



California State University, Sacramento
PROPOSAL TO OFFER A
DOCTORAL DEGREE IN EDUCATION
Summer 2006

Ed.D. in Educational Leadership
Program Implementation Proposal
The California State University

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I. Overview

California State University, Sacramento proposes to offer the Ed.D. in Educational Leadership and Policy on the Sacramento State campus beginning Fall 2007. The Department of Educational Leadership and Policy Studies in the College of Education, working collaboratively with faculty from the other education departments in the College and the Department of Public Policy and Administration in the College of Social Science and Interdisciplinary Studies will have primary responsibility for administering the program. Faculty from the Colleges of Education and Social Science and Interdisciplinary Studies, along with qualified faculty from across campus, will serve on the Faculty Group for the degree. Henceforth, these faculty members will be referred to as the Ed.D. Program Faculty.

The President appointed an Advisory Group consisting of Edmund Lee, Professor, Educational Leadership; Robert Pritchard, Professor of Teacher Education; Miguel Ceja, Assistant Professor of Public Policy and Administration; Jerry Estenson, Professor of Business Administration; Oriel Strickland, Associate Professor of Psychology; Michael Lewis, Dean of the College of Education; Otis Scott, Dean of the College of Social Science and Interdisciplinary Studies; Chevelle Newsome, Special Assistant to the President; Brice Harris, Chancellor of the Los Rios Community College District; Dave Gordon, Superintendent Sacramento County Office of Education; Patrick Godwin, Superintendent Folsom-Cordova School District; and Leo Chavez, President of Sierra College. The advisory group placed a call to all faculty members on campus to participate in the writing group. The Advisory Group appointed Edmund Lee, Robert Pritchard, Miguel Ceja, Brice Harris, Dave Gordon and Chevelle Newsome to work in close collaboration with:

- Virginia Dixon, Ed.D., Associate Dean College of Education
- Lila Jacobs, Ph.D., Professor, Department of Educational Leadership and Policy Studies
- Carlos Nevarez Ph.D., Assistant Professor, Department of Educational Leadership and Public Policy
- Marie Smith, Ed.D., Vice Chancellor Los Rios Community College District
- Joyce Wright, Ph. D., Assistant Superintendent for Instruction for Sacramento County Office of Education

II. Timelines

The independent doctoral program in Educational Leadership and Policy is projected to begin in fall 2007. The first group of applicants will be screened in the spring of 2007 and will enroll in the fall semester of 2007. A timetable for the development of the program, including enrollment projections for the first five years, is presented below.

Table 1
Timetable for Program Development

	Activity	Date
Planning Year	President appoints Advisory Group	April 2006
	Advisory Group and Writing Team works with partners to develop draft proposal	Summer 2006
	Draft proposal submitted to Education and SSIS College Curriculum Committees	September 2006
	Draft proposal submitted to Senate Curriculum Policies Committee	September 2006
	Draft proposal submitted to Academic Senate	Late September 2006
	Proposal submitted to the Chancellor's Office	November 1, 2006
	Proposal submitted to WASC and CPEC	December 1, 2006
	Revise proposal as necessary	January 2007
	Proposal Approved	Winter 2007
	Informational meetings and student recruitment after proposal approval	Winter 2007
	Student applications accepted; first cohort of 20 students is admitted	Spring 2007
	Schedule of classes and faculty assignments made	Summer 2007
	Activity	Date
Program Year 1	Coursework begins	September 2007
	Assessment Planning Meeting; Recruitment of Year 2 students begins	October 2007
	Program Assessment Meeting	December 2007
	Program Assessment Meeting	February 2008
	Year 2 Student Applications Due	March 2008
	Program Assessment Meeting	April 2008
	Selection of 20 students for Cohort 2	May 2008
	Schedule of classes established and assignment of faculty	May 2008
	Program Assessment Meeting	May 2008
	Summer Session I for Cohort 1	Summer 2008

	Activity	Date
Program Year 2	Cohort 1 begins second year of study; Cohort 2 begins first year of study	September 2008
	Program Assessment Meeting; Recruitment of Year 3 students begins	October 2008
	Program Assessment Meeting	December 2008
	Program Assessment Meeting	February 2009
	Year 3 Student Applications Due	March 2009
	Program Assessment Meeting	April 2009
	Selection of 20 students for Cohort 3	May 2009
	Schedule of classes established and assignment of faculty	May 2009
	Program Assessment Meeting	May 2009
	Qualifying Exams for Cohort 1	May 2009
	Summer Session II for Cohort 1 – Dissertation Proposal Development and Defense	Summer 2009
	Summer Session I for Cohort 2	Summer 2009
	Activity	Date
Program Year 3	Cohort 1 begins third year of study Cohort 2 begins second year of study Cohort 3 begins first year of study	September 2009
	Program Assessment Meeting; Recruitment of Year 4 students begins	October 2009
	Program Assessment Meeting	December 2009
	Program Assessment Meeting	February 2010
	Year 4 Student Applications Due	March 2010
	Program Assessment Meeting	April 2010
	Selection of 20 students for Cohort 4	May 2010
	Schedule of classes established and assignment of faculty	May 2010
	Program Assessment Meeting	May 2010
	Cohort 1 Dissertation Defense	May 2010
	Cohort 1 Graduation	May 2010
	Qualifying Exams for Cohort 2	May 2010
	Summer Session II for Cohort 2 – Dissertation Proposal Development and Defense	Summer 2010
	Summer Session I for Cohort 3	Summer 2010

	Activity	Date
Program Year 4	Cohort 2 begins third year of study Cohort 3 begins second year of study Cohort 4 begins first year of study	September 2010
	Program Assessment Meeting; Recruitment of Year 4 students begins	October 2010
	Program Assessment Meeting	December 2010
	Program Assessment Meeting	February 2011
	Year 5 Student Applications Due	March 2011
	Program Assessment Meeting	April 2011
	Selection of 20 students for Cohort 5	May 2011
	Schedule of classes established and assignment of faculty	May 2011
	Program Assessment Meeting	May 2011
	Cohort 2 Dissertation Defense	May 2011
	Cohort 2 Graduation	May 2011
	Qualifying Exams for Cohort 3	May 2011
	Summer Session II for Cohort 3 – Dissertation Proposal Development and Defense	Summer 2011
	Summer Session I for Cohort 4	Summer 2011
	Activity	Date
Program Year 5	Cohort 3 begins third year of study Cohort 4 begins second year of study Cohort 5 begins first year of study	September 2011
	Program Assessment Meeting; Recruitment of Year 5 students begins	October 2011
	Program Assessment Meeting	December 2011
	Program Assessment Meeting	February 2012
	Year 6 Student Applications Due	March 2012
	Program Assessment Meeting	April 2012
	Selection of 20 students for Cohort 5	May 2012
	Schedule of classes established and assignment of faculty	May 2012
	Program Assessment Meeting	May 2012
	Cohort 3 Dissertation Defense	May 2012
	Cohort 3 Graduation	May 2012
	Summer Session II for Cohort 4 – Dissertation Proposal and Defense	Summer 2012
	Summer Session I for Cohort 5	Summer 2012

Enrollment Projections

The California State University, Sacramento Doctorate in Educational Leadership and Policy program is projected to enroll 20 students annually for the first five years of the program. Every attempt will be made to enroll equal number of candidates from the K-12 and community college sectors. Table 2 shows the annual and projected cumulative enrollment for the first five years (2007-2011). Attrition was taken into consideration when making the cumulative enrollment projections.

Table 2
Projected Enrollment

Year of Program	Number of Candidates Admitted	Cumulative Enrollment
Year 1 - 2007	20	20
Year 2 - 2008	20	38
Year 3 - 2009	20	54
Year 4 - 2010	20	70
Year 5 - 2011	20	86

III. Program Rationale and Student Learning Objectives

The purpose of the California State University, Sacramento Doctorate in Educational Leadership and Policy is to address the urgent need for well-prepared education leaders to assume key leadership positions in the state's public schools and community colleges. California's increasingly large and diverse student population coupled with the significant number of impending retirements by current administrators has resulted in a high demand for educators skilled and grounded in applied research and policy to lead California's public elementary and secondary schools and community colleges. A new generation of educational leaders with the knowledge, skills, and disposition to embrace, resolve, and anticipate the challenges of the state's public schools and community colleges will be the result of the California State University, Sacramento Doctorate in Educational Leadership and Policy.

California State University, Sacramento currently offers different pathways for the M.A. in Educational Leadership. Through the Educational Leadership and Policy Studies Department, students working in the K-12 system can pursue their California Administrative Services Credential with an option for the M.A. in Educational Leadership. The Educational Leadership and Policy Studies Department has successfully trained and prepared public school administrators for over thirty years through programs accredited by the California Commission on Teacher Credentialing. A second pathway provides students interested in post-secondary education to pursue the M.A. in Educational Leadership with an emphasis in community colleges or higher education student services. In addition, the university's Public Policy and Administration Department prepares many M.A. students who are trained to work in the policy arena in California. The proposed education doctorate provided by the California State University, Sacramento Doctorate in Educational Leadership and Policy will be an extension of these current efforts to develop and train effective education leaders in the state.

Three major core curricular elements form the basis of the California State University, Sacramento Doctorate in Educational Leadership and Policy program: Leadership, Research Methods, and Field-based Study. In addition, three key curricular themes will be emphasized and provide the focus for all coursework in the program. These themes are: (1) Transformational Leadership, (2) Critical Policy Analysis and Action, and (3) Informed Decision-Making. Each theme is described briefly below.

Transformational Leadership

Transformational leaders understand, implement, and evaluate strategic equitable leadership practices based on various theories, models, and approaches for achieving organizational transformation, especially in educational settings. Students will become skilled facilitators of the organizational transformation process by initiating, implementing, sustaining, and evaluating transformation efforts. Students will build a solid foundation through the integration of theory and practice in order to implement a planned change process in K-12 and community college environments.

Critical Policy Analysis and Action

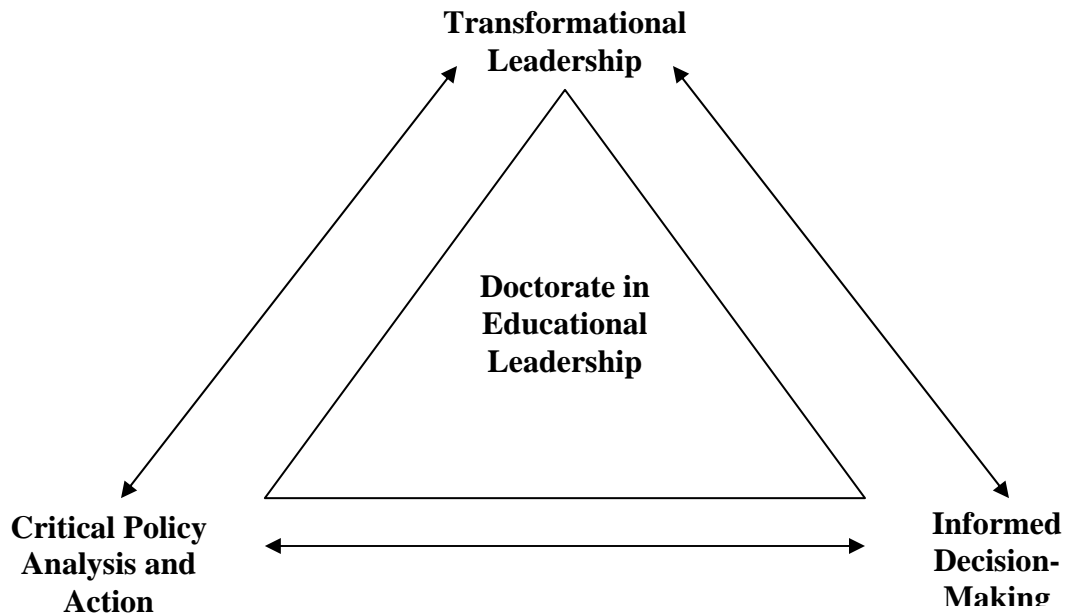
Students will engage in critical analyses of policy at the local, state, national, and international levels. Specific California and federal policy environment structures and processes will be examined, particularly those impacting education. Students will learn about how public policy is generated, potential consequences, ethical dilemmas, social justice, and equity issues. The program develops in students the skills for informed analysis of educational policy in order to positively influence educational policy in the K-12 or community college setting.

