

**Doctoral Program in Educational Leadership (DPEL)**

**Student Handbook & Guide**

**(NEW Version for Cohorts 9---on)**

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**Welcome to the Doctoral Program in Education Leadership (DPEL)**

***Californian State University, Bakersfield***

Dear Future Doctors and DPEL Participants,

Welcome to the doctoral program in educational leadership! We are thrilled to embark on this journey of intellectual growth, professional development, and meaningful collaboration with each and every one of you.

As you begin this program, you are stepping into a vibrant professional learning community dedicated to advancing knowledge and practice in educational leadership. Whether you are pursuing this degree to further your career, make a difference in your community, or contribute to the broader field of education, we are here to support and guide you every step of the way.

Throughout your doctoral journey, you will engage with a diverse group of participants, leading accomplished faculty, scholars, practitioners, and fellow students who share your passion for transformative leadership to bring about desired change in educational and social institutions. Our faculty bring a wealth of expertise and experience to the table, and we are committed to providing you with a rigorous and enriching academic experience that will challenge you to grow both personally, academically and professionally.

As you navigate the requirements of the program (see also our [DPEL Website](https://www.csub.edu/edd/)), from coursework to qualifying exams to dissertation proposals and research, know that you are not alone. Our dedicated staff and faculty are here to offer guidance, mentorship, and encouragement to help you succeed and reach the mountain top. Additionally, we encourage you to take advantage of the many resources and opportunities available to you, from various campus centers such as our [Graduate Studies Center](https://www.csub.edu/graduatestudentcenter/) to professional organizations and networks such as our newly created [DPEL Network](https://www.csub.edu/studentorg/).

Above all, we hope that your time in this program will be a transformative experience that equips you with the knowledge, skills, and confidence to lead with vision, integrity, and compassion in whatever path you choose. We are excited to see the impact you will make in the field of educational leadership and beyond.

Once again, welcome to the doctoral program in educational leadership. We look forward to getting to know you more and supporting you throughout this exciting journey.

Sincerely,

DPEL Graduate Faculty Group & Team!

**Section 1: Introduction**

 The *Doctoral Program in Educational Leadership - Student Handbook* serves as a reference for policies and procedures applicable to: 1) doctoral students, 2) dissertation chairs and committee members, 3) the Faculty Graduate Group (GFG) (Core and Affiliated faculty), and 4) administrative staff of the Doctoral Program in Educational Leadership (DPEL) at California State University, Bakersfield (CSUB).

Using the cohort format, the *Doctoral Program in Educational Leadership (*DPEL) is an intensive, 60-semester unit program designed for PK-20 full-time educators and other professionals earning their doctoral degrees in educational leadership. Course meetings are held on Saturdays. Additionally, online components are included using Canvas as a learning management system. Students taking six to nine units per semester can anticipate completing the program in three years. Doctoral students take the first nine core courses (27 units) as a cohort. In other words, for the first four semesters, the students in a particular cohort attend all their courses together. These core courses are followed by 21 units of specialization courses, culminating in the 12-unit dissertation [see Figure 1: DPEL Scope and Sequence Chart].

The cohort approach, with embedded system of support, is a viable model for creating a participatory community of diverse learners and professionals since it provides optimal learning opportunities for intellectual, academic, social, cultural and professional discourse. The DPEL instructional approaches are grounded in various effective andragogical strategies necessary for promoting critical thinking skills, engaging in actionable reflective practice, understanding the local-global realities, and confronting current challenges facing educational and social institutions. The cohort system allows DPEL participants to become active members of the doctoral culture that cultivates original research to tackle existing problems of practice and create solutions.

**Policy on Transfer Credits**

 Graduate credit from another accredited college or university may be applied toward the fulfillment of requirements in the student’s graduate program at CSUB if accepted by the faculty of the DPEL Graduate Group. In addition, graduate-level work taken through Extended University may be used to satisfy prerequisite requirements or specific degree requirements when such work is approved in advance by the Director of the DPEL.

No more than six (6) units of transfer and/or California State University, Bakersfield semester credits may be transferred into the Doctoral Program in Educational Leadership at California State University, Bakersfield pending review by Faculty Transfer Unit Committee and approved by the director. Any units accepted by the program director may be counted toward the specialization courses and may not be counted towards completion of the core courses. These courses must be graduate‐level courses with a grade of B or better. Course syllabi, catalog descriptions of the courses, and a copy of the transcript showing the posted grades for the courses must be submitted to the Admissions Support Coordinator along with the request to accept the transfer credits. The DPEL course offerings are strictly and only limited to admitted students in the program and shall not be taken by anyone else seeking graduate or post-baccalaureate coursework for credit.

**Policy on Partial Enrollment of Non-Admitted Students**

The DPEL Admissions and Appeals Committee shall review requests from non-admitted students who seek to enroll in EDLD courses and consider and decide on these based on the guidelines and protocols. Students who provide adequate documentation of their admission to another comparable, and regionally-accredited, doctoral program in educational leadership or closely related field elsewhere may be allowed to enroll in certain courses as determined by the Admissions and Appeals.

**Section 2: Faculty Advisors and Mentors**

Upon entry to the program, DPEL Director serves as each student’s advisor while collaborating with the entire DPEL Graduate Faculty Group (GFG) which includes both Core and Affiliate faculty members. The entire DPEL faculty team members join forces to provide a vital layer of support and guidance for all students in every cohort and throughout the candidates’ doctoral journey and beyond. While the DPEL Director may serve in the main capacity, members of the DPEL GFG are delegated to assume various roles that include teaching courses, serving on program committees, developing curricula, mentoring peers, advising and counseling students, and ultimately chairing and/or serving on students’ dissertation.

**Section 3: Maintaining Satisfactory Progress, Dismissal Qualification, and Appeal of Dismissal Qualification**

 Given the DPEL’s rigor, labor-intensity, and time-sensitivity, students are expected to maintain consistent satisfactory pace and progress throughout while meeting the established policies and guidelines. All students are expected to be in good academic and professional standing until the successful completion of all requirements including publishing the dissertation in ProQuest. While the following highlight certain DPEL-specific policies, other graduate studies institutional and system-wide guidelines apply and are implemented since they drive monitoring each student’s pace and progress and taking action accordingly including remediation, intervention, appeal, dismissal and the like.

**Time Limits for Matriculation to Degree**

The Doctoral Program in Educational Leadership is designed for completion of the degree requirements within three calendar years during which the required 60 semester units can be completed. Completion of degree requirements between three and a half and four years is normally acceptable due to certain conditions and circumstances. The Qualifying Examination (QE) will be taken after completion of core courses; students must fully pass the QE to be eligible for Advancement to Doctoral Candidacy. Thus, a student may not advance to candidacy until they have passed the qualifying exam. The total time lapse to qualifying examination and advancement to candidacy may not exceed three years, unless there are mitigating circumstances and the Graduate Faculty Group has approved the extensions which, if granted, may not exceed one year.

Total registered time in the doctoral program is not expected to exceed five years, and extension beyond this period requires approval by the Graduate Faculty Group and Program Director. Extension of the period for degree completion beyond the period of five years is normally granted to students in good academic and professional standing, not to exceed a two-year period. It will be the student’s sole responsibility to cover all tuition and fees during these extensions as financial aid is not available in the form of loans or otherwise for students who do not complete their degree within the allotted three-year period. During the two-year extension period, continuation each term after the extension is granted requires determination of satisfactory progress by the Graduate Faculty Group.

Extension of the period by more than two years can be granted only under special circumstances and is based upon criteria established by the Graduate Faculty Group. Such extension requires: (a) special approval in accordance with the procedures established by the campus, and (b) demonstration that the student has maintained currency in the field, including current literature, course work validation, and research in the field; and (c) provide a written rationale for granting extensions, reauthorizing courses and/or re-enrollment in the program. Students must maintain continuous enrollment and will pay full fees during any granted extensions.

## **Time Limits for Faculty Commitment**

## The faculty commitment in the doctoral program can be a longer-term commitment to faculty development and student development than is seen in undergrad and even master’s programs (especially with regard to dissertation support). This commitment typically is required until the student has completed the work or until the university allowed program completion limit (normally 7 years) and any appeals have been exhausted. Any exceptional cases will be evaluated on a case-by-case basis by the appropriate committee(s). Faculty may opt out after five years since the start of their commitment to chair and/or serve on the student’s dissertation especially when student progress is not made.

