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Preface

This Handbook has been prepared by the faculty of the Educational Leadership & Policy Studies (EDLP) program to provide you information and resources, while you are enrolled in our cohorts. In an effort to assist you with University, College of Education and Graduate and Professional Studies in Education (GPSE) program requirements, policies & procedures, we have designed this Student Handbook to provide basic information you may need. It is planned as an easily accessible source of information. There is no substitute for individual, personal contact and relationship with a faculty advisor.

Advising is important in the department. Every student admitted into any of our approved programs, is assigned a faculty advisor. The role of the advisor is to provide information to the student on all matters related to EDLP and on such other professional and personal concerns deemed appropriate. Appointments with faculty advisors can be arranged, as necessary, to accommodate the needs of individual students. The faculty advisor is a person to see if the student is feeling bogged down or confused by university red tape, registration procedures, course selection, or needing to talk confidentially with someone about personal educational situations. Students are strongly urged to meet with their advisors on a regular basis, especially prior to My Sac State registration each semester. If a student desires to change faculty advisors, he/she must submit requests in writing to the Program Coordinator with a CC to his/her advisor.

Although, this Handbook is not a definitive collection of CSUS and Department policies and procedures, it does cover those matters most relevant to students. Another very helpful resource is the University Catalog; it includes an overview of all College of Education programs and university student policies. It is our hope that this Handbook never be completed, but revised, corrected, and enhanced to meet your needs.

College of Education

The College of Education is comprised of three departments – the Department of Undergraduate Studies in Education, the Department of Teaching Credentials, and the Department of Graduate & Professional Studies in Education – and the Doctorate in Educational Leadership (EDD). The Dean’s office is located on the second floor of Eureka Hall (EUR 206).

The Educational Leadership & Policy Studies (EDLP) program is a program in the Department of Graduate & Professional Studies in Education (GPSE). The GPSE office is located on the 4th floor of Eureka Hall (EUR 401). EDLP

Dean’s Office Personnel

Dr. Alexander Sidorkin, Dean

Dr. Karen Davis-O’Hara, Associate Dean

Dr. Pia Wong, Associate Dean

LaTina Gago, Dean’s Assistant

Graduate & Professional Studies in Education (GPSE) Personnel

Dr. Carlos Nevarez, Chair

Vacant, Department Manager

Educational Leadership & Policy Studies (EDLP) Faculty

Dr. Sarah Jouganatos, TK-12 Educational Leadership

Dr. José Chávez, Higher Education Leadership

Dr. Geni Cowan, Higher Education Leadership

Vision of EDLP

The EDLP Programs believes that TK-12 schools and higher education systems should work as democratic institutions. This concept includes the recognition that all people associated with schools and higher education systems (teachers, administrators, students, staff, parents and other community members) possess leadership qualities directly related to achieving educational systems goals. Thus, educational leaders must learn how to work effectively with the processes that bring these qualities to the fore among all those in their school community, to assist in the further development of those qualities, and focus them toward desired outcomes for children and adults. Our programs are designed to assist leaders and potential school and higher educational leaders in learning to work more effectively with individuals, groups, agencies, and constancies in efforts to create a more democratic and just society in their immediate communities and in the larger community

Educational Leadership & Policy Studies Program-Approved Programs

We offer the following approved programs:

- Preliminary Administrative Services Credential
- Preliminary Administrative Internship Credential Program
- Master of Arts in Education: TK-12 Educational Leadership
- Master of Arts in Education: Higher Education Leadership

These programs are designed to meet a variety of needs in the field. They are oriented toward an interdisciplinary approach of the study of educational administration, offering students significant opportunities to apply theory into practice. We attempt to bring together all aspects of leadership and management for educational enterprises. Student interests encompass public/private schools, educational agencies, and institutions of higher education.

A significant dimension of all the programs in Educational Leadership is an interest in, and commitment to, the full development of student potential and capability. Coursework, advising, and field experiences are carefully orchestrated to insure a full range of faculty support for student achievement. The student, as a responsible autonomous agent, is expected to assume the role of equal partner in this effort.

Past graduates of our programs successfully serve in a broad variety of leadership roles within the P-12 educational setting both in the region and across the state, as well as throughout the nation and around the globe. In addition, upon completion of our program, several of our graduates have chosen to pursue a Doctorate in Educational Leadership degree at California State University Sacramento.

Course offerings in all cohorts are hybrid, meaning that some portion of course instruction is delivered online, to maximize access and opportunity. Courses are delivered using both hybrid instructional delivery, and executive weekend scheduling wherein students attend regular face-to-face class sessions throughout each semester.

The Preliminary Administrative Services Credential is designed to be completed in less than one calendar year, and requires participation in the summer intersession.

TK-12 Educational Leadership Credentials

Mission

The mission of the TK-12 program of Educational Leadership at CSUS is to prepare and influence responsible, socially just leaders who will transform the world of TK-12 schooling. Our central role is to ignite the leadership capacity needed to create vital, democratic and caring places for powerful teaching and learning.

Aspiring school leaders can complete the Preliminary Administrative Services Credential in less than 11 months. Our program is cohort-based, in that students who are admitted each application cycle will matriculate through all their coursework together, as a cohort. Utilizing the hybrid program design, the program incorporates both traditional face-to-face and online learning activities in order to ensure the program is conducive for full-time working school teachers/adults. Credential courses coincide with the [Master of Arts in Education: P-12 Educational Leadership](#) degree in that the credential and degree can be earned concurrently.

