

California State University, Sacramento

**Handbook for Ed.D. Students in
Educational Leadership and Policy**

Prepared by the Ed.D. core faculty
August, 2008

Table of Contents

<u>Topic</u>	<u>Page Number</u>
Acknowledgements	3
I. Introduction	
II. Program Mission, Themes, Goals, and Major Features	4
III. Building a Doctoral Culture	9
IV. Program Components and Requirements	11
A. Course Requirements, Delivery, and Evaluation	11
B. Qualifying Exam	15
C. Dissertation	16
V. Key Policies and Regulations (in alphabetical order)	19
VI. Campus Resources	23
VII. Faculty and Staff Profiles and Contact Information	27

Acknowledgements

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

I. Introduction

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

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

Table 1: Number of Doctoral Degrees Conferred and Percentages by Race/Ethnicity, 1992-1993 and 2002-2003

	Caucasian	Black	Hispanic	Asian-American	Native American	Total
1992-93	26,816 (63.6%)	1,350 (3.2%)	824 (2.0%)	1,578 (3.7%)	107 (0.3%)	42,132 (100%)
2002-03	25,863 (56.2%)	2,362 (5.1%)	1,457 (3.2%)	2,259 (4.9%)	185 (0.4%)	46,024

Source: U.S. Department of Education, National Center for Education Statistics. (2005). [Postsecondary Institutions in the United States: Fall 2003 and Degrees and Other Awards Conferred: 2002-03](#) (NCES 2005-154).

This handbook, prepared by the Ed.D. core faculty, contains a variety of information designed to be useful for Ed.D. students at different stages of their doctoral education. We begin with an overview of the program and its goals, including some of the notable and unique features of Sacramento State’s program. Next we consider the cultivation of doctoral culture we aim to establish on campus. From there we move to a more detailed discussion of the components of the Ed.D. Program, including curriculum, qualifying examinations, and dissertation. Subsequently we discuss key policies and regulations that affect Ed.D. students, drawing from the California State University System’s executive order which provides minimum requirements, policies, and procedures that apply to all doctorate education degree programs offered by the system, the Sacramento State’s proposal approved by the Western Association of Schools and Colleges, and academic guidelines applicable to all Sacramento State graduate students. We turn next to a brief summary of campus resources available to

assist doctoral students. We end with a brief profile of the faculty and staff involved with our Ed.D. Program, and provide contact information for these individuals.

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

We wish you the best in your educational pursuits.

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

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

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

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

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

- Visionary and effective education leaders grounded in applied research and policy development;
- Knowledgeable and sensitive education leaders skillful in guiding organizations to reach high levels of student achievement while promoting access and equity for all students; and
- Ethical educational leaders who model and promote high standards of professional conduct, particularly in the development and implementation of educational policy.

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

that is based on such a collaboration between education faculty and public policy and/or public administration faculty. This linkage underscores our commitment to taking advantage of the University's unique situation within the capital of the largest and perhaps the most important sub-national government in the world, and the emphasis on this fact in the core values statement of Sacramento State's strategic plan (see http://www.csus.edu/acaf/2007CSUS_StrategicPlan.pdf). As well, the collaboration reflects the high level of expertise that has been developed on our campus with respect to policy analysis, evaluation, and implementation.

Sacramento State's Ed.D. Program also has a number of features that are consistent with the guidelines set forth in state legislation allowing Ed.D. Programs on California State University (CSU) campuses, as well as programmatic guidelines established by the CSU Chancellor's Office, Sacramento State's Faculty Senate, and other bodies. These features include:

- ✓ *Collaboration with community colleges and public schools.* Representatives of community colleges have been heavily involved in planning the program curriculum and guidelines, selecting program administrators and faculty, and actual course instruction.
- ✓ *Focus on practice.* While drawing heavily on academic research and theories, the program is self-consciously designed to focus on what students will need as practitioners in public schools and community colleges.
- ✓ *Cohort model.* Our Ed.D. Program is based on a cohort model in which a group of admitted students move through the program together, taking courses in sequence as a group. This approach tends to enhance student camaraderie and support for one another. Additionally, it facilitates and reinforces timely progress toward the degree coupled with building professional networks and ties that will be valuable in terms of future professional growth.
- ✓ *Tailored to working professionals.* We expect that most people enrolled in Sacramento State's Ed.D. Program will be working professionals, and accordingly the program is structured to best meet their needs. Courses are offered on an intensive Friday-Saturday basis to allow students to meet their other responsibilities during the balance of the week. Classes are also offered on a year-round basis (including the summer) to facilitate timely completion of degree requirements.
- ✓ *Degree may be obtained in three years.* Given the program's design features a student making normal progress may obtain a doctorate within three years. This accelerated format is consistent with the urgency of meeting the state's demands for educational leaders. Note that students can only be admitted to Sacramento State's Ed.D. Program after having already obtained a Master's degree or its equivalent.