**Continuous Enrollment**

Doctoral students must be enrolled each semester (Fall, Spring, and Summer) until final completion of all degree requirements within the allowable time limit. Otherwise, students must complete a Leave of Absence (LOA) form. Not doing so could result in dismissal from the program. In addition, the DPEL follows the established University’s [Graduate Studies](https://www.csub.edu/graduatestudentcenter/graduate-studies.shtml) policies in relation to the applies to the **Continuous Enrollment for Graduate Students** which states, “Graduate students must enroll each Fall and Spring semester until degree completion. This continuous enrollment requirement can be met through enrollment in courses identified in the specified plan of study or by enrollment in a special low-cost, 7000-level, 0-unit course through Extended University, with the program director as the instructor of record. Unless granted an approved leave of absence, a graduate student who fails to enroll each semester will need to resubmit a plan of study for the graduate degree program. Summer and winter enrollment in the 7000-level continuous enrollment course may be required by individual programs.”

**Leave of Absence**

Students enrolled in the DPEL may request a temporary Leave of Absence (LOA) for one semester where events such as illness or injury, active military service, or the need to provide care for a family member prevent them from actively participating in their degree program. A doctoral student who is granted an LOA suspends progress toward their degree during the semester in which they are on an approved LOA. Students may request an LOA by submitting [Form 9 [Leave of Absence Request] and the Planned Educational Leave](https://csubsign.na2.documents.adobe.com/public/esignWidget?wid=CBFCIBAA3AAABLblqZhA2EnTp5fisCljS3qZ5_0Si7zAa0aSy2crunY3qLu9Q2AgG1bEyKndXI38IQO4jTmo%2A) – Graduate and Post-Baccalaureate Students [available through the Graduate Student Center] forms to the DPEL ASC.

**Leave of Absence Time Limit**

In general, a Leave of Absence (LOA) is limited to a one-year period. An LOA may be extended for an additional year, pending approval by the appropriate DPEL subcommittee(s). If an LOA exceeds two years, the student must reapply to the program. The DPEL Admissions and Appeals subcommittee shall make a determination as to the place within the seven-year timeframe at which the student is reactivated and whether prior courses can be counted as completed.

***Tuition & Fees and Financial Aid*.** If a student begins the LOA at the start of the semester, no tuition or fees will be charged during that semester. An LOA will prevent the student from receiving funding from the program and may also affect the student’s ability to receive financial aid or loans and/or to defer payments on loans. Students should contact the Office of Financial Aid if they have questions regarding their financial aid or loan status.

Although an LOA typically begins at the start of a semester, emergency situations may require a student to begin an LOA in the middle of a semester. Under these circumstances, the student would withdraw from classes. Adjustments to tuition and fees charges will be made according to the schedule set by the Office of the Registrar. Emergency LOAs do not reverse the charges set by this schedule.

 ***Prior to LOA Application*.** Prior to applying for an LOA, students should discuss with the DPEL Director and their faculty advisor the impact of taking an LOA on their progress toward degree. This discussion should include the development of a strategy for completing the degree.

 ***Use of University Facilities and Services*.** Students on LOA will not have access to services or benefits provided to enrolled students and may not use university facilities or services normally available to registered students, including the use of the doctoral student workroom. Students may not use the services of faculty or administrative staff except for planning the transition back to registered status.

***General LOA Policies*:**

* The Director of the DPEL will review and forward all requests for LOAs to the DPEL Graduate Faculty Group for review and approval.
* An LOA is required for all semesters during coursework and dissertation work.
* An approved LOA request is valid for a maximum of one semester.
* Under no circumstances will LOAs be approved retroactively for prior semesters.
* In addition of the DPEL LOA, the student should complete the Academic Petition for Graduate and Post-Baccalaureate form indicating their Planned Educational Leave.
* Students returning from an LOA must re-enroll for the semester following their LOA or provide a written request to extend the LOA, which must be approved. A student who does not register or who does not have an LOA Extension approved will be considered to have withdrawn and will be dropped from the program.
* Students on LOA may finish work from previous semesters (e.g., completing work in courses in which grades of “Incomplete” have been assigned), but may not complete other degree requirements (e.g., taking qualifying exams).
* The time limit for reaching candidacy or completing the degree will be extended by the number of terms the student is on approved LOA.

**Minimum Registration**

Students must maintain minimum registration in the DPEL in order to retain current student status. Because this is a full-time professional cohort where the contributions of each member are critical to the learning and growth of the cohort, minimum registration requires students to be enrolled in the number of courses/credit hours required of their cohort each semester as outlined in their Plan of Study signed upon entry to the program. If the minimum registration requirement is not met, the student will be dismissed from the program, unless they have gained prior approval from the DPEL Director to not meet this requirement.

**Student Reviews**

The Core faculty will review student progress at the end of each semester, academic year, and throughout the program. Prior to the qualifying examination, students’ academic progress will be reviewed by core professors; this group will then determine if the student is in good academic standing, satisfactory standing, or is in need of assistance. Warning letters related to academic standing may be sent at any time throughout the program if the student is not meeting academic expectations.

**Satisfactory Progress**

All DPEL students are expected to maintain satisfactory progress toward approved academic objectives as defined by the Graduate Group faculty, the Graduate Committee of the Academic Senate, and the University in accordance with the program of study. Students must maintain continuous enrollment in the program in order to be considered a student in good standing. Only courses included in the doctoral program of study will be used in the grade point average (GPA) calculation that determines the satisfactory progress of an enrolled doctoral student.

In order for students to maintain satisfactory progress in the doctoral program, several standards must be met. First, the student must maintain at least a 3.0 cumulative grade point average (GPA) throughout the program. Second, the student may not have a GPA below 3.0 in any two terms. Students who fall below a 3.0 GPA in a semester will be notified that they are on academic probation. In addition, students receiving two “C’s” in courses will be dismissed from the program unless one of the courses with a “C” grade is repeated and the grade improved. Students will be advised in writing that they are on academic probation after receiving the first “C” and will be dismissed immediately after receiving the second “C” in any course in their program of study.

The student must advance to candidacy and complete all courses and pass the Qualifying Exam while making satisfactory progress throughout the timelines specified by the Graduate Faculty Group.

**Incomplete Grades**

Students will be allowed to carry no more than two “Incomplete” grades. After receiving one “Incomplete,” students will receive a letter of warning and be placed on Academic Probation by the DPEL. Students normally will not be permitted to enroll in additional courses until all “Incompletes” are cleared. Students must meet with the DPEL Director to appeal this restriction or to determine any other courses of action the student must take in order to rectify the situation. Students should refer to the appropriate General Catalog year for further details.

Normally it is expected that the student will make up an “Incomplete” grade during the next semester; however, the “Incomplete” must be made up within one calendar year immediately following the last day of the semester/session during which it was assigned. This limitation prevails whether or not the student maintains continuous enrollment. Failure to complete the assigned work will result in the “Incomplete” (I) being counted as an “Incomplete Charged” (IC), or failing grade, for GPA computation. An “Incomplete” grade not made up within one calendar year after the grade has been recorded is changed to an “Incomplete Charged” (or a “No Credit” [NC] if “Credit/No Credit” [CR/NC] grading was approved). A student may be dismissed from the program if the deadline for rectifying “Incomplete” grades outlined above is not met. “Incomplete” grades must be cleared before a degree is awarded. In the absence of the instructor who has assigned the “Incomplete,” a student seeking to make up this grade should consult with the DPEL Director.

**GRE, Writing Skills and Proficiency**

Applicants to the DPEL must meet a graduate-level entrance writing requirement by demonstrating academic writing fluency and skills. The GRE is no longer required for admission to the program. Students are expected to demonstrate written competency as specified by the admission criteria upon applying. It is critical that candidates possess solid skills in completing doctoral level written tasks, papers, projects, research proposals and most importantly dissertations. In addition, students are expected to demonstrate technical writing skills following the specifications and style guidelines as outlined in the latest (seventh) edition of the American Psychological Association (APA) Manual.

**Statement on Artificial Intelligence (AI) vs. Human Intelligence (HI)**

If you utilize AI tools, it is crucial to acknowledge the distinction between artificial intelligence and human intelligence. While AI can assist in generating content, it is essential for researchers to exercise critical thinking and expertise in creating, interpreting, analyzing, and synthesizing information. Human intelligence is authentic and provides context, creativity, and judgment that AI may lack; in fact, it is in many cases a science fiction rather than reality. Therefore, researchers may use AI as a tool to enhance their work, not replace the intellectual rigor and insight that human intelligence offers in academic writing and research. Additionally, please refer to the established CSUB’s [Academic Integrity](https://www.csub.edu/deanofstudents/academic-integrity.shtml) policies and guidelines.

**Grade Substitution by Repetition of Courses**

DPEL students may, with approval of an adviser, repeat a course for academic credit, regardless of what grade was originally earned in the course. However, the student is not eligible to petition for grade substitution. All course work taken, beginning with the first term of the student’s doctoral degree program, is used in determining the student’s GPA and graduation eligibility.

