California State University, San Bernardino Doctor of Education in Educational Leadership

Revised November 2025

Introduction

The CSUSB Doctor of Education (Ed.D.) in Educational Leadership is an interdisciplinary program of study that prepares educational leaders in California public elementary and secondary schools (Pk-12) and community colleges/higher education institutions. The Ed.D. in Educational Leadership prepares educational leaders to lead reform efforts in Pk-12 public schools and community colleges in San Bernardino and Riverside counties, as well as more broadly, the State of California. The Ed.D. program is specifically designed for working professionals in the field of education, with a primary focus on educational leadership. In addition, the degree is designed to combine theory and research, producing scholar-practitioners who can apply this knowledge to the practice-based study of significant educational problems in our region. The program must be designed in a format that allows students to complete it within three academic years.

Mission Statement

The mission of the CSUSB Doctor of Education program is to prepare educational leaders with the knowledge base and skills to lead reform efforts that result in improved student outcomes and who are committed to equity, inclusion, and social justice.

Motto

"Students are Our Mission"

I. Governance

The doctoral program is a standalone, state-side self-support program that reports directly to the Dean in the College of Education. CSU Executive Order 991, the Collective Bargaining Agreement, the CSUSB Faculty Administrative Manual, and the College of Education Policy and Procedures Manual, and these bylaws prescribe roles for each faculty member. The program is unique in that it is designated as a campus-wide, interdisciplinary program involving faculty from all College of Education departments and other colleges at CSUSB. The program also involves a wide range of leaders from community partners in various program governance structures.

Dean of the College of Education

The Dean is the chief academic officer of the college and has ultimate responsibility for program personnel and budget, consistent with campus regulations. The duties of the Dean are outlined in FAM 651.3.

Faculty Program Director(s)

The Faculty Program Director(s) is/are appointed by the Dean. Duties of the Faculty Program Directors are outlined in the College of Education Faculty Policies and Procedures Manual (pp. 64-65). Responsibilities include, but are not limited to, the management and administration of the Ed.D. program, convening all program subcommittees, and convening the Ed.D. program. Faculty meetings, the oversight of policies, procedures, and bylaws of the Ed.D. Program.

Student Services Program Coordinator (SSP IV)

The Dean appoints the Student Services Program Coordinator through a search process conducted by the Faculty Program Director(s) through a university-approved search process. The Program Specialist for the Doctor of Education Degree program collaborates with the Dean and the Faculty Director(s) of the Ed.D program and the program faculty members to develop and lead an innovative student services that enrich student experiences and support the doctoral program goal of developing leaders for the K-12 settings as well as Community College settings in the 21st century.

Advisory Board

The Community Advisory Board is comprised of community partners who hold leadership positions in Pk-12 school

districts and community colleges/higher education in San Bernardino and Riverside counties. The Advisory Board has a substantive role in program design, candidate recruitment and admissions, teaching, dissertation development, and program assessment and evaluation. CSUSB members of the Advisory Board include the Faculty Program Director(s), the Student Services Program Coordinator, and representatives of the Ed.D. Program Faculty, in addition to the Community Partners as outlined above.

II. Faculty

Ed. D Program faculty share the responsibility for the academic content of the Ed.D. program, including program relevance and curriculum design, student admissions, faculty recruitment and renewal, assessment and learning outcomes, and appeals processes. Ed.D. faculty are selected and approved through the Ed.D. Recruitment and Renewal Sub Committee, the Faculty Program Director(s), and ratified by the Ed.D. faculty at large.

Ed.D. Program Faculty

Faculty membership to the Ed.D. program indicates the appointee:

- is willing to fulfil the expectations of doctoral program members to serve as doctoral faculty or external advisors, as outlined and regularly updated by program faculty and directors.

- embraces a professional scholar-change agent identity that is committed to a positive "graduate" or "doctoral" culture, that connects program learning with professional practice.

- promotes distributed leadership, and a collegial network and growth/development environment that seeks to facilitate change, collective impact and future outcomes.

- builds trustworthiness and partnerships, actively engages and mentors others in both formal and informal contexts.

- possesses innovation and a "real-world application" orientation toward teaching excellence, while building confidence and eliminating barriers to student learning.

