a clear sense of the ongoing “conversation” among researchers vis a vis the problem/issue under study.
- 6) The review reflects high levels of analysis, synthesis, and evaluation.
- 7) The review situates the topic within the scholarly conversation about the problem/issue.
- 8) The review demonstrates understanding of and/or familiarity with current knowledge about the problem/issue; established scholars, parameters of the field; and important theories.

## Qualifying Exam Assessment Rubric, Feedback Form, and Recommendation Options

To access the Qualifying Exam Assessment Document:

- Double click on icon below
- Click>File>Save As
- Rename, select location, and save to your computer
- The Rubric, Feedback Summary, and, Recommendation Options are located in separate tabs at the bottom of the Excel window
- **DO NOT COMPLETE FEEDBACK FORM PRIOR TO SAVING**



Qualifying Exam  
Rubric.xlsx

## APPENDIX B

### Dissertation Format

As you will notice in looking at Cal Poly Pomona dissertations provided on our Blackboard website for this course, the exact sub-headings may vary somewhat. Working with your chair, you will finalize your sequencing of headings. You will also note that many dissertation books differ in the order of the headings. The guidelines for Cal Poly Pomona's Educational Leadership Doctoral Program were adapted by faculty from the guidelines for Northridge and Long Beach doctoral programs. A standard format for a dissertation often includes:

Chapter 1: Introduction

(12-15 pages)

#### *Introduction*

Do not list the word "Introduction" as a second level heading per APA, 7<sup>th</sup> edition. Just begin writing the paper after your centered heading for the chapter.

#### *Background to the Problem*

In this section, the author situates the issue or topic as one of importance by including research important to the topic such as national or state reports and research findings pertinent to the issue. The information leads to the need for your study. The researcher often begins by situating the topic in a broader educational or social context at the national and state level establishing the importance of this topic.

#### *Problem Statement*

The last sentences of this section should point to the need for your study. Sometimes, you will encounter a call for more research on this topic at the end of a research article or dissertation. Sometimes, you find a quote, such as, "There is a paucity of research on the topic of \_\_\_\_\_ and exemplars are needed" (author, year, page number).

#### *Purpose of the Study*

It is important to formulate a clear purpose of the study. Generally, the purpose of the study is provided as a single sentence, and the research questions mirror this. For example, "The purpose of this study is \_\_\_\_\_." Throughout your dissertation, each time the purpose of the study is referred to, the author uses the exact words.

#### *Research Questions*

Often, after a sentence of transition and introduction, you will see the words, "Specifically, the research questions are:

- 1.
- 2.
- 3.

In qualitative studies, it is most common to have 1-3 research questions. Sometimes, you will have an overall question and sub-questions, but this is not required. Each question

can be equally important. In quantitative studies, the research questions may be listed as hypothesis or testing the null hypothesis. Mixed method studies generally have 1-4 research questions.

#### *Definitions of Terms*

Often, this section begins with an introductory sentence. Then, the terms and definitions are provided. When possible, sources are cited for definitions.

#### *Assumptions*

This is generally a paragraph stating the assumptions as the researcher begins this research.

#### *Limitations and Delimitations*

These may be another heading. Sometimes, chairs prefer to only include limitations and to include this in the methodology.

#### *Significance of the Study*

The researcher speaks again to the importance of this topic using citations to support major points.

#### *Summary and Organization of the Study*

Some chairs prefer to use the title of summary for this section. However, within the section, provide a summary of Chapter 1 followed by a description of what each of the remaining chapters will address. Do not use the heading “Conclusion” for the end of the chapter. In a dissertation, the word “Conclusions” refer to a particular section of Chapter 5 wherein you provide the 3-5 overall conclusions that you have derived from analysis of your findings.

*Note that some chairs may prefer that the theoretical or conceptual framework be introduced in Chapter 1 while others prefer that this is included near the beginning of Chapter 2.*

## Chapter 2: Review of the Literature

(30-40 pages)

This chapter situates the study in the context of previous research presenting a critical synthesis of previous research pertinent to the topic. Sources should be within the last 10 years unless you are citing a seminal study or author. If you use a source over ten years, make it clear to the reader that you are doing this purposefully to make a point, such as, “Over twenty-five years ago, \_\_\_\_ (year) identified the importance of the self-fulfilling prophecy to students’ academic performance. This finding continues to be supported by researchers currently (\_\_\_\_\_, year; \_\_\_\_\_, year; \_\_\_\_\_, year.”

