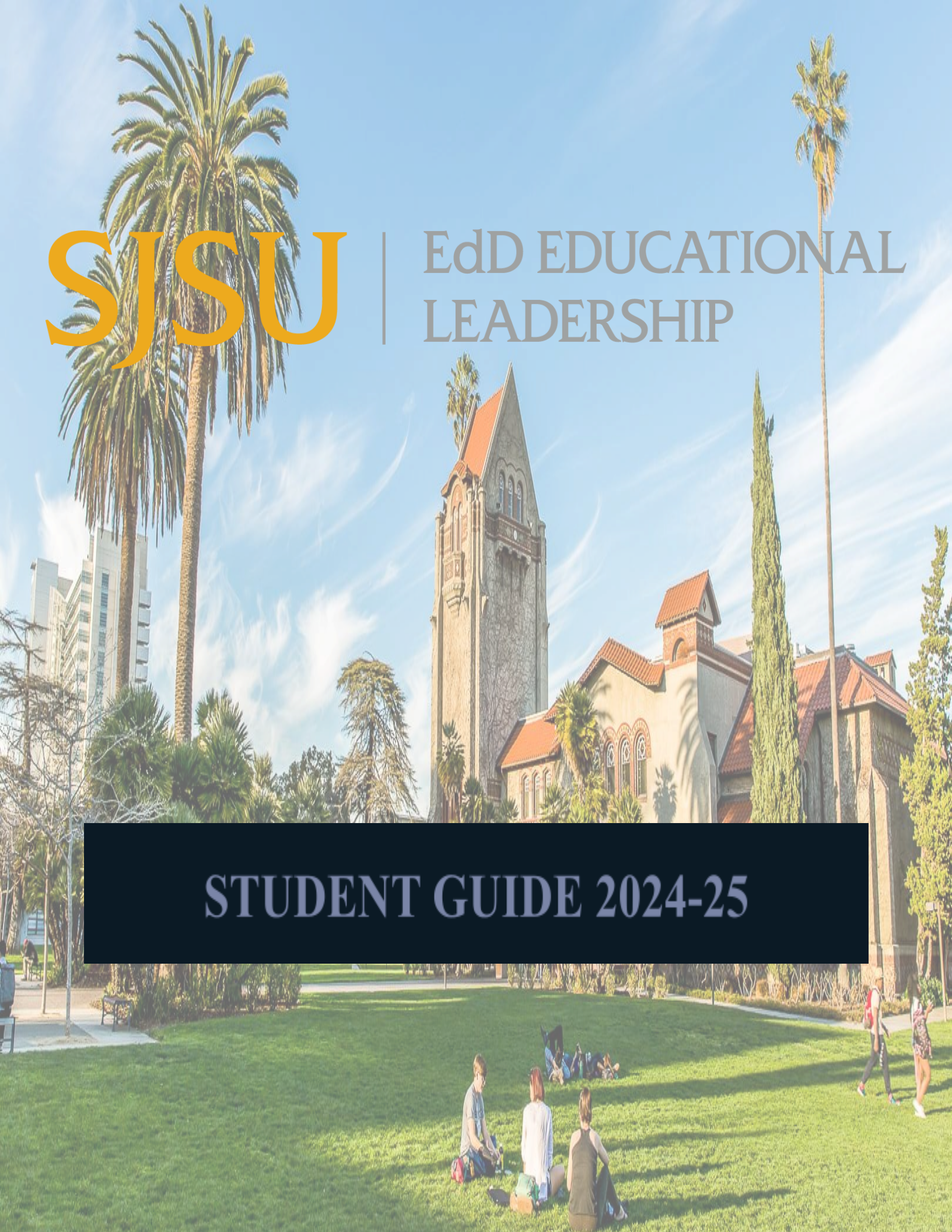


The background of the entire page is a photograph of a university campus. In the center is a large, historic building with a prominent tower and red-tiled roof. To the left is a tall palm tree, and to the right is a tall, thin cypress tree. In the foreground, a green lawn is visible with several students sitting on it. The sky is blue with some light clouds.

SJSU

EdD EDUCATIONAL
LEADERSHIP

STUDENT GUIDE 2024-25

TABLE OF CONTENTS

About SJSU & LCOE	2
Welcome	4
Advising	5
Program of Study	7
Dissertation Process: 3 Steps	10
Enrollment and Academic Progress	17
Steps to Enrollment and Tuition Information	23
Student Resources	25
Contact Information and EdD Program Core Faculty	27

ABOUT SJSU AND LCOE

ABOUT SAN JOSÉ STATE UNIVERSITY



Mákkín Mak Muwekma, 'Akkoy Mak-Warep, Manne Mak Hiswi! We Are Muwekma.

Welcome To Our Ancestral Homeland!

San Jose State University and Surrounding Region Thámien Ancestral Muwekma Ohlone Territory

The San Jose State University community recognizes that the present-day Muwekma Ohlone Tribe, with an enrolled Bureau of Indian Affairs documented membership of over 550, is comprised of all of the known surviving American Indian lineages aboriginal to the San Francisco Bay region who trace their ancestry through the Missions Santa Clara, San Jose, and Dolores, during the advent of the Hispano-European empire into Alta California; and who are the successors and living members of the sovereign, historic, previously Federally Recognized Verona Band of Alameda County.

Furthermore, the San Jose State University community recognizes that the university is established within the Thámien Ohlone-speaking tribal ethnohistoric territory, which based upon the unratified federal treaties of 1851-1852, includes the unceded ancestral lands of the Muwekma Ohlone Tribe of the San Francisco Bay Area. Some of the enrolled Muwekma lineages are descended from direct ancestors from the Thámien Ohlone tribal territory whose ancestors had affiliation with Mission Santa Clara.

The San Jose State University community also recognizes the importance of this land to the indigenous Muwekma Ohlone people of this region, and consistent with our principles of community and diversity strives to be good stewards on behalf of the Muwekma Ohlone Tribe whose land we occupy.

Located on 154 acres in downtown San José, the university offers the excitement of studying at a large, metropolitan campus where many cultures meet.

San José State provides a comprehensive university education, granting bachelor's and master's degrees in 134 areas of study. Quality teaching and small classes are a priority at SJSU, where tenured professors teach introductory as well as advanced courses. One of the 200 top research universities in the nation, SJSU offers rigorous coursework and research opportunities to more than 30,000 undergraduate and graduate students in seven colleges.

San José State's location in the Silicon Valley makes it an exceptionally rewarding learning environment for students. Silicon Valley firms and agencies seek SJSU students for internships, summer work programs and for assistance with research and development projects. Silicon Valley firms employ more graduates from SJSU than from any other university in the nation.

ABOUT THE CONNIE L. LURIE COLLEGE OF EDUCATION

The Connie L. Lurie College of Education is a learning community dedicated to equity and excellence. Equity initially addresses access and outcomes, and the College works to incorporate equity in action through policy and process. Excellence in a democratic society actualizes each student's unique potential as an individual and as a member of a diverse community. Excellence involves knowledge and skills with a commitment to lifelong curiosity, imagination and learning. The result is the College's commitment to the preparation of educators, including teachers, administrators, counselors and service providers who have the knowledge, skills, dispositions, and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.



