



School Of
EDUCATION
CHANNEL
ISLANDS

Ed.D. in Educational Leadership

Student Handbook

California State University Channel Islands
SCHOOL OF EDUCATION



DELEJ
DOCTORATE IN EDUCATIONAL LEADERSHIP FOR EQUITY AND JUSTICE

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Introduction

Welcome to the Ed.D. in Educational Leadership program at California State University Channel Islands! CSUCI has been in existence since 2002. The planning and development for this Ed.D. program was done by the School of Education, its community partners, and other key stakeholders.

The goal of the DELEJ Ed.D. program is to develop educational leaders that can use their critical lenses to bring about equity and justice focused transformative change throughout educational communities. Graduates of the program will be able to address problems of practice in diverse communities where marginalized and underrepresented students face inequities of race, gender, sexuality, class, inclusion, access, and varied abilities. The Ed.D. program is grounded in relevant research and theory and supports students in taking a critical inquiry stance and developing a deeper understanding of themselves as reflective practitioners, thoughtful educational leaders, researchers, advocates, policy makers, and change agents.

This handbook will acquaint students with the procedures of the Ed.D. in Educational Leadership Program, with selected policies and regulations of California State University Channel Islands, and with some of the resources available to doctoral students. Students are encouraged to work closely with the Program's Director and other program staff and faculty to complete the degree requirements described in this handbook.

The content of this handbook will be updated periodically, and the latest version posted on the Program Advising Canvas platform. This handbook represents the current program policies and procedures that are in effect and must be satisfied. In case of any conflicts or change to CSUCI university-wide policies and procedures or state law, those take precedence over program procedures outlined here. Although every effort has been made to ensure 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.

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 [CSUCI University Catalog](#). The policies and procedures operative on the date of the student's initial enrollment govern the student's program.

Acknowledgements

Land Acknowledgement

California State University Channel Islands is located on the unceded ancestral lands of the Chumash Ventureño people. It is our collective responsibility to critically interrogate the complicated histories that comprise our present inhabitation of this land, to repair harm, and to honor, protect, and sustain this land in order to be better ancestors. (Native Land website)

Labor Acknowledgement

We also share our gratitude and respect for the (voluntary and involuntary) immigrant and migrant people whose labor contributed to the building of this country and who continue to serve within our labor force. We acknowledge that our institution relies on hourly, student, contingent, and unpaid labor, and we recognize those contributions.

Development and Design Acknowledgement

In developing this Student handbook, we drew upon inspirational models from the Ed.D. Programs at California State University Sacramento, San Francisco State University, California State University East Bay, and California State University Fresno, as well as Loyola Marymount University and the University of Hawai'i at Mānoa.

We are grateful and acknowledge the helpful assistance these documents provided to the development of this Ed.D. student handbook.

School of Education Mission Statement

Our Mission: The School of Education at California State University Channel Islands serves students, families, and communities by effectively preparing culturally-competent teachers and leaders who work collaboratively to inspire learning and promote equity in and through education.

Nuestra misión: La Escuela de Educación de California State University Channel Islands sirve a estudiantes, familias y comunidades por medio de la preparación efectiva de maestros y líderes culturalmente competentes que trabajan en colaboración para inspirar el aprendizaje y promover la equidad en y a través de la educación.

Program Aims and Learning Outcomes

Program Aims

As members of the [Carnegie Project on the Education Doctorate \(CPED\)](#), the program aims to adhere to CPED's guiding principles that invite questions of inclusion, diversity, and multiculturalism to deepen understandings of how inequality is perpetuated for historically marginalized groups. These six principles guiding the program design are as follows. The Professional Doctorate in Education:

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, and that links theory with systemic and systematic inquiry.
6. Emphasizes the generation, transformation, and use of professional knowledge and practice.

Institutional Learning Outcomes

Ed.D. graduates will possess an education of sufficient breadth and depth to appreciate and interpret the natural, social, and aesthetic worlds and to address the highly complex issues facing societies.

1. Identify and describe the modern world and issues facing societies from multiple perspectives including those within and across disciplines, cultures and nations (when appropriate).
2. Analyze issues and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline.

Program Learning Outcomes

The Ed.D. Program address the following learning outcomes:

1. Apply knowledge of equity, ethics, and social justice to bring about solutions to complex problems of practice by addressing issues of diversity, equity, and opportunity, including attention to special populations.
2. Apply modern theories of management of complex organizations to education by constructing and applying knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Develop and demonstrate effective collaboration and communication skills to work with diverse communities and to build partnerships, by demonstrating leadership based on a shared vision of learning grounded in moral principles and ethical decision-making.

4. Navigate political, legal, and historical contexts affecting local, state, and federal educational policy and decision-making by utilizing field-based opportunities to analyze problems of practice and using multiple frames to develop meaningful solutions.
5. Develop a professional knowledge base that integrates both practical and research, which links theory with systemic and systematic inquiry for achieving reform and improvement within California's P-12 or community college/post-secondary education institutions.
6. Generate, transform, and utilize professional knowledge and practice by demonstrating leadership based on a shared vision of learning grounded in moral principles and ethical decision-making.
7. Design internal and external accountability processes and use them in data-driven planning by conducting research in relevant field settings, including collection, analysis, and use of original data as well as institutional research and other existing data to improve educational outcomes.
8. Assess learning outcomes and use data for student interventions and program decision-making and improvement, by formulating researchable questions, collecting quantitative and qualitative data, designing statistical and qualitative analyses, and interpreting results to make equity-focused decisions.

Admissions

The Ed.D. Program may admit candidates who meet the academic requirements for the degree program, and who possess personal qualities and professional experiences that suggest a strong potential for success as doctoral candidates, and as educational leaders. A prerequisite for admission to the Ed.D. program is a master's degree, requiring students to enter the program with a high level of expertise in the field of education. Throughout the program, students will be required to engage in their own research agenda, work alongside faculty who have an expertise in their area of their interest and problem of practice.

Admissions Criteria

In compliance with Title 5 of the California Code of Regulations sec. 41020, an applicant can be admitted with classified graduate standing to the DELEJ program leading to an Ed.D. of Educational Leadership degree established pursuant to Section 40511 if the applicant satisfies the requirements of each of the following numbered criteria:

1. The applicant holds an acceptable baccalaureate degree earned at an institution accredited by a regional accrediting association, or the applicant has completed equivalent academic preparation as determined by the appropriate campus authority.
2. The applicant holds an acceptable master's degree earned at an institution accredited by a regional accrediting association, or the applicant has completed equivalent academic preparation as determined by the appropriate campus authority.
3. The applicant has attained a cumulative grade point average of at least 3.0 in upper-division undergraduate and graduate study combined; and a 3.5 grade point average in graduate study.
4. The applicant is in good standing at the last institution of higher education attended.
5. The applicant has demonstrated sufficient preparation and experience pertinent to educational leadership to benefit from the program.
6. The applicant has met any additional requirements established by the Chancellor in consultation with the faculty and any additional requirements prescribed by the appropriate campus authority.