**Dismissal**

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

**Appeal of Dismissal**

To ensure that a decision to dismiss a student from the program is just, basic due process requirements set by the Graduate Faculty Group (GFG) must be met. This process, developed by GFG, must include the opportunity for appeal by the student. To appeal dismissal from the program, a student must submit a letter to the DPEL Director explaining why he or she believes the dismissal was unjust. The DPEL Director will distribute the student’s letter of appeal to the respective DPEL sub-committee and group to determine whether or not the dismissal will stand. The DPEL Director will then notify the student, in writing, of the Graduate Group’s decision. If the student does not agree with the appeal decision of the Graduate Group, the student may then follow the [Student Complaint and Grievance Procedures](https://www.csub.edu/academicprograms/student-complaints-and-grievances.shtml) as outlined by the CSUB Office of Academic Programs.

**Attendance**

Students are expected to attend all classes in person and be active participants in classes and the program. Students who must miss class because of an emergency must contact the instructor prior to class. It is expected that these events will be rare and are dictated by justifiable extenuating circumstances and factors. Students who miss class for any reason may be administratively withdrawn from the course by the instructor. A student being administratively withdrawn from a course means that the student must retake the entire course when it is next offered (normally one year later). Specialization courses will be handled case-by-case. Students should also make every effort to be on time for class and not plan on leaving early. Students are valuable partners in the teaching and learning process and attendance is vital to higher-level academic learning.

**Holding Classes Coinciding with Campus-Observed Holiday Weekends:**

The DPEL program director will make every effort to avoid scheduling classes on campus-observed holiday weekends (such as July 4th weekend, Labor Day weekend, etc.). However, in order to meet mandatory contact-hour minimums, it may not be possible to cancel a Saturday class for campus-observed holiday weekends. Instructors are strongly encouraged to hold class as scheduled but may consider modifying course modality with approval of the DPEL Director.

**Doctoral Culture**

The Ed.D. is the highest degree attainable for educational leader practitioners and is known as a terminal degree. Therefore, it is important that students have the utmost expectations of themselves as learners and students in a higher-level academic environment and professional network. It is the doctoral student’s responsibility to:

* Demonstrate dispositions and professional values through their doctoral journey and beyond;
* Reify the humanistic traits attitudes by embracing diversity and acting upon the principles of equity and social justice;
* Reflect interpersonal communication skills when interacting with peers, faculty, dissertation chairs and committee members, staff and others;
* Exercise the highest integrity in all aspects of their work including class assignments, collaborative projects, field experiences and the like;
* Show commitment to complete all degree requirements including the dissertation in a timely fashion.

**DPEL Students Who Work at CSUB**

 For DPEL students who are also employees, you have signed a confidentiality agreement that outlines how you utilize campus data as part of your employment agreement with the campus. Accessing student records outside of the scope of their job role would be a violation of the agreement and the campus Acceptable Computer and Network Use Policy. If a DPEL student is caught violating these and other campus policies, they would be subject to immediate dismissal from the DPEL program and a referral to the appropriate university authorities. Accordingly, DPEL students who work at CSUB are **not** permitted to access the records, academic or otherwise, of any other CSUB student. Similarly, they must draw the line between being an employee and being a student in the program while reflecting a high level of dispositions, professionalism and respect.

**Underlying Diversity, Equity, Inclusion and Social Justice**

The DPEL faculty is committed to teaching courses from a social justice perspective. Diversity, equity and inclusion (DEI) are seamless aspects of the program’s core culture, values, principles, and dispositions. As a member of the Carnegie Project on the Education Doctorate (CPED), and nationally accredited program by the [Association for Advancing Quality in Educator Preparation (AAQEP)](https://aaqep.org/), our program aims to adhere to the guiding principles and aspects that cultivate diversity strategically and intentionally through implementing culturally responsive pedagogical practices, action oriented social justice approaches, and ethical professional behaviors grounded in universal human experiences and realities. This means that faculty may construct course assignments and/or lead discussions that focus on questions of inclusivity, diversity, and multiculturalism to deepen understanding of how inequality is perpetuated for marginalized groups. The goal of DPEL is to create a class of educational leaders that can use their critical lenses to bring about transformative change throughout the communities in the California Central Valley and beyond.

**Section 4: Doctoral Program Course Sequence**

The DPEL program offered at CSUB commences in the fall and includes summer school in Years 1 and 2. Upon admission to the program, students will receive a cohort-specific course sequence. The following page represents a sample course schedule, but students should not expect that Core Courses be offered in this specific order.

*Figure 1: DPEL Scope and Sequence Chart*

|  |  |  |
| --- | --- | --- |
| **Core Courses** | **Specialization** | **Dissertation** |
| **27 Units** | **21 Units** | **12 Units** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 1** | **Semester 1** | **Semester 2** | **Semester 3** |
| **6 Units Total** | **6 Units Total** | **6 Units Total** |
| **EDLD 6010**Organizational Theory in Complex Organizations | **EDLD 6060\***Conceptual Curriculum Perspectives for Educational Leadership | **EDLD 6020\***Educational Reform |
| **EDLD 6090**Advanced Applied Research and Measurement in Education | **EDLD 6040\***Advanced Applied Quantitative Methods | **EDLD 6080\***Theories of Cross-Cultural Education |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 2** | **Semester 4** | **Semester 5** | **Semester 6** |
| **9 Units Total** | **6 Units Total** | **9 Units Total** |
| **EDLD 6070\***Applied Qualitative Research Methods | **EDLD** Specialization Course | **EDLD**Specialization Course |
| **EDLD 6110\***Educational Evaluation, Assessment, and  | **EDLD** Specialization Course | **EDLD**Specialization Course |
| **EDLD 6030**Educational Policy Environments | **Qualifying Exam** | **EDLD 6900**Dissertation Units (3) |

|  |  |  |
| --- | --- | --- |
| **Year 3** | **Semester 7** | **Semester 8** |
| **9 Units Total** | **9 Units Total** |
| **EDLD** Specialization Course | **EDLD**Specialization Course |
| **EDLD**Specialization Course | **EDLD 6900**Dissertation Units (6) |
| **EDLD 6900**Dissertation Units (3) |  |
| **Preliminary Dissertation Defense** | **Final Dissertation Defense** |

***Notes:***

*All courses are 3 units; Students must pass the Qualifying Exam during the fifth semester; An \* indicates fieldwork in a course.*

**Section 5: Doctoral Program Phases**

Students in the program move through three phases of study that comprise 60 semester units. The *Doctoral Program Phases* (Core, Specialization, and Dissertation) provide a learning experience designed to give students knowledge about the strategies of scholarly investigation and application in practice. The final phase (i.e., the dissertation) must deal with specific, well-defined, and important questions or issues which merit investigation. Dissertation topics must relate to some existing body of theoretical or empirical knowledge in relation to educational leadership. The student should work closely with the professor he or she selects as dissertation chair to develop the topic research question(s), methodology, and research plan. The DPEL program policy permits a range in both subject matter and research perspective. Chosen topics must be founded in proper scholarship and within the purview of the dissertation chair and committee.

The unique nature of the Ed.D. is based on specifications outlined policy documents and protocols including [Executive Order 991](https://www.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/program-development/Pages/doctor-of-education.aspx), [Title 5 Section 40511 - The Doctor of Education Degree](https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-5-board-of-trustees-of-the-california-state-universities/chapter-1-california-state-university/subchapter-2-educational-program/article-7-graduate-degrees/section-40511-the-doctor-of-education-degree#:~:text=Section%2040511%20%2D%20The%20Doctor%20of%20Education%20Degree%20(a)%20A,prepare%20administrative%20leaders%20for%20possible) among other related California State University coded directives and evolving policies. In particular, candidates will work with faculty ensure that dissertations conform to the established criteria specified under [Cal. Code Regs. tit. 5 § 40511](https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-5-board-of-trustees-of-the-california-state-universities/chapter-1-california-state-university/subchapter-2-educational-program/article-7-graduate-degrees/section-40511-the-doctor-of-education-degree#:~:text=Section%2040511%20%2D%20The%20Doctor%20of%20Education%20Degree%20(a)%20A,prepare%20administrative%20leaders%20for%20possible). The student will be expected to construct a document with a clear theoretical framework, an adequate collection of empirical data, a critical analysis of the data collected, and a direct and specific discussion of the implications of theory and data for educational policy and/or practice. The dissertation research will be conducted under the supervision of the dissertation chair and the dissertation committee. Publication rights of the dissertation are shared between student and chair.

All DPEL forms can be found on the [DPEL Website.](https://www.csub.edu/edd/forms/index.html) The student is responsible for keeping track of her or his courses and units as they strictly follow their respective Plan of Study. Similarly, students are responsible to ensure submitting pertinent forms on time as applicable to their progress throughout the program (the forms will be referred to by number and title in the body of this manual and on the website).