Preliminary Administrative Services Credential

[Admission Requirements](#)

Admission as a Preliminary Administrative Services Credential student requires:

- A valid clear California teaching credential (K-12) requiring a baccalaureate degree and a program of professional preparation including student teaching; or a valid clear California Designated Subjects Teaching credential provided the applicant also possesses a baccalaureate degree; or a California Pupil Personnel Services credential requiring a baccalaureate degree program of professional preparation including field practice with school-aged students; or a Librarianship credential; or a Health Services School Nurse credential; or a Clinical or Rehabilitative Services credential;
- Provide documentation of registration for the CBEST exam or equivalent;
- Upon entering the credential program have completed a minimum of 4 years and, by the time of completion of credential requirements, have had 5 years of successful, full-time teaching or pupil personnel experience in public or private schools;
- GPA in the last 60 units of 2.5 or better
- Completion, and successful review, of CalState Apply and program Supplemental application and materials
- Successful interview with faculty, demonstrating
 - Preparation for graduate level study
 - Some leadership experience
 - Familiarity with current issues in education

- Knowledge of conflict resolution and negotiation skills
- Knowledge of K-12 education as a field
- Entry level understanding of ethical leadership
- Vision for P-12 education

Preliminary Administrative Services Credential *Internship*

[Admission Requirements](#)

All applicants must meet all Preliminary Administrative Services Credential admission requirements AND must have been appointed to an administrative position by student's employing school district. Applicants must provide evidence of their appointments (i.e., letter from the district, letter from immediate supervisor, etc.) at the time of application to the program.

Preliminary Administrative Services Credential

Authorization

The [Preliminary Administrative Services Credential](#) authorizes service as a superintendent, associate superintendent, deputy superintendent, principal, assistant principal, supervisor, consultant, coordinator, or in an equivalent or immediate-level administrative position. The [Preliminary Administrative Services Credential](#) shall be valid for a period of five years from the date of initial employment in a position requiring the credential. Within those 5 years the individual must complete a Tier II program in order to clear their administrative credential. The credential remains available for activation, at CTC, until such time as administrative employment is secured.

Field Experience

Field Experience in the Preliminary Administrative Services Credential program consists of a two-course sequence, EDLP 495A (3 units) and EDLP 495B (3 units).

Supervision of Field Study

Supervision of students' field work, including Interns, requires site visits by the University supervisor and meetings with the Site Supervisor, PASC candidate and the University Supervisor throughout the semester. At the end of the semester, each student is required to complete and submit the following forms: Initial Self-assessment, Site Visitation journal, final self-assessment, and leadership activity reflections. In addition, the following documents will be collected: University Supervisor Candidate Reflection, and Site Administrator Candidate Reflection.

California Administrator Performance Assessment (CalAPA)

The California Commission on Teacher Credentialing (CTC) requires that each candidate complete and pass the [California Administrator Performance Assessment](#) (CalAPA) in addition to successful completion of the university requirements, in order to obtain their PASC. Our program strives to prepare candidates for this assessment through course work and field experience. However, it is the candidate's responsibility to pay for each section of the assessment, sign up and submit their assessments directly to CTC. Guidance for submission will be provided by EDLP faculty along with suggested submission dates.

Preliminary Administrative Services Credential *Internship*

Authorization

The Preliminary Administrative Services Credential *Internship* authorizes two years of service as a superintendent, associate superintendent, deputy superintendent, principal, assistant principal, supervisor, consultant, coordinator, or in an equivalent or immediate-level administrative position. Upon completion of these requirements, the candidate may apply for a [Preliminary Administrative Services Credential *Internship*](#). The [Preliminary Administrative Services Credential *Internship*](#) is valid for a period of five years from the date of initial employment in a position requiring the credential.

General Requirements

All candidates must:

- have a valid California teaching credential (K-12) requiring a baccalaureate degree and a program of professional preparation including student teaching; or a valid California Designated Subjects Teaching credential provided the applicant also possesses a baccalaureate degree; or a California Pupil Personnel Services credential requiring a baccalaureate degree program of professional preparation including field practice with school-aged students; or a Librarianship credential; or a Health Services School Nurse credential; or a Clinical or Rehabilitative Services credential;
- have had four years of successful, full-time teaching or pupil personnel experience in public or private schools at the time of application to the program;
- satisfactorily complete CBEST (CSET is acceptable) exam;
- earn a minimum 3.0 GPA for all work presented for the credential; and
- have been appointed to an administrative position by student's employing school district prior to admission to the program.

Students enrolled in the Preliminary Administrative Services Credential *Internship* program are required to enroll in the preliminary credential courses and the internship courses. PASC interns are held to the same requirements as the PASC candidates with additional fieldwork and support provided to them by a University Supervisor and Site Supervisor. IN order to enroll in field experience, interns will receive a field experience petition form, which they are responsible for submitting to the Field Experience Coordinator. Upon submission of the form, the Field Experience Coordinator will request the student be enrolled in the proper field experience course(s). It is the candidate's responsibility to register for all other required courses and submit fees to the University. Fees must be paid by the dead- line specified on My Sac State or the student will be dropped from this class by the university. Registration procedures and payment of fees can be found in the Registration Handbook; students are urged to purchase this document every semester.

