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MASTER OF ARTS IN EDUCATION EDUCATION, EQUITY & SOCIAL JUSTICE (EESJ) PROGRAM HANDBOOK

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WELCOME

Congratulations on being accepted into the Equity, Education & Social Justice program, and welcome to the EESJ Community! Our faculty and students are delighted to have you join the program. As a new graduate student, you are embarking on a significant period of transition in your life, in which you will be challenged intellectually, enriched academically, and rewarded both personally and professionally.

The EESJ program faculty are ready to assist you in providing the best educational experience possible. We also look to you to make the most of your graduate study by participating fully, coming to class prepared, and by engaging in the academic rigor that characterizes our program.

The purpose of this handbook is to assist you throughout your graduate study process by providing important information, applicable procedures and dates, and answers to questions that may arise.

PROGRAM DESCRIPTION

The Master of Arts Degree in Equity, Education & Social Justice (EESJ) offers students the opportunity to study education in urban and international contexts. The program's interdisciplinary nature provides the intellectual rigor necessary for analyzing the relationship between education and society and translating that knowledge into strategies for social and educational justice. Emphasizing critical theories and critical pedagogies, EESJ courses explore the intersections between education and systems of oppression related to race, class, gender, immigration status, language, sexuality, phenotype, ability, and age, among others. EESJ courses examine education in its historical, social and political contexts—locally, nationally, and internationally. In the EESJ program, education is conceived broadly to encompass K-12 and higher education, community-based education, adult education, and other spaces in which people engage in teaching and learning. After completing the program, graduates pursue a variety of career pathways, not only in the educational realm, but also in the private sector and in non-governmental organizations. The program also serves as an ideal foundation for further academic study at the doctoral level.

FACULTY AND PROGRAM ADVISING

Core EESJ faculty members teach most program courses and provide program advising. Additionally, faculty from other departments and part-time instructors teach some EESJ courses. At the beginning of your first semester in the EESJ program, you will be assigned a program advisor with whom you'll meet to plan a course of study and to complete required paperwork (including signatures). In addition, all EESJ faculty members are available in regular office hours for advising about the program, educational or international experiences, and future career or doctoral study opportunities.

PROGRAM MISSION, GOALS AND STUDENT LEARNING OUTCOMES

MISSION

The mission of the Equity, Education & Social Justice program is to provide students with an intellectually rigorous interdisciplinary experience that emphasizes critical approaches to educational analysis. The Equity, Education & Social Justice program aims to prepare our graduates to envision and effect transformative practices in a broad range of educational contexts, both domestically and internationally.

PROGRAM GOALS

1. Graduates understand how social forces impact, and are impacted by, educational policies, practices, and pedagogies.
2. Graduates have a critical understanding of the role of education in society—locally, nationally and globally.
3. Graduates have a critical understanding of historical and contemporary struggles for social and educational justice in the United States and around the world.
4. Graduates are committed to envisioning and effecting transformative practices in a variety of educational contexts.
5. Graduates value professional and intellectual growth and development as integral to exercising agency in their spheres of influence.

STUDENT LEARNING OUTCOMES

1. Students can synthesize concepts and ideas in the areas of equity, education, and social justice.
2. Students can identify implications of critical theories for educational practice in a variety of settings.
3. Students can formulate strategies for effecting social and educational justice.
4. Students can construct complex written arguments related to equity, education, and social justice.
5. Students can produce sophisticated academic writing related to equity, education, and social justice.
6. Students can engage in critical dialogue related to educational policies, practices, and pedagogies.

Tip: Faculty Availability and Planning in Advance

Please note that most CSULB faculty are employed on a nine-month academic calendar, not a 12-month calendar, so they may not be available for consultations during Winter or Summer Sessions. Plan ahead!

PROGRAM REQUIREMENTS, OVERVIEW AND COURSES (EFFECTIVE FALL 2023)

PROGRAM REQUIREMENTS

All students must complete thirty-three (33) units of upper division and graduate level courses, of which twenty-one (21) units must be at the 500/600 level. For all students, at least twenty-four (24) units must be completed in residency.

PROGRAM OVERVIEW

REQUIRED CORE COURSES

- EESJ 550: Foundations of Equity, Education & Social Justice
- EESJ 551: Critical Pedagogies

AREAS OF EMPHASIS (SELECT URBAN CONTEXTS OR INTERNATIONAL CONTEXTS)

With the consultation of the faculty advisor, select three courses (9 units) within the chosen emphasis area series and one course (3 units) from the second emphasis area series: EESJ 560-562 for Urban Contexts and EESJ 566-568 for International Contexts. Note that EESJ 564 is part of both areas of emphasis and therefore may not be taken as the required course in the second area of emphasis.

COURSES IN URBAN CONTEXTS

- EESJ 560: History of Social and Educational Inequality
- EESJ 561: Urban Educational Policy
- EESJ 562: Resistance, Agency, and Identity in Education
- EESJ 564: Language, Culture, and Education

COURSES IN INTERNATIONAL CONTEXTS

- EESJ 564: Language, Culture, and Education
- EESJ 566: Education and Global Inequities
- EESJ 567: Activism and Social Movements in a Global Perspective
- EESJ 568: Globalization, Power, and Educational Inequities

RESEARCH METHODS COURSES

- EDP 400: Introduction to Educational Research (required)

AND

Choose Either

- EDP 520: Research Methods in Education

OR

- EDP 595: Qualitative Research Methods

ELECTIVES

- 2 courses chosen in consultation with faculty advisor (Note: students who choose a thesis may use the required six units of EDP 698 as their elective courses)

CAPSTONE COURSE

- EESJ 695: Equity, Education & Social Justice Capstone (required)

EXIT REQUIREMENT

- EDP 698: Thesis (6 units, EDP 698 taken once in fall and again in spring during the year you graduate)

OR

- Comprehensive Exam (No extra course, complete electives instead)

TOTAL UNITS: 33 PROGRAM UNITS

CORE COURSES

There are two core courses in the program, totaling six (6) units. Core courses are completed with a cohort of students during the first year of study— EESJ 550 is offered in Fall Semester and EESJ 551 is offered in Spring Semester. EESJ 550 must be completed prior to advancing to candidacy (see below).