**Phase I: Core Courses**

The Core Courses consist of nine courses of 27 semester units. During this phase, DPEL students take these courses as a cohort. Core Courses and a description of each are listed below. Each Core Course is 3 units. Courses with an \* indicate that they consist of embedded fieldwork projects. Please note that program requirements, outlines, offerings are subject to change and/or modification given the wide range of factors such as evolving legislative mandates, institutional guidelines, program’s revisions, accreditation requirements and the like.

**Embedded Fieldwork**

In many of the courses there is a component of embedded fieldwork or “laboratories of practice” where collaborative groups of doctoral students work with school site and college-based leaders to complete a project for that client directly related to the course curriculum. These serve as anchor signature pedagogies that seek to enhance candidates’ conceptual and practical skills vis-à-vis course objectives and program outcomes. Each of the courses includes a signature assignment that will be created and evaluated based on a semantic differential scale rubric with specific criteria. Clients are given the Embedded Fieldwork Assessment to complete at the end of the course and when the project has been completed. This instrument provides feedback about how well the students were able to undertake and complete work directly related to the course (Program Learning Outcomes). These assessments are collected at the end of a cohort’s program of study and reviewed by the Assessment subcommittee of the Graduate Group to assess the degree to which program outcomes are being met. Courses with an \* indicate that they consist of embedded fieldwork projects.

***EDLD 6010. Organizational Theory in Complex Organizations***

Prerequisite: Admission to the program. Seminar. Combines alternative views of organizational theory with application to the structure of the school; to critical roles played by teachers, principals, and other school personnel; and to the examination of relationships among structural elements of schools.

***EDLD 6020. Educational Reform\****

Prerequisite: Admission to the program. Seminar. Examines change in educational settings in the context of organizational theory, structure, and culture; change processes; and change leadership strategies and styles. K-12 educational settings and higher education settings are used to test theories and change strategies.

***EDLD 6030. Educational Policy Environments***

Prerequisite: Admission to the program. Seminar. Explores the determinants of policy in educational organizations and leadership. Analysis of structures used for legal, fiscal, and political decisions and in conflict management. Role of the educational leader in relation to intergovernmental activities aimed at educational reform.

***EDLD 6040. Advanced Applied Quantitative Methods\****

Prerequisites: Admission to the program. Seminar. Examines advanced research methodologies and data analysis techniques applicable to educational and social science settings. Topics include experimental and quasi-experimental design, advanced statistical techniques, sampling distributions, nonparametric statistics, inference and hypothesis testing. Specific applications to the work of the educational leader.

***EDLD 6060. Conceptual Curriculum Perspectives for Educational Leadership\****

Prerequisites: Admission to the program. Students will develop the philosophical and analytical skills to examine curriculum theory and practice, including the organization of subject matter and instructional methods.

***EDLD 6070. Applied Qualitative Research Methods\****

Prerequisite: Admission to the program. Seminar. Examines the purpose and nature of qualitative research including current applications in educational settings. Emphasis is directed toward critical analysis of current qualitative studies and will include field-based application.

***EDLD 6080. Theories of Cross-Cultural Education\****

Prerequisite: Admission to the program. Seminar. Designed to thoroughly review the most relevant theoretical approaches dealing with cross-cultural and multicultural education. As diverse and conflicting perspectives are examined, students will experience the complexity of views and perceptions dealing with leaders with multicultural populations coexisting in a pluralistic society.

***EDLD 6090. Research Concepts and Design***

Prerequisite: Admission to the program. Analysis of approaches to designing and conducting educational research, including ethical issues. Emphasis on reading and evaluating research literature and designing research projects. Psychometric theory, validity and reliability of tests, professional testing standards, and hands-on experience with test evaluation are included.

***EDLD 6110. Educational Evaluation, Assessment, and Planning\****

Prerequisite: Admission to the program. Examines assessment practices, planning strategies, and evaluation processes in K-12 and higher education settings. Addresses current issues and trends in the field of education related to school accountability.

**Accreditation, Program Learning Outcomes and Continuous Improvement**

The DPEL GFG members pride themselves in program quality and integrity through their commitment to promoting a rigorous doctoral research culture which is keenly aligned with institutional ,regional, national and international layers of standards and guidelines. For this reason, the DPEL GFG adopted a series of Program Learning Outcomes (PLOs) that are objectives aligned with accreditation and professional entities such as the principles outlined by the [Carnegie Project on the Education Doctorate (CPED)](https://www.cpedinitiative.org/),  the [National Policy Board for Educational Administration (NPBEA)](https://www.npbea.org/), and the [Association for Advancing Quality in Educator Preparation (AAQEP)](https://aaqep.org/). The DPEL PLOs include the following:

***1) Functional Area Knowledge:*** The DPEL student will demonstrate advanced, literature-based knowledge of the functional areas of education and leadership to develop equity in educational opportunities and to address social justice issues. (AAQEP 1a; 2a,c, e; 3d; 4b; CDED Principle 5; NPBEA Standards 4, 9, & 10)

***2) Communication:*** (AAQEP 1a; 2a,c, e; 3d; 4b; CDEP Principle 3; NPBEA Standard 8)

 a. Oral Communication: The DPEL student will present systematic, inquiry-based analysis in a professional manner using well-developed oral presentation skills.

 b. Written Communication: The DPEL student will present systematic, inquiry-based analysis in a professional manner using well-developed writing skills.

***3) Problem-solving Skills:*** The DPEL student will demonstrate advanced reasoning and critical thinking skills utilizing systematic, inquiry-based analysis to address long-standing barriers to equity and to provide social justice in educational opportunities. (AAQEP 1a; 2a,c, e; 3d; 4b; CDEP Principles 4 & 6; NPBEA Standards 5 & 10).

***4) Leadership Skills:*** The DPEL student will demonstrate the leadership, interpersonal skills, and team skills required of a successful leader. (AAQEP 1a; 2a,c, e; 3d; 4b; CPED Principle 2; NPBEA Standards 1, 6, & 7).

***5) Ethical Decision-making***: The DPEL student will demonstrate an exploration of personal and professional ethics to equip the student to identify and address equity and social justice issues in their schools. (AAQEP 1a; 2a,c, e; 3d; 4b; CPED Principle 1; NPBEA Standards 2 & 3).

All DPEL participants are required to continually engage in reifying accreditation guidelines regularly and throughout, thus it critical to ensure institutional access to rubric-level data for signature assignments of all DPEL courses for the purpose of progress monitoring, continuous improvement, and accreditation. As such, it is imperative that DPEL Faculty require these rubric-level assignments to assess course and program outcomes. Thus, all DPEL students are (1) required to complete a signature assignment for every course to be evaluated using an evaluation instrument (rubric) provided by the course instructor who will provide specific details in their class; and (2) the student uploads the on Watermark for grading and evaluation by the instructor.

**Purchasing Watermark Student Learning and Licensure**

All DPEL students are required to purchase Watermark subscription which will be used for collecting and evaluating signature assignments for their respective courses as well as overall program outcomes.You must purchase and use [Watermark Student Learning and Licensure](https://www.watermarkinsights.com/solutions/student-learning-and-licensure/) by creating a [Watermark Account](https://sll.watermarkinsights.com/login#/) to complete and post respective signature assignments, embedded field project, and others as specified by the program faculty and throughout your journey. [[see Appendix E](#ae)]

**Phase II. Specialization Courses**

The Specialization phase is equivalent to 21 semester units. Prerequisites for all Specialization Courses are completion of core courses and a 3.0 cumulative GPA. Additionally, students must satisfy all conditions associated with admission, if applicable. Students will take specialization units in either the PK-12 or higher education strands, depending on their declared area of emphasis. Cross-strand courses are available to students of either strand.

**Phase III. Dissertation**

The Dissertation Phase begins with the advancement to candidacy for the doctoral degree in educational leadership. A total of 12 dissertation units are taken in the three subsequent semesters (3 units in the sixth semester, 3 units in the seventh semester, and 6 units in the eighth semester).

*EDLD 6900. Dissertation (1-12)*

Prerequisites: Advancement to candidacy for the doctoral degree in educational leadership and a minimum GPA of 3.0. Submission of approved dissertation. See *Criteria for Dissertation*. CR/NCgrading only.

**Section 6: Policy and Procedures for the Qualifying Exam and Advancement to Candidacy**

Candidates transition from one stage to another based on their Plan of Study by initially complete the bulk of Core courses during the first year and half or two years of the program. They they reach a turning point once they complete the Qualifying Exam and officially Advance to Doctoral Candidacy.

***Purpose of the Qualifying Exam***

The Doctoral Program in Educational Leadership (DPEL) Qualifying Examination (QE) is administered after students successfully complete the Core sequence of courses. The QE is meant to evaluate how well students are able to conceptualize a Research Prospectus (RP) [i.e., a proposal for a research study], centering on some problem of practice in their educative context. The Carnegie Project on the Educational Doctorate (CPED) defines a *problem of practice* as follows:

*A persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes.* The QE is also consistent with Executive Order 991 issued by the CSU Chancellor. Specifically, Article 7.1.1 states, “The qualifying examination shall include a rigorous written assessment of student knowledge; the examination must be passed prior to the student’s advancement to candidacy.”

