



CSUSB
JAMES R. WATSON &
JUDY RODRIGUEZ WATSON
COLLEGE OF EDUCATION



Doctor of Education in Education Leadership
Doctoral Program Guidelines
Cohort 19

TABLE OF CONTENTS

WELCOME.....	1
INTRODUCTION	2
EXPECTATIONS FOR DOCTORAL SCHOLAR PARCTITIONERS.....	3
PROGRAM OVERVIEW	5
PROGRAM REQUIREMENT AND COURSE ROADMAP	6
ED.D. ROADMAP COHORT 19	7
.....	8
CATALOG DESCRIPTIONS OF COURSES.....	9
FACULTY ROLES, ADVISING, AND DISSERTATION SUPPORT	12
ACADEMIC PROGRESS, EXTENSIONS, AND APPEALS.....	16
APPENDIX A: REQUIRED FORMS, PROGRAM PLANNING TOOLS	26
APPENDIX B: STUDENT SUPPORT AND SCHOLARLY OPPORTUNITIES	28
APPENDIX C: UNIVERSITY POLICIES AND STUDENT PROCEDURES.....	29
APPENDIX D: EXECUTIVE ORDER 991 – CSU ED.D. POLICY FRAMEWORK.....	41

WELCOME

Dear Doctoral Scholar-Practitioners,

Welcome to the Doctor of Education in Educational Leadership Program at California State University, San Bernardino! As we launch this new academic journey together, it is our distinct honor to welcome you into a vibrant community of scholar-practitioners committed to transformation, justice, and impact.

Our program is built on a foundation of mutual respect, collaborative inquiry, and practitioner-focused scholarship. Here, you will find a space that nurtures intellectual growth, professional development, and bold leadership—anchored in real-world application.

Your decision to pursue a doctoral degree reflects a deep commitment to advancing equity and excellence in education. It also signals your readiness to sharpen your leadership skills for the 21st century and take on the critical responsibility of driving positive change in diverse communities.

We, the faculty and staff, pledge to match your commitment with our own. You will find in us a network of support, challenge, and collegiality—ready to guide you through every milestone of your doctoral experience. This is a transformational moment, and we encourage you to reach out often—to your program director, esteemed faculty, dissertation committee, and staff. You are not alone in this journey. We are here to walk with you, advocate for you, and celebrate your success at every step.

With pride and anticipation, Your CSUSB Doctoral Team

Enrique G. Murillo, Jr., Ph.D.

Faculty Director
emurillo@csusb.edu

Carmen Beck, Ed.D.

Assistant Director
cbeck@csusb.edu

Chinaka DomNwachukwu, Ph.D.

Dean
chinaka.domnwachukwu@csusb.edu

Stacey Ortiz, Ed.D.

Doctoral Program Specialist
Stacey.ortiz@csusb.edu

Candice Sykes, MPA

Administrative Support Coordinator
Candice.sykes@csusb

INTRODUCTION

Welcome to the Doctor of Education in Educational Leadership program at California State University, San Bernardino. This guide has been prepared to help orient you to the Ed.D. program and support your academic journey as a doctoral scholar-practitioner.

The **Doctoral Program Guidelines** serve as a foundational reference for navigating program expectations, policies, and procedures. While this handbook is tailored to your experience in this academic year, it is aligned with the official **University Bulletin**, which serves as the definitive source for institutional regulations and degree requirements.

These guidelines are also informed by **California State University Executive Order 991**, which establishes systemwide policies for all CSU Ed.D. programs. As such, they reflect both campus-specific practices and statewide standards for academic progress, advancement to candidacy, time-to-degree, and dissertation completion.

This guide is designed not only to support your understanding of program logistics, but to foster connection—with faculty, peers, and the broader doctoral community. As a scholar-practitioner, you'll find a balance of structure and flexibility, built around your professional experience and commitment to transformational leadership.

Because many Ed.D. students balance full-time professional responsibilities alongside doctoral work, cultivating a strong support network is essential. In addition to coursework, you will participate in required seminars and enrichment opportunities designed to deepen your research, broaden your perspectives, and build community.

The program begins with a **mandatory orientation in the summer**, where you will meet faculty, staff, and fellow students. Throughout your time in the program, you'll have ongoing opportunities to engage with faculty through advising, mentorship, and research collaboration. You are strongly encouraged to take initiative—attend office hours, seek out faculty whose interests align with yours, and begin identifying potential dissertation committee members early in the process.

As a doctoral student, it is your responsibility to remain informed of program updates and to adhere to the procedures outlined in this handbook. You are not alone in this process. Faculty advisors, dissertation chairs, and program staff are here to support your success and celebrate your milestones.

Welcome to a journey of inquiry, impact, and transformation. We are honored to walk alongside you

EXPECTATIONS FOR DOCTORAL SCHOLAR PRACTITIONERS

Pursuing an Ed.D. at California State University, San Bernardino is more than completing a degree—it is an intentional commitment to leadership, scholarly inquiry, and ethical practice. As a scholar-practitioner, you are expected to engage deeply with complex ideas, embrace the discipline of academic research, and grow as an equity-centered leader.

This program demands intellectual rigor, time management, collaboration, and a reflective mindset. It also calls for professionalism—in your conduct, communication, and contributions to the broader educational community. These expectations are not meant to be barriers, but rather, the foundation upon which your growth and impact will be built.

Academic and Professional Expectations

Doctoral students are expected to:

- Uphold academic integrity in coursework, research, and interactions
- Communicate respectfully with faculty, staff, peers, and community partners
- Take responsibility for meeting deadlines and progressing through milestones
- Embrace feedback as part of scholarly growth
- Contribute to a collaborative, equity-minded learning environment
- Respect the confidentiality and dignity of all individuals

These expectations apply in every context—classrooms, field placements, dissertation work, and university-related activities. The habits and values you build here will carry forward into your work, scholarship, and service.

Core Dispositions of Ed.D. Scholar-Practitioners

You are encouraged to embody the following values throughout your doctoral journey:

- Personal responsibility and accountability
- Respect for all individuals, grounded in cultural humility and inclusivity
- Commitment to lifelong learning and professional growth
- Collaboration and collective inquiry in pursuit of equitable change
- Depth of knowledge, applied with clarity and purpose
- Connection of theory to practice, using research to guide leadership
- Ethical leadership, demonstrated through honesty, humility, and fairness

Professional and Ethical Conduct

CSUSB and the College of Education hold all doctoral students to the highest ethical standards. Academic honesty is essential. Plagiarism, cheating, falsifying data, or misrepresenting work are violations of university policy and may result in disciplinary action or dismissal from the program.

Students are expected to review and follow university guidelines on:

- Student conduct
- Academic dishonesty
- Professional expectations
- Institutional and faculty policies

Resources for university policies:

- [Student Affairs Policies and Forms](#)
- [Student Conduct Office](#)
- [Academic Dishonesty Form](#)

Faculty are also held to professional standards, including:

- Promoting the free pursuit of learning
- Respecting students as individuals
- Providing fair, honest, and confidential evaluations
- Modeling scholarly competence and ethical behavior

If you ever encounter concerns related to ethics, professionalism, or academic integrity, you are encouraged to speak with your instructor, program directors, dean, or the Office of Student Conduct.

PROGRAM OVERVIEW

CSUSB Ed.D. in Educational Leadership Mission Statement

Context

The Inland Empire region, comprised of San Bernardino and Riverside counties, faces considerable social, political, and economic challenges. These contextual challenges have a direct impact on the quality of education across the PK-20 educational pipeline. Low-income children, Students of Color, English learners, students with disabilities and many others face resource deficiencies and inequitable opportunities to learn. Educational institutions must effectively respond to these disparities by engaging parents and communities to establish deliberate, co-equal partnerships that result in high-quality centers of educational excellence for the 21st century.

Mission

The mission of the CSU, San Bernardino Ed.D. Program in Educational Leadership is to develop scholar-practitioner-leaders who respond to 21st century challenges by promoting practices, policies, and programs committed to equity, social justice, and transformation.

Commitments

We believe that 21st-century educational leaders must cultivate cultures of excellence within their institutions and communities—environments where educators and stakeholders actively support, inspire, and collaborate with one another. These leaders foster high expectations, prioritize meaningful human relationships, and communicate values clearly, respectfully, and inclusively across diverse communities.

Our leaders must also be visionary agents of change—problem-solvers committed to lifelong learning, innovation, and technological fluency. Equally important, they must lead with integrity, engage in continuous self-reflection, and develop a deep understanding of the cultures and communities they serve.

