



# Ed.D. in Educational Leadership Program

Fall 2010

## Cohort I Graduates

Submitted by Dr. Jesse Rodriguez, Cohort I K—12 Graduate



Cohort I Graduating Class on May 27, 2010

A list of the graduates and their dissertation titles is on page 6.

References made about doctoral studies often evoke travel imagery or movement from one point to another. I am particularly fond of this imagery because journeys are filled with new experiences, places and faces. For the past year, my cohort members have resided at different points of their doctoral journey. Although it is a journey that we started together over three years ago, it is one that every person completes in his or her own time. Like in any journey, there are changes that emerge along the way. These changes in the path often lead the traveler in a new and different direction. In some cases, changes in the journey force the traveler to simply stop. In my

own doctoral journey, there were a number of times I was forced to pull off the path completely. No matter how well planned I believed my journey was, nothing could have prepared me for my parents' ill-

ness or other significant bumps along the path. It was in these cloudy moments that the question lurking in the minds of most graduate students emerged: *why this journey? why now?* These pauses, albeit brief, were good instances to reflect deeply on what it is I intended to do once (and if) I completed this journey. Parker Palmer would have probably rephrased my reflection by posing the following statement: "you must listen to your life and try to understand what it is *truly* about, not what you would like it to be about." Dr. Dawn Person would have simply said, "Trust the process." Reflecting now, a few days after defending (successfully) my dissertation, I can say that my life is

made up of those relationships with professors and colleagues that have led me towards completing this doctoral journey. In essence, I trusted the process. The role of the cohort, in particular, has been far more meaningful than simply an educational company of companions travelling the same path towards the same goal. I am *becoming* the educational leader I was called to become *because* of them. Many of these companions passed me on the path, but waited for me at the journey's end with joy and optimism. That is what travelers on the same path do for one another...they wait for you, encourage you, support you, teach you, and guide you. These co-travelers are more than cohort members, classmates, scholars, and practitioners...they are my 'friends.' That is the beauty about evoking a travel metaphor to describe doctoral studies...you are never alone. There is always a traveler somewhere on the same path.

California State University,  
Long Beach

College of Education

Fall 2010

First Day of Classes  
August 23, 2010

Veteran's Day Holiday  
November 11, 2010

Thanksgiving Holiday  
November 25—26, 2010

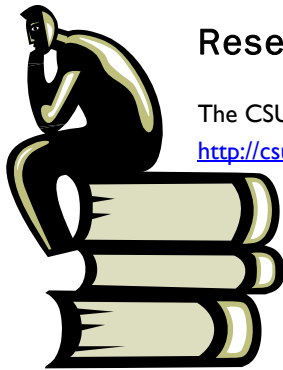
Last Day of Classes  
December 10, 2010

Finals Week  
December 13—17

First Day of Spring Classes  
January 24, 2010

### Inside this issue:

Cohort I Graduates	1
Research Guide for Doctoral	2
Summer Highlights	2
College of Education— Educational Leadership 2010	3
CIES Western Regional Con-	4
Spring 2011 Class Schedule	4
Student Travel Funds	5
2010—2011 Professional Con-	5
Cohort I Graduate List	6

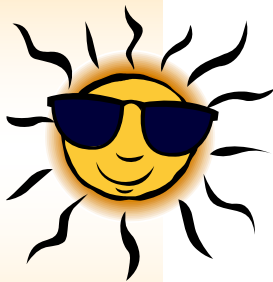


## Research Guide for Doctoral Students

The CSULB Library has a new research guide for Ed.D. Students, please visit <http://csulb.libguides.com/edlead>.

