STUDENT HANDBOOK
2015-2016

EDUCATIONAL LEADERSHIP FOR
SOCIAL JUSTICE

DOCTOR OF EDUCATION (Ed.D.) PROGRAM

DEPARTMENT OF EDUCATIONAL LEADERSHIP
COLLEGE OF EDUCATION AND ALLIED STUDIES
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Although every effort has been made to assure the accuracy of the information in this handbook, students and others who use this handbook should note that laws, rules, and policies change from time to time and that these changes may alter the information contained in this publication. Changes may come in the form of statutes enacted by the California State Legislature, rules and policies adopted by the Board of Trustees of the California State University, by the Chancellor or designee of the California State University, or by the President or designee of the campus. It is not possible in a publication of this size to include all of the rules, policies and other information that pertain to students, the institution, and the California State University. More current or complete information may be obtained from the appropriate department, school, or administrative office.

Nothing in this handbook shall be construed, operate as, or have the effect of an abridgment or a limitation of any rights, powers, or privileges of the Board of Trustees of the California State University, the Chancellor of the California State University, or the President of the campus. The Trustees, the Chancellor, and the President are authorized by law to adopt, amend, or repeal rules and policies that apply to students. This handbook does not constitute a contract or the terms and conditions of a contract between the student and the institution or the California State University. The relationship of the student to the institution is one governed by statutes, rules, and policies adopted by the California State Legislature, the Trustees, the Chancellor, the President, and their duly authorized designees.

This handbook will acquaint students with the procedures of the Educational Leadership for Social Justice Doctor of Education (Ed.D.) Program, with selected policies and regulations of California State University, East Bay, and with some of the resources available to doctoral students. Students are encouraged to work closely with the Program’s Director, Academic Coordinator, and other program staff and faculty to complete the degree requirements described in this handbook.

It is a student’s responsibility to follow the procedures outlined in this handbook and to stay informed about program changes, requirements for the degree, and the policies and procedures of the Academic Programs and Graduate Studies delineated in the current University Catalog available at: http://www.csueastbay.edu/ecat/index.html. The policies and procedures operative on the date of the student’s initial enrollment govern the student’s program.

Acknowledgments
The printed 2015-2016 Doctoral Student Handbook was revised under the direction of Dr. Brad J. Porfilio, Director of the ELSJ Doctor of Education (Ed.D.) Program.

The 2015-2016 Doctoral Student Handbook may be used in conjunction with the printed 2012-2014 University Catalog or the online University Catalog. The online catalog can be viewed at: http://csueastbay.edu/ecat/. Leadership and the division of Academic Programs and Graduate Studies.

INTRODUCTION

Welcome to the Educational Leadership for Social Justice Doctoral Program at California State University East Bay. This Handbook is based upon the University Catalog of California State University, East Bay program in Educational Leadership. The University Catalog represents the official regulations and procedures for programs at CSUEB and may be accessed at: http://www.csueastbay.edu/ecat/index.html.
The mission of the Educational Leadership for Social Justice (ELSJ) Doctoral Program is to prepare educators and other school personnel to assume positions of executive leadership. A primary objective of the (ELSJ) Program is to guide educators and educational professionals to become bold, socially responsible agents of change and transformation. Graduates of the doctoral program will be able to contribute to the closing of opportunity gaps that exist between White students, students of color, and students who are marginalized on the structural axes of gender, sexuality, class, and disability.

The program provides a mix of theory, research, and practice amid a learning community wherein students develop a deeper understanding of themselves as educators, leaders, information producers, policymakers, and policy advocates. Students also develop the knowledge, skills and habits of mind necessary to improve the quality of learning for all students.

Program Information Links
This general information about the Educational Leadership for Social Justice Doctorate in Education (Ed.D.) Program is available at the Educational Leadership website at: http://csueastbay.edu/edd.

This handbook, forms, and other materials for enrolled students are also available on the Blackboard website.

Requirements for the Doctoral Degree
There are five basic requirements for the doctoral degree:

1. The degree requires a minimum of 90-quarter units of approved doctoral level work including 12 units for dissertation studies. It is expected for all work to be completed within a three-year period. In addition, students must take classes at the CSUEB facility for no less than two quarters each year of the program.
2. A 3.0 GPA or better in all 90-quarter units offered as satisfying the requirements of the degree.
3. Satisfactory performance on two qualifying examinations and approval of dissertation prospectus.
4. Successful completion and defense of the dissertation.
5. Successful submission of the dissertation.

Admission Categories
Students who meet the minimum requirements for doctoral studies may be considered for admission in one of the two following categories:

Classified Graduate

Students who are admitted to the doctoral program are placed in the “Classified Graduate” category. To be admitted as a “Classified Graduate,” a student must satisfy the general university admission requirements and all additional requirements of the Department of Educational Leadership.

Conditionally Classified Graduate

Students are placed in a “Conditionally Classified Graduate” category when:

1. The university admissions office has not received their score on the GRE (Graduate Record Exam).
2. The university admissions office has not received all of their official graduate transcripts.
Students who are admitted as a “Conditionally Classified Graduate” should immediately check with the Doctoral Academic Coordinator or Program Director. They will provide student assistance, so they become fully classified.

**Catalog Rights for Graduation**

To meet graduation requirements, students must follow the specifics listed in this doctoral handbook. As long as they maintain attendance by enrolling in at least two quarters each calendar year, their degree requirements will remain those in this catalog. However, students may elect to meet the requirements of the catalog in effect at the time they graduate. These principles are called students’ “catalog rights.”

Students’ catalog rights are governed by the catalog in effect when they are admitted to the program. Successful admission to the ELSJ Doctoral Program is a two-step process: (1) application and official acceptance to the ELSJ Program; (2) application and official acceptance to the University. Information about application requirements and procedures are available on the CSUEB Educational Leadership website at [http://edschool.csueastbay.edu/Departments/EDLD/csudoc/admissions.html](http://edschool.csueastbay.edu/Departments/EDLD/csudoc/admissions.html).

If students are absent due to an approved Educational Leave (Leave of Absence) or attend another accredited institution of higher education, they will not lose their catalog rights, so long as they are not away for over two years.

The principle of catalog rights refers to degree requirements, not policies, fees, services, and other matters which, when they change, apply to all students. For that reason, students should check the online catalog or purchase the current printed university catalog when it is issued. The Cal State East Bay Doctoral Student Handbook contains all the requirements for graduation from the program.

**PROGRAM FOCUS AND GOALS**

The Educational Leadership for Social Justice (ELSJ) Program seeks to develop a new type of executive leadership for California’s schools. Students in the (ELSJ) Program will be engaged in studies, activities, and skill-building exercises, which will position them to become courageous school leaders. They will demonstrate bold, socially responsible leadership so as to address and resolve issues that have impacted the achievement and success of students of color and well as other marginalized students.

**Program Goals**

The Educational Leadership for Social Justice (ELSJ) Program is committed to serving the needs of educational communities situated in California. The Program examines historical and deep-rooted misunderstandings, unjust policies and practices, and systemic inequalities that contribute to the cycle of failure that is experienced by numerous schools, districts, and students in California. There are eight central goals of the (ELSJ) Program:

1. Reflective Practices develop reflective leaders who use self-analysis, inquiry, and purposeful reflection to continually improve their own practice. Reflective leaders also model and encourage these habits with staff and community members for the purpose of creating communities of practice that promote high achievement for all students.
2 Equity and Cultural Competency develops culturally-competent practitioner advocates who purposely work to dismantle systems of cultural and racial domination/oppression.