Through the program's intentional design and coursework, we emphasize five core program learning objectives, each aligned with [the Carnegie Project on the Education Doctorate \(CPED\)](#) guiding principles for program design.

CSUSB Motto

We define the future.

PROGRAM REQUIREMENT AND COURSE ROADMAP

The Program of Study is 60 semester units in length and is designed to be completed in three calendar years, including two summers. The 60 semester units include 27 Core course units, 21 Specialization course units, and 12 Dissertation units. There are no units given for the qualifying examination. The course of study is offered as a cohort program with a fixed sequence of courses for all students. If, for any reason, a student must take a leave of absence, they must work with the Doctoral Studies office to develop a new program plan.

Classes normally are taught using the executive model. This model is Friday 5:00 p.m. - 9:00 p.m. and Saturday 9:00 a.m. - 5:00 p.m. for only four weeks. Classes are held every other weekend and scholars attend only one class at a time (two classes per semester).

On Saturday mornings the entire cohort will meet together on the San Bernardino campus. For the Friday class, the classes will meet remotely. Summer courses are offered for two summers and students must attend the summer courses; courses offered in the summer cannot be taken as Independent Study courses during the academic year.

All students complete a dissertation based on a review of the literature and independent research on a community problem of practice related to educational leadership, student achievement, or school/community college improvement. Scholar-practitioners are assisted in planning, researching, and writing the dissertation through research methods courses and meetings with their dissertation chair. The final dissertation should be defended during the spring semester of year three.

The program is structured for students to finish all coursework and the dissertation within three years. This structure aligns with EO 991 Article 10, which sets the expectation that all degree requirements be completed within five years of achieving classified standing.

Regarding requirements for graduation, the CSUSB Bulletin serves as the document to be followed:
Doctor of Education in Educational Leadership Community College Specialization

Doctor of Education in Educational Leadership, PK-12 Specialization

ED.D. ROADMAP COHORT 19

Year 1 Semester

Fall 2025	Spring 2026	Summer 2026
EDDL 7801 Scientific Inquiry (3) (All) (Core) (Research) EDUC 7907 Diversity and Equity in Education (3) (All) (Core) Due: <ul style="list-style-type: none"> General Acknowledgement (Form 1) 	EDDL 7901 Theories and Principles of Leadership (3) (ALL) (Core) EDDL 7902 Leadership and Educational Reform (3) (All) (Core) Due: <ul style="list-style-type: none"> Annual Student Review (Form 2) Program Plan 	EDDL 7803 Applied Qualitative Research (3) (All) (Core) (Research) EDDL 7020 Foundations of Community Colleges and Other Higher Education Systems (3) (CC) OR EDDL 7012 Foundations of Leadership in PK-12 Institutions (3) (PK-12) Due: <ul style="list-style-type: none"> Dissertation Committee Approval (Form 5)
Total: 6 units	Total: 6 units	Total: 6 units

Year 2 Semester

Fall 2026	Spring 2027	Summer 2027
EDDL 7802 Applied Quantitative Research (3) (All) (Core) (Research) EDUC 7908 Ethical Leadership and Decision Making in Education (3) (All) (Core) EDDL 7980 Qualifying Exam (QE) (0) (ALL) Due: <ul style="list-style-type: none"> Application for the QE (Form 3) Report of Completion of QE & Advancement to Candidacy (Form 4) Update Program Plan for advancement to candidacy After Advancement to Candidacy begin dissertation work Complete CITI Human Subjects Training 	EDDL 7905 Field-based Practicum in PK-20 Settings (3) (All) (Specialization) EDDL 7903 Leadership and Fiscal Due: <ul style="list-style-type: none"> Scheduling of the Proposal Defense (Form 6) Completion of Proposal Oral Defense & Sum of changes (Form 7) Update Program Plan Annual Student Review (Form 2) IRB forms and approval letter (check IRB website) Complete Ch 1-3 by February & send to committee for review 2 weeks before proposal defense Schedule proposal defense early March By March & post proposal defense submit CITI Certification, IRB application* *See IRB Process Flow Chart	EDUC 7420 Career and Technical Education Leadership in Community College (3) (CC) OR EDUC 7412 Leadership in Pupil Personnel Services (3) (PK-12) EDDL 7904 Human Resources Development and Management (3) (All) (Core) Due: <ul style="list-style-type: none"> After IRB approval, collect data (June- October)
Total: 6 units	Total: 6 units	Total: 6 units

Year 3 Semester

Fall 2027	Spring 2028	Summer 2028
<p>EDDL 7120 Leadership for Teaching and Learning In Community College/Higher Education (3) (CC) OR EDDL 7112 Leadership for Teaching and Learning in PreK-12f (3) (PK-12)</p> <p>EDDL 7220 Higher Education Organization, Governance and Policy (3) (CC) OR EDDL 7212 Public School Organization, Governance, and Policy (3) (PK-12)</p> <p>EDDL 7804 Dissertation Study (6) (All)</p> <p>Due:</p> <ul style="list-style-type: none"> • Update Program Plan • After IRB approval, collect data (June-Oct) • If graduating Spring 2028, file for a Graduation Check • Between Nov-Jan: enter & analyze data, draft Ch 4 & send to chair, work on Ch 5 while waiting for feedback 	<p>ESPE 7906 Leadership in Program Development for Students with Disabilities (3) (All)(Specialization)</p> <p>EDDL 7320 Assessment and Data Drive Decision-making in Community Colleges/Higher Ed (3)(CC) (Specialization) OR EDDL 7312 Assessment and Data Driven Decision-making in PreK-12 (3) (Specialization)</p> <p>EDDL 7804 Dissertation Study (6) (All) Final Dissertation Defense</p> <p>Due:</p> <ul style="list-style-type: none"> • Update Program Plan • Between Jan-Feb finalize Ch 4-5 • Order cap and gown around February • By February distribute entire dissertation to committee for review 2 weeks before final defense • By early March complete final defense. • Scheduling of the Final Defense (Form 8) • Completion of the Dissertation Final Defense (Form 9) • Check with Graduate Studies for submission deadlines & how to submit to ScholarWorks • Sign up for Commencement via Commencement OneStop tile in myCoyote 	<ul style="list-style-type: none"> • Anyone who has not completed by Spring 2028, must continuously enroll in each semester for up to two additional years: Per Executive Order 0991, "While the Ed.D. program shall be designed to allow completion of all requirements within three years, the student shall have completed all requirements for the degree within five years of achieving classified standing in the doctoral program." • Continuous Enrollment must be maintained through graduation • Dissertation work is contingent upon availability of faculty during the summer. • File for a Graduation Check a semester before graduation
Total: 12 units	Total: 12 units	3 Year Total: 60 units

KEY:

[Courses for PreK-12](#)

[Courses for Community](#)

Courses for All

If not using Web Based forms, send all forms to edd@csusb.edu

	PK-12	CC
Year 1:	18 Sem. Hrs.	18 Sem. Hrs.
Year 2:	18 Sem. Hrs.	18 Sem. Hrs.
Year 3:	24 Sem. Hr s.	24 Sem. Hrs.
Total:	60 Sem. Hrs.	60 Sem. Hrs.

CATALOG DESCRIPTIONS OF COURSES

EDDL 7801 - Scientific Inquiry: Offers guided practice in the critical review and application of current educational literature, the development of comprehensive research questions and/or hypothesis development, and design of basic quantitative, qualitative, or mixed methods through a field-based problem of practice approach. Three hours seminar and two hours activity. (3 units) (ALL)

EDDL 7802 - Applied Quantitative Research: - Offers guided practice in developing and conducting quantitative research in education. Supports the design and application of quantitative studies adhering to rigorous scientific standards, including data analysis and write up. (3 units) (ALL)

EDDL 7803 – Applied Qualitative Research: Offers guided practice in developing and conducting qualitative research in education. Supports the design and application of qualitative studies adhering to rigorous research standards, data analysis and write up. (3 units) (ALL)

EDDL 7901 – Theories and Principles of Leadership: Examines the relationships between theories of educational leadership, applied research, and practice in PK-12 school districts and community colleges. The course provides a context for understanding the current and emerging nature and roles of educational leaders and the importance of visionary leadership based on a shared vision and ethical decision-making. (3 units) (ALL)

EDDL 7902 – Leadership and Educational Reform: Explores governing educational policy, including significant laws, legal principles, recent litigation, teacher and faculty rights and duties, administrative behavior, board relationships and labor management relations. Focuses on connections between legislative and judicial action and the social, political and economic forces affecting education and leadership practice. (3 units) (ALL)