WELCOME!

I am pleased to welcome you to the Ed.D. Educational Leadership Program at San José State University. The doctoral program is dedicated to developing outstanding education leaders who are well prepared to meet the demands and challenges of schools, today and in the future.

The SJSU Lurie College of Education Ed.D. Program prepares the next generation of leaders with the knowledge, skills, and dispositions necessary to understand the causes of inequitable outcomes in P-16 educational institutions. Students in this program are also simultaneously prepared to assess pedagogies, practices, policies, and curricula that hold the potential to improve the life chances of all parties (students, staff, teachers, etc.), especially those from minority groups.

Congratulations on your decision to pursue doctoral studies in educational leadership at San José State University. Welcome!

Ferdie Rivera, Ph.D.

Director, Ed.D. Program

Connie L. Lurie College of Education



ADVISING

ORIENTATION

There is an orientation meeting for all entering Ed.D. students, and it is usually held at the beginning of the 1st summer term. The orientation is attended by faculty, staff, students, and invited guests. The orientation is also an opportunity for 1st year Ed.D. students to interact with students in previously admitted cohorts.

ADVISING

Advising for Program Completion

One purpose of the orientation session is to acquaint students with program expectations and build collegiality and community. The orientation continues through the first year of doctoral studies, by introducing students to faculty who teach and advise in the program, and by familiarizing students with the many campus resources (e.g., library facilities and services, financial aid contacts, career center personnel, and research foundation services). Courses and special events set the stage for the development of a doctoral-level culture for students in the Ed.D Program.

During the fall semester of year one, students are assigned an academic advisor by the Director of the Ed.D. program at San José State University. These assignments are in part based on your application as well as your description of your research interests collected during the first term of the program. Furthermore, each advisor is assigned to each student for the 3-year length of the program. The program's core doctoral faculty members serve as student advisors. They play an integral role in the intellectual, academic, and professional development of doctoral students, as they teach courses as appropriate, participate in outreach, participate in monthly meetings, advise students, and engage in programmatic review and assessment.

In the fall semester of the 2nd year of the program, it is anticipated that the academic advisor will change roles and become the dissertation committee chair, providing direction for the candidate's required submissions including the literature review milestone, dissertation proposal, IRB, dissertation, and graduation papers. The final selection and confirmation of the doctoral committee chair is based jointly on a student's request, the willingness to serve in this role by the appropriate SJSU core doctoral faculty, and approval by the Director of the Ed.D. Program. At the time each doctoral student begins the dissertation proposal and IRB, the dissertation committee chair should be in place. The chair's signature and those of committee members are required on the dissertation proposal form and completed dissertation documents. Dissertation committee approval of the full proposal (Chapters 1-3) is needed prior to the submission of an IRB application. The dissertation chair provides guidance for the Ed.D student's research, creates a professional relationship with the student, and assists with all required steps in the doctoral program.

In summary, first as the advisor and then as dissertation chair, members of the core doctoral faculty group are responsible for:

- (a) Helping doctoral students move through the required Ed.D. course of study, a three-year cohort program for working professionals.
- (b) Engaging academic discussion and dialogue that assists students in successfully engaging coursework and research throughout each component of the curriculum.

The dissertation committee chairs are responsible for (c) providing expert research mentoring to Ed.D. candidates in the conduct of dissertation research and (d) advocating on behalf of the candidates and their needs.

During the academic school year, all advisors and chairs meet with students, either during set office hours or by scheduling meetings. Students should work closely with their advisor/dissertation committee chair for support regarding questions related to coursework, preparation for the literature review and theoretical framework milestone, dissertation proposal and IRB, and the dissertation. Students have access to each faculty member's email and office phone number. Students should be proactive about working collaboratively with their advisors to arrange meeting times.

Dissertation committee chairs are expected to be available for meetings related to the dissertation proposal and dissertation writing, and these meetings should be scheduled by students and dissertation committee chairs in advance.

For more details about the 3-year advisor/advisee partnership, expectations, and goals, follow this [link](#).

PROGRAM OF STUDY

The program is designed to be completed in nine terms (i.e., 3 summer terms and 6 semesters) over three years. This time frame allows for completion of all coursework, literature review and theoretical framework, dissertation proposal, and completion of the dissertation. During the school year, classes will be held in the late afternoons and evenings as well as intensive Saturday sessions. Summer classes will convene during five- to ten-week summer sessions, with classes meeting on selected weekdays and weekends. It is anticipated that students will concurrently be working full time as they pursue their doctoral studies.

As noted above, the program is designed to allow for completion of all requirements within three years, with significant advisor/advisee support. Program advisors in the first year who transition into dissertation chairs beginning year 2 are committed to provide support for a total of 3 years. To be eligible for graduation, the candidate shall have completed all coursework requirements, literature review and theoretical/conceptual framework, the dissertation proposal and IRB, and the approved final doctoral dissertation document. Students are required to complete the dissertation proposal in two attempts in order to proceed with the dissertation.

The following core areas and courses are all required in the doctoral program.

1. Educational Leadership and Education Policy (4 courses - 12 units)
 - a. EDD 510: Educational Leadership: Theory and Practice
 - b. EDD 512: Leadership, Complexity, and Systems Thinking
 - c. EDD 515: Leadership, Diversity, and Culture
 - d. EDD 535: Education Policy, Equity, and School Reform
2. Organizational Behavior and Adult Learning (3 courses - 9 units)
 - a. EDD 511: Leadership for Learner-Centered Schools
 - b. EDD 520: Organizational Behavior And Change in Education
 - c. EDD 522: Communication for Educational Leadership
3. Contexts for Educational Leadership (4 courses - 12 units)
 - a. EDD 530: Assessment, Testing and Evaluation: Contexts and Implications for Change
 - b. EDD 536: Politics of Education and Financing of Schooling
 - c. EDD 540: Education and Leadership in Global Context
 - d. EDD585: Field Studies in Global Context, OR EDD 590: Research Seminar and Colloquium in Educational Leadership

4. Research Methodology: Tools for the Scholar-Practitioner (5 courses - 15 units)
 - a. EDD 501: Quantitative Analysis in Educational Research
 - b. EDD 502: Qualitative Methods in Educational Research
 - c. EDD 591A: Proseminar I: Doctoral Studies and Research in Education
 - d. EDD 591B: Proseminar II: Doctoral Studies and Research in Education
 - e. EDD 591C: Proseminar III: Doctoral Studies and Research in Education
5. Dissertation (12 units total)
 - a. EDD 598: Dissertation Research Development, 6 x 1 unit/term = 6 units
 - b. EDD 599: Dissertation, 2 x 3 units/term = 6 units

The table below is a typical trajectory of coursework over the three-year period. Changes to the sequencing may happen and are permitted. The Ed.D. The Program Director is responsible for making decisions on those changes.