3 Systems Thinking develops skillful leaders who understand the dynamics of educational systems and who are able to leverage those systems in coherent, aligned strategies for educational change.

4 Accountability for Equitable Student Performance develops instructional leaders who possess the knowledge and ability to ensure that all students are producing high quality work and achieving at optimum levels. These instructional leaders are able to foster effective curricular, student-centered learning environments and accountable school cultures that reflect high expectations.

5 Instructional Leadership develops instructional leaders who inspire a shared vision and commitment to high student achievement. These leaders develop structures and processes that foster collaboration and inquiry.

6 Leadership Capacity and Organizational Management develops leaders who assess, organize and allocate resources that build and sustain organizational culture, leadership, and change processes. These leaders move school systems toward meeting student achievement goals.

7 Policy and Politics develop leaders who understand the dynamic nature of school systems and educational politics in order to influence politics and policies at multiple levels. These leaders support goals of inclusion and equity for all constituents, especially underrepresented groups.

8 Understanding and Creating Research develop leaders who purposefully engage in inquiry and construct knowledge that promotes equity in education and advances the public good.

Center for Research, Equity, and Collaborative Engagement (CRECE)

The purpose of CRECE is to promote critical, collaborative research, which brings PK-12 and postsecondary educators, educational policy makers and community members together to transform urban schooling. We wish to engage multiple constituencies, including doctoral students, in a cycle of research, education, and conversation while strengthening networks of educators, policy makers and community members in the service of equity and social justice in urban schools.

PROGRAM STRUCTURE

The CSUEB Educational Leadership for Social Justice program is designed to be both a rigorous, challenging program and one that supports working professionals in completing their studies, including writing and defending their dissertation in three calendar years. Nationally, it is not unusual for students to take five or more years to complete an Ed.D. degree. However, the ELSJ Program has been designed to build in support via classes and an Ed.D. learning community that will guide students through all steps of the dissertation from defining a study topic, to developing a dissertation proposal, to writing and defending the dissertation. Of course, to meet the three-year timeline, students must also participate in intensive course work. Courses will take place all four quarters of the calendar year, beginning with the summer
quarter. The foundational theory necessary to support students in dissertation studies is dispersed over courses during the first two and one-half years (10 quarters) of the Program. The program design allows for concentrated work on the dissertation during that last six months of the program.

**Ninety Unit Requirement**
The degree requires a minimum of 90-quarter units of doctoral level work, including 12 units for dissertation studies. Additional Independent Study courses are available throughout the program based on student interest or need. These courses will be on topics related to dissertation development including, but not limited to: developing a literature review, completing the Research with Human Subjects (Institutional Review Board) processes and forms, advanced statistical analyses, topic related studies, etc.

**Transfer of Units**
Transfer Credits: Nine quarter units (equal to six semester units) of advanced level coursework (beyond the Master’s degree) as a matriculated student from an accredited institution may be transferred into the doctoral program, subject to the approval of the Director of the ELSJ Program. The coursework must be deemed equivalent to ELSJ coursework. Students must have earned a grade of B or better in the transferred course. Transfer courses may not have been taken more than 7 years prior to anticipated graduation from the ELSJ Program.

**Academic Residence**
At least 42 semester units shall be completed in residence at the campus or campuses awarding the degree. The appropriate campus authority may authorize the substitution of credit earned by alternate means for part of this residence requirement.

**Distribution of Credits Allowed for Combined Doctoral and Master’s Degree Levels**
Students must meet a minimum requirement of 45-quarter units (30 semester units) in a master’s degree program and 90-quarter units in the ELSJ program for a total of 135 quarter units.

**Foreign Language Requirement**
There are no requirements for a second language in this program, although second language skills are beneficial for leaders in all educational settings.

**Cohort Structure**
The ELSJ Program is organized into a cohort structure allowing students to enter together as a group and to move through the program, including milestones (e.g., qualifying exams), together. The Program design lends itself to providing a support group for students. The size of the cohort should allow for group members to interact and learn from each other’s different experiences and work settings, while simultaneously allowing for smaller study groups to emerge that will provide more intense support when needed.
**Online Services and Support**

Online services and resources for the ELSJ Program are designed to support working professionals completing the Ed.D. Many aspects of coursework, communication, and research in the ELSJ community take place in both on-line and face-to-face environments.

Work on the Ed.D. Degree requires a sophisticated level of technology fluency. The Department of Educational Leadership faculty, librarians and technical staff will ensure students are fluent with using and understanding the social nature of technology. Intensive orientation to online services and resources, as well as ongoing support of the cohort and individuals, are integral to the success of the ELSJ Program.

**FACULTY AND ROLES**

**Program Director**

The Program Director is the liaison between the Educational Leadership for Social Justice (ELSJ) Doctoral Program and the University, especially as it relates to programmatic structures, admissions, recruitment, scheduling and supports. The director is also responsible for program outreach to local schools and districts.

**Faculty**

Faculty members provide advanced academic studies and research specialization that foster the development of educational leaders in the creation of new knowledge and understanding of current issues in urban education.

**Doctoral Academic Program Coordinator**

Under the direction of the Program Director, the Doctoral Academic Program Coordinator is responsible for several academic aspects of the program and for monitoring records of the major milestone activities of students that include qualifying examinations, dissertation proposal reviews, and the dissertation oral defense. The Doctoral Academic Program Coordinator also works with the Program Director and faculty advisors to develop support plans for students who are experiencing academic difficulty.

**Qualifying Examination Committee Members**

Qualifying Committees will be composed of two member-teams from the ELSJ faculty, with one who will serve as the chair. These teams will evaluate the strengths and weaknesses of the student’s research presented at the end of the fifth quarter and seventh quarter of the program. Team members confer and collaborate on the final assessment of each student.

**Faculty Advisors and District Mentors**

The ELSJ program recognizes that the mentoring of graduate students is an integral part of the graduate experience. Each student will be assigned a Faculty Advisor by the end of the second quarter of the program. Faculty Advisors will provide individualized guidance for the student during the first two years of the program. Particular areas of support include decisions regarding the two Applied Study field courses, review and assessment of cumulative academic work, and guidance in identifying and narrowing a dissertation topic. However, once dissertation work has commenced, the Dissertation Chair will replace the Faculty Advisor as the primary support for guiding the student through an open exchange of ideas that supports the completion of his/her dissertation.
In addition, when students apply to the program, they are asked to attain district support for their enrollment. A major part of that support comes in the form of a District-identified Mentor possessing a doctoral degree. During the first two years of the program, the Faculty Advisor will communicate program goals with this District Mentor and work with the mentor to identify needed district-based support for the student. Once students progress to the dissertation stage of the Program, the Dissertation Chair will be the primary contact for the District Mentor.

Faculty Advisors, as well as other program faculty, will be available for consultation on a regular basis. All program faculty members are required to schedule office hours to accommodate working professionals. Additionally, faculty members will be available via email, internet conferencing, and phone.

**Dissertation Committee Members**

During the seventh academic quarter, the Program Director, in concert with faculty members and input from the student, will select Dissertation Committee Members. Under the direction of the Dissertation Chair, committee members will provide clear guidelines and guidance for the successful completion the dissertation.