EDDL 7903 - Leadership and Fiscal Planning in Complex Organizations: Methods of financing public education. Identifies budgeting and accounting techniques used by school districts and college leaders in support of the instructional process and considers legal requirements and public reactions to the financing of education and resource allocation to achieve student outcomes. (3 units) (ALL)

EDDL 7904 – Human Resources Development and Management: This course examines leadership issues surrounding human resources in PK-20 contexts, including: state and federal laws, union relations, employee hiring and evaluation, professional development, and capacity building. (3 units) (ALL)

EDDL 7905 - Field-based Practicum in PK-20 Settings: Field-based experiences that enhance leadership practice and provide for significant interaction in either PK-12 and/or community college/higher education settings. (3 units) (ALL)

ESPE 7906 - Leadership in Program Development for Students with Disabilities: Leadership and administration of programs for students with disabilities, including the review of legislative authority and state and federal regulations. Emphasis will be placed on accessibility and inclusive practices. (3 units) (ALL)

EDUC 7907 – Diversity and Equity in Education: This course prepares educational leaders to promote equity and diversity in PK-20. In-depth focus on issues of race, class, gender, immigrant status, sexual orientation and identity, language, and other forms of marginalization. Students review theories, interpret policies, and develop inclusive leadership practices. (3 units) (ALL)

EDUC 7908 - Ethical Leadership and Decision Making in Education: Leadership ethics and the utilization of principles of personal balance in daily life and work. Covers decision-making theories and how decisions are made at various levels in PreK-12 and community college/higher education to effectuate positive and sustaining change. (3 units) (ALL)

EDDL 7012 - Foundations of Leadership in PK-12 Institutions: Provides an in-depth overview of California's PK-12 education system. Students will use critical thinking to analyze and evaluate the complexities of historical, philosophical, and socio-political aspects of PK-12 education systems. Emphasizes impact of leadership on societal and legal issues affecting relationships between PK-12 and higher education. (3 units) (PK-12)

EDDL 7112 - Leadership for Teaching and Learning in PK-12: This course presents leadership skills, strategies, and models for leading, teaching, and learning. Emphasizes leadership for improving teaching strategies related to learning theories, instructional reform, and professional development for school improvement. (3 units) (PK-12)

EDDL 7212 - Public School Organization, Governance, and Policy: Examines PK-12 governance and policy at the district, county, state, and federal level using organizational theories. The course focuses on leaders applying practices that connect legislative and judicial action with social, political, and economic forces affecting PK-12. (3 units) (PK-12)

EDDL 7312 - Assessment and Data Driven Decision-Making in PK-12: Establishes the understanding and application of assessment and evaluation to inform leadership practices that promote equitable student outcomes. This course will focus on the concepts and processes of conducting program evaluation using a variety of evaluation models. (3 units) (PK-12)

EDUC 7412 - Leadership in Pupil Personnel Services: Leadership roles in providing the array of pupil personnel services including counseling, school psychology, speech therapy, and other adjunct or related services. Examines the key role that these services represent in overall program design and operation. (3 units) (PK-12)

EDDL 7020 - Foundations of Community Colleges and Other Higher Education Systems: Provides an in-depth overview of California's higher education system. Students will use critical thinking to analyze and evaluate the complexities of historical, philosophical, and socio-political aspects of higher education systems. Emphasizes impact of leadership on societal and legal issues affecting relationships between higher education and PK-12. (3 units) (CC)

EDDL 7120 - Leadership for Teaching and Learning in Community College/Higher Education: Presents teaching and learning theories, policies, and practices that a leader can engage to foster college student transition, persistence, and completion. Emphasizes leadership practices that coordinate resources, improve student learning, and foster academic achievement for diverse student populations in the community college and higher education sector. (3 units) (CC)

EDDL 7220 - Higher Education Organization, Governance, and Policy: Examines higher education governance and policy at the institutional, state, and federal level using organizational theories. The advanced course focuses on leaders applying practices that connect legislative and judicial action with social, political, and economic forces affecting higher education. (3 units) (CC)

EDDL 7320 – Assessment and Data Driven Decision-Making in Community Colleges/Higher Education:

Establishes the understanding and application of assessment and evaluation to inform leadership practices that promote equitable student outcomes and sustain the health of higher education. (3 units) (CC)

EDUC 7420 - Career and Technical Education Leadership in Community College: Examines the leadership role of career and technical education in community colleges and its overall mission. Focus areas will include the relationships between PK-12 and community college programs with emphasis on state and federal regulations. (3 units) (CC)

EDDL 7804 - Dissertation Study: Directed independent study. Students prepare their dissertations with faculty support. Dissertation focus is primarily on problems of practice and leadership roles that impact the regional service region. (3 units for each registration for a total of 12 units) (ALL)

FACULTY ROLES, ADVISING, AND DISSERTATION SUPPORT

The Ed.D. in Educational Leadership program is structured to provide sustained faculty guidance from the moment you enter the program through the completion of your dissertation. At each stage of your academic and research journey, specific faculty and staff members will support your development as a scholar-practitioner and ensure your progress aligns with university and program expectations. These responsibilities are governed by Executive Order 991, which sets the standards for all CSU Ed.D. programs.

Faculty Engagement and Mentorship

Ed.D. faculty include full-time CSUSB professors, FERP faculty, and qualified community-based educators with extensive experience in PreK–12 and Community College/Higher Education leadership. All faculty meet the criteria outlined in Executive Order 991, Article 12, including an active record of scholarly work, such as research, publication, and leadership in educational settings.

Faculty members serve in key roles throughout the program:

- Teaching doctoral-level coursework
- Advising and mentoring doctoral students
- Serving as Dissertation Chairs or Committee Members

Ed.D. faculty are expected to:

- Model ethical leadership and research integrity
- Promote a culture of inquiry, reflection, and equity-based practice
- Engage in timely feedback, academic support, and mentoring
- Participate in applied scholarship, leadership development, and community-based initiatives

Academic Advising and Program Planning

Throughout the first year of the program, each student is expected to engage in regular advising sessions. These conversations support timely progress, academic integration, and early exploration of research interests. Students should meet with the Program Specialist or Program Directors when applicable as early as possible and must meet no later than the end of the spring semester of the first year.

Until a Dissertation Chair is selected, advising responsibilities will be carried out by the Program Specialist.

The following activities are recommended for advisor-student engagement during the first year:

First Year – Fall Semester

- Review the student's Ed.D. Program Plan
- Review the Milestone Checklist to ensure awareness of timeline expectations
- Address any student questions regarding the Doctoral Program Guidelines
- Discuss upcoming required forms and submission timelines, including:
 - General Policies Acknowledgement (to be submitted early in the program)
 - Qualifying Exam Application (due the second fall semester)
 - Program Plan revisions

First Year – Spring Semester

- Discuss emerging areas of research interest with the student
- Explore connections to relevant CSUSB alumni research
- Identify potential community partners or professional sites for applied research
- Guide the student in identifying potential faculty members for the dissertation committee
- Review the Dissertation Committee Approval process and expectations
- Complete and submit the student's Year 1 Annual Review Form to the Office of Doctoral Studies
- Review and submit the finalized Year 1 Program Plan to the Office of Doctoral Studies
- Review the timeline and submission procedures for:
 - Dissertation Committee Approval Form (due by the end of Year 1)
 - Application to take the Qualifying Examination (to be submitted early in Year 2)

These early conversations help establish a foundation of support and foster alignment between student interests, faculty expertise, and program expectations. Once a Chair is selected, the Dissertation Chair will assume the primary academic advising role for the remainder of the program.

For the most current form deadlines and submission instructions, students should refer to the Ed.D. Program website or consult with the Program Specialist.

The Dissertation Chair: Lead Faculty Advisor

Per Executive Order 991, Article 7.3.3, the Dissertation Chair must be a member of the CSUSB Ed.D. core faculty and serve as the student's primary academic advisor once the Dissertation Committee is officially approved. The Chair provides long-term guidance throughout the research process and ensures alignment with university and program expectations. Chairs are responsible for ensuring that students do not begin dissertation work prior to formal advancement to candidacy. Per **Executive Order 991, Article 10.3**, "*Students may begin work on the dissertation only after advancing to candidacy.*" This includes any substantive research, data collection, or analysis related to the dissertation study. This includes assisting the student in identifying appropriate committee members—at least one core or affiliated faculty member and one qualified community partner, in accordance with EO 991 guidelines. The Chair should also reinforce the importance of proper protocol when forming the committee and advise students to communicate professionally with any faculty previously consulted.

