THE CAPITAL REGION ALLIANCE FOR EDUCATIONAL LEADERSHIP

Academic Program Proposal to Establish
A Program of Graduate Studies in Educational Leadership

Leading to the Award of the

DOCTORAL DEGREE IN EDUCATION (ED. D.)

To be granted jointly by
UNIVERSITY OF CALIFORNIA, DAVIS
&
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
AND SONOMA STATE UNIVERSITY

Submitted by the UC Davis/CSU
Joint Doctoral Planning Team

To the
GRADUATE COUNCIL OF THE UC DAVIS ACADEMIC SENATE

October 1, 2003
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The Capital Region Alliance for Educational Leadership
UC Davis/CSU Sacramento/Sonoma State University
Joint Ed.D. Academic Program Proposal

October 1, 2003

1. Introduction

This document describes the two-year effort of three universities, University of California, Davis, California State University, Sacramento and Sonoma State University, to develop a joint Ed.D. program known as the Capital Region Alliance for Educational Leadership or Capital Region Alliance. Formal permission to negotiate the joint doctorate was granted by both the UC and CSU systems in Summer, 2002. (See Appendix A for letters granting permission to negotiate.)

1.1 Aims and objectives of the program

Vision
The Capital Region Alliance for Educational Leadership is designed to produce exemplary educational leaders for schools and community colleges capable of envisioning and managing educational environments that promote learning, equity, and achievement for all students. By integrating educational theory, proven practice and leadership competencies into a real-world, problem-based curriculum, graduates of the program will be uniquely positioned to manage the complexities of educational organizations, affect school change processes, and shape the educational policies that bear on the practice of education in the public setting.

The three-year curriculum of the Capital Region Alliance is constructed to include four overarching and inter-related themes that are seen as integral to the academic and professional development of educational leaders. These are:

- Visionary Leadership and Management;
- Policy into Practice;
- Data for Decision Making; and
- Building Community in a Diverse Society.

Each course in the curriculum is tied to one of these themes and each is reinforced by tailored learning outcomes that promote student skill acquisition and accountability. As importantly, each course will utilize problem-based, case-study learning approaches that will ground the program in the realities of schools and community colleges. Applied research of this character will be designed to yield practicable solutions to contemporary educational problems, while concurrently helping students incorporate data and assessment practices into daily decision-making.
The Capital Region Alliance for Educational Leadership is intended primarily for working professionals. Using a cohort system, these individuals will rely on their collective experiences to supplement the formal learning process, and will be enrolled in a common sequence of core courses. After completing these core requirements as a cohort group, approximately half of the students will focus on education in the Pre-School – Grade 12 setting, while the other half will focus on the community college arena. Within each area of focus, students will have in-depth personalized interactions with faculty from all the participating institutions. Program delivery methods will include distance-based learning components to further support working professionals’ needs, and to introduce technology as an integral part of the learning process. In addition to these innovations, the program will use its unique access to the legislative and governance processes of the state capital, and the collective, complementary academic resources of each of the three participating universities, to enrich the learning environment and the curriculum. In sum, the Capital Region Alliance is envisioned as a dynamic professional training ground, essential to the next generation of California’s educational leaders. Drawing upon its curricular strengths, the combined teaching and research traditions of its three partner institutions, and its unique location in one of the fastest growing regions in Northern California, the Capital Region Alliance is determined to make a lasting difference in the educational excellence of California’s public schools and community colleges.

Program Objectives
The program is designed to provide students both theoretical and practical learning content that can be categorized within the following four, overarching themes:

Visionary Leadership and Management:

- Students will examine leadership and management practices within the educational setting by exploring the history and relationship of leadership theories, organizational systems and power, strategic thinking, vision and planning processes, ethical decision making, leadership in cultural contexts, and communication for diverse constituent groups. Each of these topics will also be applied to the process of change and reform within educational organizations.

Policy into Practice:

- Students will analyze educational policy processes and implications at the federal, judicial, state, regional, and local levels and analyze how these policy practices affect equity and social justice issues in education. Additionally, students will explore both the historical and current educational policy environment within California, and discuss its relationship to educational reform movements.
Data for Decision-making:

- Students will be able to understand the importance and use of data in decision making, analyze and employ various applied research methodologies and assessment practices in distinct situations, and communicate the implications and impact of research outcomes to policy audiences and stakeholders.

Building Community in a Diverse Society:

- Students will learn about multicultural education and the dynamics of diversity and culture in complex educational and community-based organizations, develop and apply cultural competence skills with diverse constituents, and acquire leadership skills for effective community building.

1.2 Historical development of the field and historical development of departmental strength in the field

Each of the partner universities has a distinguished reputation and a set of standards for providing exemplary quality graduate programs in the field of education. Accomplished faculty, high admissions criteria and abiding commitments to research and scholarly effort are all hallmarks of these institutions.

The partnering UC and CSU campuses are committed to providing the requisite campus resources for building a strong scholarly and professional foundation for this program. The combined faculty expertise in educational administrative leadership and policy at UCD, CSUS, and SSU is a noted strength of the proposed program. Importantly, key faculty have demonstrated their commitment to creating a program responsive to the changing needs of California education by actively participating in preliminary discussions and by agreeing to participate on the joint faculty planning team that will engage with community education leaders. All three campuses have taken recent actions to indicate their support for the new program. These actions are described below.

At CSUS, two academic departments will actively participate in the Capital Region Alliance--the Department of Public Policy and Administration, and the College of Education’s Department of Educational Leadership & Policy Studies. Also centrally involved is a policy research unit called the Institute for Higher Education Leadership & Policy. The Institute conducts applied policy research and sponsors leadership programs. Its principal focus is on community colleges.

Three new CSUS faculty with expertise in higher education have been hired for the 2002/03 academic year, signaling solid financial commitment of the campus administration. Other recent CSUS developments include a certificate program in community college leadership that began in fall, 2002, a new higher education leadership option within the Masters of Education, and a new two-course higher education elective series in the Department of Public Policy and Administration. Most significantly, the Institute for Higher Education Leadership & Policy was founded by former President Gerth in 2001 to give the CSUS campus a major role in issues of
higher education leadership and policy in the state. The institute’s principal focus is on community colleges. Doctoral students will have rich opportunities to participate in externally funded research projects on key leadership and policy issues. The leadership and the faculty of both participating colleges and departments have been involved in the planning and are fully supportive of the proposed program.

The CSUS Department of Educational Leadership & Policy Studies now comprises 12 full-time faculty members to help meet the growing demand for school administrators in the region. Strong interest in the department’s program is evidenced by the 225 students who enrolled for the Fall 2002 term to pursue either the Preliminary or Professional Administrative Services Credential in K-12. To help develop the higher education leadership component with the Institute for Higher Education Leadership & Policy, three new faculty have been hired during the last two years. Additionally, in Spring 2003, a new Master's in Higher Education Leadership was established by the Department of Educational Leadership and Policy Studies, designed to provide students with the knowledge, skills and values to become effective leaders in the field of higher education. The department remains committed to providing a quality program and has established a collaborative relationship with many local school districts to develop cohorts resulting in effective school administrators.

Sonoma State University’s program of educational leadership has shown a significant growth in the past year, nearly doubling in size. It has formed partnerships with local school districts and with the county office of education in promoting and carrying out its program. The School of Education has, over the past several years, secured significant grant funding to implement widespread technological innovations including distance learning. One such example is the funding and carrying out of the Light Bridge project, which brings a web-based learning environment to pre-service teacher education. The Capital Region Alliance intends to build on SSU’s current use of online course processes and advanced technologies in instruction. SSU has also formed partnerships with local school districts and county offices of education in designing courses and programs to meet local needs. This has included satellite learning centers, technological links to remote areas, and courses offered in the field. Given the fact that SSU serves a massive geographic area, and also given that there is a lack of major universities to the north, SSU has developed considerable expertise in outreach and service. This expertise includes considerable experience with both distance education and cohort learning communities both of which will be key components of the joint doctoral program.

SSU also has formulated a Community Advisory Committee to provide counsel on local and regional needs. One of these needs has been the identification and training of highly qualified educational leaders. In addition, the Educational Leadership program is developing closer links to other programs in the School of Education and to statewide initiatives such as the California Literacy Project and the California School Leadership Academy.

In formally establishing a School of Education as of July 2002, the University of California, Davis greatly increased its commitment to public education and the university’s role and mission of research, training, and service on behalf of California’s learners. The School of Education is a vehicle for bringing cutting-edge research and teaching practices to bear on the concerns of the highly diverse, growing rural and urban communities of the larger Sacramento/Central Valley.
The addition of 21 new faculty positions for a total of 35 ladder rank FTE faculty by 2008 permits UC Davis to create much needed new programs and participate in collaborations such as the Capital Region Alliance that focus on leadership development. This planned growth also ensures that the School of Education at UC Davis is committed to offering a wide range of academic programs that produce teaching and administrative leaders for P-12 and community colleges whose research will lead to improvements in teaching and learning in California.

UCD is simultaneously developing a new emphasis in educational policy through its creation of the Institute for Education Policy, Law & Government. To be launched within the year, the Institute will become a formal UC resource – and a base from which the Capital Region Alliance faculty and students can both study and apply issues with educational policy relevance, then translate their research studies into policy recommendations and informed decision-making.

Finally, UCD brings over ten years of valuable experience to this new venture acquired in operating its successful joint Ed.D. program with CSU Fresno. This work with the JDPEL program has, for example, provided insight into successfully mentoring full-time, working students, formulating curricula that meets their specific needs, and cultivating cohesion within a cohort. In addition, UCD is committed to sharing its faculty expertise in educational leadership through coursework and doctoral dissertation advising in its collaboration with Sonoma State and CSU Sacramento.

1.3 Timetable for development of the program, including enrollment projections

1.3.1 Program Planning Timeline

The following timeline describes the evolution of planning for the Capital Region Alliance, as well as the prospective timeframe for program implementation.


- May 2002: UCD/CSUS/SSU Joint Ed.D. Planning Team forms and begins discussion regarding the creation of a Joint Ed.D. program in Education Leadership. Attendees include individuals from CSUS, Sonoma State and UC Davis, ranging from Vice Presidents and Deans to Department Chairs and faculty.

