

STUDENT HANDBOOK

**EDUCATIONAL LEADERSHIP FOR
SOCIAL JUSTICE**

**DOCTOR OF EDUCATION (Ed.D.)
PROGRAM**



**DEPARTMENT OF EDUCATIONAL LEADERSHIP
COLLEGE OF EDUCATION AND ALLIED STUDIES**

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

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

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

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

Acknowledgments

The *Doctoral Student Handbook* was revised under the direction of Dr. Eric Haas, Director of the ELSJ Doctor of Education (Ed.D.) Program, in Fall 2024.

The Doctoral Student Handbook may be used in conjunction with the online University Catalog.

WELCOME

Welcome to the Educational Leadership for Social Justice Doctoral Program at California State University East Bay. This Handbook is built upon the University Catalog of California State University, East Bay program in Educational Leadership. The University Catalog represents the official regulations and procedures for programs at CSUEB.

The **MISSION** of the Department of Educational Leadership at CSUEB is to prepare critical and courageous scholar-practitioners who lead educational transformation.

The **VISION** of the Department of Educational Leadership is to act as a collective of critical, courageous, and self-reflective scholar-practitioners who engage in active listening, confront their own complicity, leverage their privilege and institutional resources, analyze systems that perpetuate oppression, and work in solidarity with communities to both disrupt the expansion of historic inequalities and lead educational transformation.

We steward our mission and work toward our vision through our

FIVE SOCIAL JUSTICE PRINCIPLES:

Transformative Power of Language	Transformation of Systems	Empowering Minoritized Perspectives	Community Solidarity	Critical Reflection
<p>WE BELIEVE that language has the transformative power to courageously cultivate conditions that reject systems, practices, and behaviors that reinforce unequal power relations and create new possibilities for a more just society.</p> <p>WE COMMIT to being purposeful leaders who reflect upon and problematize our choice of language in our teaching, program, work, and beyond.</p>	<p>WE BELIEVE that institutional systems and policies can contribute to the maintenance and expansion of historic oppressions, particularly for minoritized and racialized groups.</p> <p>WE COMMIT to 1) critically analyzing the institutional structures that contribute to minoritizing oppressed groups AND 2) leveraging our privileges, resources, and systems to lead the disruption of inequitable systems and creation of alternatives.</p>	<p>WE BELIEVE that empowering minoritized perspectives in critical inquiry and dialog can produce more holistic insights and inspire transformative possibilities.</p> <p>WE COMMIT to becoming a community of critical scholar-practitioners who empower multiple perspectives and analyses in order to provoke thought and cultivate change agency.</p>	<p>WE BELIEVE that powerful change happens when people develop collective agency and efficacy to disrupt historical injustices and create more equitable learning communities.</p> <p>WE COMMIT to collectively stand in solidarity with our students to build connected communities that lead the transformation of oppressive systems and practices within our educational contexts.</p>	<p>WE BELIEVE that critical, humble, and courageous self-reflection that acknowledges and identifies the ways we participate in reproducing inequalities is an essential practice for dismantling oppressive systems.</p> <p>WE COMMIT to support and leverage practices of active listening and critical reflection among faculty and students that translates into leading transformative action.</p>

Over the next three years, you will engage in hybrid courses (approximately 50% in person and 50% online) which blend theoretically-grounded research and on-the-ground, change-making practice. While these cover a variety of topics, overall the course sequence encompasses three major strands: *Research and Writing*, *Leadership Practices*, and *Social Justice Dispositions*. The course sequence also has been deliberately designed to scaffold your completion of your dissertation within approximately three years.

General information about the Educational Leadership for Social Justice Doctorate in Education (Ed.D.) Program is available at the Educational Leadership website at: <http://csueastbay.edu/edd>.

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

There are five basic requirements for the doctoral degree:

1. A minimum of 60 semester units of approved doctoral level work, including 12 units for dissertation studies. It is expected for all work to be completed within a three-year period.
2. A 3.0 GPA or better in all 60 semester units offered as satisfying the requirements of the degree.
3. Satisfactory performance on two qualifying examination papers and approval of dissertation proposal.
4. Successful completion and defense of the dissertation.
5. Successful submission of the fully proofread and formatted dissertation.

To meet graduation requirements, students must follow the specifics listed in this doctoral handbook. As long as they maintain attendance by enrolling in the three semesters of the ELSJ Doctoral Program each calendar year (Summer session, Fall semester, and Spring semester), their degree requirements will remain those in this catalog. However, students may elect to meet the requirements of the catalog in effect at the time they graduate. These principles are called students' "catalog rights."

Students' catalog rights are governed by the catalog in effect when they are admitted to the program. Successful admission to the ELSJ Doctoral Program is a two-step process: (1) application and official acceptance to the ELSJ Program; and (2) application and official acceptance to the University. Information about application requirements and procedures are available on the CSUEB Educational Leadership website at <https://www.csueastbay.edu/edd/program-overview/admissions-and-aid.html>.