- possesses a scholarly-practitioner orientation toward systematic inquiry, research and scholarship, rigor, reflexivity, relevance, findings, and action pieces.

- adheres to program values of equity, inclusion, student success, and social justice in support of diverse environments.

- is conversant and up to date on educational discourses, frames of study, designs and thematic domains, solving pragmatic and complex problems of practice and intervention.

- active in projects, programs, agendas, collaborative teamwork, policies, grants, funding, and other resources seeking to research and/or promote/implement a change initiative, organizational impact, and renewal in educational, work, and other community-based settings.

WCOE Faculty

WCOE faculty may be appointed to the Ed.D. Program Faculty consistent with [EO 991](#) and CSUSB campus policies. Ed.D. faculty teach in the program, advise students, participate in program governance, and serve as dissertation committee chairs or committee members. Program faculty share primary responsibility for matters of curriculum, program admission, and program procedures.

Program faculty are those who have disciplinary expertise and a scholarly record relevant to leadership in Pk-12 or community college education. They share program governance responsibility and are eligible to serve in all of the Ed.D. faculty roles. Appointment and renewal of appointments to the doctoral faculty are dependent upon demonstrated participation in and scholarship related to the program. For initial appointment, faculty shall submit to the Faculty

Recruitment and Renewal Subcommittee their academic and professional qualifications that demonstrate 1) expertise in theory, research, policy, or practice related to Pk-12 or community college educational leadership, 2) a strong professional record of scholarly publication pertinent to educational leadership, 3) an earned doctoral degree in educational leadership, educational administration, or a field directly related to Ed.D. course offerings from an accredited institution of higher

education, and 4) have teaching experience at the graduate level and have demonstrated the ability to direct others in research activities—applications to become Ed.D. Faculty members are discussed at the subcommittee level and moved to the full Ed.D. Faculty with a recommendation for membership, and at what level.

Non-WCOE CSUSB Faculty

CSUSB campus faculty members from colleges other than the College of Education who have disciplinary expertise or significant experience related to the Ed.D. program and leadership in Pk-12 or Community College institutions are eligible to participate in the program. Faculty shall hold a tenured or tenure-track position at CSUSB, hold a doctoral degree earned in a relevant field from an accredited institution of higher education, and have specific expertise pertinent to educational leadership. CSUSB faculty who hold tenured, or tenure-track appointments are eligible to serve in all of the Ed.D. faculty roles. To become an Ed.D. faculty member, CSUSB faculty must submit their credentials as mentioned above to the Faculty Recruitment and Renewal Subcommittee. The same process for Ed.D. faculty membership as outlined above shall be followed.

Adjunct Faculty

Special faculty appointments from other institutions of higher education or scholars with specialized expertise may be made as Adjunct Faculty, subject to the recommendation of the Ed.D. Program Faculty and the Faculty Program Director(s). These faculty members are eligible to teach or co-teach program courses and serve as members of the Ed.D. Qualifying Examination (Cohorts 13 and priors) or Dissertation committees. They are required to hold an earned doctorate and possess disciplinary expertise, including individuals with experience relevant to issues of educational leadership addressed in the Ed.D. program, and who are currently employed or have recently been employed by a Pk-12 or Community College partner.

Faculty Reappointment

All program faculty are reviewed every three years by the Faculty Recruitment and Renewal Subcommittee and the full Ed.D. faculty, and reappointment is recommended by the Ed.D. program faculty and the Faculty Program Director(s).

Faculty Assignments and Workloads

Faculty members are typically not assigned full-time to the doctoral program but rather are drawn from the various groups affiliated with the program. Appointment to the doctoral program faculty does NOT supplant, supersede, or replace your primary faculty assignment.

Teaching a Course in the Ed.D. Program

Assignments and course credit use the following schedule:

Tenured and tenure-track faculty members teaching in the Ed.D. Program are granted 4 units of workload credit for each 3-unit course. At the faculty member's discretion, this load may be divided into 3 instructional units and 1 professional development (PD) unit. Adjunct faculty are paid for 3 units for the 3-unit course during the fall and spring semesters. A tenured or tenure-track faculty member teaching a course in the Ed.D. program during the summer is paid at the rate of four units of summer pay for a three-unit course. Adjunct faculty are paid at the standard summer rate for a three-unit course.