**Membership**

The Doctoral Dissertation Committee consists of three committee members. All members most hold doctoral degrees. At least one member will be an ELSJ faculty member. There will be one member who will serve as the Dissertation Chair. One committee member must be a K-12 practitioner. The Director of the ELSJ program, in consultation with the Doctoral Academic Program Coordinator, must approve individuals beyond the ELSJ program faculty members.
**COURSE SEQUENCE**

All courses are designed to include face-to-face meetings, with online work being interspersed with these sessions. (Please see Appendix 1: 3-year Program Course Matrix.)

### Program Year 1

#### Summer Year 1: Quarter 1 (10 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 8000</td>
<td>Values and Purposes of Educational Leadership (2)</td>
<td>Prerequisite: Admission to the Educational Leadership Doctoral Program.</td>
<td>Introduction to the doctoral program, with a focus on the purposes of educational leadership, goals of schooling, current issues. Personal reflection and self-assessment of individual values, goals, and commitments.</td>
</tr>
<tr>
<td>EDLD 8020</td>
<td>Leadership for Equity I (4)</td>
<td>Prerequisite: Admission to the Educational Leadership Doctoral Program.</td>
<td>Socio-historical, socio-cultural, and social justice theories addressing issues of diversity, equity and opportunity with a focus on underachieving populations and students of color. Leader’s role and responsibility in developing evidence-based decision-making cultures that promote student achievement.</td>
</tr>
<tr>
<td>EDLD 8080</td>
<td>Conceptual Foundations of Research (4)</td>
<td>Prerequisite: Admission to the Educational Leadership Doctoral Program.</td>
<td>Overview of research theory and design in multiple fields that influence educational policy and practices. Introduction to knowledge construction in socio-economic, community, political, and disciplinary contexts.</td>
</tr>
<tr>
<td>EDLD 8900</td>
<td>Independent Study (Optional Course*) (2)</td>
<td>Prerequisite: Admission to the Educational Leadership Doctoral Program.</td>
<td>Building prowess with technological systems designed to support students in the program.</td>
</tr>
</tbody>
</table>

#### Fall Year 1: Quarter 2 (8 units)

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 8031</td>
<td>Schools as Organizations: Linking Theory and Practice (4)</td>
<td>Prerequisite: Admission to the Educational Leadership Doctoral Program.</td>
<td>Introduction to organizational theory as it applies to school systems; implications of technical/rational, human resource, and open systems perspectives; cultural and institutional theory as emerging analytic tools; implications for organization, management, leadership, and reform.</td>
</tr>
<tr>
<td>EDLD 8021</td>
<td>Leadership for Equity II (4)</td>
<td>Prerequisite: EDLD 8020 Leadership for Equity.</td>
<td>Advanced work with theories of social justice and equity, as well as data related to achievement gaps between White and Asian groups of students and Black and Hispanic. Leader’s role in mobilizing and utilizing resources to dismantle patterns of inequity and exclusion.</td>
</tr>
<tr>
<td>EDLD 8900</td>
<td>Independent Study (Optional Course*) (2)</td>
<td>Prerequisite: Admission to the Educational Leadership Doctoral Program.</td>
<td>Conducting efficient literature searches—creating effective research questions; locating, indexing, and annotating sources.</td>
</tr>
</tbody>
</table>
### Winter Year 1: Quarter 3 (12 units)

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 8050.</td>
<td>Leadership in Curriculum and Instructional Reform (4)</td>
<td>Admission to the Educational Leadership Doctoral Program.</td>
<td>Theories and practices of curriculum and instruction in diverse school settings. Theories of cognition, learning, assessment, and professional development for organizing schools around participation of diverse communities and cultures.</td>
</tr>
<tr>
<td>EDLD 8070.</td>
<td>Governance, Law &amp; Policy Development (4)</td>
<td>Admission to the Educational Leadership Doctoral Program.</td>
<td>Public education policy development; forces that shape legislative provisions; legal frameworks for operating public schools in CA; legal ramifications of district policy and practices and their impact on leadership; case law at multiple levels and by race, class, culture, and language; community and governmental relations; working with boards and trustees, families, communities, businesses, local, state, and federal governmental agencies.</td>
</tr>
<tr>
<td>EDLD 8900.</td>
<td>Independent Study (Optional Course*) (2)</td>
<td>Admission to the Educational Leadership Doctoral Program.</td>
<td>Refining research questions; synthesizing across research sources reflecting multiple disciplines and perspectives.</td>
</tr>
</tbody>
</table>

### Spring Year 1: Quarter 4 (8 units)

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisite/concurrent enrollment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 8083.</td>
<td>Defining Educational Issues (4)</td>
<td>EDLD 8082 Qualitative &amp; Quantitative Methods B.</td>
<td>Application of multidisciplinary theory in selection and definition of educational questions. Review of literature for specific educational issues. Initial design of an in-depth study of an educational issue. Individual assessment of program progress to date in conjunction with review of Qualifying Exam # 1.</td>
</tr>
<tr>
<td>EDLD 8032.</td>
<td>Sustainability of Educational Reform (4)</td>
<td>EDLD 8030 Leadership in Systemic Reform.</td>
<td>Models and complexities of organizational reform; theoretical frameworks, concepts, and analysis of dimensions of sustain-ability; the equitable and ethical sustaining of organizational programs focusing on the underachieving students; complex models of educational change; impacting entrenched organizational-cultural patterns; facilitating collaborative change.</td>
</tr>
<tr>
<td>EDLD 8900.</td>
<td>Independent Study (Optional Course*) (2)</td>
<td>Admission to the Educational Leadership Doctoral Program.</td>
<td>Research designs to address data biases and information gaps.</td>
</tr>
</tbody>
</table>
### Program Year 2

#### Summer Year 2: Quarter 5 (8 units)

**EDLD 8081. Qualitative and Quantitative Methods A (4)**  
*Prerequisite: EDLD 8080 Conceptual Foundations of Research.*  
Examine theories of qualitative and quantitative research design. Explore uses, design and techniques of basic qualitative and quantitative research methodologies. Explore the appropriateness of research theories and methods in specific contexts.

**EDLD 8071. Governance & Policy Development (4)**  
*Prerequisite: EDLD 8070 Governance, Law & Policy Development.*  
Distributed leadership in democratic schools; application of governance and policy tools in support of access and equity; dismantling institutional racism.

**EDLD 8900. Independent Study (Optional Course*) (2)**  
*Prerequisite: Admission to the Educational Leadership Doctoral Program.*  
Refining educational issue definitions.

#### Fall Year 2: Quarter 6 (10 units)

*Prerequisite: EDLD 8083 Defining Educational Issues.*  
Application of foundational coursework in research to the design of an in-depth study of an education issue. Includes literature review, research design and methodology from ethical and theoretical perspectives. Assess and apply appropriate research methods in collection, analysis, and synthesis of data.

**EDLD 8010. Applied Study of Educational Issues I (2)**  
*Prerequisite: Admission to the Educational Leadership Doctoral Program.*  
Guided experience working in field to identify and analyze a relevant educational issue. Opportunity for project work under the direction of expert practitioner, including identification of knowledge gap or question of practice and formulation of a researchable focus.

**EDLD 8040. Program Planning & Evaluation (4)**  
*Prerequisite: Admission to the Educational Leadership Doctoral Program.*  
Development of conceptual frameworks for evaluating systems to improve educational programs, educational systems, and educational policymaking. Integration of analytical and retrospective case studies that influence learning outcomes, student interventions and program improvement.