Summer 1	Fall 1	Spring 1	Summer 2	Fall 2	Spring 2	Summer 3	Fall 3	Spring 3
EDD 520	EDD 502	EDD 501	EDD 540	EDD 515	EDD 512	EDD 511	EDD 599	EDD 599
EDD 536	EDD 510	EDD 591B	EDD 585 or EDD 590	EDD 530	EDD 591C	EDD 535		
EDD 591A	EDD 598	EDD 598	EDD 522	EDD 598	EDD 598	EDD 598		
			EDD 598					

GLOBAL STUDIES AND OPTIONAL INTERNATIONAL TRAVEL – 2ND SUMMER

The Ed.D. Educational Leadership Program at San José State University includes an optional international component with an out-of-country experience, typically scheduled for two weeks during the second summer of the doctoral program. International travel will be limited to countries not on the U.S. Department of State hazardous country list. All international programs will be conducted in conjunction with SJSU partners operating under a CSU-approved partner agreement.

This international component is a transformative component of the doctoral program. Students are strongly encouraged to participate in this activity to learn deeply about equity from a global or international standpoint. During the trip, there is an opportunity to visit schools, universities, and other institutions in the country and to interact with colleagues to learn more about how they address equity-related concerns. However, it is not intended to prevent otherwise qualified applicants from participating in the doctoral program.

All students who participate in the global field experience are required to pay the \$3,500 supplemental fee associated with the international educational experience. This fee is charged simultaneously with registration for the EDD 585 course. Students who do not participate in the global field trip may pursue a local equity project or take EDD 590, and this decision is based on the recommendation of the Ed.D. Program.

Passports

All doctoral students must have a passport that is valid for the entire length of their stay abroad. Some countries require you to hold a passport that is valid for at least 6 months after the date you enter the country, regardless of the intended length of stay. If you do not already have a passport, make sure to apply for one early, as standard processing times can take 4-6 weeks. For any questions about passports, including how to travel if you have dual citizenship, consult the U.S. Department of State (www.travel.state.gov).

Visas

Depending on your citizenship, the country you are traveling to, and the length and nature of your program, country-specific student visas may or may not be required. For most short-term programs, visas are not specifically required, but for longer programs in several countries, you may have to apply for a student visa in that country. The process of obtaining a visa varies highly by country: some countries do not require a visa for

U.S. citizens staying under a certain number of days, some countries charge significant fees or have long review periods for visas, and for some visas you will need to consider re-entry permits which are critical if you will be planning to leave the country and re-enter for any reason during your program. Before committing to a specific international experience, which requires a visa, the Ed.D. program will provide students with relevant information that is needed as well as information based on the U.S. Department of State's country-specific visa information for entry and exit requirements for U.S. citizens.

DISSERTATION PROCESS: 3 STEPS

During the 3rd summer of the program, students complete the remaining required courses and, if applicable, continue to work on their dissertation proposal and IRB.

1. LITERATURE REVIEW + THEORETICAL OR CONCEPTUAL FRAMEWORK + METHODOLOGY

A literature review, which includes a theoretical or conceptual framework, and a beginning methodology chapter is required of each doctoral student during the spring semester of Year 2 in the doctoral program. The faculty member teaching the 2nd Proseminar (EDD 591B) will require the literature review, theoretical or conceptual framework, and beginning methodology as part of the course requirements. It is expected that the literature review will include a 20-25 page review of relevant literature and a 3-5 page description of a theoretical or conceptual framework. The tentative outline of a research method includes a proposed design for answering the proposed research questions. The student's advisor will also review the student's performance on the literature review, theoretical/conceptual framework, and beginning methodology chapter, which are graded on a pass/fail basis. Successful completion is required for the student to continue courses and to move to the next phase of the program, the dissertation proposal. Successful completion of the EDD 591B written requirements satisfies the qualifying examination requirement of the Ed.D. Program.

2. DISSERTATION PROPOSAL AND IRB

Following the literature review, theoretical or conceptual framework, and beginning methodology milestone and the required coursework, each student is expected to complete a dissertation proposal and formally present the proposal to their doctoral committee that includes the chair, another tenured or tenure track member of the SJSU faculty (preferably a member of the EdD core faculty group), and a third member of the committee outside SJSU who has expertise in the field in which the student works. All committee members need to have a terminal degree.

The traditional dissertation proposal consists of the introduction, statement of the problem and research questions, preliminary literature review, theoretical or conceptual framework, methodology, and references. The proposal should provide the committee members with a tentative timeline of the research plan. The student is also required to submit a separate application based on the research proposal to the University's Institutional Review Board (IRB) based on the actual research proposed in the study and proposed data collection activities. The data collection phase cannot formally start until the IRB application is approved. Approval from the dissertation committee is required prior to the start of the dissertation research. Exceptions and accommodations are permitted based on the student's situation and context of study, which should be approved by the Ed.D. Director. Please see the section below regarding the process for submitting an IRB protocol.

Approval of the dissertation proposal requires a formal meeting between the candidate and their dissertation committee, in which the candidate presents their proposal and receives feedback. At least two weeks before the scheduled dissertation proposal hearing date, the candidate must provide the committee with a copy of the complete proposal.

In order to move forward, the Dissertation Committee must formally (in writing) approve the dissertation proposal and is willing to support the student's movement to accomplish the proposed research plan. While suggestions for improving the proposal are typical, the committee must ultimately decide if the proposal is sufficiently developed as a roadmap of what is to be accomplished in the dissertation research.

At this stage, the Committee has three options:

- a. Approve the student moving forward to the dissertation.
- b. Approve the student moving forward with revisions as stated in the approval.
- or
- c. Require the student to submit a revised dissertation proposal at a separate meeting of the dissertation committee.

Successful completion of the dissertation proposal is required for a candidate to move to the next two phases in the program, the submission of the IRB application and the dissertation.

After a successful hearing, the candidate needs to submit:

- 1. A signed copy of the approval form from the dissertation committee
- 2. A copy of the complete and approved dissertation proposal.

Powerpoint, outline, and alternative versions of a dissertation proposal are not acceptable.

Process for Submitting an Institutional Review Board (IRB) Protocol

A student may complete an early SJSU IRB application if there is approval from either the Dissertation Chair or the dissertation committee based on their initial assessment of the proposed project (e.g., appropriate approach, methods). The student then submits a complete application and all supporting documents to IRB. Note that IRB approval at this stage does not mean the same as approval by the dissertation committee. In the event that changes in the proposal affect the initial IRB approval, a modification request will need to be submitted.

Oral Hearing Defense of Dissertation Proposal and Dissertation

The Dissertation Committee provides guidance to the candidate, is responsible for approving the final written dissertation and oral defense, and for assuring dissertation conformance with program requirements and rigorous research expectations as established by the Ed.D. Program Core Doctoral Faculty Group, the University Graduate Council, and the College of Graduate Studies.