Serving as a Dissertation Chair or Dissertation Committee Member

Compensation for serving as a Dissertation Chair or on a Dissertation Committee is as follows:

- Dissertation chair, 3 units as follows: 1 unit after the successful preliminary proposal and two units after the successful final dissertation defense.
- Dissertation committee, .5 units after the successful completion of the final dissertation defense.
- A tenure/tenure-track faculty member shall only chair two dissertations per cohort at the same time. The Faculty Program Director(s) must approve any additional dissertation chair work above and beyond two students per cohort.
- Assigned time may also be allocated for various program support functions.
- There will be no compensation for external members (3rd reader) serving on dissertation committees, which include CSU MPPs or members of the PK-12 and Community College faculty/administration. Certificates of recognition will be

awarded to external committee members. The Certificates will honor them as "special volunteer faculty appointed for service on a dissertation committee. Additionally, these external committee members will be invited to join the Ed.D. Program. Advisory Board.

- Faculty members chairing dissertations will not be issued summer contracts. Total compensation for chairing a dissertation is three units.

Note: Dissertation committees shall have a minimum of three voting members, including the chair. All committee members shall have appropriate expertise in educational practice or policy and should be selected in consultation with the chair (see Attachment 1). The Chair must be a Core Ed.D. faculty member of the CSUSB campus; a 2nd Reader must be either a Core or Affiliated Ed.D. faculty member of the CSUSB campus; and a 3rd Reader whose primary affiliation must be with a California P-12 or community college/higher education institution and who is not drawn from the Core Ed.D. faculty, Affiliated Ed.D. faculty, nor CSUSB tenured or tenure-track faculty appointments on campus. Faculty shall not be permitted to use earned units to be released for an entire semester.

Serving as a Reader for the Qualifying Exam

Faculty who teach Core Courses will be asked each fall semester to create two problems of practice questions related to their course content. One question needs to address the problem from the Pk-12 perspective, and the second question addresses the Community College/Higher Education perspective. These faculty members and others with content expertise will be asked to score the exams.

Adjustment of Comprehensive Exam Scoring Stipend

Given the current budgetary constraints facing the program and the broader institution, it is both fiscally responsible

and academically appropriate to **_discontinue_** (until further notice) the $500 stipend previously allocated for scoring comprehensive exams.

1. **Alignment with Faculty Responsibilities**

    Faculty who teach core courses within the EdD program already have a clearly defined role in the comprehensive exam process. These expectations are embedded in the instructional and programmatic responsibilities of core faculty and do not constitute work beyond the normal scope of faculty engagement in doctoral education.

    o   Developing two "problems of practice" questions that reflect key themes and outcomes of their course

    o   Evaluating student responses to those questions using rubrics aligned with program learning outcomes

2. **Equity Across Faculty Duties**

    Providing a separate stipend for a task that is already integrated into core faculty responsibilities creates an inconsistency in how labor is recognized and compensated across academic roles. Removing the stipend aligns compensation practices with established standards of service.

3. **Budgetary Stewardship**

    In times of limited resources, all stipends and financial incentives must be evaluated for their necessity and strategic value. Continuing to fund a $500 payment per faculty member for scoring exams imposes a recurring cost with limited justification, especially when the work involved is already anticipated as part of core faculty oversight of course content/alignment/design, instructional materials/delivery, and shaping student learning and outcomes. These funds could be more effectively redirected to support areas of greater need, such as student research funding, program innovation, or instructional resources.

4. **Faculty Commitment to the Program Mission**

The EdD program is designed to cultivate practitioner-scholars and educational leaders. Faculty involvement in key assessment processes, such as comprehensive exams, is central to this mission. Trusting faculty to uphold high standards without financial incentives reinforces a culture of shared academic responsibility and institutional commitment to excellence.

III. Program Committees

The Ed.D. program maintains four standing committees. Committee membership can include both faculty AND community partners.

