



**SACRAMENTO  
STATE**

COLLEGE OF EDUCATION

Doctorate in Educational Leadership

**Doctorate in Educational Leadership**

# **STUDENT HANDBOOK**

Prepared by the Ed.D. Core Faculty

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### Acknowledgements

In developing this handbook we drew upon helpful models from the Ed.D. Programs at California State University, Northridge and San Diego State University, as well as the on-line student handbook for the Master's in Public Policy and Administration Program at Sacramento State. We are pleased to acknowledge the assistance these documents provided.

# I. Introduction

Welcome to the Ed.D. Program at California State University, Sacramento! While we hope this handbook will be helpful to anyone who might have an interest in our new doctoral program, including prospective students, it is primarily designed to be of assistance to readers who are themselves students in Sacramento State's Ed.D. Program.

Please accept our congratulations for your notable achievements to this point, and our strongest encouragement for your future. You are joining one of the California State University System's only stand-alone doctoral programs, specifically authorized by the legislature to meet the urgent need for well-trained public administrators to lead California's K-12 public schools and community colleges. To help you keep your educational goal in perspective, according to the latest available U.S. Census Bureau data, only a little over 1% of Americans aged 25 or over possesses a doctoral degree. You are aiming high and we congratulate you on your aspiration.

*Table 1: Number of Doctoral Degrees Conferred and Percentages by Race/Ethnicity, 1998-1999 and 2008-2009*

|         | Caucasian       | Black         | Hispanic      | Asian American | Native American | Nonresident     | Total          |
|---------|-----------------|---------------|---------------|----------------|-----------------|-----------------|----------------|
| 1998-99 | 27,838<br>63.2% | 2,136<br>4.8% | 1,302<br>3.0% | 2,299<br>5.2%  | 194<br>0.4%     | 10,308<br>23.4% | 44,077<br>100% |
| 2008-09 | 39,648<br>58.6% | 4,434<br>6.5% | 2,540<br>3.8% | 3,875<br>5.7%  | 332<br>0.5%     | 16,887<br>24.9% | 67,716<br>100% |

This handbook, prepared by the Ed.D. core faculty, contains a variety of information designed to be useful for Ed.D. students at different stages of their doctoral education.

We begin with an overview of the program and its goals, including some of the notable and unique features of Sacramento State's program. Next, we consider the cultivation of doctoral culture we aim to establish on campus. From there we move to a more detailed discussion of the components of the Ed.D. Program, including curriculum, qualifying examinations, and dissertation. Subsequently we discuss key policies and regulations that affect Ed.D. students, drawing from the California State University System's executive order which provides minimum requirements, policies, and procedures that apply to all doctorate education degree programs offered by the system, the Sacramento State's proposal approved by the Western Association of Schools and Colleges, and academic guidelines applicable to all Sacramento State graduate students. We turn next to a brief summary of campus resources available to assist doctoral students. We end with a brief profile of the faculty and staff involved with our Ed.D. Program, and provide contact information for these individuals.

We aim to make this handbook as complete as possible, recognizing that the needs and circumstances of Ed.D. students differ. Nevertheless, any handbook can be improved, and it is impossible to anticipate every important question that may be relevant to a doctoral student. We would be glad to hear any suggestions for handbook modifications. Please direct your questions to the Program Director or Associate Director.

We wish you the best in your educational pursuits.

## II. Program Mission, Themes, Goals, and Major Features

The mission of Sacramento State's Ed.D. Program is to address the urgent need for well- prepared individuals to assume key leadership positions in the state's public K-12 schools and community colleges. California's increasingly large and diverse student population, coupled with the large number of retirements and impending retirements, has resulted in a high demand for skilled educators who can lead the state's elementary schools, secondary schools, and community colleges for many years to come. Our intention is to help meet this demand, thereby benefiting not only the individuals receiving doctoral training, but also all citizens in the state.

Three curricular themes are aimed at achieving the above referenced mission:

1. ***Transformational leadership***. Transformational leaders understand, implement, and evaluate strategic choices based on various theories, models, and approaches for achieving organizational transformation. Our students will become facilitators of such transformation.
2. ***Critical policy analysis and action***. Students will engage in critical analysis of policy at the local, state, and national levels. Students will learn how policy is generated, potential effects of policy decisions, ethical implications of policy choices, and consequences of policies for social justice and equity.
3. ***Informed decision making***. Students will learn skillful decision-making strategies in the context of multiple competing interests, problem situations, and influences of power and control.

In pursuing the above curricular themes, our goals are to produce graduates who are:

Visionary and effective education leaders grounded in applied research and policy development;

Knowledgeable and sensitive education leaders skillful in guiding organizations to reach high levels of student achievement while promoting access and equity for all students; and

Ethical educational leaders who model and promote high standards of professional conduct, particularly in the development and implementation of educational policy.

There are several notable features to Sacramento State's Ed.D. Program. Perhaps the most unique feature is that it reflects a strong collaboration between the Department of Educational Leadership and Policy, within the College of Education, and the Department of Public Policy and Administration, within the College of Social Sciences and Interdisciplinary Studies. We are unaware of any other Ed.D. Program in the state that is based on such a collaboration between education faculty and public policy and/or public administration faculty.

This linkage underscores our commitment to taking advantage of the University's unique situation within the capital of the largest and perhaps the most important sub-national government in the world, and the emphasis on this fact in the core values statement of Sacramento State's strategic plan (see <http://www.csus.edu/universitystrategicplan/>). As well, the collaboration reflects the high level of expertise that has been developed on our campus with respect to policy analysis, evaluation, and implementation.

Sacramento State's Ed.D. Program also has a number of features that are consistent with the guidelines set forth in state legislation allowing Ed.D. Programs on California

State University (CSU) campuses, as well as programmatic guidelines established by the CSU Chancellor's Office, Sacramento State's Faculty Senate, and other bodies.

These features include:

- \* *Collaboration with community colleges and public schools.* Representatives of community colleges have been heavily involved in planning the program curriculum and guidelines, selecting program administrators and faculty, and actual course instruction.

- \* *Focus on practice.* While drawing heavily on academic research and theories, the program is self-consciously designed to focus on what students will need as practitioners in public schools and community colleges.

- \* *Cohort model.* Our Ed.D. Program is based on a cohort model in which a group of admitted students move through the program together, taking courses in sequence as a group. This approach tends to enhance student camaraderie and support for one another. Additionally, it facilitates and reinforces timely progress toward the degree coupled with building professional networks and ties that will be valuable in terms of future professional growth.