The hearing defense of the proposal provides a mechanism for the faculty to assess oral expression, mastery of advanced disciplinary knowledge, research methodology, theoretical constructs, and critical and creative thinking. As deemed appropriate by the program faculty, a rubric may be used to judge proficiency of these defenses.

3. DISSERTATION

After the dissertation proposal and IRB are approved, the doctoral student is permitted to begin collecting data proposed in the dissertation proposal. All students must enroll in a total of 6 units of EDD 599 dissertation credit during the final year of the program — 3 credits in fall semester and 3 credits in the spring semester of year 3 of the program. In Years 1 and 2 of the Ed.D. Program, they need to enroll in a total of 6 units of EDD 598 dissertation research development, @1 credit/term from fall of year 1 to summer of year 3. Once the candidate has completed 12 dissertation units, the maximum allowable, continuous enrollment must be maintained until the dissertation is approved and filed.

Description of the Dissertation

The traditional dissertation typically consists of five chapters or sections:

1. Introduction
2. Literature review
3. Methodology
4. Results
5. Analysis, conclusions and recommendations.

This is followed by a references section and relevant appendices. The SJSU College of Graduate Studies uses APA style for research and provides additional formatting/style guidelines for dissertations. The dissertation document also includes the SJSU College of Graduate Studies approved preliminary page template.

There are currently many initiatives across the country that reference new strategies and approaches for the doctoral dissertation in an Ed.D. Program. Regardless of approach or format, the dissertation is expected to align with the Ed.D. Program vision and contribute to improvement in education practice and/or education policy in the context of a particular education institution. It is expected that the dissertation shows evidence of originality, critical and independent thinking, appropriate form and organization, and a rationale for the examined research problem.

Students interested in pursuing nontraditional models of dissertation research are encouraged to talk their ideas through with their chair/committee. It is incumbent on the student and the doctoral committee chair to make explicit the road map which the project will follow and to outline the evaluative criteria to be used at the project's completion.

The Dissertation Committee consists of three members, one who serves as the committee chair. The first two members of the dissertation committee are expected to be tenured or tenure-track members of the San José State University Faculty. The Chair is expected to be a member of the core doctoral faculty group of the Ed.D. Program at SJSU. The second committee member could be either a member of the core faculty or a tenured or tenure-track SJSU faculty. The third member of the committee is a qualified external colleague who is currently employed or previously employed at a local school, school district, or community college, having achieved the terminal degree (e.g., Ed.D., Ph.D.).

The student and Chair typically consult with each other on appropriate committee members and invite the other two committee members to participate. The Chair may call meetings at any time to check the candidate's progress. The most important meeting is the final oral defense, where the completed dissertation is presented to the committee and other interested faculty and/or students. Committee membership is confirmed by form and submitted to the Ed.D. Program Director for approval.

After completing the dissertation proposal defense and IRB approval, the student carries out the research plan described in the approved proposal, collects and analyzes data, and continues writing the dissertation. The student's Chair and the Dissertation Committee guide the student to ensure the dissertation is a scholarly work resulting from research study and that contributes to the improvement of educational practice.

The student works with the committee chair to develop a system for reviewing drafts and for sharing drafts with other committee members at appropriate times. The student is expected to submit drafts of the dissertation to committee members in appropriately word-processed form. The completed final draft also includes the abstract, copyright page, title page, acknowledgments, table of contents, list of tables, figures, and abbreviations, references, and appendices. The student submits the final draft manuscript to committee members for a final reading and approval at least two weeks before the scheduled final defense date. The final dissertation may take a variety of forms depending upon the type of research undertaken. The conventional five-chapter dissertation, consisting of an introduction, literature review, methodology, results and analysis, and conclusions and recommendations may be revised to reflect a specific design and purpose.

Exceptions and accommodations are permitted based on the student's situation and context of study, which should be approved by the Ed.D. Program Director.

Final Examination: Oral Defense of Dissertation

At the final oral defense, the student will make a public presentation of the dissertation research. The final oral defense is conducted as an open forum guided by the candidate's Chair and Dissertation Committee. The purpose of this formal meeting is:

1. To examine and assess the quality of the dissertation.
2. To evaluate the ability of the student to present research.
3. To provide an opportunity to share the research with the campus community.

The open forum needs to be publicly announced two weeks prior to the scheduled final oral defense. During the oral defense, individuals outside the Dissertation Committee may listen but are not permitted to ask questions. The follow-up deliberation process involving the Dissertation Committee is restricted to committee members only who will need to unanimously agree on the outcome of the final oral defense.

Unanimous agreement of the Dissertation Committee is required for approval of the dissertation and recommendation that the Ed.D. degree be conferred. There are three possible outcomes of the final defense:

1. The oral defense is satisfactory and the manuscript is accepted by the Dissertation Committee as submitted, or with only minor copy edition revisions.
2. The oral defense is satisfactory but there is a need for substantive revisions of the manuscript.
3. The oral defense is judged to be unsatisfactory. The decision may be reached because the dissertation is judged to be unacceptable or that the student fails to present it satisfactorily. A second oral defense may be scheduled when the chair determines that the student is prepared and the committee members agree that the required remediation has been accomplished.

The following table summarizes the milestones throughout the doctoral program and through the research process culminating with completion of the dissertation.

Tentative Milestones for Students in the SJSU Ed.D. Program in Educational Leadership

Step	Tasks	Semester
Topic Development	- Student identifies a problem of practice with evidence. - Student generates appropriate research questions. - Student becomes familiar with the literature in the area of proposed or potential topic interest. - Student becomes familiar with theoretical or conceptual frameworks that guide the research in the selected topic of interest. - Student become familiar with the methodologies used in research in the selected topic of interest.	Year 1
Dissertation Research Topic Identification	- Student seeks advice to ensure that their topic of research will be manageable in scope and possible to complete within the time frame of the program. -	Spring, Year 1
Literature Review and Theoretical or Conceptual Framework, Methods, and References	- Student completes literature review and theoretical or conceptual framework as part of EDD 591B; Successful completion is required to move forward.	Spring, Year 1
Dissertation Committee	- Dissertation Chair is identified. The Chair is a member of the core doctoral faculty group. The second member of the Dissertation Committee is a SJSU tenured/tenure track faculty (and may be a core doctoral faculty). The third member is selected from either a PK-12 educational system or an institution of higher education outside SJSU with either an Ed.D. or a Ph.D. degree. - Student meets with the Dissertation Chair to review the research topic and develop a timeline for the completion of the dissertation.	Summer, Fall, & Spring Year 2
Dissertation Research Proposal	- Student successfully defends research proposal before Dissertation Committee members. Proposal is sent to the committee <u>at least two weeks</u> before the scheduled hearing defense. - Dissertation Chair and committee members complete documentation for the successful defense of the dissertation proposal and submit it to the Ed.D. Director.	Spring Year 2 & Summer Year 3
Institutional Review Board (IRB)	- Student completes SJSU IRB application with Dissertation Chair. - Student submits completed IRB application and all supporting documents to the SJSU IRB Program Coordinator for approval. Refer to the section on submitting an IRB protocol for more details.	Summer Year 3 Or, as dissertation proposal is approved
Dissertation Writing	- Students complete Chapters 1-5 of the dissertation with feedback from Chair and, if necessary, committee members.	Ongoing, Year 3
Oral Defense of Dissertation	- With completed draft of dissertation, student completes dissertation defense scheduling form and submits to Ed.D. Program to schedule public defense; Copy of complete draft of entire dissertation must be sent to all committee members at least <u>two weeks prior</u> to holding the final defense. The oral final defense also needs to be publicly announced two weeks prior to the scheduled date. - Student defends dissertation and makes all changes required by the Committee; All committee member signatures required on the Dissertation Approval Form.	Spring Year 3
Submit Final Copy and Signed Paperwork to Graduate Studies for Dissertation Format Review and Publication	After successful defense and all required signatures and changes in place, dissertation and paperwork are submitted to the College of Graduate Studies for final format review and approval.(See Master's Thesis and Doctoral Dissertation Guidelines). At this point, the College of Graduate Studies makes the decision to approve or reject the dissertation formatting. When the dissertation is approved, the corrected final copy of the dissertation is uploaded to ProQuest. If rejected, the student must wait until the next submission dates and to update the graduation application (small fee involved).	ProQuest submission deadline listed on Graduate Studies website. This deadline is revised every year.