Note that Chapter 2 should include discussion of at least 10 research studies within the last 10 years that are pertinent to your topic. To include some identifying information about the study such as methodology, participants, and geographic location strengthens the reader’s understanding of the importance of the study. An abstract of each study is not to be included. Pay attention to the flow of your argument. Sometimes, you will report contradictory findings or debates in the research literature.

Use primary sources for your references. If another author discusses a study that you want to include, find the original source for the study, and use this as your citation.

Per the Cal Poly template, the title of the chapter is centered as listed below. A possible format is provided below.

### **Chapter 2: Review of the Literature (A centered heading)**

Note that APA states that the word “introduction” is not required as a 2<sup>nd</sup> level heading. The author should just begin the chapter. For Chapters 2-5, the opening should provide an overview of the topic and purpose of the study so the reader knows what this dissertation is addressing. At the end of the introduction, provide a description of what will be included in Chapter 2. This generally includes discussing the second level headings that will follow.

### **Theoretical or Conceptual Framework (A centered heading)**

The heading for each primary section of the literature review is generally centered.

#### **2<sup>nd</sup> level heading**

In two to three sentences, introduce the 3<sup>rd</sup> level headings that will follow.

#### **3<sup>rd</sup> level heading**

#### **3<sup>rd</sup> level heading**

See APA, 7<sup>th</sup> edition for the format for 4<sup>th</sup> and 5<sup>th</sup> level headings. Many dissertations include only 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> level headings. Note that your 1<sup>st</sup> and 2<sup>nd</sup> level headings and

your 2<sup>nd</sup> and 3<sup>rd</sup> level headings should not be next to each other. Instead, in at least two sentences introduce headings that will follow.

### **Summary**

Summarize the chapter, and then tell what the next chapter will include. Only Chapter 1 discusses each chapter. The subsequent chapters each only introduce the next chapter.

*Introduction*

If the reader just turns to any chapter, he or she should be able to understand what this study is addressing. You are restating the purpose of the study and describing an overview of this chapter.

*Rationale for Selection of the Method*

In this section, the researcher draws upon authors pertinent to the method to discuss the methodology. Remember, throughout Chapter 3, the researcher is grounding steps with citations of authors supporting the steps or decisions. This section describes the research approach used with a rationale for its suitability for addressing the research questions. The rationale is provided by citing appropriate methodological literature. Note that in Chapter 3, include references to seminal authors pertinent to the method, and these citations may be to their original seminal publications on the method.

*Setting*

The criteria for selection is often included here as well as a description of the context of the study.

*Data Sources*

Note that in quantitative studies, *sample* is the term for survey respondents. However, the word *participants* instead of *sample* is the term used in qualitative studies. In qualitative studies, the criteria for selection of the participants must be included.

**Data Collection**

Qualitative or mixed method.

or

**Instrumentation**

Quantitative

*Data Analysis*

Describe your process of data analysis. Generally, you will cite the author or authors who support your method of data analysis. If you are using software to assist in data management, include this information in this section.

**Provisions of Trustworthiness**

Qualitative

or

**Validity and Reliability**

Quantitative

Qualitative studies will use the heading above. Qualitative studies will provide a heading for validity and a heading for reliability.

In qualitative studies, often authors refer to provisions of trustworthiness instead of validity and reliability in this section. Be sure to cite the authors who support the key processes that are used.

*Role of the Researcher or Positionality*

This is often included in qualitative or mixed method studies.

*Limitations*

Some chairs prefer this heading in Chapter 3 instead of Chapter 1.

*Summary*

This section summarizes the chapter and the next chapter is introduced.

Note: The 1<sup>st</sup> level headings listed above could be listed as 2<sup>nd</sup> level headings if the chair prefers. The centered headings may have additional sub-headings under them depending on the method. The particular sub-headings will depend on the selected method. For example, in a narrative inquiry study, under the discussion of data analysis, the researcher would discuss both narrative analysis to discern the themes or major components of the narrative and analysis of narratives to determine the grand story.

Also, note Chapter 3 includes citations to support major components of the methodology. It should be apparent to the reader that you are an expert on the method in addition to providing a clear description of what you will do. After you conduct the study, you will return to Chapter 3 and make any corrections, additions, or deletions based on what you actually did in conducting the study. You will also change the verb tense to past tense since you have now completed the study.

## Chapter 4: Findings

Chapter 4 organizes and reports the study's main results or findings, including the presentation of relevant quantitative and /or qualitative data. The order and language of the headings may vary in consultation with the committee chair and members.