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

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

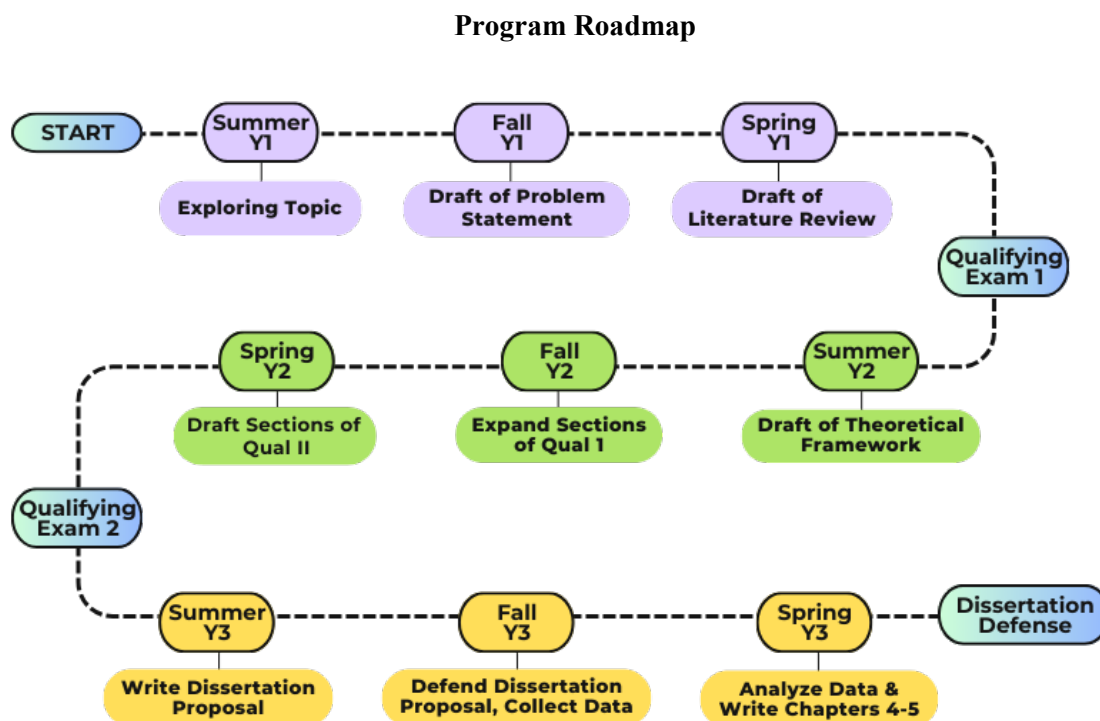
PROGRAM STRUCTURE AND GOALS

The Educational Leadership for Social Justice (ELSJ) Program seeks to develop a new type of transformational leadership through engaging with students in studies, activities, and skill-building exercises, which will position them to become courageous school leaders.

The CSUEB Educational Leadership for Social Justice program is designed to be a rigorous program that supports working professionals in completing their studies, including writing and defending their dissertation, in three calendar years. Nationally, it is not unusual for students to take five or more years to complete an Ed.D. degree. However, the ELSJ Program has been designed to build in support via classes and an Ed.D. learning community that will guide students through all steps of the dissertation from defining a study topic, to developing a dissertation proposal, to writing and defending the dissertation. Of course, to meet the three-year timeline, students must also participate in intensive course work and meet the requirements of the two Qualifying Exam Papers that are submitted at the end of the first year and second year of the ELSJ Program. Courses will take place during all three terms of the calendar year, beginning with the summer term.

The ELSJ Program is organized into a cohort structure where students enter together as a group and move through the program, including milestones, together. The Program milestones and their sequence are described in figure 1. Program Roadmap. The Program cohort design lends itself to providing a support group for students. The size of the cohort of approximately 20 students allows for group members to interact and learn from each other's different experiences and work settings, while simultaneously allowing for smaller study groups to emerge that will provide more intense support when needed.

Figure 1.



There are eight central goals of the (ELSJ) Program, described in table 1.

Table 1. DEL EDD for Social Justice Program Learning Outcomes

Reflective Practices. Cultivate reflective leaders who use inquiry, active listening, and critical approaches to continually improve their own practice, and collaborate with those in their settings and communities to become reflective practitioners who can create just and humanizing educational systems.
Equity and Sociocultural Competency. Cultivate scholar-practitioners who understand how political, sociocultural, and historical conditions produce and maintain inequities in educational systems, and use those understandings to work toward purposely dismantling and transforming them.
Systems Thinking and Organizational Transformation. Cultivate skillful leaders who can critically analyze the dynamics of both educational and political-sociocultural systems and work to strategically transform those systems into ones where every member of the system is seen, cared for, understood, and supported in their growth.
Student-Centered Instructional Leadership. Cultivate instructional leaders who possess the commitment, orientations, knowledge, and abilities to ensure that all students are learning in ways that support their funds of knowledge and critical sensemaking, while also supporting each student's unique journey. These instructional leaders are able to foster coherent curricular programs, collaborative inquiry, and responsive school cultures that embody belongingness, community cultural wealth, and student agency.
Policies and Practices. Cultivate leaders who understand the dynamic relationship between school systems, educational policies, and politics, and can influence policies and practices at multiple levels with the goal of supporting equity and justice for all community members.
Understanding and Creating Research. Cultivate scholar-practitioners who engage in systematic inquiry through a variety of methodologies, constructing different kinds of knowledges and counter-knowledges to transform educational systems.
Effective Communication. Cultivate leaders who are powerful communicators in multiple genres and thus able to craft messages about equity and justice that resonate with and inspire multiple audiences.

CRECE is a partnership in which CSU East Bay faculty and graduate students work with Pre-K-16 and higher education professionals. CRECE's mission is to identify the needs of Pre-K-16 students and educators, address their most pressing concerns and support social justice practices through scholarly research, evaluation support, and professional and community development. CRECE is derived from the Spanish word *crecer*, meaning "to grow," which underscores our overall goal: finding new ways to help schools learn and grow, thus fulfilling the ultimate potential of all students. CRECE provides an avenue for graduate students to gain research and evaluation experience.

OVERVIEW

All courses are hybrid: a mix of in-person, online synchronous and online asynchronous modalities. Most courses are designed to include approximately 50% in-person or synchronous online meetings and 50% asynchronous online work. Table 2 presents the course sequence. The prerequisite for all ELSJ Doctoral courses is admission to the ELSJ Doctoral Program.

