

CALIFORNIA STATE POLYTECHNIC
UNIVERSITY POMONA



CalPolyPomona

DOCTOR of EDUCATION DEGREE (Ed.D.)
EDUCATIONAL LEADERSHIP

EDUCATIONAL LEADERSHIP HANDBOOK

Authorized by Senate Bill 724 and

Executive Order No. 991

WASC Approved and Accredited

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PLEASE NOTE: This handbook is a living document. It will be changed and revised over time to reflect current information while meeting the needs of our doctoral students. Questions about guidelines in this handbook should be referred to the Director(s) or Department Chair.

We would like to acknowledge our colleague CSU Doctoral Programs who generously shared their Doctoral Handbooks and from which sections were taken and reproduced in this document: Cal State University, Fullerton; California State University, San Marcos; California State University, San Diego and California State University, Fresno. We thank them for paving the way and for helping guide our work.

INTRODUCTION TO THE DOCTORAL HANDBOOK

The Ed.D. Program in Educational Leadership at Cal Poly Pomona is offered through the Department of Educational Leadership in the College of Education and Integrative Studies. The Educational Leadership Department prepares scholar-practitioner educational leaders who will champion social justice for equity and excellence; engage in critical inquiry; serve as ethical, transformative servant leaders; and engage in collaborative processes to implement positive changes for the improvement of teaching and learning. The programs within the department include the Administrative Services Credential Program for school leaders, which is offered in a cohort, face to face week-night format at a school district location and the Educational Leadership Doctoral Program, a 60-unit three-year program of study offered in a cohort, face to face every other weekend format on the Cal Poly campus.

Vision

The vision of the Educational Leadership Department and Educational Leadership is to be recognized as the premier program that prepares transformative, equity-minded leaders who advance a more socially just future across educational systems.

Mission

The mission of the Department of Educational Leadership of the College of Education and Integrative Studies is to prepare educational leaders to serve the needs of diverse learners, families, schools, and communities across Southern California in ways that are caring, collaborative, and culturally responsive. We are committed to developing transformative educational leaders who embody the values of reflexive self-examination, critical inquiry, and intersectional praxis to lead educational institutions as scholar-practitioners. We commit to providing school leaders with the analytical tools they need to be advocates for equity, social justice, and asset-based approaches that provide opportunities for success to all students, especially historically and persistently minoritized populations.

Core Values

We value:

- The importance of theoretically grounded praxis, in which leaders engage in reciprocal, recursive learning through dialogue, experiential learning, research, action, and reflection.
- The development of educational leaders who exhibit a sense of agency and commitment to responsibility, care, and authenticity through their words and actions.
- Culturally responsive leadership in transforming schools to become anti-racist learning environments where culturally responsive teaching practices and asset-based approaches prevail.
- Authentic school-community-university partnerships that promote spaces for collaboration in achieving positive results.
- Cultures of care in which educational leaders advocate for social justice, high academic achievement, humanization, social-emotional development, and personal well-being of students, families, educators, and communities.
- The importance of strengthening organizational cultures where the intersections of race, creed, gender, sexual orientation, or disability is respected, where marginalization is disrupted, and where forms of oppression are dismantled.

The Ed.D. Program in Educational Leadership was launched in Fall 2012 (and the Joint Ed.D. Program with UC Irvine was phased out in 2013). This new independent doctoral program, which is aligned with the Chancellor's Executive Order (EO) 991 and fully accredited by WASC, was made possible by the passage of historic legislation, Senate Bill 724 that authorized the CSU to offer an independent doctorate. The Ed.D. Degree in Educational Leadership and the department's credential and M.A. degree graduate programs are all rooted in Cal Poly Pomona's philosophy of *learning by doing*. Candidates are expected to apply what they learn to what they do and what they do to what they learn, not just in their classes and assignments but in their communities and their professional educational settings. Integrating theory and practice is a fundamental underlying principle of the coursework, the pedagogy, the application activities, and the research inquiries. "Whoever blends theory and practice," according to a Chinese proverb, "walks on two legs." It is in this spirit that the Department of Education seeks to produce informed, analytical thinkers with the authenticity and autonomy to "stand on their own two feet" with a balanced understanding of the integration of theory and practice that will enable them to "walk on two legs" as educational leaders.

The Ed.D. Program in Educational Leadership cultivates inquiry-based study that promotes advanced academic literacy by encouraging a focus on asking questions and questioning answers in order to develop the problem-solving, solution-forming, decision-making "habits of mind" necessary for effective leadership in education. The program also exemplifies a commitment to the cultivation of an ethos of ethical responsibility. The intent is to develop "habits of the heart" that will engage candidates in collaborative efforts and acts of leadership dedicated to the betterment of society through the education of its diverse individual members. The purpose is to facilitate the education of responsible citizens to take leadership in creating a free and just society. A fundamental assumption is that those citizens choosing to serve as professional educators have a special responsibility to take a leadership role in *creating a free and just society* in accord with Thomas Jefferson's observation that "a people cannot remain both ignorant and free."

Mindful of the fact that the word *education* comes from the Latin word *educare*, which means *to lead*, the doctoral program seeks to develop leaders prepared to promote freedom and social justice through the cultivation of human potential in all its diverse forms. Recognizing that the greatest resources on earth are the human mind, the human heart, and the human spirit, the program is designed to engage candidates in advanced study, reflective practice, and research-based inquiry as an integrated source of individual and collective transformative power.