The flowchart below visually summarizes the steps that all students need to follow in relation to their dissertation experience. Click [here](#) to access the links.

SJSU | EdD LEADERSHIP PROGRAM

STEPS BEFORE DISSERTATION

Dissertation Committee Form (Year 2)

Have you picked your third committee member? Please send the Ed.D. Office (edd-leadership@sjsu.edu) your third committee member's name and email address.

1

2

Dissertation Proposal Hearing Form (Year 2)

Dissertation Defense Template (Year 3)

Please send this completed form to the Ed.D. Office as soon as possible. We will need this to announce your defense with the College of Education. Please include the Zoom meeting link or the room number.

3

4

Dissertation Committee Approval Form (Year 3)

Please complete the Student Information section and Dissertation Information section and email it to the Ed.D. Office, so that it can be routed for signatures via DocuSign after the defense is complete (This is one of the forms you will also need to submit to Graduate Studies, as part of their [Dissertation Forms Packet](#)).

Set up Zoom meeting (if presenting virtually)

5

Dissertation defenses are being held in person and/or remotely. The Ed.D. office can set up the Zoom meeting link and make you the co-host with your SJSU email address if needed. It is preferred to use SJSU email for this purpose to keep the meeting encrypted. Please share the link with your committee members. If you are new to Zoom and need additional support, you can find some helpful resources [here](#).

NEXT STEPS

Please see the [Thesis and Dissertation Guide](#) from SJSU's College of Graduate Studies for the next steps on completing and submitting your dissertation.

Tech Support

If you need further help with running your Zoom meeting, the College has tech assistance Monday - Friday 8am-5pm (closed for lunch from 12-1pm). If possible, it will be best to schedule an appointment: [College of Education iSupport Ticket](#).



ENROLLMENT AND ACADEMIC PROGRESS

CONTINUOUS ENROLLMENT

Minimum 9-Semester EdD Program for New Students

Per Executive Order 991, the EdD Program is required to be a cohort program. Except for transfer students, all admitted students must be enrolled for a minimum of 9 semesters with their cohort in order to qualify for graduation and complete the program requirements.

Minimum 6-Semester EdD Program for Transfer Students

In the case of transfer students, a minimum of 6 semesters equivalent to 42 semester units must be completed at SJSU in order to qualify for graduation and complete the program requirements. The EdD Program Director may authorize the substitution of semester units earned in another doctoral program for no more than 18 of the 60 required units. Note that substitution of courses taken from another doctoral program is not guaranteed.

First Semester Obligations

As a newly admitted SJSU graduate student there are several things to consider and complete during your first semester at San José State University. Please take the time to read your admission letter from SJSU as it contains important information regarding your admission status.

Official Matriculation

You will not be considered an officially matriculated graduate student until you register for courses in the first semester of your admission. SJSU does not defer admission, so if for any reason you cannot attend your first semester you will need to re-apply to the university for the next semester you want to attend. On a related note, your enrollment in classes is your official notification to SJSU of your intent to attend.

Provisional Admission (University)

Some graduate students may receive a provisional admission. Your admission letter from SJSU as well as your "To Do" list on My SJSU will state what specific documents or tasks you need to complete in order to have these provisions cleared. If you do not have these provisions cleared by the deadlines listed on your MySJSU account, a hold will be placed on your record and you will not be able to register for subsequent semesters. Provisional admission is a status that is placed by Graduation Admissions and Program Evaluations so it cannot be removed by your graduate program.

Graduate Classification (Ed.D. Program)

Your graduate program will also admit you either as conditionally classified or classified standing. If you are admitted conditionally classified, you will have certain prerequisites that you will need to complete and they will be outlined in your admission letter from SJSU. These prerequisites must be met before you can be changed to classified standing. If you have any questions on the prerequisites listed on your admissions letter please contact your assigned program advisor. All graduate students must be in classified standing before they can apply for candidacy.

Ed.D. Program Advising or Orientation

The Ed.D. Program will hold an orientation meeting at the beginning of your first semester. You will receive information about program requirements and what courses you are expected to enroll in.

Leave of Absence and Planned Student Education Leave

Since the doctoral program is a 3 year cohort program in which all courses are completed in sequence, there is no easy option for requesting and completing a leave of absence. The program recognizes, however, that in rare circumstances, a leave of absence may be needed. A request for a Leave of Absence must be submitted to the Ed.D. Director. If granted, it will require that the student rejoin the next available cohort and enroll in the sequence of courses missed as a result of the Leave of Absence. Once all coursework requirements are complete the request for a leave of absence will follow the normal SJUS policies for requesting a leave or for a Planned Educational Leave.

Arrangements for a Planned Student Education Leave must be made in advance with the Director of the Ed.D. Leadership Program. Graduate students will coordinate leave arrangements with the Ed.D. Director. International students must also go to the IPS office to secure the necessary immigration authorizations.

Students who meet the terms of the leave are guaranteed a return to their program even though it is or becomes a program restricting the number of applicants. Leave forms and additional information may be downloaded at www.sjsu.edu/registrar/forms.

SATISFACTORY ACADEMIC PROGRESS

Every Ed.D. student is expected to make satisfactory progress in accordance with the Ed.D. cohort structure and program of study through the time of Advancement to Candidacy. The normal expectation is that students will attend and participate in all required program components. In the event that a student's lack of participation would cause them to fail to maintain a **grade point average of 3.0**, the student will be notified and counseled regarding requirements for satisfactory progress toward the degree in the time specified by the Program Faculty. Students must complete all courses with grades between "A" and "C," or "CR" while still maintaining a 3.0 GPA. Grades of "C-" or lower, including "NC," "U," "WU," are considered to be unsatisfactory and require course repetition.