Informed Decision Making

The ability to make effective decisions is vital to the successful performance of visionary transformational leaders. Effective and strategic decision making needs to consider a multitude of constraints and obstacles, raw data, stakeholder perspectives, and potential consequences of decision choices. Students will learn skillful decision making strategies in the context of multiple competing interests, problem situations, change, and influences of power and control.

Figure 1

Relationship of Program Themes to Degree



Over the span of three academic years, students will complete a 60 semester unit program leading to the Ed. D. in Educational Leadership and Policy. Students will study education and policy issues pertaining to California and the nation with emphasis on Kindergarten-Grade 12 and Community College leadership. The projected course of study is shown in the table below.

**Table 3
Overview of Program Courses, Units, and Timeline**

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

Program Goals

California’s tremendously large and increasingly diverse student population in the public schools and community colleges presents numerous and significant challenges for educational leaders. The pressure of greater accountability for higher student achievement in an environment of uncertain and diminishing resources is one such challenge. Other challenges include fiscal responsibility within an aging infrastructure; meeting the learning needs of complex and diverse communities; oversight and implementation of federal and state education mandates; and retention and replacement of highly qualified education personnel in a collective bargaining environment.

The three program themes of Transformational Leadership, Critical Policy Analysis and Action, and Informed Decision Making were identified specifically to form the basis for a program in which graduates will be better prepared educational leaders who meet and solve California’s complex education challenges. The program will result in graduates who will be:

- 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;
- Ethical education leaders who model and promote high standards of professional conduct particularly in the development and implementation of education policy and practices impacting all stakeholders.

Student Learning Objectives

The proposed Sacramento State doctorate will serve to advance knowledge in the field through its distinctive objectives and learning outcomes and equip school, district, and policy leaders with the competencies to lead the kinds of effective change processes that are grounded in strategic thinking and applied research. Doctoral students will have rich opportunities to participate in externally funded research projects on key leadership and policy issues. Additionally, doctoral students will develop the skills to be effective leaders because within the curriculum a practical skill based component has been infused in each class.

Each course in the program will reflect each of the three themes and include class assignments and fieldwork to develop the knowledge, skills, and dispositions leading to the program goals identified above. The specific student learning objectives of the courses in the California State University, Sacramento Doctorate in Educational Leadership and Policy program are detailed in each course proposal (see Appendix). Corresponding means of student assessment are also described in each course proposal. A sample of student learning objectives for three courses in the program is shown below.

Transformational Leadership (3 units)

Students will be able to:

1. Reflect on personal leadership practices and cultural perspectives (“know thyself”) and recognize their impact and influence on school effectiveness.
2. Understand, implement, and evaluate strategic practices based on various theories, models, and approaches for achieving organizational transformations.
3. Analyze and evaluate the role of the strategic leader in planning and guiding the change process.
4. Examine the dynamics of power and politics in organizational settings, with a focus on the interrelationships of leadership, human capital, vision, organizational culture, and privilege.
5. Lead skilled facilitation of the change process including means of initiation, implementation, sustainability, evaluation, and continuous improvement.
6. Develop methods and framework for building leadership capacity, coalitions and constituent support while working with resistance and conflict.
7. Build a solid foundation through the integration of theory and practice in order to implement a planned change process in their home institution.

Educational Policy and Practice for Educational Leaders I (3 units)

Students will be able to:

1. Explain and evaluate the evolution of federal education policy and theories of public and private benefits of education
2. Explain and evaluate the respective federal, state, and local roles in policy making for education in view of theories of governmental intervention in society
3. Describe the relationship between policy and organizational capacity for implementation of policies
4. Analyze the education policy in California with specific consideration of educational agencies, coordinating boards, lobbying organizations, legislative bodies, executive agencies, and other that constitute the “policy community”
5. Identify the major policy issues impacting education today and develop and defend positions on them using a clear theoretical framework
6. Explain educational policy characteristics unique to California
7. Analyze and explain the key issues of equity and social justice in relationship to policymaking
8. Analyze proposed legislation affecting California education
9. Communicate effectively in writing and orally in a public policy environment

Data-based Decision Making for Educational Leaders (3 units)

Students will be able to:

1. Demonstrate understanding of current local, state, and federal accountability systems
2. Identify data needed to approach particular educational problems and decisions
3. Explain role of technology in the collection and application of data for data-based decision making
4. Interpret assessment and achievement data with specific focus on disaggregated data reports
5. Critically analyze data to identify trends, problems, implications, and validity of data
6. Use data to plan and justify allocation of resources
7. Use data to plan and justify instructional program design
8. Communicate data effectively both in written and oral presentations
9. Explain relationship between data-based decision making and policy development
10. Prepare an accountability report specific to a K-12 or community college setting

IV. Justification for the Program

The Department of Educational Leadership and Policy Studies in the College of Education, working collaboratively with faculty from the other education departments in the College and the Department of Public Policy and Administration in the College of Social Science and Interdisciplinary Studies will have primary responsibility for administering the program. Faculty from the Colleges of Education and Social Science and Interdisciplinary Studies, along with qualified faculty from across campus, will serve on the Faculty Group for the degree.

The California State University, Sacramento Department of Educational Leadership & Policy Studies now comprises 12 full-time faculty members, three hired within the last five years to help meet the growing demand for school administrators in the region. Strong interest in the department's program is evidenced by the 266 student FTE who enrolled for the Fall 2004 term to pursue either the Preliminary or Professional Administrative Services Credential in K-12. Additionally, in Spring 2003, a new Master's in Higher Education Leadership was established to provide students with the knowledge, skills, and values to become effective leaders in the field of higher education. This program provides concentrated study in two strands: *Leadership in Student Affairs*, *Community College Leadership*, building leadership capacity for the entire K-14 spectrum. The Community College Certificate program offered through the CALIFORNIA STATE UNIVERSITY, SACRAMENTO College of Continuing Education, which began in Fall 2002, will further serve to enhance the pool of administrative candidates in the area's community college system. As with the K-12 sector, many have expressed interest in a doctoral program.

The Department of Public Policy and Administration's master's program draws together the diverse disciplinary perspectives, technologies, and skills now essential to a successful career in public management or in one of the many fields within the public policy arena. A new two-course elective series in the department (PPA 280, PPA 281) focuses on higher education policy and leadership issues affecting local, state, and federal institutions. Course topics include governance, access, equity, finance, student preparation, planning, accountability, diversity, and pedagogy, as these are relevant to California. Program graduates demonstrate the management skills necessary for budgeting, personnel and management analysis, and the analytic tools and research methods necessary to conduct economic analysis, benefit/cost analysis, and policy evaluation.

Also centrally involved is a policy research unit called the Institute for Higher Education Leadership & Policy (IHELP) founded in 2001 to give the campus a major role in issues of higher education leadership and policy in the state. The institute seeks to enhance leadership and policy for higher education in California and the nation, with an emphasis on community colleges in recognition of their importance to providing an educated and diverse citizenry and workforce. Our work is aimed at producing information and services relevant to policy makers, practitioners, and educators. Doctoral students will have rich opportunities to participate in externally funded research projects on key leadership and policy issues.

There is currently a joint doctoral program in educational leadership at California State University, Sacramento. The Capital Area North Doctorate in Educational Leadership (CANDEL) is designed to produce educational leaders for schools, community colleges, and related areas within education. Graduates of this program are prepared to lead in educational environments that promote learning, equity, and achievement for all students. The California State University, Sacramento Doctorate in Educational Leadership and Policy Program intends to recruit from and serve K–12, community college, as well and other educational institutions from a broader geographical area than CANDEL.

In addition to CANDEL, current programs in the Sacramento area include expensive programs offered by private institutions such as the University of Southern California, Laverne University, Chapman University, NOVA, University of San Francisco, St. Mary’s, or the University of the Pacific. The public program offered by a partnership consisting of Sacramento State, UC Davis and Sonoma State (CANDEL = Capital Area North Doctorate in Educational Leadership) meets the needs for some but certainly not all. UC Berkeley’s Joint Ed.D. program with CSU campuses is focused on educational leadership for urban areas, while Sacramento’s State’s Ed.D. will provide educational leadership for the highly diverse, growing rural and urban communities of the larger Sacramento/Central Valley and Northern California regions.

Research studies indicate that there is significant demand for the educational doctorate in the Sacramento region. The following section describes this need, specifically citing the unique situations for both the K-12 and community college settings.

The number of students enrolled in California’s K-12 public school system continues to increase and currently includes 6.1 million students. Despite the increase in the actual number of California school administrators, the overall percentage of school administrators with a doctorate has declined since 1997 (Table 2). In the 1997-1998 academic year, 8.9% of the 22,799 school administrators possessed the doctorate. This figure specific to Northern California dropped to 8.0% in the 2001-2002 academic year and to 7.3% in 2004-2005 (California Department of Education, Educational Demographics Unit, Staff Education and Service Report 2004-05).

Table 4
California K-12 School Administrators with Doctorates 1997-2005

	1997	2002	2005	Change
Total Number of Administrators	22,799	26,412	26,513	+3,714
Percentage of Administrators with Doctorate	8.9% or 2,029	8.0% or 2,113	7.3% or 1,935	-4.6% or -94 doctorates

At the community college level, the need for a doctoral program is evident from (1) the number of current and projected vacancies among top leadership posts in the state’s community colleges; (2) the need for increased diversity among the state’s community

college leaders; (3) the need for new leadership styles and approaches to meet contemporary challenges, (4) the dearth of accessible and affordable programs in the state; and (5) the unique niche which community colleges are coming to fill in the postsecondary education landscape, and (6) the demand for the program by current administrators within the community college system.

For community colleges, there have been numerous indications that demand for the program will be very strong. One early indication is from the new community college certificate program which began at CSU, Sacramento in Fall, 2002. Most students enrolling in, and inquiring about, the program have expressed interest in the Ed.D., noting that degree as their ultimate goal and hoping the certificate program is a productive first step. College presidents just in the immediate Sacramento region have indicated strong demand from among their middle managers and one said that she could “fill up our cohort” with students from her one campus. Survey findings released at the annual convention of the American Association of Community Colleges (April 24, 2006) shows that in the last five years, members of minority groups have made no progress and women only slight gains. Additionally, the survey found that 56 percent of presidents plan to retire in the next six years and 84 percent plan to do so within 10 years. A member of our Advisory Board from the community college believes that our region is a microcosm of this study.

More broad-based evidence of demand was gathered in field research for the California State University, Sacramento Institute for Higher Education Leadership & Policy’s report entitled [California Community Colleges’ Leadership Challenge: A View from the Field, April, 2002](#). Institute Director, Dr. Nancy Shulock, interviewed 35 leaders in the California Community Colleges—including 15 presidents/chancellors—as part of the effort to develop leadership curriculum to serve the needs of area colleges. Most leaders cited individuals on their campuses who because no doctoral program was readily available were attending out-of-state or private doctoral programs at great cost of time and money, or simply waiting for a viable alternative. Nearly all interviewees indicated that while certificate programs can meet a need, particularly a short-term need, the ultimate goal of our curriculum planning efforts should be the Ed.D. in community college leadership.

More recently, President Gonzalez hosted a breakfast meeting of area community college presidents and K-12 superintendents where all attendees stressed that the Ed.D. is the single most important need for improving leadership capacity within their schools and colleges. At a subsequent meeting with the Advisory Group—a sub-group of K-12 superintendents and community college presidents—members strongly supported an interdisciplinary focus among all constituents. Given the dynamics of factors that impact public education, the advisory group views the Ed.D. as vital for the preparation of administrative leaders for California public elementary/secondary schools and community colleges. The goal is to concentrate on the knowledge and skills these administrators need to be effective. This is the focus of the program. Traditional administrative leadership programs can be made more robust through the broad involvement of faculty and administrators from across the college and university. The

program is further enriched by the active involvement of our partners in K-12 and community college leadership positions.

There is a significant employment demand for the educational doctorate in the Sacramento region. The ongoing growth in the student population has caused a corresponding need for the creation of more schools and the hiring of more administrators to lead these new schools. Statistics from the California Department of Education (2003) show that 26,412 school administrators were needed last year to manage 8,900 schools. This represented an increase of 3,613 administrators since 1997.