The goal is to promote informed leadership that derives from a perspective that honors the cognitive, affective, and ethical complexities of human experience and the important role of education in shaping individual and collective destiny. Thus, there is an emphasis on the pursuit of knowledge and understanding relative to the identification and analysis of educational issues of genuine concern to the candidates in their professional lives rather than esoteric academic exercises. Candidates are encouraged to act with authenticity and social conscience as they interact with their peers, their constituencies/communities in public schools, their program instructors, mentors, and academic advisors, including dissertation advisors, in an atmosphere of candor and trust within a scholarly community that shares a common sense of purpose.

The conceptual framework of the leadership continuum, from aspiring to accomplished educational leaders, is foundationally rooted in four key over-arching principles of a shared sense of purpose: **Leadership, Expertise, Application of Knowledge, and Diversity and Global Awareness**. To educate is to **LEAD**. The Ed.D. Program in Educational Leadership is designed to promote the advanced

development of professional educators who exemplify:

- **LEADERSHIP** by setting an example of advocacy that influences people to collaborate in promoting transformative educational policies, pedagogies, and practices that champion excellence, equity, and ethical responsibility for all students in diverse classrooms, schools, and communities.
- **EXPERTISE** by engaging in the reflective study, application, synthesis, and evaluation of educational theories, contemporary issues, pedagogical practices, and research findings to develop an informed, problem-solving perspective that permeates professional inquiry, ethical commitment, and decisive action.
- **APPLICATION OF KNOWLEDGE** by designing and conducting research that is focused on an educational problem germane to the investigator's professional interests and concerns, systematically studied in an effective, ethical manner, and formally presented as an original contribution to educational scholarship.
- **DIVERSITY And GLOBAL AWARENESS** by continuing to learn about the world in the context of rapidly emerging social and technological change in order to make informed decisions and take responsible actions to cultivate, develop, and celebrate human potential in all its diverse forms.

The doctoral faculty are well poised to lead by example, as evidenced by their academic expertise, their professional experience, their scholarly endeavors, their pedagogical practices, their connections to schools and communities, their diverse perspectives, and their collective visionary commitment to learning that is grounded in moral principles and ethical decision making.

Faculty areas of expertise include Pre-K-12 general education and special education, early childhood education, public school teaching and administration (three of the faculty are former superintendents), education foundations (history, philosophy, anthropology), policy and global studies, clinical psychology, specialized curricular/pedagogical studies; literacy studies (foundational, academic, second language acquisition, and new literacies), professional development, national board certification of teachers and principals; qualitative and quantitative assessment; educational multimedia, educational leadership, and teaching and supervision of dissertation research at the doctoral level.

Ed.D. in Educational Leadership

I. THE ED.D. PROGRAM

This Handbook is a working document that describes the Cal Poly Pomona Education Doctoral Program (Ed.D) in Educational Leadership and its requirements. The Handbook also explains the state policies, Chancellor's Office requirements and Advisory Committee recommendation. These and other practices guided development of the program and are the basis for ongoing review and program review with a focus on continuous improvement. Details will be further specified and explained in courses and seminars, with forms and guidelines provided at appropriate points in the program. The most current information can be found on the college and university website.

In 2005 the California Legislature enacted legislation authorizing the CSU to independently offer the Doctorate of Education (Ed.D.) degree in educational leadership. This legislation was in response to research over the previous decade affirming a substantial unmet workforce need for an affordable and accessible Ed.D. in California. The need for qualified administrators is compounded by the fact that in California, a large number of school administrators are eligible for retirement. Statewide research completed by WestEd also confirmed that east Los Angeles County, the Inland Empire, and the San Gabriel Valley, where Cal Poly Pomona is located, are some of the highest long-term need areas for new administrators within the state.

During the winter and spring quarters of 2009, the College of Education and Integrative Studies conducted an on-line survey to obtain data from prospective students. A Doctoral Planning Committee with University faculty experts, superintendents from surrounding school districts, community leaders interested in education, professional association and support unit representative and administrators from other aspects of educational leadership was formed 2009 and met monthly over the next two years to help design the program.

Expanding upon important program guidelines and core curriculum concepts present in the enabling legislation and Chancellor's Office Executive Order 991, the Planning Committee identified the need for visionary leaders with the knowledge, skills and dispositions needed to raise student achievement, close the achievement gap, turnaround underperforming schools and enhance the excellence at already successful schools.

With close to 1000 successful Tier I Preliminary Administrative Services Credential Program and Masters graduates over the last decade, Cal Poly Pomona is well positioned to support the professional development of current leaders in our region's schools who desire advanced training to further their careers and advance the quality of educational opportunities in our service region.

Program Description

The Ed.D. degree is an exciting commitment by Cal Poly Pomona to contribute the level of professional training that is currently called for to address critical issues and challenges in education. Faculty has identified best practices in professional education from exemplary programs around the country. The program represents an ideal collaboration of research and practice, employing on faculty strengths and exemplary leadership and opportunities in the region. This Handbook and other program documents will continuously change as we learn from and share experience with other campuses in the state and nationally, through affiliations with education doctoral degree granting institutions.

Courses and seminars are designed to address the most important knowledge and skills in professional leadership practice and research to improve schooling. Candidates will develop and refine their knowledge, skills and dispositions related to the six Educational Leadership Policy Standards ISLLC (2008)

1. Vision, mission, and goals
2. Teaching and learning
3. Managing organizational systems and safety
4. Collaborating with families and stakeholders
5. Ethics and integrity
6. The educational system

Candidates will engage in ongoing dialogue about current issues, research and best practices to transform schools, turn around low performing schools and enhance schools that are already successful. Their dissertation research will focus in one or more of these areas to improve educational practice.