Meeting these minimum requirements qualifies an individual for admissions consideration but does not guarantee admission to the program. Admission is granted on a competitive basis.

In addition, the following are required as part of the application:

1. Three letters of recommendation attesting to the leadership ability and scholarship of the candidate
2. Written responses reflecting an understanding of the challenges facing the public schools or community colleges/institutions of higher education in California and demonstrating sufficient preparation and experience pertinent to educational leadership to benefit from the program
3. A professional resume
4. A personal interview
5. A statement of support for the candidate's doctoral studies from his/her employer or, in cases where this is not provided, an indication of the candidate's plan for meeting the demands of the program and his/her professional responsibilities.

An applicant who does not qualify for admission under the provisions above may be admitted with classified graduate standing by special action if, on the basis of acceptable evidence, the applicant is judged by the appropriate campus authority to possess sufficient academic and professional potential pertinent to educational leadership to merit such action.

An applicant who is ineligible for admission under the either provision above because of deficiencies in prerequisite preparation that in the opinion of the appropriate campus authority can be rectified by specified additional preparation, including examinations, may be admitted with conditionally classified graduate standing. The student shall be granted classified graduate standing upon rectification of the deficiencies.

Only students who continue to demonstrate a satisfactory level of scholastic competence and fitness shall be eligible to continue in Doctor of Education programs.

Doctoral Culture

Cohort Structure

The Ed.D. 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.

Elements of Doctoral Culture

The Ed.D. program's doctoral culture includes rigorous admissions standards, core and specialization curriculum, benchmarks, and a culminating dissertation as part of the program. Throughout the program, students will be required to engage in their own research agenda, working alongside faculty who have an expertise in their area of their interest. In addition, students will have opportunities to present at conferences and/or publish their research to further enhance their research resumes. The culminating experience will be an independent dissertation, with two preliminary benchmarks, the Qualifying Examination and the Proposal Defense. Overall, CSUCI's School of Education faculty embrace and enact a scholar-teacher model, through which tenure line faculty engage in ongoing scholarship. Doctoral faculty maintain a robust scholarly agenda in support of the teacher-scholar model.

Programmatically, the DELEJ Program embraces the following elements of doctoral culture:

1. Intellectual rigor. The program is intellectually rigorous and application oriented. Topics that may have been introduced at the master's level now include a stronger theoretical and research-based underpinning, with more complex texts and in-depth discussions and assignments.
2. Diverse and multigenerational. The program promotes and expects students to engage themselves and others in intellectual exchanges on a wide range of opinions that challenge and inform thinking. Program efforts will focus on integrating students to a vibrant intellectual community in which they are integrated as junior colleagues and their experiences and values guides and improves programmatic processes (Walker, Golde, Jones, Conklin-Gueschel, & Hutchings, 2008).
3. High expectations of students. Doctoral candidates are expected to perform at a more advanced level than what is required for the master's degree, in preparation for their leadership positions as scholars-practitioners. For example, they are expected to read beyond the required texts and materials, engage in original data collection, exercise significant initiative in terms of assignments, and complete a variety of written assignments that differ in terms of expectations. In addition, a high degree of writing activity and proficiency is a must that all students exhibit in order to hold a doctorate.
4. Criticism and revision. Constructive feedback is offered by professors, mentors, and fellow students in the spirit of collegiality and ongoing professional growth. Students are often expected to revise their written work in response to feedback. Such revisions are especially

characteristic of the dissertation stage, and thus students receive practice during their regular course work.

5. Participation in the intellectual life of the program. Beyond work for particular classes and dissertation projects, Ed.D. students are expected to participate in the intellectual life of the program. This includes attending seminars and colloquia, responding to surveys and request for program feedback, and the like.
6. Scholarly dissemination. In the course of dissertation research or at other times, students are likely to generate ideas and scholarly findings that would be of interest to a wider audience. The program aims to ensure sharing such ideas at academic conferences, professional meetings, and in other venues. While this is not expected of every student, the faculty would support student efforts to have their research published in academic journals.
7. Doctoral level writing. Student writing should meet high standards of organization, clarity, argument development, and use of evidence to support claims. Students are also expected to avoid common errors in paragraph and sentence structure, grammar, usage, and spelling. Excessive verbiage and jargon are to be avoided. Students should aim to produce written products that are “reader friendly.”

Program Components and Requirements

The doctoral journey consists of six primary components: (a) Coursework, (b) Qualifying Examination, (c) Dissertation Proposal, (d) Dissertation Proposal Defense, (e) Dissertation, and (f) Dissertation Defense.

All doctoral coursework is critical to the student's development of their dissertation. Therefore, it is expected that the student satisfactorily completes all required coursework.

The capstone of the doctoral program is the Dissertation and the Dissertation Defense. Prior to this culminating experience, students must satisfactorily complete a) the Qualifying Examination, b) the Dissertation Proposal, and d) the Dissertation Proposal Defense. The purpose of the Qualifying Examination is to assess the student's ability in synthesizing theory and practice and requires the student to draw upon and reflect on the knowledge and skills developed during the coursework. The Dissertation Proposal is generally used as the basis for the first chapters of the dissertation. The capstone project, the Dissertation and the Dissertation Defense are designed to evaluate the student's capabilities as a scholar and researcher in educational leadership.

Requirements for the Doctoral Degree

The basic requirements for the doctoral degree are as follows:

1. The degree requires a minimum of 60 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.
2. A 3.0 GPA or better in all 60 units offered as satisfying the requirements of the degree.
3. Satisfactory performance on the qualifying examination and approval of dissertation proposal.
4. Successful completion and defense of the dissertation.
5. Successful submission of the dissertation.

Courses and Course Progression

The curriculum is intentionally designed to scaffold students' independent research skills to investigate a problem of practice related to being an educational leader for equity and justice. In each semester of the first year, students will be exposed to foundational courses, pairing a leadership for equity and justice core content course with a foundational research methods course (i.e., applied research for equity, quantitative methods, qualitative methods). In the second year, students will continue to learn about educational leadership for equity and justice in their coursework paired with specialization courses, and courses supporting their work on their qualifying exam and dissertation proposal. The third year of the program is designed to assist students with the completion of the dissertation, though progress on their dissertation is also built into courses throughout the program. Three benchmarks in the program provide opportunities to check on student progress toward program learning outcomes: Qualifying Exam, Dissertation Proposal, and Dissertation Defense.