- June 2002: California State University and University of California grant permission to negotiate.

- July 1, 2002: Planning Grant Proposal submitted to CSU/UC Joint Ed.D. Board

- August-September 2002: Regional needs assessment for the Ed.D. program is conducted. Development Grant Proposal written by faculty planning team.

- September 2002: Joint Doctoral Planning Team host a Regional Leaders half-day meeting for local P-12 and Community College leadership.

December 2002: Conference call held to discuss next steps on program design, faculty involvement, and timeline for Winter 2003 meetings in the development process. A half-day meeting at UC Davis in late December focuses on research and writing assignments for the Academic Proposal and Implementation Grant.

January 2003: The Joint Doctoral Planning Team holds a two-day meeting at CSU Sacramento to develop the academic proposal and implementation grant, in particular the curriculum and overall program themes. Fourteen participants from the three campuses begin to develop course descriptions, based on group work related to each of the four agreed-upon curriculum strands.

February 2003: The Planning Team meets for a day-long retreat at Sonoma State University to further discuss curriculum and the proposed Joint Ed.D. program of study. Sub teams are designated to address different aspects of the program structure.

Spring 2003: Two full day meetings of the Planning Team are held at UC Davis. Writing teams are designated and timelines established for completion of both the academic proposal and the implementation grant proposal over the next several months. The Team convenes again in late Spring to review a full draft of the proposal.

Summer 2003: The Capital Region Alliance Academic Program proposal is finalized following CCGA Handbook guidelines. First draft of Memorandum of Understanding is developed between UC and CSU regarding policies for decision-making, co-coordinator responsibilities, faculty participation, roles of deans and chairs, admission procedures, program advisement, residency, fees, courses and course requirements, examinations, dissertations, and program evaluation.

Late Summer 2003: Joint Doctoral Planning Team hosts a second Regional Leaders half-day meeting for local P-12 and Community College leadership to present an overview of the Academic Proposal and incorporate feedback into the final plan.

Academic and Administrative Implementation of the Program:
Fall, 2003 – Fall, 2004 (anticipated):

Fall 2003:

- Faculty Planning Team begins seeking approval of proposal on each of the three campuses, following the Program Review Process guidelines in the Handbook for the Creation of CSU/UC Joint Doctoral Programs. We anticipate all campus and university-level approvals to be received by the end of December 2003.

- Course approval process begins at each campus beginning Fall, 2003.
• Implementation Grant Proposal is submitted to CSU/UC Joint Ed.D. Board on October 1, 2003.

• Continue development of Memorandum of Understanding and bylaws regarding policies governing program, Fall 2003 through Winter 2004.

• Begin to recruit new faculty for UC Davis and Sonoma State beginning Fall, 2003.

• Curriculum Sub-team develops Course of Study for each term beginning with Summer 2004, including detailed syllabi.

• Capital Region Alliance Planning Team continues work on all administrative issues such as Memorandum of Understanding, developing publications and recruitment materials for the program, designing a website, publicizing the program and seeking student candidates and working with campus liaisons.

Winter 2004 (anticipated):

• The Joint Ed.D. Program begins approval process through the CCGA, the two-system CSU/UC Joint Ed. D. Board, and CPEC. (CPEC Questionnaire appears in Appendix G.)

• Western Association of Schools and Colleges (WASC) review of the new program is sought.

• If approved by UC Davis Graduate Division, conditionally select first student cohort of twenty pending final program approval of CCGA.

• Continue recruitment of new faculty for UC Davis and Sonoma State University.

• Finalize teaching assignments for late Summer 2004.

• Plan Spring 2004 meeting with new Regional Leaders Advisory Board.

• Establish Capital Region Alliance for Educational Leadership Program on final approval of program from CCGA, CSU/UC Joint Ed. D. Board, and CPEC.

Late Summer 2004/Fall 2004(anticipated):

• First student cohort projected to begin study in the Capital Region Alliance for Educational Leadership Program.
1.3.2 Enrollment Projections

In the first stage of the program, which is planned to begin in the late summer 2004, the program will admit a cohort of twenty (20) students. The acceptance of a smaller cohort for the first year (20 students instead of 24) will allow for a more manageable program as existing faculty members make the transition to the new program and as new faculty who are hired for the program begin their assignments.

In year two, which begins Summer 2005, a new cohort of twenty-four (24) students will be admitted to the program. The first student cohort will be entering its second year, bringing total enrollment to forty-four (44).

In summer 2006, the first cohort and second cohort enter their third and second years respectively. A third cohort of twenty-four (24) students will be admitted to the program. During the 2006-2007 academic year, the program will have a total of sixty-eight (68) students enrolled. When the program is fully implemented in 2007, a cohort of twenty-four (24) students will be admitted each summer. We expect the program will support an annual total enrollment of seventy-two (72) students, with twenty-four (24) students per cohort. The enrollment would be divided approximately equally between the P-12 and community college concentrations.

The implementation plan for enrollment is as follows:

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>Number of Students Admitted</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1, 2004</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Year 2, 2005</td>
<td>24</td>
<td>44</td>
</tr>
<tr>
<td>Year 3, 2006</td>
<td>24</td>
<td>68</td>
</tr>
<tr>
<td>Year 4, 2007</td>
<td>24</td>
<td>72</td>
</tr>
<tr>
<td>Year 5, 2008</td>
<td>24</td>
<td>72</td>
</tr>
</tbody>
</table>

It is expected that the attrition rate will be minimal because of the program’s built-in student support mechanisms (e.g., collaborative cohort model, district sponsorship and support, weekend classes and distance-based learning technologies). In addition, because of the anticipated size and strength of the applicant pool, students who are accepted into the program will likely be those who have the necessary availability and commitment to complete it.

1.4 Relation of the proposed program to existing programs on campus and to the campus Academic Plan

Each of the three partnering universities has a rich tradition of involvement in supporting public education through scholarship, teaching and community relationships. The following information details the strategic positions and academic relationships of each university to the new Capital Region Alliance program.
University of California Davis
Campus commitment to the field of education was enhanced and formalized when the UC Regents approved the creation of the UC Davis School of Education in July 2002. The important mandate for the new School of Education is to grow its programs for the preparation of teachers, develop researchers with strong links to practitioners, and develop professional degrees, particularly the Ed.D., to serve the K-12 and community college needs in the northern California region. The University has committed significant resources over the next five years to more than triple the size of the Education faculty.

UC Davis has one of the longest running and most successful Joint Doctoral Programs in Educational Leadership in the state, by means of its joint program with CSU Fresno developed to serve students in the Central Valley. With the huge need to provide leadership training in the northern region from Sacramento north to Sonoma west, UC Davis has undertaken the development of the Capital Region Alliance for Educational Leadership. This new program will begin to meet the needs of local and regional leaders seeking doctoral-level training, while simultaneously addressing the Fall 2001 call from the UC and CSU systems to increase the development and implementation of joint doctorates in education.

This proposed doctorate does not compete with other Ed.D. programs in the UC or CSU systems, or any other program on the UC Davis campus. No other existing or proposed program specifically prepares leaders for P-12 and community colleges within this geographical corridor.

California State University, Sacramento

The Capital Region Alliance offering would help meet the CSUS mission statement to further enhance the intellectual life of the campus and, more significantly, serve to “advance students’ educational achievements and prepare them for professional and leadership positions throughout the region and in society.” In particular, the proposed Capital Region Alliance is aligned with the following goals of the CSUS Strategic Plan:

- 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; and

- 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.
The proposed joint doctorate builds upon existing programs at CSUS to meet an urgent regional need for educational leaders. CSUS’s College of Education has a rich history of training a large and diverse corps of public school teachers and administrators in northern California. CSUS has 245 students currently enrolled in the Preliminary and Professional Administrative Services Credential Program. The program provides the option for students to earn a Master’s Degree in educational leadership in conjunction with their credential. The emphasis of the educational leadership program is to prepare school-level leaders skillful in improving student achievement and managing effective organizations while being responsive to the needs of a diverse community and the challenging demands by the state for accountability. The joint doctorate extends those opportunities to the highest levels of administrative leadership and builds upon the new higher education option within the department to build leadership capacity for the entire P-14 spectrum. In addition, with its particular focus on policy and data competencies, the joint doctorate builds upon the strengths of the CSUS Masters Program in Public Policy Administration and its new emphasis on higher education, enhanced by its affiliation with the Institute for Higher Education Leadership & Policy.

Additionally, the Community College Certificate program offered beginning Fall 2002 by CSU Sacramento will serve to enhance the pool of administrative candidates in the area’s community college system. As with the P-12 sector, many have expressed interest in a doctoral program. The Capital Region Alliance joint doctoral program will serve to increase the number of executive educational leaders within the northern California region to meet the current pedagogical and organizational challenges presented in P-12 and community college education.

Sonoma State University

The Capital Region Alliance for Educational Leadership is consistent with Sonoma State University’s mission to prepare students to be active citizens and leaders in society, while fulfilling its obligation to serve as an educational and cultural resource for individuals in the surrounding communities. A program such as this will educate current and future societal leaders of schools and community colleges in the region. It will provide opportunities for many graduates of the CSU system and other universities who previously trained as teachers, counselors and administrators to continue their studies in the more advanced stages of their careers and to assume leadership roles in their school districts or community colleges. The joint program, with its proximity to the state capital, will also offer significant educational components in the area of public policy in the field of education. This will afford the program the opportunity to be a leader in legislation and policy impacting education throughout the state.

The program meets the SSU Long Range Academic Planning goals for Graduate and Professional Education of fostering collaborative efforts between Sonoma State and professional communities or other institutions in its area or state. The very nature of SSU’s partnership with CSU Sacramento and UC Davis is a regional collaborative effort. The program draws on resources from each campus, including interdisciplinary faculty and administrative resources. In addition, regional leaders of school districts, community college, and universities have been consulted in formulating some of the basic tenets of the Capital Region Alliance and will
continue to be involved in discussions related to the needs of the community and the success of the program.

1.5 Interrelationship of the program with other University of California institutions, if applicable

The Capital Region Alliance for Educational Leadership program represents a unique opportunity for the Davis campus of the University of California, along with CSU Sacramento and Sonoma State, to bring its land-grant based mission of research, teaching, and service to bear on the underserved region of Northern California.

