

EDUCATIONAL LEADERSHIP & POLICY STUDIES

Student Handbook

Welcome!

We are honored and thrilled that you have joined the Educational Leadership & Policy Studies program here at Sac State! In the pages that follow, we will provide information for you that will help answer any questions you may have or that may arise for you. If you cannot find the answers you need here, we have provided some resources (i.e., that is, points of contact) who may better direct you to the information you may need.

We hope you will let us know how we can best support you as a student in our program. Your faculty and the staff of the Graduate & Professional Studies in Education department are here to guide and support you to the best of our ability.

Finally, we wish you the best as you pursue professional preparation, both academically and practically, of your leadership potential.

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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 to 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 as 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 education-related situations. Students are strongly urged to meet with their advisors on a regular basis, especially prior to MySacState registration each semester. If a student wishes 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 GPSE department policies and procedures, it does cover those matters most relevant to our 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 thought of as completed, but to be reviewed, 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).

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. Sarah Jouganatos, Interim Chair
Vanessa Payne, Department Lead
Dr. Geni Cowan, Graduate Coordinator
Dr. Albert Lozano, Graduate Coordinator

Educational Leadership & Policy Studies (EDLP) Faculty

Dr. Geni Cowan, Program Coordinator, EDLP
Dr. Araceli Feliz, TK-12 Educational Leadership Cohort
Dr. Alejandro Carrión, Higher Education Leadership Cohort
Dr. José Chávez, Higher Education Leadership Cohort; Workforce Development Leadership Cohort
Dr. Geni Cowan, Higher Education Leadership Cohort; Workforce Development Leadership Cohort

Vision of EDLP

The EDLP Program believes that TK-12 schools, higher education systems and workplace environments should work as democratic institutions. This concept includes the recognition that all people associated with schools, higher education systems (teachers, administrators, students, staff, parents and other community members), and in the workforce possess leadership qualities directly related to achieving educational system 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 communities, 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, workforce and higher education leaders to learn 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 Educational Leadership: TK-12 Educational Leadership
- Master of Arts in Educational Leadership: Higher Education Leadership
- Master of Arts in Educational Leadership: Workforce Development 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 leadership, offering students significant opportunities to apply theory to 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: TK-12 Educational Leadership](#) degree in that the credential and degree can be earned concurrently.

Preliminary Administrative Services Credential

[Admissions 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*

[Admissions 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.

Non-Discrimination Statement

We do not discriminate in in the EDLP admissions process or activities on the basis of race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability or handicap, sex or gender (including pregnancy, sexual harassment and other sexual misconduct including acts of sexual violence such as rape, sexual assault, sexual exploitation and coercion), gender identity and/or expression (including a transgender identity), sexual orientation, military or veteran status, genetic information, or any other characteristic protected under applicable federal, state or local law.

Preliminary Administrative Services Credential (PASC) Program

All candidates who wish to be recommended for a Preliminary Administrative Services Credential must meet the following requirements:

- Apply and be accepted into the EDLP Credential Program. To be accepted, candidates must demonstrate they possess a California Clear Credential, have passed the CBEST or equivalent, and have been employed full time for a minimum of four years in a position that requires the Teaching, Pupil Personnel Services, School Librarian, or School Nurse Credential.
- Five years of experience must be completed *by the time the credential program has been completed* to be eligible to apply for the Preliminary Administrative Services Credential.
- If the candidate does not possess a Master's degree, then he/she could consider selecting the Master's option in EDLP.

The three elements of the Credential Program are:

- PASC courses,
- field experience, and
- the California Administrator Performance Assessment (CalAPA)

PASC Course Sequence

Semester/Term	Course	Units
Semester/Term I Fall	EDLP 200- Diversity & Equity in Educational Leadership	3 units
	EDLP 201- Foundations of Educational Leadership	3 units
	EDLP 495A- Field Experience I	3 units
Semester/Term II Spring	EDLP 202- School Law and Ethics of Educational Leadership.	3 units
	EDLP 205- Instructional Leadership	3 units
	EDLP 495B- Field Experience II	3 units
Term III Summer	EDLP 203- School Finance	3 units
	EDLP 209- Organizational Systems and Human Resources	3 units

*Course sequences is subject to change.

Fieldwork Experiences

Fieldwork is provided through a variety of activities and purposeful experiences in EDLP 495A and EDLP 495B.