Program Progression

Students will move through four stages of progression of study, comprising 60 units. The Doctoral Program Progression (Core courses, Research Methodologies, Specialization courses, and Dissertation) provides a learning experience designed to give students knowledge about the strategies of scholarly

research, application in practice, and critical analysis. The final phase is the dissertation in practice, which must address a problem of practice – a workplace problem or issue which merits investigation and need for change – with specific, well-defined, and important questions. Dissertation topics must relate to some existing body of theoretical or empirical knowledge in the chosen field of study that addresses the problem in practice. The student will work closely with the professor they select as dissertation chair to progress through the dissertation. Program policy permits a wide range of dissertations in practice. Topics will address work problems in practice and must meet the expectations of the program and of the dissertation chair and committee.

The unique nature of the Ed.D. will also determine the nature of the dissertation. The student will be expected to identify a work problem of practice that includes a research question, clear theoretical framework, an adequate collection of literature, philosophical, evaluative, historical, ethnographic and/or intervention data, a critical analysis of the data collected, and a direct and specific discussion of the implications of theory and data for implications for educational practice or policy. The dissertation research will be conducted under the supervision of the dissertation chair and the dissertation committee.

The Ed.D. in Educational Leadership's culminating experiences include those required by 5 CCR 40511:

1. Passage of a qualifying examination by the end of the Fall semester of the second year
2. Approval of a dissertation proposal defense before a committee of a dissertation chair and professors and/or other scholar-practitioners.
3. Approval, by a dissertation committee, of a written dissertation that is a product of systematic, rigorous research on a significant professional issue. The dissertation is expected to contribute to an improvement in professional practices or policy. It shall evidence originality, critical and independent thinking, appropriate form and organization, and a rationale. 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. The dissertation shall directly, or through explicit recommendations to practitioners or policymakers, impact a problem of practice toward more equitable and just outcomes. It shall include a written abstract that summarizes the significance of the work, objectives, methodology, and a conclusion or recommendation.

Required Courses

Required courses cover Leadership Core Concepts, Research Methodologies (including Dissertation credits), and Specialization Courses.

Leadership Core Concepts (20 credits required)

1. Systemic Educational Reform [EDD 706]
2. Visionary Educational leadership [EDD 702]
3. Complexity and Organizations [EDD 703]
4. Collaborative Management [EDD 702]
5. Diversity and Equity [EDD 701]
6. Educational Policy Environments [EDD 705]
7. Educational Accountability [EDD 704]

8. Advancement to Candidacy [EDD 720]

Research Methodologies (19 credits required plus 12 credit Dissertation phase)

1. Assessment and Evaluation [EDD 704]
2. Applied Quantitative Inquiry [EDD 713]
3. Applied Qualitative Inquiry [EDD 712]
4. Field-based Research [EDD 711]
5. Data-Driven Decision-Making [EDD 714]
6. Writing for publication [EDD 715, 716, 717]
7. Dissertation phase [EDD 731, 732, 733, 734]

Specialization courses (9 credits required)

Specialization courses may differ from cohort to cohort.

Course Descriptions

1st YEAR - 18 CREDITS

Summer 1 (2 five-week courses) 6 credits [Advisees assigned to all core faculty]

EDD 701 Diversity, Equity, Inclusion, Accessibility, and Justice in Education (3)

Description: This course is designed to engage students in reflection and critique of theoretical approaches dealing with cross-cultural education that promote equity and social justice within educational settings and society. Using diverse and conflicting perspectives, students will gain a greater understanding of challenges and opportunities that align theory and practice with a focus on diversity, equity, inclusion, accessibility, and justice. Students will engage in personal examination of the complexity of views and perceptions as educational leaders in super diverse societies.

EDD 711 Applied (Field-based) Research for Equity (3)

Description: This course engages students in concepts and skills related to educational measurement, research design, basic statistics, program/policy evaluation, and quantitative/qualitative/mixed-methods, improvement science and short cycles of inquiry, case study, and action research, equity gap and root-cause analysis, consumers of research. Students will apply these concepts and skills, to be able to design and conduct applied research that contributes to important educational equity issues. Course topics include: (a) reviewing and synthesizing educational research, (b) designing a research study on an equity-based problem of practice that could result in a dissertation-in-practice, (c) introductory level data analysis, and (c) evaluating published research.

Fall 1 (2 eight-week courses) 6 credits

EDD 702 Educational Leadership for Transformation and Change (3)

Description: This course will engage students in understanding, implementing, and evaluating strategic leadership practices based on various theories, models, and approaches for achieving organizational transformation and change. Students will become skilled facilitators of the organizational transformation process by involving educational partners collectively through authentic shared leadership to initiate, implement, sustain, and evaluate meaningful transformation/change efforts framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice. Students will integrate theory and practice to implement a planned change process in their institution.

EDD 712 Applied Qualitative Research Methods (3)

Description: In this course, students learn the characteristics of various qualitative research traditions, including case study, phenomenology, narrative inquiry, ethnography, and grounded theory. They also gain an introductory understanding of theoretical frameworks and their use in research. They apply tools of qualitative inquiry in the design and implementation of research studies, including the processes of human subjects research and IRB procedures, qualitative data collection, basic data analysis procedures, and strategies of reporting and discussing the findings of a qualitative project.

Spring 1 (2 eight-week courses) 6 credits

EDD 703 Complex Organizations Designed for Diversity, Equity, Inclusions, and Accessibility (3)

Description: This course examines modern theories of complex organizations and applies them to educational institutions in diverse communities. Course surveys theories of classic management, bureaucracy, psychology of organizations, politics of internal and external organizational spaces, and the culture of organizations. Organizational change processes will be examined. Students apply the theories to their own problem of practice to be able to design and facilitate equity-minded, transformational systemic changes.

EDD 713 Applied Quantitative and Data Analysis Research Methods (3)

Description: This course examines advanced research methodologies and data analysis techniques applicable to education and social science settings. Topics include experimental and quasi-experimental design, data collection procedures, sampling distributions, statistical analysis for practical significance, nonparametric statistics, inference decisions, and hypothesis testing with applications to the work of education leaders.