- \* *Tailored to working professionals.* We expect that most people enrolled in Sacramento State's Ed.D. Program will be working professionals, and accordingly the program is structured to best meet their needs. Courses are offered on an intensive Friday, Saturday, and occasionally Sunday basis to allow

students to meet their other responsibilities during the balance of the week. Classes are also offered on a year-round basis (including the summer) to facilitate timely completion of degree requirements.

\* *Degree may be obtained in three years.* Given the program's design features a student making normal progress may obtain a doctorate within three years. This accelerated format is consistent with the urgency of meeting the state's demands for educational leaders. Note that students can only be admitted to Sacramento State's Ed.D. Program after having already obtained a Master's degree or its equivalent.

## **Admissions Criteria**

The Ed.D. Program may admit candidates who meet the academic requirements for the degree program, and who possess personal qualities and professional experiences that suggest a strong potential for success as doctoral candidates, and as educational leaders in K-12 or community colleges.

The Ed.D. Program requires the following of applicants for admission to the doctoral program:

- earned baccalaureate degree and master's degree or the equivalent from an accredited institution of higher education with a grade point average in upper division and graduate study of 3.0 or above;
- sufficient preparation and experience pertinent to educational leadership to benefit from the program;
- demonstrated educational leadership potential and skills including successful experience in school, post-secondary, community, and/or policy leadership;
- submission of Graduate Record Examination (GRE) scores from the three sections of the General Test;
- demonstrated academic excellence, problem-solving ability, and an interest in critically assessing and bringing about improvements within current educational policies and practices;
- three letters of recommendation attesting to the leadership ability and scholarship of the candidate;

- a written statement of purpose reflecting an understanding of the challenges facing the public schools or community colleges/institutions of higher education in California;
- a written response to three questions in regards to preparation, accomplishments and ability
- a professional resume
- writing sample
- a personal interview, followed by a brief writing assessment; and
- a statement of support for the candidate's doctoral studies from his/her employer or, in cases where this is not provided, an indication of the candidate's plan for meeting the demands of the program and his/her professional responsibilities.

Meeting these minimum requirements qualifies an individual for admissions consideration but does not guarantee admission to the program. Admission is granted on a competitive basis.

### **III. Building a Doctoral Culture**

The Ed.D. in Educational Leadership and Policy is the first stand-alone doctoral program at California State University, Sacramento (the campus previously was involved in joint doctoral programs with other universities.) While Sacramento State has long experience in serving graduate students, the attributes of a doctoral program are somewhat unique. In particular, our aim is to build a doctoral culture appropriate for the high status accorded granting this particular degree.

What are the elements of a doctoral culture? We believe they consist of the following:

- *Intellectual rigor.* The program is intellectually rigorous and application oriented. Topics that may have been introduced at the master's level now include a stronger theoretical and research-based underpinning, with more complex texts and in-depth discussions and assignments.
- *Diverse and multigenerational.* The program promotes and expects students to engage themselves and others in intellectual exchanges on a wide range of opinions that challenge and inform thinking. Scholars who are not actively involved in an environment of diverse viewpoints and healthy debate may find their work intellectually malnourished. Program efforts will focus on integrating students to a vibrant intellectual community in which they are integrated as

junior colleagues and their experiences and values guides and improves programmatic processes (Walker, Golde, Jones, Conklin-Gueschel, & Hutchings, 2008).

- *High expectations of students.* Doctoral candidates are expected to perform at a more advanced level than what is required for the master's degree, in preparation for their leadership positions as scholars-practitioners. For example, they are expected to read beyond the required texts and materials, engage in original data collection, exercise significant initiative in terms of assignments, and complete a variety of written assignments that differ in terms of expectations. In addition, a high degree of writing activity and proficiency is a must that all students exhibit in order to hold a doctorate.
- *Criticism and revision.* Constructive feedback is offered by professors, mentors, and fellow students in the spirit of collegiality and ongoing professional growth. Students are often expected to revise their written work in response to feedback. Such revisions are especially characteristic of the dissertation stage, and thus students receive practice during their regular course work.
- *Participation in the intellectual life of the program.* Beyond work for particular classes and dissertation projects, Ed.D. students are expected to participate in the intellectual life of the program. This includes attending seminars and colloquia, responding to surveys and request for program feedback, and the like.

<sup>1</sup>This section draws heavily from a similar discussion of doctoral culture in the California State University, Northridge (CSUN) Doctoral Candidate Handbook. We are indebted to CSUN faculty for thoughtful consideration of this topic.

- *Scholarly dissemination.* In the course of dissertation research or at other times, students are likely to generate ideas and scholarly findings that would be of interest to a wider audience. The program aims to ensure sharing such ideas at academic conferences, professional meetings, and in other venues. While this is not expected of every student, the faculty would look favorably on student efforts to have their research published in academic journals.
- *Doctoral level writing.* Student writing should meet high standards of organization, clarity, argument development, and use of evidence to support claims. Students are also expected to avoid common errors in paragraph and sentence structure, grammar, usage, and spelling. Excessive verbiage and jargon are to be avoided. Students should aim to produce written products that are "reader friendly."
- *Encourage social interactions.* Although the creation of an intellectual community requires more than potlucks, social activities clearly strengthen an academic community that already has intellectual ties. Many math departments, for instance, have a tradition of afternoon teas—informal times when students and faculty gather to discuss ideas and problems. Such events



allow students to get to know faculty members in a relaxed setting and reconstruct and construct knowledge. (Walker, et al., 2008)

## IV. Program Components and Requirements

There are three main components to our Ed.D. Program: 1) a set of required courses

(60 semester units) taken in a specified sequence; 2) a qualifying examination taken at the end of the student's second year in the program; and 3) a dissertation. Each component is mandatory and substitutes are not allowed. For example, it is not possible to replace the qualifying exam with a paper or set of papers, or substitute additional exam(s) for the dissertation. As will be explained in greater depth in the following subsections of the hand- book, each component is designed for particular purposes.