**EDLD 8900. Independent Study (Optional Course*) (2)**  
*Prerequisite: Admission to the Educational Leadership Doctoral Program.*  
Refining educational issue definitions.
### Winter Year 2: Quarter 7 (6 units)

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 8085</td>
<td><strong>Applied Research Methods B (4)</strong></td>
<td>EDLD 8084 Applied Research Methods A.</td>
<td>Application of foundational coursework in research to the design of an in-depth study of an education issue. Includes literature review, research design, and methodology from ethical and theoretical perspectives. Assess and apply appropriate research methods in collection, analysis, and synthesis of data.</td>
</tr>
<tr>
<td>EDLD 8011</td>
<td><strong>Applied Study of Educational Issues II (2)</strong></td>
<td>Admission to the Educational Leadership Doctoral Program.</td>
<td>Guided experience working in field to deepen leadership capacity related to specific area of practice. Opportunity for project work under the direction of expert practitioner, including integration into students’ research foci.</td>
</tr>
<tr>
<td>EDLD 8900</td>
<td><em><em>Independent Study (Optional Course</em>) (2)</em>*</td>
<td>Admission to the Educational Leadership Doctoral Program.</td>
<td>Refining research designs.</td>
</tr>
</tbody>
</table>

### Spring Year 2: Quarter 8 (8 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 8086</td>
<td><strong>Dissertation Seminar (4)</strong></td>
<td>Satisfactory completion of Qualifying Examinations #1 &amp; #2. EDLD 8085 Applied Research Methods B.</td>
<td>Development of a dissertation prospectus that defines an issue related to educational policy and practice within a particular community, review of professional literature from multiple disciplinary perspectives, and design of an appropriate research methodology (including data collection tools) to study the issue.</td>
</tr>
<tr>
<td>EDLD 8041</td>
<td><strong>Leadership for Educational Accountability (4)</strong></td>
<td>Admission to the Educational Leadership Doctoral Program.</td>
<td>Theoretical and analytical basis of school accountability systems; demonstrable effective organizational arrangements leading to equitable student outcomes; internal and external accountability processes and their use in data-driven planning.</td>
</tr>
<tr>
<td>EDLD 8900</td>
<td><em><em>Independent Study (Optional Course</em>) (2)</em>*</td>
<td>Admission to the Educational Leadership Doctoral Program.</td>
<td>Refining research designs.</td>
</tr>
</tbody>
</table>
### Program Year 3

#### Summer Year 3: Quarter 9 (8 units)

**EDLD 8082. Qualitative and Quantitative Methods B (4)**  
*Prerequisite: EDLD 8081 Qualitative and Quantitative Methods A.*  
Continued examination and application of theoretical approaches to qualitative and quantitative research design. Refinement of related research skills and use of relevant tools. Identify appropriateness of research theories and methods in specific contexts.

**EDLD 8060. Leadership in Resource Management (4)**  
*Prerequisite: Admission to the Educational Leadership Doctoral Program.*  
Financing public education; acquisition and management of human, fiscal, and information resources; equitable assets to effectively manage public education institutions; financial management, human resources and resolution of conflict.

**EDLD 8900. Independent Study (Optional Course*) (2)**  
*Prerequisite: Admission to the Educational Leadership Doctoral Program.*  
Research design and human subjects.

#### Fall Year 3: Quarter 10 (3 units)

**EDLD 8087. Dissertation Studies (3)**  
*Prerequisite: Satisfactory completion of qualifying examinations #1 & #2.*  
Ongoing, supported advising on dissertation study data collection, data analysis, and reporting. May be repeated for a total of 12 units.

**EDLD 8900. Independent Study (Optional Course*) (2)**  
*Prerequisite: Admission to the Educational Leadership Doctoral Program.*  
Student identified topics.

#### Winter Year 3: Quarter 11 (3 units)

**EDLD 8087. Dissertation Studies (3)**  
*Prerequisite: Satisfactory completion of qualifying examinations #1 & #2.*  
Ongoing, supported advising on dissertation study data collection, data analysis, and reporting. May be repeated for a total of 12 units.

**EDLD 8900. Independent Study (Optional Course*) (4)**  
*Prerequisite: Admission to the Educational Leadership Doctoral Program.*  
Student identified topics.

#### Spring Year 3: Quarter 12 (6 units)

**EDLD 8087. Dissertation Studies (3)**  
*Prerequisite: Satisfactory completion of qualifying examinations #1 & #2.*  
Ongoing, supported advising on dissertation study data collection, data analysis, and reporting. May be repeated for a total of 12 units.
**EDLD 8012. Advanced Topics in Educational Leadership (3)**  
*Prerequisite: Third year standing in the program.*  
Analysis of related literature on topical issues with broad implications for research and practice in educational leadership.

**EDLD 8900. Independent Study (Optional Course*) (2)**  
*Prerequisite: Admission to the Educational Leadership Doctoral Program.*  
Student identified topics.

**PROGRAM REQUIREMENTS**

**Plan of Study**  
A doctoral dissertation is evidence of an individual’s ability to conceptualize and carry out research and to communicate the results of that research in a coherent document. To this end, students will work with the Program Director and the Doctoral Academic Program Coordinator upon admission to the ELSJ Program to review the course sequence. If applicable, they will review transfer units and determine how those units will be applied. They will also identify academic support students need to complete their dissertation studies.

**Professional Residency**  
Students will engage in many field-based activities and assessments in the various courses and dissertation work. Two courses in Program Year 2 (EDLD 8010 and 8011, Applied Study of Educational Issues I & II) have been designed for an extended field experience. These experiences will be designed to meet the interests and needs of each student with respect to their mastery of learning outcomes and exploration of skills necessary for dissertation studies.

*Purposes of the Professional Residency*  
The purposes of the professional residency are threefold:

1. To learn in depth a systemic leadership function and related roles and positions.  
2. To identify an area of interest that may lead to further research.  
3. To provide practical opportunities to examine current leadership issues.

Residency experiences provide an opportunity for the development of field-based relationships, mentoring, the exploration of areas of interest, learning through participant-observer roles and the possible narrowing of research leading to a dissertation topic. Residency experiences are also intended to be short-term and sharply focused on the application of curriculum content from the coursework in urban educational settings.

*Support for the Professional Residency*  
Much of the professional residency work will be dependent upon exploring the student’s interests, values and emerging questions through coursework, formal and informal conversations with cohort colleagues, workplace colleagues and instructors. During monthly seminars students will have an opportunity to discuss these ideas, as well as opportunities to learn about district leadership roles.
The Residency Team will be comprised of an experienced district leader (or a leader in an organization connected with educating students), a mentor selected by the student, an assigned university residency adviser, and the student. The Residency Team will meet at least twice each quarter.

**First Residency (EDLD 8010)**
During the Fall Quarter Year 2, the Residency Team’s first meeting will be held to agree on a focus for the student’s fall residency project. This project should focus on an area of interest with which the student is unfamiliar and/or the student is seeking to deepen knowledge of the function and the related roles and positions. This first meeting should occur in September. The second meeting should occur towards the end of this quarter to discuss the outcome of the student’s work and what was learned.

**Second Residency (EDLD 8011)**
During the Winter Quarter Year 2, the Residency team will meet in January, where the members determine the focus of the student’s residency research and the intended methods of data collection and analysis. In March, a final meeting will be scheduled to review the student’s findings in a Residency Report.