2ND YEAR - 20 CREDITS

Summer 2 (2 five-week courses) – 6 credits

EDD 704 Leading Equitable Assessments and Program Evaluation for Accountability (3)

Description: This course examines problems of practice in education from the perspective of equitable assessments and program evaluations. Assessment practices, planning strategies, and evaluation processes in P-12 and higher education settings are reviewed along with current issues and trends in the field of education related to school assessment, accountability, and program evaluation. Students will analyze current research and policy regarding Federal, State, and local systems of accountability and assessment to determine the degree to which they are equitable. Students will apply accessible and useable data-management systems that create a culture of personal responsibility and inform instruction and organizations. Students will engage in cycles of program evaluation that assess how teachers/faculty and programs impact student learning and well-being.

EDD 780T Specialization Course (3)

Description: Each specialization course will provide advanced knowledge on a specialization selected by the student to support their dissertation and planned future employment.

Fall 2 (3 eight-week courses) - 8 credits

EDD 705 Policy and Practice for Educational Leaders (3)

Description: This course examines political, legal and historical contexts affecting local, state and federal educational decision making. The course is grounded on theories on how ideas become policy: the roles

that political institutions play and the political factors that shape policy formulation and implementation at all levels. The course critically examines the values and assumptions that underlie educational policy formulation, including the social construction of policy targets and instruments used in implementation. A variety of frameworks are explored to develop skills in both traditional and critical policy analysis. Students apply the course's frameworks to their own research around a problem of practice.

EDD 780T Specialization Course (3)

Description: Each specialization course will provide advanced knowledge on a specialization selected by the student to support their dissertation and planned future employment.

EDD 720 Qualifying Examination and Dissertation Proposal preparation and defense (2)

Description: This course will learn how to demonstrate acquisition of program learning outcomes by preparing an e-portfolio that documents scholar-practitioner performances from courses in the program that demonstrate equity and justice-focused leadership. Students will learn to reflect and self-assess of their growth in performances during the doctoral program and demonstrate acquisition of knowledge by becoming aware of the scoring rubric for the qualifying exam. Students will design and learn how to defend research based on an existing problem of practice in equity and/or justice for conducting a dissertation-in-practice.

Spring 2 (2 eight-week courses) – 6 credits

EDD 706 Educational Reforms Designed for Equity (3)

Description: This course examines the knowledge base of theories and grounded research that critique past and current educational reforms in the United States. Special attention will be paid to the theoretical frameworks that guided reforms, the work of professional practitioners, and the intended and unintended impacts on minoritized students, families, organizations, and communities. Knowledge acquired will be a basis for designing meaningful solutions to complex problems of practice that align theory and practice to focus on achieving social equity.

EDD 780T Specialization Course (3)

Description: Each specialization course will provide advanced knowledge on a specialization selected by the student to support their dissertation and planned future employment.

3RD YEAR – 22 CREDITS

Summer 3 (3 five-week courses) 8 credits

EDD 714 Data Collection, Visualization, and Analysis (3)

Description: Advanced methods for data collection, display, and analysis of qualitative and quantitative data.

EDD 715 Writing and Presenting a Dissertation (3)

Description: This course examines the knowledge and skills necessary to write and orally defend a dissertation. Special attention will be paid to reviewing the expected dissertation format, scoring rubric which will be applied to the written document, and providing a successful oral defense. Students will review APA style expectations and practice presenting and defending research decisions.

EDD 716 Writing for Publication, Getting started A (2)

Description: This course surveys stages and effective strategies in turning dissertation research into a conference paper and a journal article.

Fall 3 (2 eight-week courses) 6 credits

EDD 731 Dissertation Seminar I (3) An S-factor course with Dissertation Chairs

Description: In this seminar, students will work closely with their dissertation Chair to write a literature review and list of references for their dissertation-in-practice.

EDD 732 Dissertation Seminar II (3) An S-factor course with Dissertation Chairs

Description: In this seminar, students will work closely with their dissertation Chair to write a methodology section, develop instruments/strategies for data collection, and collect their data for their dissertation-in-practice.

Spring 3 (3 eight-week courses) 8 credits

EDD 733 Dissertation Seminar III (3) An S-factor course with Dissertation Chairs

Description: In this seminar, students will work closely with their dissertation Chair to analyze the data that they have collected and write a Results section for their dissertation-in-practice.

EDD 734 Dissertation Seminar IV (3) An S-factor courses with Dissertation Chairs

Description: In this seminar, students will work closely with their dissertation Chair to write Discussion, Introduction, and Abstract sections for their dissertation-in-practice. In addition, students will orally defend their dissertation and shepherd it through the publication process.

EDD 717 Seminar: Writing for Publication Advanced B (2)

Description: This course supports editing and advising doctoral students on preparing proposals for converting dissertation research into a conference paper and/or a journal article.

Qualifying Examination

The qualifying examination consists of a written exam and e-portfolio completed in the first semester of the second year of the program, in EDD 720: Qualifying Examination and Dissertation Proposal Preparation and Defense. The qualifying exam paper is a cumulative representation of the student's work, reflecting major themes and topics of the program. The e-portfolio contains evidence of student work in the program in order to demonstrate students' facility with drawing connections across courses and with examining issues of equity and justice in educational institutions, as well as students' narrative reflections of learning and growth. More information and the Qualifying Exam rubric can be found in the Dissertation Guide.

Qualifying Exam Prompt

Identify and discuss a problem of practice that you would like to investigate through your dissertation study. Describe the context in which the problem is situated and discuss the significance of the problem in relation to the educational context and communities it affects. Describe how this issue relates to local community, school, district, and/or college or university needs, particularly with respect to equity and social justice. Explore, critique, and synthesize how this topic has been conceptualized and researched using various perspectives. Draw from the work you have done throughout the DELEJ program.

Qualifying Exam Committee

The qualifying examination committee shall have a minimum of three members, including the chair. The qualifying examination committee chair shall be a tenured or tenure-track faculty member at CSUCI and except in special cases shall be a member of the Ed.D. program faculty. Special cases shall be reviewed and decided by the core doctoral faculty. At least two members of the committee must be members of the Ed.D. program faculty whose primary affiliation is with the CSU campus administering the Ed.D. program, at least one of whom shall be a member of the core doctoral faculty. The committee may include a member who holds an appropriate professional position in a P-12 institution, a community college, or another postsecondary educational institution

Dissertation Proposal

The dissertation proposal is foundational to the dissertation manuscript. Its purpose is to describe the research idea, critically explore the multiple perspectives in the literature, and present a discussion on the appropriate methodology to conduct the inquiry. In proposing a dissertation study, the proposal demonstrates that the student has a command of both the topic area and the methodologies needed to conduct the research. The proposal should follow the most recent version of the CSUCI Format and Evaluation Guidelines for Dissertation Preparation.