EESJ 550: Foundations of Equity, Education & Social Justice (3 units)

Introduction to central theories and concepts and development of core competencies in social and cultural analysis of education; discussion of applications of critical theories and pedagogies in education; examination of the significance of social difference (e.g. race, class, gender, sexuality, language). Letter grade only (A-F).

EESJ 551: Critical Pedagogies (3 units)

In-depth examination of foundations and constructs of critical pedagogy in various educational contexts; applications of critical pedagogies in the United States and around the world; exploration of the relationship between critical pedagogies and social and educational justice. Letter grade only (A-F).

AREAS OF EMPHASIS

Two areas of emphasis are available in the EESJ Program: Urban Contexts and International Contexts. Students must take three courses, or nine (9) units, in one emphasis and one course, or three (3) units, in the second emphasis. For the second area of emphasis, students choose one course from either EESJ 560-562 for Urban Contexts or 566-568 for International Contexts. Note that EESJ 564 is part of both areas of emphasis and therefore may not be taken as the required course in the second area of emphasis.

COURSES IN URBAN CONTEXTS

EESJ 560: History of Social and Educational Inequality (3 units)

Historical survey of education and community struggles for equity and social justice, emphasis on historically marginalized groups in the U.S. Critical examination of the relationship between issues of social and educational injustice over time, and strategies for resistance. Not open for credit for students who have received credit for SCAE 560 or EDP 576. Letter grade only (A-F).

EESJ 561: Urban Educational Policy (3 units)

Critical examination of the historical, cultural and sociopolitical dimensions of educational policy; interrogation of the “urban” construct. Examination of the impact of urban education policies on students and communities related to learning, identity, and justice. Letter grade only (A-F). Not open for credit to students with credit in SCAE 561 or EDP 575.

EESJ 562: Resistance, Agency, and Identity in Education (3 units)

Sociological approaches to understanding resistance and resilience, identity formation, and how student experiences shape and are shaped by K-16 educational institutions. Examination of how student educational experiences are shaped by broader community and systemic conditions.

Letter grade only (A-F). Not open for credit to students with credit in SCAE 562 or EDP 574.

COURSES IN INTERNATIONAL CONTEXTS

EESJ 566: Education and Global Inequities (3 units)

Examination of historical and contemporary global power structures that contribute to educational inequality; investigation of neocolonialism and the influence of international organizations in educational development; discussion of strategies to address social and educational inequalities that exist around the world. Not open for credit for students who have received credit for SCAE 566. Letter grade only (A-F)

EESJ 567: Activism and Social Movements in a Global Perspective (3 units)

Analysis of topical issues related to education in various international contexts; examination of topical issues across countries. Students have the opportunity to select the issues under investigation in consultation with the instructor. Not open for credit for students who have received credit for SCAE 567. Letter grade only (A-F).

EESJ 568: Globalization, Power, and Educational Inequities (3 units)

In-depth study of globalization and its impact on education around the world; analysis of policy borrowing and lending processes in the educational arena; national and local interpretations of global or borrowed educational policies; examination of educational reform processes. Not open for credit for students who have received credit for SCAE 568. Letter grade only (A-F).

EESJ 564 – BOTH INTERNATIONAL AND URBAN CONTEXTS

EESJ 564: Language and Educational Policies (3 units)

Examination and analysis of historical and contemporary U.S. language policies, educational language policies, and legal decisions as context for current educational language practices; comparison of experiences with other nations; discussion of the relationship between language attitudes and educational policy formation. Letter grade only (A-F). Not open for credit to students with credit in SCAE 564 and EDP 672.

RESEARCH METHODS

All students take EDP 400, and then choose either EDP 520 or EDP 595.

EDP 400 - Introduction to Educational Research (3 units)

Explores a wide range of research methods used in education. Topics include traditions, theories, approaches, and applications of qualitative and quantitative research methods.

EDP 520 – Quantitative Research Methods in Education (3 units)

Prerequisites: 400 or equivalent. Examination and application of quantitative educational research methodology including research designs, sampling methods, inferential statistics and hypothesis testing, and the structure and content of a research proposal.

EDP 595 - Qualitative Research Methods in Education (3 units)

Prerequisites: EDP 400 or equivalent. Examination, analysis, and application of qualitative research methodology including various types of methods, designs, data collection strategies, data analysis and presentation of findings techniques; qualitative research study construction.

ELECTIVES

All EESJ students must complete two courses, or six (6) units, of electives chosen in consultation with their advisor. Please consult the EESJ Program Elective List, available on the program website, for potential courses (note that this is not an exhaustive list). The current CSULB Catalog has descriptions of potential elective courses. Electives may also include additional EESJ Area of Emphasis courses exceeding the 12 units required. Students who choose to complete a thesis as their exit requirement may use the six (6) units of EDP 698 as their electives. Students may choose to take additional elective courses to supplement program requirements if they wish.

CAPSTONE COURSE

All students take the EESJ capstone course, EESJ 695, in the Fall Semester prior to graduation. The capstone course is intended to encourage reflection and integration of what you have learned while pursuing your degree in preparation for the exit requirement. Please note that it is not necessary to have completed all program courses prior to taking the capstone course, though it is advisable to take as many of your EESJ courses prior to the capstone as possible.

EESJ 695: Equity, Education & Social Justice Capstone (3 units)

Synthesis of concepts and ideas in equity, education, and social justice; implications of theory in educational practice and resistance, strategies for effecting social and educational justice. Students have the opportunity to select issues under investigation in consultation with the instructor. Not available for credit for students who have received credit in SCAE 695. Letter grade only (A-F).