Accordingly, the program director and faculty will provide a prompt to guide the completion of this requirements which essentially results in a 30-35 page paper and serves as blueprint prospectus for the dissertation proposal development. Details and resources will be provided to the respective cohort prior to candidates’ transition cycle.

***Eligibility for Taking the Qualifying Exam***

To be eligible to complete the QE, there are specific criteria that must be met. Students must:

* Have demonstrated satisfactory pace and progress since the start of the program
* Have satisfactorily completed all Core courses (clearing any “Incomplete” grades),
* Be in good academic standing including a 3.0 or higher GPA, and
* Have satisfied/met any pending conditions associated with admission.

***Preparations for the Qualifying Examination***

Eligible students will be notified prior to the end of their second Fall Semester of the Qualifying Exam protocols, procedures and timelines. The qualifying examination will consist of formulating a multi-part research prospectus (or proposal): Introduction, Literature Review, Methodology and Reference List. Students are expected to reflect an integrated synthesis paper that can serve as threshold for a full-fledged research proposal and dissertation. Students will be provided and guided throughout their preparations for the QE well in advance by being provided a specific prompt to drive their prospectus, timelines for submission, review, and evaluation, rubric for scoring the paper, resources that will help their development, and other related technical and logistical aspects and next steps.

***Evaluating and scoring the Qualifying Examination***

An ad-hoc Qualifying Examination Committee will be appointed each year and will work with the Director (or designee) to arrange for the multiple blind review and scoring process of each paper. Core faculty are eligible to read the exam and will be assigned as first score reviewers. Another core or affiliate faculty member who is familiar with the subject area will be the second reviewer. All exams will be subjected to a blind review by faculty. If there is a significant difference between the two readers, a third reader will be asked to read the paper (typically, the Director). The two most similar scores will be used for that paper.

***Qualifying Examination Results***

Using a specific rubric, the scorers will reflect one of the following grades: Pass, Conditional Pass, or Fail. If a student receives a net evaluation (meaning at least two scores) of Conditional Pass or Fail on the exam, they will be provided with an opportunity to address identified deficiencies and resubmit for a second and last time. The re-examination timeline will be detailed in the instruction sheet provided in advance.

If the student fails to submit a response electronically within the deadlines as set in the instruction sheet, the student can be assigned a failing result for the exam. If a student receives a conditional pass but fails to address the identified deficiencies within the faculty reader’s deadlines, the conditional pass turns to a failure. And, if the student receives a failing grade but is unsuccessful in the second attempt to achieve a passing score, the student will be assigned a failing mark for the exams.

It is highly recommended that any student needing to re-take any part of the qualifying exam set up a meeting with the Director and the Ad Hoc Committee chair to gain a better understanding of the content before the re-examination. It is the student’s responsibility to set up such a meeting, and it is the student’s responsibility to allocate sufficient time to successfully rewrite their paper and submit it within the allowed timeline.

If the student does not pass, for any reason, the examination after the second attempt, the student will be dismissed from the program and not permitted to take additional courses. Students who wish to appeal the decision made on their qualifying examination must use the university process for grade appeals as described in the university catalog.

**Advancement to Candidacy**

 When the student has passed the qualifying exam and completed the selection of the

#### dissertation committee, the student will complete Form 1 [[**Application for Candidacy**](https://powerforms.csub.edu/powerform/3AAABLblqZhAJiRKvsWVbkXvXV-b2CO_mzfkMsg8G0FzCG-8AIjuAnFcQQxEQiF3nu-Gx9Nzg8-QFoU18zfe1riJmuxLJXC4W/)

& Formation of the Dissertation Committee] and submit this form to the DPEL Director for approval. Once approved, the student is officially declared a doctoral candidate and is permitted form a dissertation committee consisting of a chair and at least two members who meet specific criteria discussed in the next sections.

**Section 7: Enrollment in the Doctoral Dissertation**

***Prerequisites***

 Only those students who have: 1) completed core and specialization coursework, 2)

passed the qualifying exam, and 3) been advanced to candidacy may begin formal work on a doctoral dissertation.

***Dissertation***

As discussed earlier Section 5 of this handbook, the regulations and criteria are outlined in policy documents and protocols including [Executive Order 991](https://www.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/program-development/Pages/doctor-of-education.aspx), [Title 5 Section 40511 - The Doctor of Education Degree](https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-5-board-of-trustees-of-the-california-state-universities/chapter-1-california-state-university/subchapter-2-educational-program/article-7-graduate-degrees/section-40511-the-doctor-of-education-degree#:~:text=Section%2040511%20%2D%20The%20Doctor%20of%20Education%20Degree%20(a)%20A,prepare%20administrative%20leaders%20for%20possible) among other related California State University coded directives and evolving policies. In particular, candidates will work with faculty ensure that dissertations conform to the established criteria specified under [Cal. Code Regs. tit. 5 § 40511](https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-5-board-of-trustees-of-the-california-state-universities/chapter-1-california-state-university/subchapter-2-educational-program/article-7-graduate-degrees/section-40511-the-doctor-of-education-degree#:~:text=Section%2040511%20%2D%20The%20Doctor%20of%20Education%20Degree%20(a)%20A,prepare%20administrative%20leaders%20for%20possible).

**Enrollment in Dissertation Units**

Enrollment in dissertation (EDLD 6900) units is normally effected in three-unit or six-unit segments; these are spread out and outlined in your Plan of Study. Once the candidate has enrolled in 12 dissertation units by the end of the last year/semester, the maximum allowable, continuous enrollment must be maintained until the dissertation is completed. At this point, they enter the All But Dissertation (ABD) phase during which they must register for “0” units in EDLD 7000: Continuous Enrollment, after all regular course units have been taken. Even though the student is enrolled in “0” units through the Extended University, the student is responsible for covering full tuition and fees for each semester incurred during the extension.

**Chronic ABDs:**

All But Dissertation (ABD) Candidates who do not complete the program including the dissertation within the 3-year timelines are required to enroll in continuous enrollment through Extended University in a low-cost course (ELLD 7000: Continuous Enrollment) for no more than one year (three semesters: Summer, Fall, & Spring) to give them the chance to complete their dissertation by the end of the fourth year of entry to the program. Upon the fifth year, the ABD candidate must regularly enroll in EDLD 6900: Dissertation at regular stateside cost until completing their dissertation and within the allowable timelines for completing the graduate degree as outlined in established graduate policies not exceeding seven years.

**Section 8: The Dissertation Process and the Preliminary Oral Defense**

The dissertating stage is undoubtedly challenging and simultaneously rewarding. It takes a great deal of effort, resilience, perseverance, organization, time managements and above all continuity of staying on task and continually communicating with the dissertation chair and committee members. Needless to say, the dissertation is a make or break; it must be done right to earn your doctorate. It is highly suggested to use the provided timetable to guide your pace and progress throughout this process [see Appendix A].

**The Dissertation Template and Rubrics**

#### Since the early stages of its development, the dissertation must conform to a set of technical and style guidelines based on the latest edition of APA Manual. For convenience, the GFG developed a [Dissertation Template](https://www.csub.edu/edd/_files/DPEL-Dissertation-Template-Updated.docx) provided on the DPEL website. Additionally, the proposal and final dissertation rubrics were developed as instruments for guiding and evaluating students as they bring them to defendable stages. These include the [Preliminary Defense Rubric](https://www.csub.edu/edd/_files/PreliminaryDefenseRubric.pdf) and the [Final Defense Rubric](https://www.csub.edu/edd/_files/FinalDefenseRubric.pdf) as measures to ensure product quality and rigor.

**The Dissertation Committee**

The student’s dissertation committee counsels the student on all aspects of the doctoral

research to foster the student’s progress and to monitor the quality of the research and resulting dissertation. The doctoral student should begin to consider faculty who might make appropriate committee members during the Specialization Phase.

The dissertation committee will consist of at least three members, one of whom will serve as the dissertation chair. Co-chairs who must meet the same criteria as the chair, are allowed. More than three committee members are acceptable and may be requested by the student and the chair. Qualified individuals whose expertise is germane to the topic but who are not members of the Graduate Group must be recommended to the DPEL Director (see Form 2: Request for Consideration of a Non-Graduate Group Dissertation Committee Member). The non-Graduate Group committee member must have an Ed.D. or a Ph.D. A curriculum vita must accompany the request. Only Core Graduate Group faculty can chair and/or co-chair student dissertation committees.

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

Meetings of the dissertation committee are called by the chairperson. The most important meetings are the Preliminary Oral Defense, where the proposal is presented to the committee for approval, and the Final Oral Defense, where the completed dissertation is presented to the committee for approval.