**Professional Residency Summative Assessments**
Using the current APA manual style, students will produce a signature assignment at the end of each quarter of EDLD 8010 and EDLD 8011.

**First Summative Assessment (EDLD 8010)**
In EDLD 8010 (Fall Quarter Year 2), students are required to write an assessment of the system wide leadership function area selected, and to the extent possible, how this leadership function relates to the student’s potential dissertation topic.

**Second Summative Assessment (EDLD 8011)**
In EDLD 8011 (Winter Quarter Year 2) students are required to complete a winter assignment, the Residency Report. Based on the action research examined in the fall, students will explore, in-depth, the area related to the leadership function examined. This area becomes the focus of the research to be conducted.

**Qualifying Examination Paper**
Two written qualifying examinations are required: one in the fifth quarter and another at the end of the seventh quarter of the Program. Each qualifying examination paper is a cumulative representation of student work reflecting major themes and topics of the program. Each qualifying examination paper will be read and evaluated by a two-member team, one who will serve as chair. (For addition information, please examine the 2013-2014 Student Dissertation Handbook.)

If a qualifying examination paper is deemed “meets standard” by both faculty team-members, the Doctoral Academic Program Coordinator will share the combined feedback with the student. Qualifying examination papers which are judged “meets standard” will be accepted “as is” without revision. (Please see Table 1.)

If one faculty team-member deems the qualifying examination paper to be unsatisfactory (“below standard”), or if both team-members deem student work as “approaching standards”, the Committee Chair will share the feedback with the Doctoral Academic Program Coordinator. The Doctoral Program Coordinator will hold a conference with the student to discuss the strengths and weakness of the Qualifying paper. The student must
resubmit the revised document within 30 days of notification to the Doctoral Academic Program Coordinator for faculty review. (Please see Table 1.)

If both faculty members find the qualifying examination paper unsatisfactory (“below standard”), the Doctoral Academic Program Coordinator will share the feedback with the Program Director and a faculty designee. The Program Director will convene a conference with the student. At this time, the student will be placed on academic probation and given one opportunity to revise the qualifying examination paper within thirty days of notification. The student will be expected to revise the paper to fully meet the qualifying examination criteria standard. Revised papers must be submitted to the Program Director within the thirty-day notification period for review. (See Table 1.)

Qualifying Examination Writing Prompt I
This doctoral program looks at inequities in our current educational system as a lens for evaluating current practices and needed reforms. Students are required to write an in-depth discussion of a problem they have identified and may want to investigate through their dissertation study. Students are expected to:

1. Clearly define/identify the problem of inequity using multiple perspectives
2. Thoroughly examine the problem by utilizing compelling evidence that supports and/or proves their ideas.
3. Clearly state the central features that make this problem area of great relevance to schools and the communities they serve.
4. Discuss the importance of the problem in the context of PK-12 education.
5. Demonstrate knowledge of the current APA Manual style.

Qualifying Examination Writing Prompt II
Students are expected to define an issue that they are considering as a possible dissertation topic. Through multiple lens, students are expected to:

1. Clearly define/identify the problem of inquiry using multiple perspectives.
2. Describe how this problem relates to local community, school and/or district needs, particularly with respect to equity and social justice.
3. Explore, critique and synthesize how this topic has been conceptualized and researched using various perspectives.
4. Draw from the body of work (e.g., literature, data, analyses) developed throughout the program.
5. Demonstrate knowledge of the current APA Manual style.
Table 1. Examination Outcomes Based on Reader Judgments of Qualifying Examination Portfolio Adequacy

<table>
<thead>
<tr>
<th>Reader 1</th>
<th>Reader 2</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets Standard</td>
<td>Meets Standard</td>
<td>No Revisions Required</td>
</tr>
<tr>
<td>Meets Standard</td>
<td>Approaching Standard</td>
<td>Re-submit document within 30 days</td>
</tr>
<tr>
<td>Approaching Standards</td>
<td>Approaching Standard</td>
<td>Re-submit document within 30 days</td>
</tr>
<tr>
<td>Below Standard</td>
<td>Below Standard</td>
<td>Revisions required within 30 days or by a time agreed upon by the Doctoral Program Coordinator and the Program Director</td>
</tr>
</tbody>
</table>

Dissertation Proposal
(Please see Table 2, page 19.)

During EDLD 8086 Dissertation Seminar, students will be guided through activities to bring together the knowledge, skills and insights from professional literature searches, research design and data collection efforts in other classes so as to develop formal dissertation proposals.

Using community-based concerns identified in previous courses, students will develop studies related to equity and social justice in schools.

Dissertation Proposal Development and Proposal Defense
Students will complete a formal proposal for research as the final product of EDLD 8086 in their eighth quarter.

The formal Dissertation Proposal is the first formal document students write as part of the dissertation process. The proposal is first submitted to the course instructor for review. Once reviewed by the instructor, the student will then work under the direction of her or his Dissertation Chair to refine or revise the proposal.

Concurrently, the Dissertation Chair will convene the Dissertation Committee for purpose of a final review and discussion of the written proposal. During this time, Committee members will make suggestions for further refinement of the research topic, research question(s), research design, and data collection tools.

When the majority of the Dissertation Committee members determine the student has met the standard for proceeding, the Dissertation Committee will signify this by signing the Application for Candidacy Form.

If Dissertation Committee members feel the study is not appropriate or well defined, the student will not be recommended to Advancement to Candidacy until all required elements of the proposal is addressed and resubmitted to the committee for approval.

When the proposal is deemed acceptable, the Dissertation chair will then assist the student in completing the IRB application for research. Upon the approval of the chair, the student will then submit their proposal and application for research to the University’s IRB.
Oral Defense of the Dissertation

When the Dissertation Chair feels that the dissertation manuscript is in a nearly final draft, the student will submit the manuscript to Dissertation Committee members for review. Working with the Chair, the student shall submit a Scheduling of Oral Defense of the Dissertation Form three weeks prior to the Oral Defense. This step ensures the examination date can be publicly posted and arrangements can be made for a location on one of the California State University campuses at a time agreed upon by the committee and student. The details of place and time for the Oral Defense will be publicly announced one week prior to the scheduled defense in order to permit interested faculty and students to attend and ask questions.

Unanimous agreement of the Dissertation Committee is required for approval of the dissertation and recommendation that the Ed.D. Degree is conferred. There are three possible outcomes of the Oral Defense:

1. The Oral Defense is satisfactory and the manuscript is accepted as submitted with copy editing revisions to be completed. The Dissertation Committee members sign two forms: a) Satisfactory Completion of Oral Defense Form, and b) Graduation Application for the Degree of Doctor of Education, Educational Leadership Form. At the Oral Defense, Dissertation Committee members may also sign the title page of the dissertation.

2. The Oral Defense is satisfactory, but the need for substantive revisions of the manuscript is apparent. The Committee members withhold signatures on all forms and the title page until changes have been made that satisfy the concerns of all members.

3. The Oral Defense is judged to be unsatisfactory. This decision may be reached because the dissertation is judged to be acceptable but the student fails to present it satisfactorily or because the dissertation itself is unacceptable. Committee members do not sign any forms or the title page. Another Oral Defense will be scheduled when the Chair deems the student is prepared, manuscript is ready, and the committee members agree that the required remediation has been accomplished.

