EdD Program in Educational Leadership

Student Handbook

California State University, Los Angeles  Charter College of Education

www.calstatela.edu/edd
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Introduction

Welcome to the EdD Program in Educational Leadership at California State University, Los Angeles. This handbook is designed as a general guide to your EdD program.

The EdD Program in Educational Leadership seeks to advance the work of public schools, community colleges, and postsecondary education throughout Los Angeles and the Surrounding Counties. The program is committed to developing reflective leaders and change agents, capable of responding to the area’s demographic shifts and the increasingly complex needs of educational organizations within this diverse multicultural region. Emphasizing theory, research, and practice, the program provides an opportunity for candidates to work within ongoing, active learning communities. As they interact with faculty and other cohort members, students acquire deeper understanding of themselves as educators, leaders, policy makers, and policy advocates, developing the knowledge and skills necessary to improve student learning through creative, flexible, visionary, humane, and ethical leadership.

The EdD Program in Educational Leadership at Cal State Los Angeles:

- Focuses on leadership in practice by fostering an expanded understanding of the many contexts in which educational leadership takes place as well as could take place
- Designed as a college-wide program to draw on the expertise, skills and talents of all faculty within the college who can collectively advance a broader understanding of leadership and new lines of inquiry into the practice of leadership in varied educational contexts.
Purpose of this Handbook

This handbook acquaints you with the important procedures and policies of the EdD program, selected policies and regulations of California State University, Los Angeles, and various resources available to you as a doctoral student. If you are one of the many students with full-time job responsibilities, you will find yourself relying upon your network of faculty and student colleagues. We urge you to work closely with your instructors, faculty advisor, dissertation committee, and program staff to complete the degree requirements described below. Doctoral students are responsible for following the procedures outlined in this handbook and staying informed about program changes, requirements for the degree, and the policies and procedures of the Charter College of Education.

Contact Information

This handbook and all application materials for the EdD Program in Educational Leadership at Cal State L.A. are available at the EdD website at www.calstatela.edu/edd.

For additional information, contact the EdD Program and AASE offices as follows:

EdD Program Office
Cathy Morales
cmoral90@calstatela.edu
(323) 343-

Applied and Advanced Studies (AASE) office
Betty Lee
Blee@Cslanet.CalStateLA.edu
(323) 343-4330
Program Goals

All programs in the Charter College of Education (CCOE) are guided by the CCOE mission, which is to develop in CCOE students the professional knowledge, skills, and dispositions to promote the academic, social, and psychological development of diverse learners in urban schools and related agencies. CCOE graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other educational specialists. Within an environment of shared governance, CCOE professional preparation programs utilize data-driven decision-making, technology-integrated instruction, meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all CCOE students.

The Cal State L.A. EdD Program in Educational Leadership is built on four program goals:

- Educational Leadership in the Service of Justice, Access, and Social Change,
- Leadership Grounded in Knowledge and Expertise in Teaching, Learning and Organizational Change,
- Critical Reflection Embedded in Leadership Practice, and
- Leadership that Engages with the Broader Community.
# PK-12 Program Goals and Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Educational Leadership in the Service of Justice, Access, &amp; Social Change</th>
<th>Leadership Grounded in Knowledge &amp; Expertise in Teaching, Learning and Org. Change</th>
<th>Critical Reflection Embedded in Leadership Practice</th>
<th>Leadership that Engages with the Broader Community</th>
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</thead>
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<tr>
<td>Historical and Theoretical</td>
<td>1.1. Analyze historical experiences of and theoretical perspectives on inequality and inequity in education in the U.S.</td>
<td>2.1. Apply advanced knowledge of the research literature related to past and present understandings of the professional practice of teachers, administrators and other school personnel in educational organizations.</td>
<td>3.1. Critically reflect on the history of major educational reform movements, their related educational paradigms, and analyze their impact on the structuring and organization of curriculum and instruction and student outcomes.</td>
<td>4.1. Analyze the evolution of civic, community, and parent engagement and advocacy for equity and equality in schooling and the present place of activist movements in education reform.</td>
</tr>
<tr>
<td>Political and Contemporary</td>
<td>1.2. Explore the extent to which schooling has reproduced patterns of cultural dominance and oppression over time and analyze this dynamic in contemporary educational contexts.</td>
<td>2.2. Creatively apply and integrate knowledge of the political, economic, and organizational challenges of public education in order to lead, plan and implement change that sustains improvement of urban schools.</td>
<td>3.2. Analyze the interrelated effects of educational policies and practices on agencies, organizations, business and community groups external to schools, and the effects of those groups’ policies and practices on the schooling environment.</td>
<td>4.2. Develop local policies and procedures that ensure open access and influence of communities of color (and other marginalized groups) to the political environments that shape school systems.</td>
</tr>
<tr>
<td>Urban Education Challenges</td>
<td>1.3. Interpret the development of school policy related to legislation and litigation from the perspective of race, class, language, gender, disability, and immigration status.</td>
<td>2.3. Synthesize knowledge and understanding of the complex nature of teaching and learning, cognition and development, in order to best implement, guide, assist and evaluate effective instructional practice in urban schools.</td>
<td>3.3. Incorporate a deep understanding of the knowledge of and experience with reform shared by historically excluded members of educational communities in planning for and implementing new reforms and systemic change.</td>
<td>4.3. Formulate plans that reach out to and involve agencies, groups, and organizations within and around the educational setting in analyzing the effectiveness of change efforts, build coalitions, partnerships and collaborations in the process.</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>Educational Leadership in the Service of Justice, Access, &amp; Social Change</td>
<td>Leadership Grounded in Knowledge &amp; Expertise in Teaching, Learning and Org. Change</td>
<td>Critical Reflection Embedded in Leadership Practice</td>
<td>Leadership that Engages with the Broader Community</td>
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<td>Future Developments</td>
<td>1.4. Seek information to forecast anticipated population changes, demographic shifts, and workforce development in order to best prepare for the needs of future generations of students.</td>
<td>2.4. Build knowledge of technological innovations and new developments in learning system improvement practices such as future casting, relationship science, and learning system design creativity.</td>
<td>3.4. Broadly understand, examine, and analyze the many ways that environmental, transportation, housing, employment, childcare and other national social issues will impact education in the future.</td>
<td>4.4. Investigate and describe how an increasingly global educational community is stimulating, influencing and impacting education at national and state levels and in local urban school communities.</td>
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<tr>
<td>Research Methodology</td>
<td>1.5. Articulate how personal beliefs about the purpose of education and concepts of social justice influence research design and processes.</td>
<td>2.5. Employ a variety of qualitative, descriptive, and inferential research methodologies in assessing the effectiveness of school policies and programs and their impact on student learning.</td>
<td>3.5. Review and critique educational applications of research and evaluation methods with respect to how effectively they have been applied in urban environments by school leadership.</td>
<td>4.5. Utilize methods of inquiry that accurately capture the collective challenges that administrators, teachers, students, and their families experience as members of diverse urban school communities.</td>
</tr>
<tr>
<td>Applied Research</td>
<td>1.6. Foster equity and inclusion in education by creating a culture of inquiry-based professional practice and decision-making supported with ongoing resource and faculty development.</td>
<td>2.6. Design and carry out an empirical field-embedded study on issues critical to local educational communities in collaboration with those most affected by low student achievement and inequality of educational opportunity.</td>
<td>3.6. Engage in reflective and communicative practices that bring transparency to educational organizations and support participation of community partners in studying the problems of schooling and identifying creative solutions.</td>
<td>4.6. Disseminate the findings of field-embedded research projects in ways that are accessible to all members of the school and civic community and that invite deliberation on the meaning and usefulness of recommendations.</td>
</tr>
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<td>Fostering Academic Success</td>
<td>1.7. Establish an ethical educational environment and a commitment to democratic participation for all members of school communities in the press for high academic achievement for diverse students.</td>
<td>2.7. Develop and provide effective programs, resources and support services for students from under-represented groups, to reduce institutional barriers to timely and successful completion of students’ education.</td>
<td>3.7. Draw upon regular cycles of reflection, inquiry and analysis to understand the role of leadership in addressing the resistant problems underlying poor schooling outcomes.</td>
<td>4.7. Generate and employ strategies that ensure that underserved students, families and communities have access to the knowledge that is necessary for active and empowered participation in decision-making that affects student outcomes.</td>
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The Program

The following are the required components of the EdD Program in Educational Leadership.

- 60 semester units of course work including laboratories of practice and dissertation credit
- End of first year benchmark assignment—Mid Program Review e-Portfolio
- Qualifying exam/Dissertation proposal
- Dissertation

Program Structure

1. Course of study designed to be completed in three calendar years, 60-semester unit program.
2. Classes scheduled on Monday and Thursday evenings, with occasional labs at different times.
3. Courses offered in the fall, spring and summer sessions.
4. Program consists of core content and research courses with whole cohort and smaller laboratories of practice courses (8-10 students), community labs in summer, and dissertation courses.

College-wide Program. The EdD program is a college-wide program draws, which on the talents and experiences of many of the CCOE faculty as well as affiliated faculty from other academic departments in the university. In addition, an outstanding group of community partners will serve as mentors for students and facilitate community-based lab courses during the summer terms.

Three Emphases. The are three emphases offered in the CSULA EdD program: Educational Leadership for System and School Redesign; Educational Leadership for Urban Teaching and Learning; and Educational Leadership for Students' Special Needs, Supports and Services. Students will select an emphasis area when applying to the program and incoming cohorts. Course work will consist of core courses taken by all students in the cohort and courses specific to the emphases will be taken by students specializing in those areas.

Cohort Model. The EdD program is cohort-based. Students interested in a variety of leadership issues confronting educational organizations will be admitted and attend all core course together providing for a rich diversity of perspectives, ideas and research projects. Students from the three emphases will take the respective emphasis courses together. Lab courses and elective courses will likely group students into different arrangements since these reflect individual student’s interests in working with faculty with particular areas of expertise.

PreK-16 Focus. With the addition of the community college leadership specialization cohorts will be balanced to reflect students’ PreK-16 interests. Community college students will also select from the same three emphases so that all students develop deep understanding and knowledge of the full educational trajectory for California’s students from early childhood to college and career.

Laboratories of Practice (Labs). Drawing from the work of the Carnegie Project on the Education Doctorate, the program includes Lab courses in which students enroll continuously until they...
complete their dissertations. The Labs will provide students opportunities to work collaboratively on research projects with the faculty member leading the labs and student peers. The labs will introduce the many elements involved in preparing for and conducting research. The experience, knowledge, and mentoring students receive in the labs is intended to facilitate successful completion of their own dissertation research. Students’ ongoing enrollment, even after they are advanced to candidacy, will ensure that students have access to faculty and peer feedback on data collection, analysis, findings and the final dissertation report.

### Course Schedule

<table>
<thead>
<tr>
<th>Year One</th>
<th>26 units</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Spring Semester</strong></td>
</tr>
<tr>
<td>EDFN 603: Laboratories of Practice: Introduction to Doctoral Research (2)</td>
<td>EDFN 605: Laboratories of Practice w/ Fac. Advisor (2)</td>
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<tr>
<th>Year Two</th>
<th>22 units</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Spring Semester</strong></td>
</tr>
<tr>
<td>EDFN 605: Laboratories of Practice w/ Fac. Advisor (2)</td>
<td>EDFN 605: Laboratories of Practice w/ Fac. Advisor (2)</td>
</tr>
<tr>
<td>Elective Courses (3 units) Students select choices</td>
<td>Core Research Course EDFN 641C: Practitioner Research Embedded in School Communities (4).</td>
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<tr>
<th>Year Three</th>
<th>Advanced to Candidacy</th>
<th>12 units</th>
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<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Spring Semester</strong></td>
<td><strong>Summer Semester</strong></td>
</tr>
<tr>
<td>EDFN 605: Laboratories of Practice w/ Dissertation Chair/Advisor (1)</td>
<td>EDFN 605: Laboratories of Practice w/ Dissertation Chair/Advisor (1)</td>
<td>EDFN 605: Laboratories of Practice w/ Dissertation Chair/Advisor (1)</td>
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<tr>
<td>EDD 699: Dissertation Research (3) ABD Students only</td>
<td>EDD 699: Dissertation Research (3) ABD Students only</td>
<td>EDD 699: Dissertation Research (3) ABD Students only</td>
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| **Mid Program Review e-Portfolio Due Early August** |

**Total Units for 3 Years**: 60 units
Course Descriptions

Core Leadership Courses

EDAD 601 Seminar: Organizational Theory For Leadership Change (3). Prerequisite: admission to education doctorate. (3) Historical and structural analysis of educational organizations; urban learning system design as it relate to organizational theory, change leadership, institutional vision, mission and conduct required for future learning systems.