Table 2. Course Sequence

Program Year 1
<i>Summer Year 1: Semester 1 (6 units)</i>
<p>EDLD 700. Transformative Leadership (3) New doctoral students acclimate to the university learning management system and practice scholarly writing; they explore research and examine their ethics and values of educational leadership for the purpose of transforming educational institutions into democratic organizations of equity and social justice.</p>
<p>EDLD 705. Foundations of Inquiry for Social Justice (3) Explore multiple paradigms of inquiry, dominant and emancipatory forms of knowledge construction, and multiple dimensions that shape research/knowledge construction. Articulate an area of interest and develop a critical base for designing research about/in that area.</p>
<i>Fall Year 1: Semester 2 (7 units)</i>
<p>EDLD 710. Social and Cultural Foundations of Education (3) Engages students in a reflective and analytic approach to recognize underlying social, historical, and political influences that limit or promote social justice within schools and society. Demonstrates how transformative leaders leverage cultural and economic resources for eliminating injustice and exclusion.</p>
<p>EDLD 715. Transforming Teaching and Learning in Schools (3) Examine theoretical and empirical literature regarding pedagogy and curriculum for social justice, teacher learning and development, and ongoing professional learning. Draft pedagogical vision, conduct a teacher-learning inquiry, and design a professional learning plan.</p>
<p>EDLD 790. Proposal Development I (1) Explore an area of research interest leading to a dissertation proposal. Supported guidance in reading, writing and research.</p>
<i>Spring Year 1: Semester 3 (10 units)</i>
<p>EDLD 720. Qualitative Inquiry for Social Justice (3) Engage with multiple methods of qualitative inquiry to promote social justice. Examine constructivist, critical, and gender-influenced approaches to three main research designs: Case study, ethnography, and action/participatory research. Conduct a community-based mini-research project.</p>

EDLD 725. Reading and Writing about Educational Leadership (3)

Students synthesize the empirical literature to provide compelling evidence for the importance of an identified educational issue, the state of current research and the need for future research.

EDLD 730. Community Advocacy, Outreach, and Organizing (3)

Examine the role of community organizing and action for fostering school change. Study efforts to engage in community collaboration, learn strategies for community advocacy, outreach, and grassroots organizing, and take part in a research project with a community organization.

EDLD 791. Proposal Development II (1)

Formulate an area of research interest leading to the dissertation proposal. With supporting guidance learn the fundamentals of beginning the dissertation process.

Program Year 2

*Summer Year 2: Semester 4 (7 units)***EDLD 735. Engaging Critical Social Theories for Designing Research for Equity & Social Justice (3)**

Taps critical theoretical schools of thought to understand and address salient problems impacting schools, students and communities. Evaluates research designs and strategies for engaging in inquiry for social justice.

EDLD 740. Reform and Change for Social Justice (3)

The theory, underlying values, and empirical evidence of various approaches to educational reform. Critical examination of reform approaches in light of social justice.

EDLD 793. Proposal Development III (1)

Continued exploration of an area of research interest leading to a dissertation proposal. Expanded guidance in reading, writing, research, and dissertation literature review development.

*Fall Year 2: Semester 5 (8 units)***EDLD 745. Quantitative Inquiry: Data Analysis and Evaluation for Leaders (3)**

Examining the philosophical, ethical, and methodological issues embedded in quantitative approaches to educational research, including the relationship of data use to equity and evaluation, including a hands-on experience generating and using survey data for evaluation.

EDLD 750. Critical Policy Studies in Education (3)

Develops a critical orientation towards the construction, implementation, and social impact of educational policies. Recognizes how educational leaders exert agency through constructing and implementing policies that challenge injustice, inequality, and power imbalances in educational institutions and society.

EDLD 755. Applied Study of Educational Issues: Professional Residency (1)

Practical leadership experience working in the educational field. Students apply skills and knowledge to identify, analyze, and impact relevant educational issues. Residency experiences fulfill the requirements for the Professional California Administrative Credential.

EDLD 795. Proposal Development IV (1)

Advanced development of an area of research interest leading to a dissertation proposal. In-depth guidance in reading, writing, research, and theoretical framework development.

*Spring Year 2: Semester 6 (7 units)***EDLD 760. Evaluation Research Practicum for Social Justice (3)**

Focuses on the core knowledge and skills needed to design, conduct and report on an empirical study. Students will design and conduct a pilot study related to their dissertation. They will analyze data to create and report major findings.

EDLD 792. Reading and Writing about Educational Leadership (3)

With supporting guidance of faculty, students narrow their research to a problem of significance in education and begin to develop the dissertation proposal. Learn best practices in organizing information.

EDLD 796. Proposal Development V (1)

Near-final development of a dissertation proposal. In-depth guidance in reading, writing, research, and dissertation research methods development.

Program Year 3
<i>Summer Year 3: Semester 7 (7 units)</i>
<p>EDLD 770. Critical Perspectives for Finance and Resource Management (3) Theory, policy, law and structure of organization and resources in equitable and democratic educational institutions that foster high academic achievement for all students.</p>
<p>EDLD 775. Organizations and Systems for Equity (3) Organizational theory is examined and students enhance their ability to think systemically as they learn models and strategies to facilitate their knowledge for the purpose of implementing inclusive cultures that foster trust, challenge assumptions, resolve conflict, and support teaching and learning.</p>
<p>EDLD 781. Dissertation Committee Seminar I (1) In-depth guidance in successfully writing and defending a dissertation proposal.</p>
<i>Fall Year 3: Semester 8 (4 units)</i>
<p>EDLD 780. Dissertation Research for Equity and Social Justice I (3) Present preliminary dissertation findings in academic and professional venues. Investigates the ethical issues tied to format and styles used in disseminating research. Evaluates the impact disseminating research has on promoting social justice in schools and communities.</p>
<p>EDLD 782. Dissertation Committee Seminar II (1) Implementation of a dissertation research design. In-depth guidance in successfully conducting dissertation research, including gathering and analyzing data.</p>
<i>Spring Year 3: Semester 12 (4 units)</i>
<p>EDLD 783. Dissertation Research for Equity and Social Justice II (3) Research and writing that culminates in the doctoral dissertation. Learn how to include implications for equity and social justice.</p>
<p>EDLD 799. Dissertation Committee Seminar III (1) [Capstone] Final implementation of a dissertation research design. In-depth guidance in successfully conducting dissertation research, including successfully writing and defending a dissertation.</p>
<i>Electives</i>

EDLD 784. Dissertation Committee Seminar IV (1) (optional course)*Additional Prerequisite: Department approval*

This course provides dissertation committee support for the student's development, implementation, and completion of their doctoral dissertation.