Through the regular meetings of the Deans and Directors from those UCs with Schools or divisions of Education, UC Davis has kept abreast of developments in all other UC programs and learned of potential opportunities for collaborative effort. While these meetings and relationships tend to be informal, they provide a ready means for sharing innovative curricular ideas, best practices and a shared commitment to work collectively in addressing statewide needs. No formal interrelationship with UC Berkeley or other UC institutions is anticipated.

1.6 Department or group which will administer the program

The CSU, Sacramento, SSU and UC Davis joint doctoral faculty for the doctoral program in Educational Leadership are organized to deliver a graduate program of instruction and scholarship leading to the Ed. D. in Educational Leadership, in conformance with academic and administrative regulations of the UC/CSU Joint Graduate Board and the Graduate Divisions of the University of California, Davis, CSU, Sacramento and Sonoma State University. The course offerings and research activities will be broadly based and will draw upon the interests and talents of students and doctoral group faculty members from the three partner institutions, as well as other institutions or agencies as appropriate.

The Capital Region Alliance is fully committed to and cognizant of the benefits of full participation by all three universities and their respective university communities. CSUS, SSU and UCD are developing a Memorandum of Understanding (MOU) to govern the operation and administration of the joint doctoral program. The MOU will establish procedures concerning all phases of the program, including admission, advising, program policy, and administration.

Authority, as detailed within this agreement, will be shared equally among the participating institutions. Specific accountability for all aspects of program administration will be assumed by the three principal campus administrators of the partner institutions (UC Davis Dean of the School of Education, Sonoma State University Dean of the School of Education and the Vice President for Academic Affairs at California State University, Sacramento). Meetings of the administrators will occur at least twice annually.

Co-coordinators for the program at each university will be appointed by their respective administrators and will be responsible for the day-to-day management of the program. The three co-coordinators will oversee the program implementation, quality and periodic review. As well, they will be responsible to consult with the joint doctoral faculty for curricular matters including
1.7 Plan for Evaluation of the Program within the offering department(s) and campus wide

The joint doctorate in education leadership program will be evaluated using two principal measures. First is the program’s overall concurrence with the existing guidelines established by the CSU/UC Joint Graduate Board which pertain to the Joint Doctoral Program, any superceding guidelines which may be approved in the future by the CSU/UC Joint Ed.D. Board, and the related, on-going academic review processes required by the UC and CSU systems. Second, the program’s curriculum will be evaluated by the extent to which it collectively addresses the program’s core learning outcomes. A more detailed description of each of these measures follows. On a much less formal basis, students in the program will also address their own educational and professional development by measuring their progress in acquiring and refining their competencies in educational leadership. In support of this approach, a series of personalized leadership skill assessment tools will be employed at critical junctures throughout the program.

Joint Doctoral Program Guideline Evaluation.

Evaluation of this program will follow current guidelines for Joint Doctoral Program that the previous CSU/UC Joint Graduate Board established until any evaluation measures that may be delivered under the new CSU/UC Joint Ed.D. Board supercede these. Other program evaluations will occur as required within the UC and CSU systems and the Schools of Education at the three participating campuses, as well as the Masters in Public Policy and Administration at CSUS. These include the UC Davis Graduate Division program review, the Western Association of Schools and Colleges (WASC) accreditation, and CSU participation in the National Council for Accreditation of Teacher Education (NCATE) program evaluations. These rigorous, periodic evaluations contribute to the high quality of the Joint Doctoral Program. For example, the NCATE is an intensive review of all program components (including undergraduate, credential, and graduate degree programs) and results in a formal accreditation that represents a national standard of quality. Additionally, beginning in 2000, programs and departments at CSU campuses incorporate Outcomes Assessment as part of a system-wide CSU Accountability Report.

After the first year of the Capital Region Alliance, a review committee composed of UCD and participating CSU program faculty will conduct an evaluation of the program. On a regular basis, periodically and coordinated with CSU/UC campus review processes, the Capital Region Alliance as a whole will be reviewed by a committee of program faculty. A small sample of campus and community educational leaders will be advisory in this process.

Evaluation of the Program’s Core Learning Outcomes.

In addition to these evaluative requirements, the Capital Region Alliance Executive Committee will also assess the effectiveness of the overall curriculum in addressing the program’s core learning outcomes. The principal tool to guide this assessment is the core course/learning outcome matrix, which is represented in Table 1 on page 14. Using the program’s four
organizing themes, general learning outcomes are established for the program as a whole and the intended contribution of each core course towards those outcomes is noted. The purpose of this matrix is three-fold: (1) to allow the core faculty to plan, at the outset of the program, for a curriculum that provides appropriate coverage of all learning goals, (2) to provide a framework for individual faculty to plan their course curricula, and (3) to provide a basis for evaluating the extent to which the program’s overall learning goals have been met once the program is implemented.

Initial curriculum planning.

It should be noted that Table 1 is provided to demonstrate how learning outcomes are used to tie the annualized curriculum to the overall program. As such, it is illustrative only, providing an example of the matrix for the first year courses. The four program themes are set—they have provided the logic for the development of the curriculum. The identified learning outcomes then additionally derive from the course descriptions that have been developed for this proposal. Once the core faculty has been identified, they will finalize the learning outcomes for the program. When this is done, the core faculty can finalize the matrix for both first and second-year courses. The “P” and “S” in the matrix indicate whether each particular course will give primary or secondary attention to the particular learning outcomes.

Relation of program curriculum to course curriculum.

Faculty will develop more specific learning outcomes for their individual courses, which will be stated in the course syllabi. Faculty will be expected to develop specific course learning outcomes at least for each area in the matrix that shows “primary” coverage by the course. For example, the course on Contemporary Educational Leadership is to provide primary coverage in the general program learning outcome of leadership theory. The course syllabus might include more specific learning outcomes such as “understand the evolution of leadership theory” and “understand the interplay of organizational culture and leadership” and “be able to identify the traits of successful educational leaders.”

Evaluate success of program in meeting learning goals.

In addition to the regular course evaluation instruments that are oriented toward faculty development and evaluation, a program evaluation instrument will be used to assess the extent to which students believe that courses have met the stated learning goals. The instrument will include all of the learning goals identified on the course syllabus, organized by the overall program learning outcomes identified in the program matrix. Using a numeric scale, as well as comments, students will rate the extent to which the course met the learning outcomes. Program faculty will use the data from these evaluation tools, as well their own assessment, to evaluate the extent to which courses have contributed to overall program learning goals and the extent to which overall learning goals have been met collectively by the program. Revisions to the program structure and to individual course content would follow as necessary.
2. Program

2.1 Admission

*The Capital Region Alliance for Educational Leadership* will require all prospective candidates to meet UC graduate admission requirements. Applications shall be submitted and reviewed by the UC Davis Graduate Division. Thereafter, the Admissions Committee, hosted by UC Davis, will include representatives from California State University, Sacramento and California State University, Sonoma. Faculty representatives from all three campuses will screen all applications and will make recommendations for admittance. An approximate equal number of students will be admitted to the community college and P-12 concentrations. Candidates who meet the highest standards and reflect the economic and cultural diversity of Northern California will be encouraged to apply.

Preferred qualifications include possession of an administrative credential for P-12 administrators and evidence of participation in leadership positions for community college administrators. The program will require the following of all applicants for admission consideration:

- An earned baccalaureate degree and master’s degree from an accredited institution of higher education;
- Sufficient undergraduate and graduate training and experience to undertake graduate study in educational leadership;
- A satisfactory scholarship average, which is a minimum GPA of B (3.0) or better at the Master’s level;
- Submission of GRE scores or Miller Analogy Test will also be required;
- Prior experience in administrative or leadership roles in educational institution or related areas.

Meeting the requirements does not guarantee admission, which will be granted on a competitive basis. In addition to the previous requirements, the following application materials will also be required of candidates:

- UC Davis Graduate Division and the UC Davis School of Education applications for admission;
- All official undergraduate and graduate transcripts;
- Evidence of leadership experience;
- A statement of purpose;
• A time commitment statement (a clear statement of how the candidate will meet the time commitments of the program, keeping in mind that the program is non-traditional with Friday, Saturday, week-long summer seminar classes);

• A statement of support for academic studies from the candidate’s employer (e.g.; district, county office or education, or other school consortia of employment) is highly desirable;

and

• Three letters of recommendation attesting to the leadership and scholarship ability of the candidate.

2.1.1 Interviews

In addition, after an initial screening process, selected applicants will be individually interviewed to further consider their admission.

2.2 Foreign language requirement

The Capital Region Alliance will not include a foreign language requirement.

2.3 Program of Study

As outlined in Section 1, the Capital Region Alliance includes a rigorous three-year curriculum, which includes coursework centered on four thematic strands of study, which are pertinent to the P-12 and community college foci of the program. For ease in reference, the overarching themes of the program include:

• Visionary Leadership and Management;

• Policy into Practice;

• Data for Decision Making; and

• Building Community in a Diverse Society.

All four themes will be used to guide instruction, as they are seen as the critical competencies necessary to influence and transform educational practice. Additionally, and unique to the Capital Region Alliance, is the emphasis upon problem-based case studies, that will be used to prompt students to connect their theoretical training to practical application. Following this direction, the curriculum contains several courses in the second year of study (e.g.: Finance and Budgeting, Legal Issues in Education, Human Resources Management) that are directly linked to a corresponding, problem-based learning seminar. This curricular innovation will afford students
the opportunity to create “evolutionary” research that is to add theoretical content to their research as they progress through the progression of their coursework.

For illustrative purpose, the themes and course contents for each year of curricular study are summarized in Tables 2, 3, and 4.

It should be noted that the program is planned to meet the needs of working professionals who are engaged in the profession of education. Accordingly, the program will use 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 all-day Friday/Saturday on-campus meeting times, and encouraging students to use their job-related problems as topics for research assignments.

Given the physical size of the program’s region, the majority of courses will be offered in a central location. This accommodation should reduce travel and enhance student and faculty convenience. Additionally, a distance-learning component equal to approximately one-third of the program’s instruction and research assignments will be integrated into coursework, thus forming an effective, web-based learning environment to complement in-person instruction.