According to the U.S. Department of Labor over 50 percent of the nations 93,200 principals will retire over the next fifteen years. As a result, school districts across the county are studying ways to increase the number of candidates for administrative positions at almost all levels, including the superintendency. College of Education faculty are working with public school personnel to alleviate the projected leadership vacuum in American education. Today's school districts are pressed to identify future leaders who can think thoroughly and quickly about complex issues, collaborate with diverse groups, show good judgment, stay on the cutting edge of school improvement and lead needed schools reforms. Universities and school districts across the country are recruiting such individuals to be educated and trained to fill the many leadership positions that are being created (Cunningham & Cordeiro, 2003).

As stated in ACCCA (Association of California Community College Administrators) Reports (February, 2006), "With more than half of California's community college administrators nearing retirement, it is essential that we prepare the next generation of presidents, vice presidents and deans NOW." (p. 3) Due to the large numbers of higher education executive leaders who are retiring and will continue to leave administrative positions in the years to come, there is a great need to prepare the next cadre of post-secondary leaders. It is estimated that over 50% of college presidents are over 60; this presents a major turnover in college presidencies in the next decade (Nevarez & Keyes, 2006).

Brown, Martinez and Daniel (2002) surveyed chief academic officers in community colleges in the U.S. holding a doctoral degree to determine their perceptions of: "(a) the skills necessary for effective practice; (b) the skills emphasized in their doctoral program of study; (c) recommendations for doctoral program coursework; (d) the relationship between the skills and areas of expertise identified as emphasized in their doctoral programs of study and the skills and areas of expertise recommended for emphasis to prepare future community college leaders" (p. 48). Their research found that 65 percent of the participants surveyed believed skills necessary for leadership were underemphasized in the participants' program of graduate study. The proposed doctorate program at Sacramento State intends to address the skill development of doctoral students by infusing within the curriculum a practical skill based component to each class.

There are no provisions currently for candidates in the California State University, Sacramento Doctorate in Educational Leadership and Policy to complete requirements for

the Professional Clear Administrative Services Credential (Tier II). However, the university is open to having discussions with partner school districts and regional county offices of education regarding the potential of having doctoral program classes count toward requirements for the Professional Clear Administrative Service Credential (Tier II).

In March 2005, Arthur Levine shook the education world by stating, unequivocally, that educational training programs needed complete revamping including dismantling most Ed.D. programs (Archer, 2005; Jacobson, 2005a; Levine, 2005a, 2005b). After completing a four-year study involving a national survey and 28 site visits, Levine determined that higher education training programs were falling short in preparing academic leaders. Specifically stated, the problems were: the curriculum of leadership-education programs was a miscellany of courses; low admission and graduation standards; weak faculty; insufficient practical experience; degrees awarded were not consistent between educational institutions and not appropriate for the position; and weak research in educational administration (Levine, 2005; Quality of preparation, 2005). Organizations and individuals weighed in – some in agreement, some disagreeing – while others stated that change is needed but not as drastic as to dismantling Ed.D. programs (Barlow, 2005; Imig, 2005; Jacobson, 2005b; Spicer, 2005; Swail, Shaker, Peinovich and Young, 2005; Young, Grow, Orr, & Ogawa, 2005).

While Dr. Levine was speaking about training for education leaders in the K-12 schools – mainly elementary and secondary school administrators – his research does point out many differing opinions about the current state of leadership training and begs the question, what is the current state of training for higher education leaders. (Nevarez & Keyes, 2006). The proposed Sacramento State doctorate will serve to address criticisms of doctorate programs and advance knowledge in the field through its distinctive objectives and learning outcomes and equip school, district, and policy leaders with the competencies to lead the kinds of effective change processes that are grounded in strategic thinking and applied research.

Within the community college environment, the doctorate offers an opportunity to create a new generation of leaders who recognize the expanded missions for community colleges that have emerged in the last twenty years. Today's colleges are expected to meet a variety of different educational needs of a changing and diverse community, and to contribute significantly to economic development. The proposed program has been designed with a keen understanding of the new kinds of skills and competencies needed for success in this complex environment. Traditional Ed.D. programs do not allow for in-depth exploration of leadership within the community college environment. Nor do they address competencies in policy and data-driven decision making. In addition, concepts and skills for connecting pre-collegiate education to community college and collegiate education will also be encouraged with the prospective leaders from both educational sectors involved in the program.

In August 2006, A federal commission (President's Commission of Higher Education) approved a final report that urges a broad shake-up of American higher education. It calls for public universities to measure learning with standardized tests, federal monitoring of college quality and sweeping changes in financial aid. The report has recommended strategic actions designed to make higher education more accessible, more affordable, and more accountable, while maintaining world-class quality. The commission recommends colleges and universities become more transparent, respond faster to rapidly changing circumstances and increase productivity in order to deal effectively with the powerful forces of change they now face.

Managing and leading schools in California has become a very complex and challenging task. The movement for greater accountability in both student achievement and fiscal responsibility requires skillful, creative, and ethical leadership. Moreover, the growing diversity of California's student population demands education leaders who are culturally competent and able to meet the needs of the many cultural heritages and identities represented in today's school environment. These leadership qualities will be identified and delivered through Sacramento State's Doctorate. Doing so will ensure that California K-12 schools deliver quality instructional programs to all of its students and that a productive and socially responsible citizenry is created.

The need for the community college track within this program has been most effectively laid out through the two reports by the Partnership for Community College Leadership. It was these reports that most directly led to the establishment of the Community College Leadership Development Initiatives (CCLDI) with its multi-faceted approach to addressing the leadership challenges facing the California Community Colleges (CCC). The 2000 report cites the serious decline in the average tenure of chief executive officers in the CCC and the consensus of current leaders that "key administrative positions now attract smaller numbers of well-qualified candidates than in earlier years" (p. 6). The subsequent report proceeds to lay out the priorities for leadership and the fundamental qualities of successful leadership and explains how these are different from years past.

In view of these realities, it is clear that the proposed program will meet the needs of society in three respects. It will address the serious shortfall in well-qualified applicants for leadership positions in the educational arena and it will produce a new generation of leaders equipped with the skills and attitudes appropriate to contemporary K-12, community college, and other educational institutions and/or agency environments. Lastly, the need to prepare a new kind of executive leader is of utmost importance as the roles and duties of education leaders have changed greatly from previous generations. Leaders today need to realize the fundamental organizational changes required to better meet the needs of affiliated constituents and the necessity for growth and transformation of individuals – the leader included (Hoff, 1999; Ramalay, 2000)

V. Partnership with Public Elementary and Secondary Schools and/or Community Colleges

California State University, Sacramento currently services a large geographic area in northern California. The university draws students from Sacramento County and the seven counties in the surrounding area: (1) El Dorado, (2) Yolo, (3) Placer, (4) San Joaquin, (5) Yuba, (6) Amador, (7) Sutter, and (8) Solano. The California State University, Sacramento Doctorate in Educational Leadership and Policy program will continue to draw students from the same service area.

The Sacramento County Office of Education and the Los Rios Community College District were the primary partners in the development of the California State University, Sacramento Doctorate in Educational Leadership and Policy proposal. The partnership will continue through a regional advisory group, which will be created and include each school and community college district in the university's service area interested in being a partner to this initiative. A representative committee of the regional advisory group will be formed to work in conjunction with the Faculty Steering Committee and University Advisory Board to oversee the implementation of the program. It is envisioned that the program will include but not be limited to the following school districts and community college districts:

- Sacramento City Unified School District
- Elk Grove Unified School District
- San Juan Unified School District
- Folsom/Cordova Unified School District
- Natomas Unified School District
- Woodland Unified School District
- West Sacramento Unified School District
- Grant Union High School District
- Rio Linda Union Elementary School District
- Los Rios Community College District
- Sierra Joint Community College District
- Yuba Community College District
- Solano County Community College District
- San Joaquin Delta College
- Vallejo Community College

Participating partners from public school and community college districts will have a substantive role in the California State University, Sacramento Doctorate in Educational Leadership and Policy program design, candidate recruitment and admissions, teaching, and program assessment and evaluation. Such activity will be consistent with California Education Code 66040 ff.

VI. Information About Participating CSU Campus(es) and Department(s)

The California State University, Sacramento Doctorate in Educational Leadership and Policy program is directly related to the university's mission. The program represents another facet in the university's graduate programs and reflects each of the university's goals. Provision of this program will further the mission and goals of the university.

Sacramento State University Mission and Goals

The mission of Sacramento State University, a regional comprehensive public university, is to preserve, communicate, and advance knowledge; cultivate wisdom; encourage creativity; promote the value of humankind; and improve the quality of life for its graduates and the people of the region. The education of students is the central mission of the University. Therefore, the University faculty's primary responsibilities are teaching and the creation of an active learning environment for students.

The University is committed to the principle that responsible and knowledgeable persons freely exercising reason in the pursuit of individual and community interests play a significant and beneficial role in addressing society's problems and enriching life. Education liberates individuals from ignorance, intolerance, and dogmatism, freeing them for critical and reflective thought, and for wise and effective action. CALIFORNIA STATE UNIVERSITY, SACRAMENTO is committed to helping students develop a sense of self-confidence and self-worth, respect for diverse cultures, awareness of important social and moral issues, and concern for others.

The University strives to provide students with opportunities for active participation in academic and extracurricular activities which will contribute to their ability to function productively in a rapidly changing society.

We reaffirm the value of and need for education of the whole person in the tradition of a liberal undergraduate education. Building on the fundamental knowledge and skills acquired through a general education program, the University offers traditional liberal arts disciplines and professional studies which emphasize three critical curricular values: acquisition of knowledge, the development of critical thought processes, and the synthesis of knowledge hallmarks of an educated person.

The University further enhances the intellectual life of the campus through its graduate and post-baccalaureate program offerings and research centers. Master's, post-baccalaureate certificates, and joint doctoral programs advance students' educational achievements and prepare them for professional and leadership positions throughout the region and in society.

As a regional resource the University is committed to providing educational opportunities that contribute to the cultural and economic development of the region. The University strives to advance the public good through collaboration with government, social and

cultural agencies, and businesses and industries within the region.

The University's mission is guided by fundamental values which reflect its identity as a public, regional, comprehensive, metropolitan university. Thus, California State University, Sacramento seeks to offer individuals the opportunity to realize their highest aspirations and become active and involved citizens for the good of the individual and society.

GOALS

Teaching and Learning

To achieve recognition for superior accomplishments in teaching and learning

Academic Programs

To offer academic programs characterized by high quality, serious attention to outcomes, recognition of the interdisciplinary nature of knowledge, commitment to life-long learning and preparing an educated citizenry, and responsiveness to regional needs

Scholarship

To build and support a university community whose excellence in teaching, learning, research and public service will be strengthened by scholarship

Pluralism

To develop a campus community whose diversity enriches the lives of all and whose members develop a strong sense of personal and community identity as well as mutual respect

Enrollment Planning

To serve a qualified, diverse student population and facilitate timely graduation

Campus Life

To develop a campus that is welcoming, inclusive, vibrant, and intellectually stimulating for students, faculty, staff, alumni, and University visitors

The Public Life of a Capital University

To establish partnerships and programs of mutual benefit to the University and the Sacramento region in the areas of human and social services, cultural life, economic development, and public policy issues of regional and statewide significance

Institutional Effectiveness

To support the educational mission set forth in the Strategic Plan by providing valued services to internal and external constituencies through continual implementation of effective and efficient practices.

In keeping with its goals, California State University, Sacramento has two joint doctoral programs. In 2001, a joint doctoral program in public history involving California State University, Sacramento and the University of California, Santa Barbara was initiated. The program entails three years of coursework and a dissertation. No candidates have yet to graduate from this program. In fall 2004, the university entered into a joint doctoral program in Educational Leadership with Sonoma State University and the University of California, Davis. The first cohort of students began their studies in fall, 2005. They will be scheduled to graduate in June, 2008.

The Faculty Senate of California State University, Sacramento approved guidelines for the establishment of doctoral programs on campus. A major tenet calls for the substantive involvement of faculty in the development of the program. Toward that end, every effort has been and will be made to involve faculty across the campus in the California State University, Sacramento Doctorate in Educational Leadership and Policy Program. In addition, the program proposal including course proposals will be vetted with the university community and follow the Faculty Senate's review and approval process for new programs.

Both the Educational Leadership and Policy Studies Department and the Department of Public Policy and Administration have active graduate programs leading to a Master's degree. The California State University, Sacramento Doctorate in Educational Leadership and Policy Program will provide an opportunity for graduates of these two departments to earn the doctorate. Furthermore, the independent doctoral program will provide greater opportunities for faculty on campus with research and expertise in the area of educational leadership and policy.