All candidates will meet with their Site Mentors and University Supervisor to select two fieldwork experiences from the following:

- Designing, Implementing and Evaluating Professional Development or curriculum design
- Actively leading a year-long Site, District, or Community committee
- Designing and Implementing a Stakeholder (i.e. parent, community) Educational or Involvement Event
- Reviewing, Analyzing, Updating, and Revising a plan (i.e. Site Safety Plan, Behavior Management Plan, Attendance Plan, SPSA, Site budget) that could impact policy;
- Creating a Fieldwork Experience to address my unique needs. This must be approved by my site supervisor/mentor, my university supervisor, and the Fieldwork Coordinator

Field experience is also required through two shadowing experiences:

- Fall EDLP 201 class: Shadow an excellent principal for 4 hours
- Spring EDLP 205 class: Shadow an excellent principal for 4 hours

One of the shadowing experiences must be conducted at a school serving a different age/grade grouping than the school where the candidate works. For example, an elementary teacher must complete one shadowing experience at a secondary school. It is recommended the shadowing experiences occur at a school site where at least 20% of the pupils are of racial/ethnic groups different than your own. Each shadowing experience will focus on a different aspect of leadership.

California Administrator Performance Assessment (CalAPA)

All candidates seeking a Preliminary Administrative Services Credential must successfully complete and pass the California Administrator Performance Assessment (CalAPA). The CalAPA provides a formal assessment of the candidate's administrative ability and readiness for educational leadership positions.

The CalAPA consists of three cycles:

Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity

Leadership Cycle 2: Facilitating Communities of Practice

Leadership Cycle 3: Supporting Teacher Growth

Each leadership cycle includes four inquiry-oriented steps: (1) investigate, (2) plan, (3) act, and (4) reflect. The CalAPA provides an overarching conceptual framework to guide and refine the candidate's thinking and encourage decision-making throughout each cycle.

The fieldwork in Cycle 1, requires candidates to collect and analyze a variety of qualitative data and to conduct qualitative data through observations, interviews, focus groups etc. The data analysis and qualitative must be done at a specific school site. If a candidate is housed at a district office or shared between schools, he/she will need to select a specific school for this work.

For Cycle 2 fieldwork, candidates will be required to form a Community of Practice to deal with an equity issue at a specific school. Each candidate will co-facilitate a group of 3 – 5 educators at that school for at least 4 meetings.

Finally in Cycle 3, for fieldwork the candidate will identify a volunteer teacher and complete a coaching cycle which includes a pre-observation meeting, observation of a lesson, and post-observation conference.

Important notes on CalAPA:

- Coursework and fieldwork in the Preliminary Administrative Services Credential Program provide candidates the content and experiences needed to complete the three required CalAPA Leadership Cycles.
- Candidates must submit all three cycles of the CalAPA before the completion of the program.
- Candidates must adhere to district and CalAPA rules regarding individual privacy rights including collection and sharing of student performance data; interviews or focus groups with students, staff and/or parents; and/or school-level documents.
- Candidates must obtain and maintain permission to video record interactions with faculty/staff and students as required by CalAPA.

Resubmission of CalAPA Cycles

The Educational Leadership & Policy Studies program has organized course sequences to ensure candidates can complete all three cycles prior to program completion. This course sequence (which includes required CalAPA submission dates) will allow time for candidates to work with the CalAPA Coordinator on revisions and resubmissions for cycles not receiving a passing score.

The CalAPA Coordinator will meet individually with students to determine areas where additional support or clarification is needed. The CalAPA Coordinator will also facilitate meetings with the university supervisor and/or mentor principal to ensure the candidate has access to needed data or school-level staff to successfully revise cycle components based upon feedback from Evaluation Systems.

If the candidate is unable to successfully complete revisions prior to the completion of the program, the candidate will enroll in CalAPA retake support, after their PASC program completion. The course is a .5-unit course and can be offered in the spring and fall semesters. The CalAPA Coordinator will continue to support the candidate in the retake support course.

Preliminary Administrative Credential and the Master of Arts Degree

Culminating Exam

The Culminating Exit Exam is an opportunity for students to demonstrate mastery of the California Administrator Performance Expectations required for credentialing and to demonstrate they have developed strong equity-driven leadership skills and dispositions. This exam takes place during the last semester of coursework. The exam may include individual and/or small group events before a panel of faculty members and/or district level administrators. Successful candidates must receive a rating of “Meets or Exceeds Standards” on the Culminating Exit Exam

Academic Disqualification: Graduate students at Sacramento State are required to maintain a cumulative grade point average (GPA) of at least 3.0. Academic Disqualification may occur if a student is on Academic Probation and the cumulative GPA falls below the threshold of 3.0 for the “active term.” Alternatively, Academic Disqualification will apply if a graduate student is NOT on Academic Probation and their cumulative GPA falls below 2.0 for work attempted at Sacramento State.