TABLE 2
The Capital Region Alliance Joint UC/CSU Ed.D. Program

YEAR 1 Sample Program of Study

<table>
<thead>
<tr>
<th>Summer I</th>
<th>Fall I</th>
<th>Late Fall I</th>
<th>Winter I</th>
<th>Spring I</th>
<th>Late Spring I</th>
</tr>
</thead>
<tbody>
<tr>
<td>(mid July/early Aug)</td>
<td>8-week course: History and Theory of Educational Policy</td>
<td>8-week course: Diversity Issues for Educational Leaders</td>
<td>8-week course: Ethical Leadership</td>
<td>8-week course: Formulating and Influencing Policy</td>
<td>1 week/ intensive course (approx. 40 contact hours)</td>
</tr>
<tr>
<td>1 week/ intensive course (approx. 40 contact hours)</td>
<td>Contemporary Educational Leadership</td>
<td>1 week/ intensive course (approx. 40 contact hours)</td>
<td>Leadership Across Communities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data-Driven Decision Making Sequence:
### TABLE 3
The Capital Region Alliance Joint UC/CSU Ed.D. Program

#### YEAR 2 Sample Program of Study

<table>
<thead>
<tr>
<th>Summer II</th>
<th>Fall II</th>
<th>Late Fall II</th>
<th>Winter II</th>
<th>Spring II</th>
<th>Late Spring II</th>
</tr>
</thead>
<tbody>
<tr>
<td>(mid July/early Aug)</td>
<td>8-week course: Curriculum &amp; Instruction</td>
<td>8-week course: Finance &amp; Budgeting</td>
<td>8-week course: Human Resources</td>
<td>8-week course: Student Services</td>
<td>1 week/intensive course (approx. 40 contact hours) Community-building through P-12 Leadership or Community-building through Community College Leadership</td>
</tr>
<tr>
<td>1 week/intensive course (approx. 40 contact hours) Applied Data-Driven Decision Making in P-12 or Applied Data-Driven Decision Making in Community Colleges</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-week course: Legal Issues in Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10-week course: Problem-based Learning Seminar 1</td>
<td>10-week course: Problem-based Learning Seminar 2</td>
<td>10-week course: Problem-based Learning Seminar 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Students in the Capital Region Alliance cohort-based program can expect to complete their coursework within three years, with all intermediate assessments (such as the Qualifying Examination and the dissertation process) built into the curriculum. The Qualifying Exam Process, for example, is designed to promote continuous student progress and ensure completion of the dissertation project. There will be two strands to the planned program, one focusing on the leadership needs of preschool-12, and one on the needs of community colleges. In both strands, students will be actively engaged by faculty in research that addresses the real problems faced by today’s educational practitioners. The full cohort will take the majority of its courses together.

Each student will select a primary advisor based on geographic considerations and educational interest. Advisors for each student will be available to handle any program-related problems or questions in order to maximize clarity of expectations and to support program completion. Faculty members drawn from each of the three participating campuses will deliver instruction of all courses based upon expertise related to the overarching themes, individual content areas or familiarity with the distinctions of the P-12 or community college educational settings.
2.3.1 Academic Residency Requirements and Program Sequence

As agreed upon by the two-system CSU/UC Joint Ed.D. Board, students will be concurrently enrolled at UC Davis and at one CSU campus—Sacramento or Sonoma. The CSU system is designing a “shadow” method to track the students’ co-enrollment at the two campuses. In accordance with the CSU/UC Joint Ed. D. Board guidelines, each term students will pay fees at the University of California rate for graduate students. UC Davis will articulate an agreement with the CSU campuses to transfer appropriate funds once students are paying fees.

Given that students will be concurrently enrolled at both CSU and UC, residency will be met by students enrolling for three consecutive quarters in the program.

The previous section provides a detailed outline of themes, courses, and program milestones. The following section describes how a program cohort will move through a three-year program sequence and demonstrates how students will meet residency requirements. The academic milestones are summarized in the Table 5 below, followed by a more detailed narrative description.

| Table 5 |

Academic Milestones Years 1-3 Capital Region Alliance for Educational Leadership:

- Coursework commences in Summer I and concludes in late Spring II.
- Problem-based Learning Seminars begin Fall II and concludes in Late Spring II.
- The first year evaluation is completed following the first year of doctoral studies, the Joint Doctoral Program includes rigorous, periodic evaluations contribute to the high quality of the program.
- Advancement to Candidacy will include a written examination near the end of the second year/start of the third year. This examination will be uniform for all students and be case study/problem based with students responding from a number of practical and theoretical perspectives.
- An oral examination will be required for advancement to candidacy.
- A working dissertation proposal shall also be submitted for review as part of the Advancement to Candidacy process in the second year. An oral examination will be required for advancement to candidacy.
During the summer of the third year of the program a student will take part in qualifying exams.

In the fall, winter, and spring all students will take applied dissertation and writing seminars that will help all candidates in the cohort to complete the dissertation and be able to defend it by early summer of the third year. Defense of the dissertation will involve a student presentation of research findings in a public setting. The student and the committee will make every effort to secure attendance by members of the district (in the case of a district-specific project) or members of the policy community (in the case of a more general policy-oriented project) with knowledge of and interest in the topic.

2.3.2 Specific Fields of Emphasis

The emphasis of the Capital Region Alliance doctorate in education will be on the issues facing educational leaders P-12 and higher education educational settings. The broad themes students will study and research are as follows:

(1) Visionary Leadership and Management
(2) Policy into Practice
(3) Data for Decision Making
(4) Building Community in a Diverse Society

All four themes will be used to influence and transform educational practices. See section 2.3 above for full details.

2.3.3 Plan

The Ed. D. degree in Educational Leadership requires a dissertation committee composition of two UC and two CSU faculty members. Defense of the dissertation will involve a student presentation of research findings in a public setting.

2.3.4 Unit Requirements

Students will take a minimum of twenty-two courses. This includes 19 four-quarter unit courses plus three 12-unit dissertation seminar courses in the third year of the program to complete the Ed. D. program in Educational Leadership. Students register for all courses at UC Davis, each of which has been or will be approved through the respective academic course approval process at each university.

2.3.5 Required and Recommended Courses/Teaching Requirement

Required Courses

The courses for the Capital Region Alliance are being developed in accordance with UC Davis policies and procedures. After consultation between UC and CSU faculty who will be jointly responsible for course development, the courses are submitted to the Courses Committee of UC
Davis School of Education. On their approval and signature on the Course Approval Forms, they are then submitted to the UC Davis Registrar’s Office, who in turn sends them to the Committee on Courses of Instruction (COCI), for final approval of COCI. Courses will then undergo additional approvals at each of the two CSU campuses.

UC Davis will assign course numbers. The CSU system is developing a “shadow” tracking system with alternative course numbers that coincide with their campuses. UC Davis School of Education staff is working with the UC Davis Registrar’s Office and with the CSU Registrar’s Offices to develop practices and procedures to support the program.

**Teaching Requirement**
There is no teaching requirement for this program.

**2.3.6 Licensing/Certification Requirements**

In order to encourage a diversity of highly qualified and varied educational leaders, there is no licensing or certification requirement. For P-12 strand students, it is expected that a significant portion of students will have or will pursue P-12 California Administrative Credentials in order to serve in administrative positions in public schools. Students in the community college strand will need to demonstrate evidence of significant, progressive leadership experience within the community college system.

**2.4 Field examinations and/or other pre-qualifying examinations**
No field or pre-qualifying examinations will be required for the Ed. D. in Educational Leadership.

**2.5 Qualifying examination(s)-Written and/or Oral/Monitoring of Student Progress**

**First Year**
Faculty will give continuous feedback to students as a part of each course. At the end of the first year, each student will prepare a portfolio representing their significant work, self-evaluations and writings from their first year of study in response to how their work has addressed significant program objectives/skills for the first year. Part of this portfolio will include student thoughts regarding broad topics for their field-based research in the second year of the program. A committee of faculty will then meet to discuss each student’s progress.

Following submission of the portfolio and faculty discussion, brief individual meetings will be held with each student to review their progress to-date and give feedback on planned field-based research directions for the second year. Any students identified as not making adequate doctoral progress will also be identified. Consistent with the high levels of student involvement and program responsiveness to student needs, this time will also be used as an opportunity for faculty/student discussions about the program and the manner in which it is meeting student needs and the intended learning outcomes.

**Second Year**
Advancement to Candidacy will include a written examination near the end of the second year. This examination will be uniform for all students and be case study/problem based with students
responding from a number of practical and theoretical perspectives. Students will have a set period of time to respond and submit their responses. A Committee of three faculty members (one member from UC and one from each CSU campus) shall design and score the qualifying examination.

A dissertation proposal shall also be submitted for review as part of the Advancement to Candidacy process in the second year. An oral examination will be required for advancement to candidacy. It will follow all procedures and policies that the UC Davis Graduate Division designates. The examination will assess the student’s knowledge of coursework, particularly as it relates collectively to the overarching themes and learning outcomes of the program. The examination will also assess the student’s ability to utilize data and inquiry methodologies as a means of informing contemporary decision making. The UC Davis Graduate Division will approve all committee members, including those from CSU Sacramento and CSU Sonoma.

The dissertation proposal will typically be 20 or fewer pages in length, and it is expected to include 1) a clear statement of the question or problem to be addressed and the importance of that question or problem; 2) an analytical review of relevant literature, sufficient in scope to adequately argue the need for the study and demonstrate a clear understanding of the theoretical base relevant to the study questions(s); and 3) an outline of the methods to be used. The methods section should lay out the design of the study: types of data to be collected, methods for data collection, and plans for data analysis and reporting. The approved dissertation proposal will provide the framework for the dissertation. The completed dissertation is expected to include an expanded introduction and literature review in addition to the data analysis and a discussion of the implications of the study.