Admissions Criteria

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

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

- an earned **baccalaureate** degree and **master's** degree or the equivalent from an accredited institution of higher education with a grade point average in upper division and graduate study of 3.0 or above;
- sufficient preparation and experience pertinent to educational leadership to benefit from the program;
- submission of Graduate Record Examination (GRE) scores from the three sections of the General Test;
- demonstrated educational leadership potential and skills including successful experience in school, post secondary, community, and/or policy leadership;
- demonstrated academic excellence, problem-solving ability, and an interest in critically assessing and bringing about improvements within current educational policies and practices;
- three letters of recommendation attesting to the leadership ability and scholarship of the candidate;
- a written statement of purpose reflecting an understanding of the challenges facing the public schools or community colleges/institutions of higher education in California ;
- a personal interview; and
- a statement of support for the candidate's doctoral studies from his/her employer or, in cases where this is not provided, an indication of the candidate's plan for meeting the demands of the program and his/her professional responsibilities.

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

III. Building a Doctoral Culture

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

What are the elements of a doctoral culture? We believe they consist of the following:¹

- *Intellectual rigor.* The program is intellectually rigorous and application oriented. Topics that may have been introduced at the master's level now include a stronger theoretical and research-based underpinning, with more complex texts and in-depth discussions and assignments.
- *Diverse and multigenerational.* The program promotes and expects students to engage themselves and others in intellectual exchanges on a wide range of opinions that challenge and inform thinking. Scholars who are not actively involved in an environment of diverse viewpoints and healthy debate may find their work intellectually malnourished. Program efforts will focus on integrating students to a vibrant intellectual community in which they are integrated as junior colleagues and their experiences and values guides and improves programmatic processes (Walker, Golde, Jones, Conklin-Gueschel, & Hutchings, 2008).
- *High expectations of students.* Doctoral candidates are expected to perform at a more advanced level than what is required for the master's degree, in preparation for their leadership positions as scholars-practitioners. For example, they are expected to read beyond the required texts and materials, engage in original data collection, exercise significant initiative in terms of assignments, and complete a variety of written assignments that differ in terms of expectations. In addition, a high degree of writing activity and proficiency is a must that all students exhibit in order to hold a doctorate.
- *Criticism and revision.* Constructive feedback is offered by professors, mentors, and fellow students in the spirit of collegiality and ongoing professional growth. Students are often expected to revise their written work in response to feedback. Such revisions are especially characteristic of the dissertation stage, and thus students receive practice during their regular course work.
- *Participation in the intellectual life of the program.* Beyond work for particular classes and dissertation projects, Ed.D. students are expected to participate in the

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

intellectual life of the program. This includes attending seminars and colloquia, responding to surveys and request for program feedback, and the like.

- *Scholarly dissemination.* In the course of dissertation research or at other times, students are likely to generate ideas and scholarly findings that would be of interest to a wider audience. The program aims to ensure sharing such ideas at academic conferences, professional meetings, and in other venues. While this is not expected of every student, the faculty would look favorably on student efforts to have their research published in academic journals.
- *Doctoral level writing.* Student writing should meet high standards of organization, clarity, argument development, and use of evidence to support claims. Students are also expected to avoid common errors in paragraph and sentence structure, grammar, usage, and spelling. Excessive verbiage and jargon are to be avoided. Students should aim to produce written products that are “reader friendly.”
- *Encourage social interactions.* Although the creation of an intellectual community requires more than potlucks, social activities clearly strengthen an academic community that already has intellectual ties. Many math departments, for instance, have a tradition of afternoon teas—informal times when students and faculty gather to discuss ideas and problems. Such events allow students to get to know faculty members in a relaxed setting and reconstruct and construct knowledge.(Walker, et al., 2008)

IV. Program Components and Requirements

There are three main components to our Ed.D. Program: 1) a set of required courses (60 semester units) taken in a specified sequence; 2) a qualifying examination taken at the end of the student's second year in the program; and 3) a dissertation. Each component is mandatory and substitutes are not allowed. For example, it is *not* possible to replace the qualifying exam with a paper or set of papers, or substitute additional exam(s) for the dissertation. As will be explained in greater depth in the following subsections of the handbook, each component is designed for particular purposes.