EDAD 605: Advocacy, Community Engagement And Governance: The Social And Political Contexts Of Education (3). Prerequisite: admission to education doctorate. Examines research on the role of social movements, civic activism and community-based organizing in building advocacy and leadership for school change; analysis of interagency and intergovernmental politics and practices.

EDCI 660: Teaching And Learning In Diverse Urban Settings: Equity, Access, And Achievement (3). Sociohistorical, sociocultural, and social justice theories that address issues of diversity, equity, and opportunity, emphasizing urban schools; leadership roles for constructing evidence-based decision-making cultures that promote student achievement and equity.

EDSP 604: Disability, Race, Language, And Gender: Educational Equity, School Policy, And The Law (3 units) Current legal, policy, and leadership issues regarding the education of diverse students, with a focus on disability, race, language, and gender. Review of important laws and litigation with practice implications.

Core Research Courses

EDFN 602: Research Methodologies for Urban Educational Leadership (3).

EDFN 641A: Using Quantitative Methods To Analyze Inequitable Schooling Outcomes And Target Improvement (3). Statistical analysis for education including contingency tables/chi square analysis, t-test, one-way analysis of variance, correlation and bivariate regression, and design applications including higher order factorials, hierarchical designs, repeated measures.

EDFN 641B: Using Qualitative Research To Explore Teaching And Learning For Diverse Urban Settings (3 semester). Traditions and methods of qualitative research; knowledge and skills to understand, design and conduct qualitative research; using qualitative data and analyses to identify and understand educational issues and problems.

EDFN 641C Practitioner Research Embedded In School Communities (3). Prerequisites: 641A and 641B. Students engage in field-based studies relevant to school communities that may be qualitative, quantitative, or mixed method and that foster organizational learning and problem solving through systematic inquiry and reflection.
EDAD 695: Guided Study for the Dissertation (3). Prerequisites: Admission into Doctoral Program, EDAD 624. Faculty coaching and structured activities to support completion of dissertation proposal and advancement to candidacy; conducting pilot studies, students refine literature review, research questions, design, and methods of data collection. Graded ABC/NC. May be repeated 3 times.

**Emphasis and Elective Courses**

COUN 601 Research Methods in Single Subject Design (3). Prerequisites: Post master’s degree standing or permission of instructor, adviser, and division chair. Knowledge and practical application in analyzing and conducting research utilizing single subject design methodology with emphasis on causal inference. Application of methodology to field-based, student developed research. (3 units)

EDCI 630: Teachers, Leadership, And Power In Urban Settings. (3). Effects of formal/informal teacher leadership roles on teachers and student achievement; barriers created by school structures and the teaching culture; teacher leadership within the needs of a changing workforce.

EDCI 675: Advanced Pedagogical Strategies For Achieving Equity (3). Cultural competence necessary to promote instructional policies and practices that value difference and ensure equity in effective organizations; advanced instructional strategies that stimulate cognitive and academic development of diverse students.

EDCI 677: Leadership In Curriculum And Assessment For Linguistically And Culturally Diverse Urban Students (3). Theories/practices of curriculum and assessment in diverse schools; curriculum change, continuity, articulation, and censorship; cutting edge content trends; resource optimization for transforming curriculum; leadership for curriculum and assessment improvement.

EDAD 604: Culturally and Linguistically Responsive Institutions (3). Prerequisite: Admission into Doctoral Program. Examines how historical, social, and cultural influences construct understanding of schooling and human development; applies critical pedagogy to issues of class, race/ethnicity, gender, language and equity-minded leadership for educational institutions.

EDFN 614: Evaluation Methods For Urban Educational Leadership. (3) A comprehensive survey of program evaluation principles, methodologies, designs, effective use of evaluation data, and state and federal evaluation requirements for educational leaders.

EDFN 615: Seminar: Assessment And Data Driven Decision Making (3). Prerequisite: admission into doctoral program. Educational assessment in various contexts, including classroom, school, district, and state levels. Topics include assessment measures, data analysis and application, as well as state and federal reporting requirements.

EDIT 600: Educational Technology Leadership (3) Prerequisite: Admission into Doctoral Program or consent of instructor. Examines history of technology in educational contexts; analyzes the complex interrelationships between educational technology theory, research, and policy; explores ways leadership can address innovation and the challenge of equal access.
EDSP 600: Understanding And Using Research To Answer Questions About Diverse Urban Schools (3). Development of critical analysis, interpretation, synthesis of research, and communication of findings on issues related to students with disabilities in diverse urban schools and colleges to promote achievement and inclusion.

EDSP 615: Research Seminar in Early Childhood Special Education (4) Prerequisite: Post master’s degree standing. Research seminar in early childhood special education: current research, theory and practice; evidence-based intervention strategies used with young children and families.

EDSP 640: Research on Exceptional Students From Diverse Cultural And Linguistic Backgrounds (3). Research on the relationships among culture language, and literacy; impact of disabilities on language, cognition, and academic achievement; identification and placement issues/strategies; and culturally responsive educational settings.

EDSP 660 Seminar: Research on Learning Disabilities And Behavior Disorders (3). Prerequisites: Post-master’s degree standing or permission of instructor, adviser, and division chair. Research, theory, and policy related to educating individuals at risk or identified as having learning disabilities or behavior disorders; issues related to prevention and risk, identification, placement, and intervention.

TESL 600: Language Planning and Policy. (3) Prerequisite: Admission into Doctoral Program or consent of instructor. Overview of language acquisition in educational settings; language planning with specific reference to local, state, national, and international educational contexts; historical, social, and theoretical perspectives on language policy and planning.

Laboratories of Practice

EDFN 603: Introduction to Doctoral Research (2). Prerequisite: Admission to the doctoral program. Orientation for the Ed.D. program in Educational Leadership; expectations, commitments and the practice of inquiry in doctoral cultures; accessing technology and library resources, working with research faculty and community partners. Graded ABC/NC.

EDFN 605: Laboratories of Practice (2). Prerequisite: Admission to doctoral program and EDFN 603. Faculty-supervised field research practicum; faculty and student collaborative research projects, mentoring and peer support; reinforces and models various research preparation activities leading up to and through students’ dissertation research projects. Graded ABCDF. Students enroll in the appropriate field research lab as follows:

EDFN 605F: Faculty Research Lab. Practicum with faculty advisor includes elements of proposing and conducting research, small group collaborative research projects, faculty and student examination of research process. May be repeated for credit until advancement to candidacy.
EDFN 605C: Community Research Lab. Practicum with community partners on the issues and research needs of local educational organizations. Must be repeated for credit two times.

EDFN 605D: Dissertation Research Lab. Practicum with faculty advisor and student peers to monitor status of field work/data collection, ongoing review of emerging findings and analysis of findings. Prerequisites: EDFN 605F, EDFN 605C. Student must be advanced to candidacy. Repeated three times for credit. Must be taken concurrently with EDAD 699.

Dissertation and Directed Study Courses

EDAD 698: Graduate Directed Study. (3) Prerequisite: Consent of an instructor to act as sponsor. Independent directed study of advanced topics in field; regular conferences with sponsor. May be repeated for credit.

EDAD 699: Dissertation Research. (3) Prerequisites: Advancement to candidacy for Ed.D. degree and consent of an instructor to act as sponsor. Continuous enrollment required while student is working on dissertation. May be repeated for up to 12 units of credit.

EDAD 606 Seminar: Designing Future Learning Systems (3). Prerequisite: admission to education doctorate. Analyzes contemporary developments in science, technology, asset allocation and relationships that improve learning; explores design options for futuristic learning systems, applies future thinking to planning learning systems for the year 2025.

EDAD 626: Designing and Writing the Doctoral Dissertation Proposal (3). Prerequisite: Admission into Doctoral Program. Incorporates a writing workshop approach to help students develop effective academic writing strategies, describe the design of the dissertation, prepare a timeline, and write required chapters of a dissertation proposal. Graded ABC/NC. May be repeated one time for credit.
## Program of Study

### A. REQUIRED CORE COURSES (27 units)
- EDAD 601 Organizational Theory and Leadership for Change (3)
- EDAD 605 Advocacy, Community Engagement, and Governance (3)
- EDCI 660 Teaching & Learning in Diverse Urban Settings: Equity, Access & Achievement (3)
- EDFN 602 or EDSP 600 Research Methodologies for Urban Educational Leadership (3)
  Seminar: Understanding & Using Research to Answer Qs about Diverse Urban Schools (3)
- EDFN 641A Using Quantitative Methods to Analyze Inequitable Schooling Outcomes & Target Improve. (4)
- EDFN 641B Using Qualitative Research to Explore Teaching & Learning for Diverse Urban Schools (4)
- EDFN 641C Practitioner Research Embedded in School Communities (4)
- EDSP 604 Disability, Race, Language, & Gender: Educational Equity, School Policy and the Law (3)

### B. REQUIRED EMPHASIS/ELECTIVE COURSES (6-9 units) Select from the following based on emphasis
- EDCI 675 Advanced Pedagogical Strategies for Achieving Equity (3) (UTL)
- EDFN 614 Evaluation Methods for Urban Educational Leadership (3) (SSR)
- EDSP 660 Seminar: Research on Learning Disabilities & Behavior Dis. (3) (SSNSS)
- COUN 601 Research Methods in Single Subject Design (3)
- EDAD 604 Culturally and Linguistically Responsive Institutions (3)
- EDAD 606 Designing Future Learning Systems (3)
- EDAD 698 Graduate Directed Study (Mini Course) (2) 1. May be repeated
- EDCI 635 Teachers, Leadership, and Power in Urban Schools (3)
- EDCI 677 Leadership in Curr. & Assessment for Linguistically & Culturally Diverse Urban Students (3)
- EDFN 615 Seminar: Assessment and Data Driven Decision-Making (3)
- EDIT 600 Educational Technology Leadership (3)
- EDSP 640 Research on Exceptional Students from Diverse Cultural & Linguistic Backgrounds (3)

### C. REQUIRED LABORATORY COURSES (15 units)
- EDFN 603 Introduction to Doctoral Research (2)
- EDFN 605F Faculty Research Lab (2) 1. Repeated until Advanced to Candidacy
- EDFN 605C Community Research Lab (2) 2. Will be taken twice
- EDFN 605D Dissertation Research Lab (1) 3. Will be taken along with EDAD 699

### D. DISSERTATION COURSES (12 units)
- EDAD 626 Designing & Writing the Dissertation Prop. (3) 1. May be repeated for credit
- EDFN 699 Dissertation Research (3) 2. Must be taken 3 times for total of 9 units
- EDAD 695 Guided Study for the Dissertation (3) 3. Units do not count toward degree completion. Course may be repeated until proposal defense

### E. ADDITIONAL COURSES (approval of Advisor & EdD Director)
- EDFN 698 Graduate Directed Study (1-8)

Note: All courses are in semester units.
The doctoral program in Educational Leadership with a Specialization in PreK-12 Leadership is designed to prepare educators to lead reform efforts in California’s Pre-Kindergarten through 12th-grade schools. The degree program is designed specifically for working professionals in the field of education. The EdD in Educational Leadership has three emphases: School and System Redesign, Urban Teaching and Learning, and Students’ Special Needs, Supports and Services. A total of 63 semester units is required, with at least 30 in 600-level courses and including 12 dissertation year units. Students must pass a qualifying examination and complete a dissertation. Only students who have been admitted to the doctoral program may enroll in doctoral courses, with prior approval of the Doctoral Program Director. There is a limit on credit that may be earned in variable-unit courses. See Restrictions on Credit Earned in Variable Unit Courses in the Charter College of Education section in the Academic Programs: College-based and University-wide chapter in the catalog.

