2. Program

2.1 Admission

All prospective candidates for the joint doctoral program must meet UC Davis graduate admission requirements. Applications shall be submitted and reviewed by UC Davis Graduate Studies. Thereafter, the Admissions Committee, hosted by UC Davis, will include representatives from California State University, Sacramento, and Sonoma State University. Faculty representatives from all three campuses will screen all applications and will make recommendations for admittance. A comparable 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 expect the following of all applicants for admission consideration:

- An earned baccalaureate degree and master’s degree from an accredited institution of higher education;

- Minimum grade point average (GPA) for admission to UC: Meeting any one of the following criteria is sufficient to establish admissibility:
  - The grade point average for all undergraduate coursework is 3.0 (4-point scale) or more.
  - The grade point average for all upper division coursework taken as an undergraduate is 3.0 (4-point scale) or more.
  - The grade point average for all upper division coursework taken during the last 2 years as an undergraduate coursework is 3.0 (4-point scale) or more.
  - The undergraduate GPA does not meet any of the above criteria, but the GPA in all coursework taken in a completed master’s program is 3.5 (4-point scale) or more;

- Sufficient undergraduate and graduate training and experience to undertake graduate study in educational leadership;

- Submission of GRE Verbal and Quantitative 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 Studies 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, and 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

DEL:CRA will not include a foreign language requirement.

2.3 Program of Study

As outlined in Section 1, DEL:CRA includes a rigorous curriculum designed to be completed in three years. Coursework is 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 a distinguishing characteristic of DEL:CRA, 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 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 incorporate a variety of innovative measures to facilitate student access. These consist of scheduling courses on a year-round basis, utilizing alternative course formats, including intensive, “in-residence” summer seminars and 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 at UC Davis due to its central location. This accommodation should reduce travel and enhance student and faculty convenience. In general, UCD will be the home campus for all offerings whether the course is taught by faculty based at UCD, Sonoma State University or CSU Sacramento. However, in consultation with participating faculty, and based on student convenience, we anticipate that some courses may be held at Sonoma State University or CSU Sacramento, as well as other satellite locations such as the Solano County Office of Education and the Solano and Los Rios Community College campuses. 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. Each campus will offer distance-based learning opportunities; each currently has available, or is in the process of establishing, on site technology and facilities for this program.
TABLE 2
DEL:CRA Joint UC/CSU Ed.D. Program

YEAR 1 Sample Program of Study

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

Data-Driven Decision Making Sequence:

<table>
<thead>
<tr>
<th>10-week course</th>
<th>10-week course</th>
<th>10-week course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>Qualitative</td>
<td>Quantitative</td>
</tr>
<tr>
<td>Design and Application for Educational Leaders</td>
<td>Research for Educational Leaders</td>
<td>Research for Educational Leaders</td>
</tr>
</tbody>
</table>
### TABLE 3
**DEL:CRA 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>1 week/intensive course (approx. 40 contact hours)</td>
<td>8-week course</td>
<td>8-week course</td>
<td>8-week course</td>
<td>8-week course</td>
<td>1 week/intensive course (approx. 40 contact hours)</td>
</tr>
<tr>
<td>Applied Data-Driven Decision Making in P-12 or Applied Data-Driven Decision Making in Community Colleges</td>
<td>Curriculum &amp; Instruction</td>
<td>Finance &amp; Budgeting</td>
<td>Human Resources</td>
<td>Student Services</td>
<td>Community-building through P-12 Leadership or Community-building through Community College Leadership</td>
</tr>
<tr>
<td>8-week course</td>
<td>8-week course</td>
<td>8-week course</td>
<td>8-week course</td>
<td>8-week course</td>
<td>8-week course</td>
</tr>
<tr>
<td>Legal Issues in Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-week course</td>
<td>10-week course</td>
<td>10-week course</td>
<td>10-week course</td>
<td>10-week course</td>
<td>10-week course</td>
</tr>
<tr>
<td>Problem-based Learning Seminar 1</td>
<td>Problem-based Learning Seminar 2</td>
<td>Problem-based Learning Seminar 3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE 4
DEL:CRA Joint UC/CSU Ed.D. 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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifying Exam</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Dissertation Defense</td>
</tr>
<tr>
<td>Applied Dissertation &amp; Writing Seminars</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DEL:CRA’s cohort-based program is designed with the expectation that students can 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.

In the admission process, each student is assigned an academic advisor based on educational interest and geographic considerations. Academic 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. As a student’s research interests become clearly defined, a faculty member other than the academic advisor may assume the role of dissertation chair (also known as major professor). As the dissertation chair becomes the principal guide for the dissertation work, the academic advisor will then cooperate with the dissertation chair as needed. 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 proposed three-year program sequence and demonstrates how students will meet residency requirements. The academic milestones are summarized below.