A. Course Requirements, Delivery, and Evaluation

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

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

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

- Transformational Leadership (EDD 600)
- Policy and Practice for Educational Leaders I (EDD 602)
- Data-driven Decision Making in Educational Leadership (EDD 604)
- Community and Communication in Educational Leadership (EDD 607)
- Diversity and Equity in Complex Organizations (EDD 608)
- Quantitative and Qualitative Research Methods I (EDD 605)
- Curriculum Management (EDD 610)
- Human Resource Management (EDD 609)
- Organizational Leadership and Change (EDD 601)
- Policy and Practice for Educational Leaders II (EDD 603)

- Quantitative and Qualitative Research Methods II (EDD 606)
- Student Services in Education (EDD 612)
- Finance and Budget for Educational Leaders (EDD 613)
- Legal Issues for Educational Leaders (EDD 611)
- Issues in Educational Leadership: Application and Synthesis (EDD 614)
- Dissertation Proposal Seminar (EDD 615)
- Dissertation I (EDD 616)
- Dissertation II (EDD 617)

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

Term	Year 1	Year 2	Year 3
Fall	Transformational Leadership (3)	Organizational Leadership (3)	Dissertation (6)
	Education Policy I (3)	Education Policy II (3)	
	Data-based Decision Making (3)	Quantitative and Qualitative Research Methods II	
Spring	Community and Communication in Educational Leadership (3)	Education Law for Leaders (2)	Dissertation (6)
	Equity and Diversity in Complex Systems (3)	Student Services in Education (2)	
	Quantitative and Qualitative Research Methods I (3)	Education Finance and Budget (2)	
		Issues in Educational Leadership: Application and Synthesis (3)	
		Qualifying Exams	Dissertation Defense and Graduation
Summer	Human Resource Management (3)	Dissertation Proposal Seminar (6)	
	Curriculum & Instruction (3)	Dissertation Proposal Defense	

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

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

Courses are generally delivered in an intensive two day format whereby classes meet on a consecutive Friday and Saturday, with a couple weeks between sessions following the second class day. Variations in the regular schedule may occur to reflect holidays, days of religious significance, semester transitions, and other events. Classes are normally held on the main California State University, Sacramento campus.

The curriculum is carefully designed to provide a wide range of important skills, ideas, tools, and knowledge on educational policy content that we believe necessary for the success of educational leaders. The entire curriculum reflects the previously mentioned collaboration across departments and institutions, including a variety of stakeholders.

Learning Objectives

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

Table 4: General and Specific Learning Objectives for Sacramento State’s Ed.D. Program

General	Specific
(1) Critical analysis	
	problem definition
	delineation of options
	research design
	causal and correlation analysis
	ethical implications of choices
(2) Integrative thinking	
(Interdisciplinary skill sets brought to bear on K-14 policy and administrative analysis)	economic concepts and analysis
	socio-political environment and analysis
	budgeting concepts and budget analysis
	organizational analysis/change/development
	cultural context and analysis
	legal context and analysis
(3) Effective Communication to K-14 Stakeholders	
	professional writing (reports, memos, e-mails)
	public presentation (information and technical)
	effective use of presentation technology
	public relations
	writing in academic contexts
(3) Understanding Professional Role	
	federal/California policy context
	role of public/private/non-profit sectors in education
	education workplace and role ethics
	parent/community engagement
	accountability to all stakeholders
(4) Practical Applications	
	data collection -- how and where to get data
	analysis of qualitative and quantitative data
	implementation of data-based decisions
	supervision, evaluation, and professional development
	collective bargaining, appraisal, and compensation
(5) LeaderShip	
	development/oversight of organization's mission
	strategic planning
	management, problem solving, and conflict resolution
	collaboration and team building
	characteristics effective leaders (courage, commitment)
(6) Equity	
	promote access, retention, and equity
	undoing institutional barriers of racism, sexism, classism
	setting high expectations for all students
	culturally responsive instructional leadership
	intersection of language & educ processes/structures

Evaluation

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

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

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

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

B. Qualifying Examination

Doctoral students take a qualifying examination by the end of the second year of the program. The timing of the qualifying examination allows for fair evaluation of the student's mastery of the essential of the core leadership and methodological program elements, and is consistent with the student's readiness to begin dissertation research. The qualifying examination will be a written assessment of student knowledge that must be passed prior to the student's advancement to candidacy.