In EDD 720, the student will be guided to build on the qualifying examination to bring together the knowledge, skills, and insights to develop a full dissertation proposal. Coursework is designed to ensure the research design includes scholarly references, demonstrates a thorough understanding of research design and analysis, and clearly identifies the “gap” in literature that is being addressed with the research.

The proposal includes a title page, an abstract, an introduction, review of the literature, proposed methodology, a reference page, and any relevant appendices, including research instruments, surveys, protocols, etc. The dissertation proposal should use the current edition of the APA Manual style. More information and the Dissertation Proposal rubric can be found in the Dissertation Guide.

Advancement to Candidacy

A doctoral candidate is a student in good standing that has been deemed ready to start a dissertation study. Advancement to candidacy is based on the student successfully defending one's proposal. However, before the student can be admitted to candidacy and move forward in the dissertation process, all coursework and qualifying examinations must be satisfactorily completed, in addition to the successful defense of the dissertation proposal.

Human Subjects Research and Institutional Review Board (IRB)

DELEJ students wishing to conduct research involving human subjects are required to review the policies and procedures for research involving human subjects at California State University Channel Islands.

Institutional Review Board (IRB) procedures protect the rights and welfare of research subjects and assure their informed consent to research procedures and assurance of ethical treatment of participants in research projects. Research that involves human subjects cannot begin prior to the full approval from the CSUCI IRB. In compliance with The National Commission for the Protection of Human Rights and the Code of Federal Regulations 45 CFR 46, all research projects involving faculty, staff, or students — either as investigators or as participants — must be submitted to the Institutional Review Board (IRB) for review prior to data collection.

Following the completion of the Dissertation Proposal Defense, students must submit CSUCI Human Subjects Research Institutional Review Board (IRB) proposal request. After the successful completion of the dissertation proposal, the student will work with the dissertation chair (and possibly committee members) to begin the IRB process. Upon completing the university's application, the student will then work with their chair to ensure the application and supporting documents are complete. Once approved by the chair, the student will submit their completed application and all supporting documents for review to the University IRB. Data cannot be collected until IRB approval. Any data collected before IRB approval cannot be used. Exemptions can only be determined by the CSUCI IRB. The exempt designation means that the research is exempt from federal human subjects regulations; however, that designation can only be made by the IRB, and therefore still requires submission of application materials.

The human subjects review process is very important and is taken very seriously. Any violations of campus or federal human subjects' protection policies can have catastrophic results. The University can lose all federal funding and be banned from receiving future funding. Please read all requirements. The latest version of the CSUCI Policy and Procedures for Research with Human Subjects may be obtained from <https://www.csuci.edu/irb/>

Failure to read and understand the requirements or fill out the IRB application correctly will result in major delays in your research. You may not begin doing your research until you have received approval to do so by the IRB committee. You must be a student enrolled in the university in order to conduct any research involving human subjects.

Dissertation Information and Procedures

Additional information, including rubrics, can be found in the Dissertation Guide.

The Dissertation Committee

The student's Dissertation Committee counsels the student on all aspects of the doctoral research to foster the student's progress and to monitor the quality of the research and resulting dissertation. The doctoral student should begin to consider faculty who might make appropriate committee members during the Specialization Phase.

The Dissertation committee will consist of at least three members; one will serve as chair. Co-chairs are allowed. More than three committee members are acceptable and may be requested by the student and the chair. All committee members should have appropriate expertise in educational practice or policy. The committee shall include at least two tenured or tenure-track faculty members at CSUCI, and at least one member who is primarily affiliated with a California P-12 institution or community college. The tenured or tenure-track faculty members shall be drawn from the core doctoral faculty or affiliated doctoral faculty. The director may approve an exception to the membership criteria stated above, if the individual nominated has expertise particularly relevant to the candidate's dissertation research. One member of the committee must be an individual who is considered a professional practitioner who also holds a doctorate.

Qualified individuals whose expertise is relevant to the topic but who are not members of the Ed.D. Program Core Faculty must be recommended to the Director and Dean of the School of Education. All members of the dissertation committee must have an Ed.D. or Ph.D. A curriculum vita must accompany the request. Only Core Faculty can chair a dissertation committee. The student and advisor together shall propose the membership of the student's dissertation committee.

A change of dissertation chair should only occur on very rare occasions. Reasons for the change should be documented in writing and should reflect extenuating circumstances. The change must be signed off by the current chair and the newly proposed chair and approved by the Program Director.

Meetings of the Dissertation Committee may be called at any time by the chairperson. The most important meetings are the Preliminary Oral Defense, where the proposal is presented to the committee for approval, and the Final Oral Defense where the completed dissertation is presented to the committee for final approval.

Dissertation Committee Approval

The student's proposed dissertation committee chairperson and committee members must sign the form [Dissertation Committee Approval for the Degree of Doctor of Education, Educational Leadership] to verify their agreement to serve on the dissertation committee. Once the committee signatures are obtained by the student, and must be submitted to the Director of the program for approval.

Development of the Dissertation Manuscript

With modifications and additions as appropriate, in general, the dissertation proposal is used as the basis for the first chapters of the dissertation. The proposal's literature review is likely to need updating, but the research question(s) and hypotheses should not be modified to match later findings. In addition, students should ensure that the proper grammatical tenses are used in the final document and describe the work in past tense as opposed to the proposal, which should be written in future tense.

Students should work with their chair to determine the exact structure of their dissertation. More information can be found in the Dissertation Guide.

Writing the Dissertation

After completing the Dissertation Proposal Defense, the student carries out the research plan described in the approved proposal, collects data and analyzes it, and continues writing the dissertation in practice. The student's dissertation committee serves to guide the student in this endeavor.

The student should work with the committee chair to develop a system for reviewing drafts and for sharing drafts with other committee members at appropriate times. The student should allow the faculty members at least three weeks for a thorough reading of the last draft. The student should submit drafts of the dissertation to committee members in appropriately typed form. The completed final draft also includes the title page, copyright page, acknowledgments, abstract, table of contents, list of tables and figures, references, and appendices.

The student will submit the manuscript to committee members for a final reading. The final dissertation may take a variety of forms depending upon the type of research undertaken and as approved by the Dissertation Chair. The conventional five-chapter dissertation, consisting of an Introduction, Literature Review, Methodology, Results, and Conclusion may be altered as appropriate for specific research designs, with guidance from the dissertation chair. It is the student's responsibility to pay for all production expenses such as copies, postage, and envelopes.