Courses Required for the Credential

PASC Course Requirements (24 units)

<u>Year</u>	<u>Semester</u>	<u>Course</u>	<u>Units</u>
1	1	EDLP 200. Diversity and Equity in Educational Leadership	3
		EDLP 201. Foundations of Educational Leadership	3
		EDLP 495A. Field Study in Educational Leadership	3
	2	EDLP 203. School Finance	3
		EDLP 205. Instructional Leadership	3
		EDLP 495B. Field Study in Educational Leadership	3
	Summer Session	EDLP 202. School Law and Ethics of Educational Leadership	3
		EDLP 209. Organizational Systems and Human Resources	3

PASC Internship Course Requirements (42 units)

<u>Year</u>	<u>Semester</u>	<u>Course</u>	<u>Units</u>
1	1	EDLP 200. Diversity and Equity in Educational Leadership	3
		EDLP 201. Foundations of Educational Leadership	3
		EDLP 401. Internship On-the-Job Experience	8
	2	EDLP 203. School Finance	3
		EDLP 205. Instructional Leadership	3
		EDLP 402. Internship On-the-Job Experience	8
	Summer Session	EDLP 202. School Law and Ethics of Educational Leadership	3
		EDLP 209. Organizational Systems and Human Resources	3
		EDLP 403. Internship On-the-Job Experience	8

Masters of Arts Degree

Mission

The mission of the Educational Leadership programs at CSUS is to prepare and influence responsible, socially just leaders who will transform the world of TK-12 schooling and higher education systems. Our central role is to ignite the leadership capacity needed to create vital, democratic and caring places for powerful teaching and learning.

MA in Education: TK-12 Educational Leadership and Higher Education Leadership

Required Number of Units

The Master of Arts in Education, with an option in Educational Leadership, requires completion of 30 units of coursework, including at least 21 units in approved EDLP courses. Up to 6 units, including extension credit, can be transferred from another university; a minimum of 21 units must be taken in residence.

Minimum GPA Requirement

A minimum 3.0 grade point average is required for all work presented for the degree; no units with a grade lower than a "C" may be counted. All work must be completed within a 7-year period.

Graduate Graduation Writing Assessment Requirement (GWAR)

Candidates for the MA Degree shall be required to demonstrate writing proficiency as demonstrated by earning a grade of B or higher in a Graduate Writing Intensive (GWI) course in your graduate program (EDLP 250). EDLP students are required to meet the GWAR writing requirement through the successful completion of EDLP 250 (grade B or better). While other options to meet the requirement are available, students are still required to take EDLP 250 and successfully complete the course. Check with the University [Office of Graduate Studies](#) for further information.

Advancement to Candidacy

Each student working toward a Master's degree must file an application for Advancement to Candidacy for the degree; the application is a form on which the student indicates a proposed program of graduate study. The procedure should begin as soon as the classified graduate student has:

- remove any deficiencies in admission requirements;
- completed at least 12 units in the Educational Leadership and Policy Studies graduate program with a minimum of a 3.0 GPA;
- obtain an advisor's preliminary approval of thesis or project proposal; and
- taken and passed a Graduate Writing Intensive (GWI) course (EDLP 250) in their discipline within the first two semesters of coursework at California State University, Sacramento or secured approval for a WPG waiver

[Advancement to Candidacy petitions](#) are available online. The completed form requires signed approval from the student's academic faculty advisor and the GPSE Graduate Coordinator. The form is then to be submitted to the Office of Graduate Studies. For fall semester advancement, petitions are due to the Office of Graduate Studies by February 1 each year. For spring semester advancement, they are due October 1 each year. Students must be advanced to candidacy the semester prior to enrolling in EDLP 230, EDLP 296A or 500-level courses.

A brief description of thesis and project requirements follows:

Master of Arts Thesis

A thesis is the written product of the systematic study of a significant problem or issue in the field of educational leadership.

Master of Arts Project

A project is the written report describing the development and implementation of a product or an activity related to the field of educational leadership.

Thesis/Project

Students must file a Master's [Thesis/Project Petition](#) in the GPSE office one semester in advance and must have advanced to candidacy the semester prior to enrolling in thesis/project. Students needing additional time may enroll in subsequent semesters in [EDLP 500B](#) or [EDLP 299T](#) with approval of their advisor and Department Chair.

Notes:

- In order to be assured that faculty thesis/project advisors will be available, students must file the thesis/project petition with proposal in the Department office one semester in advance.
- Students in the TK-12 Preliminary Administrative Services Credential cohort may elect to use their field project (required for the credential) as their culminating experience project.
- Students in the Higher Education Leadership cohort will complete collaborative projects as their culminating experience.

MA Programs

TK-12 Educational Leadership

[Admission Requirements](#)

Admission as a classified graduate student in Education: TK-12 Educational Leadership requires:

- GPA in the last 60 units of 2.5 or better
- Completion, and successful review, of CalState Apply and program Supplemental application and materials
- Successful interview with faculty, demonstrating
 - Preparation for graduate level study
 - Some leadership experience
 - Familiarity with current issues in education
 - Knowledge of conflict resolution and negotiation skills
 - Knowledge of TK-12 education as a field
 - Entry level understanding of ethical leadership
 - Vision for TK-12 education

Applicants who have deficiencies in admission requirements that can be removed by specified additional preparation may be admitted with conditionally classified graduate status. Any deficiencies will be noted on a written response to the student's admission application.