2.6 Dissertation

A dissertation will be required of all students. The dissertation will be a major research-based project that addresses a real problem within the P-12 or Community College environment and includes potential solutions that can be readily applied. The intent of the dissertation is to create applicable knowledge, remedies or change strategies, in service to an existing educational problem, policy, or setting. To that end and by example, the dissertation can address issues of internal management and leadership pertaining to a single school or district or a policy issue with broad-based salience within the education community. For example, a student interested in school finance could develop a plan aimed at saving a district from insolvency or could evaluate the impact of eliminating state categorical funding on the political constituency base in P-12 education. A student interested in community college student achievement could evaluate the outcomes of students in a single district who begin with different needs for pre-collegiate coursework or analyze the capacity of the community colleges statewide to meet the need for remediation in view of pressures to shift remediation away from the four-year segments.

Because the dissertation topic will address relevant and practical issues with a change approach to improving practices, the dissertation may vary to some degree from the typical strictly research based dissertation. Such variances could include the final format or utility of the dissertation or the collaborative way in which it might be developed by multiple students, each contributing individual work to a collective product.
The dissertation research will be conducted under the supervision of the dissertation chair and the dissertation committee. It will follow all procedures and policies that the UC Davis Graduate Division designates. The committee will consist of four members, two from UC and two from any of the CSU schools.

Students will have a choice to select their dissertation chair. A co-chair may be appointed with the UC Davis Graduate Division’s approval. This co-chair may have substantial practitioner expertise. As required by the CSU/UC Joint Doctoral Programs Handbook, the dissertation committee will include at least two faculty members from CSU campuses and two faculty members from UC.

2.7 Final examination

Defense of the dissertation will involve a student presentation of research findings in a public setting. The student and the committee will make every effort to secure attendance by members of the district (in the case of a district-specific project) or members of the policy community (in the case of a more general policy-oriented project) with knowledge of and interest in the topic. Members from the public will have no role in evaluating the student’s performance. The purpose of including members of the interested public is so that dissertation committee members have an opportunity to observe how the student performs in the kind of public forum where today’s leaders need to be effective. In addition, the defense presentation offers an excellent opportunity for public visibility of the Capital Region Alliance graduates. They in turn will experience the importance of giving back to the community the expertise and insights gained from the research pursued in the program. Most importantly, this format will provide a forum to engage members of school districts and the policy community in discussion of current research, while giving program graduates an opportunity to present their work to the audience they will most want to influence.

2.8 Explanation of special requirements over and above Graduate Division minimum requirements

Part of the mission of this program is to produce competent leaders who will lead current educational organizations and will be visionary in the design and management of tomorrow’s educational organizations. To this end, defense of the dissertation will involve a student presentation of research findings in a public setting. See section 2.7 above.

2.9 Relationship of master's and doctor's programs

University of California, Davis

The UC Davis School of Education is creating faculty positions to further strengthen and to build new capacity for the proposed joint Ed.D. program with SSU and CSUS. Expanding the faculty base in educational leadership will also, in time, provide an intellectual core in the area of educational leadership for P-12 and the community colleges. Through both the JDPEL and the proposed Ed.D. program with CSUS and SSU, UCD will be more effective in building a critical
mass of faculty expertise in educational leadership through coursework and doctoral dissertation advising and will increase support for scholarly research in educational policy and leadership studies.

UCD is developing an emphasis in educational policy through its Institute for Education Policy, Law & Government. The Institute will become a formal UC resource – and a base– for Capital Region Alliance faculty and students to study issues with educational policy relevance, and to translate their research studies into policy recommendations and informed decision-making. As UCD’s School of Education grows, opportunities for master’s students are expanding, particularly in this area of educational policy. These students may become candidates for this practitioner Ed.D. program

California State University, Sacramento

The Department of Educational Leadership and Policy Studies within the CSU, Sacramento College of Education currently offers the master’s degree for students in both the preschool-12 and higher education communities. Students completing program requirements for the Preliminary (33 units) and Professional (24 units) California Administrative Services Credential have the option to concurrently pursue a master’s degree in educational leadership. Additional coursework in educational research (3 units) and the completion of a thesis or project are required for the master’s degree.

The 30-unit master’s degree program in higher education leadership was first initiated at CSUS in the 2002-2003 academic year. Students in the inaugural cohort will focus their studies on Leadership in Student Affairs. Commencing in 2003-2004, the program will be expanded to provide concentrated study in two other strands: Community College Leadership and Policy Studies in Higher Education. Coursework and the completion of a thesis or project are required.

Students interested in a career in public service, or private/non-profit sector work with substantial interaction with the public policy arena, can enroll in the CSUS Masters Program in Public Policy and Administration. This 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. 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.

Working professionals completing each of the CSUS master’s degree programs above are prime candidates to pursue their doctoral studies in educational leadership. Their work experience in administration coupled with the knowledge, skills, and dispositions learned in the master’s programs provide them with the foundation to further their studies through a doctoral program.

Sonoma State University
Sonoma State University’s School of Education programs include the following: undergraduate general education courses, the Multiple Subject Credential, the Single Subject Credentials in English, social studies, art, foreign language, mathematics, music, physical education, and science, Preliminary Special Education Credential in mild/moderate, Preliminary Special Education Credential in moderate severe, Professional Level II Special Education Credentials, Reading/language arts Specialist Credentials, Preliminary Administrative Services Credential, Professional Level Administrative Services Credential, Pupil Personnel Services Credential (via Counseling Department), Cross-cultural Language and Academic Development Certificate, Educational Technology Specialist Certificate, and Master of Arts in education with concentrations in curriculum, teaching and learning, early childhood, educational administration, reading and language, and special education. Students enrolled in credential programs including the Preliminary and Professional Level Administrative Services Credential have the option to pursue their Master’s degree either concurrently or after completion of their credential program. Additional coursework in educational research, core, and elective courses is required.

Sonoma State University has drawn a large pool of highly qualified working professionals into their masters and credential programs. The number and diversity of these applicants has been greatly expanded by SSU’s outreach programs in offering courses and programs in outlying communities. This has helped to stretch the practical service area of the School of Education to both rural and urban areas in distant locations and has attracted a variety of talented current educators to the school. Many of these professionals, after working in the field for a number of years and after assuming increasingly complex leadership roles, express the desire and need to obtain the doctoral degree in order to continue their professional growth and to assume higher levels of educational leadership in the schools and colleges. The Master’s degree and credential programs in the School of Education often identify highly motivated candidates anxious to continue their education and research at the doctoral level. In addition, the absence of institutions offering the doctoral degree in educational leadership has lead to more requests for SSU to provide this opportunity to its graduates.

SSU has also established a reputation and capacity for providing high quality advanced degree work that includes distance learning and outreach services. Many of these lessons and innovations can be applied to the proposed Joint Doctoral Program.

2.10 Special preparation for careers in educational leadership

The Capital Region Alliance Joint UC/CSU Doctoral Program is designed to produce exemplary educational leaders capable of enhancing the practice of leadership and improving the achievement of all students, particular those underachieving students. This will be accomplished by emphasizing the following interrelated themes:

- A broad repertoire of leadership and cultural competencies tailored to the P-12 and community college educational environments;
- The ability to analyze and apply data and inquiry methods in a manner which fosters a “culture of evidence” in daily decision making, change and reform processes and educational policy development;
• A broad content-based knowledge of the factors, historical and current, that influence the
design, systems and governance relationships employed in the educational environment,
with specific knowledge regarding multicultural education, policy development, ethics,
research and inquiry methodologies, finance, law, personnel, curriculum development
and student development; and

• Experience in working with and across broad constituencies and communities, sufficient
to effect strategic change and reform within the educational setting. Such skill will be
reinforced through problem-based learning opportunities and the dynamics of the cohort
approach to adult learning.

Graduates of the program will be competent to lead community colleges, P-12 schools, etc.
current educational organizations and will be visionary in the design and management of
tomorrow’s educational organizations. By focusing on proven techniques and practices, Capital
Region Alliance Joint UC/CSU Doctoral Program graduates will be capable of managing
effectively internal environments associated with educational organizations and will be adept in
advising/shaping external policies that bear on the practice of education in the public setting.

2.11 Sample program

2.11.1 Required Core Courses

The courses required for the Capital Region Alliance for Educational Leadership are listed in
total in Section 2.3, and also in Appendix E.

2.11.2 Detailed Outline of Themes, Courses, and Program Milestones

Program Objectives

In Section I of this proposal, the principal objectives of the Capital Region Alliance program are
outlined. For ease in reference, they are replicated below, as they provide an overall context for
the specific course descriptions that follow.

Visionary Leadership and Management:

• Students will examine leadership and management practices within the educational
setting by exploring the history and emergence of leadership theories, organizational
systems and power, strategic thinking, vision and planning processes, ethical decision
making, leadership in cultural contexts, and communication for diverse constituent
groups. Each of these practices will also be applied to the process of change and reform
within educational organizations.

Policy into Practice:

- Students will analyze educational policy processes and implications at the federal,
judicial, state, regional, and local level and analyze how these policy practices affect
equity and social justice issues in education. Additionally, students will explore both the
historical and current educational policy environment within California, and discuss its
relationship to educational reform movements.

Data for Decision-making:

- Students will be able to understand the importance and use of data in decision making,
analyze and employ the various applied research methodologies and assessment practices
in distinct situations, and communicate the implications and impact of data and research
to policy audiences and stakeholders.

Building Community in a Diverse Society;

- Students will learn about multicultural education and the dynamics of diversity and
culture in complex educational and community-based organizations, develop and apply
cultural competence skills with diverse constituents, and acquire leadership skills for
effective community building.

All of the individual courses within the curriculum have been developed to reflect one or more of
these overarching themes. The sample assessment matrix displayed previously as Table 1 shows
which of the themes are predominantly assessed in which course. A syllabus for each course will
be developed and will undergo the course approval processes at each university.

**Overview of the First Year Program**

The following chart shows the sequence of courses in the first year.

<table>
<thead>
<tr>
<th>YEAR 1 Sample Program of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer I</strong> (mid July/early Aug)</td>
</tr>
</tbody>
</table>
There is one course taught in the Summer I, and it is taught in a one-week (40 contact hour) intensive format. The title of this course is:

**Contemporary Educational Leadership**

Thematic focus: Visionary Leadership and Management

This course examines both theory and practice of leadership by exploring the history and emergent relationships among leadership theories and their application to current educational settings, the politics of organizations and organizational systems, communication and cross-cultural skills necessary to building consensus, coalitions and change processes, and constituent dynamics and how they relate to change in educational organizations. Students will learn and practice process skills by focusing on conflict management, strategic planning, and decision making in their own organization. A primary outcome of the course is for students to reflect on and refine their personal theory of leadership.