The Final Oral Dissertation Defense

Prior to scheduling the Final Oral Defense of the Dissertation, the student's committee should carry out a thorough review of the completed dissertation to ensure that the manuscript will be ready for final typing following the Defense. Scheduling of Final Oral Defense of the Dissertation must be submitted three weeks prior to the defense so the defense can be publicly posted. Additionally, the dissertation is to be submitted for the final program-level APA review and the student is to register their intent to submit the dissertation to _____.

NOTE: It is the student's responsibility to set a date for the final defense and acquire faculty signatures, after consultation with the dissertation committee.

At the Final Oral Defense, students will make a public presentation based on their dissertation in practice research projects. The details of place and time for dissertation presentations will be publicly announced in order to permit interested faculty and students to attend and ask questions. The

announcement of the student's Final Oral Defense must be posted at least one week in advance of this formal meeting. The administrative office staff will not post the student's Final Oral Defense until they have an approved Scheduling of the Final Oral Defense of the Dissertation. This examination may be scheduled to take place on campus or virtually during the academic year either during a semester or the intercession. The oral defense can be scheduled at other times upon approval of the committee and the Director.

The Final Oral Defense is conducted as an open forum guided by the candidate's chairperson and Dissertation committee. The committee will use the Final Oral Defense Rubric to evaluate the student's defense. The purpose of this formal meeting is threefold: 1) to examine and assess the quality of the dissertation; 2) to evaluate the ability of the student to present work; and, to provide an opportunity to share the work with the campus community.

There are three possible outcomes of the Final Oral Defense:

1. The Defense is satisfactory and the manuscript is accepted as submitted with only minor copy editing revisions. The Dissertation Committee members sign Report of the Final Examination and Filing of the Dissertation for the Degree of Doctor of Education, Educational Leadership, and may, at this time, also sign the Committee Membership Approval Page.
2. The Defense is satisfactory, but the need for substantive revisions of the manuscript is apparent. The Committee members sign Form, but withhold their signatures from the Committee Membership Approval Page until changes have been made that satisfy the requirements of all members.
3. The 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 is unacceptable and does not meet satisfactory requirements. Committee members do not sign the Form or the Committee Membership Approval Page. A second Final Oral Defense may be scheduled when the Chair finds that the student is prepared and the committee members agree that the required remediation has been accomplished.

Dissertation Oral Defense Process

The oral defense of the dissertation has several purposes. The defense is a presentation of a student's research findings and conclusions to the dissertation committee for review, comment, and eventual approval. It is also an opportunity for the greater University and educational communities to learn about the significance of the research findings. Lastly, members of the University faculty and educational community are afforded time to interact with the student/researcher.

Ultimately, the dissertation chair, with recommendation from the committee members, decides when the manuscript is ready for defense. Once the candidate has completed the research process, has written a penultimate draft of the dissertation, and has had its final version reviewed by dissertation committee members, the student, working with the dissertation chair, will schedule the oral defense.

Pre-defense (Optional)

Two to three weeks prior to the defense, the dissertation chair may choose to schedule and conduct a pre-defense session to finalize all the defense details and to provide the candidate with an opportunity to complete a practice oral defense with the committee members.

Defense Procedure

The Chair establishes the specific outline of the student presentation to the dissertation committee. The Chair of the dissertation committee leads the defense meeting in which the candidate presents and defends the dissertation in the presence of the members of the dissertation, faculty, and other individuals who choose to attend. After the chair introduces the committee members, including the doctoral candidate, then candidate is expected to provide an overview of the research, which highlights significant aspects of the work. Generally this includes the student summarization of each chapter in the dissertation. The actual dissertation defense by the candidate is no more than 30 minutes in length.

Following the defense presentation, the committee members may ask questions. Once concluded, then other faculty members and guests will be provided with the opportunity to ask questions. The committee may pose further questions. Prior to the committee deliberation, the Chair will invite comments and questions that relates to the dissertation research from the audience. Following the questions, the chair will ask the audience, and the candidate to exit the room to provide the committee the opportunity to discuss the candidate's defense performance. Using the Dissertation Rubric for guidance, the committee will make a decision. When completed, the chair invites only the candidate to return. The candidate is brought back before the committee which shares its decisions and comments. Once completed, the chair will inform the student of the decision. The committee makes one of the following decisions:

Dissertation Defense Criteria

Action	Criteria
Approved with no further or minor revisions	The Oral Defense is satisfactory, and the manuscript is accepted as submitted with copy editing revisions to be completed. All forms are signed at the defense.
Provisionally approved with major revisions	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.
Not approved with recommendations to revise	The Oral Defense is judged to be unsatisfactory.

dissertation or write a new dissertation	<p>The 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.</p> <p>Committee members do not sign any forms or the title page.</p> <p>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.</p>
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If the committee makes the decision for “provisional approval” or “not approved,” the chair delineates the required steps for revisions and specifies a timeline for completion (usually 7-14 days). It should be noted, at the discretion of the chair and dependent on the number of revisions that need to be made, the candidate is encouraged have the manuscript professionally re-edited.

Unanimous agreement of the Dissertation Committee is required for approval of the dissertation and recommendation that the Ed.D. degree be conferred. When the committee and chair have approved the final document, including changes from the defense, members of the dissertation committee then sign the candidate’s signature page. The chair submits the documents to the ____.

Publication

In EDD 717, students will be guided in preparing their dissertation for university publication as well as for publishing in other venues.

Submitting the Final Manuscript

[Instructions for procedures regarding dissertation, submission, fees, and binding requirements will be provided at a later date.]

Academic Policies and Procedures

Course of Study and Sequence

The Ed.D. program is a tracked cohort program; any deviation from the course of study and sequence requires a written request to the Program Director.

Transfer Policy

The Ed.D. program requires 60 earned semester units in program courses with not more than 12 credits transferred, with administrator approval, from prior completed courses organized primarily for graduate students in master's or other doctoral programs. Transfer credits will be evaluated on a case-by-case basis by the Director and relevant course faculty, based on transcripts and supporting materials. Any transfer courses must meet program learning outcomes/SLOs for course. Transfer courses may not be more than seven years old.

Grades and Quality of Work

Ed.D. students are expected to maintain good standing and progress toward approved academic objectives as defined by the DELEJ Program Committee, which may consist of faculty, the Program Director, and the Dean, as well as any Universities policies in accordance with the doctoral program of study. Students must maintain continuous enrollment in the program in order to be considered a student in good standing. Only courses included in the doctoral program of study will be used in the grade point average (GPA) calculation that determines the satisfactory progress of an enrolled doctoral student.