The expectation is that students will attend and participate in all required course and program components. Students needing to make up assignments or request an Incomplete grade must communicate with their instructor, who will determine how to best proceed. In the event that lack of participation causes a student to fail to maintain a GPA of 3.0, the student will be notified of placement on academic notice and counseled regarding requirements for satisfactory progress toward the degree. Students who earn an incomplete grade in ANY course need to notify their advisor so that a plan is developed for completing course requirements in a timely manner.

Upon request and with the approval of the Ed.D. Director, students who need to leave the Ed.D. Program may be provided two options:

1. Complete the courses that were missed and return to the original cohort.
2. Join a later cohort and resume taking the classes that were missed at the time they return.

Requirements for Students Who Do Not Complete the Ed.D. Program Requirements on Time but Would Like to Join the Spring Commencement with Their Cohort.

1. The student should have successfully completed all courses other than EDD 599. No incomplete grades are permitted.
2. The student should have successfully defended their dissertation proposal by the time they file for graduation.
3. The Dissertation Chair needs to confirm that the student will complete all dissertation requirements by the following semester.
4. The Ed.D. Program Director will confirm that the preceding three requirements have been met.

Academic Notice and Academic Disqualification

A student who falls below a 3.0 grade point average in an academic term will be notified in writing that they have been placed on academic notice. When the student's overall GPA is below 3.0, failure to achieve a term GPA of 3.0 in any subsequent semester will result in academic disqualification. A disqualified student will not be allowed to continue in the program, enroll in doctoral-level courses, or register in the doctoral program. The disqualification will be communicated to the student in writing. A disqualified student will be permitted to apply for reinstatement into the Ed.D. Program; consideration of the student's application for reinstatement will occur along with consideration for all new applications into the program in a given year. More details about what is required in order to be reinstated will be found [here](#).

Students who do not successfully complete their dissertation proposal hearing by the end of summer semester year 3 of their program will be placed on administrative academic probation, and an advising

hold will be placed that precludes further registration. Students on academic probation will need to work with their advisor to develop an improvement plan which must be approved by the EdD program director. Students may step out for one semester or take a prolonged leave of absence until the factors contributing to their inability to make adequate progress have been resolved and the student can return with full focus on completing their degree. When students are officially on leave, advisors are *not* expected to support their advisee/s.

Administrative Probation and Administrative Disqualification

Satisfactory progress pertains ultimately to degree completion in addition to doctoral students' adherence to the high standards of professional ethics. Students must adhere to scholarly and ethical standards in all courses, fieldwork, and research endeavors. Such standards are defined by the faculty, the professional accrediting bodies, policies of the university and the CSU, and relevant statutes of federal, state, and local governments. Students may be placed on Administrative Academic Probation or disqualified based on unsatisfactory scholastic progress or failure to adhere to professional and ethical standards, per University Policy [S16-16](#).

Graduate Extension Policy for All-But-Dissertation Students

Per Article 10 of Executive Order 991, doctoral students need to complete all the requirements for the Ed.D. degree within five years from initial enrollment in the program. At the end of the fifth year, the Ed.D. Program may submit a special action memo to the College of Graduate Studies requesting an extension of up to two years under the following circumstances: (i) the student is in good standing, (ii) the extension is warranted by compelling individual circumstances, and (iii) the student demonstrates current knowledge of research and practice in educational leadership, as required by the campus.

During the extension period--spanning the 4th-7th years of the Ed.D. Program--the Program Director will evaluate a student's satisfactory progress in course 1290R (if enrolled) at the end of each semester. If no satisfactory progress has been made in any semester, the student will be placed on Administrative Academic Probation. If there is no significant progress in the semester of probation, the student will be disqualified from the Ed.D. Program. In the case of an approved extension after the seventh year, a student will need to either revalidate or retake expired courses to be determined by the Ed.D. Program Director. Note that no more than 12 units will be allowed to be revalidated once courses expire, and any expired course beyond 12 units will require retaking the course for credit. Course revalidation process follows SJSU Policy [S17-7](#).

STUDENT ETHICS AND DISPOSITION POLICY STATEMENT

The Ed.D. Program Director may recommend to temporarily disqualify a student for behavior that fails to comply with professional standards of conduct appropriate to the program during the time the student's case is being reviewed by a student conduct review panel. This behavior could occur in or out of class. In particular, [Standard 2](#) of the National Policy Board for Educational Administration states that effective educational leaders need to act ethically and according to the professional norms that promote each

student's academic success and well-being. Also, Standard 5 of the California Commission on Teacher Credentialing California Professional Standards for Educational Leaders notes that education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard. Examples of concerning behavior include, but are not limited to: threatening behavior; repeated disruptions of classes that interfere with the educational opportunities of other students; and repeated acts of professorial disrespect, badgering, rudeness, interruptions, and verbal or written abuse.

In cases where there has been a breach of ethical conduct by a doctoral student, students, faculty, and/or the Ed.D. Program Director may request that a review be conducted by a panel consisting of three faculty from the Ed.D.

Program. However, before a review panel is set up, the Ed.D. Program Director will need to evaluate the complaint to determine if there is sufficient basis to move forward with the request.

All cases will be referred to a Student Conduct Administrator who will determine whether the cases need to be evaluated by the Student Conduct and Ethical Development Committee (SCED; Student Conduct Process: [Student Conduct | Student Conduct and Ethical Development](#)).

Furthermore, each Ed.D. Program faculty member is a mandated reporter. As such they are required to report to the SJSU Title IX Office any incident that may fall under the purview of that office. Ed.D. Program faculty may consider reporting any concerning behavior to the Behavioral Intervention Team (BIT) at <https://www.sjsu.edu/bit/>.

Student Conduct Review Process

Note: At any point in the process below, the student under review has the right to consult with the SJSU [Student Ombudsperson](#).

Step One: Incident is brought to the attention of the Ed.D. Program Director who reviews the case and confers with all parties involved (including faculty, if relevant, the student, etc.). A report of the incident must be filed with the Ed.D. Program Director with a clear statement of the breach of the code of ethics and dispositions and a detailed listing of evidence. The incident will be reported to a Student Conduct Administrator who will review the incident and evidence and recommend if the incident needs to be addressed by the SCED. If the Student Conduct Administrator recommends that the incident should be appropriately addressed at the Ed.D. Program level, the following steps below will be followed.

Step Two: The Ed.D. Program Director shall convene a Student Conduct Review Panel consisting of three core faculty members. At that point, the student will be notified that they are under review and provided with a copy of the report generated in Step One and a copy of this document that has been published in the Ed.D. Student Handbook and Program Bylaws. The student will be informed that they

have the right to consult with the SJSU [Student Ombudsperson](#). The student has the option to provide a written response to the concern within one week of receipt of notice.