To ensure equitable faculty workload and high-quality mentorship, faculty may serve as Chair for no more than two dissertation committees per cohort. Faculty may request an exception to this limit via petition to the Program Director.

Ed.D. Faculty Profiles

<https://airtable.com/appSqWL2yMLSI7cDB/shrxpsHk3EaWdkaiL/tbl8ccZ8IhgBxthBy/viw371sJKKfP0H0I3>

Scholarly Growth and Professional Development

- Recommending relevant conferences, webinars, academic journals, and professional organizations that support the student's intellectual and leadership development
- Exploring potential scholarship, travel, and research funding opportunities with the student and supporting their application process
- Collaborating on the preparation of student travel/research funding applications through the Ed.D. and Graduate Studies offices

Research Protocol and IRB Oversight

The Chair plays a critical role in supporting the IRB process. For details on timing, documentation, and submission procedures, please refer to the "Dissertation Process" section of the program guidelines.

Program Milestones and Documentation

- Conducting the student's Year 2 and Year 3 Annual Reviews, including discussion of research progress and academic standing
- Informing the Doctoral Studies Office one semester in advance of the student's expected graduation term

Monitoring Extenders (Year 6 or 7 Students)

- Supporting students who receive extensions beyond the standard five-year timeline in accordance with EO 991, Article 10.2
- Assisting the student in preparing and submitting a Dissertation Completion Plan each term during the extension period
- Monitoring progress on the milestones outlined in the approved plan and confirming academic engagement and readiness for defense
- Providing written feedback, documentation of progress, and confirmation of continued support each term as required for ongoing enrollment
- Notifying the Program Director immediately if the student is no longer making sufficient progress or if continued Chair support cannot be provided

Final Review and Submission Responsibilities

Faculty are expected to participate fully in the final defense, vote on the outcome, and support final submission processes. For specific procedural steps, timelines, and documentation requirements, refer to the "Dissertation Process" section of the program guidelines.

The Dissertation Committee

In accordance with Executive Order 991, Article 7.3.2, the dissertation committee must include at least two members of the Ed.D. core or affiliated faculty and one member who represents a practitioner perspective, such as a PK-12 or community college partner. Once a committee is approved, all members are responsible for supporting the student's research development and evaluating the dissertation at key milestones.

Committee members are expected to:

- Review and provide feedback on dissertation chapters as prompted by the Chair
- Attend both the Proposal and Final Defense presentations
- Offer scholarly critique during defenses and collaborate in evaluating the student's readiness to proceed
- Vote on dissertation outcomes according to university policy (e.g., pass, conditional pass, or not approved)
- Sign all relative forms associated with proposal review, final defense, and milestone documentation

Committee members must:

- Provide timely and constructive feedback
- Communicate professionally with the Chair and student
- Uphold rigorous scholarly and ethical standards
- Collaborate respectfully in support of the student's academic growth

Requests to revise a committee after formal approval must include a written rationale and receive authorization from the Program Director.

Summary of Advising Structure

- Initial advising is provided by the Program Specialist and Directors.
- Research advising is led by the Dissertation Chair once the committee is approved.
- Committee members serve as mentors, reviewers, and evaluators throughout the dissertation process.

Students are responsible for maintaining consistent communication with their faculty advisors and committee members, adhering to all deadlines, and submitting the appropriate documentation to the **Office of Doctoral Studies**.

For access to the most current forms and submission instructions, visit the Ed.D. Program website or contact the program office at **edd@csusb.edu**.

ACADEMIC PROGRESS, EXTENSIONS, AND APPEALS

Time limits for Matriculation to Degree

The Ed.D. in Educational Leadership is a 3-year program by design. Students are expected to complete all coursework, dissertation requirements, and degree milestones within this three-year timeframe.

In accordance with Executive Order 991, Article 10, students must complete the degree within five years of achieving classified standing. Extensions beyond this are granted only under exceptional circumstances.

To support timely completion:

- Year 4: Students receive a Year 4 Progress Notice and are encouraged to complete a Planning Checklist in consultation with their Chair.
- Year 5: Students are placed on Academic Notice (non-disciplinary) and must submit a Year 5 Planning Worksheet to outline final milestones and ensure timely graduation.

If additional time is needed, students may petition for an EO 991 extension of up to two additional years, for a maximum of seven years total in the program. These time-limited extensions are granted one term at a time and require:

- A minimum 3.0 GPA
- Evidence of continued academic engagement
- A signed Dissertation Completion Plan with milestone dates
- A letter of support from the Dissertation Chair
- Formal approval from the Ed.D. Program, Doctoral Studies, and Office of Graduate Studies

During any approved extension period, students are required to remain in good academic standing, and pay all applicable enrollment costs each term as determined by the university. Continued participation in the program is contingent upon meeting these obligations. Financial aid is not guaranteed during these extension periods. Students who reach or exceed the seven-year limit are no longer eligible for standard continuation.

Additionally, students must complete the Qualifying Examination after completing core coursework and advance to candidacy within three years of classified standing.

Satisfactory Progress

To remain in good standing, students must:

- Maintain continuous enrollment
- Maintain a minimum cumulative GPA of 3.0
- Avoid a GPA below 3.0 in two consecutive terms
- Advance to candidacy and complete courses and exams on schedule

Students earning a GPA below 3.0 in any term will be placed on academic probation. Students receiving two grades of C will be dismissed from the program, unless one course is successfully repeated with an improved grade. Written notification of probation and dismissal is provided by the Program Director.

Continuous Enrollment Requirements

In accordance with CSU Executive Order 991 and institutional policy, students must maintain continuous enrollment—including during summer sessions—throughout the duration of the program. This includes periods in which they are completing coursework, preparing for or completing program milestones (such as the qualifying exam, proposal defense, or dissertation writing), and collecting or analyzing data.

Students acknowledge the following enrollment expectations:

- They must be continuously enrolled in fall, spring, and summer terms while completing program requirements.
- They must be enrolled during the third summer session and beyond if they do not complete the program by the third spring semester.
- They must be enrolled during the semester in which they defend their dissertation and fulfill all Doctoral Studies and Graduate Studies submission requirements.

Failure to maintain continuous enrollment without an approved leave of absence may result in administrative withdrawal from the program.

Incomplete Grades

Students may carry no more than two Incomplete ("I") grades at any time. After receiving one incomplete, the student will receive a formal warning and be placed on academic probation. Students on probation may be restricted from enrolling in new courses until all incomplete grades are resolved.

Incomplete grades must be resolved within one calendar year immediately following the last day of the semester during which it was assigned, regardless of enrollment status. If the incomplete is not completed in that time, it will automatically convert to an "F" for GPA purposes. Failure to clear incomplete grades will result in dismissal. Incomplete grades must be cleared before a degree is awarded. Students should consult the Program Director if the original instructor is unavailable.

Dismissal

Students may be dismissed from the Ed.D. in Educational Leadership program for failure to maintain satisfactory academic progress or to meet academic and procedural requirements, as outlined in program policy and Executive Order 991, Article 8.

Grounds for dismissal include, but are not limited to:

- Earning a grade point average below 3.0 in any two semesters
- Failing to resolve incomplete grades within the allowable time limit
- Failing the Qualifying Examination after two attempts
- Failing to advance to candidacy or meet program milestones within the specified timeframe
- Exceeding the five-year time-to-degree limit without an approved extension
- Failing to meet the conditions of an approved extension (e.g., lack of progress, missed milestones, or loss of faculty support)
- Exceeding the seven-year maximum limit for degree completion

Note: While Executive Order 991 permits up to two additional years beyond the five-year window, extensions are not guaranteed. Students must submit a formal petition, meet specific academic criteria, and receive term-by-term approval from the Ed.D. Program, Doctoral Studies, and Graduate Studies. Failure to do so may result in immediate dismissal.

All dismissal recommendations are reviewed by the Ed.D. faculty. Students recommended for dismissal will receive official written notification from the Program Director. Dismissal constitutes termination from both the Ed.D. program and the University.

Dismissed students may not continue in the program, enroll in doctoral-level courses, or participate in dissertation activities unless they are formally readmitted through the university's application process.

Appeal of Dismissal

Students may appeal a dismissal decision through the university's Graduate Studies Appeal Process, in accordance with due process requirements.

Attendance

Scholar-practitioners are expected to attend all class sessions and actively engage in course activities. Regular attendance is a critical component of doctoral-level learning and professional preparation. Students are valued partners in the teaching and learning process, and their consistent presence enhances the academic experience for the entire cohort.

Absences should be rare and reserved for emergencies. If an emergency arises, students must notify the course instructor prior to the class session. Unexcused or repeated absences may result in administrative withdrawal from the course at the discretion of the instructor.