**DEL:CRA Academic Milestones Years 1-3:**

- Coursework commences in Summer I and concludes in late Spring II.

- Problem-based Learning Seminars begin Fall II and conclude 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 that contribute to the high quality of the program.

- Advancement to Candidacy will include a written Qualifying Examination near the end of the second year. This examination will be uniform for all students. It will be case study/problem based, with students responding from a number of practical and theoretical perspectives.

- A dissertation proposal shall also be submitted for review as part of the Advancement to Candidacy process near the end of the second year.

- In the fall, winter, and spring of the third year all students will be encouraged to enroll in 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. Once a dissertation has been successfully defended to a student’s dissertation committee, seminar opportunities for a student presentation of research findings in a public setting will be provided (see Section 2.7 below). For a public presentation, 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 DEL:CRA doctorate in education will be on the issues facing educational leaders in P-12 and community college 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, including the committee chair. Following the successful defense with the dissertation committee, seminar opportunities will be provided for students to present their research findings in a public setting.

2.3.4 Unit Requirements

Students will normally 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
DEL:CRA courses have been developed in accordance with UC Davis policies and procedures and are currently being submitted for review on all three campuses. After consultation between UC and CSU faculty who are jointly responsible for course development, the proposed new courses are submitted to the Courses Committee of UC Davis School of Education. On their approval and signature on the Course Approval Forms, the courses are first submitted to the UCD Graduate Council’s Courses and Bylaws Committee for review, and second to the UCD Committee on Courses of Instruction (COCI). Once the COCI gives final approval, courses are sent to the Registrar’s Office to complete the process. All new courses will 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/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 and Third Years
Advancement to Candidacy will include a written Qualifying Examination following the second year. The Qualifying Examination will be uniform for all students, and administered at one time, by one committee for all students in a cohort. The examination will be case study/problem based with students responding from a number of practical and theoretical perspectives. 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.
Students will have a set period of time to respond and submit their responses. The Qualifying Examination Committee membership will be proposed by the Executive Committee, and all proposed committee members (including those from CSU Sacramento and Sonoma State, will be approved by the UC Davis Graduate Council Chair. The Qualifying Examination Committee of five faculty members (at least two members from UC and two members from CSU), including the chair, shall design and score the Qualifying Examination for the cohort.

Because the Qualifying Exam is the same exam and committee for all students in a cohort, in any given year some students’ academic advisors or potential dissertation chairs, may serve on the Qualifying Exam Committee and some may not. Care will be taken to assure that the Qualifying Exam Committee is broadly based and relates to all students’ areas of research interests. Students’ dissertation chairs will be approved after the successful completion of the Qualifying Exam.

Students who receive a “not pass” (grades are pass, not pass, or fail) on 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.

Based on the Handbook for the Creation of Graduate Programs and the specifications of the UC/CSU Joint Graduate Board, all student committees must have at least four members, two from UC and two from CSU. Consistent with the recommendation of the UC Davis Education Policy Committee regarding the Qualifying Examination Committee membership, we plan to have five faculty members, including the chair, with at least two from UC and two from CSU campuses, on the Qualifying Examination Committee. Each of the dissertation committees will have four members, including the chair, with at least two members from UC and two from CSU campuses.

The dissertation prospectus will be submitted by the student at the same time as the Qualifying Exam, and the Qualifying Exam Committee will be responsible for approval of the dissertation proposal as part of the Qualifying Exam process. 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 as an integral part of a larger effort involving multiple students, with each student contributing an individual dissertation to a collective, coordinated product.

As a student's research interests become clearly defined, a faculty member other than the academic advisor may assume the role of dissertation chair (also known as major professor). As the dissertation
chair becomes the principal guide for the dissertation work, the academic advisor will then cooperate with the dissertation chair as needed. 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 UC Davis Graduate Studies designates.

The student’s academic advisor will nominate the dissertation committee in consultation with the student. Nominations are subject to approval by UC Davis Graduate Council. A co-chair may be appointed with the UC Davis Graduate Council’s approval. This co-chair may have substantial practitioner expertise. As noted above and required by the CSU/UC Joint Doctoral Programs Handbook, the dissertation committee will be comprised of two faculty members from CSU campuses and two faculty members from UC, including the chair. The dissertation committee must be in full agreement that a student has successfully completed his/her thesis in order for a student to graduate and receive the Ed.D. degree.

2.7 Final examination

Formal defense of the dissertation will be with the dissertation committee only. Subsequently, seminar opportunities will be provided for students to present their work publicly. The optional public presentation will offer an excellent opportunity for public visibility of DEL:CRA 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. 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 Studies minimum requirements

None.

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 community colleges. With 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 to support coursework and doctoral dissertation advising, as well as scholarly research in educational policy and leadership.

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 DEL:CRA 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,