Minimum Grade Point Average

Students will continue in the program based on earning a minimum grade of B in every course and maintaining a grade point average of 3.25 or higher (A=4.0, B=3.0, C=2.0, D=1.0, F=0). All university and department policies on assigning incomplete grades, approving withdrawal from a class, and requesting a leave of absence will be followed.

Engagement in Coursework

Students are expected to be active, engaged learners. Students who are not completing coursework and/or not engaging in regular contact with the course materials must contact the instructor or they may be administratively withdrawn from the course by the instructor. A student being administratively withdrawn from a course means that the student must retake the entire course when it is next offered (normally one year later, with the next cohort). Specialization courses will be handled on a case-by-case basis. Students are integral to the success of the program and co-collaborators in the teaching and learning process and consistent engagement with the course materials is critical to doctoral program learning experience.

Incomplete Grades

Students will be allowed to carry no more than 2 incomplete grades. After receiving one (1) incomplete grade students will receive a letter of warning and be placed on Academic Probation by the Program. Students normally will not be permitted to enroll in additional courses until all incompletes are cleared. Students must meet with the Director to appeal this restriction or to determine any other courses of

action the student must take in order to rectify the situation. Students should refer to the appropriate General Catalog year for further details.

It is expected that the student will make up an "I" (Incomplete) grade during the next semester; however, any "Incomplete" must be made up within one calendar year immediately following the last day of the semester/session during which it was assigned. This limitation prevails regardless if the student maintains continuous enrollment or not. Failure to complete the assigned work will result in the "I" being counted as an IC (Incomplete Charged), or failing grade for grade point average computation. An "I" grade not made up within one calendar year after the grade has been recorded is changed to an "IC" (or an NC if CR/NC grading was approved). A student may be dismissed from the program if the deadline for rectifying incomplete grades outlined above is not met. Incomplete grades must be cleared before a degree is awarded. In the absence of the instructor who has assigned the incomplete, a student seeking to make up this grade should consult the department chair.

Student Reviews

The core faculty and program director will review student progress at the end of each semester, academic year, and throughout the program. Letters will be sent out to students regarding their progress in the program. Prior to the Qualifying Examination students' academic progress will be reviewed by core faculty and program director; this group will then determine if the student is in good academic standing, satisfactory standing, or is in need of additional support. Students will receive via email, a letter that corresponds to their academic standing in the program. Warning letters related to academic standing may also be sent at any time throughout the program if the student is not meeting academic expectations.

Time Limits for Matriculation to Degree

Consistent with CSU Executive Order 991, while the Ed.D. program shall be designed to allow completion of all requirements within three years, the student shall have completed all requirements for the degree within five years of achieving classified standing in the doctoral program. The appropriate campus authority, consistent with campus policy, may extend by up to two years the time allowed for completion of the requirements under the following circumstances: the student is in good standing, the extension is warranted by compelling individual circumstances, and the student demonstrates current knowledge of research and practice in educational leadership, as required by the campus.

The DELEJ program is designed for completion of the Ed.D. degree requirements within three calendar years. A student may not advance to candidacy until they have passed the Qualifying Exam and successfully completed their Dissertation Proposal. The total time to Qualifying Examination and Advancement to Candidacy may not exceed three years, unless there are mitigating circumstances and the DELEJ Program Committee, which may consist of Faculty, Program Director, and Dean has approved the extensions; such extensions may not exceed one year.

Total registered time in the doctoral program is not expected to exceed five years, and extension beyond this period requires approval by the Program Committee, which may consist of faculty, Program Director and Dean. Extension of the period for degree completion beyond the period of 5 years is normally granted to students in good academic standing, not to exceed a two-year period. It will be the student's sole responsibility to cover all tuition fees during these extensions as financial aid is not available in the form of loans or otherwise for students who do not complete their degree within the

allotted three-year period. During the two-year extension period, continuation each term after the extension is granted requires determination of satisfactory progress by the DELEJ Program Committee, which may consist of Faculty, Program Director, and Dean.

Extension of the period by more than two years can be granted only under special circumstances and is based upon criteria established by the Program Committee, which may consist of Faculty, Program Director, and Dean. Such extension requires (a) special approval in accordance with the procedures established by the campuses, and demonstration that the student has maintained currency in the field, including current literature, course work validation, and research in the field. Students must maintain continuous enrollment and will pay full fees during any granted extensions.

Academic Leave/Leaves of Absence

The Program adheres to [CSUCI policies and procedures related to Academic Leave.](#)

Student Grievance Policy and Procedures

The Program follows the [CSU Student Grievance Procedure.](#) If a student has a complaint or problem, they should follow these steps to resolution. When the complaint involves faculty or staff in Academic Affairs, address the concern (in this order) to:

1. the faculty member (first step)
2. the program chair
3. the academic program Dean
4. the Provost

When the complaint involves an administrative office or staff member, address the concern (in this order) to:

1. the employee (first step)
2. the employee's supervisor (if not the director)
3. the director of the department
4. the Dean of Students
5. the Divisional Vice President or designee

If your complaint is not resolved at the first step, please submit your complaint in writing to the appropriate staff/administrator listed in step two of the procedures. Please note that any steps in the procedure that are not followed accordingly may result in an untimely delay in a response to your grievance. For more information or questions regarding the Procedure for Student Grievance, contact the Dean of Students office, Bell Tower 1780, 805-437-8512.

Discrimination, Harassment, and Retaliation Policy and Procedures

Student complaint procedures to address reports of discrimination, harassment or retaliation by the CSU, a CSU employee, another student, or a third party must follow the procedures outlined in CSU Executive Orders [1095](#), [1096 \(PDF, 943KB\)](#), [1097 \(PDF, 970KB\)](#)and [1098](#).

Please contact [Title IX & Inclusion](#) at titleix@csuci.edu.

Dismissal Criteria and Appeal of Dismissal Criteria

If a student receives a grade point average below 3.0 in a second semester, they will be dismissed from the program. Students may appeal their dismissal through the appropriate appeal process established by the Program Committee. After consultation with the Program Committee faculty, students who fail to make satisfactory academic progress and are recommended for dismissal from the Ed.D. program by the Program Committee, must be notified officially in writing. A student who has been dismissed from the program, which has the effect of being terminated from the University, will not be allowed to continue in the program, enroll in doctoral-level courses, or register again in that doctoral program, without application and readmission.

Appeal of Dismissal

To ensure that a decision to dismiss a student from the program is just, equitable and fair, basic due process requirements set by the Program Committee must be met. This program policy includes the opportunity for appeal by the student. A student may also set up a one-on-one meeting with the director of the DELEJ program to discuss alternate options to dismissal.