EXIT REQUIREMENT/CULMINATING ACTIVITY

At the conclusion of the program, all students must complete an exit requirement—a comprehensive examination or a thesis. If you are pursuing a thesis, an application is available on the [Graduate Studies website](#), and is necessary to secure consent for the exit requirement. For students who take the comprehensive exam there is no application required and you will receive further information from the Graduate Studies Office one semester prior to completing your exam. Students who choose the thesis option must apply in Spring Semester* the year before they will complete EDP 698. Applications should be submitted to the Graduate Studies Office (EED-7) after securing the signature of your advisor and the ASEC Department Chair (in EED-10). See the form for application deadlines.

You must choose ONE of the following:

- Comprehensive Exam (0 units)
- OR EDP 698: Thesis (6 units over two semesters)

As noted above, students who choose to complete a thesis or project as their exit requirement may use the six (6) units of EDP 698 as their electives.

Important: A thesis proposal is required prior to submitting your thesis application. Please see the thesis/project guidelines on the program website for full details, including exact outline of the proposal itself. Proposals are due in *January the year before you plan to graduate*. For instance, if graduating in 2024, your proposal was due in January 2023.

ADVANCEMENT TO CANDIDACY

When you are first admitted to the program, you are not yet a candidate for the master's degree. Advancing to candidacy is the process through which you create a contract with the program and the university regarding your planned course of study, secure your "catalog rights," and become a degree candidate. Securing catalog rights is important because it locks in the program requirements of the current CSULB Catalog, and protects you if the program requirements should change. You are advised to advance to candidacy as soon as you are eligible to do so, and must advance one semester prior to enrolling in the courses to complete the comprehensive exam or enrolling in EDP: 698 Thesis.

For advancement to candidacy, you must:

1. Complete at least 6 units of the program, including EESJ 550 and 3 additional units.
2. Set academic, professional, and personal goals in consultation with advisor (facilitated through EESJ 550 and EESJ 551).
3. Maintain a 3.0 grade point average in all course work.
4. Resolve all incomplete grades.
5. Submit an Advancement to Candidacy program planner to the program advisor (completed in EESJ 551).

Submit the completed advancement form to your graduate advisor who will then email your approved form on your behalf to the Graduate Studies Office. This process will be facilitated through EESJ 551 in your second semester. The Graduate Studies Office will process the form and send it to Enrollment Services. Please be advised that you will generally not receive any additional notification after you have filed for advancement to candidacy; the next communication regarding this paperwork will come during the GradCheck process as you prepare to graduate (see below).

Please note that you must be enrolled during the semester in which you apply for advancement to candidacy. It is also important to remember that once you have advanced to candidacy, you will need to email the Graduate Studies Office and your graduate advisor if you make any changes to your course of study, including program courses or electives. You should email the Graduate Studies Office and graduate advisor as soon as you have made a change, as failing to do so may delay the GradCheck process and may have an impact on your eligibility for graduation (see below).

OVERVIEW OF STEPS FOR COMPLETING THE EESJ MASTER'S DEGREE

1. Begin taking Program Core Courses and Area of Emphasis Courses. Take EESJ 550 in Fall and EESJ 551 in Spring of your first year. Take EDP 400 as early in the program as possible.
2. First Semester - Apply for Course Equivalencies (if applicable).
3. Apply for Advancement to Candidacy (during EESJ 551).
4. Emailing the Graduate Studies Office and Advisor of program changes (if applicable, after applying for advancement).
5. If taking the thesis option, then submit your thesis proposal in January the year before you graduate, and then submit your thesis application March 1 (CED Graduate Studies Office application).
6. If taking the Comprehensive Exam option, await instruction from the Graduate Studies Office and your advisor one-semester prior to completing comprehensive exam.
7. Apply to Graduate (Grad Check) Between May 1 and October 15 for Spring and between December 1 and March 1 for Fall.
8. Commencement!

BEGINNING GRADUATE STUDY AT CSULB

ESTABLISHING YOURSELF AT CSULB

After you are admitted to the university, you will receive a student ID number from Enrollment Services. By the time you are reading this handbook, you have established yourself at the university with this ID number. Go to the [Enrollment Services](#) website for further information for newly admitted students.

OTHER PERTINENT INFORMATION:

LIBRARY ACCESS

The CSULB campus ID card also serves as a library card. A valid CSULB campus ID must be presented in order to use library materials and equipment.

- Loan Periods: The basic loan period is three weeks. The due date is presented on a receipt at check-out. Periodicals and reference materials are not available for check-out.
- Renewals: Books may be renewed (limit of 4 times) at the Circulation Desk or online.
- Accessing Electronic Databases: Sign up for a library account and then use OneSearch to search for resources from any computer, even off campus.
- Excessive Use Fees: A fee is assessed for general circulation materials returned past the due date. Bills for all fees are sent by the University Business Office via mail or email. No overdue notices are sent. Fees can be paid at Brotman Hall and must be cleared before graduation.
- Lost Books: Please report lost materials to the Circulation Desk. Lost book fees include replacement costs and processing assessments.

PARKING

A parking permit is required to park on campus, as posted at the entrances to each parking facility. Daily parking permits are available for purchase online or in the yellow dispensers located in parking lots. Semester passes are sold by [Parking and Transportation Services](#). Cash, check, debit and credit cards (Visa or Master card only) are accepted at the parking office. Most student lots are on the north side of campus. In addition, students may park in faculty/staff parking with a valid parking permit after 6 pm and on weekends (review signage at each lot before parking).

ENROLLMENT SERVICES

Students are responsible for confirming enrollment and making any payment necessary, even if an invoice or reminder of a balance due and deadline date is not received. Updated account information is available on the [Enrollment Services](#) website.

Students should be advised that they must pay for courses 30 days after enrollment. Thus, you need to plan ahead and save up so that when you need to enroll several months in advance you will have the funds available. Space in courses can be limited, and you should plan to enroll as soon as you're eligible and then pay your fees within 30 days.