Questions may be directed to Karin Griffin,  
Ed.D. Program Librarian, at [kgriffi3@csulb.edu](mailto:kgriffi3@csulb.edu)

### Educational Leadership Doctoral Student Association



### First Annual Symposium on Educational Leadership— Practice, Policy, and Research

## Summer Highlights

*Submitted by Dr. Jesse Rodriguez, Cohort I K—12 Graduate*

The summer at the Beach has been a hive of incredible energy as many doctoral candidates prepare to defend their dissertation while other students are finalizing their qualifying paper, taking courses, and / or preparing their dissertation defense. In the midst of all this, two exciting, new initiatives have emerged. The first is our student association. Under the leadership of Amy Jennings, Cohort IV, the process has been set to organize a doctoral student organization that is recognized by the Office of Student Life and Development. Some of the benefits of having a recognized student organization include access to funds, campus facilities for student presentations / conferences, hosting alumni

events, but most importantly to serve as a visible sign of our program as we forge new educational pathways in research, practice, and policy. The second initiative, and one the student association will be actively involved in, is our First Annual Symposium on Educational Leadership—Practice, Policy, and Research.

The title for this year's symposium is "*Building Bridges, Cultivating Partnerships: Educational Leadership in P-16 Educational Contexts*". Our theme acknowledges the need to build bridges between school leadership across the P-16 continuum in order to allow for dialogue and discussion on the interrelationship of problems affecting our

students, faculty, administrators, and the overall "business" of schooling. The purpose of the symposium is to bring scholars, practitioners, and emerging scholar practitioners to engage participants in sharing research and discussing the practice and policy of educational leadership in a P-16 context.

Come enjoy a day at the Beach as you reconnect with classmates (Cohort I), share research. There is no cost to attend or participate in the conference and lunch will be provided. Information on the conference is provided on page 3.

## College of Education-Educational Leadership 2010 Call for Proposals

***“Building Bridges, Cultivating Partnerships: Educational Leadership in P-16 Educational Contexts”***  
**California State University, Long Beach**  
**December 3, 2010**

The College of Education-Educational Leadership Program will host the First Annual Symposium on Educational Leadership—Practice, Policy, and Research. The title for this year’s symposium is ***“Building Bridges, Cultivating Partnerships: Educational Leadership in P-16 Educational Contexts”***. Our theme acknowledges the need to build bridges between school leadership across the P-16 continuum in order to allow for dialogue and discussion on the interrelationship of problems affecting our students, faculty, administrators, and the overall “business” of schooling. The purpose of the symposium is to bring scholars, practitioners, and emerging scholar practitioners to engage participants in sharing research and discussing the practice and policy of educational leadership in a P-16 context.

The symposium will be held on the campus of California State University, Long Beach in the Karl Anatol Center, Academic Services Room 110. Registration materials (symposium brochure and name tag) will be available for pick up in the Anatol Center. The meeting will open at 8 a.m. with a keynote address and end with a closing address at 3 p.m. There is no cost for your participation or attendance at the conference.

### Call for Proposals

Participants (professors in the College of Education, doctoral candidates, doctoral students) are invited to submit research proposals for poster and paper sessions that address areas of research, practice, and policy in educational leadership in P-16 educational contexts.

### Session Categories

Paper Submission: These sessions are intended for individual or co-authored paper submissions on research results.

Poster Session: These sessions are illustrations of research and / or projects in progress.

Practitioner Roundtable Session: The roundtable sessions are reserved for doctoral students as part of their course of study in the educational leadership program. These sessions will be hosted by practitioners in Higher Education and P12 settings. These include, but are not limited to community college presidents and vice presidents from various areas of higher education such as student services and instruction; district superintendents and asst. superintendents along with principals from charter schools, high schools, elementary schools, and private schools. Round-table discussions will provide graduate students with opportunities to listen to practitioners in the field with “real-world” issues that require immediate attention.

In addition to individual/ co-authored paper and poster sessions, members of Cohort III will sponsor a Panel Discussion Social Justice in Educational Leadership in a P12 Context.

### Submission Procedures and Policies

Paper and poster submissions must be in narrative form not to exceed 5 pages. Paper and poster sessions should not contain references to the author(s) for the purposes of blind review. If the poster is accepted, the author will be provided with the Ed. Leadership Poster template so that the program can incur all costs related to poster-printing.

Paper and Poster proposals focused on the following sub-themes are welcome:

- Educational Accountability
- Instructional Leadership
- Professional Development
- Social Justice in Educational Leadership
- Governance and Ed. Policy

Proposals for the conference must be submitted before November 1 to Graduate Assistant: Tiffany Bitting at [eddinfo@csulb.edu](mailto:eddinfo@csulb.edu). Please attach abstract and contact information. If you would like to attend the conference and not present, please RSVP also Tiffany at 562-985-4987.