Human Subjects Requirements (IRB)

Students wishing to conduct research involving human subjects are required to review the policies and procedures for research involving human subjects for California State University, East Bay. During the seven and/or eighth quarters, students will complete an on-line course (CITI) that outlines the history behind and the national requirements for doing research involving human subjects. Students may not collect data involving human subjects until approval from the University’s Institutional Research Board is given.

Dissertation Committee

The Dissertation Committee is charged with ensuring that the quality of the research process and written product meets or exceeds the professional expectations for doctoral work both at the university level and for the field of Educational Leadership.

The purpose for the Dissertation Committee is to guide the student through refinement of the dissertation proposal, through the process of conducting an in-depth research study to create a manuscript that defines an educational topic and research question(s); reviews the published research about the topic and related questions to assess the depth, gaps, findings and biases in the literature; documents an in-depth research process including data collection and analysis; and records findings and recommendations from the study.

Students are to regularly consult with their Dissertation Committee Chair for advice in completing the approved study and in writing the dissertation. The Chair will work with the student to develop a system for
reviewing drafts of the dissertation and for sharing drafts with other committee members at appropriate times and with agreed upon deadlines for sending feedback.

The Dissertation Committee members will periodically review the dissertation manuscript and continue to work with the student throughout the Dissertation process.

Table 2. Steps and Timelines in the Dissertation Process

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identifying and describing a research topic using professional literature: developing initial research questions</td>
<td>First seven Quarters</td>
</tr>
<tr>
<td>2</td>
<td>Qualifying Writing Exams: designed to check on your progress in defining a research topic and concept utilizing studies to learn more about a topic.</td>
<td>Quarter 5: Qualifying #1 Quarter 7: Qualifying #2</td>
</tr>
<tr>
<td>3</td>
<td>Dissertation Proposal: Explores the topic and setting out an initial research design</td>
<td>Quarter 8: Proposal Quarter 9: IRB Proposal</td>
</tr>
<tr>
<td>4</td>
<td>Dissertation: Conducting the in-depth study and writing the dissertation manuscript</td>
<td>Quarters 9-12</td>
</tr>
<tr>
<td>5</td>
<td>Dissertation Oral Defense</td>
<td>Quarter 12</td>
</tr>
</tbody>
</table>

Dissertation Format
The dissertation may take a variety of forms depending upon the type of research undertaken and as approved by the Dissertation Committee. The conventional five-chapter dissertation, consisting of an Introduction, Review of the Literature, Methodology, Results, and Discussion & Conclusion, may be altered to reflect, more appropriately, a specific research design. The final dissertation also includes an abstract, copyright page, title page, acknowledgments, table of contents, list of tables, list of figures, references, and appendices.

PROVISIONS FOR COMPLETION OF PROFESSIONAL ADMINISTRATIVE SERVICES CREDENTIAL (TIER II)

Because the target audience for this doctoral program is the experienced administrator, it is anticipated that many students will have already completed the Professional Administrative Services Credential (Tier II) requirements. However, for those who have not done so, an option to complete the Tier II credential concurrently with Ed.D. coursework will be made available. Students will work with the Program Director, the student’s Faculty Advisor, and the Doctoral Academic Coordinator to develop a Professional Learning Plan (PLP) during the fall quarter of the first year. Materials related to the PLP will be those used in the approved CSUEB Professional Administrative Services Program and designed to meet the requirements established by the California Commission on Teacher Credentialing (CCTC). (Please examine Table 3.)

Under the direction of the Program Director, an evaluation of the student’s progress will be conducted at the end of the Winter Quarter of year 2. Once all required courses have been successfully completed, the Academic Program Coordinator and/or faculty designee will complete the department’s Equivalency
document and forward to the Credentialing Center for approval and submission to the State Department of Education for the issuance of the Professional Administrative Services Credential.

Table 3. Completion of the Professional Administrative Credential Program Credential within the Ed.D. Program

<table>
<thead>
<tr>
<th>Current Professional Administrative Services Credential Requirements</th>
<th>Completion of Professional Administrative Credential Program via Ed.D. Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 7860 Developing an Inquiring Community</td>
<td>EDLD 8020 Leadership for Equity</td>
</tr>
<tr>
<td>Focus on developing community and inquiry methods such as action research. Based on six standards of the California Professional Standards for Educational Leaders.</td>
<td></td>
</tr>
<tr>
<td>EDLD 7865 Focus on Learning</td>
<td>EDLD 8040 Programming Planning and Evaluation</td>
</tr>
<tr>
<td>Focus is on student, adult and organizational learning. Based on six standards of the California Professional Standards for Educational Leaders.</td>
<td></td>
</tr>
<tr>
<td>EDLD 7870 Professional and Organizational Development</td>
<td>EDLD 8083 Defining Educational Issues</td>
</tr>
<tr>
<td>Focus is on the professional development of staff and parents and the development of communication and information systems in the school.</td>
<td></td>
</tr>
<tr>
<td>EDLD 7817 Assessment, Mentoring and Planning I</td>
<td>EDLD 8000 Values and Purposes of Educational Leadership; EDLD 8030 Leadership in Systemic Reform</td>
</tr>
<tr>
<td>● Student Self Assessment</td>
<td></td>
</tr>
<tr>
<td>● Professional Learning Plan</td>
<td></td>
</tr>
<tr>
<td>● Identification of Mentor</td>
<td></td>
</tr>
<tr>
<td>EDLD 7818 Assessment, Mentoring and Planning II</td>
<td>EDLD 8010 Applied Studies of Educational Research I</td>
</tr>
<tr>
<td>EDLD 7819 Assessment, Mentoring and Planning III</td>
<td>EDLD 8011 Applied Study of Educational Issues II</td>
</tr>
</tbody>
</table>

KEY UNIVERSITY POLICIES

Nondiscrimination/Harassment Policies and Procedures
Inquiries concerning compliance with the following policies may be addressed to the Director, Equal Employment Opportunity Programs (Warren Hall 615), 510-885-4918; TTY 510885-7592. The complaint procedures are set forth in detail in the “CSUEB Equal Opportunity Complaint Procedures for Employees Not Covered by CSU Executive Order 928 and for Other Constituencies” booklet which may be viewed and/or downloaded at: Other Complaint Procedures (http://www.aba.csueastbay.edu/HR/deo/EOOthercomplaintProcs.pdf).

Age, Marital Status or Religion
By CSU Board of Trustees policy, the California State University does not discriminate on the basis of age, marital status or religion.
Religious Observance
The faculty of California State University, East Bay, welcoming the religious and spiritual diversity of our student body, recognized that upon occasion students’ religious observances may conflict with other requirements. California Education Code Section 89320 requires faculty to reschedule a test or examination, without penalty to the student, when the regularly scheduled test or examination conflicts with the student’s religious observances. Students with other scheduling conflicts related to religious observance should bring these to the attention of the instructor in a timely manner, so that the student will be accommodated, if at all possible.

Disability
The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and various state laws prohibit such discrimination.

HIV/AIDS
The hiring process and employment practices for University employees and the student admission process to the University or any program within or related to the University shall not include consideration of an individual’s HIV/AIDS status or perceived inclusion in a high risk group.

Race, Color, and National Origin
The California State University complies with the requirements of Title VI and Title VII of the Civil Rights Act of 1964, as well as other applicable federal and state laws prohibiting discrimination. No person shall, on the basis of race, color, or national origin be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination in any program of the California State University.