EDLD 785. Dissertation Committee Seminar V (1) (optional course)*Prerequisite: Admission to the Educational Leadership Doctoral Program and Department approval*

This course provides dissertation committee support for the student's development, implementation, and completion of their doctoral dissertation.

EDLD 798. Issues in Educational Leadership for Social Justice (1 - 4) (optional course)*Additional Prerequisite: Department approval*

Readings, discussion, research, and writing on contemporary and/or significant issues in educational leadership. May be repeated for credit when content varies.

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

According to university policy, an Incomplete indicates that "a discrete portion of the required coursework has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons." Whether a student may receive a course incomplete is determined by the course instructor on an individual basis, based on the student's work to date in the course, and the reason for the incomplete. The timeline for resolving the incomplete is at the discretion of the course instructor and may range from as short as a one week to a maximum of one calendar year. Resolving incompletes that extend beyond one calendar year beyond the end of the course will need approval by the EdD Program Director, and the extension should only be used as a last resort.

Students who do not successfully complete their dissertations by the end of the three years of the program will be required to take additional course units for each additional semester until they successfully complete their dissertations. These additional courses support student access to university services, such as the library and to receive mentoring from their dissertation chair.

The Ed.D. Program includes a relational advisory structure that disrupts the individual (and often unsupportive) model of typical doctoral programs. The collaborative advisory provides support in multiple ways: the small group setting allows for students to develop a relationship with a faculty member beyond their coursework and to create community with a small group of cohort-members. This structure allows for personalization, as the faculty advisors get to know student learning preferences, strengths, and needs; it also creates opportunities for students to give and receive peer support in their advisories.

The relational advisory structure occurs during five semesters of the first two years of the Ed.D. and takes place in courses Proposal Development I – V (see table 1) beginning in the fall semester of Year 1. At the conclusion of the first summer semester in the program, students will be assigned to a "collaborative

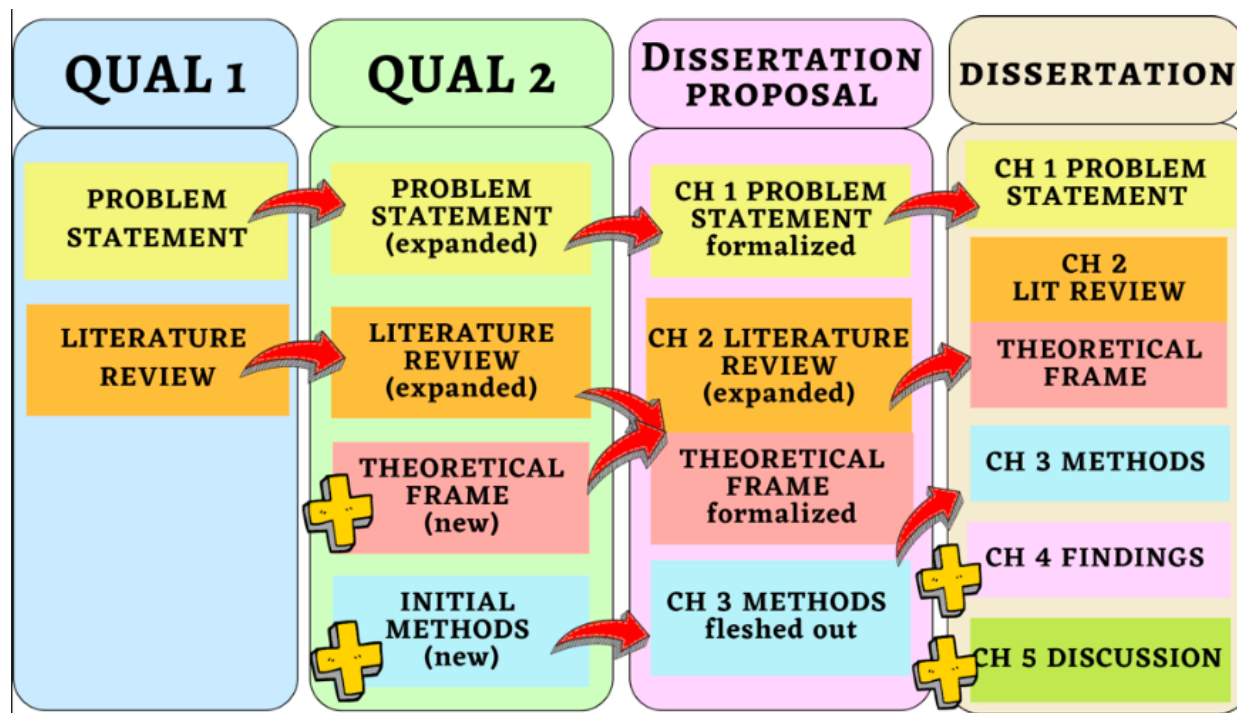
advisory” with a lead faculty advisor and a small number of students, usually related to their topic areas or other commonalities. The advisory meets multiple times throughout the year to support students in the core tasks of the EdD, including exploring their research topics and developing what will eventually be their qualifying exams and research proposals. Faculty additionally support advisees with navigating the program and responding to challenges that arise. The collaborative advisory is treated as a course, with corresponding units, class meeting times, and assignments. The following is an approximation of topics that will be supported in the first two years of the program:

- Fall Y1 Advisory (Proposal Development I): Support with exploring literature around individual topics and developing problem statement
- Spring Y1 Advisory (Proposal Development II): Support with developing literature review and writing Qualifying Exam Paper 1
- Summer Y2 Advisory (Proposal Development III): Support with Qualifying Exam Paper 1 revisions (if necessary)
- Fall Y2 Advisory (Proposal Development IV): Support with expansion of Qualifying Exam Paper 1 to Qualifying Exam Paper 2, continuing to explore literature, formalize problem statement, expand theoretical framework, and develop research question(s)
- Spring Y2 Advisory (Proposal Development V): Support with writing the Qualifying Exam Paper 2, including exploring methodological approaches, expanding the theoretical framework, and organizing the literature review

During Year 3, collaborative advising transitions into a dissertation committee model in which students will work closely with a dissertation committee to prepare their dissertation proposal, conduct research, write a dissertation, defend, and ultimately graduate. Figure 2 describes the elements of the Qualifying Exam Papers 1 and 2 and their relationship to each other, the dissertation proposal, and the dissertation.

Figure 2.

Development Process from Qualifying Examination Paper Elements to Dissertation Elements



As part of the development of student dissertations, we provide two opportunities for feedback on the articulation of students' topics, research questions, literature reviews, and potential methodological approaches. Two cumulative papers, or "Qualifying Examination Papers," are required, one at the end of Year 1 and another at the end of the Year 2 of the Program. Each Qualifying Examination Paper builds towards chapters of the dissertation proposal. These Qualifying Exam Papers are formative assessments of student progress towards their dissertation goals, and the feedback received on each section will provide guidance as students develop their dissertation manuscripts. Each Qualifying Examination Paper will be read and evaluated by a team of faculty and alumni reviewers. Students must be registered during the semesters in which they complete the two Qualifying Examination Papers. To be eligible for the Qualifying Examination Papers, the student must have:

- Achieved a minimum GPA of 3.0 in all work completed to date in the Ed.D. Program;
- Satisfied all program requirements; and
- Addressed all incomplete grades.

If the two members of the review team both determine that a student's Qualifying Examination Paper "meets standard," the Qualifying Examination will be accepted "as is" without revision. The Doctoral Academic Program Advisor will then share the combined feedback with the student to use as they move toward the next stage of their doctoral work. If the review team determines a student's Qualifying Examination Paper to be "below standard" or "approaching standard," the student will have required revisions that they must complete to reach the level of "meets standard" and must resubmit their Qualifying Examination Paper. The student will discuss the Qualifying Examination Paper 1 review

feedback with their Advisor and the Qualifying Examination Paper 2 feedback with their Dissertation Chair. Advisors or Chairs will hold a conference with students to discuss the strengths and areas for improvement in the Qualifying Examination Paper and create a timeline for making the required revisions. As stated above, if overall ratings indicate that the student's paper falls at either "approaching" or "below" standard, that student will be asked to resubmit the revised document for faculty review until they achieve "meets standard."

Qualifying Examination Paper I Writing Prompt

Students are expected to write in-depth analysis of a problem or issue in education that they plan to investigate for their dissertation study in which they do the following:

1. Clearly identify and define the problem of practice, the factors that contribute to it, and sufficient background and context.
2. Explain how the problem is a matter of equity and social justice and why it is important to study.
3. Describe key topics or patterns from the foundational, relevant, and current empirical and conceptual scholarship in the topic area.
4. Describe current thinking about some possible next steps for a dissertation research study, speculating on possible methodology, theoretical framework, and study contributions.
5. Demonstrate knowledge of academic writing conventions, including organization and APA style.

Qualifying Examination Paper II Writing Prompt

Students are expected to define an issue that they are considering as a possible dissertation topic. Through multiple lens, students are expected to do the following:

1. Clearly define/identify the problem or issue of inquiry, discuss the factors that contribute to it, and provide sufficient background and context using multiple perspectives.
2. Provide a compelling rationale that establishes that the problem is a significant and urgent issue of social justice with respect to a particular P-20 educational or community setting.
3. Describe the purpose and guiding question(s) of a study related to the problem outlined.
4. Explore, critique and synthesize the empirical literature on the study topic, as well as identify a research gap that further supports the need for the proposed study.
5. Present, define, and discuss a theoretical framework for the study being proposed.
6. Present an initial plan for study methodology.
7. Draw from the body of work (e.g., literature, data, analyses) developed throughout the program.
8. Demonstrate knowledge of academic writing conventions, including organization and the current APA Manual style.

DISSERTATION PROCESS

The dissertation is an original research study that serves as the culminating product of the program. Graduation is not conferred until the student completes the dissertation. The dissertation process entails

- Articulating a problem or issue with significant social justice implications,

- Synthesizing research literature, evaluating it in light of the problem, and identifying a gap;
- Designing and carrying out a theoretically and methodologically rigorous inquiry;
- Communicating the results effectively for a variety of scholarly and professional audiences;
- Generating knowledge for the field which addresses that gap and social justice issue through a discussion of conclusions from the study results; and;
- Making concrete recommendations based on those results and conclusions with potential for local transformation.