### *Elements of Chapter 4*

Begin the chapter with a brief overview of the study that includes the purpose of your study and data collection/analysis procedures. Remember, that according to APA, 7<sup>th</sup> edition, the word *introduction* is not a header. You will simply begin the chapter. The description of the findings should highlight the important and significant parts of the results for the reader. This chapter should have a clear organizational structure with appropriate headings and subheadings.

Describe the organization of the chapter according to research questions, hypotheses, theoretical or conceptual framework, narrative stories, or thematic scheme. Introduce the headings and sub-headings when you describe the organization of the chapter. Depending on your method, your chair may instruct you to introduce your participants' or survey respondents' demographics through a table.

Many of our Cal Poly graduates have organized Chapter 4 by research question. For example, Research Question 1. . . . . Locate the dissertations through Bronco Scholar for ideas in formatting Chapter 4, and discuss your format with your dissertation chair.

Guidelines for quantitative studies, qualitative studies, and mixed method studies follow in the sections below. For each of the methods, inconsistent, discrepant, or unexpected data with discussion of possible alternative explanations should be included. The page length for Chapter 4 is variable depending on the nature of the research.

### *Quantitative studies*

Headings and sub-headings guide the reader through the results according to the research questions, variables, or other appropriate organizational scheme. For quantitative studies, present results in a logical manner in both statistical form (through tables and figures) and descriptions. The researcher will describe the important points in the table. The researcher may say, "As displayed in Table 1, . . . . ; or the researcher may state the information and in parenthesis write (see Table 1). See APA, 7<sup>th</sup> edition for a complete description. Note that per Cal Poly guidelines, 10-point type size for a table or figure is the smallest allowed. Also, note in APA, 7<sup>th</sup> edition, the correct manner for listing the title of the table or the figure with the title of the table above the table or figure. Note also that tables do not have lines on the sides per APA, 7<sup>th</sup> edition. Some tables and figures may be included in the appendices. In that case, the researcher would discuss the information and place in parenthesis where the table is located, such as, (see Appendix A).

### *Qualitative studies*

For qualitative studies, present findings in clear narrative form using thick, rich description with the participant quotes to support points. Use headings and sub-headings to guide the reader through the results according to the research questions. For example,

if the research question is a second level heading, then the themes for that research question will become the third level headings that follow. Poignant quotes from the transcribed interview data support the themes. While quantitative research usually includes tables and figures in the presentation of the findings, qualitative research primarily presents the themes through the language of the transcriptions, the field notes, and/or observational data.

The particular qualitative method influences the format for the presentation of the findings. In narrative inquiry, for example, provide each individual narrative with discussion of the themes followed by the grand story, a synthesis of key themes that emerged overall. In a case study, for example, present the identified themes for each of the research questions using multiple data sources of individual interviews, focus interviews, observation data, and field notes. In a multi-case study, present themes from individual cases first followed by a cross-case comparison.

#### *Mixed method studies*

In mixed method studies, discuss the data in the order recommended for the specific type of mixed method study. For example, present quantitative data first followed by the qualitative data themes or vice versa dependent on the specific mixed method approach. In some mixed method studies, presentation of findings occurs with quantitative and qualitative data combined.

#### *Chapter Summary*

The last heading for Chapter 4 should be the chapter summary. At the end of this summary, the researcher should introduce Chapter 5.

## Chapter 5: Conclusions, Discussion, Implications, Recommendations

(12-16 pages)

This is the chapter where you use the findings to come to conclusions, interpret and discuss the results in light of the literature review and conceptual framework, and propose recommendations. Implications provide recommendations for specific groups, such as policy makers, principals, or university leaders. Some dissertation chairs may ask that you discuss these ideas under specific headings for recommendations instead of under a heading for implications. Whether to include a section for discussion and a section for implications will be up to your chair. All dissertations should include a heading to discuss recommendations for future research. This section may identify areas where more information and further study is required. The chapter should not end without a section for your concluding statements. The elements of Chapter 5 follow.

### *Elements of Chapter 5*

Your introduction provides an overview of the chapter's organization and content as well as a brief overview of the purpose statement and research questions. Depending on your chair's preference, the chapter may also provide a brief summary of the major findings in relation to your research questions or hypotheses. Remember that the chapter will begin without a heading for the introduction per APA, 6<sup>th</sup> edition.

### *Conclusions*

State and discuss your overall conclusions based on the findings of your study. Before writing your conclusions, step back from the study and ask, "What are the *primary conclusions* from this study?" Often, three to five main conclusions stem from a study with each conclusion presented as a strong statement explained in a paragraph or more. For example, a conclusion of a principal's role in school leadership that many research studies have identified is "Principal leadership matters." If that statement were a conclusion of a particular study, the author would provide a discussion explaining the statement relative to the study.