Sex/Gender
The California State University does not discriminate on the basis of sex, gender or sexual orientation in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972 and certain other federal and state laws prohibit discrimination on these bases of sex (including sexual harassment) in education programs and activities operated by California State University, East Bay. Such programs and activities include admission of students and employment. It is the policy of Cal State East Bay (CSUEB) to comply with Title IX of the Education Amendments of 1972 and its regulations. To that end, CSUEB is committed to resolving in a prompt, equitable and impartial manner, all reports and complaints of sex-based discrimination and sexual harassment that it receives. The Title IX Compliance Officer is the Director, Equal Employment Opportunities Programs. The Director has been appointed to coordinate and carry out the university’s responsibilities under Title IX. Anyone who believes that, in some respect, CSUEB is not in compliance with Title IX and its regulations should contact the Title IX Compliance Officer, Tel. 510-885-4918 (Voice), 510-885-7592 (TTY); Fax: 510-885-4919; Address: Human Resources, California State University, East Bay, 25800 Carlos Bee Boulevard, Hayward, CA 94542-3026.

The California State University is committed to providing equal opportunities to male and female CSU students in all campus programs, including intercollegiate athletics.
Research Involving Human Subjects
The University has approved policies and procedures for the protection of human subjects in research, development, and related activities carried out by faculty, staff and students. An Institutional Review Board (IRB) has been established to review research protocols in order to determine whether human subjects would be at risk and to protect their rights and welfare. Protocols must be approved before research commences. Further information and copies of the university policy document may be obtained from the office of the Director, Research and Sponsored Programs, LI 2300, 885-4212 or online at: http://www.csueastbay.edu/orsp/IRBMenu.html

Integrity in Research
Students are expected to maintain the highest standard of ethical behavior in conducting research in order to protect the rights and reputations of persons involved as per the United States Public Health Service scientific misconduct regulations (http://ori.dhhs.gov/policies/). Reports of such misconduct should be reported to the Associate Director of Academic Programs and Graduate Studies or the Associate Dean of the College of Education and Allied Studies. Suspected misconduct or fraud in conducting studies or reporting research findings are addressed via the Office of Student Judicial Affairs (process described below under “Unacceptable Student Behaviors.”)

Sexual Harassment
The university desires to maintain an academic and work environment that protects the dignity and promotes the mutual respect of all employees and students. Sexual harassment of employees or students is prohibited. In general, verbal comments, gestures, or physical contact of a sexual or gender-based nature that are unsolicited and unwelcomed will be considered harassment (Title VII of the Civil Rights Act of 1964).

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual/gender-based nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment, appointment, admission, or academic evaluation;
- Submission to such conduct is used as a basis for evaluation in personnel decisions or academic evaluations affecting an individual;
- Such conduct has the purpose or effect of unreasonably interfering with an individual’s performance or of creating an intimidating, hostile, offensive, or otherwise adverse working or educational environment;
- The conduct has the purpose or effect of interfering with a student’s academic performance; creating an intimidating, hostile, offensive, or otherwise adverse learning environment; or adversely affecting any student.

Sexual harassment happens to both men and women. In determining whether conduct constitutes sexual harassment, the circumstances surrounding the conduct should be considered.
Sexual harassment may include one or more of the following: questions about one’s sexual behavior; sexually oriented jokes; inappropriate comments about one’s body and clothing; conversation filled with innuendoes and double meanings; sexually suggestive pictures or objects displayed to embarrass or humiliate; pinching, fondling, patting or kissing; requests for sexual intercourse; gender- based derogatory statement; unfavorable consequences for refusing to submit.

**Student Grievance Process**

Students who have a question or concern about a student or faculty member in the Educational Leadership for Social Justice (Ed.D.) Program are encouraged to adhere to the following process: 1) Contact the ELSJ Program Director. If the concerns are not addressed, then contact 2) the Department Chair for the Department of Educational Leadership (AE 250). If the concerns are still not addressed, then contact 3) the Dean’s Office (AE 111) for the College of Education and Allied Studies.

In addition, the University Fairness Committee (Located in the Student Services and Administration Building), operates under the supervision of the Academic Senate, and exists to resolve complaints concerning academic unfairness or discrimination. Reports of student misconduct including those relating to academic dishonesty, will be handled by the Office of Student Judicial Affairs, [http://wwwsa.csueastbay.edu/~jaf](http://wwwsa.csueastbay.edu/~jaf) (Warren Hall, Room 483).

**Standards for Student Conduct Student Responsibilities**

Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.

The institution has the responsibility to protect students’ citizenship rights on campus, and in approved activities that occur off campus. Off-campus activities of students may, upon occasion, result in violation of the law. Students who violate the law may incur penalties prescribed by civil authorities, but institutional authority will not be used merely to duplicate the functions of general laws.

As stated in the University’s Policy on Time, Place and Manner of Free Expression, “Universities are venues for creative, thoughtful and respectful discourse where conflicting perspectives are vigorously debated and thoroughly discussed. The University’s policy can be found online at [http://wwwsa.csueastbay.edu/tpmpolicy.shtml](http://wwwsa.csueastbay.edu/tpmpolicy.shtml).”

**Unacceptable Student Behaviors**

*(For additional information on unacceptable student behaviors see the University Catalog.)*

1. Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
2. Misuse of electronic (computer) facilities or resources, including:
   - Unauthorized entry into a file, for any purpose.
   - Unauthorized transfer of a file.
   - Use of another’s identification or password.
   - Use of computing facilities, campus network, or other resources to interfere with the work of another member of the university community.
   - Use of computing facilities and resources to send obscene or intimidating and abusive messages.
• Use of computing facilities and resources to interfere with normal university operations.
• Use of computing facilities and resources in violation of copyright laws.
• Violation of a campus computer use policy.

Fees and Financial Aid Annual Student Fees
Please refer to the University’s website for current student fees:
www20.csueastbay.edu/students/financing-your-education/paying-fees/index.html

Fee adjustments subject to the policies established in Executive Order 661. Fees cover the costs of registration for coursework only. Other expenses such as textbooks are not included.

Financial Aid Applications
The Free Application for Federal Student Aid (FAFSA) is available on the web at: www.fafsa.ed.gov. Students are strongly encouraged to complete the FAFSA each year by the March 2 priority filing date. The FAFSA helps determine eligibility for grants, Work-Study, and loans. Eligibility for limited funds is determined by financial need and FAFSA priority filing. If students are a California resident, they may also apply for a Cal Grant by completing the FAFSA and asking CSUEB to submit your grade point average (GPA) to the California Student Aid Commission by March 2 for high school/college students, and September 2 for California Community College transfer students.

Note: The federal Military Selective Service Act requires most males between the ages of 18 and 25, who reside in the United States, to register with the Selective Service System. If students are subject to the Act and fail to register, they will be deemed ineligible to receive all need-based student grants funded by the state or a public postsecondary institution. See “Military Selective Service Act” in the University Catalog for additional information.

Loans and Grants
If students demonstrate financial aid need, they may be considered for one or more of the following programs: Pell Grant, Federal Supplemental Educational Opportunity Grant, State University Grant, Cal Grant A or B, Work-Study, Perkins Loan, Stafford Loan, Parent PLUS Loan, and Graduate PLUS Loan. Students may qualify for Unsubsidized Stafford Loan Program and Parent PLUS Loan without demonstrating need.