**Fall I**

In the fall of the first year, two courses are taken back to back each for 8 weeks. Each of these courses will meet for two Friday/Saturday sessions with the remainder of the course being taught through an online or distance learning format. Faculty and students will be provided with technology strategy and tools as needed prior to Fall of Year 1. Ongoing technology support will be available at all three campuses.

The first class a student will take in the fall of the first year is:

**History and Theory of Educational Policy**

Thematic focus: Policy Into Practice
This course is designed to give a historical perspective to educational policy, practice, and reform. Students will explore the evolution of the mission of public education (P-16). Students study governance and inter-governmental relations through contemporary policy development inclusive of current law, local board policy and shared governance, working with a variety of constituencies.

The second course taken and completed in the fall is:

**Diversity Issues for Educational Leaders**
**Thematic Focus: Building Community in Diverse Society**

This course focuses on the diversity of stakeholders in California school and college communities and explores significant community issues impacting educational leaders and their decision-making. Emphasis will be placed on the interaction between underrepresented segments of society and educational institutions, especially in consideration of efforts to close the achievement gap. Particular attention will be devoted to the study of diversity dynamics, understanding the role culture has in determining one’s leadership style, and the need for continuous cross-cultural communication skill development. Students will be challenged to assess their individual assumptions and attitudes toward diverse communities and to develop the requisite cultural competencies to enhance organizational standing with diverse communities.

In the fall of the first year the **Data-Driven Decision Making sequence** begins. As the Year 1 chart shows above, there are three courses in the first year related to this theme of Data for Decision Making. Each course is 10 weeks and will meet three Friday/Saturday sessions with the remainder of the course being taught in an online environment.

The first course in this sequence is:

**Research Design and Application for Educational Leaders**
**Thematic focus: Data for Decision Making**

This course will introduce educational leaders to qualitative, quantitative, and mixed-methods of research. Educational leaders will learn the basics of research design in preparation for conducting independent research. Course topics will include the framing of research questions, identifying data and data sources, descriptive statistics, and psychometrics. This course will enable educational leaders to critically understand research methodology and apply it appropriately to educational issues.

The second course in this sequence is started in the late fall and is completed in the early spring:
Qualitative Research for Educational Leaders  
Thematic focus: Data for Decision Making  

This course prepares students to understand the nature, assumptions, and logic of qualitative methodology. The course will focus on issues of design, conceptualization, interpretation, and application of qualitative research procedures. Upon completion of this course, students are expected to: understand the nature of qualitative research procedures and how they compare to quantitative procedures; demonstrate skills necessary to engage in qualitative inquiry for decision-making; identify various ways of collecting qualitative data; understand how to summarize, compile, interpret and report qualitative data; design, carry out, and write up their own qualitative research.

The third course in this sequence is starts in the early spring and is completed in the late spring:

Quantitative Research for Educational Leaders  
Thematic focus: Data for Decision Making  

This methods course focuses on the use of field-based and general quantitative research methods in education. The aim of this course is to 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. The emphasis of this course is on the collection, organization, analysis and interpretation of univariate and multivariate quantitative data. Upon completion of this course, students will understand the nature of quantitative research procedures and how such research compares to qualitative procedures. Topics include selection of appropriate methods for development of research question, designing, completing, and writing of their own research project. Statistical software will be used.

Winter I and Early Spring I  

In the winter and early spring, two courses are taken back to back each for 8 weeks. Each of these courses will meet for two Friday/Saturday sessions with the remainder of the course being taught through an online or distance learning format.

During this period students will first be taking:

Ethical Leadership & Dilemmas In Complex Organizations  
Thematic focus: Visionary Leadership and Management  

Critical and pragmatic examination of ethical leadership within education focused organizations. This course focuses on philosophical, social and moral standards, codes, and values focusing on how decisions impact public and private school and college leaders. Ethical decision-making is underscored by social and moral values and these form the basis for understanding the relationship between one’s values and decision making. Upon completion of the course, students will be able to analyze and critique ethics theory frameworks, values, virtues, moral conflict, and apply ethics to leadership theory and practices of “right and wrong.”
The next course taught in the early spring is:

**Formulating and Influencing Policy**  
Thematic focus: Policy Into Practice

This seminar is designed to engage students in critical analyses of policy at the federal, judicial, state, regional and local levels. Specific California and federal policy environment structures, processes and people will be examined for intended consequences, ethical dilemmas, social justice and equity issues. Students will formulate a policy focused on informing legislators to current educational issues, or unintended consequences of recent legislation. The final student policy paper may be submitted in the *eJournal of Education Policy*, a referred electronic journal at CSU Sacramento, [http://www.jep.csus.edu/](http://www.jep.csus.edu/)

**Late Spring I**  
The final course taught in Year 1 is taught in a one-week intensive format (40 contact hours) in the late spring. This course is:

**Leadership Across Communities**  
Thematic Focus: Building Community in a Diversity Society

This course focuses on the study of theory, practice, and process of leadership, specifically geared to community-building and collaboration across communities. This course will address the importance of utilizing community resources for the creation of partnerships, community linkages, and collaborative efforts. Upon completion of this course, students are expected to develop the skills and knowledge necessary to: communicate effectively with multiple constituencies, collaborate with and network across communities, develop community coalitions, establish shared vision and goals for proactive leadership in the community, and advocate for community transformation.

**First Year Student Evaluation**

Faculty will give continuous feedback to students as a part of each course. At the end of the first year, each student will prepare a portfolio representing their significant work, self-evaluations and writings in response to how their work has addressed significant program objectives/skills for the first year. As part of this portfolio, students will be asked to define their interest in conducting field-based research in the second year of the program. A committee of faculty will then meet to discuss each student’s progress. The portfolio also provides an opportunity to assess individual student progress against the context of the overall program’s desired objectives and learning outcomes.

Following submission of the portfolio and faculty discussion, brief individual meetings will be held with each student to review their progress to date and give feedback on planned field-based research plans for the second year. Any students identified as not making adequate doctoral
progress will also be identified. Consistent with the high levels of student involvement and program responsiveness to student needs, this time will also be used as an opportunity for faculty/student discussions about the program and the manner in which it is meeting student needs.

**Overview of the Second Year Program**

The chart on the following page shows the courses taken in Year 2. In the second year, the program will emphasize both specific content areas that are distinctly germane to the P-12 and community college segments and the application of these topics to problem-based case studies. In this regard, students will be able to enroll in some content-based courses that are tailored to either a P-12 or a community college specialization. This applies particularly to those areas in which there are specific competencies that need to be acquired in order to be an educational leader in these two different educational systems. A corresponding three-course progressive Problem-based Learning Seminar will also be required.

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**YEAR 2 Sample Program of Study**

<table>
<thead>
<tr>
<th>Summer II (mid July/early Aug)</th>
<th>Fall II</th>
<th>Late Fall II</th>
<th>Winter II</th>
<th>Spring II</th>
<th>Late Spring II (late May/mid June)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 week/intensive course (approx. 40 contact hours)</td>
<td>8-week course: Applied Data-Driven Decision</td>
<td>8-week course: Curriculum &amp; Instruction</td>
<td>8-week course: Finance &amp; Budgeting</td>
<td>8-week course: Human Resources</td>
<td>8-week course: Student Services</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>1 week/intensive course (approx. 40 contact hours)</td>
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<td>Community-</td>
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</tbody>
</table>
Summer II

During the second summer the cohort group will be divided up into a P-12 group and a Community College group for the Applied Data-Driven Decision Making course. Students will take one of the following two courses:

**Applied Data-Driven Decision Making in P-12**
Thematic focus: Data for Decision Making

This course explores quantitative and qualitative data sources available to the California P-12 administrator. Students will use and understand these data sources in order to look for trends and use the data in making high quality decisions to improve educational organizations and services. Students will develop questions and utilize these data sources to answer their questions. Students will learn the limitations of these data sources and explore multiple sources of information.

**Applied Data-Driven Decision Making in Community Colleges**
Thematic focus: Data for Decision Making

This course is intended to help college administrators analyze and use data to make better decisions and to justify those decisions to internal and external stakeholders. With the public sector increasingly focused on performance and value, data “literacy” and analytical competency have become essential skills that leaders use to identify problems, suggest and evaluate solutions, and demonstrate values to policy makers and citizens. Students will learn general concepts and techniques of data analysis, generation, and presentation and apply these skills to important decision areas such as enrollment planning, program evaluation, assessment, accountability, resource planning and allocation, and strategic planning.
Problem-based Learning Seminars

PBL Course 1
The purpose of the problem-based learning courses is to give students an opportunity to rethink, reflect, and propose solutions to current complex issues relative to their own educational institutions. In small groups students will focus on a problem/issue and critically analyze it throughout the second year of the program. In this first problem-based course students will carefully define the problem, begin a literature review, and start developing a research methodology to investigate the problem chosen.

PBL Course 2
In course two, student teams will engage their identified problem/issue from the perspective of each of the other second year courses. Each of the second year content courses will be linked to the problem based learning course. The various content classes will help inform the student research teams, helping them further develop a literature review and research methodology appropriate to the problem.

For example, in the problem based learning class students may identify the problem of how to improve the low reading ability of some students in secondary schools. The curriculum class will help them develop a literature review regarding how to work with low level readers in a variety of settings, the budget and finance class could help them identify resources to work on the problem, the data driven class could help the research teams collect appropriate data to better understand the dynamics of the problem, and the legal class could help the research team understand the role that the federal No Child Left Behind Act plays in redesigning appropriate reading programs for secondary low level readers. Finally, the Human Resource class will help inform how the redesign of a program in this area can be carried out with staff holding appropriate credentials and how the collective bargaining agreement will influence the program redesign for these students.

PBL Course 3
In course three, student teams will complete their yearlong problem-based research project, write-up the process and results and present them to the class. Students individually or in teams may turn this work into a proposal for their dissertation if the problem proves to be of sufficient interest and value.

The Problem-based Learning Seminar integrates all four themes in the program. Themes and issues identified by groups of students in Problem Based Learning Seminars will span the entire second year. Coursework taken throughout the year will allow these groups of students to look collaboratively at their identified problems from a variety of perspectives that correspond to the coursework.