Important: Students who are administratively withdrawn from a course must retake the course the next time it is offered—typically one year later. This may result in a delayed graduation timeline.

Students are also expected to arrive on time and remain for the full duration of each class meeting. Tardiness and early departures, unless pre-approved by the instructor, may be treated as partial or full absences.

Active, professional participation and full attendance are essential for success in a doctoral program rooted in collaboration, discussion, and reflective practice.

Policy and Procedures for the Qualifying Exam and Advancement to Candidacy

In accordance with Executive Order 991, all doctoral students must successfully complete a Qualifying Examination (QE) and advance to candidacy before proceeding to the dissertation phase of the program.

Eligibility Requirements for the Qualifying Exam

To be eligible to take the QE, students must:

- Satisfactorily complete all Core Courses through the second fall semester, including resolution of any Incomplete (“I”) grades
- Fulfill all admission conditions, if applicable
- Be in good academic standing with a minimum cumulative GPA of 3.0
- Complete and submit all relevant Forms to Doctoral Studies

The Qualifying Examination

The QE is a written, scenario-based examination designed to assess each student’s ability to synthesize and apply core course content in practical leadership contexts.

Structure:

- Each faculty member who teaches a Core Course will submit two questions—one for PreK–12 and one for Community College/Higher Education (CC/HE)—aligned with their course content and accompanied by a scoring rubric.
- Four questions will be randomly selected and assigned to each student one month before the scheduled exam date.
- On exam day, students will receive three of the four pre-assigned questions, randomly selected, to be completed in four hours in a proctored, on-campus computer lab setting.
- Students will not have access to notes, printed materials, or online resources during the examination.

Grading & Review:

- Exams are graded blindly by a two-reader faculty team.
- The first reader is typically the faculty member who authored the question; the second is a core faculty member with relevant expertise.
- If the two initial scores differ significantly, a third reader is assigned. The two most closely aligned scores will be used to determine the final result.

Qualifying Examination Retake Policy

Students have two opportunities to pass the QE:

- If a student does not pass one or more questions, they will be retested on new questions from the same content areas.
- The second exam will be administered under the same conditions as the first, and must be taken within 30 days of notification, unless otherwise approved by the Program Director.
- Exam time for a retake will be prorated based on the number of questions being repeated (e.g., one question = 1 hour and 15 minutes).

It is strongly recommended that students meet with the relevant course instructor prior to a retake to review content and receive guidance.

Failure to pass the QE after two attempts will result in dismissal from the program. Students may appeal this decision through the University’s grade appeal process.

Advancement to Candidacy

After successfully passing the QE and finalizing their Dissertation Committee, students must:

- Complete all relevant forms and update their Program Plan
- Ensure all required forms are submitted to the Doctoral Studies Office for processing
- Receive formal Advancement to Candidacy notification from the Office of the Registrar

Advancement to candidacy marks the official beginning of the dissertation phase and confirms that the student has met all preparatory academic requirements. Per Executive Order 991, *“Students may begin work on the dissertation only after advancing to candidacy”*.

These policies reflect Executive Order 991, which governs CSU Ed.D. program standards, including time-to-degree, qualifying examination requirements, and benchmarks for satisfactory progress

DISSERTATION PROCESS: FROM COMMITTEE FORMATION TO FINAL DEFENSE

1. Topic Exploration and Field Identification

Choosing a dissertation topic is an evolving process rooted in conversation, reflection, and scholarly exploration. Students refine their research focus through ongoing dialogue with faculty, peers, and the existing body of literature.

Identify a Field of Interest

Begin by identifying a broad area of educational leadership that aligns with your professional experience and intellectual curiosity.

Narrow to a Specific Topic

Within your field of interest, identify potential researchable topics. Focus is essential—your dissertation should address one specific, practice-based problem rather than offer a wide-ranging survey.

2. Forming the Dissertation Committee

Students are required to identify their dissertation chair and committee by the end of Year 1 (Summer) to allow time for research design and Qualifying Exam preparation. Choosing a chair is a collaborative process requiring mutual agreement.

The committee must include at least two members from the Ed.D. core or affiliated faculty and one practitioner representative (e.g., PK–12 or community college), in alignment with Executive Order 991, Article 7.3.2.

Committee selection should begin with exploratory conversations to assess mutual fit. Faculty serve on committees voluntarily and must balance this role with their own research and teaching responsibilities. Faculty may serve as Chair on no more than two dissertation committees per cohort to ensure equitable workload and quality mentorship. Students should be aware that not all eligible faculty will be available to serve. In rare cases, faculty may petition the Program Director for an exception.

Suggested Questions for Reflection and Discussion

Questions for Students to Reflect On:

- How does this interest connect to my professional or personal experience?
- What literature have I reviewed so far? Where are the gaps?
- What is my timeline for completion?
- What is my working style—independent, collaborative, structured?
- What kind of support do I anticipate needing from my Chair and committee?

Questions to Ask Potential Committee Members:

- Does my topic align with your research interests or past work?
- Have you published in this area, or do you have materials I can review?
- What is your preferred style of supervision?
- Do you have time to take on a new dissertation project?
- What's your typical turnaround time for draft feedback?
- Are there other faculty members you'd recommend for this committee?
- Are you available over summer terms?

Committee Expectations

The Dissertation Chair and committee members play a critical role in supporting and evaluating the student's research. For a detailed overview of Chair and committee responsibilities, expectations, and communication norms, please refer to the "Faculty Roles, Advising, and Dissertation Support" section of the program guidelines.

Addressing Committee Disputes

Disagreements—especially around methodology or expectations—can occur during the dissertation process. While some may justify a committee change, others may not.

Students may request changes, but final decisions rest with the Program Director and Dean. Faculty availability, workload, and field alignment are also considered.

Before requesting a change:

- Try to resolve the issue directly and respectfully
- Document concerns and clarify expectations
- Consult the Program Director or Assistant Director

Changes should be a last resort, as they may delay progress. All parties share responsibility for open communication and professionalism.

3. Research Design and Scholarly Alignment

After the student and Chair agree and submit the committee approval form to Doctoral Studies (Summer, Year 1), the Chair helps guide the student's progress, timely completion, and academic development. Once the full committee is in place by the end of the first summer and the Qualifying Exam is passed in the second fall, students begin working on their dissertation by refining their research framework with their Chair.

Per CSU Executive Order 991, Article 10.3, "*Students may begin work on the dissertation only after advancing to candidacy.*" This includes any formal research, data collection, or analysis related to the dissertation.

Identify a Specific Problem

Define an empirical problem of practice. Not all educational issues can be studied empirically, so consult faculty for guidance.

Develop a Research Question

Construct one or more research questions that stem from your identified problem. These will guide your study and methodology.

Design a Method for Data Collection

Consider which research methods are appropriate for answering your question. Methodology should be selected with both rigor and feasibility in mind.

Engage in Scholarly Dialogue

Your dissertation contributes to an ongoing academic conversation. Your literature review should demonstrate familiarity with current research and articulate how your study builds upon or extends existing knowledge.

This section draws from best practices in doctoral supervision as outlined in Cone & Foster

(2006), *Dissertations and Theses from Start to Finish*, and aligns with CSU Executive Order 991.

4. **Dissertation Proposal Phase**

Students begin by developing a formal research proposal that includes Chapters 1–3 of the dissertation. This document establishes the foundation for the research study.

- To schedule a proposal defense, students must submit the relevant scheduling forms after receiving approval from their Chair to Doctoral Studies.
- The completed proposal must be submitted to the full committee at least two weeks prior to the scheduled proposal defense.
- The proposal presentation should clearly communicate the topic, research questions, methodology, instrumentation (if applicable), and a timeline for completion.
- The committee will provide feedback during the defense and evaluate the proposal based on criteria such as:
 - o Clarity of the educational issue
 - o Engagement with the professional literature
 - o Appropriateness of the research design
 - o Feasibility of the proposed study
- Based on the outcome of the defense, the proposal will be rated as:
 - (a) Approved as written
 - (b) Approved with minor revisions
 - (c) Revise and resubmit
- The committee's decision and any required revisions will be recorded on the official proposal evaluation form, which must be submitted to the Doctoral Office following the defense.

Important: Students may not begin data collection until all of the following conditions are met:

- The dissertation proposal has been formally approved by the committee.
- The student has successfully completed the **CITI Human Subjects Training** and submitted documentation of completion.
- The Institutional Review Board (IRB) has granted formal approval of the study.
- The IRB approval letter has been submitted to the Doctoral Office.