### Program Benchmarks

Three Semesters in Academic Year: Fall, Spring, and Summer

| Task                                     | Process   | Timeline                         | Responsible Party                                   |
|--|---|----------------------------------|---|
| Writing Placement for Graduates          | Form at:<br><a href="http://www.csus.edu/gradstudies/forms/index.html">http://www.csus.edu/gradstudies/forms/index.html</a> | Beginning of first fall semester | Student submits to Office of Graduate Studies (OGS) |
| Successful completion of course sequence | Work with Academic Advisor, Director and Associate Director   | Second spring semester           | OGS and Director tracks                             |
| Advancement to Candidacy                 | Form at:<br><a href="http://www.csus.edu/gradstudies/forms/index.html">http://www.csus.edu/gradstudies/forms/index.html</a> | Second spring semester by Feb 1  | Student submits to OGS                              |
| Intent to take the Qualifying Exam       | Form at:<br><a href="http://www.csus.edu/gradstudies/forms/index.html">http://www.csus.edu/gradstudies/forms/index.html</a> | Second spring semester by Feb 1  | Submits submits to OGS                              |
| Results of Qualifying Exam               | Exams are evaluated and scored  | Second summer session            | EDD office submits to OGS                           |

|                                      |  |  |   |
|--------------------------------------|--|--|---|
| Nomination of Dissertation Committee | Student and Primary Advisor decide on the composition of this committee and Student submits Doctoral dissertation committee form   | Second summer session                          | Student submits to EDD office   |
| Defense of Dissertation Proposal     | Student submits the Completion of dissertation proposal defense form   | Beginning of third fall semester               | Student submits to the Ed.D. office   |
| IRB Approval                         | Student works with IRB office to obtain Human Subjects Committee Approval; Information and Deadlines can be found at their website at: <a href="http://www.csus.edu/research/irb/">http://www.csus.edu/research/irb/</a>   | No later than beginning of third fall semester | Student notified Primary Advisor  |
| Continuous dissertation research     | Works closely with Primary Advisor and committee members on chapters   | No later than beginning of third fall semester | Student must maintain communication with dissertation advisor and all committee members |
| Dissertation Formatting Workshop     | Students are required to attend a minimum of one Thesis Formatting Workshop and obtain proof of attendance for later use   | Beginning of third fall semester in EDD 617    | Office of Graduate Studies  |
| Application for Graduation Form      | Students secure necessary signatures; Form can be found at: <a href="http://www.csus.edu/gradstudies/forms/index.html">http://www.csus.edu/gradstudies/forms/index.html</a>  | Third spring semester by Feb 1                 | Student secures signatures  |
| Intent to Defend Dissertation        | Form can be found at: <a href="http://www.csus.edu/gradstudies/forms/index.html">http://www.csus.edu/gradstudies/forms/index.html</a>  | Third spring semester by Feb 1                 | Student submits to OGS  |
| Dissertation Defense                 | Student prepares final draft of dissertation to present to dissertation committee  | Beginning of third spring semester             | Student requests room with EDD office   |
| Dissertation Defense                 | EDD dissertation defense form – Student secures necessary signatures   | Following Dissertation Defense Presentation    | Student submits to EDD office   |
| Graduation Checkout                  | Student submits:<br>* Electronic Approved copy of Dissertation<br>* Title page, Abstract page, original signatures printed on regular paper<br>* Two copies of dissertation receipt form<br>* Culminating Experience Processing Receipt<br>* Proof of Attendance to Thesis/Dissertation Workshop | No later than first Friday of May              | Student submits to Office of Graduate Studies   |

## A. Course Requirements, Delivery, and Evaluation

The Ed.D. curriculum consists of 18 required courses, or 60 units, including the classes designed to prepare students for completing a dissertation. Most of the classes provide three units of credit each. Three of the second year classes, covering relatively specialized topics, are two unit classes. The two dissertation classes at the end of the sequence are six units each. The course sequence begins in the fall after a student is admitted to the cohort, continues through the summer after the student's first and second year, and ends with the final dissertation class in the spring of the student's third year.

Table 2 shows the names and numbers of the Ed.D. classes, while Table 3 shows the unit credits and sequence for these classes. Detailed descriptions of each of these classes are available in the hard copy of the University catalog or on-line at <http://aaweb.csus.edu/catalog/08-10/Program/EDD.pdf>.

### **Table 2: Names and Numbers of Required Ed.D. Classes**

- Transformational Leadership (EDD 600)
- Policy and Practice for Educational Leaders I (EDD 602)
- Introduction to Educational Research (EDD 604)
- Community and Communication in Educational Leadership (EDD 607)
- Diversity and Equity in Complex Organizations (EDD 608)
- Qualitative Research Methods (EDD 605)
- Curriculum and Instruction Issues for Educational Leaders (EDD 610)
- Human Resource Management for Educational Leaders (EDD 609)
- Organizational Leadership and Change (EDD 601)
- Policy and Practice for Educational Leaders II (EDD 603)
- Quantitative Research Methods (EDD 606)
- Student Services in Education (EDD 612)
- Finance and Budget for Educational Leaders (EDD 613)
- Legal Issues for Educational Leaders (EDD 611)
- Issues in Educational Leadership: Application and Synthesis (EDD 614)
- Dissertation Proposal Seminar (EDD 615)
- Dissertation I (EDD 616)
- Dissertation II (EDD 617)

**Table 3: Course Sequence and Unit Values for Required Ed.D. Classes**

| <b>Term</b>   | <b>Year 1</b>  | <b>Year 2</b>   | <b>Year 3</b>                                |
|---------------|--|---|--|
| <b>Fall</b>   | <b>Transformational Leadership (3)</b>                           | <b>Organizational Leadership and Change (3)</b>           | <b>Dissertation I (6)</b>                    |
|               | <b>Policy and Practice for Educational Leaders I (3)</b>         | <b>Policy and Practice for Educational Leaders II (3)</b> |  |
|               | <b>Introduction to Educational Research (3)</b>                  | <b>Quantitative Research Methods (3)</b>                  |  |
| <b>Spring</b> | <b>Community and Communication in Educational Leadership (3)</b> | <b>Legal Issues for Educational Leaders (2)</b>           | <b>Dissertation II (6)</b>                   |
|               | <b>Diversity and Equity in Complex Organizations (3)</b>         | <b>Student Services in Education (2)</b>                  |  |
|               | <b>Qualitative Research Methods (3)</b>                          | <b>Finance and Budget for Educational Leaders (2)</b>     |  |
|               |  | <b>Issues in Educational Leadership (3)</b>               |  |
|               |  | <b>[Qualifying Examination]</b>                           | <b>[Dissertation Defense and Graduation]</b> |
| <b>Summer</b> | <b>Curriculum And Instruction (3)</b>                            | <b>Dissertation Proposal Defense (6)</b>                  |  |
|               | <b>Human Resource Management (3)</b>                             | <b>[Dissertation Proposal Defense]</b>                    |  |

The University operates a single Ed.D. cohort that begins each fall. This means that particular classes will be offered only once a year. The clear implication for students is that it is imperative that they keep up with the requirements for each class if they wish to graduate in three years. If, for example, a first-year student decided to drop a particular class, he or she would not be able to take it again until the following year, at which time it would likely conflict with a required second year class. The curriculum structure we have established allows students to obtain a doctorate in an accelerated fashion, but it also requires a high degree of discipline in keeping up with course requirements.