Fall II Courses related to the Problem-based Learning Sequence
In Fall II, students will be required to concurrently enroll in Curriculum & Instruction and Legal Issues in Education courses.

Each of these courses will meet for two Friday/Saturday sessions with the remainder of the course being taught through an online or distance learning format.

**Integrated Seminar: Curriculum & Instruction Issues in Education**  
Thematic Focus: All Four Themes

The Curriculum & Instruction Issues in Education course addresses the historical development of various curriculum and instructional methodologies found in public and private schools and colleges, and their impact on current curriculum development and reform efforts at the national, state and local level. All students will become well versed in research-based strategies across a variety of subject matter fields, including how to work with traditional and non-traditional learners from children to adults. There is a strong focus on program evaluation, and learning to engage in educational criticism. It is expected that all students will integrate curriculum issues into the program's Problem-based Learning Seminar.

**Legal Issues in Education**  
Thematic focus: All Four Themes

This course examines key legal concepts that govern both the day-to-day and long-range decisions of school and community college administrators. The focus of the course will be on understanding the multitude of sources of law and regulation including state and federal codes, case law, and significant precedent. The emphasis of this course will be on analysis of key legal concepts and the application of law to major areas including finance, personnel, risk management, curriculum, student services, teacher rights, torts, access, and other major areas. Students will develop their skills to think and reason in a legal context and how to make long-range decisions consistent recent legal mandates, court cases, precedent, and trends.

**Late Fall II course related to the Problem-based Learning sequence**

All students are required to take the following core course:

**Integrated Seminar: Finance and Budget**  
Thematic Focus: All Four Themes

This seminar covers two related topics with respect to public educational institutions: how they receive their funding and how their budgets are managed internally. The first part of the course will provide an overview of the economics and finance of K-12 and higher education in the United States, including the private and public benefits of education, methods of financing public education, and contemporary policy issues regarding school and college finance such as equity, access and choice, tax policy, and intergovernmental roles. The second part of the course will
focus on how educational leaders can most effectively manage their resources to further the vision, goals, and philosophy of the organization. Topics will include linking planning to budgeting, involving stakeholders in budget decisions, allocating and reallocating budgets, tracking expenditures, preparing budget requests, and using data to advocate for budgets. The course is coordinated with the Problem Based Learning Seminar to allow application of course material to issues and projects in students’ organizations. This will allow students to specialize in either the K-12 or community college aspects of budget and finance.

**Winter II course related to the Problem-based Learning sequence**

All students are required to take the following course:

**Integrated Seminar: Human Resources**  
Thematic focus: All Four Themes

The Integrated Human Resources Seminar will focus on the issues and challenges of leadership in personnel-related areas in complex educational institutions. The emphasis of the course will be on application of exemplary personnel practices to further the vision, goals, and philosophy of the organization. In addition, the course will address the actual application of advanced skills and competencies often required of upper level managers and educational leaders in areas such as: collective bargaining, alternative dispute resolution, linking of supervision to instructional improvement and student achievement, processing grievances, conducting personnel policy analyses, designing comprehensive staff development plans, compensation and organizational studies, investigating complaints, advanced contract management, special education personnel issues, and conducting of hearings. The course is coordinated with the Problem Based Learning Seminar to allow application of learnings to issues and projects in students’ organizations.

**Spring II course related to the Problem-based Learning sequence**

All students are required to take the following course:

**Integrated Seminar: Leadership and Student Services/Affairs**  
Thematic Focus: All Four Themes

This course will provide a comprehensive portrait of the student affairs profession, addressing the role and impact of student service in the context of educational leadership. In so doing, the course will focus on the historical, philosophical, political, and social development of student services as a profession and a movement within education, specifically exploring student development theory appropriate to both the K-12 and higher education setting.
The course will provide students with both the practical and theoretical perspectives necessary to enable them to build a sense of vision to lead the profession of student affairs and to meet the needs of the “whole student.” Toward this outcome, students will explore the complementary intersection between classroom and co-curricular learning and, from multiple perspectives, analyze the ways by which the intellectual, emotional, physical, and social well being of students affects their success.

**Late Spring II courses related to the Problem-based Learning sequence.**

All students are required to take one of the following courses:

**Community-Building through P-12 Leadership**  
Thematic Focus: Community Building in a Diverse Society

The purpose of this course is to strengthen students’ understanding of the political and organizational environment of public schools as a foundation for providing effective, culturally proficient leadership. Particular attention will be given to understanding the public school as a complex organization that functions in a greater community environment. Students will draw upon the aspects of leadership theory and practice which they have studied to date to develop strategies for promoting positive change, improving student performance, and assessing and resolving conflict within the internal and external environments of the public school.

**Community-Building through Community College Leadership**  
Thematic Focus: Community Building in a Diverse Society

The purpose of this course is to strengthen students’ understanding of the historical context, values, multiple missions, diverse clientele, and contemporary political environment of community colleges as a foundation for providing effective, culturally proficient leadership. Particular attention will be given to the role of the college in serving its community and the leadership strategies for effective community-building, both internal to the college and in the external community it serves. Students will draw upon the aspects of leadership theory and practice which they have studied to date to develop strategies for effective assessment and resolution of conflict within the community college internal and external environments.

**Overview of the Third Year Program**

The following chart shows how a student will proceed through the third year of the program.

**YEAR 3: Sample Program of Study**

<table>
<thead>
<tr>
<th>Summer III</th>
<th>Fall III</th>
<th>Late Fall III</th>
<th>Winter III</th>
<th>Spring III</th>
<th>Summer III (late July/August)</th>
</tr>
</thead>
</table>
Summer III
During the summer of the third year of the program a student will take part in qualifying exams.

The qualifying exam process will include a written examination near the end of the second year/start of the third year and include assessment of student’s knowledge of the four strands of the doctoral program from their coursework. This examination will be uniform in scope and format, with portions individualized to student interests and specific program of study.

Students not passing the qualifying examination will meet with the Examination committee to formulate a plan to remediate identified areas. This plan may include support via: supplemental classes, independent study, mentoring, or other means to enable the candidate to qualify. The candidate will then be reassessed at a time determined by the qualifying committee.

A dissertation proposal shall also be submitted for review as part of the Advancement to Candidacy process in the second year. An oral examination will be required for advancement to candidacy. It will follow all procedures and policies that the UC Davis Graduate Division designates. The examination will assess the student’s familiarity with the practice of education and ideas for improving it based on the student’s theoretical and applied perspectives reflected in the areas of specialization. The UC Davis Graduate Division will approve all committee members, including those from CSU Sacramento and Sonoma State University.

Fall, Winter, and Spring Year 3
In the fall, winter, and spring all students will take applied dissertation and writing seminars that will help all candidates in the cohort to complete the dissertation and be able to defend it by early summer of the third year.

Dissertation and Defense
The dissertation will be a major research-based study or project that addresses a real problem within the K-12 or Community College environment. It can address issues of internal management and leadership pertaining to a single school or district or a policy issue with broad-based salience within the education community. For example, a student interested in school finance could develop a plan aimed at saving a district from insolvency or could evaluate the impact of eliminating state categorical funding on the political constituency base in K-12
education. A student interested in community college student achievement could evaluate the outcomes of students in a single district who begin with different needs for pre-collegiate coursework or analyze the capacity of the community colleges statewide to meet the need for remediation in view of pressures to shift remediation away from the four-year segments.

Defense of the dissertation will involve a student presentation of research findings in a public setting. The student and the committee will make every effort to secure attendance by members of the district (in the case of a district-specific project) or members of the policy community (in the case of a more general policy-oriented project) with knowledge of and interest in the topic. The purpose of including members of the interested public is so that dissertation committee members have an opportunity to observe how the student performs in the kind of public forum where today’s leaders need to be effective. Members from the public will have no role in evaluating the student’s performance.

2.12 Normative time from matriculation to degree

The program is designed for students within a cohort to complete in three years, beginning in summer of Year 1, and concluding in summer of Year 3. Required coursework will normally take two years, with the dissertation writing and seminars beginning in Fall of Year 3 for the final year of the program. While many students may complete the dissertation within the prescribed three years, some students may need additional time to complete their doctoral work. The program will utilize the “Applied Dissertation and Writing Seminars” as a means of helping students receive the individualized faculty and peer support necessary to move through the dissertation process in a timely manner. Such students will continue to enroll in the program on filing fee status as needed until the dissertation is successfully defended, subject to the stated limits on time-to-degree of the universities.

2.13 Petition to substitute coursework

For academic reasons, in Year 2, in consultation with the Problem-based Learning Seminar faculty and the campus program coordinator, students may petition to substitute other courses or independent studies that are relevant to their course of study.

This may be done for a maximum of up to two four-unit courses in lieu of the five second year content courses, namely: Curriculum & Instruction, Legal Issues in Education, Finance & Budgeting, Human Resources, and Student Services. Students are still responsible for registering for the full, second year unit load.

3. Projected need

Research studies, employment data and anecdotal information indicate that there is significant need for the educational doctorate in the capital region. The following sections describe this need, specifically citing the unique situations for both the P-12 and community college settings.

3.0 Projected Need for Education Doctorate
The number of students enrolled in California’s K-12 public school system continues to increase and currently includes 6.1 million students. This 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.

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 6). In the 1997-1998 academic year, 8.9% of the 22,799 school administrators possessed the doctorate. This figure dropped to 8.0% in the 2001-2002 academic year.

Given the challenge of providing high quality education to a burgeoning and diverse student population, California must continue to have well-educated administrators lead its schools, especially at the district level. The proposed Capital Region Alliance doctorate will serve to meet this need.

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 demand for the program by current administrators within the community college system.

### Table 6. California K-12 School Administrators with Doctorates 1997-2002

<table>
<thead>
<tr>
<th></th>
<th>1997</th>
<th>2002</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Administrators</td>
<td>22,799</td>
<td>26,412</td>
<td>+3,613</td>
</tr>
<tr>
<td>Percentage of Administrators with Doctorate</td>
<td>8.9%</td>
<td>8.0%</td>
<td>-0.9%</td>
</tr>
</tbody>
</table>

#### 3.1 Student demand for the program

Many students who have either completed or are in the process of completing their master’s degree from the CSUS Educational Leadership and Policy Studies Department have voiced interest in the proposed Capital Region Alliance. Students recognize that earning a doctorate in educational leadership will not only provide job advancement possibilities but also enhanced skills in the supervision and leadership of schools and community colleges.