“Leadership is the capacity and will to rally men and women to a common purpose and the character which inspires confidence.” Bernard Montgomery, British Field Marshall

Cohort Design

Groups of students admitted each year will take courses together as a cohort. This design provides several distinct advantages, including:

- a) Cohorts, workgroups, and other professional support structures contribute to successful completion of professional programs. Cohorts provide structure for working on projects enriched by varied student and faculty backgrounds.
- b) Professional learning emphasizes social construction of knowledge among adults working on important problems of practice.
- c) Shared group norms and peer support reinforces the expectation that all students will successfully complete the program.
- d) Information and advising are more consistent and thorough when faculty members can meet regularly with students in cohorts.
- e) Cohorts establish professional networks that last beyond the doctoral program. The networks continue to be valuable for ongoing professional support and career advancement.

Embedded Field Experiences

Application of theory and research in field experience is integral to class assignments to advance the students’ knowledge in specific areas of expertise. Field experience opportunities in the program include:

- a) A field-based mentor from the student’s district or organization to support the student’s success.
- b) Participation by field leaders who serve as Affiliated Faculty providing guest lectures in selected courses.

- c) Coursework that engages students in addressing field based issues, initiatives, problems or challenges.
- d) Identifying possible dissertation topics that address real problems of practice, are useful, and contribute to the field of educational leadership.
- e) Engaging Affiliated Faculty in dissertation planning and on committees.

“Dream big dreams, but never forget that realistic short-term goals are the keys to your success.” Mac Anderson

Course Requirements

The program, course calendar and list of courses have been designed by the faculty and approved by the Department and College Curriculum Review Process, the Cal Poly Pomona Academic Senate, the Western Association of Schools and Colleges (WASC) and the Chancellor’s Office. The program meets the requirements of Chancellor’s Executive Order 991 and addresses current research and professional expectations of school and district administrators in the state and nationally.

Ed.D. Program Course Calendar for Pre-K-12 Educational Leadership Option

Year 1	Units	Year 2	Units	Year 3	Units
Summer Semester 2022		Summer Semester 2023		Summer Semester 2024	
EDD 7000 Leadership for Learning	3	EDD 7080 Building School/Community Partnerships for Student Success	3	EDD 7090 Maximizing Fiscal and Human Resources for Student Success	3
EDD 7010 Research Learning Community Seminar (RLCS): Introduction to Doctoral Studies and Dissertation Research	3	EDD 7120 Creating the Conditions for Student Success	3	EDD 7170 Global Perspectives on Educational Leadership, Achievement, and Equity	3
Fall Semester 2022		Fall Semester 2023		Fall Semester 2024	
EDD 7030 Quantitative Research Methods for School Improvement	3	EDD 7111 Advanced Qualitative Research	3	EDD 7180 Research Seminar: Dissertation	1
EDD 7140 Leadership for Equity and Advocacy	3	EDD 7020/7020L Leading and Learning with Technology	2/1	EDD 7160 Synthesizing Key Concepts of Ethics, Equity and Social Justice for Transformative Leadership	3
		EDD 7100 Research Learning Community Seminar: Literature Review	1	EDD 8000 Dissertation	6
Spring Semester 2023		Spring Semester 2024		Spring Semester 2025	
EDD 7060 Qualitative Research Methods for School Improvement	3	EDD 7040 Organizational Culture and Institutional Change	3	EDD 7190 RLCS- Dissertation Completion	1
EDD 7070 Education Policy, Systemic Reform, and Social Justice	3	EDD 7150 RLCS- Developing a Dissertation Proposal	3	EDD 8000 Dissertation	6
White –Core Courses Orange- Research Learning Community Seminars Blue –Specialization Courses Purple-Research Courses Tan-Dissertation Courses		<i>Qualifying Paper for Candidacy</i>		<i>Dissertation Defense</i>	

Course Listings for Pre-K-12 Educational Leadership Option
Educational Leadership, Ed.D. - PreK-12 Educational Leadership Subplan/Option: 60 units

Common Core Courses for Both Specializations: 15 units

- EDD 7000 - Leadership for Learning (3)
- EDD 7080 - Building School/Community Partnerships for Student Success (3)
- EDD 7140 - Leadership for Equity and Advocacy (3)
- EDD 7160 - Synthesizing Key Concepts of Ethics, Equity, and Social Justice for Transformational leadership (3)
- EDD 7170 Global Perspectives on Educational Leadership, Achievement, and Equity

Research: 9 units

- EDD 7030 - Quantitative Research Methods for School Improvement (3)
- EDD 7060 - Qualitative Methods for School Improvement (3)
- EDD 7110 - Advanced Quantitative Research (3) or
- EDD 7111 - Advanced Qualitative Research (3)

Dissertation Seminar: 9 units

- EDD 7010 - Research Learning Community Seminar: Introduction to Doctoral Studies and Dissertation Research (3)
- EDD 7100 - Research Learning Community Seminar: Literature Review (1)
- EDD 7150 - Research Learning Community Seminar: Development of a Dissertation Proposal (3)
- EDD 7180 - Research Learning Community Seminar: Dissertation (1)
- EDD 7190 - Research Learning Community Seminar: Dissertation Completion (1)

Dissertation: 12 units

- EDD 8000 - Dissertation (1-6) (Required: 6 units in Fall, 6 units in Spring)

Subplan/Option Required: 15 units

- EDD 7020 - Leading and Learning with Technology (2)
- EDD 7020L - Leading and Learning with Technology Laboratory (1)
- EDD 7040 - Organizational Culture and Institutional Change (3)
- EDD 7070 - Education Policy, Systemic Reform, and Social Justice (3)
- EDD 7090 - Maximizing Fiscal and Human Resources for Student Success (3)
- EDD 7120 - Creating the Conditions for Student Success (3)

Ed.D. Program Course Calendar for Community College and Post-Secondary Education Option