Documentation of the approved proposal and IRB clearance must be submitted through the appropriate program forms before proceeding.

5. **Research and Writing Phase**

Upon receiving IRB approval, students may begin data collection.

This phase includes:

- Executing the research as approved
- Drafting Chapters 4 and 5 (results and discussion)
- Consulting regularly with the Dissertation Chair and committee as needed

Once the full dissertation (Chapters 1–5) is complete:

- It must be submitted to the entire committee at least two weeks prior to scheduling the final defense
- The scheduling request must be submitted using the relevant forms and submitted to Doctoral Studies

6. Final Defense Phase

The final defense of the dissertation is a formal academic event, open to the university community and designed to assess the candidate's ability to articulate and defend their research. The three-chapter model (for the proposal) and five-chapter model (for the final dissertation) are the required formats.

Scheduling and Announcement

Dissertation defenses are scheduled using the appropriate forms, submitted to Doctoral Studies after the Chair and committee members have approved the final written dissertation document.

Once scheduled:

- The Candidate, Dissertation Title, and room location are announced one week prior to the event.
- The announcement is distributed via email to Doctoral Faculty, College of Education faculty, current doctoral students, and posted outside the Office of Doctoral Studies.

Attendance and Participation

- The defense is open to all members of the academic community.
- Only the Dissertation Committee and Dean may ask questions; all other attendees are observers.
- Guests (e.g., family or friends) may attend with prior approval from the Chair and advance notification to the Office of Doctoral Studies.

Defense Structure

- Welcome and Introductions (5 minutes): The Chair introduces the Candidate, committee members, and outlines expectations for the session.
- Presentation by Candidate (30 minutes):
The Candidate presents a summary of their dissertation, including:
 - The problem examined and its significance
 - Research methodology (sample, data collection, analysis)
 - Key findings
 - Conclusions and implications for research and practice
- Questions by Committee Members (35 minutes):
Committee members ask questions related to:
 - Research design and decision-making
 - Interpretation and meaning of the data
 - Implications and connections to the literature
- Concluding Statement by Candidate (5 minutes): The Candidate may clarify unresolved points, revisit earlier questions, and reflect on the significance of the study.
- Committee Deliberation (20 minutes):
The Candidate and all guests are excused while the committee privately deliberates.
The committee votes as follows:
 - (a) Passed unconditionally – Dissertation accepted as presented
 - (b) Passed conditionally – Minor revisions required
 - (c) Did not pass (first attempt) – Significant revisions required; rescheduling needed

A unanimous vote is required to approve the dissertation. If revisions are needed, they must

be documented, and a revised draft must be submitted for committee review. A second attempt may be granted at the committee's discretion. No third attempt is permitted. All outcomes—whether approval, minor revisions, major revisions, or no changes—must be recorded on the relevant program forms and submitted to the Office of Doctoral Studies as soon as possible. The committee must also complete the official Dissertation Rubric upon deliberation. This rubric includes detailed quality indicators for each chapter of the dissertation, as well as an overall presentation score. Failure to submit required documentation may result in delays to university processing, final approvals, and graduation timelines.

7. **Final Submission and Graduation**

Up to the point of the dissertation defense, all required documentation and forms are submitted through the Office of Doctoral Studies. However, following a successful defense and during the final submission and publication stage, students must engage with multiple university offices to complete the graduation process.

Specifically:

- Final formatting revisions must be completed as directed by the committee.
- The final, approved dissertation must be submitted to ScholarWorks for publication.
- Students must submit the required **Graduate Studies** forms to confirm final committee approval. These forms are critical for timely publication and are available only through the Graduate Studies website. They are separate from all Doctoral Studies forms.

From this point forward, students are responsible for ensuring clear and timely communication with all relevant university offices, including Graduate Studies, Doctoral Studies, and any additional departments involved in degree completion.

All final documentation—including committee approval forms, ScholarWorks submission confirmation, and Graduate Studies clearance—must be submitted by the university's posted deadline for graduation. Missing or delayed submissions may impact a student's ability to graduate on time.

To stay on track, students should consult the Ed.D. Program website regularly and maintain close contact with the Office of Doctoral Studies for support and guidance. This structured process helps ensure that each dissertation meets scholarly standards while supporting student success through clear expectations and collaborative mentorship.

APPENDIX A: REQUIRED FORMS, PROGRAM PLANNING TOOLS

All forms listed below can be accessed online through the following central link:

[Doctorate in Education Leadership Program Information](#)

(Please bookmark this page for quick reference. Web form submission is preferred where available.)

Forms

- CSUSB Doctoral Program in Educational Leadership General Policies Acknowledgement (Form 1)
- Annual Student Review (Form 2)
- Application for the Qualifying Examination for the Degree of Doctor of Educational Leadership at CSUSB (Form 3)
- Report of Completion of the Qualifying Exam and Advancement to Candidacy (Form 4)
- Dissertation Committee Approval (Form 5)
- Scheduling of the Proposal Defense of the Dissertation Research (Form 6)
- Completion of the Proposal Oral Defense and Summary of Required Revisions (Form 7)
- Scheduling of the Final Defense of the Dissertation Research (Form 8)
- Report of the Final Examination of the Dissertation (Form 9)
- Second Attempt: Report of the Final Examination of the Dissertation (Form 10)
- Request to Modify Dissertation Committee (Form 11)
- Request for Consideration of a Non-Affiliated Ed.D. Program Fellow or Community Partner to Serve on a Dissertation Committee (Form 12)
- Continuous Enrollment (Extender students only)
- Request to Recertify Coursework

Program Planning Tools

- Milestones Check List - A term-by-term guide to required Ed.D. program milestones, forms, and graduation steps
- Program Plans - Program plans are cohort-specific and serve as a roadmap for required coursework and benchmark
- Regalia Requirement Information

- Ed.D. Roadmap – A term-by-term course plan and checklist of required forms and dissertation benchmarks for timely program progression (*Available at a separate link: [[HERE](#)]*)
- Ed.D. Academic Calendar (*Available at a separate link: [[HERE](#)]*)

APPENDIX B: STUDENT SUPPORT AND SCHOLARLY OPPORTUNITIES

- **CSUSB ScholarWorks: Electronic Theses, Projects, and Dissertations**
https://libguides.csusb.edu/submit_thesis
- **John M. Pfau Library**
<https://www.csusb.edu/library>
- **Office of Graduate Studies**
<https://www.csusb.edu/graduate-studies>
- **Counseling and Psychological Services**
<https://www.csusb.edu/caps>
- **CSUSB Graduate Writing Center**
<https://www.csusb.edu/writing-center/graduate-writing-center>
- **Obsershaw Den**
<https://www.csusb.edu/basic-needs/food-security/obershaw-den>
- **Campus Assessment, Response and Education**
<https://www.csusb.edu/care-team>
- **Services to Students with Disabilities**
<https://www.csusb.edu/ssd>

APPENDIX C: UNIVERSITY POLICIES AND STUDENT PROCEDURES

UNIVERSITY REGULATIONS AND PROCEDURES.....	30
PROFESSIONAL ETHICS	32
CSUSB COLLEGE OF EDUCATION PROFESSIONAL EXPECTATIONS AND DISMISSAL PROCEDURES.....	33
FEES AND PAYMENT PROCEDURE	37
THE COYOTE ONE CARD	38
PARKING PERMITS	39
STUDENT EMAIL POLICY	40

UNIVERSITY REGULATIONS AND PROCEDURES

ACADEMIC REGULATIONS

For the following policies see: <https://www.csusb.edu/graduate-studies/policies-and-procedures>

- **Dropping a Course After the Census Date**
- **Extension of Time to Complete an Incomplete Grade**
- **Extension of Time to Complete an Incomplete Grade**
- **Repeating a Course**
- **Retroactive Withdrawal**
- **Leave of Absence**

Doctoral students must be continuously enrolled (including the summer) until all requirements for the degree are completed, including the qualifying exam and dissertation.

- **Probation and Dismissal**

See link above and <http://bulletin.csusb.edu/colleges-schools-departments/education/educational-leadership-technology/educational-leadership-community-college-edd/> and <http://bulletin.csusb.edu/colleges-schools-departments/education/educational-leadership-technology/educational-leadership-pk12-edd/> for further information on doctoral studies graduation requirements.

Grade/Academic Grievance Procedures

See the policies and procedures for advising and academic services

<https://www.csusb.edu/registrar/records/grade-grievance>

Graduation Requirements Check

Candidates for degrees to be awarded must request a graduation requirement check through the Office of the Registrar at least one semester prior to the end of the term of their expected graduation. To avoid late fees, the grad check should be filed by the deadlines established by the Office of the Registrar at

<https://www.csusb.edu/registrar>. Students not completing their degree in the term applied for will need to refile and pay for the later term. Access to registration for terms subsequent to the stated graduation term will not be granted until the graduation check is refiled.