Students should check their account balances regularly via MyCSULB and:

- Check payment due dates
- Confirm financial aid activity
- Verify fee payment(s)
- Track and pay additional fees

It is also your responsibility to drop classes, regardless of the reason, by the published deadlines to avoid charges and be eligible for a full or pro-rated refund. Failure to track enrollment and student account records may result in charges and holds, restricting access to critical university services. Students who do not plan to attend any classes should drop all classes before the first day of instruction.

UNIVERSITY NON-DISCRIMINATION POLICY

The California State University does not discriminate on the basis of age, genetic information, marital status, medical condition, nationality, race or ethnicity (including color and ancestry), religion (or religious creed), and veteran or military status - as these terms are defined in CSU policy - in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination. Larisa E. Hamada, Assistant Vice President of campus Equity & Diversity has been designated to coordinate the efforts of California State University, Long Beach to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at larisa.hamada@csulb.edu, OED@csulb.edu, or (562) 985-8256. CSU Executive Order 1097 Revised October 5, 2016 (www.calstate.edu/EO/EO-1097-rev-10-5-16.pdf) (or any successor executive order) is the systemwide procedure for all complaints of discrimination, harassment or retaliation made by students against the CSU, a CSU employee, other CSU students or a third party (see http://www.csulb.edu/divisions/aa/catalog/current/general_policies/nondiscrimination_policy.html)

ENROLLING IN COURSES:

In order to enroll in courses, you will need to have your student identification number and MyCSULB account activated. Choosing courses generally involves consulting both the *CSULB Catalog* and the *Schedule of Classes*. The *Schedule of Classes* contains current semester fee and deadline information, as well as class offerings and schedules for all regular university courses, while the *CSULB Catalog* contains course descriptions and important information pertaining to policies and requirements. You will generally

find that you need to switch between the two documents to select courses you plan to take, particularly for electives.

The [Enrollment Services website](#) will lead you through the process of enrolling for courses.

IMPORTANT INFORMATION/PROCEDURES FOR NEW AND CONTINUING STUDENTS

SELECTING CLASSES AND PLANNING A COURSE OF STUDY

The EESJ program is very flexible, allowing you to design your own course of study within the program requirements listed above. In the first year you will take the two program Core Courses— EESJ 550 in Fall and EESJ 551 in Spring—with your cohort. The Core Courses are designed to serve as a foundation for the program’s graduate level seminars, and EESJ 550 (plus 3 additional units) must be completed before applying for Advancement to Candidacy. Aside from the core courses, you may choose your course of study at your own pace and schedule. Though you have a great deal of flexibility in mapping your own course of study, you should always plan in advance, as most program and elective courses are only offered once each year (see below).

HOW MANY UNITS SHOULD I TAKE?

Whether you are working full-time or studying full-time, you will need to assess how many courses you can reasonably handle, given your current schedule. Full-time students usually take 9 units (3 courses) or, in rare cases, 12 units (4 courses) per semester. Generally, students who have a full-time job or other major responsibilities should take no more than 6 units (2 courses) per semester.

During your first semester, it is a good idea to take EESJ 550 and EDP 400 or one Area of Emphasis Course, so that you may “get your feet wet” by immersing yourself in EESJ course offerings. If you would like to take three courses, you may want to try EESJ 550, one Area of Emphasis course, and EDP 400. We would advise you to take EDP 400 as early in the program as possible, and to wait to take elective courses until after you’ve completed one semester so that you may gain a sense of the offerings. Taking EDP 400 early will also help in your preparation should you choose to do pursue the thesis/project exit option because students should try to take both EDP 400 and EDP 520 or EDP 595 before applying to conduct a thesis/project.

WHEN ARE COURSES OFFERED?

EESJ Courses are listed in the *Schedule of Classes* from either 4:00-6:45 pm or 7:00-9:45 pm, based on the university's schedule. However, in our program, 4:00 pm EESJ courses generally run from 4:30-6:50 pm and 7:00 pm courses run from 7:00-9:20 pm. The later start time is to allow working students time to get to campus. The most prevalent start time is 4:00 pm (which generally means class will start at 4:30); a limited number of courses begin at 7:00 pm. Electives and research methods courses will usually follow the official university time schedule as listed in the *Schedule of Classes*.

EESJ program courses are typically not offered in the Summer or Winter Session; research methods courses and electives may be good options for these special sessions. Research methods courses are usually offered each semester and during one or more Summer Session. Course availability for other departments may be obtained directly from the relevant department and the Schedule of Classes. The list below displays the typical EESJ program course schedule.

Standard Fall Semester Courses

1. EESJ 550 Foundations of Social and Cultural Analysis of Education (required, Fall only)
2. EESJ 560 History of Social and Educational (In)equality
3. EESJ 561 Urban Educational Policy
4. EESJ 566 Education and Global (In)equality
5. EESJ 695 Social and Cultural Analysis of Education Capstone (required, Fall only)
6. EDP 698 Thesis

Standard Spring Semester Courses

1. EESJ 551 Critical Pedagogies (required, Spring only)
2. EESJ 561 Urban Educational Policy
3. EESJ 562 Agency, Resistance and Identity in Education
4. EESJ 564 Language and Educational Policies (offered in conjunction with Dual Language program)
5. EESJ Educational Issues in Global Perspective*
6. EESJ 568 Globalization and Educational Reform*
7. EDP 698 Thesis
8. (Comprehensive Exam – Spring only)

* EESJ 567 and EESJ 568 are offered in alternating Spring Semesters. EESJ 567 is offered in odd numbered years and EESJ 568 is even numbered years.

ELECTIVE COURSES

Deciding on elective courses that interest you may require some further investigation. Electives may be taken in departments across campus, but must be 400-level courses and above. First, peruse through the *CSULB Catalog* to view the descriptions of courses on the EESJ Electives List, which is available on the EESJ website. Remember that the list is not exhaustive, and you may seek out additional course offerings, provided you receive approval from your advisor. You may want to start by looking at what is offered in the *Schedule of Classes*, or looking through course descriptions of the subject areas that interest you in the *Catalog*. Current students are also a great resource for learning about elective offerings. As stated above, students who choose to complete a thesis or project as their exit requirement may use the six (6) units in EDP 698 to meet the electives requirement.