For the P-12 educational sector, this perception has been reinforced by the Association of California School Administrators (ACSA) and the California Postsecondary Education...
Commission (CPEC), which have both issued reports detailing the high demand for the education doctorate in California.

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. In addition, CSU, Sacramento hosted the policy seminars for the northern regional cohort of the Community College Leadership Development Initiatives (CCLDI) based at the Claremont Graduate University. Several of these participants have inquired repeatedly about the startup of the joint doctorate. 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.

More broad-based evidence of demand was gathered in field research for the CSU, Sacramento Institute for Higher Education Leadership & Policy’s report entitled California Community Colleges’ Leadership Challenge: A View from the Field, April, 2002. Institute Director 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 were having to attend 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 (in June, 2003), outgoing CSUS President Donald Gerth hosted a meeting of area community college presidents to reflect on the prior year of leadership development activities hosted by the Institute for Higher Education Leadership & Policy and to chart a course for sustaining collaborative leadership efforts in the future. All attendees stressed that the Ed.D. was the single most important need for improving leadership capacity within their colleges.

In addition, students involved in both educational sectors have indicated their desire for a local and affordable doctoral program that extends their learning in the field of educational leadership. Unfortunately, no such local programs are presently available in the capital region. Instead, prospective students can only choose from expensive programs offered by private institutions such as the University of Southern California, LaVerne University, Chapman University, University of San Francisco, or the University of the Pacific. Many of these private offerings require attending classes in Southern California in order to satisfy residency requirements. The proposed Capital Region Alliance would provide an alternative to the private programs and would meet student demand for a local and affordable program.

### 3.2 Opportunities for placement of graduates

All of the students enrolled in the Capital Region Alliance Joint Doctoral Program will be working professionals already employed in leadership positions. Graduates of the program,
however, would be ready to assume more complex upper level management assignments within the Preschool-Grade 12 and community college systems. In particular, graduates will be prime candidates to fill the large number of superintendent and associate superintendent positions expected within the P-12 school environment in the next five years.

Concern about the shortage of qualified leaders in California’s community colleges took front stage several years ago with the creation of the Community College Leadership Development Initiatives (CCLDI). Before CCLDI was formalized at the Claremont Graduate University, a board composed of influential community college leaders commissioned two reports to explore the nature of the leadership crisis—“Meeting New Leadership Challenges in the Community Colleges,” (September 2000) and “Preparing Community College Leaders for a New Era,” (March 2001). These reports documented the large numbers of vacancies, the lack of diversity among leaders, the challenges facing today’s leaders, and the absence of accessible and affordable options.

3.3 Importance to the discipline

Educational leadership in Preschool-Grade 12 schools is a critical facet in the design, development, and implementation of quality and responsive instructional programs. Understanding the most effective leadership practices and values that lead schools to provide high student achievement within a rich and highly diverse educational environment is of great import to the discipline. The proposed Capital Region Alliance for Educational Leadership will serve to advance knowledge in the field through its unique 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 Capital Region Alliance 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, which are two key themes of this program.

3.4 Ways in which the program will meet the needs of society

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 the Capital Region Alliance. Doing so will ensure that California P-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 two respects. It will address the serious shortfall in well qualified applicants for leadership positions and it will produce a new generation of leaders equipped with the skills and attitudes appropriate to contemporary P-12 and community college environments.

3.5 Relationship of the program to research and/or professional interests of the faculty

This program will build on significant new developments at the partnering campuses in the area of P-12 and community college leadership and policy. All three campuses have hired, or are recruiting for new faculty with backgrounds in educational leadership, public policy, and higher education. Issues related to school administration, student achievement, student access and retention and diversity are central themes for the faculty.

As a specific example, at CSU, Sacramento there is a new higher education concentration with the Masters of Education, a new higher education track in the Masters of Public Policy and Administration, and a new Institute for Higher Education Leadership & Policy that is focused on community colleges. The Institute will provide rich opportunities for faculty and students to collaborate on research with direct and immediate application to the field. Additionally, Sonoma State’s growing academic emphasis in educational leadership, (reinforced by its strong involvement with local school districts and community advisory groups), as well as the UC Davis/CSU Fresno previous experience with a joint doctorate in educational leadership (JDPEL program) and its new institute in educational policy, law, and governance will be invaluable assets to the Capital Region Alliance for Educational Leadership.

3.6 Program differentiation

There is currently no joint doctorate program in educational leadership at CSUS or SSU. While UC Davis offers the Joint Doctoral Program in Educational Leadership (JDPEL) with CSU Fresno, the Capital Region Alliance specifically focuses on community college leadership in the policy arena. In addition, the Capital Region Alliance intends to serve P-12 and community college constituents in a different geographical area than the JDPEL. UC Berkeley’s Joint Ed.D. program with CSUs is focused on educational leadership for urban areas,
while the Capital Region Alliance will provide educational leadership for the highly diverse, growing rural and urban communities of the larger Sacramento/Central Valley.

4. Faculty

The Capital Region Alliance will engage faculty from each of the participating campuses, making use of current research faculty and two new Academic Senate faculty(to-be-hired) who are also familiar with the real world contexts of P-12 and community college settings. Faculty will serve in traditional roles such as course instructors, qualifying exam faculty and dissertation chairs or members of dissertation committees. The expectation is that the faculty from each institution will come together to operate as one faculty with many different areas of expertise.

The program is structured such that in Year 2, there will be opportunities to bring in outstanding individual practitioners from P-12 and community colleges to present to the cohort and perhaps co-instruct certain courses with ladder faculty. This element of the Capital Region Alliance is meant to underscore the real-world context in research and problem solving. The three co-directors of the Capital Region Alliance will screen qualifications of recommended practitioner leaders.

Deans of the three campuses will officially appoint faculty members for the program based on mutually agreed-upon qualifications to be outlined in the Memorandum of Understanding. Listed below are faculty who have expressed interest and whom we expect to participate in the Capital Region Alliance. Faculty vitae appear in Appendix D.

University of California Davis

Sharon Dugdale, Associate Dean and Professor, School of Education
Harold G. Levine, Dean and Professor, School of Education
Sandra Murphy, Professor, School of Education
I Phillip Young, Professor, School of Education

California State University, Sacramento

Ric Brown, Interim Vice President for Academic Affairs
Miguel Ceja, Assistant Professor, Public Policy and Administration
Virginia Dixon, Associate Dean, College of Education
Geni Cowan, Associate Professor, Educational Leadership and Policy Studies
Edmund Lee, Professor, Educational Leadership and Policy Studies
Carlos Nevarez, Assistant Professor, Educational Leadership and Policy Studies

Rosemary Papalewis, Professor, Educational Leadership and Policy Studies and Director, Center for Teaching & Learning

Nancy Shulock, Director, Institute for Higher Education Leadership & Policy and Associate Professor, Public Policy and Administration

Sonoma State University

Carlos Ayala, Assistant Professor, Curriculum Studies and Secondary Education

Mark L. Fermanich, Associate Professor, Educational Leadership and Special Education

Phyllis Fernlund, Dean of Education

Paul Porter, Associate Professor, Educational Leadership and Special Education

Robert Vieth, Associate Professor Educational Leadership and Special Education

5. Courses

All required courses, course descriptions, and the detailed proposed program of study are described in Section 2 (pages 15-41). All Capital Region Alliance courses have been specifically developed for the new Joint Ed.D. program; they are proposed new courses at UC Davis and will follow all campus processes for new course proposals. See also Appendix E for the Capital Region Alliance summary course chart, along with completed proposed new course forms to be submitted for campus approval processes.

5.1 Use of distance-based technology

All three of the participating Capital Region Alliance universities have or will be investing in video-conferencing capabilities. Video-conferencing will be used primarily to help to reduce travel time of students. We will experiment with the technology in program delivery and, wherever possible, offer hybrid courses. These will include face-to-face faculty-student interaction, followed by video-conferencing sessions, and ending with face-to-face interaction. Our initial plan is that the heavy subject matter courses of Year 2 will be most amenable to transforming to the hybrid video-conferencing format. However, we are also planning and are eager to explore distance-based collaboration among faculty and students in the Problem-based Learning seminar sequence in Year 2. In Year 3, we will emphasize use of video-conferencing
to conduct dissertation seminars and faculty-student interaction regarding dissertation work. Year 1 will feature faculty-developed web-based course materials and other learning activities, as well as video-conferencing requirements as a means to build cohort cohesion and decrease travel time. Prior to beginning of the program, we will provide technology training to faculty and students.

6. Resource requirements

The estimated 5-year budget and budget justification appear in Appendix F.

7. Graduate Student Support

Students enrolled in the joint doctoral program would be eligible to receive need-based financial aid, both in the form of grants and loans. The specific amount and types of financial aid would be determined by an assessment of each student's financial income and work contribution in comparison to the full cost of attendance for the doctoral program. Such an assessment will be based on a standard evaluation of each student's Free Application for Federal Student Aid (FAFSA). In general, students enrolled in professional degree programs receive a greater number of loan options in their financial aid package than grants, principally owing to fewer grant resources available from federal and state government fund sources. At present, approximately 60% of graduate students on the UC Davis campus file a FAFSA and receive some form of financial assistance. However, students may not be eligible for some financial aid because of their current employment and earning power.

Students would also be eligible to receive grants in the form of fellowships or other merit-based aid that may reside through extramural funds secured by the UC Davis School of Education or the other partner institutions. Additionally, students who are also University of California career employees or certain UC retirees are eligible to receive reduced fees. Once admitted, the "employee-student" must file a petition for the reduction in fees before each quarter of enrollment. "Employee-students" pay one-third of the full-time Registration Fee and one-third of the full-time Education Fee. They do not receive reduced fees for any campus-based fees that are assessed students.

8. Changes in Senate regulations

No changes are intended to the UC Davis Senate Regulations at the Divisional level or in the Academic Assembly.