Benchmark Assignments: Candidates must have at least a rating of “Meets Standards” on all benchmark assignments in the EDLP program. If a candidate receives less than a “Meets Standards,” the benchmark task must be revised in a timely manner and resubmitted. Candidates will be afforded one opportunity to revise a benchmark task. If the final revision does not receive a rating of “Meets Standards,” the candidate may be subject to a faculty review that could result in a recommendation for dismissal from the program.

Upon Completion of the Credential Program

Certificate of Eligibility

The Certificate of Eligibility serves as documentation of successful completion of the Preliminary Administrative Services Credential Program. It is strongly recommended that you immediately apply for the Certificate of Eligibility upon completion of your credential and/or master’s program. There is no expiration for the Certificate of Eligibility, and this certificate ensures prospective employers that you are eligible to serve in an administrative capacity. (However, there is an expiration date for application for the Certificate of Eligibility. If you do not apply within 5 years of program completion, you will forfeit your rights to apply for the certificate). See Appendix ## for procedures to apply for the Certificate of Eligibility.

You should not apply for the Preliminary Administrative Services Credential until you have secured your first administrative position. The Preliminary Administrative Services Credential is valid for five years. During the first 5 years of your initial administrative position, you must complete a Professional Clear Administrative Services Credential program.

Application for Graduation (Master’s Degree only)

See MA in Educational Leadership: [TK-12 Concentration](#)

Exit Survey

At the end of the program, candidates completing their credential coursework are asked to complete an Exit Survey developed for GPSE and the College of Education. The survey is conducted online, is

completely anonymous, and is of immense value and use to program faculty as we seek to enhance and improve program quality and relevance.

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 202. School Law and Ethics of Educational Leadership	3
		EDLP 205. Instructional Leadership	3
		EDLP 495B. Field Study in Educational Leadership	3
	Summer Session	EDLP 203. School Finance	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 202. School Law and Ethics of Educational Leadership	3
		EDLP 205. Instructional Leadership	3
		EDLP 402. Internship On-the-Job Experience	8
	Summer Session	EDLP 203. School Finance	3
		EDLP 209. Organizational Systems and Human Resources	3
		EDLP 403. Internship On-the-Job Experience	8

Master 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 Educational Leadership: TK-12 Educational Leadership, Higher Education Leadership, & Workforce Development Leadership

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.

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.

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). 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; go to the [Office of Graduate Studies’ Current Students webpage](#). Instructions for completion and submission are also available with the form.

There are two annual deadlines for submission to the Office of Graduate Studies. To advance to candidacy in the fall semester, completed and approved (by the faculty advisor and the department’s

Graduate Coordinator) petitions are due to the Office of Graduate Studies by February 1 each year. To advance in the spring semester, 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.

Because EDLP student only complete 9 units per semester, and because their EDLP 230 course is not offered until the completion of *at least* 12 units, the Advancement to Candidacy petition is due to faculty advisors by *January 15* for Fall semester advancement and September 15 for Spring semester advancement, prior to enrolling in EDLP 230 for the fall semester.

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 to complete the culminating experience may enroll in subsequent semesters in [EDLP 500B](#) or [EDLP 299T](#) with approval of their advisor and the 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.

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, 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

<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	3
	2	EDLP 202. Education Law and Ethics of Educational Leadership	3
		EDLP 205. Instructional Leadership	3
		EDLP 495B. Field Experience	3
	Summer Session	EDLP 203. School Finance	3
		EDLP 209. Organizational Systems and Human Resources	3
	2	3	EDLP 230. Thesis/Project Seminar
EDLP 500A: Thesis/Project			3
Total Units Required			30

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.

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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.

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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

<u>Year</u>	<u>Semester</u>	<u>Course</u>	<u>Units</u>
1	Fall	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
	Spring	EDLP 250. Education Research	3
		EDLP 224. Advanced Seminar: Dynamics of Organizational Change EDLP 228. Innovative Leadership for Troubled Times: Budget/ Finance and Human Resources	3
2	Fall	EDLP 202. Education Law and Ethics of Educational Leadership	3
		EDLP 209. Organizational Systems and Human Resources	3
	Spring	EDLP 230. Thesis/Project Seminar	3
		EDLP 500A. Thesis/Project	3
Total Units Required			30