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

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

Elements of the Qualifying Exam

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

- a timed written examination;
- candidates given a case study scenario to address pertaining to either K-12 or community colleges, or both, as appropriate;

²² There is no requirement in the Sacramento State course catalog's language specific to the Ed.D. Program requiring that a student earn a grade of B- or better. However, by University policy a grade of B- or better is required to count the course toward advancement to candidacy. Since all Ed.D. courses are required to be included in the advancement petition, the practical implication is that one cannot obtain a degree with any course grade of less than a B-.

- open book and open notes;
- an honor system in regard to answer all questions with no outside help;
- lunch break allowed, but no discussion of exam questions during break;
- evaluation rubric shared with students prior to examination;
- possible outcomes are: (1) Pass, (2) Revise, or (3) Fail.

Membership of Qualifying Examination Committee

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

Qualifying Examination Committee Decisions

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

A candidate who receives a Fail on their qualifying examination will have one more opportunity to gain a Pass. Four calendar months must pass before the second attempt. A student who fails the examination a second time is dismissed from the program.

Advancement to Candidacy

Students may advance to candidacy after completing their qualifying exam. Advancement to candidacy is a University requirement, requiring completion and Graduate Center approval of an advancement form. While advancement is largely a formality for anyone making satisfactory progress, students cannot enroll in dissertation classes until an advancement application is approved.

C. Dissertation

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

The dissertation serves an integrative role in a student's education, requiring the candidate to incorporate ideas and skills from various parts of the program. Additionally, the dissertation allows students to demonstrate that they can put together an original research project, moving from a research question to an in-depth response to that question. Success in completing the dissertation demonstrates a student's ability to be an independent educational leader.

Students will choose their own dissertation topics in consultation with a dissertation advisor. It is permissible and may indeed be desirable for a student to choose a topic that is directly relevant to his or her work setting.

Dissertation Committee and Chair (Advisor)

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

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

While the dissertation chair will generally exercise primary guidance over dissertation preparation, *all* committee members must approve the final document. It is expected

that the candidate will make revisions to draft portions of the dissertation in accordance with input from the chair and other members.

Dissertation Proposal

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

In some cases, dissertation advisors ask for a proposal that amounts to a partial dissertation draft. That is, the proposal would include the first three chapters covering an Introduction to the topic and statement of the problem, review of the literature, and description of method. Keep in mind that specific advisors have their own preference in structuring the dissertation proposal, and that the proposal requirements may also depend on the nature of the topic. However, the conventional approach is often to request "mini versions" of the opening three chapters.

Dissertation Defense

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

V. Key Policies and Regulations (in Alphabetical Order)

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

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

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

Academic Honesty (Prohibition against Cheating and Plagiarism)

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

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

For more information on what constitutes academic dishonesty, the steps to be followed if academic dishonesty is suspected, possible consequences from a finding of academic dishonesty, and student rights if an accusation is made, see the University Policy Manual statement on academic honesty at <http://www.csus.edu/umanual/student/UMA00150.htm>.

Academic Probation and Disqualification

See previous discussion on pages 3 - 14 in Section IV of this handbook.

Advancement to Candidacy

See previous discussion on p. 15 in Section IV of this handbook.

Advising

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

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

During the summer or early in the first semester of the program, each incoming Ed.D. student is assigned a faculty advisor. Advisors will be chosen with consideration given to such factors as mutual scholarly interest and balancing the advising load across faculty members. Advising assignments are not "set in stone," and if for any reason the student or advisor determines that another advisor assignment is desirable, a reassignment can be made. The new assignment will be determined by the program director after consulting with the student and advisor about the reasons for the change.