Year 1	Units	Year 2	Units	Year 3	Units
Summer Semester		Summer Semester		Summer Semester	
EDD 7000 Leadership for Learning	3	EDD 7080 Building School/ Community Partnerships for Student Success	3	EDD 7390 Leadership in Postsecondary Strategic Planning & Resource Allocation	3
EDD 7010 Research Learning Community Seminar (RLCS): Introduction to Doctoral Studies and Dissertation Research	3	EDD 7320 Teaching, Learning and Student Success in Postsecondary Settings	3	EDD 7170 Global Perspectives on Educational Leadership, Achievement, and Equity	3
Fall Semester		Fall Semester		Fall Semester	
EDD 7030 Quantitative Research Methods for School Improvement	3	EDD 7110 Advanced Quantitative Research OR EDD 7111 Advanced Qualitative Research	3	EDD 7180 Research Seminar: Dissertation	1
EDD 7140 Leadership for Equity and Advocacy	3	EDD 7330 Data-Driven Assessment and Evaluation in Postsecondary Education	3	EDD 7160 Synthesizing Key Concepts of Ethics, Equity and Social Justice for Transformative Leadership	3
		EDD 7100 Research Learning Community Seminar: Literature Review	1	EDD 8000 Dissertation	6
Spring Semester		Spring Semester		Spring Semester	
EDD 7060 Qualitative Research Methods for School Improvement	3	EDD 7340 Organizational Culture, Leadership & Change in Postsecondary Education	3	EDD 7190 RLCS- Dissertation Completion	1
EDD 7370 Governance, Policy & Foundations of Community Colleges and Postsecondary Education	3	EDD 7150 RLCS- Developing a Dissertation Proposal	3	EDD 8000 Dissertation	6

White –Core Courses
Orange- Research Learning Community Seminars
Purple-Research Courses
Yellow –Specialization Courses
Tan-Dissertation Courses

**Course Listings for Community College and Post-Secondary Education Option
Educational Leadership, Ed.D. - Leadership in Community Colleges and Postsecondary
Education Subplan/Option: 60 units**

Common Core Courses for Both Specializations: 15 units

- EDD 7000 - Leadership for Learning (3)
- EDD 7080 - Building School/Community Partnerships for Student Success (3)
- EDD 7140 - Leadership for Equity and Advocacy (3)
- EDD 7160 - Synthesizing Key Concepts of Ethics, Equity, and Social Justice for Transformational leadership (3)
- EDD 7170 Global Perspectives on Educational Leadership, Achievement, and Equity

Research: 9 units

- EDD 7030 - Quantitative Research Methods for School Improvement (3)
- EDD 7060 - Qualitative Methods for School Improvement (3)
- EDD 7110 - Advanced Quantitative Research (3) or
- EDD 7111 - Advanced Qualitative Research (3)

Dissertation Seminar: 9 units

- EDD 7010 - Research Learning Community Seminar: Introduction to Doctoral Studies and Dissertation Research (3)
- EDD 7100 - Research Learning Community Seminar: Literature Review (1)
- EDD 7150 - Research Learning Community Seminar: Development of a Dissertation Proposal (3)
- EDD 7180 - Research Learning Community Seminar: Dissertation (1)
- EDD 7190 - Research Learning Community Seminar: Dissertation Completion (1)

Dissertation: 12 units

- EDD 8000 - Dissertation (1-6) (Required: 6 units in Fall, 6 units in Spring)

Subplan/Option Required: 15 units

- EDD 7340 -Organizational Culture, Leadership, and Change in Postsecondary Education (3)
- EDD 7370 -Governance, Policy, and Foundations of Community Colleges and Postsecondary Education (3)
- EDD 7390 -Leadership in Postsecondary Strategic Planning and Resource Allocation (3)
- EDD 7320 -Teaching, Learning, and Student Success in Postsecondary Education (3)
- EDD 7330 - Data-Driven Assessment and Evaluation in Postsecondary Strategic Planning and Resource Allocation (3)

II.SUPPORT SYSTEMS AND PROGRAM REQUIREMENTS

*“A great leader’s courage to fulfill his vision comes from passion, not position.”
John C. Maxwell, Author*

Roles and Responsibilities of Advisors and Mentors

Advisors

The Ed.D. Program is structured to provide multiple forms of advising support to students. Faculty advisors and course instructors guide students in planning and completing the various phases of the program. Over time, students may work with a number of advisors serving in different capacities; every effort is made to match faculty expertise with students’ professional goals and research focus areas. Having an initial orientation and ongoing sessions with the Doctoral Program Director, Department Chair, and faculty members ensure that all students receive advising and support and make programmatic adjustments as necessary.

Ed.D. advising is an important component of the program and is conducted by campus faculty members to facilitate the following:

- a) Promoting a well-planned and efficient Ed.D. course of study that can be completed within three years by a working professional; and
- b) Creating a doctoral culture typified by:
 - Scholarly discussion and dialogue that fosters embedding of dissertation research within each component of the curriculum,
 - Expert supervision of Ed.D. Candidates in the conduct of rigorous dissertation research,
 - Guidance and information that foster professional development, and
 - Advocacy on behalf of students and their academic needs.

Advisors and the doctoral faculty regularly review the progress of all doctoral students, provide personalized program advising, and ensure that doctoral students are making steady progress for on-time completion. Core doctoral faculty who lead the Research Learning Community Seminars provide information and guidance on qualifying examinations, developing a dissertation proposal, working with a dissertation committee, the Institutional Review Board process, and the sequence of steps for completing a dissertation.

Faculty members have office hours and times for on-campus advising and academic support before or after class. Email, phone, and web-based conferencing also provide convenient ways for students to ask questions and get assistance from faculty about options, forms, assignments, and feedback on their work. Faculty contact information is provided on the program website.