### Information

For more information concerning the conference, please contact Tiffany Bitting in the Educational Leadership Office at 562-985-4987, [eddinfo@csulb.edu](mailto:eddinfo@csulb.edu).

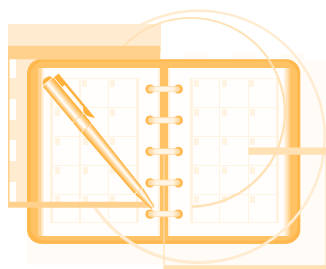


## Comparative and International Education Society (CIES) Western Regional 2010 California State University, Long Beach October 14–16

Theme: Reimagining Centers and Peripheries  
The Social and Cultural Analysis (SCA) of Education program, Advanced Studies in Education and Counseling Department, and College of Education are pleased to announce the CIES Western Regional 2010 conference to be held October 14-16, 2010 at California State University, Long Beach. The conference opens on Thursday, October 14 at 5 pm with a reception, open-

ing plenary, and keynote address on "Reimagining Critical Theory" by Dr. Carlos Alberto Torres. The conference also includes concurrent sessions on Friday and Saturday, as well as a dinner and keynote address by Hans Schuetze of the University of British Columbia on Friday evening. The conference concludes Saturday afternoon with a closing plenary. Conference fees are \$25 for students, and include the opening

reception, dinner on Friday evening, and a light continental breakfast on Friday and Saturday mornings. Full conference information, including a registration form, is available on the conference website: <http://www.ced.csulb.edu/asec/academic/social/regional.cfm>.



## Spring 2011 Class Schedule

The tentative class days for Spring 2011 are below.

### Cohort III

EDLD 721E	Haviland & Scott	5:00 – 6:50	Every other Wednesday*
EDLD 726	Symcox & Vega	9:00 – 3:30	Every other Saturday**
EDLD 742	Locks	7:00 – 9:45	Wednesdays
EDLD 751	Slater	7:00 – 9:45	Wednesdays

### Cohort IV

EDLD 721B	Murray & Symcox	5:00 – 6:50	Every other Wednesday*
EDLD 731	Haviland & O'Brien	9:00 – 3:30	Every other Saturday**
EDLD 741	Murray	7:00 – 9:45	Wednesdays
EDLD 753	Li	7:00 – 9:45	Wednesdays

\*Wednesdays: 2/2, 2/16, 3/2, 3/16, 4/6, 4/20, 5/4

\*\*Saturdays: 1/29, 2/12, 2/26, 3/12, 4/2, 4/16, 4/30

## Student Travel Funds

The Ed.D Program offers funding for students to enhance their educational experience by traveling to professional conferences and events. The funds may be used for conference registration fees, transportation, and lodging. The funds are intended to support growth in a student's academic discipline, expose students to current trends in their field of study, or provide the opportunity for students to present their current research projects. Travel must take place in the

Fall 2010 term or Spring/ Summer 2011. Students must submit an application prior to traveling. Applications will be accepted on a rolling basis, the deadline to apply is at least 45 days in advance of your first date of travel. All funding is based on a reimbursement process. Students that receive awards must submit original receipts to the Ed.D. Program Coordinator. Funding will be awarded based on conference participation and professional development opportunity. Funds

will continue to be available until they are exhausted. Students may receive a maximum award of \$1000 in any academic year. Questions may be directed to Heidi Gilligan at [gilligan@csulb.edu](mailto:gilligan@csulb.edu) or 562-985-4998. The application is posted on all Cohort BeachBoard Organization Pages under Documents—Administrative Forms, Policy, and Procedures—Student Travel Application.



**Travel must  
take place in  
the Fall 2010  
term or  
Spring/  
Summer 2011**

## 2010–2011 Professional Conferences

Student travel funds are not limited to the conferences listed below, this list is provided to give students a guide as to where they may begin a search for professional conferences.