Each advisor must meet with each first year student advisee as necessary during the course of the academic year. The advisor is also expected to have a one-on-one meeting with the advisee at the end of the academic year to discuss program requirements and plan for the second year. The core faculty will be developing a more detailed and specific policy with respect to academic advising during the course of the 2008-09 academic year.

A first year student's initial advisor is expected to remain the student's advisor until such time as a supervisory/dissertation committee is established. Normally this will occur in the student's second year. The initial advisor may also become the student's primary dissertation advisor, but this is not necessarily the case and will depend on the nature of the student's project, the faculty member's expertise and availability, etc. For a broader discussion of the dissertation committee and the role of the advisor, see Section IV of this handbook.

In addition to the faculty advisor, each year it is expected that first year students will be assigned a peer advisor from among volunteers in the cohort of second year students. It is expected these peer advisors will be available to help students make the transition to a doctoral program.

Attendance

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

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

Financial Aid

Doctoral student are eligible for financial aid. Indeed, the Ed.D. fee policy sets aside 10% of student fees in the program for financial aid. Students interested in financial aid should contact Sacramento State's Financial Aid Office at : https://webapps1.csus.edu/faid_general/.

Human Subjects & Institutional Review Board (IRB)

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

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

Incomplete Grades

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

Leaves of Absence

Students should normally enroll in the doctoral program with the intention of committing to three years of study, including summers. However, unforeseen problems may arise that prevent continuous enrollment, such as health or family emergencies. A student facing such circumstances may take a leave of absence for up to two semesters. A student considering a leave should consult with his or her advisor. Note that a leave of absence does not alter the seven year deadline for completion of all degree requirements.

VI. Campus Resources

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

Financial Aid Office

The mission of Sacramento State's Financial Aid Office is to help students, and in many cases their families, search for, apply, receive, and maintain eligibility for various types of financial aid. Financial aid education is offered through individual counseling, campus marketing activities and group presentations. The financial aid office helps all Sacramento State students, including those pursuing the Ed.D. The Office's Web site is https://webapps1.csus.edu/faid_general/default.asp; its phone number is (916)278-6554.

Graduate Studies Office

Graduate Studies at Sacramento State serves as the admissions office for all graduate students on campus. Graduate Studies reviews graduate applications, receives application fees and transcripts, enters graduate student information into the student record system, and coordinates distribution of application forms and information. Graduate Studies serves as a resource for graduate and research assistantships, scholarships, and grants. The Office's Web site is <http://www.csus.edu/gradstudies/>; its phone number is (916)278-6470.

Library

The library at Sacramento State provides individual and group study rooms for use by doctoral students. These rooms are available during all hours the library is open.

Individual Study Rooms

- Room 121
- Room 122
- Room 123
- Room 124
- Room 125

The individual study rooms have a keypad lock. The combination is 7822. **Do not share this combination with students not in the doctorate program.** All five individual study rooms have an active network jack that provides access to the campus network and internet. Wireless access is also available from these rooms. A current SacLink username and password is required to access the CSUS network.

Group Study Rooms

The following two group study rooms are for doctoral students use only:

- Room 133 – that accommodates 6 persons and contains 1 table and 6 chairs;
- Rooms 134 – that accommodates 6 persons and contains 3 tables, 6 chairs, 1 printer, and 1 personal computer.

The group study rooms have a keypad lock and the combination is again 7822.
Do not share this combination with students not in the doctorate program.

To guarantee use of these two group study rooms, a reservation is strongly encouraged. Reservations are made by calling the Library at 916-278-5679, Mondays through Fridays, 8 am to 5 pm.

To allow fair access to these two rooms, reservations will be made for a specific group (2 or more persons) for a maximum of one 4 hour block of time per day.

Rooms 133 and 134 can be reserved for groups of 2 persons or more only. Group of doctorate students with reservations have first rights to these two group study rooms.

Reservations and availability can be viewed at:
<http://library.csus.edu/content2.asp?pageID=610>

If the group study rooms are not reserved, they are available on a first come, first serve basis. Groups of 2 or more persons, even without a reservation, have priority for use of Room 133 or 134. A single person needs to vacate if a group of 2 or more wishes to use either of these two group study rooms.

Lockers

There are 12 lockers opposite the Library's Room 133 (in lower level) that are reserved for doctoral student use only and will be available beginning June 1, 2008. At the time of a student's reservation of these lockers, they are provided a padlock as part of the loan for a locker.