**Required Courses (27 semester units)**

- EDAD 601 Organizational Theory and Leadership for Change (3)
- EDAD 605 Advocacy, Community Engagement and Governance: The Social and Political Contexts of Education (3)
- EDCI 650 Teaching and Learning in Diverse Urban Settings: Equity, Access, and Achievement (3)
- EDFN 641A Using Quantitative Methods to Analyze Inequitable Schooling Outcomes and to Target Improvement (4)
- EDFN 641B Using Qualitative Research to Explore Teaching and Learning for Diverse Urban Settings (4)
- EDFN 641C Practitioner Research Embedded in School Communities (4)
- EDSP 600 Seminar: Understanding and Using Research to Answer Questions about Diverse Urban Schools (3) or EDFN 662 Research Methodologies for Urban Educational Leadership (3)
- EDSP 604 Disability, Race, Language, and Gender: Educational Equity, School Policy, and the Law (3)

**Required Emphasis Course (3 semester units)**

Select one course in an emphasis area from the emphases and elective courses.
- School and System Redesign (e.g. EDFN 614)
- Urban Teaching and Learning (e.g. EDCI 675 or EDCI 777)
- Students’ Special Needs, Supports and Services (e.g. EDSP 660 OR EDFN 640)

**Required Lab Courses (15 to 27 semester units)**

Select from the following based on emphasis:
- EDFN 605F Faculty Research Lab (Maximum 6 units for credit and must be repeated until degree completion.) (2, 2, 2)
- EDFN 605C Community Research Lab (Must be repeated for credit two times.) (2, 2)

**Emphasis and Elective Courses (6 semester units)**

To complete the required 60 semester units, select, with advisor approval, additional classes for a total of 6 units from the courses listed below:
- EDCI 675 Advanced Pedagogical Strategies for Achieving Equity (3)
- EDCI 677 Leadership in Curriculum and Assessment for Linguistically and Culturally Diverse Urban Students (3)
- EDFN 614 Evaluation Methods for Urban Educational Leadership (3)
- EDSP 660 Seminar: Research on Learning Disabilities and Behavior Disorders (3)
- EDAD 603 Doctoral Seminar: Philosophy and Ethics of Educational Leadership (3)
- EDAD 608 Legislative Action and Educational Policy (3)
- EDAD 692 Doctoral Seminar: Special Topics in Educational Leadership for PreK-16 (3)
### Dissertation Courses (12 or more semester units)

- **EDAD 626**: Designing and Writing the Doctoral Dissertation Proposal (3)
- **EDFN 699**: Doctoral Dissertation
  (Must be repeated for credit three times.) (3, 3, 3)

### Additional Course(s) (TBD)

- **EDAD 692**: Guided Study for the Dissertation (3)
- **EDFN 698**: Graduate Directed Study (1-9)

**Minimum Units**: 63

All courses are listed with semester units.

(1t is each student’s responsibility to check the Future Course Offerings in the Schedule of Classes for verification of quarter(s) in which courses will be offered.)

### Admission Requirements:

- Admission to CSUL A.
- An earned baccalaureate degree and master’s degree from accredited institution of higher education with a cumulative grade point average of 3.0 in upper division courses and 3.25 or above in graduate study. Official transcripts are required.
- A professional resume.
- Demonstrated excellence in writing as demonstrated by samples of academic and professional documents.
- Submission of Graduate Record Examination (GRE) scores on the three sections of the General Test; GRE scores from the previous five (5) years are acceptable.
- Three confidential letters of recommendation attesting to the leadership and scholarship potential of the applicant.
- A written statement of professional purpose that reflects an understanding of the future challenges facing schools and the community they serve.

For further information, contact the program coordinator at (323) 341-3430 or visit the Division of Applied and Advanced Studies in Education in King Hall C2098 or the EdD. webpage: www.calstatela.edu/edd.

(rev. 03/2015 - Associate Dean’s Office)
EdD Program Milestones

Program Orientation

End of First Year

Mid Program Review e-Portfolio

End of Second Year

Dissertation Proposal and Defense (Qualifying Exam)

End of Third Year

DISSERTATION AND DEFENSE--GRADUATION
## EdD Program Faculty

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First</th>
<th>Division</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alfaro*</td>
<td>Daisy</td>
<td>AASE</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Andre-Bechely*</td>
<td>Lois</td>
<td>AASE</td>
<td>Professor</td>
</tr>
<tr>
<td>Chen*</td>
<td>Pearl</td>
<td>AASE</td>
<td>Professor</td>
</tr>
<tr>
<td>Hafner*</td>
<td>Anne</td>
<td>AASE</td>
<td>Professor</td>
</tr>
<tr>
<td>Hernandez*</td>
<td>Anthony</td>
<td>AASE</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Jones*</td>
<td>Albert</td>
<td>AASE</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Mattheis*</td>
<td>Allison</td>
<td>AASE</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Oh</td>
<td>Deborah</td>
<td>AASE</td>
<td>Professor</td>
</tr>
<tr>
<td>Semrau</td>
<td>Penelope</td>
<td>AASE</td>
<td>Professor/FERP</td>
</tr>
<tr>
<td>Slovacék*</td>
<td>Simeon</td>
<td>AASE</td>
<td>Professor/FERP</td>
</tr>
<tr>
<td>Snow*</td>
<td>M. Ann</td>
<td>AASE</td>
<td>Professor</td>
</tr>
<tr>
<td>Tejeda*</td>
<td>Carlos</td>
<td>AASE</td>
<td>Professor</td>
</tr>
<tr>
<td>Fingon*</td>
<td>Joan</td>
<td>C&amp;I</td>
<td>Professor</td>
</tr>
<tr>
<td>Hyun*</td>
<td>Eunsook</td>
<td>C&amp;I</td>
<td>Dean</td>
</tr>
<tr>
<td>McCormick*</td>
<td>Jennifer</td>
<td>C&amp;I</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Mims-Cox</td>
<td>Sabrina</td>
<td>C&amp;I</td>
<td>Professor</td>
</tr>
<tr>
<td>Persiani</td>
<td>Kimberly</td>
<td>C&amp;I</td>
<td>Professor</td>
</tr>
<tr>
<td>Raj*</td>
<td>Ambika</td>
<td>C&amp;I</td>
<td>Professor</td>
</tr>
<tr>
<td>Ulanoff*</td>
<td>Sharon</td>
<td>C&amp;I</td>
<td>Professor</td>
</tr>
<tr>
<td>Uy*</td>
<td>Fred</td>
<td>C&amp;I</td>
<td>Professor</td>
</tr>
<tr>
<td>Brodwin</td>
<td>Martin</td>
<td>EDSC</td>
<td>Professor/FERP</td>
</tr>
<tr>
<td>Falvey*</td>
<td>Mary</td>
<td>EDSC</td>
<td>Professor/FERP</td>
</tr>
<tr>
<td>Fryling*</td>
<td>Mitch</td>
<td>EDSC</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Symon*</td>
<td>Jennifer</td>
<td>EDSC</td>
<td>Professor</td>
</tr>
<tr>
<td>Weinberg*</td>
<td>Lois</td>
<td>EDSC</td>
<td>Professor</td>
</tr>
</tbody>
</table>
EdD Benchmark Assignments and Program Completion Requirements

Mid Program Review Essay
The Mid Program Review Essay (MPRE) is the end of first year benchmark assessment for all student enrolled in the CSULA EdD Program. Students must complete the MPRE before beginning second year courses. Student eligibility criteria for taking the MPRE are as follows:

1. Successful completion of all EdD courses taken during the first year of the program.
2. "B" (3.0) GPA and with no grade below a “B-”, and with no incompletes or NC’s.

Advancement to Candidacy (Completion of Dissertation Proposal and Proposal Defense)

The Dissertation Proposal serves as the qualifying exam for students in the EdD program. Students who successfully complete the proposal defense are advanced to candidacy in the EdD program.

1. Successful completion of all EdD courses in the program.
2. Successful completion of MPRE.
3. “B” (3.0) GPA and with no grade below a “B-”, and with no incompletes or NC’s.
4. Completion of Dissertation Committee Form with signatures.

Graduation (Completion of Dissertation and Defense)

The dissertation is the culminating assignment in the EdD program. Once the student has completed successfully all required courses and the required dissertation proposal/qualifying exam defense, s/he must register for the dissertation lab course. The faculty support students in the dissertation process by providing advising during this phase of the EdD. It is the expectation of the faculty that each student will successfully complete the required dissertation with quality work. All EdD students must be in active status and continuously enrolled in the dissertation Lab course until the student has completed the minimum necessary number of dissertation units required by the EdD program AND until a successful dissertation defense has occurred. Therefore, depending on the time a student takes to successfully complete the dissertation, registration for additional dissertation credits may be necessary beyond the required minimum.

1. Successful advancement to candidacy.
2. Ongoing attendance at Lab class meetings prior to completion of the dissertation.
3. Completion of dissertation.
6. Completion and signing of all Dissertation forms.
7. Submission of revised dissertation to library by term deadline.
General Mid Program Review—e-Portfolio Instructions

The e-Portfolio is a critical component of your EdD Program in Educational Leadership, serving both self-assessment and program assessment purposes. Your e-Portfolio is an organized, selective collection of scholarly work and self-reflections that provides a comprehensive record of your experiences and progress toward your academic goals at the end of the first year of instruction in the EdD Program.

The Mid Program Review e-Portfolio (e-Portfolio) is a learning portfolio. It is a “representative, purposeful and selective collection of one’s work drawn primarily from classroom work...It documents...evidence of learning, growth, and change—in essence a learning history is captured” (Arter, 1995). Hence, the required contents of the e-Portfolio provide for the demonstration of learning and growth. The e-Portfolio must have the following sections.

1. **Cover Sheet/Table of Contents:** Include the attached e-Portfolio cover sheet along with your e-Portfolio.

2. **Section One: Personal Research Statement.** This section includes a detailed description of your research agenda to date, including the general topic of interest for your ongoing studies. Include a brief review of the major themes you have identified to date in the literature related to your topic.

3. **Section Two: Documentation of Program Outcomes.** This section includes assignments from your first year of classes. You must choose THREE PAPERS to include in your e-Portfolio; at least one must come from a research course. Each paper must have been completed solely by you, should be representative of your work in the program, and show your growth over the first year in the program. The assignments can be graded or ungraded.
   a. **CLASSES AND ASSIGNMENTS WILL VARY DEPENDING ON INSTRUCTORS.**

4. **Section Three: Self-Reflection on Your Work.** In this section you will write a self-reflective paper of no more than 10 pages that describes how the assignments you chose to include in your e-Portfolio demonstrate your understanding of course content. Be sure to address the following questions for each of the assignments included in your e-Portfolio.
   a. Briefly describe the assignment requirements (1 paragraph maximum per assignment).
   b. Explain why the assignment is a good representation of your work during the first year.
   c. Discuss the strengths and weaknesses that you can now identify when reflecting on the assignment.
   d. Discuss what you learned from the assignment and how it assists you in furthering your academic goals.

5. **Section Four: Other Examples of Your Professional Growth.** Include two to three documents or artifacts that demonstrate your professional growth related to your enrollment in the EdD program. You might include evidence of attendance at professional meetings, leadership activities in your field of practice, or community activities in which you actively participated. Describe how these experiences were enhanced because of your doctoral studies and reflect on their contribution to your professional growth. **You must include a minimum of two documents/artifacts.**

6. **Section Five: Resume/Vitae.** Submit your professional resume or curriculum vitae with current employment information.