Academic Integrity

The Ed.D. Program adheres to the [CSUCI Policies on Academic Integrity and Dishonesty](#). Cases involving academic dishonesty shall be handled by faculty members according to applicable Campus procedures. After action has been taken in any such case, the faculty member shall promptly notify the vice president for Student Affairs (or designee) and the student conduct administrator of the matter so that the circumstances of the misconduct can be considered in their totality.

Applying to Graduate

Students must apply to graduate at the beginning of the intended graduation term in accordance with university policies, procedures, and deadlines. Applications to graduate can be withdrawn (the fee forfeited); however, applications cannot be submitted late. Therefore, it is recommended that students complete the application process to graduate. The process to apply for graduation includes completing Application for the Granting of the Degree of Educational Doctorate in Educational Leadership, Educational Leadership, then taking the Degree Service Form and fee to the Registrar's Office, and submission of correct forms and fee payment receipt to the DELEJ office for review. All incomplete grades, whether or not they are DELEJ courses, must be cleared before the degree can be posted to the student transcript.

Policy on Graduates Participating in Graduation Ceremonies

Students will be permitted to participate in graduation ceremonies (including Hooding and Commencement) at CSU Channel Islands only after final changes have been made to the dissertation as required by the committee; the dissertation committee chair has signed all forms related to the completion of the dissertation; and the final dissertation document has been sent to WCC for final review.

Students must also meet all pertinent program timelines pertaining to graduation.

Graduation Ceremonies

Commencement ceremonies are usually held in May at CSU Channel Islands. The School of Education sponsors a pinning ceremony that is usually held the night before commencement. The doctoral graduates are given special recognition during this ceremony. Hooding will take place during the university commencement ceremony. Students are strongly recommended to attend the pinning and large general ceremony the next day to represent their program. Information regarding doctoral regalia is usually distributed in March at the Channel Island's Cove Bookstore. Regalia may be ordered at this time for the hooding and commencement ceremonies.

Program Faculty and Staff

Program Director

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School of Education Dean

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Program Counselor and Navigator

Jessica Trujillo
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DELEJ Core Faculty

Name	Academic Title	Areas of Expertise	Email
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Bob Bleicher	Professor	Liberal Studies	bob.bleicher@csuci.edu
Mari Riojas-Cortez	Professor	Early Childhood Studies	mari.riojas-cortez@csuci.edu

Michelle Dean	Associate Professor	Special Education	michelle.dean@csuci.edu
Tiina Itkonen	Professor	Special Education	tiina.itkonen@csuci.edu
Charles Weis	Associate Professor	Educational Administration	charles.weis@csuci.edu
Annie White	Associate Professor	Early Childhood Studies	annie.white@csuci.edu

Student Forms

All of the required student forms can be found on the Ed.D. Program Advising Canvas Site. The student is responsible for keeping track of their courses and units. It is strongly recommended that the student record each doctoral course, and verify that the appropriate number of units is completed as they progress through the program.

[Student Forms will be populated later as they're created]

Student Services

Basic Needs @ CI

If you face challenges securing food, housing, or other basic needs, you are not alone, and CSUCI wants to help during this time of crisis. One helpful resource is the community of staff available through the Basic Needs Program (BNP) located on the first floor of Arroyo Hall, Room 114. Students can call 805-437-2067, email basicneeds@csuci.edu, or drop in during open hours and talk with a BNP student assistant or professional staff member for resources, ideas, and strategies connected to basic needs challenges. Students can complete a referral form to request services for themselves or others by going to www.csuci.edu/basicneeds. The BNP is known for the Dolphin Pantry located at Arroyo Hall 114, but there are other resources available and staff who can help you work through housing insecurity or displacement as well as financial insecurity. Undergraduate students living in California are especially encouraged to explore CalFresh (grocery money each month for eligible students) as a resource. Domestic undergraduate students living in California are likely to be eligible for CalFresh and BNP staff are skilled with helping students navigate this process.

Please also notify your instructor about your concerns if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

The Black Cultural Center is located in Bell Tower 1506

Campus Tutoring Services

You are encouraged to make early and regular use of campus tutors and/or peer-led study groups. For campus tutoring locations, subjects and hours, check out [Campus Tutoring](#).

Counseling and Psychological Services (CAPS)

CAPS is pleased to provide a wide range of services to assist Candidates in achieving their academic and personal goals. Services include confidential short-term counseling, crisis intervention, psychiatric consultation, and 24/7 phone and text support.

CAPS can be reached at 805-437-2088 (select option 2 on voicemail for 24/7 crisis support; or text "Hello" to 741741); you can also email us at caps@csuci.edu or visit the [CAPS website](#).

Digitally Accessible Course Materials--ALLY

CSUCI is committed to providing you the best learning experience possible. With this goal, we have activated ALLY in your Canvas courses. ALLY is a product that focuses on making digital course content more accessible to all Candidates. You will now be able to [download most course files in the format that fits best with your learning needs](#); PDF, HTML, .EPUB, and Audio files are now available for most content items. To learn more about formats available as well as what each format offers visit [Ally Support](#).

Should you have any questions or experience issues while using ALLY, please contact Shared Services Solution Center at (805) 437-8552. Send a screen shot of the problem you have!

Inclusive Student Services

Inclusive Student Services (ISS) provides resources, services, and education to support the cultivation of an inclusive campus community. ISS supports all students, with a particular focus on marginalized populations, through mentorship, intercultural programs, retreats, workshops, and trainings. These various initiatives are geared towards fostering identity development, critical thinking, reflection, and dialogue across difference to support student retention and academic success. For more information please email kem.french@csuci.edu or call 805-437-8407.

The Latin X Cultural Center is located in Bell Tower 1524

[Social Justice, Equity & Inclusion Center](#) (formerly Multicultural Dream Center) is located in Bell Tower 1538

Veterans Affairs

CSU Channel Islands' Veterans Affairs Program assists prospective and enrolled student veterans and dependents in transitioning and engaging with the campus community to ensure successful progress towards degree completion and on to their career goals. For more information, please contact Jason Pillado, Coordinator of Veterans Affairs Programs at jason.pillado@csuci.edu or via phone at 805-437-2745

Writing and Multi-literacy Center

The Writing and Multiliteracy Center (WMC)'s mission is providing students and faculty with a range of free support services and programs that help them address 21st Century challenges of creatively thinking about, reading, and composing in written, oral, visual, multimodal, and digital forms of communication. We aim to foster a robust culture of writing and communication at CI, with an interest in helping students across disciplines learn modes of representation and communication that shape their academic, working, civic, and private lives. To contact the front desk please by emailing wmc.tutors@csuci.edu or calling 805-437-8934.