While the program is designed to permit completion within three years, students are normally permitted to take up to five years to meet the requirements for the Ed.D. Extension beyond five years requires approval of the Ed.D. core faculty. Such an extension will normally be provided to a student in good academic standing who is determined to be making satisfactory progress, for a period not to exceed an additional two years.

Courses are generally delivered in an intensive two-day format whereby classes meet on a consecutive Friday and Saturday, with two weeks between class sessions following the second class day. Variations in the regular schedule may occur to reflect holidays, days of religious significance, semester transitions, and other events. Classes are normally held on the main California State University, Sacramento campus. The curriculum is carefully designed to provide a wide range of important skills, ideas, tools, and knowledge on educational policy content that we believe necessary for the success of educational leaders.

The entire curriculum reflects the previously mentioned collaboration across departments and institutions, including a variety of stakeholders.

### **Learning Objectives**

The core faculty has developed six general learning objectives listed in the first column of Table 4 for those who complete Sacramento State's Doctoral Program in Education Policy and Leadership. The specific objectives that make up each of the six general objectives are listed in the second column of this table. These general and specific learning objectives guide curriculum and pedagogical choices made throughout the program. Students should familiarize themselves with these objectives. In a separate forthcoming document we will document how these objectives specifically match with the material taught in each Ed.D. core course.

### **General and Specific Learning Objectives for Sacramento State's Ed.D. Program**

|                              |   |
|------------------------------|---|
| <b>(1) Critical Analysis</b> | Problem definition<br>Delineation of options<br>Research design |
|------------------------------|---|

|  |  |
|--|--|
| <b>(2) Integrative Thinking</b><br>(Interdisciplinary skill sets brought to bear on K-14 policy and administrative analysis) | Socio-political environment and analysis<br>Budgeting concepts and budget analysis<br>Organizational analysis/change/development<br>Cultural context and analysis<br>Legal context and analysis  |
| <b>(3) Effective Communication to K-14 Stakeholders</b>  | Professional writing (reports, memos, e-mails)<br>Public presentation (information and technical)<br>Effective use of presentation technology<br>Public relations<br>Writing in academic contexts  |
| <b>(4) Understanding Professional Role</b>   | Federal/California policy context<br>Role of public/private/non-profit sectors in education<br>Education workplace and role ethics<br>Parent/community engagement<br>Accountability to all stakeholders  |
| <b>(5) Leadership</b>  | Development/oversight of organization's mission<br>Strategic planning<br>Management, problem solving, and conflict resolution<br>Collaboration and team building<br>Characteristics of effective leaders (courage, commitment)                                   |
| <b>(6) Equity</b>  | Promote access, retention, and equity<br>Undoing situational barriers of racism, sexism, classism<br>Setting high expectations for all students<br>Culturally responsive instructional leadership<br>Intersection of language and education processes/structures |

## Evaluation

Students receive grades for each class. Most of these will be letter grades; the exceptions are for the dissertation classes which are graded on a credit/no-credit basis. Letter grading is on a four point scale, with an "A" being worth four points, a "B" three points, and so forth.

Students must (a) maintain at least a 3.0 cumulative grade point average in the program and (b) not have a grade point average below 3.0 in any two consecutive semesters to be in good academic standing. Any student who falls below a 3.0 grade point average in one term will be placed on academic probation and notified of this in writing.

Students who fail to make satisfactory academic progress may be officially disqualified from the program in accordance with policies established by the campus and based upon the recommendation of the Ed.D. core faculty.

Students must also achieve a grade of at least a B in each EDD class. Any class for which a student earns a grade lower than a B must be repeated for that class to count toward the doctoral degree.<sup>2</sup>

## **B. Qualifying Examination**

Doctoral students must be in good standing (no grades lower than a B or Incomplete) to take the qualifying examination at the end of their second year of the program. Doctoral students take a qualifying examination at the end of their second year of the program. The timing of the qualifying examination allows for fair evaluation of the student's mastery of the essential of the core leadership and methodological program elements, and is consistent with the student's readiness to begin dissertation research. The qualifying examination will be a written assessment of student knowledge that must be passed prior to the student's advancement to candidacy.

The purpose of the qualifying examination is to assess the student's breadth and depth of knowledge in solving and analyzing challenges at the primary, secondary, and community college education levels, and serves as a determining factor as to whether he/she should be advanced to candidacy. This is accomplished by applying the theories, strategies, and information learned through the program curriculum to assess and analyze, in written form, a specific case study scenario.

A student's Ed.D. qualifying exam responses must demonstrate evidence in the forms of knowledge of the field, originality, adherence to the context of critical and independent thinking, and appropriate form and organization to derive conclusions and recommendations.

<sup>2</sup> There is no requirement in the Sacramento State course catalog's language specific to the Ed.D. Program requiring that a student earn a grade of B or better. However, by University policy a grade of B or better is required to count the course toward advancement to candidacy. Since all Ed.D. courses are required to be included in the advancement petition, the practical implication is that one cannot obtain a degree with any course grade of less than a B or an Incomplete.

## **Elements of the Qualifying Exam**

The important elements of Sacramento State's qualifying exam include:

- a timed written examination;
- candidates given a case study scenario to address pertaining to either K-12 or community colleges, or both, as appropriate;
- open book and open notes;
- an honor system in regard to answer all questions with no outside help;
- lunch break allowed, but no discussion of exam questions during break;
- evaluation rubric shared with students prior to examination;
- possible outcomes are: (1) Pass, (2) Revise, or (3) Fail.

## **Membership of Qualifying Examination Committee**

A qualifying examination committee evaluates the performance of the student taking the examination. This committee is composed of Ed.D. core and affiliate faculty members. The committee chair must be a tenured or tenure track member of the Sacramento State faculty, and will normally be a member of the Ed.D. core faculty. The committee may include a member who holds a position in a K-12 institution, a community college, or another post-secondary education institution.

## **Qualifying Examination Committee Decisions**

The qualifying examination committee has multiple decision options. First, it may judge the examination to be a "Pass," having met program standards. Second, the committee may determine that the examination is capable of receiving a passing evaluation with a specific "Revise." These revisions must be completed within one week, after which time the committee must vote to give the revised examination a passing or failing grade. Third, the committee may determine that the examination does not meet standards and warrants a "Fail."

A candidate who receives a Fail on their qualifying examination will have one more opportunity to gain a Pass. Four calendar months must pass before the second attempt. Students will not be able to enroll in classes for one calendar year. Upon passing the qualifying examination on the second attempt, students will be allowed to join a subsequent cohort. A student who fails the examination a second time is dismissed from the program.

## ***Advancement to Candidacy***

Students may advance to candidacy after completing their qualifying exam. Advancement to candidacy is a University requirement, requiring completion and Graduate Center approval of an advancement



form. While advancement is largely a formality for anyone making satisfactory progress, students cannot enroll in dissertation classes until an advancement application is approved.

