

**Student Handbook**

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**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 (Core and Affiliated faculty), and 4) administrative staff of the Doctoral Program in Educational Leadership (DPEL) at California State University, Bakersfield (CSUB).

The DPEL is an intensive, 60-unit program designed for full-time educators earning their doctoral degrees. Course meetings are held on Saturdays. 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.

**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. 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.

**Section 2: Faculty Advisors**

Upon entry to the program, DPEL Director serves as each student’s advisor. The DPEL Director may serve in that capacity until the student selects a dissertation chair.

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

**Dismissal Qualification**

**Time Limits for Matriculation to Degree**

The Doctoral Program in Educational Leadership is designed for completion of the degree requirements within three calendar years. Completion of degree requirements between three and a half and four years is normally acceptable. The qualifying examination will be taken after completion of core courses. A student may not advance to candidacy until they have passed the qualifying exam. The total time to qualifying examination and advancement to candidacy may not exceed three years, unless there are mitigating circumstances and the Graduate Group has approved the extensions; such extensions may not exceed one year.

Total registered time in the doctoral program is not expected to exceed five years, and

extension beyond this period requires approval by the Graduate 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 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 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 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. Students must maintain continuous enrollment and will pay full fees during any granted extensions.

**Continuous Enrollment**

Doctoral students must be enrolled each semester (Fall, Spring, and Summer) until final completion of all degree requirements. 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 Council 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 – Graduate and Post-Baccalaureate Students [available through the Graduate Student Center] forms to the DPEL ASC.

***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 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.
* 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. 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**

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 examinations

satisfactorily in the time period specified by the Graduate 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 Requirement**

Applicants to the DPEL must meet a graduate-level entrance writing requirement. The DPEL Faculty Graduate Group voted to adopt a recommended score of 4.0 on the writing portion of the GRE examination. If a student is offered admission and does not meet this criteria, the student will be offered a “conditional admittance” with a requirement that the student will be required to complete additional work to improved his or her writing skills. Students must complete the additional writing requirements before taking the Qualifying Examination.

**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 Group must be met. This process, developed by the Graduate

Group, 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 Graduate Group, who will 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 as outlined by the CSUB Office of Academic Programs at <http://www.csub.edu/academicprograms/Complaints%20and%20Grievances/>.

**Attendance**

Students are expected to attend all classes 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. 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.

**Doctoral Culture**

The Ed.D. is the highest degree attainable for educational 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. It is the doctoral

student’s responsibility to:

* Communicate effectively with faculty, dissertation chairs, committee members, and staff
* Exercise the highest integrity in all aspects of her or his work
* Work toward the doctoral degree in a timely fashion

**DPEL Students Who Work at CSUB**

DPEL students who work at CSUB are not permitted to access the records, academic or otherwise, of any other student in the DPEL program. Doing so will result in immediate dismissal from the DPEL program and a referral to the appropriate university authorities.

**Social Justice Thread**

The DPEL faculty is committed to teaching courses from a social justice perspective.

As members of the Carnegie Project on the Education Doctorate (CPED), our program aims to

adhere to CPED’s guiding principles, which include that a professional doctoral program frame

pedagogy around issues of ethics, equity, and social justice. 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.

**Section 4: Doctoral Program Course Sequence**

The DPEL program located 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.

**Notes:**

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

|  |  |  |
| --- | --- | --- |
| **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** |

**Section 5: Doctoral Program Phases**

Students in the program move through three phases of study that comprise 60 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 question(s). 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. will also determine the nature of the dissertation. 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.

DPEL forms can be found on the DPEL website. The student is responsible for keeping track of her or his courses and units. The forms will be referred to by number and title in the body of this manual.

**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.

**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. 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 (Student Outcomes Assessment). 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. Advanced Applied Educational Research and Measurement*

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.

**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**

To be eligible to take the Qualifying Exam, students must:

* Be in good academic standing
* Satisfactorily complete all Core Courses (including clearing all “Incomplete” grades)
* Satisfy any conditions associated with admission to the program

**The Qualifying Examination**

Eligible students will be notified prior to the end of their second Fall Semester of the Qualifying Exam protocol and timeline. The qualifying examination will consist of formulating a four-part research proposal: Introduction, Literature Review, Methodology and Reference List. Students will be extended an in-depth Qualifying Exam instruction sheet to guide them through expectations and protocol of the exam.

An ad-hoc Qualifying Examination Committee will be appointed each year and the Director (or designee) will select the exam readers and also read and score some of the qualifying examinations (as appropriate). 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.

The scorers will determine 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.

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 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 & Formation of the Dissertation Committee] and submit this form to the DPEL Director for approval.

**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.

**Enrollment in Dissertation Units**

Enrollment in dissertation (EDLD 6900) units is normally effected in three-unit or six-unit segments. Once the candidate has enrolled in 12 dissertation units, the maximum allowable,

continuous enrollment must be maintained until the dissertation is completed. Students must

register for “0” units after all regular course units have been taken. Even though the student is

enrolled in “0” units, the student is responsible for covering full tuition and fees for each semester incurred during the extension.

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

**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 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 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 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).

The human subjects review process is very important and is taken very seriously. Any

violations of campus or federal human subjects’ protection policies can have catastrophic results.

The university can lose all federal funding and be banned from receiving future funding. Please

read all requirements. The latest version of the CSUB Policy and Procedures for Research

with Human Subjects may be obtained from <http://www.csub.edu/grasp/research%20compliance/irb/>

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 committee serves 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 APA format review and the student is to register his or her intent to submit the dissertation to the Division of Graduate Studies through their website.

***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 one week 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 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.

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.

1. 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.

1. 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.

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

**Applying to Graduate**

Students should refer to the website of the CSUB Office of Admissions of Records at <http://www.csub.edu/admissionsandaid/graduation/> 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.

**Graduation Ceremony and Hooding**

Commencement ceremonies are usually held in May at CSUB. The doctoral graduates are given special recognition during this ceremony. Students are encouraged to attend the ceremony. Information regarding doctoral regalia can be obtained from the DPEL office.

**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 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.

**Memorandum of Understanding**

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

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

Student Name (Printed)

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Student Signature Date