- Ed.D. Curriculum Design and Assessment Subcommittee
- Ed.D. Policy and Appeals Subcommittee
- Ed.D. Student Recruitment and Admissions Subcommittee
- Ed.D. Faculty & Fellows Recruitment and Renewal Subcommittee

Note: From time-to-time, Ad Hoc committees may be created for a limited time with a specific purpose. Once the work of the committee has been completed, it is disbanded.

The standing committees, responsibilities, and assigned meeting schedules are as follows:

- **Ed.D. Curriculum Design and Assessment Subcommittee**

  Review of program changes and curriculum updates. In addition, this committee is also responsible for Program Learning Outcomes embedded within the curriculum and for the program overall.

  Meeting 1st Wednesday of the Month: 1-2pm (alternates with Program Policy & Appeals)

- **Ed.D. Policy and Appeals Subcommittee**

  Responsible for Ed.D. Policy creation and updates/revision and student appeals.

Meeting 1st Wednesday of the Month: 1-2pm (alternates with Program, Curriculum Design and Assessment)

- **Ed.D. Student Recruitment and Admissions Subcommittee**

  Responsible for developing a recruitment plan, participation in recruitment activities, and advisory to the Faculty Program Director(s) regarding admissions.

  Meeting 2nd Wednesday of the Month: 1-2pm

- **Ed.D. Faculty & Fellows Recruitment and Renewal Subcommittee**

  Responsible for the recruitment of faculty & fellows to be part of the Ed.D. Program and for the review of reappointments.

- Meeting 4th Wednesday of the Month: 1-2pm

IV. Program Admissions

In accordance with Title 5 of the *California Code of Regulations*, Section 41020, the CSUSB Ed.D. in Educational Leadership has established the following admissions criteria:

1. The applicant holds an acceptable baccalaureate and master's degree earned at a regionally accredited institution or institutions, or the applicant has completed equivalent academic preparation as determined by the appropriate campus authority.

2. The applicant has attained a cumulative grade point average of at least 3.0 in graduate study.

3. The applicant was in good standing at the last institution of higher education attended.

4. The applicant has demonstrated sufficient preparation for, experience in, and potential for educational leadership, including: successful experience in leadership in school, postsecondary, or community contexts, and/or policy leadership; academic excellence; problem-solving ability; technological proficiency; interest in critically assessing current educational policies and practices; and interest in improving current educational policies and practices. Evidence considered in the admission process shall include but not be limited to:

Sufficient preparation for, experiences in, and potential for educational leadership to benefit from the program. Applicants not meeting the preparation or experience criteria may be required to develop an individual plan of additional preparation and experience.

5. Three letters of recommendation attesting to the leadership experience and scholarship potential of the applicant, one of which must be from a faculty member who holds a doctoral degree.

6. A written statement of purpose reflecting an understanding of the challenges facing the public schools or community colleges in California.

7. A personal interview, and either

   a. a statement from the applicant's employer, indicating support for the applicant's doctoral studies; or

   b. a statement from the applicant describing the applicant's plan for meeting professional responsibilities and the demands of the program.

Admission by Exception

Upon recommendation of the program faculty and the Faculty Program Director(s), a limited number of students (no greater than 15%) may be accepted each year who do not meet the admissions criteria. These include classroom teachers, community college instructors, higher education personnel, and international students. Students admitted under exception may be assigned additional master 's-level coursework to support program success. It is assumed that the career path of these students is consistent with the overall program mission.

V. Ed.D. Program Design and Course Sequence
The Ed.D. The program is designed to be completed in eight semesters, including two summer semesters within three

academic years. The program focuses on a core of leadership skills and has two specialization strands, Pk-12 and community college/higher education. The course offerings will meet the following standards specified in EO 991. The Ed.D. The program consists of the following elements:

- 27 Semester Units of Core Courses (Including 9 Semester Units of Research Courses)
- Passing of the Qualifying Examination
- Advancement to Candidacy
- 21 Semester Units of Specialization Courses
- 12 Semester Units of Dissertation
- Passing of the Dissertation Proposal Oral and Written Defense
- Passing of the Dissertation Final Oral and Written Defense
- Total: 60 Semester Units

VI. Dissertation

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

- The dissertation shall be the written product of systematic, rigorous research on a significant educational issue and in accordance with a proposal that has been approved pursuant to Articles 7.3.4 and 7.3.5. The dissertation is expected to contribute to an improvement in public Pk-12 or community college professional practices or policy, generally or in the

context of a particular educational institution. It shall provide evidence of originality, critical and independent thinking, appropriate form and organization, and a rationale for the research problem examined.