### **C. Dissertation**

Each Ed.D. candidate must complete a dissertation. The primary purpose of the dissertation is to generate knowledge that contributes to the understanding of educational leadership practices, policies, reforms, or improvements. The dissertation is to be a significant scholarly work. It is normally expected to include a comprehensive review of the literature, a carefully chosen and appropriate methodology for addressing the research question, analysis of qualitative and/or quantitative data, interpretation of the findings, and discussion of the implications for practice and further research. Variants of this model may be appropriate, but only with the approval of the dissertation chair.

The dissertation serves an integrative role in a student's education, requiring the candidate to incorporate ideas and skills from various parts of the program. Additionally, the dissertation allows students to demonstrate that they can put together an original research project, moving from a research question to an in-depth response to that question. Success in completing the dissertation demonstrates a student's ability to be an independent educational leader. Students will choose their own dissertation topics in consultation with a dissertation advisor. It is permissible and may indeed be desirable for a student to choose a topic that is directly relevant to his or her work setting.

#### *Dissertation Committee and Chair (Advisor)*

Each doctoral candidate will have at least a three person dissertation committee. A fourth member may be added if the student and dissertation chair believe a benefit is achieved from the additional expertise. The chair of the committee plays the most significant role in guiding the dissertation, and it is expected that the chair will be the first committee member chosen. The chair must be a member of the Ed.D. core faculty. The chair and dissertation candidate will collaborate on choosing additional members. Such additional members may come from the core faculty or the affiliated faculty. With the approval of the program director, a tenured or tenure-track faculty member from another CSU campus or another institution of postsecondary education may be included on the dissertation committee. Such a person must possess special expertise relevant to the candidate's dissertation research. Additionally, at least one member is ordinarily an expert in educational practice or policy from California's P-12 school or community colleges/post-secondary education.

The choice of a dissertation advisor is a mutual one, reflecting considerations of interest, expertise, time availability, access, and a comfortable working relationship. While this is not the norm, it is possible to change one's dissertation chair by mutual consent, but only if for some reason circumstances change and another advisor would be more appropriate.

While the dissertation chair will generally exercise primary guidance over dissertation preparation, all committee members must approve the final document. It is expected that the candidate will make revisions to draft portions of the dissertation in accordance with input from the chair and other members.

### *Dissertation Proposal*

Early in the dissertation writing process, candidates must produce a prospectus that summarizes the research question, the approach taken in answering the question, the data and methods used, and the importance of the topic to educational policy and/or leadership at the K-12 and community college levels. In essence, the proposal is a work plan. It sets forth tasks to be completed, the reasons for identification of these tasks, and the anticipated results. Most proposals include a scope of work, a list of activities, a time line for completion, and if necessary a budget. These elements indicate how the student plans to proceed. The work plan allows faculty to judge the investigation's importance, feasibility, efficiency, and likely success.

In some cases, dissertation advisors ask for a proposal that amounts to a partial dissertation draft. That is, the proposal would include the first three chapters covering an Introduction to the topic and statement of the problem, review of the literature, and description of method. Keep in mind that specific advisors have their own preference in structuring the dissertation proposal, and that the proposal requirements may also depend on the nature of the topic. However, the conventional approach is often to request "mini versions" of the opening three chapters. As appropriate, students will collaborate with dissertation advisors to obtain the Institutional Review Board's approval of Ed.D. Research. Failure to obtain required IRB approvals prior to collection of data on human subjects may disqualify a student from making any use of those data.

### *Dissertation Defense*

At the end of the dissertation process, each candidate prepares an oral defense of the dissertation before his/her committee. The candidate will respond to questions from the committee regarding research goals, theory, literature, methods, findings, implications, and other topics. Following the defense, the committee may vote to approve the dissertation and recommend conferral degree (such a decision must be by unanimous vote). The committee may also request major or minor changes, in which case the final vote on approval will be delayed until the changes are completed. Finally, the committee may vote to reject the dissertation. However, rejection is expected to be a very rare occurrence. The dissertation defense will only be scheduled if the advisor is confident that the dissertation is capable of gaining approval.

For more information about the dissertation process, please consult the Dissertation Handbook which is available on the Ed.D. website. The Dissertation Handbook outlines the dissertation process and

contains the forms to be submitted throughout the student's development of their dissertation. Please see <http://www.csus.edu/coe/academics/doctorate/current-students/dissertation-proposal.html>.

## **DOCTORAL DISSERTATION COMMITTEE CHECKLIST**

Committee must be composed of at least three members (Chair & two additional members)

A fourth member may be added if the student and dissertation chair believe a benefit is achieved from the additional expertise.

### **Committee Chair:**

- Must be the first committee member selected; Ed.D Program Director may recommend a committee chair
- Must be a member of the Ed.D core faculty (Ed.D Faculty)
- Must have a doctorate (Ph.D., Ed.D, etc.) or other terminal degree
- Chair and candidate collaborate in recommending additional members, subject to approval from the Program Director

### **Committee Member 2:**

- Must be a tenured or tenure-track faculty member from Sacramento State or a tenured or tenure-track faculty member from another California State University campus or postsecondary education institution
- Must have a doctorate or other terminal degree
- Faculty member must provide a CV/resume
- Committee Chair to provide a Reason for Selection
- Program Director to review CV/resume & Reason for Selection and indicate approval

### **Committee Member 3:**

- Should be an expert in educational practice or policy
- May be a Sacramento State Faculty member, a faculty member from another institution, or a person with appropriate expertise from California's P-12 school or community college/post-secondary education.
- Must have a doctorate or other terminal degree
- Recommended committee member must provide a CV/resume

- Committee chair to provide a Reason for Selection
- Program Director to review CV/resume & Reason for Selection and indicate approval

#### **Committee Member 4:**

- This optional committee member only provides advice and does not approve the dissertation
- Should have expertise that complements that of the other three committee members
- Recommended committee member must provide a CV/resume
- Committee chair to provide a Reason for Selection
- Program Director to review CV/resume & Reason for Selection and indicate approval Any additional questions contact us at (916) 278-2282 or edd@csus.edu

## **V. Key Policies and Regulations (in Alphabetical Order)**

In this section we summarize key policies and regulations that likely affect Sacramento State's Ed.D. students. Some of these are based on the University's original proposal for a stand-alone Ed.D. Program. Others are drawn from the University Policy Manual, and more generally applicable at Sacramento State. In a few cases we have drawn from the wording used in the PPA Student Handbook. For the sake of convenience, we list policies and regulations in alphabetical order. Additionally, cross-references are made to topics that have been discussed at length in earlier sections of this handbook.