Work-Study Program
Work-Study is earned through part-time employment in on-campus and certain off-campus jobs. If students are eligible, Work-Study employment can assist students in meeting educational expenses without incurring indebtedness. Financial Aid will use the information provided on the FAFSA to determine eligibility for Work-Study.

Scholarships
Students may obtain information on scholarship opportunities from Financial Aid and from other academic departments. Both on and off-campus scholarship information is available on the University’s web site.
Short-Term Loans
Financial Aid and Student Financial administer the University’s short-term Emergency Loan Program and the intermediate term Foreign Student Loan Program. Students are not required to apply for financial aid to receive these interest free loans. Emergency Loans may not be used to pay university charges and are usually limited to $300 with repayment due in 30 days. If students are non-U.S. citizens, they may apply for a maximum of $200 with repayment due within 9 months.

Students may obtain additional information on eligibility requirements for financial assistance, and the criteria used to distribute aid among eligible applicants who enroll at Cal State East Bay, from Planning and Enrollment Management or the Financial Aid Department.

Planning and Enrollment Management (Director of Financial Aid, Rhonda C. Johnson) coordinates financial assistance for students at Cal State East Bay. The following information is available from Enrollment Management in the Enrollment Information Center, on the First Floor of the Student Services Building. Students may also call Enrollment Management at (510) 885-2784.

1. A description of the federal, state, institutional, local, and private student financial assistance programs available to students who enroll at Cal State East Bay;
2. For each aid program, a description of procedures and forms by which students apply for assistance, student eligibility requirements, criteria for selecting recipients from the group of eligible applicants, and criteria for determining the amount of a student’s award;
3. A description of the rights and responsibilities of students receiving financial assistance, including federal Title IV student assistance programs, and criteria for continued student eligibility under each program;
4. The satisfactory academic progress standards that students must maintain for the purpose of receiving financial assistance and criteria by which a student who has failed to maintain satisfactory progress may reestablish eligibility for financial assistance;
5. The method by which financial assistance disbursements will be made to students and the frequency of those disbursements;
6. The terms of any loan received as part of the student’s financial aid package, a sample loan repayment schedule, and the necessity for repaying loans;
7. The general conditions and terms applicable to any employment provided as part of the student’s financial aid package;
8. The responsibility of Cal State East Bay for providing and collecting exit counseling information for all student borrowers under the federal student loan programs;
9. The terms and conditions for deferral of loan payments for qualifying service under the Peace Corps Act, the Domestic Volunteer Service Act of 1973, or comparable volunteer community service.
10. The availability of federal financial aid funds for study-abroad programs. Students may also contact the Center for International Education for information on financial aid for study abroad programs (510-885-2880); and

Health Requirements
The following health requirements are not admission requirements, but are required of students who are U.S. citizens over 25 years of age, as conditions of enrollment in the California State University.
Measles and Rubella Immunization
In order to enroll, all new and readmitted students born after January 1, 1957 must provide written proof of full immunization against measles and rubella prior to enrollment.

In addition to the general requirement, proof of measles and rubella immunization may be required for certain groups of enrolled students who may have increased exposure to these diseases. These groups include students who reside in campus residence halls, students whose primary and secondary schooling were obtained outside the United States, and students enrolled in dietetics, medical technology, nursing, physical therapy and any practicum, student teaching, or field work involving preschool-age children or taking place in a hospital or health care setting. *Failure to comply with this requirement will result in a hold being placed on students’ registration.*

Student Health Services at Cal State East Bay provides immunizations, tuberculin skin tests, laboratory and chest x-ray exams for students at low cost by appointment. For more information, call Student Health Services at (510) 885-3735 or visit the Student Health Services website at: [http://www20.csueastbay.edu/students/campus-life/shcs/](http://www20.csueastbay.edu/students/campus-life/shcs/). *(Note: To remove a registration hold for measles/rubella bring written proof to the Reception Desk at the Student Health Center.)*

Program Progress Academic Residence Requirements
To maintain resident status, students must enroll at a CSUEB facility for no less than two quarters each year of the program.

Criteria for Continuation in the Program
Students must maintain a 3.0 GPA to be in good standing. Letter grades for classes will include plus and minus grades. Students may not have a grade point average below 3.0 in two successive quarters. Students must also meet all the requirements of graduate students outlined in the *University Catalog*. In addition, students who receive credit in the Professional Administrative Credential Program must meet the standards set forth in the CCTC approved program documents submitted by CSUEB.

Criteria for Satisfactory Progress
Satisfactory progress is defined as completion of courses with the 3.0 grade point average. Students will be defined as not making satisfactory progress if they have incomplete grades for two successive quarters; or fail to sit for exams within one quarter of the program sequence calendar. The University may officially disqualify students who fail to make satisfactory academic progress only after a careful review and vote of the Educational Leadership for Social Justice (ELSJ) Policy Board. To ensure that a decision to disqualify a student from the program is just, basic due process requirements will be met, including an opportunity for appeal by the student following the guidelines in the *University Catalog*. A student who has been disqualified is considered to have been terminated from the University and will not be allowed to continue in the program without an academic plan developed by and agreed upon by the Academic Program Coordinator, the Director of the ELSJ Program and the student, readmission action by the ELSJ Policy Board, and reapplication to the University.

Academic Probation and Disqualification
There are two types of probation and disqualification: (1) academic and (2) administrative.
**Academic Probation**

Students must maintain a minimum 3.00 GPA in degree coursework to remain in good standing. If the GPA falls below 3.00, the student will be placed on Academic Probation. Should this happen, the student must consult with the ELSJ Program Director and the Doctoral Program Coordinator prior to registering for the next quarter. Additional coursework or seminars may be required to assist the student areas of need. The Associate Vice President of Academic Programs and Graduate Studies, however, may academically disqualify students, if the student does not earn a 3.00 GPA during any quarter while on probation, or if, at any time, a student does not meet the academic criteria of the ELSJ Program.

**Time Limits to Complete the Graduate Degree**

According to the California Administrative Code of Regulations, *Title V, Section 40510*, students must complete their graduate degrees within a maximum of five years. An extension of that time, of up to two years, may be granted by the Associate Vice President of Academic Programs and Graduate Studies if warranted by individual circumstances. A special petition for the extension must be signed by the Academic Program Coordinator of the doctoral program in Educational Leadership and then sent to the Office of Academic Programs and Graduate Studies for the final approval.
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RESOURCES

Equal Employment Opportunity Programs (SA 4700A), 510-885-4918; TTY 510-885-7592. Human Resources, California State University, East Bay, 25800 Carlos Bee Boulevard, Hayward, CA 94542-3026.

Academic Programs and Graduate Studies Student Services Office at (510) 885-3286.

Presidential Appointee to the Fairness Committee (Academic Programs and Graduate Studies; Tel. 510-885-3716

Enrollment Management in the Enrollment Information Center, first floor of the Student Services Administration building. You may also call Enrollment Management at (510) 885-2784.

Student Health Services (no, or low cost services) (510) 8853735 or http://www20.csueastbay.edu/students/campus-life/shcs/

Director, Research and Sponsored Programs, LI 2300, 885-4212 or online at: http://www.csueastbay.edu/orsp/IRBMenu.html

Free Application for Federal Student Aid (FAFSA) is available on the web at: http://www.fafsa.ed.gov

Cal State East Bay enrollment system, are published quarterly in the online Class Schedule (http://www.csueastbay.edu/schedule).