There are also lockers on the Library's 4th floor for graduate students. These lockers are available for check-out, free of charge, on a semester basis at the Library Circulation Desk, 1st floor.

Psychological Counseling Services

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

The PCS Web site is <http://www.csus.edu/psysrv/>; the PCS phone number is (916)278-6416.

Student Health Center

The University's Student Health Center provides health services to currently registered students. The Center is located on the north side of campus, near the main entrance to the university, across the street from the physical education gymnasiums. All currently enrolled CSUS students are eligible and encouraged to use the Student Health Center. Students automatically pay health fees as part of their tuition. This allows them to see a primary care clinician at no charge for most health services. Other augmented services are priced below community rates. For a complete listing of fees, check with the Health Center's front desk.

Note that major illnesses and injuries, as well as conditions requiring hospitalization, are beyond the scope of the Health Center. Any outside health services received by a student are their financial responsibility.

Health insurance plans, e.g. major medical and dental, are offered through Associated Students, Inc. Contact ASI at (916)278.7916 or CSU Health Link online at <https://www.csuhealthlink.com/> for further information.

Veterans Affairs Office

The University's Veterans' Affairs Office (VAO) assists veterans, reservists, and dependents of service disabled or deceased veterans with their educational benefits. The staff is available to provide advice on completing and filing VA claim forms for federal and state education assistance programs. They will also assist with special registration procedures required for students who are sponsored under one of the VA Fee Waiver programs (for dependents and disabled veterans). The VAO also provides help identifying and resolving payment problems. The Office's Web site is <http://webapps1.csus.edu/admr/content/registration/veteran/>; its phone number is (916)278-6733.

Writing Center

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

At present the Writing Center has assigned a special tutor to assist Ed.D. students (as well as PPA master's students) with all aspects of their writing: developing ideas, organizing essays, integrating and citing outside sources, sentence structure, etc. The tutor can assist Ed. students at all levels, including the dissertation stage.

VII. Faculty and Staff Information

<i>Name and Position</i>	<i>Contact Information</i>	<i>Selected Publications and Scholarly Activities</i>
<p>Dr. Carlos Nevarez, Ed. D. Director Associate Professor, Department of Educational Leadership and Policy Studies</p>	<p>(916) 278-5557 voice (916) 278-4608 nevarezc@csus.edu Office: Not sure</p>	<ol style="list-style-type: none"> 1. Nevarez, C., & Wood, L. (2007). Developing Urban School Leaders: Building on solutions 15 years after the Los Angeles Riots. <i>Education Studies</i>, 42(3), 266-280. 2. Nevarez, C., & Keyes, K. (2007). Higher Education Leadership Training: Learning To Lead. <i>The John Ben Shepperd Journal of Practical Leadership</i>. Issue 2 (spring). 3. Nevarez, C., & Rico, T. (2007). <i>A synthesis of recurring recommendations and proposed solutions on improving the current status of Latinos in education</i>. New York, NY: College Board.
<p>Dr. Edward (Ted) L. Lascher, Jr. Ed. D. Associate Director Professor, Department of Public Policy and Administration</p>	<p>(916)278-4864 voice (916)278-6544 fax (530)400-5688 cell tedl@csus.edu Office: 3035 Tahoe Hall Mail: Department of Public Policy and Administration, CSUS Sacramento, CA 95819-6081</p>	<ol style="list-style-type: none"> 1. Lascher, E. (1999). <i>The Politics of Automobile Insurance Reform</i>. Washington: Georgetown University Press. 2. Lascher, E. (2008). Retaining Latino and non-Latino College Students: Key Similarities and Differences. Serna Center/Institute of Higher Education Leadership and Policy Working Paper. 3. Korey, J. & Lascher, E. (2006). Macropartisanship in California. <i>Public Opinion Quarterly</i>, 70, pp.

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Krathwohl, D. R., & Smith N. L (2005). *How to prepare a dissertation proposal: Suggestions for students in education & the social and behavioral sciences*. New York: Syracuse University Press.

U.S. Department of Education, National Center for Education Statistics. (2005). [Postsecondary Institutions in the United States: Fall 2003 and Degrees and Other Awards Conferred: 2002-03](#) (NCES 2005-154).