The final e-Portfolio submission is a summative and formative assessment and serves as a demonstration of your achievement of the program outcomes and successful completion of year one of the EdD program. All e-Portfolios must be uploaded to Moodle (no exceptions) by TBD. Your e-Portfolio will be evaluated by a team of at least two EdD faculty members.
# Mid Program Review e-Portfolio Scoring Rubric

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Reviewer</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable - 0</th>
<th>Developing - 1</th>
<th>Acceptable - 2</th>
<th>Outstanding - 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Depth of Understanding</strong></td>
<td>Insufficient evidence of understanding or knowledge of the field; limited integration of learning experiences.</td>
<td>Vague or limited evidence of major tenants of the field and integration of the learning experiences.</td>
<td>Adequate evidence of understanding of the major tenants of the field and integration of the learning experiences.</td>
<td>Demonstrates clear evidence of application and integration of learning experiences and knowledge of the field. Demonstrates self-evaluation of understanding and its integration into the field.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Insufficient reflection and connection of the e-Portfolio experiences. Portfolio work or learning not occurred over time.</td>
<td>Demonstrates vague reflection or connection of the e-Portfolio experiences and learning over time in the development and rationale of the portfolio experiences.</td>
<td>Demonstrates clear evidence of reflection, critical thought, strengths and weaknesses, and learning over time in the development and rationale of the e-Portfolio experiences.</td>
<td>Demonstrates evidence of the synthesis of material into one purposeful meaningful piece. Reflection is in-depth and demonstrates a clear connection between doctoral program experiences and professional growth/development.</td>
</tr>
<tr>
<td><strong>Overall Presentation</strong></td>
<td>Insufficient clarity, organization, or presentation in written communication; inappropriate mechanics, grammatical errors, and/or lack of adherence to APA guidelines.</td>
<td>Demonstrates some clarity, organization and presentation documenting evidence of learning, growth, or change. Mostly appropriate writing mechanics and adherence to APA guidelines.</td>
<td>Demonstrates clarity and flow of the material documenting adequate evidence of learning, growth and change. Work has few/minor writing, grammatical errors; adheres to APA guidelines.</td>
<td>Demonstrates cohesive presentation of thoughts. Demonstrates self-confidence and awareness of audience and feedback. Clearly documents evidence of learning, growth and change. Work is free of grammatical errors; follows APA guidelines.</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Insufficient evidence of a research topic/agenda or the utilization or understanding of the research process.</td>
<td>Demonstrates some evidence of a research topic/agenda and the utilization or understanding of the research process.</td>
<td>Demonstrates adequate understanding of a research topic/agenda and the research process through analysis and synthesis of information and/or data coursework.</td>
<td>Demonstrates a thorough understanding of a research topic/agenda and the research process through analysis and synthesis of a variety of purposeful information and/or data coursework.</td>
</tr>
<tr>
<td><strong>Program Goals</strong></td>
<td>The e-Portfolio does not demonstrate achievement of each of the four program goals at an acceptable level of achievement.</td>
<td>The e-Portfolio demonstrates some evidence of achievement of each of the four program goals at a beginning or</td>
<td>The e-Portfolio demonstrates evidence of achievement of each of the four program goals at an acceptable level of achievement.</td>
<td>The e-Portfolio clearly demonstrates evidence of achievement of each of the four program goals at an exemplary level of achievement.</td>
</tr>
<tr>
<td>minimum level of achievement</td>
<td></td>
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</tbody>
</table>
SAMPLE Mid Program Review e-Portfolio Cover Sheet

Name ___________________________________________ E-mail Address __________________________

1. Cover Sheet/Table of Contents (this sheet)

2. Personal Research Statement

3. Documentation of Program Outcomes: Selected Assignments (include three)
   a. Assignment 1: __________________________________________
   b. Assignment 2: __________________________________________
   c. Assignment 3: __________________________________________

4. Self-reflection on Your Work: Ten-page page paper that discusses all three assignments above

5. Other Examples of Professional Growth (include a minimum of two)
   a. Example 1: __________________________________________
   b. Example 2: __________________________________________
   c. Example 3: __________________________________________
   d. Description of how the examples above contributed to your professional growth.

6. Resume/Curriculum Vitae
## General Timeline for Preparation of the Dissertation Proposal and for Commencing Research Projects

<table>
<thead>
<tr>
<th>Approximate Date</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>May – July 30</td>
<td>Enrollment in EDAD 626: Designing and Writing the Doctoral Dissertation Proposal</td>
</tr>
<tr>
<td>June 9</td>
<td>Chapter 2 draft to Chair, Chair provides feedback</td>
</tr>
<tr>
<td>June 23</td>
<td>Chapter 3 draft to Chair, Chair provides feedback</td>
</tr>
<tr>
<td>End of June</td>
<td>IRB Workshop</td>
</tr>
<tr>
<td>July 1</td>
<td>Students and Chairs contact committee members for scheduling defense date (see below). Coordinate dates with AASE staff.</td>
</tr>
<tr>
<td>July 7</td>
<td>Proposal draft to Chair, Chair provides feedback</td>
</tr>
<tr>
<td>June 9 – July 15</td>
<td>Chairs provide ongoing feedback on students’ drafts</td>
</tr>
<tr>
<td>July 29</td>
<td>Students submit final draft of proposal for Chair’s approval to proceed with oral defense</td>
</tr>
<tr>
<td>Aug. 15</td>
<td>Students send final draft of proposal to committee members, committee members advise chair if major concerns</td>
</tr>
<tr>
<td>Aug. 15 – 22</td>
<td>Work on IRB proposals</td>
</tr>
<tr>
<td>End of August</td>
<td>Dissertation proposal defenses scheduled (see table below)</td>
</tr>
<tr>
<td>Aug. 29</td>
<td>ABD students enroll in EDAD 699: Dissertation Research; Non-ABD students continue work on dissertation proposal with Chair</td>
</tr>
<tr>
<td>Sept. 6-9</td>
<td>Students submit IRB proposals for University approval</td>
</tr>
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<td>10:00 am – 12:00 pm</td>
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<td>1:00 pm – 3:00 pm</td>
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</table>
# Dissertation Requirements

The Dissertation Committee provides guidance to the candidate, is responsible for approving the final written dissertation and oral defense, and for assuring dissertation conformance with program requirements and rigorous research expectations of the doctoral program and the University.

<table>
<thead>
<tr>
<th>DISSEPTION REQUIREMENTS</th>
</tr>
</thead>
</table>
| **Empirical and Theoretical Framework** | – The study has a clear connection with current research. Background research is well developed, explained, and focused.  
  – Writer analyzes and synthesizes research/theory/practice to develop new ideas and ways of conceptualizing the topic  
  – The applied or developed theory is appropriate, logically interpreted, and aligns with the research question.  
  – The literature review is comprehensive and current.  
  – The author discusses strengths and limitations of theories and/or concepts and offers alternative interpretations. |
| **Methodology and Data Analysis** | – The dissertation is the product of systematic, rigorous research of a significant educational issue.  
  – The methods applied or developed are appropriate, described in detail, and in alignment with the question addressed and the theory and/or concepts used.  
  – The author demonstrates a thorough understanding of the data collection strategies of the methods employed.  
  – The analyses are appropriate, align with the research question(s) or hypotheses, show sophistication, and are iterative.  
  – The amount and quality of data or information are more than sufficient to generate findings, well presented and intelligently interpreted.  
  – The author cogently expresses the insights gained from the study and the study’s limitations. |
| **Originality** | – The dissertation reflects currency with respect to the problem addressed.  
  – The approach to the research topic is interesting, compelling and engages reader in the research project. |
| **Content** | – The information is accurate and correctly attributed to credible sources.  
  – Most sources are of high quality and from well-respected top-tier scholarly journals.  
  – Professional terms are used appropriately.  
  – The problem addressed is meaningful and extremely relevant to P-16 education policy or practice. |
| **Significance/Contributions to Field** | – The argument for significance of the study is compelling and comprehensively constructed; includes identification of assumptions and refutation of major counter-arguments.  
  – The study significantly contributes to the field by extending or challenging current theories.  
  – The study has definite potential to contribute to solutions of educational problems.  
  – The conclusion discusses implications and applications for the discipline, policy, practice, and future directions for research. |
| **Relationship to Program Outcomes** | – The dissertation demonstrates that candidate has met program and student learning outcomes.  
  – Educational Leadership in the Service of Justice, Access, and Social Change  
  – Leadership Grounded in Knowledge and Expertise in Teaching, Learning and Organizational Change  
  – Critical Reflection and Inquiry Embedded in Leadership Practice  
  – Leadership that Engages with the Broader Community |
| **Writing, Format and Conventions** | – The dissertation has coherence, precision, and clarity and follows correct APA format and citations and models professional language and conventions in scholarly writing. |
General Guidelines for the Dissertation

The following provides a guide for both students and faculty to consider when reviewing the dissertation proposal and the final dissertation report. Chairs and students may decide to include items in a different location than where an item is presented here. For example, the chapter in which the research questions are placed can vary based on where it makes the most sense to put them. The dissertation may include most or all of the sections below depending on the research project. It is expected that the dissertation proposal and the final dissertation report will address the items appropriate to individual studies.

**Dissertation Guidelines**

**Writing and Format**
- Dissertation format
  - Follows a standard form and has a professional, scholarly appearance
    - The final dissertation report must be formatted to specific library filing requirements only at the time of filing (wider margins, exact front and end pages, etc.); there are no special formatting requirements for the proposal or the final dissertation report at oral defenses
    - Is written with correct grammar, punctuation, and spelling
    - Includes citations: direct quotations, paraphrasing, facts and references to research studies
    - Relies on original sources
    - Fully references in-text citations in the reference list

  - The dissertation is written in scholarly language (accurate, balanced, objective, and tentative). The writing is clear, precise, fluid, and comprehensible.
  - The dissertation is logically and comprehensively organized. The chapters add up to an integrated “whole.”
  - Subheadings are used to identify the logic and movement of the dissertation, and transitions between chapters are smooth and coherent
    - Note: It is not required that students use the exact topic headings and subheadings used in this outline nor must they follow in the exact same sequence. What is important is that the information that is contained under the headings is clearly recognizable to the reader however the sections may be organized.
  - Additional chapters may be added to improve readability
  - The front and end pages
    - Abstract (125 words) provides a concise description of the study, brief statement of the problem, methods and procedures and a summary of findings and implications
    - Table of contents, list of tables, figures and graphics are clear and organized
    - The appendices include all research instruments, IRB approval, and consent forms
    - References are complete in proper APA format

**Chapter 1: Introduction**
- Introduction
  - Opens with a compelling narrative or statement of context that captures the reader’s attention on the topic of study
  - Captures a sense of curiosity, of wanting to know more
  - Should include a clear statement demonstrating that the focus of the study is on a significant problem worthy of study
  - Includes brief, well-articulated summary of research literature that substantiates the study, with references to more detailed discussions in Chapter 2

- Problem Statement
  - Describes the issue or problem to be studied
  - Situates the issue or problem in context
## Dissertation Guidelines

- Contains a purpose statement stating the specific objectives of the research
- In quantitative studies, concisely states what will be studied by describing at least two variables and a conjectured relationship between them
- Describes the need for increased understanding about the issue to be studied
- Significance of the Problem (for the dissertation proposal)

### • Nature of the Study
- Research questions, hypotheses, or research objectives (as appropriate for the study) are clearly described.
  - These may or may not be included in this chapter
- Reference is made to more detailed discussions in Chapter 3
- Purpose of the study is described in a logical, explicit manner
- The theoretical base or in qualitative studies the conceptual framework is ground in the research literature

### • Brief Introduction to the Theoretical Base or Conceptual Framework
- Provides an overview of the theoretical concepts of the issue or problem under investigation
- Provides descriptions of the ideas or concepts and their relevance to the issue or problem chosen for study
- Briefly links the descriptions to prior knowledge and research

### • Operational Definitions
- Technical terms or special word uses are provided and conceptually justified

### • Assumptions, Limitations, Scope and Delimitations
- Identifies facts assumed to be true but not actually verified
- Identifies potential weaknesses of the study and the bounds of the study

### • The Significance of the Study (for the final dissertation)
- Provides a rationale for the study with application to educational leadership, generation or extension of knowledge, implications for social and organizational change, and/or advancement of a methodological approach for examining the issue or problem under study

### • Conclusion
- Transition statement contains a summary of key points of the study and an overview of the content of the remaining chapters in the study