Five Year Limit on Applicable Course Work

The doctoral program must be completed within a five-year period. Ed. D. courses shall be validated in accordance with the policies from the Chancellor's Office (EEO 991) and Graduate Studies at CSUSB. For Cohorts 16 and beyond, after 5 years has passed, course currency will be assessed by the faculty who are currently teaching the course(s). The course(s) will be validated using the latest Qualifying Exam Questions to determine if the student is still current with the course content. The exam would be administered the same way the regular Qualifying Exam is administered (i.e., student gets the question(s) to be answered 30 days before the exam and the exam is proctored with 1 hour allotted per question). The exam is a closed book with no additional resources (notes, references, internet access, etc.) available during the exam.

If more than half of the student's courses need to be validated, a random selection of 3 questions (one of which will be a methods course question) will be administered per the procedure outlined above. If the student does not pass the question for a particular course, the student will be required to retake the course or an equivalent substitute as deemed appropriate by the program directors. If the student fails to pass an equivalent course within the next 6 months, the student will be dismissed from the program.

Transferrable Course Credit

The program allows up to 9 semester units to be transferred in to the CSUSB Ed.D. Program, but it is up to the discretion of the Director. Units cannot be transferred in for Electives and units from any level lower than the doctoral level will not be accepted. Unless the course directly matches the doctoral level course content, transferable units will not be accepted. Decisions will be made on a case-by-case basis. Students must include the course syllabi and a brief rationale describing why they are requesting transferable units in to the program and submit those documents to the doctoral studies office. The Director(s) will make the final decision and notify the student.

Decisions will be based on curricular alignment, core principles guiding the CSUSB Ed.D. Program, and competencies acquired in previously completed coursework.

PROFESSIONAL ETHICS

Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end, professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending and transmitting knowledge. They practice intellectual honesty.

As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom (FAM 501, Statement Concerning Professional Ethics and Responsibilities).

Plagiarism and cheating are violations of the Student Discipline Code (see Appendix of the CSUSB Catalogue and Programs) and may be dealt with by both the instructor and the Judicial Affairs Officer. Questions about academic dishonesty and the policy should be addressed to the Office of the Vice President, Student Affairs or the Dean of Graduate Studies. (FAM 820, Policy and Procedures Concerning Academic Dishonesty).

Please be sure to carefully review the following sections associated with student conduct (CSUSB College of Education Professional Expectations and Dismissal Procedures, Academic Regulations, and Doctoral Standards).

Please also be sure to carefully review the following CSUSB sites on student conduct and student dishonesty:

<https://www.csusb.edu/student-conduct>

<https://www.csusb.edu/student-conduct/student-academic-dishonesty-form>

CSUSB COLLEGE OF EDUCATION PROFESSIONAL EXPECTATIONS AND DISMISSAL PROCEDURES

The faculty members in the College of Education are committed to holding our students accountable for exemplary ethical and professional dispositions and conduct. Academic dishonesty or an evidenced failure to exhibit dispositions consistent with the profession, are grounds for disciplinary action or dismissal from any COE program. In addition to other University policies for adherence to regulations for student conduct, the College of Education specifies further standards of integrity and professional dispositions.

Academic Standards of Integrity

Any form of cheating or plagiarism is incompatible with academic integrity and the expectations of those taking courses in the College of Education. Plagiarism is the act of presenting the ideas and writings of another person as one's own. Cheating is the act of obtaining or attempting to obtain credit for academic work through dishonest, deceptive, or fraudulent means. Plagiarism and cheating include but are not limited to:

- a. Representing the work of another person as one's own either through the attempt to deceive or a failure to sufficiently document the original sources in one's own work.
- b. Copying, in part or in whole, from another's test, software, or other evaluation instrument.
- c. Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy.
- d. Submitting work simultaneously presented in two courses, including fieldwork observation hours, unless this has been approved by both course instructors or by the department policies of both departments.
- e. Falsification of information or documents submitted for any University, college, program, or credential purpose.
- f. Using or consulting during an examination sources or materials not authorized by the instructor.
- g. Altering or interfering with grading or grading instructions.
- h. Sitting for an examination by a surrogate, or as a surrogate.
- i. Using unauthorized materials during an examination or assessment.
- j. Falsification of any documents or assignments submitted to any instructor, such as but not limited to, fieldwork observation, fieldwork assignments, supporting documentation for fieldwork hours, fieldwork reports, evaluations and medical notes.
- k. Falsifying or inventing information used in an academic exercise with the intent to suggest that the information or citation is legitimate.
- l. Any other act committed by a student in the course of academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

Artificial Intelligence (AI) Policy - CSUSB Doctorate of Education (Ed.D.) in Educational Leadership Program

While CSUSB doesn't yet have a formal, overarching policy on the use of generative AI in courses, the CSUSB Faculty Senate did pass this revision to FAM 803.5 Policies and Procedures Concerning Academic Dishonesty, in November 2024; see section "Policy > 2," pp. 2-3, for additions on AI. Per this Faculty Senate policy, it is the prerogative of individual instructors to create their own course policies that align with their teaching philosophies and values. In addition to FAM 803.5, please carefully consider CSUSB's Academic Dishonesty Policy and Procedures when creating your policy. For helpful information on required and optional syllabus elements, see this Teaching Resource Center web page.

It is therefore the policy of the CSUSB Doctor of Education (Ed.D.) in Educational Leadership Program that each course instructor may have their own policies on the use of AI. Generally, in the Ed.D. program, you may not submit writing generated by an AI program as your own. Doing so may violate the CSUSB Policies on

Academic Integrity and Dishonesty. Cases involving academic dishonesty shall be handled by faculty members in accordance with applicable Campus procedures.

If allowed by your course instructor, you may use AI programs (e.g., ChatGPT) to help generate ideas and brainstorm; however, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that the use of AI may also stifle your own independent thinking and creativity. If you include material generated by an AI program, it should be cited like any other reference material.

Please consider the following: Work created by AI tools can be automated plagiarism. Responses are derived from previously created texts from other sources that the models were trained on; however, AI tools do not always cite sources. They can also hallucinate sources that do not exist. Furthermore, AI models have built-in biases (i.e., they are trained on limited underlying sources, which reproduce rather than challenge user thinking and the biases and errors in these sources). Finally, AI tools have limitations (i.e., they lack critical thinking to evaluate and reflect on criteria; they lack abductive reasoning to make judgments with incomplete information at hand; and the writing generated by AI tends to be very generic, lacking the authentic original voice of the author).

CSUSB offers access to ChatGPT Edu for students, staff, and faculty through July 2026. This platform aims to support academic achievement and close equity gaps by providing access to advanced AI tools. CSUSB's ChatGPT Edu environment and its data remain private to the university, and data is not shared with OpenAI or other institutions for AI model training.

Important Note: This information reflects the current situation. CSUSB's policies and guidelines related to AI are likely to evolve as technology develops and its use in education becomes clearer.

Dispositional Standards and Conduct

All degree and credential candidates are expected to exhibit professionalism and ethical conduct. In this case of teacher credential programs, this is an expression of the California Code of Regulations, Title 5 section 41100 which states that the teacher credential candidate must

“demonstrate suitable aptitude for teaching in public schools” (b)(3) and that teacher credential candidates “shall demonstrate personality and character traits that satisfy the standards of the teaching profession. The assessment of the candidate shall be made by the teacher education faculty of the campus, who may also consider information from public school personnel and others” (California Code of Regulations, Title 5 section 41100 (b)(6)).

The CSUSB College of Education holds all degree, certificate, and credential candidates to the professional and ethical standards outlined below.

- a. Adhere to local, state, federal laws, CA Education codes, and professional codes of ethics applicable to their field of study and practice.
- b. Protect the privacy of those within the professional setting except in cases where the safety of another person is compromised by doing so. This includes protecting the privacy of others when using the internet and social media.
- c. Exhibit a commitment to respect diversity and a willingness to serve, evidenced through behavior, the educational and developmental needs of students and community members irrespective of race, ethnicity, nationality, economic class, language, sex, gender identity, gender expression, sexual orientation, religion, physical/mental ability, or age.
- d. Promote the safety of all K-12 students and work to insure that all students are protected from harassment, discrimination, or bullying.