Mentors

A distinguishing feature of the Cal Poly Pomona Doctoral Program is that each student will have both a faculty academic advisor and a professional mentor. The roles of academic advisors and mentors differ but are complementary, providing guidance, modeling, and concrete assistance to balance work, personal lives, and program requirements.

Many educational leaders identify mentors from whom they seek advice and counsel. To ensure that candidates for the doctorate have mentors who assist them in learning leadership roles, the

Doctoral Executive Council expects each candidate to identify a mentor in his/her school district or organization who has an earned doctorate and is in a leadership position above the candidate at a higher rank in the organization. In some cases, this may involve the selection of more than one individual. If the candidate does not have a mentor, faculty members and advisory committee members will help the candidate locate an appropriate mentor. Mentors will be oriented to the Ed.D. Program requirements and curriculum, especially as they relate to field experience components. It is the role of the mentor to provide the candidate with modeling, and informal assessment on best ways to integrate research, theory and practice into their workplace or to develop future professional employment goals.

Faculty members will help select and orient mentors to their roles and responsibilities for the Ed.D. Program requirements and curriculum, particularly as related to field experience components and research in schools and districts. Program mentoring is arranged by the faculty to facilitate the following:

- a) Supporting and enhancing professional experiences that foster leadership knowledge and skills,
- b) Providing guidance and modeling to assist students as they apply what is learned in coursework toward improving public schools or community colleges, and
- c) Fostering informal assessment and feedback designed to enhance student reflection on educational leadership and reform.

Doctoral Program Requirements

Additional information, forms, timelines, and detailed guidance about program requirements are provided by advisors and in courses and seminars.

"Excellence is not an act....it's a habit." Aristotle

Criteria for Satisfactory Progress/Grades

- a. Students must meet all the requirements of graduate students outlined in the University Catalog (<http://catalog.csupomona.edu/content.php?catoid=4&navoid=774>).
- b. In general, students should refer to the University Catalog for the most current information on issues related to grades, non-completion and other processes, procedures and requirements that are reflected in University practice and publications and carry implications throughout the University and the Doctoral Program.
- c. Students must maintain a 3.0 GPA to be considered as a student in good standing.
- d. Letter grades for classes may include plus and minus grades.
- e. Students will be placed on probation immediately following the quarter in which the GPA drops below 3.0. If a student drops below a 3.0 GPA in a second quarter, there are sufficient grounds for removal from the program. In addition, students who are enrolled in the Professional Administrative Services Credential must meet the standards set forth by the California Commission on Teacher Credentialing.

Developing and Modifying a Program of Study

The cohort nature of the program and block scheduling is designed to support timely completion of the program. Should a program alteration become necessary it may cause an increase in the time to degree.

Grades for Non-Completion of a Course and Advancement to Candidacy

Students should refer to the University Catalog for the latest information regarding non-completion of a course and the issue of grades. **All incomplete grades for any semester prior to fall semester of the second year must be completed before a student is allowed to register for spring semester of the second year for Advancement to Candidacy.**

Time to Program Completion

- a) The program is designed for completion of the degree requirements within three calendar years. **If a student extends beyond three years, EDD 8990 Dissertation Completion must be enrolled in at the time of graduation for zero units. No financial aid through FAFSA can be acquired for this course.**
- b) The three-year time may be extended for one year per Executive Order 991 with necessary approvals by the Doctoral Program Director(s) and the Department Chair and could be extended an additional year, if approved. During a period of extension, the Ed.D. program faculty will determine at the conclusion of each term in which a student is enrolled whether the student has made satisfactory progress. The following circumstances must be met by the applicant requesting an extension:
 - The student demonstrates current knowledge of research and practices in educational leadership.
 - The student is in good standing at the University.
 - The extension is warranted by compelling personal circumstances.
- c) The student must complete all requirements for the degree within five years of achieving classified standing (full admission in the doctoral program). Program faculty may establish, in conformity with campus policy, criteria for granting further extension, which may be granted under special circumstances. The criteria, at a minimum, include those listed above for the extension of time.
- d) Students who require an extension shall submit their request the quarter before regular timeline program completion.
- e) During a period of extension, the Ed. D. program faculty will determine at the conclusion of each term in which the student is enrolled whether the student has made satisfactory progress.

Enrollment after the Third Year

- a) Students who do not complete the dissertation in year three, who have an approved extension, and who continue to make appropriate progress will continue to be supported by faculty through monthly seminars and/or other formal, required meetings.
- b) Students must be continuously enrolled and make appropriate progress.
- c) Dissertation committees will continue to guide and monitor progress.

- d) Extensions beyond the third year require the approval of the Doctoral Program Director(s) in consultation with the Department Chair upon recommendation of the Doctoral Dissertation Chair.

Other Requirements

- a) Students enrolled in the Professional Administrative Services Credential must meet the standards set forth by the California Commission on Teacher.
- b) Other relevant University policies and procedures set out in University documents will be explained in courses and seminars.