Admissions Process

Prospective candidates are required to apply to the University through [CalState Apply](#). In addition to the general application, prospective candidates are required to complete and submit a [Supplemental Application](#), transcripts, letters of recommendation, CBEST (or equivalent) scores and statements of purpose. All submitted materials are reviewed independently by the full-time TK-12 Cohort Faculty (2019: Dr. Jouganatos), who, based on their paper review, will select candidates to interview. The paper review screens applicants for basic qualification standards (e.g., GPA, valid credentials, years of experience, etc.). Candidates who fail to meet basic qualification standards will not be interviewed and, on the basis of these clear deficiencies, cannot be granted admission to the program.

Interviews are conducted in panels; full-time Cohort faculty, serving as the Admissions Committee, will meet with applicants, in groups of no more than 5, and will review their individual qualifications for admission to the Cohort. Standard interview questions are used; all candidates will be asked identical questions. All interviews are scored using the same criteria and all notes from the interviews will be retained in the EDLP Program Coordinator's office. The criteria upon which applicants are scored are included in the list of admissions criteria. The rubric utilized to assess applicants on each criterion is applied to applicant responses to interview questions and evidence submitted through the electronic application process.

Ranking Procedures

After the interviews, candidate performance will be evaluated using the rubric described above. All qualified applicants will be ranked by the full-time Cohort faculty. The top 25 will be recommended for admission. All other qualified candidates will be placed on a waiting list. Applicants who were judged by the full-time Cohort faculty as “not qualified” will not be ranked. Specific reasons for the judgement of “not qualified” will be explained by the full-time Cohort faculty and included in recommendations forwarded to the EDLP Program Coordinator. Candidate recommendations and rankings will be forward to the EDLP Program Coordinator for processing and submission to the Office of Graduate Studies.

Applicant Notification

Applicants are notified via email from the Office of Graduate Studies if they are recommended for admissions, are on the wait list for admission, or denied admission. Separate communications will be sent to each individual candidate so as not to violate the privacy rights of any individual and no decisions will be given via the telephone.

Courses Required**Master of Arts in Education: TK-12 Educational Leadership (30 units)**

<u>Year</u>	<u>Semester</u>	<u>Course</u>	<u>Units</u>
1	1	EDLP 200. Diversity and Equity in Educational Leadership	3
		EDLP 201. Foundations of Educational Leadership	3
		EDLP 250. Educational Research	
	2	EDLP 203. School Finance	3
		EDLP 205. Instructional Leadership	3
		EDLP 495B. Field Experience	3
Summer Session	EDLP 202. School Law and Ethics of Educational Leadership	3	
	EDLP 209. Organizational Systems and Human Resources	3	
2	3	EDLP 230. Thesis/Project Seminar	3
		EDLP 500A: Thesis/Project	3

Higher Education Leadership

[Admission Requirements](#)

Admission as a classified graduate student in Higher Education Leadership requires:

- Completion of a baccalaureate degree at the time of application
- GPA in the last 60 units of 2.5 or better
- Completion, and successful review, of CSU Mentor and program Supplemental application
- Successful interview with faculty, demonstrating
 - Preparation for graduate level study
 - Professional experience at any level in higher education
 - Some leadership experience
 - Familiarity with current issues in education
 - Knowledge of conflict resolution and negotiation skills
 - Knowledge of higher education as a field
 - Entry level understanding of ethical leadership
 - Vision for P-16 education

Applicants who have deficiencies in admission requirements that can be removed by specified additional preparation may be admitted with conditionally classified graduate status. Any deficiencies will be noted on a written response to the student's admission application.

Admissions Process

Prospective candidates are required to apply to the University through [CalState Apply](#). In addition to the general application, prospective candidates are required to complete and submit a [Supplemental Application](#), transcripts, letters of recommendation, and statements of purpose. All submitted materials are reviewed independently by the full-time P-12 Cohort Faculty (2018: Drs. Graham and Fowler), who, based on their paper review, will select candidates to interview. The paper review screens applicants for basic qualification standards (e.g., GPA, valid credentials, years of experience, etc.). Candidates who fail to meet basic qualification standards will not be interviewed and, on the basis of these clear deficiencies, cannot be granted admission to the program.

Interviews are conducted in panels; full-time Cohort faculty, serving as the Admissions Committee, will meet with applicants, in groups of no more than 5, and will review their individual qualifications for admission to the Cohort. Standard interview questions are used; all candidates will be asked identical questions. All interviews are scored using the same criteria and all notes from the interviews will be retained in the EDLP Program Coordinator's office. The criteria upon which applicants are scored are included in the list of admissions criteria. The rubric utilized to assess applicants on each criterion is applied to applicant responses to interview questions and evidence submitted through the electronic application process.

Ranking Procedures

After the interviews, candidate performance will be evaluated using the rubric described above. All qualified applicants will be ranked by the full-time Cohort faculty. The top 25 will be recommended for admission. All other qualified candidates will be placed on a waiting list. Applicants who were judged by the full-time Cohort faculty as “not qualified” will not be ranked. Specific reasons for the judgement of “not qualified” will be explained by the full-time Cohort faculty and included in recommendations forwarded to the EDLP Program Coordinator. Candidate recommendations and rankings will be forward to the EDLP Program Coordinator for processing and submission to the Office of Graduate Studies.