## Chapter 2: Literature Review

- Introduction
  - Describes the content of the review
  - Explains the organization of the review
  - Justifies the strategy used for searching the literature

- Review of Research and Literature
  - Is clearly related to the problem statement, research questions and hypotheses
  - Compares/contrasts different points of view or different research outcomes
  - Illustrates the relationship of the study to previous research
  - Contains concise summaries of scholarly works that help frame the research project
  - Defines the most important aspects of the theory that will be examined or tested (for quantitative studies)
  - Substantiates the rationale or conceptual framework for study (for qualitative studies)

- Literature-based Descriptions
  - Cites the research variables used in referenced literature when appropriate (quantitative studies), or
  - Describes how themes, issues, and perceptions have been explored in referenced literature when appropriate (qualitative studies)
  - A significant portion of the review is drawn from acceptable peer-reviewed journals and scholarly work and there is a stated justification for using other sources
Dissertation Guidelines

• The review is an integrated, critical essay on the most relevant and current published knowledge on the topic

Chapter 3: Methodology

• Methodological Approach
  o Introduction includes a clear outline of the major areas of the chapter
  o Literature related to the methodology and the research method(s) is reviewed
  o Literature related to the use of differing methodologies to investigate the research question(s) or hypotheses is reviewed
  o Considers appropriateness of research methods for different cultural group(s) under study
  o Uses culturally-appropriate data collection instruments when available, and if such instruments are not available, attempts to supplement data with culturally-appropriate and sensitive contextual data

• Quantitative Studies
  o Research Design and Approach
    o Provides justification for using the design and approach
    o Derives logically from the problem or issue statement
    o Setting and Sample
    o Describes the population from which the sample will be or was drawn
    o Describes and defends the sampling method including the sampling frame used
    o Describes and defends the sample size
    o Describes the eligibility criteria for study participants
    o Describes the characteristics of the selected sample
    o If an intervention is used, it is described clearly in detail
    o Instrumentation and Materials
    o Presents descriptions of instrumentation or data collection tools to include name of instrument, type of instrument, concepts measured by instrument, how scores are calculated and their meaning, processes for assessment of reliability and validity of the instrument(s), processes needed to complete instruments by participants, where raw data are or will be available (appendices, tables, or by request from the research)
    o Includes a detailed description of data that comprise each variable in the study
  o Data Collection and Analysis includes
    o An explanation of descriptive and/or inferential analyses used in the study
    o Nature of the scale for each variable
    o Statements of hypotheses related to each research question
    o Description of parametric, nonparametric, or descriptive analytical tools used
    o Description of data collection processes
    o Description of any pilot study results, if applicable
    o Measures taken for protection of participants’ rights are summarized

• Qualitative Studies
  o Introduction describes how the research design derives logically from the problem or issue statement
  o Design describes the qualitative tradition or paradigm that will be used, the choice of paradigm is justified
  o Research questions and sub questions are coherent, answerable, few in number, clearly stated, and open-ended
    o When it is proposed that questions will emerge from the study, initial objectives are sufficiently focused
  o The overall context of the study is described and justified
    o Methods of establishing a researcher-participant working relationship are appropriate
    o How the researcher is positioned in the research context is discussed
  o Selection of the research site or setting is discussed
    o Site selection is appropriate to the study and research questions
### Dissertation Guidelines

- The setting is described and any supporting demographic information is provided
- Procedures for gaining access to the site are described
- Criteria for selecting participants are specified and appropriate to the study
  - Procedures for selecting and gaining access to participants are described
  - Justification for the number of participants, is balanced with depth of inquiry (the fewer the participants the deeper the inquiry per individual)
  - Measures for ethical protection of participants are adequate
- Choices about selection of data are justified
  - Data collected are appropriate to answer the questions posed in relation to the qualitative paradigm chosen
  - How and when the data were collected and recorded is described
    - The chain of evidence is clear
  - How and when the data will be or were analyzed is articulated
    - Triangulation of data is used to ensure trustworthiness
- Procedures for dealing with discrepant cases is described
- If a software program is used in the analysis, it is clearly described
- The coding procedure for reducing the information into categories and themes is described
- If an exploratory study was conducted, its relation to the larger study is explained
- Measures taken for protection of participants’ rights are summarized

### Mixed Method Studies

- Literature related to mixed method approaches is reviewed, examples of studies using similar mixed method designs are cited
  - Rationale for using a mixed method approach is clearly articulated
  - Specific quantitative and qualitative data collection methods are described in detail and in relation to research questions
  - The mixed method study addresses the methodological issues for both quantitative and qualitative research

### Chapter 4 (and additional chapters if needed): Findings

#### Quantitative Studies

- The chapter is structured around the research questions and/or hypotheses addressed in the study, reporting findings related to each
- Research Tools
  - Data collection instruments have been used correctly
  - Measures obtained are reported clearly, following standard procedures
  - Adjustments or revisions to the used of standardized research instruments have been justified and any effects on the interpretation of findings are clearly described
- Overall, data analysis (presentation, interpretation, explanation) is consistent with the research questions or hypotheses and underlying theoretical/conceptual framework of the study
- Data analyses
  - Logically and sequentially addresses all research questions or hypotheses
  - Where appropriate, outcomes of hypothesis-testing procedures are clearly reported (e.g. findings support or fail to support)
- Contains statistical accuracy
- Tables and Figures
  - Contribute to the presentations of findings
  - Are self-descriptive, informative, and conform to the standard dissertation format
  - Are directly related to and referred to within the narrative text
  - Have immediately adjacent comments
Dissertation Guidelines

- Are properly identified (titled or captioned)
- Show copyright permission (if not in the public domain)
- The comments of the finings address observed consistencies and inconsistencies and discuss possible alternate interpretations
- In the concluding section of the chapter, outcomes are logically and systematically summarized and interpreted in relation to their importance to the research questions and hypotheses

- Qualitative Studies
  - Qualitative research practices used are clearly explained
    - The process by which the data are generated, gathered, and recorded
    - The process by which data is triangulated, reduced, and organized for analysis
    - The systems used for keeping track of data and emerging understandings (research logs, reflective journals, etc.)
  - Findings
    - Build logically from the problem and the research design
    - Are presented in a manner that addresses the research questions
    - Show emergent patterns and themes
    - Are presented using rich and nuanced description (“thick description”)
  - Discrepant cases and non-confirming data are included in the findings
  - Patterns, relationships, and themes described as findings are supported by the data
    - All salient data are accounted for in the findings
  - Discussion shows how the study followed the procedures to assure accuracy of the data (e.g. trustworthiness, member checks, triangulation, etc.)
  - Appropriate evidence occurs in the appendices (sample transcripts, researcher logs, field notes, etc.)

Chapter 5: Conclusion

- The chapter begins with a brief overview of the study, the questions or issues being addressed and a brief summary of the findings
- Interpretation of the findings
  - Includes conclusions that address all of the research questions
  - Contains references to findings in Chapter 4
  - Covers all data
  - Is bounded by the evidence collected
  - Relates to findings to a larger body of literature on the topic, including the conceptual/theoretical framework
- Significance of Research
  - Discussion is grounded in the findings from the research project
  - The implications are expressed both in terms of policy and reform initiatives and tangible impacts on individuals, communities, organizations, institutions or cultures
- Recommendations
  - Flow logically from the findings and conclusions
  - Identify areas for systemic reform and leadership activities that can improve students’ educational outcomes
  - Suggest possible action that might facilitate needed change
  - State who needs to pay attention to the results
- Recommendations for further study point to topics that need closer examination and may generate a new round of questions
- Qualitative studies include a reflection on the author’s experience with the research process
- The chapter closes with a strong concluding statement making the “take-home message” clear to the reader
Checklist for Working on the Literature Review

Selecting a topic of study

___ Yes  ____No  ___N/A  Is your topic scalable to accommodate secondary research, *ie* can the topic be appropriately narrowed/expanded, and is it well articulated?

Getting ready to write the literature review

___ Yes  ____No  ___N/A  Did you include research from major theorists in the field.

___ Yes  ____No  ___N/A  Did you critically analyze the literature?

___ Yes  ____No  ___N/A  Did you discuss the strengths and weakness of each of your sources?

___ Yes  ____No  ___N/A  Do your sources support each knowledge claim you make? Are your sources selected with care, each appropriate to some aspect of the research topic?

___ Yes  ____No  ___N/A  Have you represented the literature fairly (findings)?

___ Yes  ____No  ___N/A  Are your sources appropriately synthesized?

___ Yes  ____No  ___N/A  Are your citations easy to read and to find, *i.e.*, error-free/ following the required citation style?

Evaluating the literature you use

___ Yes  ____No  ___N/A  What is the scope of your literature review? Do you address each theme separately? Have you determined the types of sources you will need (e.g., journals, books, government documents, white papers)?

___ Yes  ____No  ___N/A  Was your information seeking complete? Have you searched all associated disciplines? Have you searched across databases to ensure your literature review is exhaustive?

___ Yes  ____No  ___N/A  For any given empirical or case study you use: Has the author used the correct methodology? What is the author’s discipline and research orientation?

___ Yes  ____No  ___N/A  For any given empirical or case study you use: What is the author’s theoretical framework?

___ Yes  ____No  ___N/A  For any given empirical or case study you use: Does the author’s methodology support his/her conclusions?

___ Yes  ____No  ___N/A  For any source you use: In what ways does the source contribute to your understanding of the problem under study, and in what ways is it useful for practice?
Writing the literature review

___ Yes  ____No  ___N/A   Have you organized your literature review according to issues/themes from the literature?

List the themes here (use more or less space as needed):

1. _____________________________  2. _____________________________
3. _____________________________  4. _____________________________
5. _____________________________  6. _____________________________
7. _____________________________  8. _____________________________
9. _____________________________  10. _____________________________

___ Yes  ____No  ___N/A   Have you addressed relevant theories that contextualize your literature review?

List the theory(ies) here (use more or less space as needed):

1. _____________________________  2. _____________________________
3. _____________________________  4. _____________________________
5. _____________________________  6. _____________________________

___ Yes  ____No  ___N/A   Does your literature review begin with an introductory paragraph that introduces the review, includes a thesis statement, and describes the issues/themes and/or theory(ies) that emerged from analyzing the literature?

___ Yes  ____No  ___N/A   Does your literature review address each of the issues/themes and/or theory(ies) described in the introductory paragraph?

___ Yes  ____No  ___N/A   Is there a logic to the way you organized the sections and subsections of your literature review?

___ Yes  ____No  ___N/A   Does each section of your literature review include a synthesis of a specific issue/theme that emerged from your analysis of the literature?

___ Yes  ____No  ___N/A   Do you use citations from the literature to support the synthesis of the issues described in each section of your literature review?

___ Yes  ____No  ___N/A   Does your literature review address opposing or divergent issues related to your topic?

___ Yes  ____No  ___N/A   Does your literature review end with a concluding section that summarizes the literature reviewed and addresses the problem you are studying?
Roles and Responsibilities

Doctoral study is an intense experience, with higher academic expectations and a greater time commitment than other graduate programs. In addition to leadership experience, candidates need strong academic, analytical writing, and time management skills to be successful in the program. Candidates should be interested in studying educational problems in depth, developing advanced-level knowledge and skills, and undertaking a major independent research project (the dissertation). They should also be prepared to make a major three-year time commitment, not only for classes but for intensive reading, writing, and research outside of class.

Doctoral-level work is original work that shows a broad understanding of the field, an advanced level of analysis, and a strong grounding in the literature and/or other evidence to support one’s thesis and claims. Doctoral-level work is clearly and compellingly presented, with a well-organized, logical flow of ideas and information, and proper attribution of sources. The work should meet or exceed assignment guidelines and show critical engagement with course concepts, readings, activities, and practical applications.

Doctoral-level writing follows conventions for clear academic writing including correct spelling, grammar, punctuation, usage, and sentence and paragraph structure without excessive use of educational jargon. For this program, writing also should follow American Psychological Association (APA) 6th edition style for citations, references, quotations, headings, tables, figures, numbers, and any other APA elements required by the professor. For concise information on APA style, please check the CSULA library website: www.calstatela.edu/library.