Disqualification/Dismissal from the Program

Students may be disqualified from the program for at least the following reasons:

- a) **Failure to Make Satisfactory Progress** - Students who fail to make satisfactory progress in courses or on examinations or violate University requirements will be officially disqualified from the degree program. A student may be disqualified only after a careful review and written recommendation of the Doctoral Faculty. To ensure that a decision to disqualify a student from the program is warranted, University policy adheres to due process requirements, including opportunities for appeal by the student (see Section III, O, Student Grievances, University Catalog). A student who has been disqualified is considered to have been dismissed from the program and will not be allowed to continue in the program, enroll in courses, or register without readmission.
- b) **Violation of Professional Ethics and Academy Integrity Policies** – See the section on university policies.
- c) **Issues with Professional Dispositions** – Violation of the conduct, values, and dispositions expected of educational leaders. As reflected in the National Board for Professional Teaching Standards: National Board Certification for Educational Leaders, Cal Poly Pomona supports and expects the following:
 - Accomplished educational leaders model professional, ethical behavior and expect it from others. (Ethics)
 - Accomplished educational leaders ensure equitable learning opportunities and high expectations for all. (Equity)
 - Accomplished educational leaders advocate on behalf of their schools, communities and profession. (Advocacy)

The Institutional Review Board for Research on Human Subjects (IRB)

"To love what you do and feel it matters....how could anything be more fun?" Katherine Graham

All research about human subjects must be reviewed by the Cal Poly Pomona Institutional Review Board (IRB) prior to any data collection. The IRB reviews research to prevent ethical violations, such as harming subjects in any way, revealing information about research subjects without their

permission, conducting research about subjects without their consent, or other breaches of professional ethics.

The IRB criteria and processes are required and will be covered in research courses and seminars. Online training and certification will be explained in classes and are required before students can engage in research projects, specifically dissertation data collection. The on-line training and forms for the IRB submission process are available at (web site --- <http://www.csupomona.edu/~research/irb/index.shtml>).

- a) Students and faculty *must* have IRB certification and approval prior to collection of any data for research on human subjects.
- b) Students will be guided in preparation of all IRB review documents by the Research Learning Community Seminar and research methods course instructors.
- c) All IRB review documents must be reviewed and approved by the seminar course instructor and the Dissertation Committee Chair *prior* to a Proposal Defense Examination, to ensure that the proposed research will be conducted ethically.
- d) Successful completions of the proposal defense examination and dissertation committee final approval of the proposal are required *before* the student is allowed to submit for IRB review.
- e) Failure to obtain required IRB review and approval prior to collecting data involving human subjects will prohibit the student from using or reporting the data and may result in disciplinary action at the University.

III. PROCEDURES AND PROCESSES RELATED TO THE DISSERTATION

"The difference between a successful person and others is not lack of strength, not a lack of knowledge, but rather in a lack of will." Vincent T. Lombardi, Hall of Fame Coach

Submission of the Approved Dissertation

The Dissertation Handbook provides details on the procedures to be observed in completing the dissertation approval process.

Graduation

"Optimism is the faith that leads to achievement." Helen Keller

Graduation is an exciting time for students and their families. Being successful in participating in the ceremony involves several steps for both the program and the student. The Doctoral Program Director will notify the registrar of students who are eligible for graduation. It is the student's responsibility to make sure that an intent to graduate has been submitted by the campus deadline. Specific information about graduation will follow for the students in the program as the cohort nears graduation. Check the commencement website as early as possible to keep aware of the deadlines. <http://www.cpp.edu/~commencement/>

IV. UNIVERSITY POLICIES AND REQUIREMENTS

The university has developed important policies and procedures that govern all programs, faculty, staff and students. It is important for all to review these policies and procedures to ensure that a positive learning environment is created and maintained for all.

Academic Residence Requirements

According to CA Executive Order 991 and the Chancellor's Office, at least 42 semester units (63 quarter units) of coursework must be completed in residence at the campus or campuses awarding the degree. The appropriate campus authority may authorize the substitution of credit earned by alternate means for part of this residence requirement.

Student Fees and Financial Aid

The Office of Financial Aid administers a variety of funding sources designed to assist students in meeting the cost of attendance at Cal Poly Pomona. These programs include federal and state grants, student loans, student employment and scholarships (please note that these may not all apply to Graduate students).

Students complete the Free Application for Federal Student Aid (FAFSA) to determine eligibility for aid. The information you report is used in a formula established by the U.S. Congress. The formula determines your Expected Family Contribution (EFC), the amount you are expected to contribute toward your education and it is free to apply. Students can apply on line at www.fafsa.ed.gov. or pick up an application from the Financial Aid Office in the CLA Building 98, third floor.

The Office of Financial Aid at Cal Poly Pomona can be reached through www.dsa.cpp.edu/financial_aid. Counselors are available in the Financial Aid Office. Marcia Starcher, Scholarship Specialist can be reached at (909) 869-2004 and Saul Ramirez, Scholarship Coordinator at (909) 869-4757. The tuition and fees are published on the university website.

Transferring Credit from Other Universities

The ability to transfer credit or units from another institution into the Cal Poly Pomona Doctoral Program is limited by the criteria listed below. Coursework for a Master's Degree cannot be used to complete doctoral program requirements. The criteria for evaluating transfer credits include the following as a minimum:

- a) The student was matriculated in the graduate program in which the credits were earned.
- b) The graduate program was accredited by the regional accrediting body and the professional accrediting agency at the time the coursework was completed.
- c) The student received a B or better in the course.
- d) The coursework was less than seven years old.
- e) The grade appears on an official transcript from an institution of higher education.
- f) Course syllabi should closely match the course to be waived and be equivalent to doctoral program rigor and content.

Admission with Classified Standing

Classified Standing requires that the student has met all of the admission requirements, has been recommended by the Admissions Committee and reviewed by the Department Chair of Education and the Program Director.

Requirements for Advancement to Candidacy

For advancement to candidacy for the Ed.D., a student must have achieved classified graduate standing, successfully completed a qualifying examination, completed required course work, and successfully defended the dissertation proposal. Pursuant to Executive Order 991, the total time from achievement of classified standing to qualifying examination and advancement to candidacy shall not exceed three years unless there are mitigating circumstances and the program faculty members have approved the extension. An extension shall not exceed one year.