Applicant Notification

Applicants are notified via email from the Office of Graduate Studies if they are recommended for admissions, are on the wait list for admission, or denied admission. Separate communications will be sent to each individual candidate so as not to violate the privacy rights of any individual and no decisions will be given via the telephone.

Courses Required**Higher Education Leadership Course Requirements (30 units)**

<u>Year</u>	<u>Semester</u>	<u>Course</u>	<u>Units</u>	
1	1	EDLP 200. Diversity and Equity in Higher Education Leadership	3	
		EDLP 201. Foundations of Higher Education Leadership	3	
		EDLP 227. Leading the Way for Student Success: Student and Instructional Services	3	
	2		EDLP 250. Education Research	3
			EDLP 224. Advanced Seminar: Program Development and Evaluation	3
			EDLP 209. Organizational Systems and Human Resources	3
			EDLP 202. Education Law and Ethics of Educational Leadership	3
	2	1	EDLP 228. Innovative Leadership: Resource Allocation & Utilization	3
		2	EDLP 230. Thesis/Project Seminar	3
				EDLP 500A. Thesis/Project
		EDLP 296A. Capstone Project	3	

General University and Program Policies and Procedures

The following section contains information and policies of importance to students. This section is organized alphabetically:

Advancement to Candidacy

Each student working toward a Master's degree must file a petition for Advancement to Candidacy ([TK-12 Educational Leadership](#) or [Higher Education Leadership](#)) for the degree; the petition is a form on which the student indicates a proposed program of graduate study. The procedure should begin as soon as the classified graduate student has

- removed any deficiencies in admission requirements;
- completed at least 12 units in the Educational Leadership and Policy Studies graduate program with a minimum of a 3.0 GPA;
- obtain an advisor's preliminary approval of thesis or project proposal; and
- taken a Graduate Writing Intensive (GWI) course in their discipline within the first two semesters of coursework at California State University, Sacramento or secured approval for a WPG waiver.

Procedure

Students must complete the petition for Advancement to Candidacy and submit to their cohort's academic advisor(s). The advisor(s) will review the petition, and, if accurate, will sign and forward to the GPSE Graduate Coordinator. The Graduate Coordinator will review, sign their approval, and return to EUR 401. GPSE staff will notify students when the petitions are signed and ready for pick-up. Students are then required to submit their forms to the Office of Graduate Studies.

Catalog Rights

Graduate students have catalog rights which determine graduate requirements. Ordinarily, students choose the catalog in force when they achieve classification in a degree program, but they are also entitled to choose either the catalog in force when they advance to candidacy or that in force when they graduate. Students may not however, mix or combine elements from different catalogs.

Classified graduate students retain catalog rights providing they maintain continuous enrollment as defined by the University. Students not maintaining continuous enrollment lose classified graduate standing and will be required to apply for readmission. Such students may be required to fulfill additional program or degree requirements which are current at the time of readmission.

Continuous Enrollment

Classified graduate students normally retain rights to the catalog under which they were classified providing they maintain [continuous enrollment](#) as defined by the University:

“Students who have been advanced to candidacy and who have completed all coursework can maintain the required active degree program status without additional University registration ... There are no units associated with this enrollment. Continuous enrollment is only valid for as long as the student is within the time period allowed for

the completion of the culminating experience requirement.”

Students not maintaining continuous enrollment lose classified graduate standing and will be required to fulfill additional program or degree requirements which are current at the time of re-admission.

EDLP requires that students wishing to maintain their active status with Continuous Enrollment during the completion of their culminating experience must have completed all of their research and writing, leaving only the formatting and editing of their culminating experience document, as certified by their faculty thesis/project advisor.

Procedure

Graduate students who have been advanced to candidacy and who have completed all coursework can maintain the required active degree program status without additional University registration by submitting a petition for [Continuous Enrollment through Open University](#). There are no units associated with this enrollment, but a Regional and Continuing Education fee equal to one unit is required. Such enrollment is valid as long as the student is within the time period allowed for the completion of the culminating experience requirement. Students completing a thesis or project are allowed a maximum of three semesters past the semester of first registration to complete the thesis or project. If not otherwise actively registered, the student must enroll in Continuous Enrollment each of the three semesters beyond the initial University enrollment for thesis or project units

Course Registration: My Sac State

Two weeks before the start of registration for Fall and Spring semesters, each eligible student will be sent a Registration announcement via the Sac State Messaging System telling you to go to [My Sac State](#) to see your Early Registration Appointment. Check your SaLink email often, as campus offices conduct official business by email. Registration Holds prevent registration. Clear all registration holds including any out-standing fees prior to your registration day. You are required to register using My Sac State for all courses, except 299s, 400s, and 500s. Registration in these courses are done by department staff, but students must complete the appropriate petition.

Late registration is for students who have registered but wish to add, drop, or swap courses, students who need to enroll in more than the 9 units available in Early Registration, new students admitted after Early Registration, and/or students who missed Early Registration. In some cases, add and/or drop of courses may be done by the department staff; the student must complete an add/drop petition. It usually occurs when after Late Registration ends, the class is closed or there is a time conflict.

Course Currencies, Equivalencies and Challenges

Currency

All course work required for the credential's or master's degree must have been completed within the **last seven years (currency)**. The University sets time limits on students to earn the degree, credential, and/or certificate to ensure that students have reasonably current knowledge in those courses that comprise the graduate program for which a graduate degree, credential, and/or certificate is awarded.