The California State University, Sacramento Doctorate in Educational Leadership and Policy Program is intentionally designed to be interdisciplinary. While faculty members from the Educational Leadership and Policy Studies Department and the Department of Public Policy and Administration have a history of working together on joint projects, this proposed doctoral program offers the potential for faculty in other departments with expertise in educational leadership areas to also become partners and active participants. The governance structure for the proposed new plan includes means for faculty members on campus to not only teach in the program, but also to serve as dissertation advisors and mentors for the students.

VII. Governance Structure for the Program (consistent with California Educational Code Sections 66040 ff.)

The California State University, Sacramento Doctorate in Educational Leadership and Policy represents a collaborative effort by representatives of the university, area public elementary, middle, and secondary schools, and area community colleges. Three main bodies provide an opportunity for membership by representatives from each sector of the education community. These three bodies, membership, and main responsibilities are shown below.

Table 5

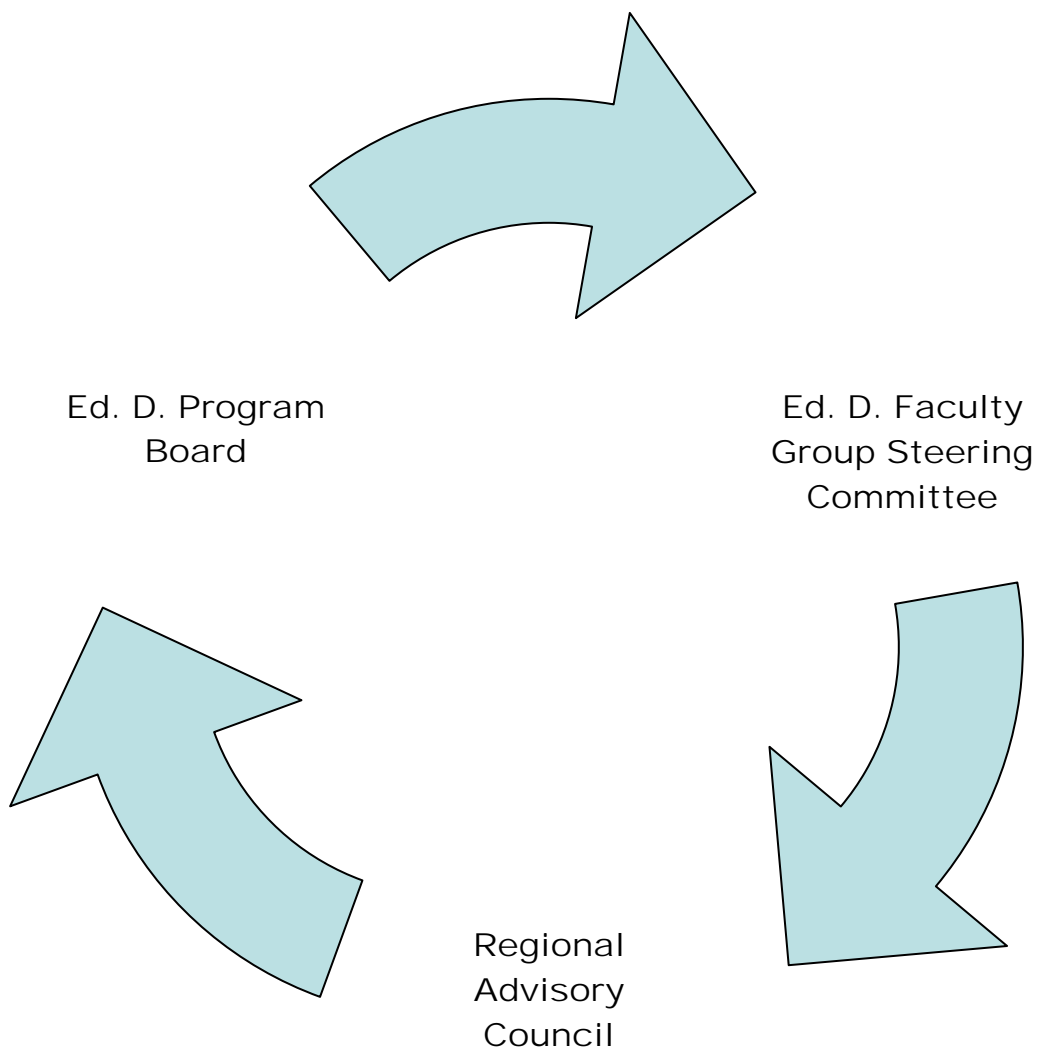
Governing Bodies, Responsibilities, and Membership

Name of Body	Ed. D. Program Advisory Committee	Ed. D. Faculty Governance Group	Regional Advisory Council
Responsibilities	The Program Advisory Committee is the formal body for governance and liaison among the campus community, the Ed. D. program, and the public school and college partners. It provides for communications among the program, the broader campus administration and faculty, and the education partners, and it serves as a forum for planning and evaluation.	The Faculty Governance Group provides oversight to all aspects of program operations, including: admission standards and processes; required and elective courses within the program; the student experience, including the cohort structure; requirements for examinations and the dissertation; and program assessment and evaluation.	The Advisory Council represents the regional partnership in matters related to the Ed. D. program. It provides for on-going collaboration between the program and the region’s public school and community college communities, and it appoints regional representatives to committees and bodies associated with the Ed. D. program.
Membership	<ul style="list-style-type: none"> • Campus Central Administration • Deans, College of Education and SSIS • Program Director and Assoc. Director • EDLP and PPA Chairs • At-large Faculty • K-12 Representative • Community College Representative • Students/Alumni • Deans, Colleges of Business, Arts and Letters, Natural Science and Math, and Engineering Ex-officio 	<ul style="list-style-type: none"> • Program Director • Associate Director • 2 Core Faculty* • 1 K-12 Affiliate Faculty* • 1 Community College Affiliate Faculty* <p>* selected from larger Ed. D. Program Faculty Group (Core & Affiliate)</p>	<ul style="list-style-type: none"> • K-12 Representatives • Community College Representatives • Other education community and professional groups

As shown in the chart above, wide membership opportunities for participation in the governance of the California State University, Sacramento Doctorate in Educational Leadership and Policy program are provided. The interaction between the Program Board, Faculty Group Steering Committee and the Regional Advisory Board allows for inter-segmental and intra-segmental participation. The governance structure has been designed to meet the requirements in SB 724 for substantive participation by our partners of the doctoral program.

Figure 2

Proposed Governance Structure



In the spirit of an open and clear process, the formal program by-laws will be developed by the Ed. D. Writing Group. The proposed by-laws will be vetted with and approved by the Ed. D. Program Faculty, the Ed. D. Program Advisory Committee, and the Regional Advisory Council.

The goal of the Writing Team is to make the governance of the California State University, Sacramento doctoral program in Educational Leadership and Policy fair, clear, and transparent. The following are initial thoughts pertaining to the program's by-laws. Final by-laws will be established by the Faculty Group Steering Committee and approved by the Faculty Program Group as adhering to Western Association of Schools and College (WASC).

The Independent Doctorate:

1. Will be housed in the College of Education.
2. Will be administered by the Departments of Educational Leadership & Policy Studies (EDLP) and Public Policy & Administration (PPA);
3. The Director will be a tenure-track or tenured faculty member selected from the EDLP **OR** a faculty member of another department with a joint appointment in EDLP;
4. The Associate Director will be a tenure-track or tenured faculty member selected from PPA **OR** a faculty member of another department with a joint appointment in PPA;
5. The job descriptions for the Director and Associate Director will be drafted by the members of the Ed. D. Writing Committee.
6. The Director and Associate Director will be determined from a selection process that includes submitting a letter of interest, vitae, and having an interview with the Selection Committee.
7. The Selection Committee will consist of the Deans of the Colleges of Education and Social Science and Interdisciplinary Studies or their designees, Chair of EDLP, Chair of PPA, one tenure track faculty member from EDLP, one tenure track faculty member from PPA, two members from the regional advisory group (one K-12 representative and one community college representative).
8. The Director, Associate Director, Core Faculty, and Affiliate Faculty will be appointed for a three year period. After this time, there will be an open selection process for the next term. Prior appointees are eligible to apply.

9. An annual review of faculty effectiveness will be conducted by the selection committee based on teaching evaluation and other relevant documentation to effectiveness as a member of the Core or Affiliate faculty group.
10. The call for Core Faculty will go out to all tenure-track faculty at California State University, Sacramento. The call will identify the three avenues of participation: teaching, doctoral committee chair, and member of doctoral committee. The call will also be explicit concerning the requirements and areas of expertise that are preferred for the degree program;
11. The Core Faculty will be selected by the steering committee. For the first year, the committee will be composed by the Director, Associate-Director and Department Chairs of EDLP and PPA. From the second year forward, the committee will also include the Director, Associate Director, one faculty member from EDLP and one faculty member from PPA, one affiliated faculty from K-12, and one affiliated faculty from the Community Colleges;
12. The call for Affiliate Faculty will go out to practitioners in the field and to part time faculty at the California State University, Sacramento. The Affiliate Faculty will be selected, for the first year, by a committee composed of the Director, Associate-Director and Department Chairs of EDLP and PPA. From the second year forward, the committee will also include the Director, Associate Director, one faculty member from EDLP and one from PPA, one affiliated faculty member from K-12, and one affiliated faculty member from the Community Colleges;
13. The Faculty Steering Committee will consist of the Director, Associate Director, one faculty member from EDLP and one from PPA, one representative from K-12, and one representative from the Community Colleges.
14. The Program Board will consist of the Director, the Associate Director, the Deans of the COE and SSIS, Department Chairs of EDLP and PPA, the Provost, the VP of Graduate Studies, two Core faculty, a representative from the Faculty Senate, two representatives from the Regional Partnerships, and a graduate student in the doctoral program (to begin second semester and elected by their peers)
15. The Regional Advisory Council will consist of members from the partnership districts and community colleges and leadership from community based organizations.

Faculty Compensation

1. The Director will receive nine units per semester and a summer stipend of \$5,000.
2. The Associate Director will receive 3 units per semester and a summer stipend of \$2,500.

3. University faculty will be provided 3.0 WTUs (Weighted Teaching Units) for each 3 unit course taught during the regular semester and the corresponding YRO rate for summers.
4. K-12 and Community College faculty (hired as temporary faculty) will be compensated at specified university contract rate.
5. Each faculty member serving as the chairperson of a dissertation committee will be compensated one unit.

Substantial and meaningful participation by public school and community college partners is provided through the governance structure described. Each of the three governance bodies identified calls for representatives from both the K-12 and the community college communities not only in terms of service as faculty but also as members of the governance structure. This governance structure complies fully with the provisions of California Education Code 66040 ff.

VIII. Information About Participating Faculty Members

The proposed California State University, Sacramento Doctorate in Educational Leadership and Policy program is directly related to the research and professional interests of the faculty. Faculty members in the Educational Leadership and Policy Studies Department and in the Public Policy and Administration Department have a history of research and professional engagement in the areas of public school and community college education and leadership. Work by faculty members in both of these departments has always sought to better prepare personnel to improve schools and student achievement. Likewise, many other faculty members from the university have been actively involved in education research or professional activities. This proposed doctoral program provides the means to extend current faculty research and professional interests.

Research and Professional Interest of the Faculty

Faculty recruitment for the Ed.D. program has included calls for participation to faculty in academic disciplines across the campus community. The multidisciplinary nature of the core and affiliated faculty offers the students the opportunity for access to and interaction with a wide range of research and professional experience in the Ed.D. faculty group. In addition, faculty members from the Colleges of Education, and Social Science and Interdisciplinary Studies have been active participants in the joint doctoral program in education being offered with UC Davis, Sonoma State and our campus and have been involved in teaching courses, advising, and serving on governing committees., as well as guiding students' research efforts.

In the fall of 2006, the College of Education has 101 tenured/tenure-track faculty. Eighty percent of the tenure track faculty members in the college have either an Ed.D. or a Ph.D. In the 2005-06 academic year, the faculty in the College of Education produced 3 book chapters, 20 refereed journal articles, and grants and contracts totaling approximately \$1 million in funds.