- Students’ conduct in class and toward professors, mentors, and colleagues is expected to be professional, ethical, respectful, responsible, and collegial, reflecting serious commitment to the program and to the profession of educational leadership.
- Students are expected to demonstrate that they value and are committed to the program’s norms in the areas of collaboration and networking, research for problem solving, cultural proficiency, and systems thinking as a change agent.
- Students are expected to be familiar with and abide by principles of academic integrity and ethical standards.
- Students should undertake a critical self-appraisal before they meet with advisors or mentors.
- Students should read and understand academic policies and procedures contained in this Handbook.
- Students should inform advisor of any academic difficulties, program or career changes.
- Students should maintain scheduled appointments with advisors and be prepared for advisement with any supporting documentation or materials that could assist the advisor.
- Students should provide advisors with feedback and follow through on advisor recommendations as needed.
Faculty and Student Responsibilities

Do doctoral faculty must create and preserve a professional culture that is appropriate to this advanced level of study. Traditionally, doctoral programs have particular values, standards, norms, activities, and styles of interaction that are part of what is considered a “doctoral culture.” Our faculty should value and demand:

1. Intellectual rigor: The program is intellectually rigorous and application-oriented, built around craft knowledge and the research base on teaching, learning, and leading. 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. Candidates must be able to learn to read, understand, critique, and apply quantitative, qualitative, and mixed methods research to address problems in PK16 schools and community colleges. Candidates must be able to plan, conduct, and report a major, independent, original study in the form of a dissertation that demonstrates their scholarship, research, and problem-solving skills.

2. High expectations: Doctoral candidates must be expected to perform at an advanced level of scholarship in preparation for advanced leadership positions as scholar-practitioners. They are expected to do a significant amount of reading for classes; consult library and other resources beyond the required readings; and engage in original data collection and problem-based applied research in their own organizations. They are expected to meet conventional standards for doctoral-level research, writing and analysis in all courses. Candidates also must be held to high expectations in terms of the integrity of their academic work and professional behavior.

5. Collegiality: Doctoral candidates, who in this program are often experienced administrators in their own right, learn and work as colleagues alongside their professors, mentors, and advisors as well as their fellow candidates. It is assumed that candidates interact with others in this spirit to further an atmosphere of collaborative learning and problem solving, as well as mutual support. They actively engage in class discussions, make presentations, and share their thinking and work with one another.

6. Criticism and revision: Ongoing critical feedback is offered by professors, mentors, and fellow candidates in the spirit of collegiality, lifelong learning, and ongoing professional growth. Candidates should be expected to revise written work multiple times in response to feedback.

7. Quality research: Many professors who serve as Core Faculty in the program have a strong publication record and have consistently presented their work at state and national professional meetings. Faculty must commit themselves to model on-going scholarly inquiry. Likewise, candidates should be encouraged to write papers with colleagues or faculty that may be published in peer-reviewed journals or presented at regional or national conferences.

Dissertation Chair Responsibilities

During Spring semester of the second year of study, the Program Director and Associate Director meet with the candidates to discuss Dissertation Chair assignments. Every effort will be made to honor student preferences in the selection of the Dissertation Chair. The Dissertation Chair works with the candidate throughout the dissertation process as the primary guide and “head coach” to
assist him or her in meeting the high expectations for an independent scholarly investigation. In the early stages, the chair assists candidates with conceptualizing the problem, refining research questions, reviewing the literature, and planning the research methods. The chair reviews drafts of the Dissertation Proposal and suggests revisions. The Dissertation Chair also signs the CSULA IRB application and ensures that requirements are met on a timely basis. Later, the chair advises candidates on collecting, analyzing, and reporting data; reviews drafts of Chapters four and five of the dissertation, and suggests revisions. The Dissertation Chair, together with the candidate, determines when the candidate is ready for the Proposal Defense and later for the Final Dissertation Defense. The chair also consults with other committee members on a regular basis, and leads the discussion and rating of the candidate’s performance at both the Proposal Defense and Final Dissertation Defense.

The Dissertation Chair plays an important role in the Final Dissertation Defense. Responsibilities include:

- Conducting the session in a systematic fashion so that the candidate has sufficient time to present, all committee members have an opportunity to raise questions and the candidate has sufficient time to respond.
- Charging the Dissertation Committee to vote on the acceptability of the written dissertation and the Final Dissertation Defense.
- Ascertaining that the Final Dissertation Defense Examination Form is completed and signed by all members of the Dissertation Committee and the candidate.
- Securing Dissertation Committee agreement on any revisions to be made to the dissertation.
- Establishing with the committee and the candidate an agreed upon deadline for the completion of the above revisions.

**Dissertation Committee Member Responsibilities**

The Dissertation Chair assists the candidate in selecting other Dissertation Committee Members. The Dissertation Committee normally consists of three persons including the chair. The other two shall include at least one tenured or tenure track faculty member from the Charter College of Education. Every effort will be made to honor student preferences in the selection of the committee. Upon request by the candidate and/or chair, and upon approval of the EdD Program Director, Dissertation Committee Members may be replaced. The Dissertation Committee, under the guidance of the chair, works with the candidate and is responsible for approving the proposal and final dissertation, as well as assuring their conformity with program and university guidelines and requirements. The Dissertation Committee provides guidance to the candidate in planning, researching, and writing the dissertation. The committee is responsible for approving the written dissertation proposal, Proposal Defense, final written dissertation, and Final Dissertation Defense, as well as assuring dissertation conformity with program and university guidelines and requirements.

The committee members are available to the candidate as secondary sources of advice and support, or “assistant coaches,” particularly in their area of research methodology or content area expertise. They serve as second and third readers for the proposal and the final dissertation. Their concerns are noted to the chair that helps facilitate a resolution of any problems noted. The committee members
participate fully in the discussion and rating of the candidate’s performance at both the Proposal Defense and the Final Dissertation Defense and may call for and review revisions. The Dissertation Chair should update Committee Members regularly throughout the dissertation process.
University and Program Policies

Academic Honesty (CSULA)

(Senate: 7/25/00, 7/27/04, 10/23/07, 6/1/10, 11/12/13; President: 2/5/01, 11/24/04, 11/29/07, 6/21/10, 3/19/14; Editorial Amendment: 8/01, 09/09)

Governing documents: Executive Order 1073, Student Conduct Procedures

Preamble

The University in its quest for truth and knowledge embraces honesty and integrity. These fundamental values must not be compromised. The trust and respect among professors, students and the society need to be vigilantly protected. Cheating and plagiarism can be neither justified nor condoned, as this would destroy the ideals and purposes of higher education. Students enter the University to gain the knowledge and tools necessary for participation in society. Academic integrity is one foundation for a society based on trust and honesty. Therefore, the University takes seriously its responsibility for academic honesty.

I. Definitions

A. Cheating

At Cal State L.A., cheating is defined as the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. The following examples are intended to be representative, but not all-inclusive:

a) Examinations/Tests Administered by Faculty or the University

- Copying from another student's paper
- Employing signals to obtain answers from or provide answers to others
- Stealing or arranging for the theft of an examination
- Knowingly reviewing an unauthorized copy of an examination
- Using lecture notes or textbooks during an examination when prohibited
- Possessing crib notes at the location and during the time of the examination
- Having someone else take an examination in your place
- Feigning illness or telling falsehoods to avoid taking an examination at the scheduled time
- Claiming falsely that you took an examination at the scheduled time
- Storing and/or accessing course subject matter in a calculator, computer or recording device, without authorization from the instructor, when such instruments are otherwise permitted to be used during an examination period
- Utilizing calculators and/or other learning aids forbidden by the instructor
- Obtaining assistance in answering questions on a take-home examination, when such action is specifically prohibited
- Attempting to use or using bribery to obtain an undeserved grade
- Changing an answer on a graded test and claiming the student's response to the question was incorrectly marked wrong
b) Papers/Reports, Laboratory/Homework

3. Copying the work of other persons in whole or in part and claiming authorship
4. Submitting a paper obtained from a any source that provides research/term papers
5. Using a ghost writer to compose a paper and claiming authorship
6. Claiming an assigned share of a team report, toward which insufficient or no contribution was made
7. Lying about the reason for not submitting a report on time
8. Pretending to have submitted a paper to an instructor
9. Stealing another student’s report and submitting it as one’s own work
10. Submitting the same term paper to two or more different instructors for credit in their courses without their prior permission
11. Inventing, falsifying, or altering data for a research survey or laboratory experiment
12. Misrepresenting the authorship of an experiment or exercise
13. Depending upon others to complete laboratory assignments or homework when instructions call for independent work
14. Sabotaging someone else’s laboratory work or other exercise
15. Fabricating bibliographic references

Cheating on any academic assignment, including course work, comprehensive exams, or theses, is subject to discipline for academic dishonesty.

B. Plagiarism

At Cal State L. A., plagiarism is defined as the act of using ideas, words, or work of another person or persons as if they were one's own, without giving proper credit to the original sources.

The following examples of plagiarism are intended to be representative, but not all-inclusive:

- Failing to give credit via proper citations for others’ ideas and concepts, data and information, statements and phrases, and/or interpretations and conclusions
- Failing to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or a part thereof
- Paraphrasing the expressions of thought by others without appropriate quotation marks or attribution
- Assembling parts from various works and submitting the synthesis or single paper as one's own creation
- Representing another's artistic/scholarly works, such as musical compositions, computer programs, photographs, paintings, drawings, sculptures, or similar works as one's own
- Plagiarizing on any academic assignment, including course work, comprehensive exam, or thesis, in whole or in part, is subject to discipline for academic dishonesty.

C. Misrepresentation

Knowingly furnishing false academic information to a University official, faculty member, or campus office is subject to discipline for academic dishonesty.

D. Collusion
Any student who intentionally helps another student perform any of the above acts of cheating, plagiarism or misrepresentation is subject to discipline for academic dishonesty.

II. Consequences and Sanctions

Violations of academic honesty have a dual aspect, constituting both a breach of ethics and a form of academic non-performance. Hence the consequences of violating this policy may fall into two categories. Addressing the violation as an academic matter does not preclude the imposition of further administrative sanctions.

Academic Consequences:

Faculty have the right to establish the standards by which the academic performance of students will be evaluated, including the consequences of students not meeting some portion or all of the academic requirements of a course through acts of cheating, plagiarism, misrepresentation or collusion. These consequences may include but are not limited to assigning a lowered grade, zero or "F" on an individual assignment, or lowering the student's grade or assigning an "F" in the course. Faculty may alternatively permit the student to repeat an assignment/test or complete and submit additional assignments. Furthermore, before these consequences can be effected, the faculty member must have verified instances of academic dishonesty by personal observation and/or documentation.

Administrative Sanctions:

In addition to academic consequences imposed by faculty members or other reporting parties, the University can impose administrative sanctions. Faculty may also recommend as to whether or not disciplinary action should be considered. Cheating, plagiarism, misrepresentation or collusion, in connection with an academic program or campus may warrant actions such as, but not necessarily limited to,

- Expulsion
- Suspension
- Probation
- Withdrawal of a degree
- Restitution

Although sanctions can be imposed for a single offense, repeat offenders will receive particular consideration for administrative sanctions. Multiple offenses committed in more than one course, even when discovered simultaneously, shall be considered repeat offenses.

III. Reporting Procedures

For the purposes of reporting findings of academic dishonesty, the ‘reporting party’ may refer to a probationary, tenured or temporary faculty member, a librarian, a person in an academic administrative position, a counselor, coach, administrator of a testing center or another person in a position of authority over a student’s academic work. Throughout this policy, the term ‘faculty member’ shall be used to stand in for any reporting party. Teaching assistants, graduate assistants and staff should report allegations of academic dishonesty to their authorized university supervisor. Allegations shall be made against individual students rather than groups of students.
When a faculty member suspects that a student has committed an academically dishonest act, it is the faculty member’s responsibility to take the following steps:

1. The faculty member must first carefully consider the evidence of the apparent dishonesty. A perception that is not supported by reasonable evidence, will not suffice. Examples (not necessarily comprehensive) of evidence sufficient to pursue action are:
   
   - Documentation regarding the source of text which the student has used without proper attribution or has attempted to represent as his/her own work
   - A demonstrably marked difference in the writing style of the student, as compared to his/her work on previous assignments
   - Testimony from others regarding a student’s use of dishonest means to fulfill the assignment at hand
   - Firsthand observation of the student engaging in a dishonest act, in a situation in which the student cannot effectively deny that the act took place
   - Admission by the student that he or she undertook a dishonest act in fulfillment of the assignment at hand
   - A suspicious degree of similarity in work done by different students

   Faculty members are encouraged to discuss any perception of dishonesty and the evidentiary basis for an action with their department/division chair or school director and/or associate dean prior to discussing perceptions of wrongdoing with the affected student.