Please be aware that this section is not exhaustive. Ed.D. students remain bound by other provisions of the University Policy Manual, as well as Title 5 of the California Code of Regulations, the State Administrative Manual (SAM), the State University Administrative Manual (SUAM), current collective bargaining agreements, CSU system wide policies, and the Sacramento State Catalog.

Note that the University Policy Manual is available on-line at <http://www.csus.edu/ummanual/>. The current University catalog and prior catalogs are also available on line at <http://aaweb.csus.edu/catalog/default.asp> (with respect to catalog provisions, Ed.D. students and all other CSUS student are bound by the catalog provisions in effect at the time they enrolled). Students should consult those sources as necessary.

### **Academic Honesty (Prohibition against Cheating and Plagiarism)**

The University expects that both doctoral students and faculty will honor the principles of truth and honesty, thereby protecting the integrity of academic work and student grades. Academic dishonesty defrauds all those who depend on the University, its courses and its degrees.

Both cheating and plagiarism are strictly prohibited and subject to sanction. Cheating is defined as the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive, or fraudulent means. Examples include (but are not limited to) copying in whole or part from another person's test or evaluation instrument and submitting work previously graded in another course unless permission has been obtained from the instructor. Plagiarism is a specific form of cheating and involves using distinctive work or ideas belonging to another person without adequate recognition of that person's contribution.

For more information on what constitutes academic dishonesty, the steps to be followed if academic dishonesty is suspected, possible consequences from a finding of academic dishonesty, and student rights if an accusation is made, see the University Policy Manual statement on academic honesty at <http://www.csus.edu/umannual/>.

### **Academic Probation and Disqualification**

See previous discussion on page 17 in Section IV of this handbook.

### **Advancement to Candidacy**

See previous discussion on page 18 in Section IV of this handbook. Please refer to the Office of Graduate Studies website to view deadline date for Advancement to Candidacy form.  
<http://www.csus.edu/gradstudies/index.html>

### **Advising**

Sacramento State is guided by the philosophy that effective academic advising is essential to the realization of the University's instructional mission. Thus, the University strives to offer a workable program of academic advising for every enrolled student.

With respect to the Ed.D. Program in particular, advising adheres to the principle that academic and professional development is central. Advising of Ed.D. students is aimed at: 1) promoting a well-planned and efficient course of study that can be completed by five years by working professionals; 2) providing academic discussion and dialogue that fosters embedding of discussion research within each component of the curriculum; 3) providing expert supervision of Ed.D. candidates in the conduct rigorous dissertation research; 4) providing guidance and information that fosters professional development; and 5) facilitating advocacy on behalf of students and their needs.

During the first semester of the program, each incoming Ed.D. student is assigned a faculty advisor. Advisors will be chosen with consideration given to such factors as mutual scholarly interest and

balancing the advising load across faculty members. Advising assignments are not “set in stone,” and if for any reason the student or advisor determines that another advisor assignment is desirable, a reassignment can be made. The new assignment will be determined by the program director after consulting with the student and advisor about the reasons for the change.

A first year student’s initial advisor is expected to remain the student’s advisor until such time as a supervisory/dissertation committee is established. Normally this will occur at the end of the student’s second year following the qualifying exam. The initial advisor may also become the student’s primary dissertation advisor, but this is not necessarily the case and will depend on the nature of the student’s project, the faculty member’s expertise and availability, etc. For a broader discussion of the dissertation committee and the role of the advisor, see Section IV of this handbook and/or the Dissertation Handbook available at <http://www.csus.edu/coe/academics/doctorate/current-students/dissertation-proposal.html>

In addition to the faculty advisor, each year it is expected that first year students will be assigned a peer advisor from among volunteers in the cohort of second year students.

It is expected these peer advisors will be available to help students make the transition to a doctoral program.

## **Attendance**

The doctoral program requires a major time commitment and carries an expectation that it will be a top priority in student’s lives. Just as the program has been designed to accommodate the schedule of working professionals, we ask for accommodation by employers to promote candidates’ regular and on-time attendance.

Accordingly, students are expected to attend every class session and arrive on time for each one. A student who believes that he or she will not be able to attend a particular session, or will likely arrive late, should contact the instructor to consult about the appropriate course of action, including how to obtain the information covered. All Ed.D. instructors will develop their own policies on how excessive absences from seminars affect a student’s grade, and can result in academic warning or dismissal. These policies will be included on each instructor’s syllabus.

## **Credit/ No Credit Assessment for EDD 616 and EDD 617**

### **EDD 616**

Dissertation Chairs (Primary Advisors) will collaborate with the instructors of EDD 616 and EDD 617 to determine a credit or no credit grade.

Assigning of a credit (CR) or no credit (NC) grade

- A grade of “CR” in EDD 616 shall be assigned if by the end of the term, the student successfully:
  - Defends the dissertation proposal; and
  - Completes the course requirements.
- A grade of “NC” in EDD 616 shall be assigned if by the end of the term, the student:
  - Unsuccessfully defends or does not defend the dissertation proposal; and/or
  - Does not complete the course requirements.

#### Assigning of a Report in Progress (RP) grade

- A grade of “RP” in EDD 616 shall be assigned if by the end of the term, the student:
  - Unsuccessfully defends or does not defend the dissertation proposal; but
  - Successfully completes the course requirements.

EDD 616 is a prerequisite for EDD 617, therefore a student will not be permitted to enroll in EDD 617 until the dissertation proposal is successfully defended and course requirements completed.

\* If the dissertation proposal defense is not passed prior to the first day of instruction of the Spring semester per the official Academic Calendar, then instructor of Record changes the RP to NC and the student will need to sit out Spring semester.

At this point, the student has two options: 1) not pay tuition or continuous enrollment, and then reenroll in EDD 616 the following Fall semester and pay full tuition, or 2) pay continuous enrollment fee and have access to university resources such as the library during this semester. (Student would receive notifications from OGS due to being listed as an “active” student. With option 2, the student would still have the NC and would still be required to take the class in the fall.) Note: Students CANNOT file for Continuous Enrollment for two semesters in a row, but the students CAN pay for Continuous Enrollment between 616 and 617 and then again at the dissertation stage.

\* If the student successfully defends the dissertation proposal prior to the first day of instruction of the Spring semester per the official Academic Calendar then the instructor of record changes the RP to CR and the student is allowed to enroll in EDD 617 in the Spring semester.

#### EDD 617

Graduate Studies assigns a credit (CR), however, Grad Studies as well as the Instructor of Record in consultation with Dissertation Chair can assign no credit (NC) grade.