**Dissertation Committee Approval**

The student’s proposed dissertation committee chair and committee members must

sign DPEL Form 1 [Application for Candidacy & Formation of the Dissertation Committee] to verify their agreement to serve on the dissertation committee. Once the committee signatures are obtained by the student, the DPEL Form 1 [Application for Candidacy & Formation of the Dissertation Committee] must be submitted to the DPEL Director for approval.

**The Preliminary Oral Defense**

 The purpose of the Preliminary Oral Defense is to provide a critical examination and

assessment of the student’s plans. The student presents the rationale, the scope, and the proposed

execution of the planned research. The proposal is then discussed and evaluated by the committee. DPEL Form 3 [Scheduling of the Preliminary Oral Defense of the Dissertation Research Proposal] must be submitted to the DPEL office **three weeks prior** to the scheduled date of the Preliminary Oral Defense.

Preliminary Oral Defense room and/or Zoom assignments are to be scheduled through the DPEL office during the academic year. Committee members will use Additional Form 1 [the Preliminary Oral Defense Rubric] to evaluate students during the defense.

At the start of the Preliminary Oral Defense, the student will provide each Committee member with DPEL Form 4 [Preliminary Oral Defense Required Changes] so that the committee members may outline the changes that are needed before Form 5 [Completion of the Preliminary Oral Defense of the Dissertation Proposal] is signed. Once the required modifications outlined on Form 4 [Preliminary Oral Defense Required Changes] have been satisfactorily completed, the completed Forms 4 and 5 should be submitted to the DPEL office.

If the research plan includes human subjects, appropriate clearances must be obtained. See Section 9, “Human Subjects Research Procedures Information and Possible Exemptions.”

***Preparing for the Preliminary Defense***

The research proposal consists of a draft of the first three chapters (the introduction, the

literature review, the methodology) and references. This proposal (Chapters 1-3) will inform

prospective committee members of tentative research plans. Students working with the dissertation committee should note:

* Students are required to use the dissertation template available on the DPEL website.
* It is recommended that the student frequently consult with her or his dissertation chair and dissertation committee.
* It is necessary to give the dissertation chair and committee members sufficient time to read the proposal and provide feedback. Committee members typically need two to three weeks to read, consider, and comment on drafts.
* The student must schedule meetings, such as the Preliminary Oral Defense, with the dissertation committee.
* When an acceptable date/time is agreed upon, the student should contact the DPEL office to arrange for meeting space and/or videoconference facilities.

**Section 9: Human Subjects Research Procedures Information and Possible Exemptions (Institutional Review Board – IRB)**

 DPEL students wishing to conduct research involving human subjects are required to review the policies and procedures for research involving human subjects at CSUB. Following the completion of the Preliminary Oral Defense, students must submit their research protocol to the CSUB Institutional Review Board (IRB). No student is allowed to seek IRB clearance until they have successfully defended their dissertation proposal.

The human subjects review process is very important and is taken very seriously. Any violations of campus or federal human subjects’ protection policies can have catastrophic results. The university can lose all federal funding and be banned from receiving future funding. Please read all requirements. You must read and heed latest version of the [CSUB Policy and Procedures for Research with Human Subjects](https://www.csub.edu/grasp/human-subjects-institutional-review-board.shtml) available online. Failure to read and understand the requirements or to fill out the forms correctly will result in major delays in your research. You may not begin doing your research until you have received approval from the IRB to do so. You must be a student enrolled at the university in order to conduct any research involving human subjects.

**Section 10: Writing the Dissertation**

 After completing the Preliminary Oral Defense, the student carries out the research plan

described in the approved proposal, collects data and analyzes it, and continues writing the

dissertation. The student’s dissertation chair and members committee serve to guide the student in this endeavor.

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

The student will submit the manuscript to dissertation committee members for a final reading. It is the student’s responsibility to pay for all production expenses such as copies, postage, and envelopes.

**Section 11: The Final Oral Defense**

Prior to scheduling the Final Oral Defense, the student’s dissertation committee should carry out a thorough review of the completed dissertation to ensure that the manuscript will be ready for final typing following the defense. Form 6 [Scheduling of Final Oral Defense of the Dissertation] must be submitted **three weeks prior** to the defense so the defense can be publicly posted. Additionally, the dissertation is to be submitted for the final program-level editorial review team focusing on all aspects of form, mechanics and style as well as APA formatting after which the student receives a deep level feedback to be addressed prior to submitting final version for approval by the director who will in turn certify for publication on ProQuest and Scholarworks with non-embargo online access.

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

 During the Final Oral Defense, students will make a public presentation based on their dissertation projects. The details of place and time for dissertation presentations will be publicly announced in order to permit interested faculty and students to attend and ask questions. The announcement of the student’s Final Oral Defense must be posted at least two weeks in advance of this formal meeting. The DPEL administrative office staff will not post the student’s Final Oral Defense until they have an approved DPEL Form 6 [Scheduling of the Final Oral Defense of the Dissertation]. The Final Oral Defense may be scheduled to take place on campus during the academic year. Room or Zoom assignments are to be scheduled through the DPEL office during the academic year. The Final Oral Defense can be scheduled at other times upon approval of the chair and the DPEL Director. Final defenses typically take two to two and half hours.

The Final Oral Defense is conducted as an open forum guided by the candidate’s dissertation chair and dissertation committee. The committee will use Additional Form 2 [the Final Oral Defense Rubric] to evaluate the student’s defense. The purpose of this formal meeting is threefold: 1) to examine and assess the quality of the dissertation, 2) to evaluate the ability of the student to present work, and 3) to provide an opportunity to share the work with the campus community.

**There are three possible outcomes of the Final Oral Defense:**

1. The Defense is satisfactory, and the manuscript is accepted as submitted with only minor copy editing revisions. The dissertation committee members sign DPEL Form 7 [Completion of the Final Oral & Written Defense of the Dissertation], and may, at this time, also sign the Committee Membership/Approval Page.
2. The Defense is satisfactory, but the need for substantive revision of the manuscript is apparent. The dissertation committee members sign DPEL Form 7 and Form 8 [Require Final Defense Changes], but withhold their signatures from the Committee Membership/Approval Page until changes have been made that satisfy the requirements of all members.
3. The Defense is judged to be unsatisfactory. This decision may be reached because the dissertation is judged to be acceptable but the student fails to present it satisfactorily or because the dissertation is unacceptable. Committee members do not sign the DPEL Form 7 or the Committee Membership/Approval Page but do sign Form 8 [Require Final Defense Changes]. A second Final Oral Defense may be scheduled when the dissertation chair finds that the student is prepared and the dissertation committee members agree that the required remediation has been accomplished. It is strongly recommended that students bring the Committee Membership/Approval Page (laser printed on appropriate paper) to their Final Oral Defense and have dissertation committee members sign the page at that time if the outcome of the defense is satisfactory. This will eliminate problems in obtaining signatures at a later date.

**Submitting the Final Manuscript**

Once the dissertation is approved by the dissertation committee (i.e., the student has “passed” the final defense), the completed Form 7 [Completion of the Final Oral & Written Defense of the Dissertation] is to be submitted to the DPEL office. The manuscript must be fully compliant with APA format. The dissertation must then be approved by the Graduate Student Center (GSC) prior to the conferring of the degree. Dissertations are to be submitted to the GSC in accordance with the specified dissertation submission procedures, available on the GSC website. Additional instructions for procedures regarding dissertation, submission, fees, and binding requirements will be provided at a later date. **[Please check with** Graduate Student Center (GSC) for specific details when the time comes**]**

**Section 12: Applying to Graduate and Graduation**

Students should refer to the website of the [CSUB Office of Admissions of Records](https://www.csub.edu/admissions/) at for information regarding graduation application procedures. ***All******incomplete grades must be cleared before the degree can be posted to the student transcript.***

**Policy on Graduates Participating in the Graduation Ceremony**

Students will be permitted to participate in graduation ceremonies (including hooding and commencement) only after final changes have been made to the dissertation as required by the dissertation committee, the dissertation committee chair has signed all forms related to the completion of the dissertation, and the final dissertation document has been sent to the Division of Graduate Studies for final review. Students must also meet all pertinent program and university timelines pertaining to graduation. A minimum requirement of scheduling the final dissertation defense at least three weeks prior to the end of the commencement term (Spring or Fall) may make students eligible to walk on the commencement stage.

**Graduation Ceremony and Hooding**

Commencement ceremonies are usually held twice a year in May and December either on or off campus. The doctoral graduates are given special recognition during this ceremony and will be the first group to be called to walk on the stage. Students are encouraged to attend the ceremony. Information regarding doctoral regalia can be obtained from the DPEL office and the commencement link on the CSUB homepage.

**Section 13: Program Support for Doctoral Student Attendance at Conferences**

The aim of this policy is to provide support to current doctoral students to further their research and eventual publication of that research.