Step Three: The Student Conduct Review Panel is a committee consisting of: the Ed.D. Program Director (or proxy); the faculty member responsible for submitting the report (if the report is submitted by a faculty member); and one core faculty member (of the student's choosing if the student elects to make a choice and if the chosen faculty member agrees and/or does not have any related conflicts of interest as determined by the Ed.D. Program Director). The panel shall review the report and evidence, as well as a written response, if any, made by the student under review. The review is expected to be completed within two weeks upon receipt of the documents by the panel.

Step Four: The review panel votes and recommends a course of action to the Ed.D. Program Director.

Step Five: The Ed.D. Program Director communicates the panel's recommendation to the LCOE Dean, the College of Graduate Studies Dean, and the Student Conduct Administrator from Step One.

Step Six: The LCOE Dean makes a decision.

Step Seven: The LCOE Dean and Ed.D. Program Director communicate the decision to the student under review and to any faculty who would be impacted by the decision, e.g., regarding grading or instruction.

Depending on the case and in consultation with SCED, a student who is under the Ed.D. Program Student Ethics and Dispositions Review process may be asked to refrain from any or all in-person or otherwise synchronous course-related activities until the review process has been completed. In that case, they may complete course assignments without contact with other students.

In any case under any circumstance where a student has been placed on Administrative Academic Probation, the student is notified in writing with a copy sent to the Office of the Registrar and the College of Graduate Studies. The letter should explain the reason for placement on Administrative Probation, the conditions that must be met to be removed from probation, and the consequence of not meeting these conditions. A definitive timeline should be included as to when conditions are to be met (e.g. the subsequent semester). In any case when a student has been Administratively Disqualified from the program, students must be notified in writing with copies sent to the Office of the Registrar and College of Graduate Studies. The student will be informed that they have the right to appeal their case to the Academic Disqualification and Reinstatement Review Committee.

STEPS TO ENROLLMENT

Activate your SJSU ID

one.SJSU Spartan App Portal is how to access your MySJSU account - your online student center during your time as an SJSU student. It is your responsibility to check your [MySJSU](#) account frequently for changes to your status and important messages regarding deadlines.

To access your MySJSU account for the first time, please follow these instructions:

STEP ONE:

Set the password to access your MySJSU account and your SJSUOne wireless account on campus

- Go to [SJSUOne | Password Reset](#) and enter the 9-digit SJSU ID that was emailed.
- Choose one of the two options listed to set your password for the first time. This same process will also allow you to reset your password in the future.

STEP TWO:

- Sign in to your one.SJSU student account at www.one.sjsu.edu with the 9-digit SJSU ID and the password you created,
- Click on the 'MySJSU' button to be directed to your MySJSU account.

STEP THREE:

Verify and update all of your personal information under the 'Personal Information' section of your Student Center.

- Review for accuracy and make necessary changes to your mailing address, phone number, and email address. Email is especially important since alerts from SJSU are sent by email when new messages are posted to your MySJSU account.
- Remember that you will use MySJSU for all services (e.g. Financial Aid status and Registration) and your SJSU ID and password are your access keys into the system.

Register for a class

After activating your MySJSU click the [MySJSU Sign In](#), and then enter your SJSU ID and password.

Navigate to [Self Service > Student Center](#) select [Enrollment: Add](#) from the drop-down menu under [Academics](#), click [Go](#), select the term for which you want to add classes (for example, Fall 2014), click Continue, type the 5-digit class number into the [Enter Class Nbr](#) field, and then click [Enter](#) (*Note: If you do not know the class number, you can look it up in the online schedule by clicking Search under Find Classes*), click [Select Class](#) , when you are finished adding classes, click [Proceed to Step 2 of 3](#), review your selections, and then click Finish Enrolling to complete your course registration. Please visit [Registration | Office of the Registrar](#) for more information on registering for classes.

TUITION & FEES PAYMENT

About SJSU Fees

The CSU makes every effort to keep student costs to a minimum. Fees listed in published schedules or student accounts may need to be increased when public funding is inadequate. Therefore, CSU must reserve the right, even after initial fee payments are made, to increase or modify any listed fees, without notice, until the date when instruction for a particular semester or quarter has begun. All CSU listed fees should be regarded as estimates that are subject to change upon approval by The Board of Trustees. All fees are mandatory and are assigned a due date based on the date you register.

About Payment Due Dates

Students are responsible for checking their accounts online at your MySJSU page for fees charged and payment due dates. The Bursar's Office does not mail bills. Check your account often for important messages sent by SJSU. For step-by-step instructions, please refer to this [webpage](#).

Semester specific payment schedules can be found at [Payment Due Dates | Bursar's Office](#)

SJSU SPARTAN BOOKSTORE

All textbooks for your Ed.D. classes are available through the SJSU Spartan Bookstore. There are also other online sources of textbooks, from which you can order books for classes.

STUDENT LEARNING AND RESEARCH COMMONS

The Student Learning and Research Commons at the Dr. Martin Luther King Jr. Library brings technology and support together in one physical place. The commons also offers a physical space to talk, plan and learn. Need a printer or Wi-Fi? Both are available at the commons, along with desktops, laptops and iPads. You'll also find meeting space with whiteboards for group projects. And in case you've got a question, library staff will be right there for research and technical support. You'll need your Tower Card to get in.

CANVAS

San José State University has a new learning management system (LMS), Canvas by Instructure. Canvas has a clean, intuitive user interface, featuring drag and drop usability; and a comprehensive grading tool. Canvas also allows faculty and students to configure their notification options to integrate with services such as Facebook, Twitter, text messaging and more. Information about Canvas can be found at [Canvas | eCampus](#)

ACCESSIBLE EDUCATION CENTER

The San José State University Accessible Education Center (AEC), is a comprehensive center providing both students and employees with accommodations and services. The Center works closely with faculty, staff, programs and departments to deliver services and promote access for students with disabilities in the classroom and throughout the campus. Information about the Accessible Education Center (AEC) can be found at [Accessible Education Center](#) and [Employment Accommodations Resource Center \(EARC\)](#).

FINANCIAL AID

San José State University's [Financial Aid and Scholarship Office](#) provides assistance to students in securing federal, state, and university financial aid to achieve their education pursuits. Each year, SJSU awards and administers more than \$400 million in financial aid to eligible students. Students receive aid in the form of scholarships, grants, work study, and loans – funds that help them focus on their education and complete their degree.

CAMPUS RECREATION

Through collaboration between the Student Union, Inc. and Associated Students, the Spartan Recreation program was created with the goal of providing students a seamless recreational experience. Spartan Recreation provides diversity, conflict resolution, and customer service training to student employees. Additionally, a special team of student employees from both the Student Union and A.S. Campus Rec were cross-trained in all aspects of recreation on the SJSU campus so that they could participate directly in campus outreach programs. Please visit spartanrecreation.com for more information.

STUDENT ORGANIZATIONS

SJSU has nearly 400 student organizations, getting involved is the best way to connect with campus life! Please visit [Recognized Student Orgs | Student Involvement/](#) for more information and a list of student organizations you can explore.