In addition, the College of Social Science and Interdisciplinary Studies has 100 tenured/tenure-track faculty and 99 percent hold a Ph.D. or other terminal degree. In the 2005-06 academic year, the faculty in the College of Social Science and Interdisciplinary Studies produced 5 book chapters, 33 refereed journal articles, and \$1.7 million in grants and contracts.

Criteria for Choosing Faculty Members for Participation

Faculty members who participate in the independent education doctorate faculty group must meet the criteria outlined in the system-wide policy on Doctoral Faculty Qualifications. Core doctoral faculty refers only to those faculty members who have disciplinary expertise and a scholarly record relevant to leadership in pre-K-12 or community college/higher education leadership and study of the field. They are eligible to serve in all of the primary roles within the Ed.D. program. This group will ordinarily include individuals from a number of relevant academic units on the campus administering the program.

To receive appointment to the core doctoral faculty, the faculty member normally must meet the following criteria:

- (1) Have specific expertise (theoretical, methodological, or related to issues of educational policy or practice) in the areas of study addressed by the doctoral program in educational leadership
- (2) Exhibit a strong professional record of published scholarship or applied research pertinent to educational leadership or the theoretical or methodological underpinnings of study related to the field
- (3) Possess a doctoral degree in the appropriate discipline
- (4) Be tenured or have a tenure-track appointment
- (5) Be involved in teaching at the graduate level
- (6) Have demonstrated ability in directing others in research activities.

In order to be considered for appointment, the faculty member must submit a letter of interest and curriculum vitae to the Graduate Steering Committee. The Graduate Faculty Group Members will have an opportunity to review the letters and vitae of interested faculty and make recommendations to the Steering Committee. The Steering Committee members will review the materials and recommendations of faculty in the Graduate Group. The Program Director and deans of the Colleges of Education and Social Science and Interdisciplinary Studies will make the final appointments. The appointments shall be for no more than 3 years. Faculty members will be reviewed each year in accordance with the program by-laws.

Affiliated faculty who are experienced practitioners in K-12 or in community college/higher education must normally hold adjunct appointments qualifying them to serve as lecturers. They may serve as instructors or co-instructors in program courses, may be mentors to students, and may serve as members of Ed.D. examination or dissertation committees with special approval, and may participate in Ed.D. program governance groups consistent with the by-laws.

To receive appointment to the affiliated doctoral faculty, the individual must normally (1) have expertise relevant to the program, (2) possess a relevant doctoral degree, and (3) be appointed based upon a review of their qualifications and election by the Ed.D. Program faculty members. The term of appointment is to be no more than 3 years. Affiliated faculty members will be reviewed annually in accordance with the program by-laws.

The independent education doctorate program by-laws adopted by the Ed.D. Faculty Group shall specify the conditions under which exceptions might be made, the procedures required for allowing them and the formal approval mechanism under which an exceptionally qualified individual would be considered as appropriate to serve in a role within the Ed.D. program.

Involvement of Other Faculty from the University

A tenured or tenure track faculty member in the University who is not a core or affiliated Program faculty member may teach or co-teach in an Ed.D. course or serve as a member of an Ed.D. dissertation committee. Such individuals must possess a relevant doctoral degree and pertinent scholarly expertise. Their role as a member of an Ed.D. dissertation committee must be recommended by the Ed.D. Program Faculty and approved in accordance with university Graduate Division procedures.

Involvement of Faculty from Other California State University Campuses

Faculty with research and teaching interests in educational leadership from another California State University campus may serve as a member of an Ed.D. examination or dissertation committee if requested by the candidate and their advisor and approved by the Ed.D. Program Faculty. Their role as a member of an Ed.D. examination or dissertation committee must be approved in accordance with university Graduate Division procedures.

Involvement of Educational Researchers and Faculty from Other Institutions

From time to time, faculty and educational researchers with particular expertise in educational leadership may be asked to teach in the Ed.D. program. Those with relevant expertise include researchers within Centers or Institutes, faculty at University of California or independent universities, campuses, and faculty at other universities who teach CSU graduate courses on an adjunct basis. These individuals may serve as members of an Ed.D. examination or dissertation committee if recommended by the Ed.D. Program Faculty and approved in accordance with university Graduate Division procedures.

Procedures To Allow for Additional Faculty Roles Under Special Circumstances

There may be unique circumstances under which an exceptionally qualified individual would be considered by the faculty as appropriate to serve in a role within the Ed.D. program that is not within the ordinary provisions for the program. Extension of roles might potentially be warranted under such circumstances, on an occasional basis, to bring into the program extraordinary knowledge and perspectives on significant topics that

would enhance students' experience. The Ed.D. program by-laws shall specify conditions under which such exceptions might exist, the procedures required for allowing them, and the formal approval mechanisms that shall govern their utilization.

Faculty Vitae

Copies of faculty vitae, including rank, appointment status, highest degree earned, date and field of highest degree, professional experience, publications, and other information demonstrating faculty commitment to research and ability to chair dissertation committees are provided in the Appendix.

IX. Information About Resources

A. A brief review of existing financial, physical, and information resources supporting the program, including research support within the institution, library support appropriate for doctoral degree work, physical facilities, and stability and sufficiency of financial resources.

The Joint Ed.D. program with UC Davis and Sonoma State has been in operation for the last year. During this time a support infrastructure has been developed. Functions such as admissions, registration, student services, and the library are already providing services for Ed.D. students. The Ed.D. program has its own web site linked to the College of Education which can readily be adapted for the new independent program. Some functions will actually become less costly and complex with the development of the independent degree. For example, course scheduling, registration, grade posting, etc. have required hand-processing because of the quarter format for courses in the joint program when the rest of the campus operates on the semester system. A program based only on our campus will allow for use of CMS. The Ed.D. program will have access to conference rooms that can seat 15-20 students and are equipped with LCD projectors, video players, and computers for use by the Ed.D program faculty and students.

Since doctoral students in the new program will generate FTES based funding as well as fees (on a level similar to Ed.D. programs in the UC system), a stable income stream is available for this program. In fact, funding will be more predictable and will be provided in a timelier manner than has been the case with the joint program. The financial arrangements for an independent program will be more efficient than one between three campuses. Financial resources will be enhanced through the revenues that are being generated as outlined in SB724.

The table below shows the projected revenue calculations for funds to be allocated to the program. These projections are taken from the fee structure and distribution of these fees as provided by the CSU Chancellor's office. The summary budget covers all five years and is predicated on the following assumptions:

1. Twenty (20) students admitted for the first cohort; 2 students will drop out during each the second and third year leaving 16 students at the end of three years. The pattern will follow for each successive cohort that is admitted.
2. Three and half percent (3.5%) salary increase for all employees are projected beginning the 2nd year and each year thereafter.
3. Operations will increase 3% each year after the first year
4. Student Support Services funds are to be allocated to support student research, academic enrichment, and travel.
5. Library and technology funds are allocated to support faculty and student development.
6. Buy-out of faculty begins at 1725 per unit (3 unit courses). That amount is increased 3.5% each year of the program.

7. Additional resources are reserved to cover for the replacement of faculty teaching in the program. Replacement costs were set at full professor rates.
8. Revenues have been constructed on the most recent information from the CSU Chancellor's Office.

Projected Budget and Resources for the first five years.

The revenue and expenses for each of the first five years are projected.

Revenue^a profile:

	Year 1	Year 2	Year 3	Year 4	Year 5
Marg cost	\$101,160	\$192,204	\$246,156	\$246,156	\$300,108
Student Fee ^b	\$128,960	\$245,024	\$348,192	\$348,192	\$425,568
Summer ^b	\$64,480	\$122,512	\$122,512	\$122,512	\$148,304
Total	\$294,600	\$559,740	\$716,860	\$716,860	\$873,980

Cohort 1 ^c	20	18	16	0	
Cohort 2		20	18	16	0
Cohort 3			20	18	16
Cohort 4				20	18
Cohort 5					20

(a) Assumes \$6,744 (FTES based funding) marginal cost from the CSU to campus, \$6,448 AY fees and \$3225 summer fees

(b) Less 10% financial aid set-aside.

(c) 9 SCU/student/semester + 6 SCU summer; cohort 3 does not take summer classes in year 3, etc.

Expense profile:

WTU ^a	24	48	48	48	48
Class ^b	\$41,400	\$85,698	\$88,697	\$91,802	\$95,015
Dissert. ^c	\$0	\$0	\$29,566	\$30,601	\$31,672
Director ^d	\$36,225	\$37,493	\$38,805	\$40,163	\$41,569
Co-Coordinator ^e	\$15,525	\$16,068	\$16,631	\$17,213	\$17,815
Clerical	\$30,000	\$31,050	\$32,137	\$33,262	\$34,426
SA/GA	\$5,000	\$10,000	\$10,350	\$10,712	\$11,087
OE	\$5,000	\$30,000	\$30,000	\$30,000	\$30,000
Student Support Services	\$10,000	\$15,000	\$15,000	\$15,000	\$15,000
Library/tech	\$11,812	\$48,121	\$48,121	\$48,121	\$48,121
Campus Administration ^f	\$45,522	\$86,492	\$135,386	\$135,386	\$195,070
Total	\$200,484	\$359,922	\$444,693	\$452,259	\$519,775
XS/(short)	\$94,116	\$199,818	\$272,167	\$264,601	\$354,205
Addn for full rate ^g	\$54,600	\$113,022	\$116,978	\$121,072	\$125,310
Benefits ^h	\$37,800	\$68,931	\$71,344	\$73,841	\$76,425
Net Reserves	\$1,716	\$17,865	\$83,846	\$69,688	\$152,471

(a) 8 classes/cohort 1st 2 years @ 3 WTU/class

(b) Assumes standard reimbursement with 3.5% salary increase/year

- (c) Assumes 16 x 1 chair @1.0
- (d) 9 WTU/semester + 3 for summer
- (e) 9 WTU/year
- (f) Assumes program receives \$3,040 (FTES based funding) marginal cost (45%).
- (g) Classes covered at full salary for full professors.
- (h) Benefits for full professors & clerical

B. A description of the ability of the institution to provide graduate student support, including teaching or research assistantships, fellowship eligibility, and financial aid.

The CSU system plans to have a 10% set-aside for student aid programs. Since students in the new doctoral program will be regularly enrolled students at California State University, Sacramento they will have access to the services available through the Financial Aid office. Every effort will be made to develop scholarship funds and financing arrangements.

Library Resources

Students and faculty in the doctoral program will have access to collections at the library; privileges will include access to electronic journals and databases subscribed to by the institutions, and access will be available both on-site and remotely. The university reference department provides services ranging physical location of texts to advanced research consultations. Instruction services include workshops and training in library research and resources, specialized sessions for specific classes at the request of instructors, and a variety of courses offered to enhance use of library holdings and online resources.

Access and use of print material will follow normal university processes: reserve reading room assignments, including electronic reserves, electronic software curriculum packages; the use of LOCUS, etc. No additional staffing or resources are expected. The library has extensive holdings in Education, Psychology, Business, Management, Sociology, Linguistics, Political Science, Anthropology, and Public Health. In addition, the students and faculty will have access to the Interlibrary Loan (ILL) service. In general, there are no fees for the ILL service, and materials are delivered to the library where the request originated within 1-2 weeks. Students and faculty also have access to: the CSU union catalog (a single catalog of all library holdings in all the CSU libraries); the 9-campus UC library system (research level collections at each campus); the California Digital Library (an electronic library initiative of the University of California system), and the resources of the Association of Research Libraries.

The students will have access to many general library services. Databases are available (partial list): ERIC; EbscoHost Academic Search Elite; InfoTrac Expanded Academic

Index; KRAUS Curriculum Development Library; Education Full Text; JSTOR; Project MUSE; Lexis-Nexis; PsycINFO; Sociological Abstracts; Social Sciences Citation Index; Linguistics and Language Behavior Abstracts; ABI/Inform. In addition, there is wireless technology, video conferencing, 24-hour computer labs, and laptop docking stations on campus.

Online Curriculum Library Services (OCLS) at Sacramento State is a service designed to assist faculty members integrate library resources into their web-based courses, and to help distance, remote, and online learners maximize their use of online library resources. OCLS staff

members work closely with faculty to expand and cultivate the skillful use of a wide array of online library resources and information technologies for the enrichment of teaching and learning. Given the nature of the proposed independent Ed.D. program, this will be a valuable resource for students, who are working professionals, to have working knowledge of online resources.