1. In order to qualify for an award, a student must have been accepted to present either a paper or a poster at a research conference.
2. Current students in good academic standing who have been accepted to present a paper or a poster at a national or international education conference will be given priority. Students who have been accepted to present at a notable state conference will be given secondary consideration.
3. Students may apply for more than one award throughout the program, but priority may be given to first-time presenters.
4. Funding is based on the amount of funds the program receives from year-to-year and how many students apply for a Graduate Conference Travel Grant in any given year. The DPEL Director and program Budget Committee will determine priority and how the funds are granted.
5. The DPEL Director will send awarded students a memo with the amount of the award.
6. Students should request funding by completing Form 10 [Graduate Conference Travel Grant Application] and the Travel Authorization Request form (which can be obtained from the program Administrative Support Coordinator [ASC]). Students will be required to submit supplemental documentation with their applications including a letter of acceptance from the conference organizers, a summary of the paper or poster to be presented, a signature representing a recommendation from an instructor in the doctoral program, conference information, and budget information.
7. Students may request funding to reimburse the cost of conference registration, transportation, per diem, and lodging. It is highly unlikely that any award will cover 100% of travel expenses. Therefore, students are expected to cover some expenses either themselves or from another source.
8. If students choose not to accept an award once it has been offered, they must let the DPEL Director know, in writing, within two weeks of the award offer.
9. The award will be presented after completion of travel and upon receipt of acceptable expenses on appropriate forms. The student may submit and receive payment for expenses already paid for before the conference if desired, but should do so all at one time. It is understood that in such a case, if the student does not attend the conference, all expenses paid must be reimbursed to the DPEL office.
10. The student must complete all paperwork for reimbursement of expenses within two weeks of returning from the conference.

**Appendix A**



***Dissertation Tasks and Suggested Timeline for Doctoral Candidates***

***SAMPLE TIMELINE***

|  |  |
| --- | --- |
| **Student Task** | **Timeline Notes** |
| Begin conversations with CSUB faculty members to identify potential dissertation chair and committee members . | Early during fifth semester (Spring) semester--successfully complete the Qualifying Examination.  |
| Secure agreement from a CSUB faculty member on the approved dissertation list [(see DPEL Faculty Chart)](#fd) to serve as dissertation chair. In consultation with the dissertation chair, choose two other dissertation committee members.  | Near (mid) or the end of the fifth semester (Spring) semester, after passing the Qualifying Examination.  |
| Complete the first page of DPEL Form 1 [[Application for Candidacy](https://powerforms.csub.edu/powerform/3AAABLblqZhAJiRKvsWVbkXvXV-b2CO_mzfkMsg8G0FzCG-8AIjuAnFcQQxEQiF3nu-Gx9Nzg8-QFoU18zfe1riJmuxLJXC4W/)] (and Form 2 [[Request for Outside Committee Member](https://powerforms.csub.edu/powerform/3AAABLblqZhAP0-s76r0fIjeJKO544CCq0cSw9x2IfAcOhgf4a4HRTdGbUpVGWKN6VP8_7L3QPNABMaOeW_AUwX_M0bYuVa9w/)], if applicable) and secure committee signatures. Submit Form 1(and Form 2, if applicable) to the DPEL Director and ASC. | After securing a dissertation chair and committee members.This should be done by April 1 of the fifth semester (Spring). |
| Meet with your dissertation chair to discuss the formation and development of the first three chapters of your dissertation. Set a timeline for writing these chapters and submitting them to your chair for approval. | Mid/End of the fifth semester (Spring) |
| Once the chair has approved your proposal, submit it to your committee members for final pre-defense reviews. | Beginning of sixth semester (Summer)-Early seventh semester (Fall)***Students must provide the chair and all committee members with three weeks to review all drafts of the dissertation, unless they receive permission from the committee members to shorten that timeline.*** |
| Schedule an oral proposal defense with your chair and committee members. Secure your dissertation chair’s signature on Form 3 [[Scheduling of the Preliminary Defense](https://powerforms.csub.edu/powerform/3AAABLblqZhBrR4RqWGlgZJxAa5abxHAYj1Xe4MxNPbTayh0259uNpTcPTrxXiomIibbhQ5V0JAEvAB9vmg-6DYThf28oFSLy/)] and submit it to the DPEL ASC to schedule a room for the defense and send announcements to the DPEL community. | Beginning mid sixth semester (Summer)-mid seventh semester (Fall) |
| Defend the proposal. Secure your dissertation chair’s signature on Form 3 [[Scheduling of the Preliminary Defense](https://powerforms.csub.edu/powerform/3AAABLblqZhBrR4RqWGlgZJxAa5abxHAYj1Xe4MxNPbTayh0259uNpTcPTrxXiomIibbhQ5V0JAEvAB9vmg-6DYThf28oFSLy/)] and Form 5 [[Completion of Preliminary Defense](https://powerforms.csub.edu/powerform/3AAABLblqZhDvnZsiqxN-l9bqkGonsyPWSsHUlz5Ju2DKFYxndiMgvIM5wy308r0p7QyWogPuh62Oz-GeOb2kPCKg8hzSBnCK/)] and submit them to the DPEL ASC . | Beginning late- sixth semester (Summer)--mid seventh semester (Fall) |
| Submit IRB documents for review and approval | Late-Summer – early sixth semesterDepending on the nature of the study, this may take 1-4 weeks |
| Complete data collection and analysis and write Chapters 4 and 5 | Throughout seventh semester (Fall) to early eighth semester (Spring)  |
| Submit Chapters 1-5 of your dissertation to your chair for review.  | Beginning to early/mid- eighth (Spring) |
| Once your chair has approved Chapters 1-5, submit them to your committee members for final pre-defense reviews. | Mid of eighth semester (Spring)  |
| Schedule an oral final dissertation defense with your chair and committee members. Secure your dissertation chair’s signature on Form 6 [[Scheduling of Final Defense](https://powerforms.csub.edu/powerform/3AAABLblqZhBnrPhhRMASCrX6g6kR6rTaQp0tcEopxsw8DMA0S54Ki1qOUODWh6cEZvZMf-fuwsfk4J2ItssayBdOScoPLerw/)] and submit it to the DPEL ASC to schedule a room for the defense and send announcements to the DPEL community. | Your final defense should take place no later than one month before the end of your final semester in the program, as you must allow time for written revisions given to you at your defense. |
| Defend the dissertation.  | Successful completion of final dissertation defense few weeks prior to the end of the last term (Spring) **(i.e. No later than May 1st)** will make you eligible to walk on the commencement stage. |
| Complete revisions required by the committee and secure approval from the chair (and committee if so required). | Students should plan 2-3 weeks for the completion of revisions, though the actual timeline can vary significantly depending on the scale and scope of revisions |
| **Dissertation Editorial Review:** Submit the revised dissertation to the DPEL Director and Staff who will forward to our Editorial Team.  | 2-3 weeks |
| After all revisions and edits are complete, secure your dissertation chair’s signature, DPEL Director and follow their lead to prepare the final clean draft for ProQuest.  | Approximately 1-2 weeks before the end of the eighth and last semester (Spring)  |
| Submit your final dissertation to the DPEL Director, who will then send it to the library.You will also be provided with guidance to set your own profile on ProQuest.  | No later than 1 week before the end of the last terms (Spring)  |
| Submit your dissertation to ProQuest.  | No later than 1 week before the end of the last term (Spring) |
| Once posted on ProQuest, the DPEL Director will certify the Dissertation, and then work with the staff ASC to **Complete the Grad Check\***, **Officially Post Degree,** and **Order your Diploma.**  | This takes few weeks after your official completion in the respective semester.*\*Please note the established grad check deadline for other programs, do not apply to DPEL, so please ignore since we will work with you when the time comes.* |
| ABD Zone—You will enter the All But Dissertation (ABD) phase | Ninth semester on, you will need to enroll in EDLD 7000: Continuous Enrollments until successful completion/publication of the dissertation |

**Appendix B**

**GLOSSARY OF TERMS**

***AAQEP:*** stands for [Association for Advancing Quality in Educator Preparation (AAQEP)](https://aaqep.org/), a national accreditation entity with four overarching standards and multiple aspects that define program quality, integrity and effectiveness through assessment and evaluation for continuous improvement.

***ABD:*** an acronym for All But Dissertation (ABD), the stage after which students complete all coursework except their dissertation.

***AI:*** refers to Artificial Intelligence (AI) systems using linguistic automation or “mechanization” to emulate cognitive processing and generative thought. It is not an alternative to, but the byproduct of, the human intelligence (HI).

***AID:*** an acronym for All Including Dissertation (AID), the stage at which students complete all coursework including their dissertation.

**APA:** an acronym for the American Psychological Association (APA), a widely used citation and technical style manual that provides guidelines for formatting research academic papers, citing sources, and creating reference lists. It is commonly used in the social sciences, education, and business disciplines that must be strictly followed.