### *Discussion*

This section provides an interpretation, analysis, and synthesis of the results/findings. The results/findings relative to the larger body of literature and the conceptual/theoretical framework, as well as themes or patterns, are discussed. This section could include the study's contribution to the field. If this is a quantitative study, the generalizability of the findings to the broader populations or other settings and conditions could be included.

### *Implications*

Recommendations for changes in educational policy and practice based on the results/findings could be included in this section. The practical implications of the study as applied to educational environments are included in this section. Note that some chairs may prefer a separate section on recommendations for policy or practice instead of a section for implications.

*Recommendations for Further Study*

This section offers recommendations for further study, if you or other researchers were to continue this same line of inquiry.

*Concluding Statements*

This section ends the dissertation with a strong, clear, concise *take-away message* for the reader. Consider the parting message that you want to leave with the reader from your study as you write this section.

## APPENDIX C

### Dissertation Committee Contract

**Doctoral Degree in Educational Leadership  
Dissertation Committee Contract**

Student's Name \_\_\_\_\_ Bronco ID# \_\_\_\_\_  
Cal Poly Email: \_\_\_\_\_ Personal Email: \_\_\_\_\_  
Anticipated Graduation Date (semester & year): \_\_\_\_\_  
Dissertation Chair:

\_\_\_\_\_

Additional Faculty Member:

Name: \_\_\_\_\_

**Home** Address, City, State, Zip: \_\_\_\_\_

Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

Bronco ID number: \_\_\_\_\_

Outside Committee Member:

Name: \_\_\_\_\_

**Home** Address, City, State, Zip: \_\_\_\_\_

Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

Campus ID number (only if CSU Employee): \_\_\_\_\_

**Proposed Topic (Emphasis) for Dissertation**

Each member of the Dissertation Committee must agree to serve and be approved by the Director of the Ed.D. Program. Subsequent changes to the committee must also be approved by the Ed.D. Program Director.

\_\_\_\_\_  
Approved: Committee Chair  
Chair

\_\_\_\_\_  
Approved: Department Chair of Committee

\_\_\_\_\_  
Approved by: Dr. Betty Alford  
Doctoral Program Director

## APPENDIX D

### Dissertation Proposal Forms

Doctoral Program in Educational Leadership at Cal Poly Pomona  
**Dissertation Proposal Required Changes**

---

Last Name

First Name

Bronco ID#

The following changes were agreed to during the Dissertation Proposal Defense:  
(If there are no changes, please type: NO CHANGES) in this section and obtain the chair's signature)

*Attach additional pages if necessary*

---

Student Signature Date

---

Chair, Dissertation Committee Signature Date

---

Director Signature Date

Doctoral Program in Educational Leadership at Cal Poly Pomona  
***Proposal Defense***

Successful completion of the Dissertation Proposal is indicated by the signatures below. This form is to be forwarded to the Doctoral Director(s).

Student: \_\_\_\_\_ Date: \_\_\_\_\_

**Dissertation Proposal Title:**

This is an acceptable proposal, and if the work described in it is carried out appropriately, the resulting dissertation will be acceptable. The proposal has been found to be in conformity with the American Psychological Association (APA) guidelines for research with human subjects (IRB).

It is agreed that \_\_\_\_\_

will serve as the chairperson of the dissertation committee and that \_\_\_\_\_  
and

\_\_\_\_\_ will serve as members.

\_\_\_\_\_  
Dissertation Committee Chairperson Signature

\_\_\_\_\_  
Committee Member Signature

\_\_\_\_\_  
Committee Member Signature

\_\_\_\_\_  
Director Signature

\_\_\_\_\_  
Date

## APPENDIX E

### Dissertation Final Defense Forms

Doctoral Program in Educational Leadership at Cal Poly Pomona  
**DISSERTATION FINAL EXAMINATION REQUIRED CHANGES**

---

Last Name

First Name

Bronco ID#

The following changes were agreed to during the Final Oral Defense:

*Attach additional pages if necessary*

The Committee authorizes the Chair to review the changes detailed above and determine final approval.

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

\_\_\_\_\_  
Chair, Dissertation Committee Signature Date

\_\_\_\_\_  
Director Signature Date

DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP AT CAL POLY POMONA  
COMPLETION OF FINAL EXAMINATION: ORAL DEFENSE OF DISSERTATION

Successful completion of the Dissertation Final Examination is indicated by the signatures below.  
This form is to be forwarded to the Doctoral Director(s).