Library Materials Needed					
Category	Resource Name	Number	Baseline \$	One-Time \$	Library Priority
Books ¹		385 titles/year	\$12,285		Necessary
Journals - Electronic	Proquest Education Journals ²		\$28,000		Recommended
Journals	Various education journals, electronic preferred ³		\$2,000		Recommended
Databases	Dissertation Abstracts (Proquest) ⁴		\$5000		Necessary
Databases	Education Index Retrospective ⁵		\$236	\$ 11, 812	Necessary
Dissertations	Proquest/UMI Dissertations ⁶	20/year	\$600		Necessary
Total Baseline⁷			\$48,121		
Total One-time				\$11, 812	

The table estimates in the table are based on the following factors:

1. For an Ed.D. program, titles designated "advanced academic" and "professional" will be required. To provide this estimate, lists of "advanced academic" and "professional" titles available during the last fiscal year (7/05-6/06) were priced and costs of relevant books were totaled.
2. Proquest Education Journals will provide full-text coverage of more than 600 education journals (approximately 350 not included in the Full-Text package already licensed by the Library).

3. Estimate for specialized journal subscriptions (electronic preferred) that would be heavily used by these students and would generate repeated and significant numbers of ILL requests if not owned.
4. The Proquest version allows view of the first 24 pages of the dissertation full-text.
5. This one-time purchase (with small annual access fee) will extend our current Education Abstracts product back to 1929. Ed.D. students will need this tool to discover older literature, including much not covered by the ERIC database, in their subject area.
6. This estimate is based on current dissertation purchase figures.

D. A description of the intended method of funding the additional costs (including fee structures, internal reallocation, and external resources) and effects of the method of funding on existing programs. (*Note: Section 66040.5(a) of the California Education Code states, "Enrollment in these {Ed. D.} programs shall not alter the California State University's ratio of graduate instruction to total enrollment, and shall not come at the expense of enrollment growth in university undergraduate programs.*)

Computing, Equipment, Facilities & Other Costs

The students being recruited for this doctoral program are mid-career professionals who have access to an array of computing resources as a matter of course in their employment setting. Our experience in the joint program has been that every student has a laptop that they bring to class. The joint program uses "smart classrooms" that are used for current university courses. The hardware needs of faculty are met as a matter of course as they are employed in their departments. Current faculty members on campus have offices and computers. New faculty members are provided these resources as a matter of course by the university. The President and the Provost and Vice President for Academic Affairs support the program and have committed to provide the resources necessary for the development and operation of the degree program. The details of resources are outlined in the budget projections. The resources generated by the program will be reinvested into the program and support services related to the program. The operations of this program will not interfere with the operation of undergraduate programs in the College of Education.

X. Detailed Statement of Requirements for the Degree

A. Criteria and Standards for Candidate Admission

The Ed.D. Program may admit candidates who meet the academic requirements for the Ed.D. 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, postsecondary, 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 will be granted on a competitive basis.

In any one academic year, a limited number of students may be admitted on an exception basis without meeting one or more of the requirements established for the Ed.D. program. The number of exceptional admissions shall not exceed 15 percent of those students regularly admitted to the campus' Ed.D. program. The intent of this exception provision is to provide for students who demonstrate particular strength in the qualities and characteristics sought for public school or community college leadership and who, at the time of seeking admission to the Ed.D. program, do not meet all the specified requirements.

B. Criteria for continuation in the program

Students must 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 successive terms to be considered in good academic standing. They must also meet all the requirements of graduate students outlined in the university catalog.

Students who fall below a 3.0 grade point average in any 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 writing in accordance with policies established by the campus and based upon the recommendation of the Ed.D. Program Faculty.

To ensure that a decision to disqualify a student because of unsatisfactory academic progress is just, basic due process requirements will be met. Faculty will conduct a thorough review and consultation and will provide a written recommendation by the Ed.D. Program Director to the Graduate Division. The student may appeal the decision. A student who has been disqualified from the program will not be allowed to continue in the Ed.D. Program, enroll in doctoral level courses in the program, or register again in the Ed.D. Program without a formal application and re-admission to the university.

C. Unit Requirements

Each candidate will be required to successfully complete 60 semester units of coursework. The schedule of courses and corresponding units is shown in Table 3. Each of the first two years call for completion of 18 units during the regular academic year and 6 units during each summer session. The third year of the program calls for completion of the dissertation which will entail 12 units.

D. Fields of Emphasis

The three major themes of (1) Transformational Leadership, (2) Critical Policy Analysis and Action, and (3) Data-driven Decision Making with direct application to public elementary and secondary schools and community colleges will be the major focus of the program. Consequently, K-12 Educational Leadership and Community College Leadership will be the specific fields of emphasis in the California State University, Sacramento Doctorate in Educational Leadership and Policy program.

E. Required and recommended courses, including catalog descriptions of present and proposed courses and matrix demonstrating how the courses ensure inclusion of core curricular elements. Please use attached matrix, submitting a separate matrix for each Ed. D. specialization.

As noted earlier, a total of 60 semester units will be required for graduation from the California State University, Sacramento Doctorate in Educational Leadership and Policy program. The first two years of study entail 24 units of study including attendance in summer. The third and final year of study will be comprised of independent research and completion of the dissertation.

Table 6
Required Coursework in California State University, Sacramento
Doctorate in Educational Leadership and Policy Program

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 (3)	
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	

Each proposed course description and the matrix indicating how coursework ensures inclusion of the core curricular elements are included in the Appendix. A total of 18 courses are required for this program and each introduces, reinforces, or teaches advanced concepts specific to educational leadership and research.

F. Foreign language requirements, if any.

No requirement for the study of a foreign language will apply to this program.

G. Other activities required of students (e.g., internships)

No other activities such as internships will be required in this program.

H. Field examinations, written and/or oral, if any

No field examinations will be required in this program.

I. Qualifying examinations

Doctoral candidates will be given a qualifying examination by the end of the second year of the program. The Qualifying Examination will be administered at the end of the second year in the program sequence when the candidate's mastery of the essential of the core leadership and methodological elements can be fairly evaluated and when the candidate is judged to be ready 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.

Membership of Qualifying Examination Committee

The qualifying examination committee evaluates the performance of the student on the examination. This committee will have three members: a committee chair and two faculty colleagues. The qualifying examination committee chair must be a tenured or tenure-track faculty member from the California State University, Sacramento Ed.D. Core Faculty Group.

The remaining two members of the Ed.D. program faculty must have primary affiliation with the California State University, Sacramento Doctorate in Educational Leadership and Policy program and at least one of whom must be a member of the core Ed.D Program Faculty. The third committee member may be an Affiliate Faculty who holds a position in a P-12 institution or a community college or other post-secondary education institution.

Vote of Qualifying Examination Committee

1. Unanimous agreement of the qualifying examination committee is required for the candidate to pass the examination.
2. Candidates who do not pass on the first attempt normally have only one opportunity to retake the qualifying examination. Four calendar months must pass before the second attempt.

Satisfactory progress further requires that the student pass all required examinations within two attempts.

J. Dissertation proposal

Passage of the dissertation proposal examination constitutes formal approval for the candidate to proceed with the dissertation research as proposed, subject to approval as necessary of the Institutional Review Board.

Ed.D. Dissertation Proposal Requirements

1. The student submits the Ed.D. dissertation proposal for approval following the procedures and format established by the campus Ed.D. Program Faculty.
2. The dissertation proposal will normally contain, at a minimum, a description of the problem, a review of the relevant literature, a statement of the research question, and a description of the research methodology.
3. The proposal must contain either (i) materials that have been already submitted to the Institutional Review Board regarding the proposed dissertation research or (ii) materials completed for submission to the Institutional Review Board to meet human subjects requirements.

Ed.D. Dissertation Proposal Examination

1. The dissertation proposal examination is ordinarily conducted by a three member committee that includes (i) two tenured or tenure-track members of the Ed.D. program faculty and (ii) one member who is an expert in educational practice or policy from California's preK-12 or community college/higher education.
2. The committee reviews the dissertation proposal and communicates formally in writing to the student (i) approval, (ii) approval with modifications, or (iii) lack of approval. The committee may require that the student present the proposal orally to the committee and respond to committee members' questions about the proposal.
3. In the case of approval with modifications or lack of approval, the committee will communicate to the student in writing the process and expectations for resubmission.
4. If the student is required to resubmit the proposal, the committee will review the revised proposal and communicate the outcome to the student in writing.
5. The student must receive written approval of the proposal by the committee and written notification by the Institutional Review Board that human subjects review requirements have been met in order to proceed with the formal conduct of the dissertation research.

K. Dissertation

The focus of the third academic year of study will be the student's dissertation research and preparation of the dissertation. The conduct and presentation of the dissertation will conform with the proposal as approved by the Advancement to Candidacy Committee.

This culminating work may cover any of a wide range of topics and utilize research methods.

Ed.D. Program Dissertation Guidelines

Framework for Ed.D. Dissertation Research: The dissertation research will normally focus on a significant professional problem or issue and have the potential to contribute—generally or in the context of a particular educational institution—to improvement of public K-12 or community college/higher education.

1. Work in support of the dissertation is embedded throughout the Ed.D. curriculum. However, formal dissertation research is subject to passage of the dissertation proposal examination specified in (1) (C) above and human subjects approval by the Institutional Human Subjects Review Board.
2. The dissertation must demonstrate a strong scholarly and professional foundation of knowledge on the part of the candidate and the ability to apply this knowledge to rigorous study of K-12 or community college/post-secondary education.

Dissertation Committee Chair

1. The dissertation committee chair must be a tenured or tenured-track faculty member on the campus administering the Ed.D. program and will normally be a member of the Ed.D. Faculty group. If, due to unusual circumstances, a tenured or tenure track faculty member on the campus who is not a member of the Ed.D. Faculty group is proposed as dissertation committee chair, special approval must be obtained in accordance with procedures established by the Ed.D. Faculty group and the Graduate Division.
2. The dissertation committee chair is normally the student's advisor and provides primary supervision for the dissertation research.
3. Upon request by the student or the dissertation committee chair and upon the approval of the program director, the dissertation committee chair may be changed. The Graduate Division must be notified of such change.

Dissertation Committee Membership

1. The dissertation committee consists of a minimum of three voting members, including the chair. Each member will ordinarily assist in providing guidance and supervision for the dissertation.
2. Two members are ordinarily tenured or tenure-track faculty of the CSU campus administering the Ed.D. degree program.
3. At least one member is ordinarily an expert in educational practice or policy from California's P-12 schools or community colleges/higher education.
4. With the approval of the program director and the Graduate Division, a tenured or tenure-track faculty member from another CSU campus or other institution of higher education may substitute for one of the members described in (3) (B) if the individual possesses special expertise relevant to the candidate's dissertation research.

Process for Appointment of Dissertation Committee

1. The student and advisor together propose members of the dissertation committee.
2. The proposed membership of the committee is forwarded to the Program Director.
3. The Program Director, upon review and approval of the proposed membership, appoints the dissertation committee.

Institutional Review Board Approval of Ed.D. Research

1. Appropriate Institutional Human Subjects Review Board (IRB) approvals must be received in order for dissertation research that involves human subjects to be conducted.
2. The dissertation committee chair is normally the faculty member who signs the IRB forms and works with the student to ensure that human subjects review requirements are met on a timely basis.
3. Failure to obtain required IRB approvals prior to collection of data on human subjects may disqualify a student from making any use of those data.

Nature of the Ed. D. Written Dissertation

1. The Ed.D. dissertation is the written product of the research undertaken in accordance with the approved proposal.
2. The dissertation will state the research problem and question(s), describe the primary theoretical perspectives of the research, identify the major assumptions, explain the significance of the undertaking and relate it to the relevant scholarly and professional literature, describe the research methods, the sources for and methods of gathering data, the approaches used for analyzing the data, the findings based on the analysis of the data, and the conclusions or recommendations.
3. The dissertation will reflect original analysis and independent, critical thought.

L. Final Examination Oral Defense of Dissertation

During the final oral examination the candidate defends the dissertation. The dissertation defense will address the theoretical and conceptual background, relevant literatures, data collection techniques, data analysis strategies, and results and implications concerning the question(s) studied.

1. The final examination will be an oral examination during which the candidate defends the dissertation. This examination will be administered by the dissertation committee.
2. Unanimous agreement of the dissertation committee is required for approval of the dissertation and recommendation that the Ed.D. degree be conferred.
3. In the event that the dissertation committee requires substantive changes to the dissertation, the final vote of the committee will be postponed until the changes are completed.