The dissertation process embodies our stance, as well as the following principles:

- *Writing as a process*: The process of writing the dissertation is distributed over the three years of the EDD. Through writing, students build a synthetic understanding of the field and craft a clear, evidenced argument regarding a social justice issue. They also develop their voices as writer-scholars and authority as researchers in a particular area of education.
- *Inquiry approach*: The dissertation process is one of inquiry, or investigation, in which students endeavor to understand a social justice issue more deeply. We blend three modes of inquiry: students reflect on their personal and professional experience, explore scholarly literature, and conduct their own original research.
- *Evidence based*: Students develop their authority on their chosen issue by drawing on various sources of evidence to support their argument, including research literature and systematically collected and analyzed data.
- *Theoretically rigorous*: Students develop their abilities to interweave theory and practice, including skillfully describing and applying theories to their research design, data collection, analysis, and discussion of their findings.
- *Honoring voice*: To honor students' own voices and experience, we support students to bring their personal and professional expertise as scholar-practitioners into particular areas of the dissertation. We strive to help students infuse their voice into the format, structure, and content of the dissertation, in consultation and agreement with their dissertation chair and committee.
- *Scaffolding*: Our course sequence is deliberately scaffolded, through both coursework and the qualifying exams, to help students develop and refine portions of what will eventually become chapters 1, 2, and 3 of the dissertation.

During the spring of Year 2 of the program, students will be guided through activities to bring together the knowledge, skills and insights from professional literature searches, research design and data collection efforts in other classes so as to develop formal dissertation proposals. (Please see figures 1 and 2, above).

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

The Dissertation Proposal is a revised and expanded version of the Qualifying Examination Paper 2. Students work closely with their newly assigned chair to revise and expand as necessary. Concurrently, the Dissertation Chair will convene the Dissertation Committee to review and discuss the finalized proposal with the student. This meeting is referred to as the Dissertation Proposal Defense Meeting. During this time, Committee members will make suggestions for further refinement of the research topic, research question(s), research design, and data collection tools.

When the Dissertation Committee members determine the student has met the standard for proceeding, the Dissertation Committee will signify this by signing the Dissertation Proposal Approval Form, which advances the student Doctoral Candidacy.

If Dissertation Committee members feel the study does not meet the standards, the student will not be recommended to Advancement to Candidacy until all required elements of the proposal are addressed and resubmitted to the committee for approval.

When the proposal is deemed acceptable, the Dissertation chair will then assist the student in completing the Institutional Review Board (IRB) application for research, per the details described below. Upon the chair's approval of the IRB application, the student will then submit it to University's IRB using Cayuse (<https://www.csueastbay.edu/orsp/cayuse/index.html>).

Students wishing to conduct research involving human subjects are required to review the policies and procedures for research involving human subjects for California State University, East Bay and must submit an application with a detailed summary of their project and relevant materials/forms to be reviewed by the IRB. In preparation, during the seventh and/or eighth semester, students will complete an on-line course (CITI) that outlines the history behind and the national requirements for doing research involving human subjects. Students may not collect data involving human subjects until approval from the University's IRB is given. Further information and copies of the university policy document may be obtained from the office of the Director, Research and Sponsored Programs, SF302, (510) 885-4212, orsp@csueastbay.edu, or online at <https://www.csueastbay.edu/orsp/index.html>

When the Dissertation Chair feels that the dissertation manuscript is in a nearly final draft, the student will submit the manuscript to Dissertation Committee members for review. The dissertation committee should receive the manuscript for review no later than 14 days prior to the oral defense. Working with the Chair, the student shall submit a Scheduling of Oral Defense of the Dissertation Form three weeks prior to the Oral Defense. This step ensures the examination date can be publicly posted and arrangements can be made for a location on one of the California State University campuses at a time agreed upon by the committee and student. The details of place and time for the Oral Defense will be publicly announced one week prior to the scheduled defense to permit interested faculty and students to attend.

In addition, the chair may choose to convene the Committee 4 - 8 weeks in advance of the defense for a "pre-defense meeting" to look over a draft of the dissertation to date and receive preliminary feedback.

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

1. The Oral Defense is satisfactory and the manuscript is accepted as submitted with copy editing revisions to be completed. The Dissertation Committee members sign two forms: a) Satisfactory Completion of Oral Defense Form, and b) the dissertation signature page. The Chair notifies the ELSJ Program Director to begin the final copy editing and formatting process.
2. The Oral Defense is satisfactory, but the need for content revisions of the manuscript is apparent and a list of revisions is generated by the Committee. The Committee members sign all forms, including the dissertation signature page, with the approval contingent on the student making the required

revisions to the satisfaction of the Committee chair. When the Dissertation Committee Chair determines that all the required revisions have been satisfactorily completed, the Chair notifies the ELSJ Program Director to begin the final copy editing and formatting process.

3. The Oral Defense is judged to be unsatisfactory. This decision may be reached because the dissertation is judged to be acceptable but the student fails to present it satisfactorily or because the dissertation itself is unacceptable. Committee members do not sign any forms or the dissertation signature page. Another Oral Defense will be scheduled when the Chair deems the student is prepared, manuscript is ready, and the committee members agree that the required remediation has been accomplished. Dissertation chairs should work to avoid this unsatisfactory outcome to an Oral Defense of the dissertation; rather, in the weeks leading up to the defense, the chair and the committee should communicate to the student that substantive revisions are needed and therefore the scheduled Oral Defense will be postponed.

Once the Oral Defense has been successfully defended per outcome 1 or 2, the student will fully copy edit their dissertation. When the ELSJ Program Director approves the copy editing and formatting of the dissertation, the Director will contact the Department's Academic Coordinator that the student has completed their capstone project (the dissertation) and is eligible for graduation, once all other requirements (i.e., courses) have been passed.

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

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

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

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

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

ROLES AND RESPONSIBILITIES

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

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

Qualifying Committees will be composed of two member-teams from the ELSJ, CEAS, and/or adjunct faculty, and/or alumni, with one who will serve as the first reader. These teams will evaluate the strengths and weaknesses of the student's research presented at the end of the third semester and sixth semester of the program through evaluations of the Qualifying Examination Papers 1 and 2, respectively, as described previously. Team members will also confer and collaborate on the final assessment of each student.