***CE:*** stands for Continuous Enrollment under EDLD 7000, a 0-unit course for ABDs.

***CPED:*** The Carnegie Project on the Educational Doctorate (CPED) is a professional organization that has sought refashion Ed.D. programs within overarching six principles.

**DPEL:** Acronym for Doctoral Program in Educational leadership Dissertation.

***EO 991:*** Executive Order 991 issued by the CSU Chancellor outlining the process and guidelines for initiating and implementing doctoral programs within CSUs.

***LOA:*** stands for a Leave of Absence (LOA) allowable for one year under certain justifiable circumstances.

***PEL:*** refers to the Planned Educational Leave (PEL) form to be submitted in tandem with the LOA form upon student request while suspending progress toward their degree during the semester or year in which they are on an approved LOA.

***PLOs:*** series of Program Learning Outcomes (PLOs) that are objectives aligned with accreditation and professional entities such as the principles outlined by the [Carnegie Project on the Education Doctorate (CPED)](https://www.cpedinitiative.org/),  the [National Policy Board for Educational Administration (NPBEA)](https://www.npbea.org/), and the [Association for Advancing Quality in Educator Preparation (AAQEP)](https://aaqep.org/).

***POP:*** Problem of Practice defined by CPED as a  *persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes.*

***QE:*** Qualifying Exam (QE) a written paper defined Executive Order 991 issued by the CSU Chancellor. Specifically, Article 7.1.1 states, *“The qualifying examination shall include a rigorous written assessment of student knowledge; the examination must be passed prior to the student’s advancement to candidacy.”*

***RP:*** Research Prospectus (RP) [i.e., a proposal for a research study], centering on some problem of practice in an educative context which students produce in response to the QE prompt.

**Appendix C**

**Ed.D. in Educational Leadership---Plan of Study**

*(The Program Plan of Study can be changed by the DPEL as needed)*

Name Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address City \_\_\_\_\_\_\_State Zip \_\_\_\_\_\_

Email CSUB ID #

Concentration: PK-12 Higher Education

**Degree & Course Requirements (60 Total Units)**

# **Core Courses (27 Units)** Semester & Year

|  |  |
| --- | --- |
| EDLD 6010 Organizational Theory in Complex Organizations | Term 1 (Fall) |
| EDLD 6020 Educational Reform | Term 4 (Fall) |
| EDLD 6030 Educational Policy Environments | Term 3 (summer) |
| EDLD 6040 Advanced Applied Quantitative Methods | Term 2 (Spring) |
| EDLD 6060 Conceptual Curriculum Perspectives for Educational Leadership | Term 3 (Summer) |
| EDLD 6070 Applied Qualitative Methods | Term 2 (Spring) |
| EDLD 6080 Theories of Cross-Cultural Education | Term 3 (Summer) |
| EDLD 6090 Advanced Applied Educational Research and Measurement | Term 1 (Fall) |
| EDLD 6110 Educational Evaluation, Assessment, and Planning | Term 4 (Fall) |

**Specialization and/or Elective Courses (21 Units)**

|  |  |
| --- | --- |
| Specialization Course 1 | Term 5 (Spring) |
| Specialization Course 2 | Term 5 (Spring) |
| Specialization Course 3 | Term 6 (Summer) |
| Specialization Course 4 | Term 6 (Summer) |
| Specialization Course 5 | Term 7 (Fall) |
| Specialization Course 6 | Term 7 (Fall) |
| Specialization Course 7 | Term 8 (Spring) |

**Dissertation (12 Units)**

|  |  |
| --- | --- |
| EDLD 6900 Dissertation---3 units | Term 6 (Summer) |
| Term 6 (Summer)—3 units | Term 6 (Fall) |
| EDLD 6900 Dissertation---6 units | Term 8 (Spring) |

Student Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Director Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix D**

***ITS Resources***

* ITS Website
	+ To stay up today with ITS news and services, please visit our [website](https://www.csub.edu/its/) and follow us on [Instagram](https://www.instagram.com/itscsub?igsh=MmVlMjlkMTBhMg%3D%3D&utm_source=qr).
* ITS Service Center
	+ The ITS Service Center can assist you with any questions or support you may need with technology
	+ The [Service Center web page](https://www.csub.edu/its/support/servicecenter.shtml) contains contact information and hours of availability
	+ A service ticket can be submitted using our [online service portal](https://csub.service-now.com/sp)
* Student Photo ID
	+ New students will need a [CSUB Runner ID](https://www.csub.edu/its/services/service-areas/photo-id.shtml), this serves as your Photo ID, as well as a card you can load with money to use for services such as printing, laundry and dining.
* Claiming your netID
	+ Use this link and follow the step-by-step instructions to complete the process of reclaiming your password:
		- [NetID Lookup - Reclaim Your Password](https://www.csub.edu/myid)
* Zoom (Video Conference solution)
	+ As a member of the CSUB community, you are automatically provisioned a Zoom Professional license. All you must do is login to Zoom using your NetID and password to activate your account. This can be done either through the Zoom web portal, the desktop client, or the mobile app. Visit [csub.zoom.us](https://www.csub.edu/its/csub.zoom.us) to sign in and get started.
* [Campus WIFI](https://csub.service-now.com/sp?id=kb_article&sys_id=d8e848fddbcd670033d271198c9619ef)
	+ WIFI is available by selecting “[eduroam](https://www.csub.edu/its/services/wifi/eduroam.shtml)” on your device and using your netID to login.
* [Office 365 (Email and office suite)](http://o365.csub.edu/)
	+ CSUB uses the Office 365 platform to provide the campus with access to Outlook email and other Microsoft software and services, including the Microsoft Office suite. Office 365 services can be accessed online at [https://o365.csub.edu](https://o365.csub.edu/)
* [Virtual Computer Lab](https://www.csub.edu/its/vcl.shtml)
	+ The Virtual Computer Lab allows students to access software that they would normally find in the labs on campus anywhere, anytime and on any device.
* [Software downloads for students](https://www.csub.edu/its/support/software-downloads.shtml)
	+ ITS offers select pieces of software at no cost to active students on campus
* [Box Cloud Storage](http://box.csub.edu/)
	+ CSUB uses Box as the official campus cloud storage solution. Box can be accessed on the web at [https://box.csub.edu](https://box.csub.edu/)
* [ITS Service Catalog](https://csub.service-now.com/sp?id=sc_home)
	+ You can view our entire catalog of services offerings online at our [Service Portal](https://csub.service-now.com/sp)
* Student Technology Equity Program
	+ ITS provides laptops for students in need to use during their studies. More information can be found by visiting the [STEP webpage.](https://www.csub.edu/its/step/csuccess.shtml)

**Appendix E**

**Purchasing Watermark: Students**

Students will purchase Watermark membership through the website through a credit or debit card:

<https://sll.watermarkinsights.com/>

***NOTES:***

* CSUB email is required
* CSUB *does not* have a key code option
* CSUB *does not* have an option to purchase through institution
* If you have an active membership on [www.livetext.com](http://www.livetext.com/) you do not need to pay for Watermark: Student Learning & Licensure. If you have an active LiveText account but you are prompted to pay when you log into sll.watermarkinsights.com, *contact our Support Team by clicking* [*Submit A*](https://support.watermarkinsights.com/hc/en-us/requests/new)[*Request.*](https://support.watermarkinsights.com/hc/en-us/requests/new)
1. Visit <https://sll.watermarkinsights.com/> and log in with your school email address and the password provided by your school. If you do not have a password, then use the Forgot Password Link.

[How do I reset my Student Learning & Licensure password?](https://support.watermarkinsights.com/hc/en-us/articles/4414783596443)

1. Review the Terms of Service.
2. After you agree to the terms, select the pay with a credit or debit card option.
3. Complete the payment form.

1. Click on the continue button to check out.

Watermark Student Learning & Licensure will be used for linking to Canvas and Field Placement Management. If you are submitting assignments and receiving a grade return you will be using the link in Canvas (indicated in the Canvas assignment) to login. If you are entering your time log(s) and/or completing fieldwork assessments, you may use this link: <https://sll.watermarkinsights.com/>

**Appendix F**

**Memorandum of Understanding**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, a student in the Doctoral Program in Educational Leadership (DPEL) at California State University, Bakersfield, acknowledge receipt and careful review of this handbook and understand that I am responsible for fully complying with its contents, guidelines and policies. I further understand that the content of this handbook may change as guidelines dictate.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name (Printed)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Date

***Note:***

***The Handbook shall be ratified by the vast majority (at least two thirds) of the DPEL Core Faculty and shall be implemented immediately while overriding all previous versions. Policies in this Handbook shall be revised and updated every three years and/or when conditions dictate in light of evolving legislative and accreditation mandates among other institutional policies and guidelines .***