Workforce Development Leadership

Admission Requirements

Admission as a classified graduate student in Workforce Development 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
 - Leadership experience
 - Familiarity with current issues in education
 - Knowledge of conflict resolution and negotiation skills
 - Knowledge of education as a professional field
 - Entry level understanding of ethical leadership
 - Knowledge of workforce development as a profession
 - Vision for 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 Workforce Development Leadership Faculty, 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

<u>Year</u>	<u>Semester</u>	<u>Course</u>	<u>Units</u>
1	Fall	EDLP 200. Diversity and Equity in Higher Education Leadership	3
		EDLP 201. Foundations of Higher Education Leadership	3
		EDLP 226. Workforce Development Professional Competencies	3
	Spring	EDLP 250. Education Research	3
		EDLP 223. Advanced Seminar: Workforce Development Resource Planning, Implementation, and Evaluation	3
		EDLP 229. Adult Education and Learning	3
Summer	EDLP 202. Education Law and Ethics of Educational Leadership	3	
	EDLP 209. Organizational Systems and Human Resources	3	
2	Fall	EDLP 230. Thesis/Project Seminar	3
		EDLP 500A. Thesis/Project	3
Total Units Required			30

General Policies & Procedures

The following section contains information and policies of importance to students. It is not, however, a complete and thorough rendering of University, College, and/or department policies and procedures. Further information is available from the University catalog, the Office of Graduate Studies and the Office of Academic Affairs. You may also wish to connect with your faculty advisor or the GPSE Graduate Coordinators for assistance. This section is organized alphabetically:

Advancement to Candidacy

Each student working toward a Master's degree must file a petition for Advancement to Candidacy 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 the first semester* of 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.

**It is important to note that per University policy, advancement to candidacy requires the successful completion of at least 12 units. Further, enrollment in EDLP 230 requires advancement to candidacy. Since students in EDLP cohorts do not complete their 12th unit until the end of the semester before enrollment in 230, the Office of Graduate Studies requires that students' applications to advance be submitted by the Spring deadline of Feb. 1 each year.*

Procedure

Students must complete the petition for Advancement to Candidacy and submit via OnBase. The academic advisor(s) for the cohorts will review, approve and submit via OnBase. The Graduate Coordinator(s) will be notified of the submission and will retrieve and review the application, and, if accurate, will sign and forward via OnBase. In the absence of the Graduate Coordinators, the GPSE chair will retrieve, review, approve and submit the final application to OGS via OnBase.

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 (see OnBase Forms on your student account) 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 may be eligible to 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 MySacState to see your Early Registration Appointment. Check your Saclink 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, adding and/or dropping 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. The petition requires the signatures of faculty and administration under different circumstances. Add/Drop policies are explained and a link to the form offered via OnBase.

Course Currencies, Equivalencies & Challenges

Currency

All course work required for the credential 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 or she should then forward to his or her faculty advisor, a completed `request_` for currency with the requisite evidence (described on the

application 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 past 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 Graduate Coordinator in writing; this may be done using the comments section of the currency petition. The latter will review the evidence submitted and the faculty advisor's decision and make his or her own decision as to the adequacy of the evidence and experience related. Once the Graduate Coordinator is satisfied that the petition may move forward he or she will sign and submit the form to the Office of Graduate Studies.

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 (all forms available through OnBase) 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

The "challenge" process for graduate students is the Course Currency process described above.

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, either the student or the instructor feels that the Grade Appeals Policy and Procedure was not followed, both parties have the right to appeal the decision to the Grade Appeals Procedural Appeal Board. The procedure is articulated in the [Student Grade Appeal Process](#) document.

Sexual Harassment

In cases involving discrimination, harassment, or retaliation, students should immediately be referred to the Office of Equal Opportunity (see <https://www.csus.edu/diversity-inclusion/division-inclusive-excellence/office-equal-opportunity/internal/documents/forms/eo-1096-complaint-form.pdf>). 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 [policy number 625](#)).

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 may be located online through the Office of Graduate Studies' website or the Forms link on your student account.

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 with the GPSE office or your faculty advisor 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 for faculty and students are included. 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, who 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 standards 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.

APPENDICES

TK-12 Credential (PASC)

Candidate Field Experience Agreement form
Site Mentor Field Experience Agreement form
Application of Certificate of Eligibility

Master of Arts in Educational Leadership

Advancement to Candidacy
Graduate Writing Assessment Requirement Options
Graduation Application

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437

Sacramento, CA 95819-6079

(916) 278-5388 **Tel**

(916) 278-4608 **Fax**

<http://edweb.csus.edu/edlp>