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

Membership

The Doctoral Dissertation Committee consists of three committee members. All members must hold doctoral degrees or a terminal degree in their field (e.g., MFA). At least one member will be an ELSJ faculty member. There will be one member who will serve as the Dissertation Chair. One committee member should be a practitioner in preK-12 education, Higher education, or in a field related to the dissertation topic. The Director of the ELSJ program, in consultation with the Doctoral Academic Program Advisor, must approve individuals beyond the ELSJ program faculty members.

The following sections describe actions expected of doctoral students in the ELSJ Program.

Standards for Student Conduct

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

The institution has the responsibility to protect students' citizenship rights on campus, and in approved activities that occur off campus. Off-campus activities of students may, upon occasion, result in violation

of the law. Students who violate the law may incur penalties prescribed by civil authorities, but institutional authority will not be used merely to duplicate the functions of general laws.

As stated in the University's Policy on Time, Place and Manner of Free Expression, "Universities are venues for creative, thoughtful and respectful discourse where conflicting perspectives are vigorously debated and thoroughly discussed. The University's policy can be found online at

<https://www.csueastbay.edu/administration/freedom-of-speech-expression/time-place-manner.html>

Unacceptable Student Behaviors

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

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

As appropriate, issues of unacceptable student behavior may be referred to the Office of Student Development and Judicial Affairs for further action (<https://www.csueastbay.edu/students/campus-policies/index.html>).

Integrity in Research

Students are expected to maintain the highest standard of ethical behavior in conducting research in order to protect the rights and reputations of persons involved as per the United States Public Health Service scientific misconduct regulations (https://ori.hhs.gov/sites/default/files/2017-12/guide_conduct_research.pdf).

Reports of such misconduct should be reported to the Associate Director of Academic Programs and Graduate Studies or the Associate Dean of the College of Education and Allied Studies. Suspected misconduct or fraud in conducting studies or reporting research findings are addressed via the Office of Student Development and Judicial Affairs per University campus policies (<https://www.csueastbay.edu/students/campus-policies/index.html>).

Artificial Intelligence Policy

Students may use AI programs such as ChatGPT to help generate ideas for papers, assignments, and class activities; however, students should know that the material generated by AI programs may be inaccurate,

incomplete, or otherwise problematic. Further, consistent use of AI programs may also stifle students' own ability to think creatively and to develop strong, coherent, succinct oral and written text.

Students may not submit any work generated by an AI program as their own. If a student includes material generated by an AI program, it should be cited like any other reference material using APA format. Again, remember that any references or statements generated by an AI program may be inaccurate, incomplete, or otherwise problematic. Students are responsible for ensuring that cited or quoted AI program generated material is accurate and complete.

Use of AI program generated text that does not adhere to this policy may be considered plagiarism or other form of cheating and it will be dealt with according to University policy.

CONFLICT RESOLUTION AND RESTORATIVE PRACTICES

When groups of people work together over extended periods of time, conflict is inevitable. However, we can determine how we address conflict, both proactively and in response to specific incidents. Proactively, the ELSJ Program is committed to collaboratively creating a set of "Norms and Understandings" at the start of the first year with each cohort, which will be a public document to guide how we work with each other as faculty and students throughout the cohort's three years in the program.

The "Norms and Understandings" document will be revisited and revised as needed at the beginning of Year 2 and the beginning of Year 3 for each cohort. In addition, the ELSJ Program Director will meet at least once a semester with each cohort to discuss upcoming events and hear concerns and suggestions for improving the program.

The ELSJ Program process for a student or faculty member who has a question or concern is the following: (1) Talk with the student or faculty member directly, either one-on-one or in a conversation facilitated by the student's faculty advisor (if Years 1 and 2) or dissertation Chair (if Year 3). If the concerns are not sufficiently resolved, then (2) the student can contact the ELSJ Director and then (3) the Department Chair for the Department of Educational Leadership. If the concerns are still not sufficiently resolved, then (4) the student can contact the Dean's Office (AE 111) for the College of Education and Allied Studies.

In addition, the University Grade Appeal and Academic Grievance (GAAG) Committee (<https://www.csueastbay.edu/senate/committees/gaag/index.html>), which operates under the supervision of the Academic Senate, exists to resolve student complaints concerning academic unfairness or discrimination. Reports of student misconduct, including those relating to academic dishonesty will be handled by the Office of Student Conduct, Rights and Responsibilities (<https://www.csueastbay.edu/studentconduct/index.html>), which is part of the Office of Student Development and Judicial Affairs (<https://www.csueastbay.edu/students/campus-policies/index.html>).

ADMISSION REQUIREMENTS AND PROCESS

Ed.D. admissions are guided by these requirements and processes.

Additional information on the ELSJ Program admission criteria and processes are available on the program website (<https://www.csueastbay.edu/edd/index.html>).

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

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

Students are placed in a “Conditionally Classified Admission” category when the university admissions office has not received all of their official graduate and undergraduate transcripts.

Students who are admitted as a “Conditionally Classified Admission” should immediately check with the Doctoral Academic Coordinator or ELSJ Program Director. They will provide student assistance, so they can become fully classified.

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

At least 42 of the 60 required semester units shall be completed in residence at the campus or campuses awarding the degree. The appropriate campus authority may authorize the substitution of credit earned by alternate means for part of this residence requirement.

Because the target audience for this doctoral program is the experienced administrator, it is anticipated that some students will have already completed the Professional Administrative Services Credential (PASC) requirements. For those who have their PASC, an option to complete the Clear Administrative Services Credential (CASC) concurrently with Ed.D. coursework can be made available. Students will work with the Program Director, the student’s Faculty Advisor, the Doctoral Academic Coordinator, and the Administrative Credential Coordinator to develop a Professional Learning Plan (PLP) to enable eligible Ed.D. students to participate in CSUEB CASC courses sufficient to earn their CASC. Typically, CASC is a two-year program. Information on the CASC program can be found on the Department of

Educational Leadership website (<https://www.csueastbay.edu/el/programs/clear-admin-services-cred.html>).