Submission of the approved dissertation is the last step in the program leading to the award of the Ed.D. degree.

Submission of the Written Dissertation

1. The dissertation must be submitted to the Graduate Division by the specified deadline in the semester or quarter in which the degree is to be conferred.
2. The dissertation format must conform to the campus' approved dissertation manuscript requirements.

M. Other demonstration of student competence, if any.

None.

N. Sample program

Table 5 above shows the sequence of courses and major examinations needed to graduate from the California State University, Sacramento Doctorate in Educational Leadership and Policy Program. Following are brief descriptions of each course.

Year 1, Fall Semester (9 units)

- ***Transformational Leadership (3 units)***: This course is designed to engage students in understanding, implementing, and evaluating strategic leadership practices based on various theories, models, and approaches for achieving organizational transformation. Students will become skilled facilitators of the organizational transformation process by initiating, implementing, sustaining, and evaluating transformation/change efforts. Students will build a solid foundation through the integration of theory and practice in order to implement a planned change process in their home institution.
- ***Policy and Practice for Educational Leaders I (3 units)***: This course develops in students the skills for informed analysis of educational policy in order to positively influence the educational policy in the K-12 or community college setting. In addition to studying the historical perspectives pertaining to educational policy, practice, and reform, students will investigate the mission of public education. Students will also study governance and inter-governmental relations through contemporary policy development with particular reference to current law, local board policy, shared governance, and working with a variety of constituencies.
- ***Data-driven Decision Making in Educational Leadership (3 units)***: This course studies the use of quantitative and qualitative data by K-12 and community college leaders to improve student and organizational outcomes. Students will develop enhanced data literacy and analytical

skills to facilitate data-based decision making in the identification of problems and development of solutions and evaluation plans. General concepts and techniques of data analysis, generation, and presentation will be learned with specific application to educational issues including program assessment and evaluation, resource planning and allocation, and strategic planning.

Year 1, Spring Semester (9 units)

- ***Community and Communication in Educational Leadership (3 units):*** This course presents theories and frameworks concerning organizational, interpersonal, and cross-cultural communication in educational and community contexts. The coursework includes developing written and verbal skills for specific contexts, including strategic planning, evaluation, presentations, formal and informal texts, technology, crisis management, and public relations. Through research and practical application, the course will enhance communication skills needed for creating inclusive systems and positive results for all stake-holders.
- ***Diversity and Equity in Complex Organizations (3 units):*** This course is design to engage students in self introspection of awareness and advocacy in applying theoretical frameworks and research to promote equitable, excellence in schooling. Students will demonstrate the ability to develop cross-cultural relationships across multiple constituents for the purpose of improving student performance and promoting social justice. Students will develop the capacity to be courageous change agents in assuring academic excellence for all students.
- ***Quantitative and Qualitative Research Methods I (3 units):*** This course will introduce educational leaders to concepts in qualitative, quantitative, and mixed-methods research in preparation for conducting independent research. This course will enable students to critically understand research methodology and apply it appropriately to various educational issues. Course topics will include the framing of research questions, identifying data and data sources, and using theory in the design process. This course will enable educational leaders to critically understand research methodology and apply it appropriately and effectively to educational issues.

Year 1, Summer Session (6 units)

- ***Curriculum and Instruction (3 units):*** This course presents curriculum and instruction from a leadership perspective within the contexts of K-12 schools and community colleges. Students examine contemporary issues in school curriculum, including policy initiatives and reform efforts affecting curricular decision-making. The course prepares students to

analyze and design appropriate strategies for implementing and evaluating DISTRICT AND school curricula, and to investigate implications of the curricula for educational programming. Students also learn specific foundations and procedures for professional development that have well-documented effects on student achievement.

- ***Human Resource Management (3 units):*** This course examines how to manage human resources effectively in the dynamic legal, social, and economic environment currently impacting educational institutions. Topics included are: formulation and implementation of human resource strategy, job analysis, methods of recruitment and selection, techniques for training and development, performance appraisal, compensation and benefits, and evaluation of the effectiveness of human resource management frameworks and practices. Class participants will be expected to demonstrate understanding of Human Resource Management (HRM) competencies through assignments, exercises and case analyses.

Year 2, Fall Semester (9 units)

- ***Organizational Leadership and Change (3 units):*** This course builds and expands on candidates' knowledge of systems thinking, personal and organizational behaviors, and leadership approaches to the change process. Candidates will demonstrate ethical thinking and action in organizational settings by re-conceptualizing leadership roles and organizational structures. In coursework and related fieldwork component students will apply concepts and theories to improving their respective educational institutions. The course is highly practical and applied in nature, and it invites the student to dig deeply into some of the most pressing areas in the field. Among the interactive pedagogies used in this course are: case studies, experiential exercises, dialogues, and group activities.
- ***Policy and Practice for Educational Leaders II (3 units):*** This seminar is designed to engage students in critical analyses of policy at the local, state, national, and international levels. Specific California and federal policy environment structures and processes will be examined. Students will learn about how public policy is generated, potential consequences, ethical dilemmas, social justice, and equity issues.
- ***Quantitative and Qualitative Research Methods II (3 units):*** The course will focus on the design, conceptualization, interpretation, and application of qualitative, quantitative, and mix-method research procedures. This course will also help students acquire skills and gain knowledge in using a wide range of methodological and analytical research techniques with an eye towards students' dissertation projects and field application in educational leadership.

Year 2, Spring Semester (9 units)

- ***Student Services in Education (2 units):*** This course will provide a comprehensive insight into the student services. It addresses both practical and theoretical perspectives intended to build a sense of vision and passion to transform the profession of student affairs and leadership. In particular, the course examines four distinct arenas: 1) historical and philosophical foundations of student affairs and leadership 2) management and organizational issues, 3) essential skills and professional development in building an equitable organization, and 4) the synthesis of practice and theory
- ***Finance and Budget for Educational Leaders (2 units):*** This seminar analyzes two related topics with respect to public educational institutions: funding and internal budget management. The course provides a state and national overview of the economics and finance of K-12 and higher education, including private and public benefits of education, methods of financing public education, and contemporary policy issues regarding school and college finances. The course will also focus on how educational leaders can most effectively manage resources to further the vision, goals, and philosophy of the organization.
- ***Legal Issues for Educational Leaders (2 units):*** Educational leaders at the highest levels of influence and responsibility must be thoroughly familiar with both the laws that govern their educational institutions as well as the complex political, legislative, and cultural forces that shape these laws. A major emphasis in this joint doctoral program is also on influencing the legislative and policy formation process towards positive educational change. Educational leaders must also understand how federal, state and local laws, policies, practices, case law, and precedent all interact in today's educational institutions.
- ***Issues in Educational Leadership: Application and Synthesis (3 units):*** This problem based seminar integrates the three themes of the program. The seminar includes conducting a review of the literature that will later be integrated into the candidates' proposal. In addition, each student will study and select theoretical frame/s that supports their doctoral topic. Students will also work in teams formed by research interests. They will present findings to classmates in forums that they facilitate and they will critique each other's work. The rationale for the course is two fold: 1) to prepare the students for their qualifying exams, and 2) to integrate proposal preparation into the coursework. The teams will work with each other in a format that builds upon prior knowledge and increases leadership potential.

Year 2, Summer Session (3 units)

- ***Dissertation Proposal Seminar (3 units)***: This course provides faculty and peer guidance in preparation of material to develop the dissertation proposal. Students will be guided in the clarification of dissertation topic, familiarization with the relevant literature, and the development of a sound methodology. Students will learn how to critically analyze and provide constructive criticism to key research components proposed by others. At the end of the course, students are expected to complete the first three chapters of their dissertation in anticipation of their dissertation defense.

Year 3, Fall Semester (6 units)

- ***Dissertation I (6 units)***: Each candidate will work with a dissertation advisor (dissertation committee chair) to conduct independent research leading to the completion of a dissertation. Twelve units of dissertation study will be required for completion of the program.

Year 3, Spring Semester (6 units)

- ***Dissertation II (6 units)***: Each candidate will work with a dissertation advisor (dissertation committee chair) to conduct independent research leading to the completion of a dissertation. Twelve units of dissertation study will be required for completion of the program.

O. Normative time from matriculation to degree, normative time for pre-candidacy and candidacy periods, and incentives to support expeditious time-to-degree

The Ed.D. program is designed for completion of the degree requirements within three (3) calendar years (two semesters per academic year and summer study). The California State University, Sacramento Educational Leadership and Policy Ed.D. program is designed to allow completion of degree requirements within three (3) calendar years and four and a half calendar years (four years and one semester or two quarters) will normally be acceptable.

Total time to qualifying examination and advancement to candidacy will not exceed three (3) years unless there are mitigating circumstances and the Ed.D. Program Faculty has approved the extension; such extension normally may not exceed one year.

Total registered time is not expected to exceed five (5) years, and extension beyond this period requires approval by the Ed.D. Program Faculty.

Extension of the period for degree completion beyond the period of five (5) years is normally granted to students in good academic standing, not exceed a two (2) year period. Continuation each term after the extension is granted requires determination of satisfactory progress by the Ed.D. Program Faculty.

Extension of the period by more than two years can be granted only under special circumstances and based upon criteria established by the Ed.D. Program Faculty. Such extension requires (a) special approval in accordance with the procedures established by the campus and (b) evidence that the student has maintained currency in the field, including demonstrated currency in literature, coursework, and research.

Satisfactory Progress Toward Degree

Each Ed.D. student is expected to maintain satisfactory progress toward the approved academic objectives as defined by the Ed.D. Program Faculty and the University.

The student is expected to make satisfactory progress in accordance with the Ed.D. cohort structure and program of study through the time of Advancement to Candidacy. This requires that the student complete all courses and examinations satisfactorily and Advance to Candidacy within the period for each specified by the Ed.D. Program Faculty.

Satisfactory progress further requires that the student pass all required examinations within two attempts.

P. Provisions for accommodating the enrollment of professionals who are working full time.

The program is planned to meet the needs of working professionals who are engaged in the profession of education. Accordingly, the program will incorporate a variety of innovative measures to facilitate student access. These consist of scheduling courses on a year-round basis, utilizing alternative course formats, including intensive, “in-residence” summer seminars and possibly all-day Friday/Saturday on-campus meeting times, and encouraging students to use their job-related problems as topics for research assignments. The majority of the program classes will be held on the campus of California State University, Sacramento. However, proactive efforts will be made to have partner institutions in public schools and community colleges host classes as appropriate.

Q. Special arrangements for delivery of instruction, where applicable.

The program will provide for special arrangements for delivery of instruction whenever applicable. Such instances may entail the provision of technology to facilitate the teleconferencing of special events and guest speakers or special scheduling of classes at state offices to participate in legislative action on pending education legislation..

XI. Special provisions for Administration of a Multi-campus Program.

California State University, Sacramento will be operating this program independently. At this time, no special provisions for administration of a multi-campus program are required.

XII. Assessment and Accreditation

The California State University, Sacramento Doctorate in Educational Leadership and Policy will undergo the normal five-year program review that is required as part of all graduate programs at California State University, Sacramento. In addition, the program will undergo any other applicable reviews affecting the College of Education such as those conducted by the National Council for Accreditation of Teacher Education (NCATE) or the California Commission on Teacher Credentialing (CCTC).

Built into the timeline of this proposed doctoral program are five program assessment meetings each year to assess the on-going implementation and status of the program. These meetings are designed for faculty and advisory members to monitor and evaluate student enrollment, retention, progress, and overall program implementation. From the first meetings in Year 1, a structured plan for systematic data collection will be developed to inform the California State University, Sacramento community. The assessment plan will not be fully implemented until after the first cohort graduates.

The California State University, Sacramento Ed. D. Program Director and/or Associate Director will participate in any system wide program evaluation meetings to ensure that the necessary measures and data needed for the system wide program evaluation and for Education Code 66040.7 are integrated into the campus assessment plan.

Plan for Assessing Achievement of Student Learning Objectives

Data from three primary sources will be used to assess the degree to which students meet the specified student learning objectives: (1) student work, (2) instructor observations, and (3) student feedback and evaluations. As mentioned earlier, five program assessment meetings are scheduled annually and provide regular and frequent opportunities for faculty to critically analyze achievement data and the efficacy of assessment measures.