Student: \_\_\_\_\_

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

**Dissertation Proposal Title:**

This is an acceptable final defense, and if the work described in it is carried out appropriately, the resulting dissertation will be acceptable. The dissertation has been found to be in conformity with the American Psychological Association (APA) guidelines for research with human subjects (IRB).

CHANGES AND CORRECTIONS TO THE DISSERTATION WILL BE MONITORED AND APPROVED BY THE CHAIR.

\_\_\_\_\_  
Dissertation Committee Chairperson Signature

\_\_\_\_\_  
Committee Member Signature

\_\_\_\_\_  
Committee Member Signature

\_\_\_\_\_  
Director Signature

## APPENDIX F

### Dissertation Template

**PRINCIPAL LEADERSHIP OF THE COMMON CORE:  
KEY PRACTICES AND PROCESSES**

A Dissertation  
Presented to the  
Faculty of  
California State Polytechnic University, Pomona

In Partial Fulfillment  
Of the Requirements for the Degree  
Doctor of Education  
In  
Educational Leadership

By  
Emily W. Hanson  
2021

**SIGNATURE PAGE**

**DISSERTATION:** PRINCIPAL LEADERSHIP OF THE  
COMMON CORE:  
KEY PRACTICES AND PROCESSES

**AUTHOR:** Emily W. Hanson

**DATE SUBMITTED:** Spring 2021

Department of Educational Leadership

Dr. Donald Lin  
Dissertation Committee Chair  
Department of Educational Leadership

---

Dr. Harvey Smith  
Professor  
Department of Education

---

Dr. Elizabeth George  
Assistant Principal  
Marshall Unified School District

---

Signature page must be printed on the proper paper: White, at least 25% cotton, 20 pound paper, 12 point font size, Times New Roman.

## ACKNOWLEDGEMENT

This is written after the Final Dissertation Defense.

## **ABSTRACT**

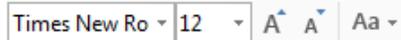
The recommended abstract length is 150 words. No more than 250 words are allowed.

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If you need to add sections to your Table of Contents, you would add those sections throughout the document. For instance, if you were adding a subheading under Chapter 1 called “Background to the Problem,” you would mark that as a “Heading 2” style under Styles. Then you could update your Table of Contents by right clicking the Table of the Contents, selecting “Update Field,” then selecting “Update entire table,” and then selecting OK. If need be you can delete an unnecessary line or manually enter text.

You will need to change the font in the Table of Contents after doing an update as it will keep the original format styles as it’s in your document. Such as changing text from all upper case to lower or sentence case, un-bolding text, color changes etc. To change the letter case of a section, select the text then use the Aa function next to your selection to change the letter case.



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For the List of Tables to update properly you must use captions for your tables. Captions are titles or brief explanations for your table. To add captions, in your document body, right click your table(s), and select “Insert Caption.” A dialog box will open where you will input the title of your table. Next, in the drop down select “Type of Label.” Once you select the type of label, select the placement as either above or below the table and then click ok.

To update the List of Tables, you’ll need to be on this page listing all of the tables, not in the document body. First, right click the contents of the List of Tables, select “Update Field,” then select “Update entire field,” and then click OK. If you have used the captioning feature as suggested above, updating your List of Tables will automatically include captioned tables from your document.

If there needs to be a space between table # and text place the cursor before the text and hit the spacebar 6 times to appear as such: Table #.      Sample Text

Remember to make sure your captions meet your formatting criteria such as (APA, MLA, etc.) by changing font, font size, placement and alignment of caption text as necessary.

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For the List of Figures to update properly you must use captions for your figures. Captions are titles or brief explanations for your figure. To add captions, in your document body, right click your figure(s), and select “Insert Caption.” A dialog box will open where you will input the title of your figure. Next in the drop down select “Type of Label.” Once you select the type of label, select the placement as either above or below the figure and then click ok.

To Update the List of Figures you’ll need to be on this page listing all of the figures, not in the document body. First, right click the contents of the List of Figures, select “Update Field,” then select “Update entire field,” and then click OK. If you have used the captioning feature as suggested above, updating your List of Figures will automatically include captioned figures from your document.

Remember to correct captions to meet your formatting criteria such as (APA, MLA, etc.) by changing font, font size, placement and alignment of caption text as necessary.

## **CHAPTER 1: INTRODUCTION**

## **CHAPTER 2: LITERATURE REVIEW**

## **CHAPTER 3: METHODOLOGY**

## **CHAPTER 4: RESEARCH FINDINGS**

## **CHAPTER 5: CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS**

## REFERENCES

## APPENDIX A

If you have more than one appendix, label them APPENDIX A, B, etc.