PARKING & TRANSIT

Being in an urban environment, the amount of space dedicated to parking is limited. During peak periods, finding a parking space on the main campus can be difficult.

We encourage people coming to campus during peak times to consider using alternative transportation and/or the [Park & Ride Lot across](#) from Spartan Stadium.

For more information, see Other Services at [Parking Services](#).

Under California state law, parking on a California State University campus is subject to a specific fee.

To accommodate the diverse parking needs of our community, SJSU offers various types of parking permits and various parking locations. Employees and students have an option of purchasing either a semester permit or a single-day permit to park at SJSU. Visitors may purchase a single-day permit.

Parking Services is dedicated to providing a clean and safe parking environment for students, faculty, staff and visitors. We maintain 6,600 parking spaces for a campus population of over 32,000 people. Annually, our Parking Enforcement Officers issue approximately 12,000 parking citations and respond to more than 1,300 motorists needing help by:

- Unlocking car doors
- Assisting with flat tires
- Finding lost cars
- Providing gas & battery jump-starts

If you have a question or need our help, contact us at (408) 924-6556.

SJSU TOWER CARD

All members of the campus community are issued an SJSU Tower Card at no cost and offer the convenience of gold Points, VTA, meal plans and campus ID. Please visit <https://myid.sjsu.edu/> for detailed instructions.

DOWNTOWN SAN JOSÉ

San José is a newly revitalized city which hosts major sports, the arts, museums and restaurants serving a wide variety of cuisines. The Santa Cruz coastline is less than an hour away; San Francisco is one hour to the north

PROGRAM DIRECTOR

Ferdie Rivera, Ph.D.
Professor, Mathematics & Statistics
ferdinand.rivera@sjsu.edu
(408) 924-3566

CORE DOCTORAL FACULTY GROUP

Allison Briceno, Ed.D.
Associate Professor, Teacher Education
allison.briceno@sjsu.edu
(408) 924-3730

Rebecca Burciaga, Ph.D.
Professor, Educational Leadership & Chicano/a Studies
rebeca.burciaga@sjsu.edu
(408) 924-3644

Liliana Castrellon, Ph.D.
Assistant Professor, Educational Leadership
liliana.castrellon@sjsu.edu
(408) 924-1796

Kyoung-Mi Choi, Ph.D.
Professor, Counselor Education
kyoungmi.choi@sjsu.edu

Arnold Danzig, Ph.D.
Professor, Educational Leadership
arnold.danzig@sjsu.edu
(408) 924-3722

Brent Duckor, Ph.D.
Professor, Teacher Education
brent.duckor@sjsu.edu
(408) 924-3342

Shinchieh (CJ) Duh, Ph.D.
Associate Professor, Psychology
cj.duh@sjsu.edu
(408) 924-6039

Deanna Fassett, Ph.D.
Professor, Communication Studies
deanna.fassett@sjsu.edu
(408) 924-5374

Maria Fusaro, Ed.D.
Associate Professor, Child & Adolescent Development
maria.fusaro@sjsu.edu
(408) 924-3740

Veneice Guillory-Lacy, Ph.D.
Assistant Professor, Educational Leadership
veneice.guillory-lacy@sjsu.edu
(408) 924-3722

Lara Kassabi, Ed.D.
Associate Professor, Teacher Education
lara.kassabi@sjsu.edu
(408) 924-3729

Sudha Krishnan, Ed.D.
Assistant Professor, Special Education
sudha.v.krishnan@sjsu.edu

Saili Kulkarni, Ph.D.
Associate Professor, Special Education
saili.krishnan@sjsu.edu
(408) 924-3313

Maria Ledesma, Ph.D.
Department Chair & Professor, Educational Leadership
maria.ledesma@sjsu.edu
(408) 924-3619

Cara Maffini, Ph.D.
Associate Professor, Child & Adolescent Development
cara.maffini@sjsu.edu
(408) 924-3629

Robert Marx, Ph.D.
Assistant Professor, Child & Adolescent Development
robert.marx@sjsu.edu
(408) 924-3717

Zachary McNiece, Ph.D.
Assistant Professor, Counselor Education
zachary.mcniece@sjsu.edu
(408) 924-3605

Dolores Mena, Ph.D.
Professor & Graduate Program Coordinator,
Counselor Education
dolores.mena@sjsu.edu
(408) 924-3627

Ellen Middaugh, Ph.D.
Associate Professor, Child & Adolescent Development
ellen.middaugh@sjsu.edu
(408) 924-3566

Melody Moh, Ph.D.
Professor, Computer Science
melody.moh@sjsu.edu
(408) 924-5088

Nikos Mourtos, Ph.D.
Department Chair & Professor, Aerospace Engineering
nikos.mourtos@sjsu.edu
(408) 924-3867

Eduardo Muñoz-Muñoz, Ph.D.
Assistant Professor, Teacher Education
eduardo.munoz-munoz@sjsu.edu
(408) 924-3771

Rachel O'Malley, Ph.D.
Professor, Environmental Studies Program
rachel.omalley@sjsu.edu
(408) 924-5424

Luis Poza, Ph.D.
Associate Professor, Teacher Education
luis.poza@sjsu.edu
(408) 924-3646

Wendy Quach, Ph.D
Professor, Communicative Disorders and Sciences
wendy.quach@sjsu.edu
(408) 924-3682

Colette Rabin, Ph.D
Professor, Teacher Education
colette.rabin@sjsu.edu
(408) 924-3650

Ferdie Rivera, Ph.D
Professor, Mathematics & Statistics
ferdinand.rivera@sjsu.edu
(408) 924-3566

Navrati Saxena, Ph.D.
Associate Professor, Computer Science
navrati.saxena@sjsu.edu
(408) 924-5121

Lisa Simpson, Ph.D.
Department Chair & Associate Professor,
Special Education
lisa.simpson@sjsu.edu
(408) 924-2924

Emily Slusser, Ph.D.
Professor, Child & Adolescent Development
emily.slusser@sjsu.edu
(408) 924-3752

Grinell Smith, Ph.D.
Professor, Teacher Education
grinell.smith@sjsu.edu
(408) 924-3646

Megan Thiele, Ph.D.
Associate Professor, Sociology & Interdisciplinary Social Sciences
megan.thiele@sjsu.edu
(408) 924-2975

Kim Tsai, Ph.D.
Associate Professor, Child & Adolescent Development
kim.tsai@sjsu.edu
(408) 924-3741

Tammie Visintainer, Ph.D.
Assistant Professor, Teacher Education
tammie.visintainer@sjsu.edu
(408) 924-3736

David Whitenack, Ph.D.
Department Chair & Professor, Teacher Education
david.whitenack@sjsu.edu
(408) 924-373



San Jose State University
Connie L. Lurie College of Education Ed.D.
Leadership Program

One Washington Square

San Jose, CA 95192-0064

408-924-4098

www.sjsu.edu/edd

Email us: edd-leadership@sjsu.edu