2. When satisfied that a reasonable evidentiary standard has been met and as soon as possible after discovering the alleged violation, the faculty member should arrange an office conference in order to inform the student of the allegations and the intended academic consequences of the violations. At the conference, the student should be informed of the supporting evidence, the intended consequences, and the Academic Honesty Policy.

   In the event that the student disputes the findings of academic dishonesty, he or she shall be given the opportunity to respond (orally or writing). The faculty member must consider any information or evidence that the student presents during or after the conference, and determine whether or not such information or evidence mitigates or refutes the charge of academic dishonesty. In every case the student shall have ten (10) days beyond the date of the conference to respond to the allegations, before a report is made (as outlined in #3, below).

   At the conference, the student should also be informed of the University’s Grade Appeals/Academic Grievance Policy. Under that policy, the student may appeal the determination that he or she has committed academic dishonesty, the academic consequences stemming from such a determination, or the administrative sanctions.

3. If after consideration of all evidence (including any provided by the student), it is determined that a preponderance of the evidence favors a finding of academic dishonesty, the faculty member shall proceed as directed below.

   The faculty member shall use the Academic Dishonesty Report Form to report the finding of academic dishonesty. This report shall be the statement of charges against the student and the record of the academic consequence(s) imposed; all supporting documentation shall be attached to the form and submitted to the University Judicial Affairs Office and made available to the
student. If a student appeals a grade or other adverse consequence of an allegation of academic dishonesty, this report and the related documentation shall be subject to review.

In cases where the student fails to attend the scheduled conference to discuss the alleged dishonesty, or when the alleged dishonesty is detected at the close of the quarter and the faculty member has not been successful in a good-faith effort to contact the student, an Academic Dishonesty Report Form describing the alleged incident and documents supporting the allegation shall be sent to the University Judicial Affairs Officer and made available to the student.

In cases where the faculty member cannot, for serious and compelling reasons, participate in any one or more parts of the above process, the department/division chair or school director shall represent the reporting party.

IV. Confidentiality

All parties to the initial conference between a faculty member and a student accused of academic dishonesty and all subsequent deliberations regarding incidents of academic dishonesty have the right to expect that such deliberations will occur in a setting of strict confidentiality.

Concomitant with this right of confidentiality is the obligation of all parties to refrain from any discussions of these issues regarding cheating, plagiarism, misrepresentation or collusion outside of the informal and formal conferences and meetings as outlined elsewhere in this document and in related policies (including the Grade Appeal/Academic Grievance Policy). Confidentiality shall be maintained unless a legitimate need to know is established by the department/division chair or school director in order for the faculty to complete their responsibilities as University employees or in any legal action, and in a manner consistent with the Family Educational Rights and Privacy Act (FERPA) (Student Records Administration - 011, Sec 5.8) and any other applicable law. The department/division chair or school director may consult with, or request documentation of a student’s history of academic dishonesty from the Judicial Affairs Officer only on a strict need to know basis. Violators of this principle of confidentiality are themselves subject to university disciplinary action.

In the matter of student records and according to Federal and State privacy laws, students have the right to protections against improper disclosure of personal information. However, it is permissible for transcripts of student academic records to contain information regarding a student’s academic status including such disciplinary actions as suspension or expulsion. Being a temporary action, suspension may be expunged from the record upon the student’s reinstatement.

Threats/Retaliation:

Any threats or acts of retaliation against any member of the faculty or staff as a consequence of implementing this policy on Academic Honesty will be cause for disciplinary action under section 41301, Title 5, California Code of Regulations, in addition to civil and criminal liabilities.
Grade Appeals/Academic Grievance Policy (CSULA)

(Senate: 6/1/10, 6/4/13, 7/13/13 [EA]; President: 6/21/10, 7/25/13)

Governing Document: Executive Order 1037 and 1074

I. Introduction

The purpose of this policy is to establish fair and equitable means by which matriculated students may appeal assigned course grades and other Academic decisions. Non-Academic grievances filed by matriculated students should follow the procedures outlined in the Student Grievance Procedures. Charges of discrimination, harassment, or retaliation filed by students or applicants for admission to the University are addressed in a separate policy.

Faculty members at CSULA have the sole right and responsibility to assign grades. It is assumed that the grades assigned by faculty members are free from error, prejudice, or capriciousness. In the absence of compelling reasons to believe that one of these criteria is missing, the grade assigned by the instructor of record is to be considered final and correct. It is the responsibility of anyone appealing a grade to demonstrate otherwise.

Throughout this policy, the terms ‘day’ and ‘days’ shall refer to academic workdays (i.e., any day, Monday through Friday, on which the University is open for business and faculty are on duty). Academic workdays do not include holidays or term breaks.

II. Basis for Appeal

It is presumed that the assignment of final course grades and other academic decisions result from consistent, fair, and equitable application of clearly articulated standards and procedures. Students appealing such decisions must demonstrate that the standards and procedures were not clearly stated or that they were not applied in a consistent, fair and equitable manner. An appeal may not be based on a disagreement with the standards and procedures themselves. Further, an instructor's evaluation of a student's work and performance in that instructor's course must not be over-ridden merely because of a difference of opinion or evaluative judgment, provided it is formed in accordance with the generally accepted canons of the relevant discipline and of the University and the Department/Division/School wherein said course is offered.

An appeal may be initiated only on a claim that the decision/final grade was based on:

1. Clerical error;
2. Capricious or prejudicial evaluation;
3. Inconsistent or inequitably applied standards for evaluation; or
4. A finding of academic dishonesty that the student disputes.

The burden of proof in the appeal of a grade or other academic decision is on the student. In every appeal, the student must present evidence that the grade/decision being appealed was based on one of the first three conditions articulated above, or (in the case of the fourth possible basis), evidence that the allegation of academic dishonesty was not warranted.

A student may appeal a final course grade or a grade on a Comprehensive Examination or a project (e.g., art exhibition) or thesis required for graduation. Students who believe that individual exams and/or assignments demonstrate evidence of prejudicial, capricious, or arbitrary grading may appeal
the grade assigned in individual assignments only insofar as those grades had direct bearing on the final grade. In every case, the student must attempt to resolve a grade dispute informally before filing a formal Grade Appeal.

Students may also appeal other types of academic decisions. These include, but are not limited to: the decision to refuse admission to or to disqualify a matriculated student from a major or program; academic consequences (in addition to course grades) that result from accusations of academic dishonesty; and academic probation, suspension, or disqualification.

III. Process

Before a student may initiate a formal Grade Appeal based on a clerical error, capricious or prejudicial evaluation, inconsistent or inequitably applied evaluation standards, he or she must attempt to resolve the issue informally. All other Academic appeals, including findings of academic dishonesty, shall proceed immediately to the Formal Appeal Process, outlined in Section B, below.

- Informal Process

Students who believe that they have a basis for a grade appeal (as outlined in Section II) should notify the course instructor in writing, within twenty (20) days of the beginning of the term (excluding summer) immediately following the formal posting of the grade. If the instructor is not responsive or is unavailable to respond to a student’s good faith efforts to contact him/her, the student should contact the department/division chair or school director (hereafter the chair) in which the course was offered. In the event that the instructor is not available to discuss informal resolution of the Grade Dispute with the student even with the intervention of the chair, the Formal Appeal process may be initiated.

If the student and instructor are not able to resolve the problem to the satisfaction of both parties, the student should discuss the assigned grade with the chair or other appropriate supervisor. This discussion is a prerequisite to proceeding to the Formal Appeal Process. However, if the chair is the instructor against whom the student wishes to file the Grade Appeal, the student may bypass this step of the informal resolution process and either request mediation by the college Dean or proceed directly to the Formal Appeal Process.

The chair shall reasonably attempt to facilitate a resolution to the grade dispute. The involved parties are strongly encouraged to participate and cooperate with the chair’s attempt to resolve the dispute. The chair may consult an appropriate department/division/school committee to hear Grade Appeals or other Academic Grievances. This department/division/school committee shall recommend a resolution to the chair, who will share this information with the student and the instructor.

If the grade dispute cannot be informally resolved within the department/division/school, any of parties may request mediation from the dean or designee.

If the grade dispute is informally resolved to the mutual satisfaction of the two parties and the resolution is that the final course grade is to be changed, the instructor shall complete a Change of Grade form within three (3) academic days of resolving the matter. No further action under this policy need be taken. If the grade dispute cannot be informally resolved or is not completed by the end of the term during which it was initiated, the student may elect to proceed to the formal grade appeal process.
If at any point in the informal process a student makes an allegation of discrimination, harassment, or retaliation based on age, disability, sex, gender, gender identity, gender expression, genetic information, nationality, race or ethnicity, religion, sexual orientation, veteran status, or any other protected status by state or federal law, the student should be referred to the director of the Office for Equity and Diversity and provided with a copy of Executive Order 1074.

B. Formal Appeal Process

A formal appeal of a course grade or other academic decision must be initiated no later than the end of the academic term (excluding summer) following formal notification to the student of the decision or grade. For the purposes of this policy, the posting of course grades constitutes formal notification to students of course grades. For all other decisions, formal notification will normally be in the form of written correspondence from the appropriate university, college, or department/division/school authority.

A formal appeal is to be filed in the office of the Provost and Vice President for Academic Affairs (hereafter, the Provost). A formal appeal must include (1) the Academic Grievance Appeal Form (2) a copy of the grade report (for grade appeals) or notification of the decision being appealed (for all other academic appeals); (3) a written statement clearly presenting the basis for the appeal; and (4) any documentation that supports the appeal (such as the course syllabus, exams, papers, assignments, or other corroborating documents).

The University Academic Appeals Board shall review all appeals. The Board shall determine, within twenty (20) days of receipt of the written request, whether or not the grievance or appeal warrants further review. If the Board determines that the case does not warrant further review, the board shall notify the student of this decision, in writing. With the exception of appeals as described in Section V, below, this decision shall be final and binding.

If the Board determines that a hearing is warranted, the chair of the Board shall notify, in writing, both the student and the respondent of this determination; notice to the respondent shall invite a written response prior to the date of the hearing. When the appeal concerns a course grade, the respondent shall be the instructor of record for the course. When an appeal concerns the grade on a comprehensive exam or a thesis or project, the respondent shall be the chair of the exam, thesis, or project committee. For all other academic appeals, the respondent shall be the person upon whose authority the decision was rendered (e.g., the chair if the decision was to disqualify the appellant from the program or major). In the event that an instructor is not available to participate in the formal process, the department/division chair or school director shall appoint another instructor whose area of expertise most closely approximates that of the instructor of record (and/or that most closely matches the material covered in the course), to represent the interests of the instructor of record. Where the despondent is not clearly identified, the dean of the college or the Provost shall designate the appropriate party to respond on behalf of the college or the University, respectively.

The notification shall specify the proposed date and time of the hearing and shall invite both parties to appear at that time, if they wish to present testimony or further evidence not already included in the written record. The Board shall appoint, from among its membership, a Hearing Committee consisting of two faculty members and one student member (if the student appellant
has authorized student participation in the hearing). In no case shall a member of a hearing committee be from the same department/division/school from which the appeal originated.

The Hearing Committee shall convene and, if necessary, hold any hearing(s) within twenty (20) days of the determination that a hearing is warranted. The committee shall consider the documentation submitted by the appellant, as well as any written response submitted by the respondent. The committee may call witnesses before them, if they determine that such witnesses could provide relevant information not available in the written documents before them. If a student is given a hearing before the committee, the respondent must also be offered the opportunity to be heard by the committee.