Requests for Variance

Review the section on Doctoral Program Requirements to clearly identify if a variance from program requirements is necessary. When filing a variance, consider the following:

- a) Petitions for variances from Cal Poly Pomona academic requirements must be submitted in writing (hard copy).
- b) Petitions must be supported in writing by the student's advisor or Dissertation Committee chair.
- c) Petitions will be reviewed by the director of the program to ensure that the necessary information is provided in an appropriate format. The director will make a recommendation to the doctoral committee and Department Chair to grant or deny the petition.
- d) Variances must be approved by the Dean of the College of Education and Integrative Studies and the Associate Vice President for Academic Programs. The Associate Vice President is the final level of appeal in the University.

*“Success seems to be connected with action. Successful people keep moving. They make mistakes, but they don’t quit.”
Conrad Hilton, Hotel Executive*

Leave of Absence

Students who need to “stop-out” of the program may apply for a leave of absence. Students must be in good academic standing and have completed at least eight units in residence toward the degree. A leave of absence is not automatic and must be requested by completing a Request for Leave of Absence form.

Request for Leave of Absence forms are available from the Doctoral Program Office. All leave of absence requests must be accompanied by supporting documentation. Notification regarding the requested leave will be sent in writing to the student.

The minimum initial leave requested is one full semester; the maximum is one calendar year. An extension of one more year can be requested.

- a) Approved leaves do not extend the time limits for completing the degree program (see Section D).
- b) A student on educational leave does not have access to University resources such as computer facilities, library privileges or student services.
- c) Grounds for requesting a leave include:
 - illness or disability or similar personal circumstances including pregnancy;
 - activities which affect a student’s professional career;
 - active duty in the armed forces; and
 - other reasons at the discretion of the doctoral committee.

Withdrawing from the Program

Notice of withdrawing from the program should be given in writing to the student’s advisor and the Director of the doctoral program, to be placed in the student's permanent file. Failure to provide timely written notice may result in an obligation to pay fees, failing grades in courses, and requirement for application for readmission before being permitted to enroll in another academic term.

Student Rights and Grievances

All members of the University faculty and staff have a primary mission of helping doctoral candidates make progress toward a degree or credential. Nevertheless, each student is individually responsible for meeting all university requirements and deadlines, as presented in the current Cal Poly Pomona University Catalog and any other announcements of the University, Center, or Department in which he/she is enrolled. The University intends that every member of the campus community be afforded a work and study environment free of discrimination based on race, color, religion, national origin, sex, sexual preference, marital status, pregnancy, age, disability or veteran status. All persons are to be protected from abusive or harassing behavior.

Information regarding student rights and responsibilities and grievance procedures can be found in the "Statement of Student Rights, Responsibilities, and Student Grievance Procedures," which is available on the Judicial Affairs website (<http://dsa.cpp.edu/judicialaffairs/>).

A good faith effort to settle a dispute must be made before a formal grievance can be filed. Even after filing, efforts to resolve the dispute of informal means should continue. Please consult with the course professor as a first step in resolving any dispute. The next point of appeal is the Doctoral Director(s), followed by the Department Chair, followed by the Associate Dean, followed by the Dean of CEIS.

Student Complaint Procedure

The California State University takes complaints and concerns regarding the institution very seriously. If you have a complaint regarding the CSU, you may present your complaint as follows:

- a) If your complaint concerns CSU's compliance with academic program quality and accrediting standards, you may present your complaint to the Western Association of Schools and Colleges (WASC) at <http://www.wascenior.org/comments>. WASC is the agency that accredits the CSU's academic programs.
- b) If your complaint concerns an alleged violation by CSU of a state law, including laws prohibiting fraud and false advertising, you may present your claim to the Campus President or to the Director of Judicial Affairs at seashe@cpp.edu. The President or designee will provide guidance on the appropriate campus process for addressing your particular issue.

If you believe that your complaint warrants further attention after you have exhausted all the steps outlined by the President or designee, or by WASC, you may file an appeal with the Associate Vice Chancellor, Academic Affairs at the CSU Chancellor's Office. This procedure should not be construed to limit any right that you may have to take civil or criminal legal action to resolve your complaint.

Special Needs

Students requiring special assistance in completing requirements should notify the instructor and university's Disabilities Resource Center (<http://dsa.cpp.edu/drc/>) prior to the first class. In accordance with university policies, the instructor will make every reasonable effort to accommodate candidates who have special needs.

V. PROFESSIONAL ETHICS AND ACADEMIC INTEGRITY

*"I hope I shall possess firmness and virtue enough to maintain what I consider the most enviable of all titles, the character of an honest man."
George Washington, American President*

All forms of academic dishonesty at Cal Poly Pomona are a violation of University policy. Students are expected to be knowledgeable about and adhere to the professional standards for their field as well as University standards of conduct. Students' continued participation in programs within the University is dependent upon their ability to adhere to professional standards. Standards of professional ethics and academic integrity are reviewed in each course and seminar.

Students admitted to the Ed.D. program are expected to be stewards for and leaders of the field of education. Ed.D students are held to the highest expectations for professional ethics and academic integrity in their roles as exemplars for the field. Faculty and students have a joint responsibility for assuring that the highest standards of professional ethics and academic integrity are adhered to by all participants in the doctoral program. Any suggestions that there may be a breach of these standards must be reported immediately and directly to the Doctoral Program Director. Both faculty and students share this responsibility.

The University is committed to maintaining academic integrity throughout the university community. Academic dishonesty is a serious offense that can diminish the quality of scholarship, the academic environment, the academic reputation, and the quality of a Cal Poly Pomona degree. The University policy on academic integrity defines academic dishonesty at Cal Poly Pomona and the responsibility of students, faculty and in administrators relating to this subject. The university catalog and the Judicial Affairs website each have definitions and resources related to Academic Integrity.