- e. Promote the safety of professional colleagues, fellow CSUSB students, staff, and faculty and work to insure that they are protected from harassment, discrimination, and bullying.
- f. Exhibit professional behaviors and attitudes such as respectful treatment of others at the university and in field settings, punctuality, exemplary attendance, adherence to deadlines, professional appearance, and working collaboratively with others.
- g. Exhibit a willingness to accept feedback and change one's behaviors to align with course or program expectations, dispositions, and professional standards.

Disciplinary Process

Whenever a faculty member, adjunct faculty, field supervisor, principal, resident teacher/supervisor (aka, CSUSB representative) has concerns regarding a student's academic performance, conduct, or professionalism, the CSUSB representative should first attempt to meet with the student to resolve the concerns. If the concern cannot be resolved or is of a very serious nature, such as physical, sexual, or emotional harassment, the concern is referred to the program coordinator and department chair. At this time the student may also be referred to entities outside the College of Education (e.g., Student Affairs, Title 9, or campus police) as is appropriate or warranted.

If the above attempts by the CSUSB representative to address misconduct, unprofessionalism, or adherence to the program's expected dispositions are unsuccessful, the program coordinator can request that the department chair form a Student Review Committee (SRC). The request is activated when the *Student Conduct Referral* is submitted to the department chair. Once the department chair receives the *Student Conduct Referral*, the chair has 10 working days to form the SRC. The SRC is composed of the program coordinator (who acts as chair) and at least two other faculty members not parties to the problem. If the program coordinator is involved in the situation beyond the role of coordinator and cannot be impartial, the department chair will appoint another faculty member to replace the coordinator.

Within 10 working days of being formed, the Student Review Committee reviews supporting documentation and meets with the student(s) to hear all perspectives on the situation. During this meeting, the committee will ask the student to attend as well as other parties involved in the situation. The student may bring one representative to the meeting as well. After consideration of the information, the Student Review Committee can recommend that no action be taken, that the student(s) continue in the program with conditions (articulated in the *Student Improvement Plan* outlined below), or be dismissed from the program.

Decisions

- a. Continuation with Conditions: If the decision is to continue with conditions, the program coordinator works with the student to develop a *Student Improvement Plan*. The plan includes the following:
- i. detailed description of the concerns or misconduct;
 - ii. description of any actions to be undertaken by the student;
 - iii. deadline by which the student must demonstrate the required level of knowledge, skill, behavior, or ethical conduct;
 - iv. a description of what type of evidence provided by the student would indicate that the concern has been addressed and student improvement has occurred;
 - v. signature sheet signed by the department chair, program coordinator, and the student indicating agreement with the plan and that failure to complete plan may result in dismissal from the program.

The plan will be filed in the student's file and, if appropriate, a hold placed upon the student's registration until the conditions outlined in the plan have been met. The program coordinator shall, on or before the date specified in the plan for completion of the remediation, review student progress based upon evidence provide by the student and/or a faculty member. One or two actions must be taken to resolve the concern.

If the plan is met and the concern is alleviated, the student will be notified and no further action will be taken. If the concern is not alleviated as determined by the program coordinator or representative, the Student Review Committee meets to consider further action. The Student Review Committee can recommend (a) the creation of a new plan or (b) that the student be dismissed from the program. If the recommendation is for the creation of a new plan, the committee simply repeats the procedure outlined above. If the Student Review Committee recommends dismissal, the case is referred to a meeting of the program faculty.

Dismissal: The SRC can recommend dismissal if the student fails to meet the conditions of the *Student Improvement Plan*. Alternatively, if by agreement of the SRC the misconduct was serious enough to warrant immediate dismissal without further intervention, the SRC can recommend dismissal without the development of a *Student Improvement Plan*. In either case, the recommendation for dismissal, along with supporting documentation, is forwarded to a meeting of the program faculty for consideration. The recommendation for dismissal may be for immediate dismissal or dismissal at the completion of the current academic semester. After examining the documentation presented by the program coordinator, the decision for dismissal is determined by a simple majority of program faculty present in the meeting. The decision is then communicated to the student and the record of the decision placed in the student's file.

Procedure for forming the Student Review Committee (SRC)

At the beginning of each academic year each department chair recruits for four faculty members to join a college-wide pool of department faculty. These faculty members will potentially serve on ad hoc Student Review Committees. When the need arises, chairs recruit from among the members of the pool, excluding faculty who may be involved in the situation being considered

FEES AND PAYMENT PROCEDURE

A letter will be sent to you by admissions containing the instructions for activating “MyCoyote”.

1. You are given a temporary ID and password.

On the CSUSB website <https://www.csusb.edu/> click on *MyCoyote Login*.

2. Click on First Time Users Activate Account. This will give you step-by-step instructions.

3. You are also given a CSUSB email address. The University will post information on this email for you, however, the Doctoral Studies Office will keep you apprised of information you will need. The Office of Doctoral Studies will use the email address provided by you.

All students accepted into the doctoral program (Ed.D. in Educational Leadership) for the Academic Year will be registered into classes by the Office of Doctoral Studies. All students must pay fees at the bursar’s office (cash, check, ATM/money order) or online at through MyCoyote.

See the [Student Financial Services How To Guide](#) for details.

Doctoral Program fees are established by the Board of Trustees. All fees are approximate and subject to budgetary adjustments. The Doctoral Program is year-round: fall, spring and summer. The doctoral fees are a flat rate for all students for all semesters. The fees are not based on number of units. See additional information on Tuition and Fees: <https://www.csusb.edu/student-financial-services/tuition-and-fees>

Doctoral students may be eligible for various kinds of financial aid or loans. Details about these resources can be found in the [Financial Aid Resource Guide for Doctoral Students](#) or at the Financial Aid website.

<https://www.csusb.edu/student-financial-services/tuition-and-fees>

Please do not wait for a billing statement as CSUSB does NOT mail billing statements. You can access your tuition fee due date through [MY COYOTE SELF SERVICE](#). The tuition fee payment due date is based on the date of your registration/enrollment. The Office of Doctoral Studies will enroll you right after priority registration.

THE COYOTE ONE CARD

The Coyote One Card is the official California State University San Bernardino identification card. It provides proof of University enrollment and/or employment. Your card will provide access to library services, self-instructional computer labs, gym, and health center services. They are located in the Pfau Library Wedge on the first floor, PL- 1108 inside the Technology Support Center. At PDC it is located in the Indian Wells Building, Room 102. <https://www.csusb.edu/its/support/coyote-onecard>

You must know your Student Identification Number and have a picture I.D.

If you are a continuing/returning CSUSB student, your current ID is valid as long as you are registered for the current semester.

PARKING PERMITS

Permits are required for parking on the CSUSB campus at all times - 24 hours a day, 7 days a week. All regulations i.e. 30 minutes, carpool, faculty/staff, service vehicles, disabled spaces are enforced 24 hours a day 7 days a week. For the Fall, Spring and Summer semesters. Parking is enforced 24 hours a day 7 days a week, there is No Grace Period.

Annual, Semester, and Daily Parking Permits are available. Annual and Semester permits may be purchased online: <https://www.csusb.edu/parking/parking-permits/student-permits>

You may use the parking permit at both the San Bernardino campus and Palm Desert Campus.

STUDENT EMAIL POLICY

The University intends to replace many of the letters sent to students via the U.S. Postal Service with email communications. As a result, it is strongly recommended that students check their email accounts daily. The consequences of not checking email are the same as those for not checking a U.S. Postal mailbox. Some of these consequences include missing payment deadlines, missing registration deadlines, missing immunization deadlines, missing out on opportunities for financial aid, and missing requirements and deadlines for graduation.

Students are responsible for the consequences of not reading university related communications sent to their email account. Students have the responsibility to recognize that certain communications may be time critical. Errors in forwarding email to a personal email address or failure to read emails regularly are not acceptable reasons for missing university deadlines. Students have the responsibility to clean their email accounts and avoid emails being rejected due to limited space in their account. Students must also be sure that their forwarding e-mail is included in the doctoral studies distribution list, and the Canvas site.

APPENDIX D: EXECUTIVE ORDER 991 – CSU ED.D. POLICY FRAMEWORK

This program is governed by the systemwide standards outlined in Executive Order 991, issued by the California State University Chancellor's Office. EO 991 provides the regulatory framework for all CSU Ed.D. programs, including but not limited to:

- Admissions and classified standing
- Time-to-degree limits (five-year maximum; seven-year exception limit)
- Continuous enrollment and academic progress
- Advancement to candidacy
- Dissertation requirements and faculty qualifications
- Program completion and extensions

A full copy of the executive order can be found here: [EO 991](#) for your reference.