ADDITIONAL UNIVERSITY POLICIES

Inquiries concerning compliance with the following policies set forth below may be addressed through university procedures, including the Grade Appeal and Academic Grievance process (<https://www.csueastbay.edu/aps/academic-services/academic-policies/grade-appeal.html>).

Additional information about these policies can be found on the University's Campus Policies webpage (<https://www.csueastbay.edu/students/campus-policies/index.html>) and the Student Conduct, Rights and Responsibilities webpage (<https://www.csueastbay.edu/studentconduct/index.html>).

By CSU Board of Trustees policy, the California State University does not discriminate on the basis of age, marital status, or religion.

The faculty of California State University, East Bay, welcoming the religious and spiritual diversity of our student body, recognizes that upon occasion students' religious observances may conflict with other requirements. California Education Code Section 89320 requires faculty to reschedule a test or examination, without penalty to the student, when the regularly scheduled test or examination conflicts with the student's religious observances. Students with other scheduling conflicts related to religious observance should bring these to the attention of the instructor in a timely manner, so that the student will be accommodated, if at all possible.

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

Further, the ELSJ Program supports students in obtaining accommodations and other support services for which they are eligible. More information on these services, eligibility requirements, and the process for receiving these services can be found on the Accessibility Services webpage (<https://www.csueastbay.edu/accessibility/>).

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

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

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

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

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

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

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

Sexual harassment happens to both men and women. In determining whether conduct constitutes sexual harassment, the circumstances surrounding the conduct should be considered.

Sexual harassment may include one or more of the following: questions about one's sexual behavior; sexually oriented jokes; inappropriate comments about one's body and clothing; conversation filled with innuendoes and double meanings; sexually suggestive pictures or objects displayed to embarrass or humiliate; pinching, fondling, patting or kissing; requests for sexual intercourse; gender-based derogatory statement; unfavorable consequences for refusing to submit.

Fees and Financial Aid Annual Student Fees

Please refer to the University's website for current student fees: www.csueastbay.edu/students/financing-your-education/paying-fees/index.html

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

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

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

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

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

Students may obtain information on scholarship opportunities from Financial Aid and from other academic departments. Both on and off-campus scholarship information is available on the University's web site. Information about the Ed Doc Grant, available to all EdD students based on need, may be obtained from the Department of Educational Leadership.

To assist students with short-term financial difficulties, the University established emergency loan programs for students who are U.S. citizens and also eligible non-citizens. The Emergency Loan Program is to assist students who are experiencing short-term financial difficulties. This program is not intended to supplement or replace any of our financial aid programs offering long-term financial assistance. Borrowers must be regularly admitted students, enrolled in a minimum of 6 units. A regularly admitted student does not include students in the American Language Program, Open University, Continuing Education nor Certificate programs.

More information on the loans can be found on the Emergency Loan Program webpage (<https://www.csueastbay.edu/financialaid/types-of-aid/loans/emergency-loans.html>).

The following health requirements are not admission requirements, but are required of students who are U.S. citizens over 25 years of age, as conditions of enrollment in the California State University.

In order to enroll, all new and readmitted students born after January 1, 1957, must provide written proof of full immunization against measles and rubella prior to enrollment.

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

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

California residency for tuition purposes is determined by the University's Office of Admission. Guidelines and processes are set forth on the Residency webpage (<https://www.csueastbay.edu/admissions/residency/index.html>).

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

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

Academic Probation and Disqualification

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

Academic Probation

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

Academic Disqualification

A student may be subject to academic disqualification by the Senior Director, Academic Programs and Graduate Studies if during any quarter while on probation they do not achieve the minimum 3.0 GPA in all units taken after admission to their graduate program. The student may also be disqualified if, at any time, they do not meet the academic criteria of their department. In addition, an appropriate campus administrator may disqualify a student who at any time during enrollment has demonstrated behavior so contrary to the standards of the profession for which the student is preparing as to render him/her unfit for the profession. In such cases, disqualification will occur immediately upon notice to the student.

Time Limits to Complete the Graduate Degree

According to the California Administrative Code of Regulations, *Title V, Section 40510*, students must complete their graduate degrees within a maximum of five years. An extension of that time, of up to two

years, may be granted by the Associate Vice President of Academic Programs and Graduate Studies if warranted by individual circumstances. A special petition for the extension must be signed by the Doctoral Academic Program Advisor of the doctoral program in Educational Leadership and then sent to the Office of Academic Programs and Graduate Studies for the final approval.

ADDITIONAL RESOURCES

Cayuse: the web-based platform for managing grant proposal submissions, IRB protocols, and Conflict of Interest disclosures, including disclosures of foreign support

(<https://www.csueastbay.edu/orsp/cayuse/index.html>)

Department of Educational Leadership webpage: <https://www.csueastbay.edu/el/>

Doctorate in Educational Leadership for Social Justice webpage:

<https://www.csueastbay.edu/edd/index.html>

Free Application for Federal Student Aid (FAFSA): available on the web at:

<https://studentaid.gov/h/apply-for-aid/fafsa>

Institutional Review Board (IRB): <https://www.csueastbay.edu/orsp/compliance/irb/index.html>

Office of Graduate Studies: <https://www.csueastbay.edu/graduate-studies/>, (510) 885-3716.

Office of Research and Sponsored Programs, LI 2300, 885-4212 or online at:

<https://www.csueastbay.edu/orsp/compliance/irb/index.html>

Student Health and Counseling Services (no or low cost services): <https://www.csueastbay.edu/shcs/>, (510) 885-3735