ADVANCED RESEARCH METHODS COURSE

Deciding which advanced methods course to take is largely a personal decision. EDP 520 covers quantitative research methods, while EDP 595 covers qualitative methods.

SHOULD I TAKE THE COMPREHENSIVE EXAMINATION OR DO A THESIS/PROJECT?

This topic is covered more fully later in this handbook. Please keep in mind that you have time to make a decision about which option to pursue, as you only need to apply one semester prior to enrolling. That being said, it helps to plan in advance whenever possible, especially if you would like to complete the program full-time in two years.

BOOKS AND COURSE MATERIALS

The university bookstore stocks books for most courses. You may, however, prefer to purchase your books online (or check the holdings in the library). Instructors generally assign numerous articles and book chapters in addition to, or in place of, course textbooks. Electronic versions of these course materials are available via BeachBoard or e-reserves through the university library. Utilizing electronic materials takes advanced planning, and e-reserves are the generally most affordable legal means to provide articles and book chapters to students. Books can usually be obtained a few weeks prior to the semester, although many other course materials are only available after you receive a syllabus on the first day of class. You should expect to spend a few hundred dollars per semester on course materials, including printing electronic articles and book chapter files.

ACADEMIC CONDUCT AND INTEGRITY

In your conduct as a graduate student at CSULB, we expect you to act in a professional manner and treat everyone you encounter with respect, including your fellow students, instructors, and office staff. Your success as a graduate student depends largely on you taking the process seriously, and being thoroughly prepared for each class. It is also important to be engaged and participate fully every time you come to campus. We understand that you have busy lives and from time to time other concerns may interfere with your program work. However, you also need to make sure that your friends and family understand that you have made a commitment to pursuing a master's degree and that you need their support to complete it. As a graduate student, you will be expected to demonstrate proficiency through written expression, both in content and in writing mechanics. If your instructors have concerns about your writing, particularly recurring issues, you should seek assistance through the [Graduate Writing Support](#) program offered by the [CSULB Graduate Center](#). Also available, is the campus Learning Assistance Center.

GUIDELINES FOR PREPARATION AND GENERAL PARTICIPATION

- Attend class each week—it is not just a requirement, it's the core of the learning experience!
- Come to class prepared for all activities, including small group assignments or discussions.
- Be an active participant and engage with groups or the class during activities.
- Bring academic rigor to the course—enjoy it, but take the course seriously.
- Be comfortable asking for clarification.

- Be comfortable making and accepting contradictory statements; sometimes such statements are made by someone who does not necessarily disagree, but would like to present another viewpoint.
- Accept all ideas and viewpoints as valid, even if they differ from your own.
- Take intellectual risks to improve your learning.
- Participate fully in BeachBoard discussions, if part of the course.

GUIDELINES FOR TREATING YOUR COLLEAGUES WITH RESPECT IN THE CLASSROOM

- Turn cell phones on silent and keep them in your bags.
- Make eye contact.
- Be a good listener—try to find a productive balance between listening and talking.
- Speak in turn.
- Allow everyone to state his or her point (sometimes brevity will be important for everyone to be able to contribute).
- If you tend to speak often, remember to pause and allow others to make a point too.
- Refrain from talking while others are speaking; do not engage in side conversations or activities.
- Do not engage in activities not related to the course (such as text messaging, reading for another course, grading papers, etc.).
- Be professional.
- Have a good sense of humor and smile!

CHEATING AND PLAGIARISM

The EESJ program follows the [university's cheating and plagiarism policy](#). Though we expect that all EESJ students will adhere to the cheating and plagiarism policy, we want to make sure that you are aware that it is possible to unintentionally perform an act that could be considered academically dishonest. For example, it is important to remember that you must always provide full attribution for the sources you use for your academic work according to appropriate American Psychological Association (APA) citation methods. In addition, all work submitted must be original—that is research conducted must be completed for the current research purpose/assignment and carried out as you indicate that it has been. Furthermore, you may not “recycle” your written or other coursework from one course to another. Even though the writing may be your own, it is not acceptable to resubmit the same paper, or portions of a paper, for another course. If you have any concerns about academic integrity or conduct, please discuss these with your course instructor or EESJ advisor. The information provided in the university Graduate Studies Handbook regarding graduate student responsibilities is also related and very worthwhile to read (see below for the web address).

COURSE EQUIVALENCY

You are allowed to apply for equivalencies for up to six (6) units that you may have taken prior to admission to the EESJ program—in a credential or other master's program. Please note, however, that courses that were applied to an undergraduate degree *may not be used as*

equivalencies for the EESJ program, even if they were taken at CSULB. In addition, courses must be taken within seven years to be considered for equivalency. Note that if you took a program course (e.g., a EESJ, SCAE, or EDP course) prior to being admitted to the program or while a credential student, you do not need to apply for course equivalency. Simply list the course on your advancement form.

When applying for course equivalency, the course you have taken **must** be deemed equivalent by the faculty member who is responsible for the course in order for the petition to be approved. Forms for course equivalency petition may be obtained from the [Graduate Studies Office website](#). The appropriate form must be submitted to the Advanced Studies in Education and Counseling (ASEC) department (or other responsible department as appropriate) office (EED-10), and will be routed to the responsible faculty member.

EDUCATIONAL LEAVE

The university requires you to maintain continuous enrollment during each Fall and Spring Semester in which you are matriculated as a student. Should you find it necessary, for personal or professional reasons, to take a temporary leave from your graduate work, you must submit an online request form with Enrollment Services through your MyCSULB account. Please note this form will require approval from the Graduate Studies Office. Please make sure to also email your graduate advisor if you are planning to request an Education Leave. Please note that if you do not request and receive approval for a leave of absence prior to breaking continuous enrollment, it will be necessary to reapply to the program and the university (including paying the application fee). If you have already applied for advancement to candidacy, you may also be required to apply again to reestablish your catalog rights under the current *CSULB Catalog*.