When coursework taken at California State University, Sacramento has expired, currency for inclusion in a graduate, credential, or certificate program, the academic unit **may allow** the student to validate that coursework by examination, subject to the following:

- Student must be fully classified in a graduate program OR accepted as a credential or certificate student
- Student must be in good standing in order to be eligible.

The following restrictions apply to the extension of course currency validation:

- Not more than 6 hours (units) of the total credits in a master's program may be validated.
- Only courses with fixed content are eligible for validation (independent study, research, field study, special topics courses, and workshops are ineligible).
- Only those courses currently being taught by the department (offered in the course schedule in the last 4 years or 8 semesters) are eligible for validation. Courses taken at another university are not eligible for validation.
- To receive credit for currency, the student's course grade shall be equivalent to at least a "B" (3.0).
- Currency is extended for *only one term*. If the degree is not completed in the one term, then the course must be repeated for validation.

The only option available to students for an unsuccessful validation is to repeat the course.

Procedure

Once the time limit for currency has elapsed for a course, the student should immediately contact his/her faculty advisor or the EDLP Program Coordinator. The completed [Graduate Course Currency Certification Form](#) is forwarded to the faculty that teaches the course(s) in question. In reviewing the petition, the faculty member will meet with the student and may request additional information to explain how currency was maintained in the content area of each course that is now (or will be at the time of graduation) beyond the time requirement. The faculty member may also require the student to do additional work, such as reading assignments, attend some sessions of the course in question, etc. If the faculty feels that the student is not current in the field, the student will need to retake the class.

The faculty member must communicate his/her decision to the Office of Graduate Studies in writing; this may be done using the comments section of the currency petition.

It is the responsibility of the cohort advisor to inform the student in writing of the action taken on their currency petition.

Equivalency

No more than two courses will be accepted, for purposes of equivalency, from other institutions. Acceptance will be based upon evidence provided by the student that the courses meet CTC or course

standards or objectives as stipulated in the EDLP course outline and/or CTC-approved program document. For this purpose, students may request that their respective faculty advisor permit them to review the course objectives set forth in the approved program document or respective course outline.

Courses will not be accepted as equivalents if they do not meet or exceed the unit of value of the same courses offered by EDLP; or if a grade lower than "B" was received for the course in question. Transcripts and course syllabi documenting these criteria should be attached to the petition. No equivalencies will be permitted for the field study or internship courses for the credential programs.

Procedure

The student will complete the [Graduate Course Currency Certification Form](#) and schedule a meeting with the faculty member teaching the course for which equivalency is requested. The petition should include evidence of how the current course's requirements are met by the previously-taken course. The instructor shall review the petition for course equivalency and recommend approval or disapproval and submit to the Graduate Coordinator. If the request is denied, the instructor shall state the reason (s) for denial. The petition shall then be placed on the faculty meeting agenda for final action.

It is the responsibility of the Graduate Coordinator to inform students in writing of the action taken on their petition(s). A copy of the communication is to be sent to the respective cohort advisor.

Challenges

All courses may be challenged except the following: EDLP 401-402, 201, 403/413, 404/414, 495 and 498. Students who, by reason of special study, experience or training, believe they already possess the skills, knowledge and perspectives which are the objectives of a given course may challenge the class. However, they must follow the established departmental procedures.

Procedure

The student shall be classified in the program, shall be enrolled in the course being challenged, shall petition to challenge the course, and then shall make an appointment with the instructor of the course being challenged to discuss the procedure for demonstrating competency in the course. The instructor teaching the course being challenged shall meet with the student to discuss the challenge procedures. The instructor teaching the course being challenged is responsible for evaluating the student's work and for giving a credit or no credit grade. The student shall submit the challenge petition before the start of the semester or sooner. However, the petition process must be completed before the fourth week of the semester.

The instructor teaching the course being challenged communicates his/her decision to the Program Coordinator. It is the responsibility of the cohort advisor to communicate to the student the action taken. Students not meeting the challenge have the right to appeal the negative results. The procedures will be the same as set forth in the University Manual for grade appeals.

Evaluation of Teaching and Supervision

According to College of Education/University policies, all courses and supervision must be evaluated

each semester. For each course, electronic evaluations are distributed to students by the University during the final weeks of the semester.

Supervision of Field Study and Master's Thesis/Project is also evaluated. Students are sent evaluation forms and are requested to return it to the GPSE Office. Course and supervision evaluations then placed in the "Review Folder." Every effort is made to give faculty teaching courses a computer printout of the evaluation prior to the beginning of the next semester. Supervision evaluations are copied and made available to each field supervisor.

Original copies are placed on the faculty member's personnel file.

Grades

Grading policy and additional information regarding grading is available in the [University Catalog \(Grading System\)](#). Most courses are graded "A, B, C, D, F" unless otherwise indicated. Faculty submit grades via My Sac State by the date requested by Admissions and Records (usually between the last week of instruction and the last day of the semester).

Credit/No Credit Grading Option

Certain designated courses, e.g., co-curricular courses, field-work, field tours, workshops, theses, supervised teaching, etc. are graded Credit (CR) or No Credit (NC).