Nov 17—20	Indianapolis, IN	Association for the Study of Higher Education (ASHE)	<a href="http://www.ashe.ws">www.ashe.ws</a>
Nov 18—20	Pasadena, CA	Community College League of California (CCLC)	<a href="http://www.ccleague.org">www.ccleague.org</a>
Feb 19—23	St. Louis, MO	National Association for Campus Activities (NACA)	<a href="http://www.naca.org">www.naca.org</a>
Feb 23—25	Long Beach, CA	Assoc. of Calif. Comm. Coll. Administrators (ACCCA)	<a href="http://www.accca.com">www.accca.com</a>
Feb 24—27	San Francisco, CA	National Association of Secondary School Principals (NASSP)	<a href="http://www.nassp.org">www.nassp.org</a>
Mar 12—16	Philadelphia, PA	National Assoc. of Student Personnel Administrators (NASPA)	<a href="http://www.naspa.org">www.naspa.org</a>
March 26—28	San Francisco, CA	Assoc. for Supervision and Curriculum Development (ASCD)	<a href="http://www.ascd.org">www.ascd.org</a>
Mar 26—30	Baltimore, MD	American College Personnel Association (ACPA)	<a href="http://www.myacpa.org">www.myacpa.org</a>
Apr 7—10	Tampa, FL	National Association of Elementary School Principals (NAESP)	<a href="http://www.naesp.org">www.naesp.org</a>
Apr 8—12	New Orleans, LA	American Educational Research Association (AERA)	<a href="http://www.aera.net">www.aera.net</a>
Apr 9—12	New Orleans, LA	American Association of Community Colleges (AACC)	<a href="http://www.aacc.nche.edu">www.aacc.nche.edu</a>

## Cohort I Graduating Class



### **Liza Ann Becker**

Noncredit-to-Credit Transitions: The Role of Cultural Capital and Habitus for Adult Immigrant Learners in the Community College

### **William Bradford Davidson**

High School Athletics and the "Whole Adolescent": A Case Study of Three Urban High Schools

### **Allison Deegan**

Creative Confidence: Self-Efficacy and Creative Writing in an Out-of-School Time Program and Beyond

### **Barbara Dunsheath**

Searching for an A+: Elements of a Successful Student Learning Outcomes Process in a California Community College

### **Dave Edwards**

Successful CSU Presidents: A Case Study of How Well Their Professional Qualities Mirror Job Descriptions

### **Michelle Fino**

Health and Wellness of College Students of Color

### **Robert Garcia**

The CSU Education Doctorate: A Reform for the Public Good

### **Farahnaz Khaleghi**

Child Development Providers' Perception of the Effectiveness of the California Department of Education Desired Results System

### **Eugene Kwong**

The Effectiveness of Career Academies: Past Their Prime or Ready for Prime Time?

### **Jayson Lloyd**

Assessing the Assessment: Access to Algebra

### **Michael Munoz**

Cultivating a College Going Culture: How Schools can activate the Cultural Capital of Latino students

### **Deborah Powers**

Teachers' Perceptions of the Effects of No Child Left Behind on Classroom Instruction: A Cross Case Analysis Applying Dewey's Theory of Instructional Methods

### **Jesus Rodriguez**

Viviendo en las Sombras: Examining the Educational Experiences of Undocumented Immigrant Latino Students in a Public Secondary School Setting

### **John Scaringe**

An investigation into the faculty development practices in chiropractic education programs

### **Candace Smith**

Exploring the Success of First-year Prebaccalaureate Students at a California State University Campus

### **Michele A. Starkey**

A Study of the Effect of a Structured Instrument on the Teaching and Learning of Mathematical Problem Solving for Female College Students

### **Marshall Thomas**

A Safe Zone for Veterans: Developing the VET NET Ally Program to Increase Faculty and Staff Awareness and Sensitivity to the Needs of Military Veterans in Higher Education

### **Leigh Catherine Woods**

Black Male Students in the Minds of White Female Elementary Teachers: A Phenomenological Examination of How White Female Teachers Construct Their Attitudes About Black Male Students

### **Janet L. Young**

A Community College's Loss of Accreditation: A Case Study