Although in grade appeals the presumption is that the assigned grade is correct, should the Hearing Committee find (after conducting a hearing) that the evidence indicates otherwise, the Hearing Committee may determine that the grade should be changed. Similarly, the presumption is that the academic decisions are made fairly, equitably, and in good faith; however, should the evidence indicate otherwise (after a hearing has been conducted), the Hearing Committee may determine that a decision should be reversed. In all cases, the Appeal Board’s authority (as well as that of convened Hearing Committees) is limited to actions consistent with the policies of the California State University system and those of California State University, Los Angeles.

The Hearing Committee’s deliberations and decision(s) in Academic Appeals shall be limited to the following issues: (1) whether, in fact, the evidence presented establishes that the grade assigned or the academic decision in question was erroneous, capricious, or prejudicial, or involved the inconsistent or inequitable application of standards for evaluation; and if it is judged that the evidence does establish that one of these conditions was operative, (2) the appropriate academic remedy.

Student members of the Hearing Committee shall be limited to discussion of (1). Only faculty members of the committee shall establish the answer to (2). In every case, the committee’s decision shall be bound by any other relevant campus or CSU system policies.

The Hearing Committee shall deliberate on the case and issue a finding within ten (10) days of the conclusion of the hearing(s) related to the case. The Hearing Committee’s decision shall be formalized in writing and addressed to the appellant, with copies to the respondent, the college dean, and the Provost (or designee, as the executive secretary of the Academic Appeals Board), and shall include a summary of their findings, the final decision, and the reason(s) for this decision. A copy of the Hearing Committee’s findings shall be placed in a file in the Provost’s office. At the subsequent meeting of the Academic Appeals Board, the executive secretary shall report on all matters resolved by the Hearing Committee(s) convened since the previous meeting.

In the event that the Hearing Committee finds in the appellant’s favor, the Provost or designee shall ensure that within ten (10) academic days of receipt of the committee’s finding a Change of Grade form is completed or other remedy initiated. In cases in which the instructor of record of a course refuses to sign the change of grade form, the college dean shall complete the form in his/her place.

Grade appeals that allege discrimination, harassment or retaliation based on age, disability, sex, gender, gender identity, gender expression, genetic information, nationality, race or ethnicity,
religion, sexual orientation, veteran status, or any other protected status by state or federal law, shall proceed concurrently (I) under this grade grievance/academic appeals policy, and (II) under Executive Order 1074, as mediated by the Office for Equity and Diversity. However, the grade appeal procedure shall be placed in abeyance until such time as an investigation by the Office of Equity and Diversity (and any related appeals) into the allegation of discrimination, harassment or retaliation is completed. The final determination regarding whether discrimination, harassment or retaliation occurred, will be provided to the University Academic Appeals Board. The Board shall be bound by such determination, with respect to whether discrimination, harassment or retaliation occurred, when considering the grade appeal request under Executive Order 1037. Any finding of discrimination, harassment or retaliation may be relevant to the issue of the grade appeal.

IV. Confidentiality

All discussions and deliberations of the Academic Appeals Board and of Hearing Committees shall be held in strict confidentiality. Confidentiality shall be maintained unless a legitimate need to know is established by the Hearing Committee chair or in order for the committee members to complete their deliberations in the matter at hand or as required by any legal action, and in a manner consistent with the Family Educational Rights and Privacy Act (FERPA) (Student Records Administration - 011, Sec 5.8) and any other applicable law. The Hearing Committee chair may consult with or request documentation of a student's history of academic dishonesty from the Judicial Affairs Officer, and may apprise Hearing Committee members of such information only on a strict need to know basis.

No student member of the Academic Appeals Board or a Hearing Committee may be apprised of any academic information concerning another student (including grades or other confidential information) unless that student has expressly permitted such disclosure by signing the disclosure statement on the formal Academic Appeals Form.

V. Finality of Hearing Committee Decisions and Conditions under which Appeals are Allowed

The Hearing Committee’s decision is final and binding on all parties. However, any party to the dispute (either the student or the respondent) may appeal a committee decision on grounds of procedural violations. If either party alleges that the procedures outlined in this policy were violated, they must present a written appeal to the President outlining their allegations within ten (10) days of notification of the decision. The President (or designee) shall then investigate only the issue as to whether there were procedural violations in the handling of the appeal; if there is a finding of procedural violations, the President shall send the case back to the first step of the formal appeal (outlined in Section III B, above) to begin again.

VI. Annual Reports and Record Retention

The Provost shall retain for a period of three years after the appeal has been exhausted each appeal that has been filed with the Academic Appeals Board, and a copy of all documentation submitted initially as well as at any time during the proceedings. After three years, the file shall be destroyed.

Annually, at the end of each academic year, the Provost shall report to the President and to the Academic Senate the number of formal academic appeals received, as well as the nature and resolution of each appeal.
VII. Timelines

The timelines in this policy may be extended by the Provost, if the appellant can present documentation of extenuating circumstances that prevented a timely filing of the appeal (or a timely response at a later stage) or if the Appeals Board or Hearing Committee provides compelling reasons that warrant such an extension.
EdD Policy on Incomplete Grades

An “Incomplete” grade is an interim grade assigned to a student who is passing the course but, through extenuating circumstances, is unable to finish the work for the term. Incompletes are assigned at the discretion of the faculty member when s/he believes a significant portion of the requirements for the course has been met. Students must request an incomplete before the last week of classes, determine what work is to be done in order to remove the incomplete from their records, and complete an Incomplete Grade Agreement Form. The Incomplete Grade Agreement Form includes the due date specified by the instructor in writing for completing the work, the conditions for removal of the incomplete, and the final grade to be given based on the evaluation of the work already completed. Students in the EdD program must complete all work to remove an incomplete grade within one semester of the end of the course in which the incomplete was requested. An incomplete that is not removed from a student’s record within the allotted time period will be counted as an F in the calculation of the grade point average. Students in the EdD program are required to maintain a B average overall and cannot receive a grade lower than a B-. Students whose grade point average falls below a B as a result of an incomplete grade that is not removed by the deadline may be subject to disqualification for the EdD program in accordance with University policy.

A student requesting an incomplete for a course in the CSULA EdD program MUST:

- Consult with the instructor to complete an Incomplete Grade Agreement Form, which the Instructor will submit to the division office in the semester in which the incomplete is requested.
- Comply with the terms of the required Incomplete Grade Agreement Form submitted by the Instructor.
- Complete the course requirements within one semester of the end of the term in which the course was taken and follow.

Extensions of Incomplete Grades
An incomplete grade becomes equivalent to an F after one semester if it is not corrected, or if the student has not been approved for an extension through the Division of Applied and Advanced Studies in Education. Extensions of incomplete grades may be granted for one semester. A total of two extensions may be granted for any incomplete grade with approval of the course instructor, the EdD program director, and the department chair. If the incomplete grade has not been removed by the end of the extension period, the grade will automatically become an F.

Extenuating Circumstances Impacting Course Completion or Continuous Enrollment
A student who is not able to fulfill the requirements for removing an incomplete or is not able to maintain continuous full time enrollment can ask that the EdD program consider evidence of extenuating circumstances impacting the student. The EdD director will convene a faculty panel to review the evidence of extenuating circumstances and the panel can recommend that the student: 1) be placed on a one semester probation or 2) take a leave of absence from the program and join a later cohort or 3) be asked to withdraw from the EdD program.
EdD Policy for Student Leave of Absence

California State University, Los Angeles
EdD Program in Educational Leadership
Policy for Student Leave of Absence

Students may petition for a leave of absence for up to one academic year for reasons such as:

(a) medical reasons, including pregnancy, major surgery, or other health-related problems; or
(b) serious extenuating circumstances resulting from personal, family or professional issues that demand time away from conducting and completing the dissertation research project for a specified period.

Students must file a petition with the Office of Enrollment Services after action by their major department/division chair (graduate and postbaccalaureate students must obtain the school graduate dean’s approval, also) no later than three weeks before the end of the term preceding the proposed leave. Approval entitles students to continuing student status for registration purposes, provided they return no later than the semester specified in their approved petition.

Continuing students returning from a leave of absence are entitled to priority registration privileges (i.e., they may register with all other continuing students) and are not required to apply for readmission.

Students retain current catalog requirements for graduation; classified postbaccalaureate and graduate students retain classified standing.

For Students Advanced to Candidacy:
Dissertation Chair supervision is not available during a leave of absence. During the leave of absence, a student’s IRB approval is on hold and students are not authorized to conduct dissertation research. Dissertation research can resume once the student returns from the leave.

For Students in the First Two Years of the Program and/or Not Advanced to Candidacy:
The sequencing of doctoral courses and the semesters in which they are offered for any given cohort can change. A student granted a leave, upon her/his return to doctoral study, will join a subsequent cohort. However, there is no guarantee that the remaining courses the student needs to complete the degree requirements will be offered in the year the student returns. A student returning from a leave must be prepared to extend her/his enrollment to complete required course enrollments prior to advancing to the dissertation proposal defense.
## Forms

Examples of the following forms are included here for your information. Please see the EdD office for actual forms.

<table>
<thead>
<tr>
<th>Form</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1. Dissertation Committee Form (CCOE Faculty members)</td>
<td>Spring semester, second year</td>
</tr>
<tr>
<td>2. Dissertation Committee Form (non CCOE members)</td>
<td>As needed (spring semester, 2\textsuperscript{nd} year)</td>
</tr>
<tr>
<td>3. Dissertation Proposal Defense Scheduling Form</td>
<td>As needed, summer of second year</td>
</tr>
<tr>
<td>4. Dissertation Committee Member Change Form</td>
<td>As needed</td>
</tr>
<tr>
<td>5. Results of Dissertation Proposal/Preliminary Defense Form</td>
<td>After successful proposal defense</td>
</tr>
<tr>
<td>6. Results of Doctoral Qualifying Form</td>
<td>After successful proposal defense</td>
</tr>
<tr>
<td>7. Dissertation Defense Scheduling Form</td>
<td>As needed, summer of third year</td>
</tr>
<tr>
<td>8. Dissertation Approval Form</td>
<td>After successful dissertation defense</td>
</tr>
<tr>
<td>9. GS-13 (three committee members)</td>
<td>After successful dissertation defense</td>
</tr>
<tr>
<td>10. GS-13 (four committee members)</td>
<td>After successful dissertation defense</td>
</tr>
<tr>
<td>11. Petition for Leave of Absence from EdD Program</td>
<td>As needed</td>
</tr>
</tbody>
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Dissertation Committee Form (CCOE Faculty Members)
Dissertation Committee Member Form (non-CCOE members)
Dissertation Proposal Defense Scheduling Form
Dissertation Committee Member Change Form
Results of Dissertation Proposal/Preliminary Defense Form
Results of Doctoral Qualifying Form
Dissertation Defense Scheduling Form
Dissertation Approval Form
GS-13 Three Committee Members

Please download and complete the fillable pdf from the Cal State L.A. thesis/dissertation submission website (bring to your defense; be sure to make sure there are enough lines for three committee members and the Division Chair and select Doctor of Education from pull down list):
http://www.calstatela.edu/graduatethesis/submission
GS-13 Four Committee Members

Please download and complete the fillable pdf from the Cal State L.A. thesis/dissertation submission website (bring to your defense; be sure to make sure there are enough lines for three committee members and the Division Chair and select Doctor of Education from pull down list):
http://www.calstatela.edu/graduatethesis/submission
Petition for Student Leave of Absence from EdD Program
## Important Websites

<table>
<thead>
<tr>
<th>Website</th>
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<tr>
<td><a href="http://www.calstatela.edu/edd">www.calstatela.edu/edd</a></td>
<td>EdD Program Website</td>
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<tr>
<td><a href="http://www.calstatela.edu/library">www.calstatela.edu/library</a></td>
<td>CSULA Library Website</td>
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<td>MyCSULA Portal</td>
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<td>EdD Dissertation/ Graduation Deadlines</td>
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<tr>
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<td>Graduate Student Handbook</td>
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</tbody>
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