- The dissertation shall identify the research problem and question(s), state the major theoretical perspectives, explain the significance of the undertaking, relate it to the relevant scholarly and professional literature, set forth the appropriate sources for and methods of gathering and analyzing the data, and offer a conclusion or recommendation. It shall include a written abstract that summarizes the significance of the work, objectives, methodology, and a conclusion or recommendation.

- The dissertation is normally a traditional five-chapter format but may be in another format as approved by the Dissertation Chair and the Faculty Program Director(s).

- Submission of dissertation research for publication is required.

- Opportunities for students to complete work in support of the dissertation shall be embedded throughout the Ed.D. curriculum.

VII. Doctoral Program Guidelines

The CSUSB Ed.D. in Educational Leadership Program will provide students with a handbook that includes the following information:

- Policies on professional ethics and academic integrity;

- Forms to be completed by students during the degree program;

- The program of study required for the degree;

- Requirements for admission with classified standing;

- Academic residence requirements;

- Policies on student fees and financial aid;

- Provisions for advising and mentoring;

- Policies and procedures for establishing and amending a plan of study;
- Policies on the transfer of credit earned at other institutions;
- Policies and procedures for the formation of a committee for administering a qualifying examination;
- Requirements for advancement to candidacy;
- Policies and procedures for the formation of a committee for supervising a dissertation;
- Dissertation requirements;
- Requirements for field experience embedded in the program;
- Requirements for satisfactory progress in the program;
- Policies and procedures for petitioning for a variance in academic requirements;
- Policies on extension of time for completion of degree requirements;
- Policies on academic probation and disqualification;
- Policies and procedures for obtaining a leave of absence or for withdrawing from the university;
- Policies and procedures regarding student grievances;
- Policies on harassment and discrimination;
- The names and areas of expertise of faculty members affiliated with the degree will be maintained on the program website.

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).
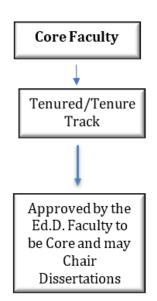
CSUSB offers access to ChatGPT Edu for students, staff, and faculty through July 2026. This platform aims to support academic achievement and close equity gaps by providing access to advanced AI tools. CSUSB's ChatGPT Edu environment and its data remain private to the university, and data is not shared 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.
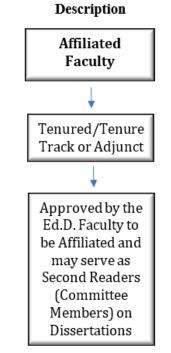
VIII. Implementation of Bylaws

These Bylaws shall be considered adopted when ratified by a majority of the CSUSB Ed.D. program faculty and shall take effect immediately upon ratification, superseding all previous versions of these Bylaws.
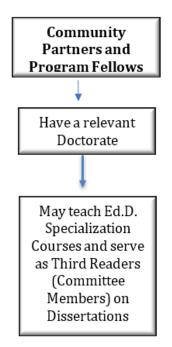
Attachment 1: Ed.D. Program Faculty and Fellows

Description

Core Faculty	Affiliated Faculty	Community Partners and Program Fellows
Tenured/Tenure Track	Tenured/Tenure Track or Adjunct	Have a relevant Doctorate
Approved by the Ed.D. Faculty to be Core and may Chair Dissertations	Approved by the Ed.D. Faculty to be Affiliated and may serve as Second Readers (Committee Members) on Dissertations	May teach Ed.D. Specialization Courses and serve as Third Readers (Committee Members) on Dissertations

Dissertation Committee Make-up

Dissertation Chair (First Reader) Core Ed.D. Faculty	Dissertation Committee Member (Second Reader) Core Ed.D. Faculty or Affiliated Ed.D. Faculty	Dissertation Committee Member (Program Fellow – Third Reader) Community Partner (with relevant Doctorate). Others must be approved by Ed.D. Director.