Classified or conditionally classified graduate students, with the consent of their advisor and department, may elect (CR/ NC) grading in courses normally letter graded. Units earned in this manner may not count toward graduate degree requirements.

Unclassified graduate students and post baccalaureate credential students also may elect (CR/ NC) grading in courses normally letter-graded. Units earned in this manner may not be used to meet course requirements for admission to classified status or be applied to meeting second bachelor's, certificate or credential requirements (unless otherwise specified). Graduate students must submit the appropriate form re-requesting (CR/NC) grading, including approved signatures if required, to the Office of the University Registrar before the census date of the semester.

The instructor will assign a letter grade on the grade roster. If the grade earned by the student who elected the (CR/ NC) option is "B-" or higher, "CR" will be posted to the student's transcript. If the assigned grade is lower than "B-," it will be posted as "NC".

RP Grade Policy

The "RP" symbol is used in connection with courses that extend beyond one semester. It indicates that work is in progress, but assignment of a final grade must await completion of additional work. The "RP" symbol shall be replaced with the appropriate final grade within one year of its assignment (within two years for master's culminating requirement). If no final grade is reported by the instructor within the time limit, the "RP" will be converted to "F" or "NC" on the academic transcript.

Students who do not finish the thesis or project within the semester of original enrollment will receive a

grade of “RP” provided satisfactory progress has been made toward completion and of the culminating experience. The “RP” grade will remain as long as progress is made toward completion and “continuous enrollment” is maintained the following three semesters.

If a student does not complete the culminating experience within a total of four semesters, he/she will receive a No Credit (NC) grade for the original units. If the seven-year deadline for the program has not expired, the student must re-enroll in culminating experience units within the next two semesters and pay University fees before continuing his/her program.

Students who wish to re-enroll after two semesters’ absence must apply for readmission to the University.

Grade Changes

Grade Change forms are available in the GPSE office, and can only be given to faculty. There are two kinds of grade changes. If a student has received a grade of Incomplete (I), the grade completion portion of the form must be completed. If the student has received a grade of “A, B, C, D, F, WU, CR, NC) and the grade is in error, the grade change portion of the form must be completed **within 90 days** of the end of the semester when the grade was given. The only valid University reason for changing a grade is in the case of a declared administrative error. A correction in letter grade must be approved by the instructor of record and the GPSE chairperson. Grade change forms are *never* to be given to students per University regulation.

Grades—Incomplete

From the [University catalog](#):

The symbol “I” (Incomplete Authorized) indicates that a portion of required coursework has not been completed and evaluated during the course due to unforeseen but fully justified reasons and that there is still a possibility of earning credit.¹ 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. A final grade is assigned when the work agreed upon has been completed and evaluated. An “I” (Incomplete Authorized) should not be assigned when it is necessary for the student to attend additional class meetings to complete the course requirements. When assigning an “I” grade faculty will complete an online contract visible to student indicating assignments needing to be completed to meet the terms of the contract. An Incomplete must be made up within the time limit specified by the instructor when the completed “I” grade is assigned. The time limit may not extend beyond 12 months. If the instructor does not specify a time limit, then the student must meet the conditions specified by the instructor within 12 months from the day grades are due on the Academic Calendar (the last day of the term) the same term in which the “I” grade was assigned. This limitation prevails whether or not the student maintains continuous enrollment.

Failure to complete the assigned work will result in an Incomplete being converted to an “F” or “NC” on the academic transcript.

EDLP policies allow Incomplete grades for serious and compelling reasons only. Incomplete grades are not allowed if the purpose is to give the student longer than the prescribed semester to complete the requirements for the course.

Grievance Procedures

Admissions

Applicants who are not recommended for admission may appeal the decision of the Cohort faculty. To do so, the applicant must:

1. Contact the Chair of the department of Graduate and Professional Studies in Education and provide evidence that supports the applicant's position that he or she should have been admitted
2. The GPSE Chair will review the recommendation made by the Cohort faculty and the evidence that supports their recommendation
3. Should the Chair determine the applicant's evidence sufficient to justify a second review, the Chair will notify the EDLP Program Coordinator that a second review of the candidate's application is to be conducted. If the applicant was denied following the interview process, a second interview may be requested. If the application was denied following the basic primary screening, a second review of the basic qualification standards evidence will ensue, and determination made at that time of whether the candidate may be further reviewed or is to be denied. The decision of the GPSE Chair is final.

Grades

The policy and procedures outlined below refer to cases where a student feels their academic rights have been violated (see policy on [Student Rights and Responsibilities \[STU-0119\]](#)). In cases involving a dispute over a grade, students should follow the Grade Appeal Process ([ACA-0110](#)). Student grievances should be addressed by first approaching the instructor who assigned the disputed grade. If resolution at this level fails, the student should contact the Program Coordinator. If resolution at this level fails, the student should then approach the Graduate and Professional Studies Chairperson, and finally, the College of Education's Dean. Student grievance procedures are described in section 3.8 of the School Policy Folder (available in the Department Office).

The procedures establish the authority of the Professional Development and Community/Student Affairs Committee. The procedures also reference further appeal once remedies within the College have been exhausted.

Violation of Academic Rights

A student grievance exists where a student claims that a violation, misapplication, or misinterpretation of a University policy, procedure, or practice has occurred. The policy and procedures outlined below refer to cases where a student feels their academic rights have been violated.