FULFILLING THE EXIT REQUIREMENT/CULMINATING ACTIVITY

As noted above, you may choose between the following three options to fulfill the exit requirement:

1. Take the comprehensive examination
- OR
2. Enroll in the thesis option (EDP 698) for two semesters

Please note the following:

- Advancement to candidacy must be completed at least one semester before the one in which you take the Comprehensive Exam or before enrolling in the Thesis option (EDP 698).
- You must submit a formal application to the Graduate Studies Office for a Thesis. Several signatures are required, so plan in advance.
- The application deadline for the thesis/project option is March 1 for Fall enrollment.

- The Comprehensive Exam is offered in Spring Semester only. Students who have completed all of their coursework may enroll in GS700 during the semester in which they complete the exam to stay matriculated (see the information below on GS700).

The decision whether to elect the comprehensive examination or thesis option is highly personal, and often is dictated by time. Completing a thesis generally takes 12-18 months in total. If you have not had the opportunity to complete an independent research project and/or plan to pursue a doctoral degree, you might especially benefit from conducting a thesis. If you cannot fit a thesis into your schedule, you will have opportunities to conduct small-scale independent projects in your research methods and capstone courses. Further information about each option is provided below.

Important Note:

Students are permitted a maximum of two opportunities to satisfactorily complete the comprehensive examination. An unsatisfactory performance on the second attempt will result in dismissal from the program. Students who do not pass the comprehensive examination cannot change to the thesis/project option. However, a student who starts a thesis/project may opt to switch to a comprehensive examination exit requirement. As always, any changes would require a “Change of Program” form to be completed and submitted to the Graduate Office; additional forms are required for switching from thesis/project to comps. See the [Graduate Studies Office website](#) for further information.

EESJ COMPREHENSIVE EXAMINATION INFORMATION

The comprehensive examination is designed as an alternative exit requirement to the master’s thesis. Preparing for and taking the examination is intended to be a reflective process, in which students have the opportunity to review and synthesize what they have learned during the EESJ program. The purpose of the comprehensive examination is for EESJ candidates to have the opportunity to demonstrate their ability to:

1. Synthesize concepts and ideas in the area of social and cultural analysis of education
2. Identify implications of social and cultural theories for educational practice in a variety of settings
3. Formulate strategies for effecting social and educational justice
4. Construct complex written arguments related to social and cultural issues in education
5. Produce sophisticated academic writing related to the social and cultural analysis of education.

For each comprehensive exam, faculty select six theoretical/conceptual lenses that we have examined during the EESJ program. Of the six, two will come from the International Contexts emphasis area and two from the Urban Contexts area. The final two will be core theoretical/conceptual lenses that transcend the two emphasis areas. For the exam, students will first choose an area of inquiry, or topic, that relates to social and educational justice. Next, students will choose two theoretical/conceptual lenses from the six provided and write a three-part analytical essay: 1) Introduction and Synthesis of Literature; 2) Theoretical Analysis, and 3) Theory into Practice. Each part of the essay should be five to six pages in length, not including any title pages or

reference lists. Students are expected to support their work with ample citations, which must be referenced appropriately in American Psychological Association (APA) format. In addition, students are expected to use grammar, punctuation, and spelling correctly throughout the essay. Students are strongly advised to review the Comprehensive Examination Rubric prior to the exam, and should use it as a guide at every stage of the writing process.

The comprehensive examination is “take home” project and is administered over the course of four days including a weekend. Students are not allowed to receive any guidance or assistance from instructors, peers, or others while completing the examination. The examination is only offered during Spring Semester, and is normally held over a four-day period including a weekend prior to spring break. A more comprehensive set of guidelines and a rubric is provided to students in the EESJ 550 and EESJ 695 courses.

GETTING STARTED WITH A MASTER’S THESIS

Completing a master’s thesis can be a rewarding part of the EESJ program. This exit option offers you the opportunity to carry out an independent research project under the guidance of a committee of faculty members.

The following are some initial steps to help you get started in the process:

1. Read the EESJ Thesis and Project guidelines, available from the EESJ [website](#). These guidelines provide important information on the requirements for the entire process, from the proposal to final submission.
2. After reading the EESJ guidelines, also read the [College of Education thesis guidelines](#).
3. Download the university [style and format procedures guide](#). Many additional, very helpful resources, including deadlines for filing, are available from the library’s [Thesis and Dissertation Office](#).
4. Attend a [Graduate Thesis Workshop and Refworks session](#) at the library.
5. Begin thinking about which faculty members you would like to have as your chair and committee members. You will need three members, and two must be tenured or tenure-track faculty. Take courses with these individuals and get to know them in advance of asking them to serve on your committee. The chair of the committee must be from the College of Education, though additional committee members may come from other colleges.
6. Start thinking about your topic early, and draft outlines and timetables. Use any unstructured/open topic course assignments as an opportunity to investigate and to begin to build a background in the literature in your area(s) of interest.
7. Consider that if you plan to conduct a study using human subjects or identifiable data related to human subjects, you need to go through the [Institutional Review Board’s](#) process. The review process typically takes about 2 months (after you’ve worked with your chair over several months on developing the procedures), and you will need approval before you begin collecting data. Keep in mind that data collected through a research methods course generally cannot be included in a thesis because it was obtained without IRB approval.

Please be advised that completing a master's thesis requires a great deal of planning and commitment, as it will usually take a minimum of 12-18 months to complete from proposal to final submission. The information above and the EESJ Thesis Guidelines are provided to help get you started. Your thesis chair will guide you through the process more closely once you have begun the journey on your own. Importantly, an proposal is required (see the EESJ Thesis Guidelines for more details). This proposal is due in January the year before you start your thesis work—planning ahead is key!