A total of 19 Core Curricular Elements are reflected in the California State University, Sacramento Doctorate in Educational Leadership and Policy program. These elements are taught through the program's courses and shown in a matrix (see Appendix). This matrix will be one tool that program faculty can use to map and assess how well students and the program have met the established learning objectives.

Semester-end meetings with each cohort will also provide information regarding learning objectives. These face-to-face meetings between the student cohorts and the faculty will provide important information regarding achievement of student learning objectives and program delivery. By scheduling such meetings at the end of each term allows for faculty to address students concerns and issues in a timely fashion. It also allows for program adjustments as needed.

XIII. Student Support

A plan has been created and a handbook for students in the proposed program will be distributed, as required by Title 5, California Code of Regulations, Section 40511, at the student orientation.

Objectives of Advisement of Ed.D. Candidates

Advisement by university faculty is governed by the principle that enhancing the academic and professional development of students in the Ed.D. program is a central purpose of the program and goal of the faculty. Advisement by university faculty is aimed at: (i) promoting a well-planned and efficient Ed.D. course of study that can be completed within three years by working professionals; (ii) providing academic discussion and dialogue that fosters embedding of dissertation research within each component of the curriculum; (iii) providing expert supervision to Ed.D. candidates in the conduct of rigorous dissertation research; (iv) providing guidance and information fostering professional development; and (v) facilitating advocacy on behalf of students and their needs.

First Year Advisor

During the summer, prior to the start of the Ed.D. Program, each incoming student will be assigned a faculty advisor. These assignments take into account mutual areas of scholarly interest; however, they are primarily seen as a “starting point” whereby students can access faculty resources for procedural matters and questions, facilitating contact with other faculty, and so forth. If for any reason the student or advisor should decide that another advisory arrangement is necessary during the first year, reassignments can be made. This simply requires that the student or advisor inform the Program Director via a memo or email. It is assumed, of course, that the person initiating the request has informed all parties affected and discussed with them the reasons for the change.

Experience to date indicates that the student/advisor relationship is an important component of the student's overall experience in the program. Advisors variously assist students to clarify and further define their substantive interest, identify supportive academic resources and services, gain information about and linkages with community resources, and develop an awareness of the doctorate culture and the academic community. Because the Ed.D is an intense three year program, the advice and counsel of the advisor is extremely important to students in advising in curriculum matters, anticipate requirements, and plan effective use of their time. At the end of year one in the program, the Program requires annual academic evaluations of each doctoral student. To that end, end-of-the-year written summaries must be completed by the advisor and student together.

At the end of a student's first year in the program, an electronic advising checklist form is distributed via email by the Program Director. Completed advising checklists are emailed back to the Program Director who keeps them on file. In subsequent years, the Program

Director emails the files to the student and advisor who meet to update the advising checklist with information from the most current year. These year-end advising sessions are intended to foster planning discussions that help the student's program development in addition to resolving concerns or problems that may have arisen during the academic year.

Peer Advisor

Each year, starting with the second cohort, the incoming cohort (1st year students) will also be matched up with peer advisors from volunteer students in earlier cohorts of the program. These peer-advisors are available for phone and email conversations during the summer before students enter the program and to help with the returning-to-school transitions during the first year.

First Year Instructors

The Doctoral Steering Committee convenes a meeting of first-year instructors at the end of the fall semester or early in the spring to discuss their collective impressions of first-year students. The goal is to help identify any special needs that may have been overlooked in individual courses. The focus is not as much on specific course content as on meta-skills—e.g., conceptualization and writing skills and analytic reasoning and critical thinking skills—and the continuing match of student interests with faculty resources.

Mentoring

There is overlap among the functions of advising, monitoring, and mentoring. However, because we see mentoring as crucial to a smooth coherent training experience, role socialization, and the development of independent practitioners and researchers who are skilled insightful and confident, we pay explicit attention to mentoring functions. Mentors will consist of core faculty teaching in the Program, as well as Professionals from P-12 and/or community college partners. Mentors will be identified for each doctoral student, or can be identified by students themselves. It is essential that the individual who is primarily identified as the mentor remain pivotal and actively engaged with the student, coordinating and assisting her or his research training experience.

Second Year Advising

Second year and beyond: When a Supervisory/Dissertation Committee is established, typically early in the second year, the Chair of this committee becomes the student's primary advisor or in some cases co-adviser. The Program Director is responsible for normal graduate advising functions and procedures that follow established campus graduate standards and requirements. The Academic Advisor serves as the Dissertation Committee Chair and provides the primary supervision of the candidate's dissertation research. The Academic Advisor is the faculty member who sponsors the candidate's submission to the campus Institutional Review Board for approval of Human Subjects Research.

Dissertation Writing Seminar

The Applied Dissertation and Writing Seminar is designed to help students navigate the process, successfully complete the work of, and support each other through the final stages of the doctoral program. In the fall and spring of year 3 of the California State University, Sacramento Doctorate in Educational Leadership program, all students will be provided support through this optional seminar to help candidates in the cohort to complete the dissertation and be able to defend it by the end of summer of the third year.

XIV. Draft Catalog Copy – Form A documents (Writing Team)

EDD 600. Transformational Leadership (3)

This course is designed to engage students in understanding, implementing, and evaluating strategic leadership practices based on various theories, models, and approaches for achieving organizational transformation. Students will become skilled facilitators of the organizational transformation process by initiating, implementing, sustaining, and evaluating transformation/change efforts. Students will build a solid foundation through the integration of theory and practice in order to implement a planned change process in their home institution.

EDD 601. Organizational Leadership (3)

This course builds and expands on candidates' knowledge of systems thinking, personal and organizational behaviors, and leadership approaches to the change process. Candidates will demonstrate ethical thinking and action in organizational settings by re-conceptualizing leadership roles and organizational structures. In coursework and related fieldwork component students will apply concepts and theories to improving their respective educational institutions. The course is highly practical and applied in nature, and it invites the student to dig deeply into some of the most pressing areas in the field. Among the interactive pedagogies used in this course are: case studies, experiential exercises, dialogue and group activities.

EDD 602. Policy and Practice for Educational Leaders I (3)

This course develops in students the skills for informed analysis of educational policy in order to positively influence the educational policy in the K-12 or community college setting. In addition to studying the historical perspectives pertaining to educational policy, practice, and reform, students will investigate the mission of public education. Students will also study governance and inter-governmental relations through contemporary policy development with particular reference to current law, local board policy, shared governance, and working with a variety of constituencies.

EDD 603. Policy and Practice for Educational Leaders II (3)

This seminar is designed to engage students in critical analyses of policy at the local, state, national, and international levels. Specific California and federal policy environment structures and processes will be examined. Students will learn about how public policy is generated, potential consequences, ethical dilemmas, social justice, and equity issues.

EDD 604. Data-based Decision Making in Educational Leadership (3)

This course studies the use of quantitative and qualitative data by K-12 and community college leaders to improve student and organizational outcomes. Students will develop enhanced data literacy and analytical skills to facilitate data-based decision making in the identification of problems and development of solutions and evaluation plans. General concepts and techniques of data analysis, generation, and presentation will be learned

with specific application to educational issues including program assessment and evaluation, resource planning and allocation, and strategic planning.

EDD 605. Quantitative and Qualitative Research Methods I (3)

The course will focus on the design, conceptualization, interpretation, and application of qualitative, quantitative, and mix-method research procedures. This course will also help students acquire skills and gain knowledge in using a wide range of methodological and analytical research techniques with an eye towards students' dissertation projects and field application in educational leadership.

EDD 606. Quantitative and Qualitative Research Methods II (3)

This course will introduce educational leaders to concepts in qualitative, quantitative, and mixed-methods research in preparation for conducting independent research. This course will enable students to critically understand research methodology and apply it appropriately to various educational issues. Course topics will include the framing of research questions, identifying data and data sources, and using theory in the design process. This course will enable educational leaders to critically understand research methodology and apply it appropriately and effectively to educational issues.

EDD 607. Community and Communication in Educational Leadership (3)

This course presents theories and frameworks concerning organizational, interpersonal, and cross-cultural communication in educational and community contexts. The coursework includes developing written and verbal skills for specific contexts, including strategic planning, evaluation, presentations, formal and informal texts, technology, crisis management, and public relations. Through research and practical application, the course will enhance communication skills needed for creating inclusive systems and positive results for all stake-holders.

EDD 608. Diversity and Equity in Complex Organizations (3)

This course is design to engage students in self introspection of awareness and advocacy in applying theoretical frameworks and research to promote equitable, excellence in schooling. Students will demonstrate the ability to develop cross-cultural relationships across multiple constituents for the purpose of improving student performance and promoting social justice. Students will develop the capacity to be courageous change agents in assuring academic excellence for all students.

EDD 609. Human Resource Management for Educational Leaders (3)

This course examines how to manage human resources effectively in the dynamic legal, social, and economic environment currently impacting educational institutions. Among the topics included are: formulation and implementation of human resource strategy, job analysis, methods of recruitment and selection, techniques for training and development, performance appraisal, compensation and benefits, and the evaluation of the effectiveness of human resource management frameworks and practices. Class participants will be expected to demonstrate understanding of Human Resource Management (HRM) competencies through assignments, exercises and case analyses.

EDD 610. Curriculum and Instruction Issues for Educational Leaders (3)

This course presents curriculum and instruction from a leadership perspective within the contexts of K-12 schools and community colleges. Students examine contemporary issues in school curriculum, including policy initiatives and reform efforts that affect curricular decision-making. The course prepares students to analyze and design appropriate strategies for implementing and evaluating district and school curricula, and to investigate the implications of the curricula for educational programming. Students also learn specific foundations and procedures for professional development that have well-documented effects on student achievement.

EDD 611. Legal Issues for Educational Leaders (2)

This course examines key legal issues that govern daily and long-range decisions of educational leaders. The course focuses on understanding California and federal codes, case law, policies, and significant precedent and will emphasize analysis of key legal concepts and application of law to major areas including finance, personnel, risk management, curriculum, student services, teacher rights, torts, student rights, and access. The course also examines trends in law and the initiation and influence of educational law to positively influence educational institutions.

EDD 612. Student Services in Education (2)

This course will provide a comprehensive insight into the student services. It addresses both practical and theoretical perspectives intended to build a sense of vision and passion to transform the profession of student affairs and leadership. In particular, the course examines four distinct arenas: 1) historical and philosophical foundations of student affairs and leadership 2) management and organizational issues, 3) essential skills and professional development in building an equitable organization, and 4) the synthesis of practice and theory

EDD 613. Finance and Budget for Educational Leaders (2)

This seminar analyzes two related topics with respect to public educational institutions: funding and internal budget management. The course provides a state and national overview of the economics and finance of K-12 and higher education, including private and public benefits of education, methods of financing public education, and contemporary policy issues regarding school and college finances. The course will also focus on how educational leaders can most effectively manage resources to further the vision, goals, and philosophy of the organization.

EDD 614. Issues in Educational Leadership: Synthesis and Application (3)

This problem based seminar integrates the three themes of the program. The seminar includes conducting a review of the literature that will later be integrated into the candidates' proposal. In addition, each student will study and select theoretical frame/s that supports their doctoral topic. Students will also work in teams formed by research interests. They will present findings to classmates in forums that they facilitate and they will critique each other's work.

The rationale for the course is two fold: 1) to prepare the students for their qualifying exams, and 2) to integrate proposal preparation into the coursework. The teams will work

with each other in a format that builds upon prior knowledge and increases leadership potential.

EDD 615. Dissertation Proposal Seminar

This course provides faculty and peer guidance in preparation of material to develop the dissertation proposal. Students will be guided in the clarification of dissertation topic, familiarization with the relevant literature, and the development of a sound methodology. Students will learn how to critically analyze and provide constructive criticism to key research components proposed by others. At the end of the course, students are expected to complete the first three chapters of their dissertation in anticipation of their dissertation defense.

EDD 616 Dissertation I (6)

Each candidate will work with a dissertation advisor (dissertation committee chair) to conduct independent research leading to the completion of a dissertation. Twelve units of dissertation study will be required for completion of the program.

EDD 617 Dissertation II (6)

Each candidate will work with a dissertation advisor (dissertation committee chair) to conduct independent research leading to the completion of a dissertation. Twelve units of dissertation study will be required for completion of the program.