An RP is assigned by the Instructor of Record in conjunction with the Dissertation Chair

- A grade of “RP” in EDD 617 shall be assigned if by the end of the term, the student successfully:
  - Defends the dissertation;
  - Completes the course requirements; and
  - Submits approved dissertation to OGS by the submission deadline.

OR

- A grade of “RP” in EDD 617 shall be assigned if by the end of the term, the student:
  - Unsuccessfully defends the dissertation; but
  - Successfully completes the course requirements.

NOTES:

\*Student is eligible for up to two (2) semesters of 599 Continuous Enrollment if an “RP” grade in EDD 617 is assigned.

\*During the continuous enrollment eligibility period, the Dissertation Chair and committee members (readers) will continue to work with the student to completion but are not obligated to continue oversight in subsequent semesters.

\*In the event the student does not complete the degree requirement within the semester of 599 Continuous Enrollment eligibility, the student must reenroll in EDD 617 the following Spring, pay full tuition fees, and complete the dissertation within the 5 year maximum as stipulated under Executive Order 991.

A NC is assigned by the Instructor of Record in conjunction with the Dissertation Chair

- A grade of “ NC” in EDD 617 shall be assigned if by the end of the term, the student:
  - Unsuccessfully defends the dissertation; and
  - Does not complete the course requirements.

NOTES:

- If the student earns a NC, the student reenrolls in EDD 617 and pays full tuition fees the following Spring when the class is offered.
- If the student fails to reenroll for Spring of the following semester, then the student will be discontinued from the University and would have to reapply to the university and program during a future admission cycle
- The 5 year maximum to complete the EDD degree does not stop.
- Students seeking to complete the dissertation past the 5 year maximum must petition for course currency.
- A maximum of 9 units may be petitioned for currency.
- If currency is approved, it is extended for only one semester past the 5 year maximum.
- If currency is not approved, the student must repeat the course(s) that have passed the 5 year maximum and complete the degree requirement (successfully defend and submit dissertation to OGS by deadline) by no later than the semester after the 5 year maximum deadline.
- If the student does not complete the degree requirement the semester past the 5 year maximum, the student must retake units that were approved for currency (if applicable) and any other subsequent course(s) that have fallen out of currency.



## **Financial Aid**

Doctoral student are eligible for financial aid. Indeed, the Ed.D. fee policy sets aside 10% of student fees in the program for financial aid. Students interested in financial aid should contact Sacramento State's Financial Aid Office at: <http://www.csus.edu/faid/>

## **Human Subjects & Institutional Review Board (IRB)**

Research involving human subjects, and conducted by Ed.D. core faculty and/or students, is subject to review by the campus Institutional Review Board aimed at protection of humans subjects. Guidelines for human subject protection are available on the Office of Research Administration Web site at <http://www.csus.edu/research/irb/index.html>.

For Ed.D. students, the campus human subjects protection process is likely to be most relevant at the dissertation stage. Students at that stage should consult with their dissertation chair regarding what is necessary to satisfy IRB requirements. Note that some dissertation projects may be exempt from IRB review.

## **Incomplete Grades**

Pursuant to University policy, incomplete ("I") grades will only be given when a student cannot complete a course due to a serious, unforeseen problem. It is the responsibility of the student to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements that must be satisfied to remove the incomplete. Agreement as to the conditions for removal must be in writing, approved by the instructor and program director, and placed in the Ed.D. student's file. The instructor assigns a final grade when the work has been completed and evaluated. Satisfaction of the requirements for removal of the incomplete must be completed within one year following the end of the semester in which the "I" grade was assigned, regardless of whether or not the student maintains continuous enrollment. If the work is not completed within 12 months the incomplete will be converted to a grade of "F" and the student will need to retake the course to receive credit toward the doctoral degree.

## **Leaves of Absence**

Students should normally enroll in the doctoral program with the intention of committing to three years of study, including summers. However, unforeseen problems may arise that prevent continuous enrollment, such as health or family emergencies. A student facing such circumstances may take a leave of absence for up to two semesters. A student considering a leave should consult with his or her advisor. Note that a leave of absence does not alter the five year deadline for completion of all doctoral degree requirements. Please refer to the following website to get the Leave of Absence form that must be completed: <http://www.csus.edu/gradstudies/forms/index.html>

## **Student Travel**

Students may apply for reimbursement for presenting at a conference depending on availability of funds. Priority will be given to students presenting with a doctoral faculty member and/or presenting their research related to their doctoral studies. Travel funds are limited and subject to approval of the Director. Travel may not be taken if in conflict with class meeting times. The application process is as follows:

Email an abstract of your research, conference details, and if so, faculty presenting with to the EDD office at [edd@csus.edu](mailto:edd@csus.edu).

## **VI. Campus Resources**

The campus offers a number of resources that may be of assistance to Ed.D. students. Some of these resources are also available to Sacramento State students generally, or to all graduate students, but others are specifically aimed at doctoral students.

### **Financial Aid Office**

The mission of Sacramento State's Financial Aid Office is to help students, and in many cases their families, search for, apply, receive, and maintain eligibility for various types of financial aid. Financial aid education is offered through individual counseling, campus marketing activities and group presentations. The financial aid office helps all Sacramento State students, including those pursuing the Ed.D. The Office's Web site is <https://www.csus.edu/apply/financial-aid-scholarships/>. The phone number is (916) 278-6554.

### **Graduate Studies Office**

Graduate Studies at Sacramento State serves as the admissions office for all graduate students on campus. Graduate Studies reviews graduate applications, receives application fees and transcripts, enters graduate student information into the student record system, and coordinates distribution of application forms and information.

Graduate Studies serves as a resource for graduate and research assistantships, scholarships, and grants. The Office's Web site is <http://www.csus.edu/gradstudies/> ; its phone number is (916) 278-6470.

## Library

The Library provides Ed.D. students with a variety of resources to support their academic work and final dissertation completion. Services include the library website, librarian assistance and study rooms available solely for Ed.D. student use.

- \* Student laptop loans
- \* Research computer stations available
- \* Library 4th floor silent study
- \* Course materials can be placed on reserve by professors for student access
- \* ID/OneCard used for printing in the library (200 black and white pages free)
- \* Research workshops for students which include:

A. Scholarly Journals: Tips for finding the best research; covers the use of 250-plus databases that index more than 40,000 journals, providing online, 24/7 access to full-text articles

B. Citing Your Sources: Covers both APA and MLA style manuals, with two additional sessions for the Chicago Style Manual.

C. EndNote-Bibliographies Made Easy: Covers download, setup and use of EndNote X4 software, which is available free as a campus site license. Cite White you Write is available to MS Word users.