REQUEST TO GRADUATE, GRADCHECK AND COMMENCEMENT

Because the program is designed to be completed in two or three academic years depending on full-time or part-time status, and because the comprehensive exams are only offered in Spring, most students complete the degree and graduate in Spring. Students seeking to graduate in Spring or Summer must file a Request to Graduate form with Enrollment Services between the preceding May 1 and October 15. Students seeking to graduate in Fall must file between the preceding December 1 and March 1. Therefore, the final deadline to file a Request to Graduate form is October 1 for Spring and March 1 for Fall. Remember, you must advance to candidacy at least one semester prior to the semester in which you graduate. After you have submitted the Request to Graduate, the university will conduct a degree audit, known as GradCheck, to ensure that you are eligible to graduate and determine remaining requirements. At this time, the university will verify that you completed the program as specified on your Advancement to Candidacy form and any subsequent Change of Program forms. Please refer to the “Graduate Procedures – Masters/Certificates” document, available from the [Graduate Studies Office website](#), for detailed information on graduation procedures.

All EESJ graduates are encouraged to attend the annual commencement (held in late May), and especially, our program graduation, planned by EESJ students. The name of each master's degree recipient is announced as the graduate walks across the platform and is hooded by the College faculty. Academic attire may be rented from the university bookstore. You will receive more information about commencement directly from the university during the semester of your graduation.

GRADUATE STUDIES (GS) 700

Students enroll in GS 700 when they have been advanced to candidacy and have completed all coursework for their master's degree program, but have not yet graduated. GS 700 maintains enrollment and residency for students who are completing a master's thesis or for students who do not need to take courses during the semester in which they complete the comprehensive examination. In order to enroll in GS 700, please visit the Graduate Studies Office for a permit. Students may enroll in GS 700 for a maximum of two semesters. See the Graduate Studies website's [GS 700 page](#) for further information.

CAREER RESOURCES — WHAT NEXT?

As you progress through the EESJ program, you should begin to plan where you expect your career path to lead after graduation. Speak to fellow students, your advisor, and

other program faculty, and make use of the resources for job seekers available to you on campus. You may also wish to conduct informational interviews with people who work in the types of positions you are seeking. In addition, if you have little or no working experience or are changing careers, we strongly advise you to gain experience while completing your degree, even if it means volunteering or interning without pay. Even though you will have a master's degree when you exit the program, employers will also expect you to have relevant work experience. Ironically, entry-level experience may be more difficult to obtain once you have completed your master's degree, because you may be seen as overqualified, yet you may lack the relevant experience required to perform the job.

There is a wealth of resources available to you regarding career opportunities. Below is information on university resources to help you get started. In addition, for positions in the non-profit sector, you may wish to consult "<http://www.idealists.org>".

CSULB CAREER DEVELOPMENT CENTER

Location: Brotman Hall, Room 250
Phone: 562.985.4151
Email: info@careers.csulb.edu
Website: <http://www.careers.csulb.edu/>

While this service is primarily geared toward undergraduates and private employers, the office has substantial resources with regard to internships and job seeking advice (e.g., books on constructing resumes, targeting employers, etc.).

CAMPUS RESOURCES

Campus Maps		
Career Development Center	Brotman Hall 250	562.985.4151
Center for Community Engagement	Academic Services 120	562.985.7131
Center for International Education	Brotman Hall 201	562.985.4106
Counseling and Psychological Services	Brotman Hall 226	562.985.4001
Disabled Student Services	Brotman Hall 270	562.985.5401
Education Librarian: Karin Griffin	Library Room 313	562.985.1542
ASEC Department	EED Room 10	562.985.4517
Enrollment Services (Registration)	Brotman Hall 101	562.985.5471
Financial Aid Office	Brotman Hall 101	562.985.8403
Graduate Studies Office (Education)	EED Room 7	562.985.4547
Graduate Studies Center	University Library 214	562.985.4128
Hauth Center for Communication Skills	Language Arts Building 202	562.985.7142
Learning Assistance Center	Horn Center	562.985.5350
Multicultural Center	Faculty Offices 3 Room 3	562.985-8150
Student Health Services	Student Health Services 202	562.985.4771
Testing & Evaluation Services/WPE	Brotman Hall 216	562.985-4007
Thesis (and Project) Review Office	Library Room 501	562.985.4013
University Bookstore		562.985.5091
University College & Extension Services	Foundation Building 104	562.985-5561
Writer's Resource Lab	Language Arts Building 212	562.9854329
Schedule of Classes		
University Graduate Studies Handbook		

FREQUENTLY ASKED QUESTIONS

1. HOW LONG DOES IT TAKE TO COMPLETE THE PROGRAM?

This depends on whether you are enrolled on a full-time or part-time basis. Most EESJ students study on a part-time basis and work full-time. The program is designed to be completed in two years with full-time study (3 courses per semester) or three years with part-time study (2 courses per semester). Pursuing the thesis option may extend the program by 1-2 semesters because the work often extends beyond the two sections of EDP 698. Please see the course planners under on the [program website](#) to assist you in planning the progression of your degree completion.

2. HOW MANY COURSES SHOULD I TAKE EACH SEMESTER?

Again, this depends on whether you are enrolled in full-time or part-time study. Most full-time students take 9 units (3 courses) per semester. Generally, students who have a full-time job or other responsibilities take no more than 6 units (2 courses) per semester.

3. WHAT IS THE FORMAT OF THE EESJ COURSES, AND HOW MANY STUDENTS ARE USUALLY ENROLLED IN EACH COURSE?

EESJ courses generally have 15-25 students enrolled. EESJ courses are academically rigorous and are taught in a highly-participatory seminar style, emphasizing group discussion and academic writing. Please keep in mind that research methods and elective courses will have different class formats and sizes compared to EESJ courses.