1. The student should make every effort to resolve a problem or dispute by meeting with the faculty or staff member(s) concerned. *Note: If the chair of the department is the faculty member*

against whom the student has a complaint, the matter should be referred to the Dean of the College of Education.

2. If the student cannot resolve the problem directly with the faculty/staff member, they may then arrange a meeting with the chair of the department (GPSE). The chair will hear the student's issues and seek to find an informal solution.
3. If the chair feels the matter requires a more formal approach, they may ask the student to provide a written statement. The chair will then engage in fact finding by speaking with those involved and provide their findings to the student. The chair may also choose to refer the matter directly to the Office of the Dean.
4. Should the student be unable to achieve satisfaction at this point, according to the Sacramento State University Manual, the student may appeal to the College Education by filing a formal grievance statement with the Office of the Dean. The Dean or Associate Dean will meet with the student to hear their issues and attempt to find a solution. The Dean or Associate Dean may also engage in fact-finding by speaking with the others involved and with the department chair. The Dean/Associate Dean will then discuss their findings and final decision with the student and keep record of these proceedings as necessary.
5. If, after receiving the Dean's decision, the student feels that policy was not followed, the student shall have the right to appeal the decision to the office of the Academic Vice President. (Sacramento State University Manual, Policy File Number [STU-0110](#)). Decisions made at the University level shall be considered final, and matters resolved.

All effort will be made by the Department and the College to reach a resolution through this process in a timely manner.

Sexual Harassment

In cases involving discrimination, harassment, or retaliation, students should immediately be referred to the Office of Equal Opportunity (see [Executive Order 1097](#)). It is the policy of California State University, Sacramento, to maintain a working and learning environment free from sexual harassment of students, staff, and faculty. If sexual harassment is suspected, the case should be referred immediately to the campus Affirmative Action Office. This office will initiate investigation procedures.

Sexual harassment is not only a violation of the law, it is also behavior subject to disciplinary action at the campus level. Students who feel that have been harassed – whether sexually or otherwise – may follow the procedures articulated by the Chancellor's Office (see [Executive Order 1098](#)).

Leaves of Absence

Classified graduate students, except those enrolled through Regional and Continuing Education due to the continuous enrollment policy, are entitled to a one-semester discretionary leave of absence. It is not necessary to file a formal leave request. Students exercising that right should understand, however, that if they extend that leave to two or more semesters, they are no longer active and will have to reapply to the University and to their program.

The University Leave Policy allows classified graduates (those enrolled in master's degree programs) to maintain status in their programs during an absence. Sacramento State students who will not be enrolled at Sacramento State may file for a Leave of Absence to receive these benefits. Forms to apply for a [Leave of Absence](#) are available online.

University policy provides four grounds for a leave of more than one semester: Medical, Military, Educational and Personal. See the University policy for limitations on the number of semesters allowed for leave.

University policy does not permit hardship leaves, other than for medical or military reasons. Lack of funds does not qualify as a reason for leave of absence. Regardless of the type of leave beyond one semester, all students must file a new University admission application upon their return. Only students on an educational leave may qualify for a waiver of the application fee.

Leaves approved for graduate students do not extend the seven-year time limit for completion of graduate degree requirements established by Title 5, California Code of Regulations, Section 40510. Graduate students anticipating absence beyond such time limits must first seek approval through the Office of Graduate Studies, (916) 278-6470.

Library

To use the University Library, students must have a student identification card with a current semester sticker. Services available in the Library include academic year checkout of materials, orientation tours, computer searches, library instruction offered by reference departments, reserve book room, map and slide collections, etc. The Curriculum Collection contains sample textbooks, courses of study, and other materials related to elementary and secondary instruction.

Office Hours

The GPSE office is usually open Monday-Friday from 8:00am to 5:00pm and closed between 12:00pm and 1:00pm. Summer hours may vary. Faculty members also keep individual office hours; please check the GPSE office for specific faculty office hours.

Student Papers

The GPSE staff cannot accept papers for student pick-up in the GPSE office. Faculty should arrange to return papers to the students prior to the last day of class, either in person or electronically, or ask the students to provide to the faculty a self-addressed, STAMPED envelope.

Testing Center

The Testing Center administers national exams such as the CBEST and WPG. Registration Handbooks are available in the Testing Center. Special test arrangements for the disabled may be made. Test consultation services are included in the services. For more information, call (916) 278- 6296.

University Policies Regarding Students

Two CSUS policies, “Students Rights and Responsibilities” and “Dealing with Incidents of Disruptive Student Behavior in the Classroom” exist to ensure that academic standards and a productive environment are maintained. They are available for your review in the Division of Student Affairs office located on the third floor of Lassen Hall. In addition, you can contact the Director of Student Conduct at (916) 278-6060, whom can assist you in their implementation.

Many university policies are clearly described in the University Catalog.

Writing Proficiency—Graduate Writing Assessment Requirement (GWAR—MA Students Only)

Candidates for the MA Degree shall be required to demonstrate writing proficiency by either passing the Sacramento State Writing Placement for Graduates (WPG) exam with a score of eight or better, meeting one of the equivalency standard s approved by the Office of Graduate Studies or by earning a grade of B or higher in a Graduate Writing Intensive (GWI) course in your graduate program (EDLP 250).

All graduate students must complete one of these options *before* they may advance to candidacy. Then, the Graduate GWAR requirement ultimately is met through completion of your graduate program requirements.

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