Standards of professional ethics and academic integrity in the Cal Poly Pomona Ed.D program are simply to:

- a) Behave in an honest and forthright manner.
- b) Follow standard scholarly practice in giving credit to sources used in assignments.
- c) Act according to norms of professional educators.
- d) Cooperate and collaborate with fellow candidates on projects and assignments.

Students will be considered for removal from the program if they:

- a) Fail to Exhibit academic dishonesty as defined by the University Catalog;
- b) Exhibit inappropriate student conduct as defined by the doctoral program and the University Catalog;
- c) Exhibit unacceptable academic behavior;
- d) behave according to standards of the profession, public schools, university, department and/or program.

Violations of Professional Ethics and Academic Conduct

Plagiarism, falsification, fabrication

Plagiarism, falsification, and fabrication are intentionally or knowingly presenting other people's words, ideas or work as one's own work. Plagiarism, falsification, and fabrication include copying other students' assignments, computer programs, or other materials; using a work or a portion of a work written or created by another without crediting the source; using one's own work completed in a previous class for credit in another class, paraphrasing another's work without giving credit, and borrowing or using ideas without giving credit.

Examples and instructions about norms of citing and attributing others' work will be provided in courses. Any questions about appropriate attribution can be addressed to instructors and advisors.

Cheating

Cheating includes unauthorized use of materials in examinations or assignments, including other students' work. Instructors will specify materials that are acceptable for students to use in exams and papers. All uses of materials prohibited by the instructor or not specifically authorized for exams will be considered cheating.

Unauthorized Use of Copyrighted or Proprietary Materials

This includes utilization of other's computer programs or solutions, copying a copyrighted computer program without permission, or other misuses.

Falsifying University Documents

This includes falsifying signatures on university forms, such as Add-Drop and Withdrawal forms, forging another student's signature and falsifying prerequisite requirements.

Discrimination and Harassment

California State University (CSU) Executive Order 1045 - Cal Poly Pomona complies with federal and state laws prohibiting discrimination and harassment against students and applicants for admission, and adheres to the policy embodied in CSU Executive Order 1045. The policy further prohibits that a student or applicant for admission be subjected to unlawful discrimination, harassment/sexual harassment, or retaliation for exercising his/her rights under CSU Executive Order 1045. A system wide procedure for filing complaints of discrimination, harassment and retaliation against CSU employees is provided in CSU Executive Order 1045.

Employees who violate this policy and students who are found to have filed a false complaint may be subject to discipline. If discipline of a CSU employee is appropriate under this policy, it shall be administered in a manner consistent with applicable collective bargaining agreements, CSU policies, and provisions of California Education Code Sections 89535 et seq. Discipline of a student shall be administered in accordance with Section 41301 of Title 5, California Code of Regulations.

Cal Poly Pomona is committed to creating and maintaining a positive learning and working environment. Concerns and/or complaints by Cal Poly Pomona students or by those applying for admission to Cal Poly Pomona should be directed to the Director of Diversity & Compliance, Cal Poly Pomona, CLA Building 98, Room B1-10, telephone (909) 869-5152.

The policy prohibiting harassment, including the procedures for filing a complaint, in employment is available online at www.cpp.edu/~diversity (Policies and Complaint Procedures). Interested

parties may also obtain information by contacting the Office of Diversity and Compliance, CLA Building 98, Room B1-10, (909) 869-4646.

Race, Color, Ethnicity, National Origin, Age and Religion

The California State University does not discriminate on the basis of race, color, ethnicity, national origin, age, or religion in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination. Carmen Munoz-Silva, Director of Diversity and Compliance, has been designated to coordinate the efforts of Cal Poly Pomona to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to the Director of Diversity and Compliance, at (909) 869-5152, or by visiting the CLA Building, Room B1-10.

Disability

The California State University does not discriminate on the basis of disability in its programs and activities, including admission and access. Federal and state laws, including sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, prohibit such discrimination. Carmen Munoz-Silva, Director of Diversity and Compliance, has been designated to coordinate the efforts of Cal Poly Pomona to comply with all applicable federal and state laws prohibiting discrimination on the basis of disability. Inquiries concerning compliance may be presented to the Director of Diversity and Compliance, at (909) 869-5152, or by visiting the CLA Building, Room B1-10.

Sex/Gender/Gender Identity/Sexual Orientation

The California State University does not discriminate on the basis of sex, gender, gender identity or sexual orientation in its programs and activities, including admission and access. Federal and state laws, including Title IX of the Education Amendments of 1972, prohibit such discrimination. Carmen Munoz-Silva, Director of Diversity and Compliance, has been designated to coordinate the efforts of Cal Poly Pomona to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to the Director of Diversity and Compliance, at (909) 869-5152, or by visiting the CLA Building, Room B1-10.

The California State University is committed to providing equal opportunities to male and female CSU students in all campus programs, including intercollegiate athletics.

Inquiries Concerning Compliance

Inquiries concerning compliance or the application of these laws to programs and activities of Cal Poly Pomona may be referred to the specific campus officer identified above or to the Regional Director of the Office for Civil Rights, United States Department of Education, 50 Beale Street, Suite 7200, San Francisco, California 94105.

Education and Training

The University makes the campus community aware of the policy and procedures regarding the recognition and prevention of harassment/sexual harassment. The Office of Diversity and Compliance is charged with distributing this policy and ensuring that appropriate educational and training opportunities are provided to the campus community—employees and students

VI. FACULTY MEMBERS AFFILIATED WITH THE PROGRAM

Information on the Faculty teaching in the Doctoral Program can be found on the Doctoral Program web site at www.cpp.edu/ceis/edleadership/doctoral-program.