4. WHAT SHOULD I EXPECT IN TERMS OF WORKLOAD AT THE GRADUATE LEVEL?

Students should expect to spend their time in two ways: 1) preparing for class, and 2) working on assignments. Students should expect to spend a minimum of 3-4 hours per week preparing for each class—reading (approx. 50-60 pages per week), re-reading, analyzing, and critiquing course materials; writing Critical Reflection Logs; and meeting in study groups with other students. In addition, students should expect to spend substantial additional time researching, compiling, writing, revising, and editing written assignments. Time should also be built into the writing process for peer review. In general, most courses will include 15-20 pages of written work plus additional assignments, such as posts on discussion boards, presentations, or analytical tasks. The total number of written pages required for each course may vary based on the type of assignment and whether or not substantial research and preparatory work is required in addition to using course texts. In total, students should expect to spend a minimum of 5-7 hours per week per course. Some students will take considerably more time to complete reading and written assignments than others.

5. WHAT IS THE DIFFERENCE BETWEEN A FACULTY ADVISOR AND THE PROGRAM COORDINATOR?

Each EESJ student is assigned a faculty advisor upon entering the program. The assigned advisor is responsible for assisting the student in planning a course of study, formal advising, and signing all official forms. In addition, all EESJ faculty members are available during regular office hours for general program advising, as well as career and further study guidance. Each master's degree option also has a Program Coordinator who is responsible for overseeing and guiding all aspects of the program.

6. DOES THE PROGRAM, DEPARTMENT OR COLLEGE OFFER FINANCIAL AID, SCHOLARSHIPS, OR GRADUATE ASSISTANT POSITIONS?

The program itself does not offer financial aid or scholarships. However, financial aid is available through the university. Applicants are advised to complete the Free Application for Federal Student Aid (FAFSA) in the spring in order to receive the best possible access to aid. Keep in mind that the FASFA deadline (usually around March 1st) may occur before the application deadline for the program. You should be sure to complete a FASFA application before submitting the application to the EESJ program. EESJ students who teach high-demand subjects and work in certain areas may be eligible for TEACH grants. The College of Education also offers scholarships each year. The deadline to apply is the first Friday of February for the following academic year. Graduate assistantships may be advertised from time to time, though there are generally a limited number of such opportunities available in the College of Education. Additionally, on-campus employment opportunities, including research positions, are often posted on BeachLink.

7. WHAT DO I DO IF I NEED ASSISTANCE WITH THE WORK FOR MY COURSES?

If assignments or other aspects of the course are unclear, speak to the instructor for clarification. You may also want to consult the Learning Assistance Center (for tutoring, including ESL), Writer's Resource Lab, Disabled Student Services, or the Hauth Center (for assistance with public speaking).

8. WHEN SHOULD I TAKE THE COURSE IN MY SECOND AREA OF EMPHASIS?

Timing of all courses, with the exception of EESJ 550, 551 and 695, is entirely up to you. Graduating students have suggested that you take one course from each area of emphasis early in the program and that you not wait to take the one course in the second area of emphasis until the end of the program. Often students say they wish they had taken courses in both areas of emphasis the first year because they might have switched areas of emphasis if they had taken courses in both contexts earlier.

9. DO I NEED TO COMPLETE ALL OF MY COURSES BEFORE I TAKE THE CAPSTONE?

No. You may take program or other courses concurrently. In addition, you will generally need to complete one final course in the same semester in which you complete the

comprehensive exam (if applicable). If possible, however, try to take most EESJ program courses prior to the capstone.

10. WHEN I TAKE THE COMPREHENSIVE EXAM, IS THERE A COURSE I HAVE TO TAKE ASSOCIATED WITH IT? HOW MANY UNITS SHOULD I TAKE THAT SEMESTER?

There is no “comps” course or other specific course associated with the exam. Students will receive an overview of the comprehensive exam in EESJ 695 during the fall semester prior to graduating. The program is designed for part-time students to take only one course during the final spring semester, to allow them to focus on the exam. If you have only three units remaining in the program and need to take a second course for financial aid or other reasons during your final semester, you may enroll in any course, including undergraduate courses that allow pass/no pass grading. On the other hand, if you have completed all program requirements and units and do not need to take any courses during the final semester in which you take the comprehensive exam, you may enroll in GS 700 for a nominal fee (see above) during the final semester.

11. CAN I USE COURSES I TOOK FOR A CREDENTIAL AS MY ELECTIVES?

Possibly. If the courses are closely related to program content and they were not counted toward a bachelor’s or other degree, they may be used as electives upon approval of your advisor. Methods courses generally do not apply as electives. It is not necessary to file a petition for course equivalency for credential courses taken at CSULB; simply list the courses on the Advancement to Candidacy program planner and obtain your advisor’s approval. Credential courses taken elsewhere must go through the course equivalency process outlined above.

12. WHAT CAREERS DO STUDENTS PURSUE UPON COMPLETION OF THE PROGRAM?

EESJ graduates’ career paths are as diverse as the students who make up our program. After completing the program, EESJ students often choose to work in school districts (e.g., as teachers or literacy coaches), in higher education institutions (e.g., as study abroad advisors, equity officers, or counselors), or in the non-profit sector (e.g., in community-based or international organizations). In addition, many EESJ program graduates go on to pursue doctoral degrees. When considering applying to the EESJ program, it may be useful to first research the types of jobs for which you would like to apply in the future to ascertain whether the EESJ degree will meet the required qualifications for these positions. Please also see the student and alumni profiles on the EESJ website to learn about our graduates and their current professional pursuits.

13. WHEN WILL I RECEIVE MY DIPLOMA?

Your diploma will be mailed to the address on file with the university three to four months after graduation. (Diplomas distributed during graduation are symbolic.)

Important Note:

This handbook is provided for informational purposes only. Although every attempt has been made to ensure that contents are accurate and up-to-date, the current *University Catalog* and *Schedule of Classes* represent the comprehensive, official, and final word on all policies, procedures, and regulations.