Website: The library has tailored services and resources for Ed.D. students through the development of the library website created especially for doctoral students. It is a great resource for identifying and linking to scholarly research. It offers 150+ online databases that contain many full text articles or connect to other sources for full-text via the FIND option. They have a

growing collection of electronic books available to Ed.D. students via our online catalog EUREKA. The library also provides individual assistance for using the library and its resources, and is willing to meet students at their convenience for a research consultation. Please visit the Ed.D. library website at: <https://csus.libguides.com/c.php?g=768221>.

The following can be found on the website:

- \* E-books are available for doctoral students.
- \* The website provides a topic of the month along with an article, book and video clips discussing that specific topic. Students are encouraged to email the EDD librarian to make suggestions for upcoming topics.
- \* Provides a list of the newest book arrivals to the library.
- \* Provides students with a space to submit useful links that other students might find helpful.
- \* The homepage contains a feedback form which students are encouraged to fill out and submit in order to help meet students' needs through the website.

- \* Provides links to various library services, general information and services for assisting disabled services.
- \* Provides links and information about how to obtain articles and books from other libraries, when they are not available in Canvas.
- \* Provides links which allow you to directly email a librarian or chat with a librarian live 24 hours a day 7 days a week, to provide immediate assistance.

## **Study Rooms**

The Library provides the following individual and group study rooms for use by doctoral students. These rooms are located in the Lower Level (basement) and are available during all hours the Library is open.

Individual study rooms, 121-125, accommodate 1-2 people. The individual study room can be used for up to 8 hours a day by borrowing a key from the User Services Desk on the first floor of the library. All five individual study rooms have an active network jack that provides access to the campus network and internet. Wireless access is also available for these rooms. A current SacLink username and password is required to access the CSUS network.

There are also two group study rooms reserved for doctoral students use only: Room 133 – accommodates 6 persons and 2 tables, 6 chairs, 1 white board.

Room 134 – accommodates 6 persons and 1 table, 6 chairs, 1 white board.

The group study rooms have a keypad lock. Contact the EDD office for the combination.

## **Information Resources and Technology Center (IRT)**

There are numerous technological resources available for students from the Information Resources and Technology Center (IRT) on campus, which includes the Academic Technology Center. Their main site can be found at: [http:// www.csus.edu/irt/index.html](http://www.csus.edu/irt/index.html)

## **Academic Technology Center**

The Academic Technology Center is a wealth of information for students. They offer tutorials and handouts for the use of software, recordings of guest speakers, in order for students to view the material or faculty to use as a teaching tool (the Ed.D. program has used this for the Leadership Lecture Series), and assistance utilizing online campus programs.

This department has free wireless internet access, training and workshops for students (including SPSS), multiple computer labs, free poster printing and limited numbers of basic copies/prints, My Sac State

FAQs, Computer Labs, Canvas Help, SacFiles (recently expanded service that allows students, faculty and staff to store personal files on Sac State servers that can be accessed from any computer on or off campus). This service is ideal for users who lack personal storage devices such as flash drives, or wish to back up existing files securely.

## **IRT Help-Desk**

The University Help Desk Student Services and Support Unit provides information on the technological services that are available to Sacramento State students. The goal is to ensure students know how to utilize Canvas, the wireless network and computing service. The university demonstrates a strong commitment to simplifying and encouraging the use of technology.

## **Student Health and Counseling Services**

Student Health and Counseling Services at Sacramento State helps students cope with stress or troubling personal problems that may interfere with their academic life. Everyday problems such as work stress, financial concerns, illness, family pressure, and relationship issues can be distracting, making it difficult to concentrate on coursework. The goal is to assist students through provision of various services, and thereby help them manage life challenges that can hinder academic progress. If you are a regularly enrolled Sacramento State student you are eligible for free services which include: individual counseling, couples counseling, group therapy, support groups, biofeedback and relaxation training, crisis intervention, psychiatric services (medication evaluation and treatment), learning disorders services (assessment and referral), and workshops and classroom presentations. The Student Health & Counseling Services Web site is: <https://www.csus.edu/student-life/health-counseling/>; the phone number is: (916) 278-7359.

## **The WELL**

The WELL is committed to providing a wide variety of outstanding and cutting-edge programs, services, facilities, and equipment to the Sacramento State campus, in pursuit of our mission to encourage a habit of lifetime wellness through education, innovation, and collaboration. Whether you are interested in playing in an intramural basketball league, signing up for a white water rafting trip, having a 3-Day Dietary Analysis completed, fine tuning your rock climbing skills, or simply looking for a place to get your workout, we offer wellness opportunities for everyone!

Student membership is included in tuition and fees. Please visit their website at <https://thewellsacstate.com/> for more information and hours of operation.

## **Student Health Center**

The University's Student Health Center provides health services to currently registered students. The Center is located in The Well. All currently enrolled CSUS students are eligible and encouraged to use the

Student Health Center. Students automatically pay health fees as part of their tuition. This allows them to see a primary care clinician at no charge for most health services. Other augmented services are priced below community rates. For a complete listing of fees, check with the Health Center's front desk.

Note that major illnesses and injuries, as well as conditions requiring hospitalization, are beyond the scope of the Health Center. Any outside health services received by a student are their financial responsibility. Health insurance plans, e.g. major medical and dental, are offered through Associated Students, Inc. Contact ASI at (916)278.7916 or CSU Health Link online at <https://www.csuhealthlink.com/> for further information.

### **Veterans Success Center**

The University's Veterans Success Center assists veterans, reservists, and dependents of service disabled or deceased veterans with their educational benefits.

The staff is available to provide advice on completing and filing VA claim forms for federal and state education assistance programs. They will also assist with special registration procedures required for students who are sponsored under one of the VA Fee Waiver programs (for dependents and disabled veterans). The VAO also provides help identifying and resolving payment problems. The Office's Web site is <https://www.csus.edu/student-affairs/centers-programs/veterans-success-center/>; its phone number is (916) 278-6733.

### **Writing Center**

The Writing Center at Sacramento States provides encouraging, focused, and nonjudgmental one-to-one tutorials in writing for any undergraduate or graduate student the University. It offers help at all points in the process, from initial planning and organizing through developing and revising a paper. Students are welcome to come to the Writing Center with writing assignments for any course in any academic discipline. The Center's Web site is <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html> ; its phone number is (916)278-6356.

### **Peer and Academic Resource Center (PARC)**

PARC's mission is to promote the scholastic achievements of students through enriched and supportive peer-learning opportunities that aid students along the pathway to degree attainment. PARC utilizes a relatively untapped resource at the University, the talented and knowledgeable students who serve as SI Leaders, Peer Advisors and Peer Tutors. The Center's Web site is <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>; its phone number is (916)278-6010.

## VII. Faculty and Staff Information

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