

# Educational Leadership – Joint Doctoral Program

Kremen School of Education  
and Human Development

## Joint Doctoral Program in Educational Leadership

Sharon Brown-Welty,  
*CSU Director,*  
*California State University, Fresno*

I. Phillip Young  
*UC Director,*  
*University of California, Davis*

Diane Rivera-Pasillas,  
*Administrative Assistant*

Education Building, Room 310  
(559) 278-0427

FAX: (559) 278-0457

<http://jdpel.csufresno.edu>

## Doctorate in Educational Leadership (Ed.D.)

Organizational Studies  
Supervision, Curriculum,  
and Instruction  
Assessment and Evaluation  
Sociocultural Contexts

## The Doctoral Program

The purpose of the Doctoral Program in Educational Leadership is to enhance the talents and skills of individuals who plan to devote their lives to the implementation of educational practices informed by research. Offered jointly by California State University, Fresno and the University of California, this Ed.D. program provides students with a broad view of educational problems and a strong background in social science theory. In addition, the program prepares students to conduct and interpret inquiries on which sound educational policy and practice can be anchored.

Students in the program benefit from the teaching and research expertise of established scholars from five universities, including: California State University, Fresno and the University of California campuses at Davis, Los Angeles, Santa Barbara, and Santa Cruz. The faculty hail from a number of academic disciplines: educational administration, education, anthropology, sociology, business, psychology, linguistics, and economics.

All courses are taught in Fresno and are held during the evenings and on the week-ends to accommodate full-time working professionals.

## Interdisciplinary/ Intercampus Faculty

### California State University, Fresno

Armando Baltra — ESL and Foreign Language Teaching Methodology, Bilingualism and Bilingual Education, Psycholinguistics  
Jacques Benninga — Curriculum and Instruction, Developmental Psychology, Character Education  
Sharon Brown-Welty — Evaluation, Education Leadership, Conflict Resolution, Policy Development, Labor Relations  
Karen Carey — Ethnographic Research Methods, School Psychology  
Donald Coleman — Program Development, Management, Leadership and Organization Development  
Deanna Evans-Schilling — Family Involvement, Curriculum, Teacher Preparation  
Dewey Johnson — Strategic Leadership, Organizational Behavior  
Phyllis Kuehn — Research, Measurement, Statistics, Language Acquisition  
James Marshall — School Curriculum Reform, Assessment, Science Education  
Susan Tracz — Statistical Methodology, Educational Reform, Counseling  
Ronald Unruh — Evaluation and Assessment, Bilingual Education  
Diane Yerkes — Pre-service Preparation of Instructional Leaders, Preparation of Administrators, Women in Educational Administration

### University of California

James Bruno (UC Los Angeles) — Quantitative Method, Operations Research, Educational Policy and Planning, Evaluation and Assessment, Educational Leadership  
Joseph Castro (UC Santa Barbara) — Organizational Learning, Leadership in Higher Education  
James Catterall (UC Los Angeles) — Administration and Policy Analysis, Organization and Leadership  
Donald Erickson (UC Los Angeles) — Principalship, Organizational Theory  
Richard Figueroa (UC Davis) — Bilingual Special Education, Special Education, Minority Testing, Nonpsychometric Assessment, Migrant Education  
Tuli Glasman (UC Santa Barbara) — Principalship/Superintendent, Personnel Evaluation  
Ross MacDonald (UC Davis) — Developmental Education, Tutoring, Ethnographic Research  
Peter McLaren (UC Los Angeles) — Curriculum Theory and Design; Critical Pedagogy; Critical Theory and Critical Multiculturalism; Historical, Philosophical, Social, and Multicultural Foundations of Education

John McNeil (UC Los Angeles) — Curriculum, School Administration  
Barbara Merino (UC Davis) — Bilingual Schooling, Multilingual Contexts  
Douglas Minnis (UC Davis) — Non-formal Education, Mentoring, Teacher Effectiveness  
Sandra Murphy (UC Davis) — Teaching and Assessing Writing, Reading Comprehension  
Russell W. Rumberger (UC Santa Barbara) — Educational Reform, Education Policy, Education and Labor Markets, Survey Design  
Jonathan Sandoval (UC Davis) — Psychological Tests and Measurement, Children's Classroom Learning, School-Linked Health and Human Services  
Trish Stoddart (UC Santa Cruz) — Educational Psychology, Science Education/Curriculum  
Jon Wagner (UC Davis) — Educational Reform, Social Organization of Educational Research  
Karen Watson-Gegeo (UC Davis) — Ethnographic Research Methods, Sociolinguistics, Bilingual Education, International Education  
George Yonge (UC Davis) — Educational Psychology, Educational Philosophy, Teacher Preparation

## Admission Requirements

Applicants must meet the general admission requirements for both California State University, Fresno and UC Davis. These include a master's degree from an accredited institution and a grade point average of at least 3.2 in upper-division undergraduate and master's degree coursework. Applicants must also demonstrate high potential for educational leadership and scholarly achievement through professional experience, academic accomplishment, and professional recommendations. Applicants whose graduate degrees are in subjects other than education/educational administration and who plan to pursue a Professional Administrative Services Credential must complete the required 24 credential units (Preliminary level) prior to admittance.

The deadline for application to the program is in February. Finalists are interviewed by the Joint Doctoral Program Admissions Committee.

## Residency Requirements

Students must spend a minimum of one year in academic residence at each campus. To establish residence at UCD, doctoral students must be registered as full-time students three consecutive quarters.

## Program Requirements

Students in the program move through three phases of study, comprising 60 units. Phase one comprises nine core courses, phase two comprises specialization courses and field case study, and phase three comprises the dissertation. All students move through phase one as a cohort. Students may choose to specialize in one of four areas: organizational studies; supervision, curriculum, and instruction; assessment and evaluation; and sociocultural contexts.

### Units

<b>Phase 1 — Core</b> .....	<b>27</b>
EDL 201, 202, 203, 204, 205, 206, 207, 208	
<b>Phase 2 — Specialization</b> .....	<b>21</b>
EDL 210, 280T, 290, EDU 292, 299, 299D	
<b>Phase 3 — Dissertation</b> .....	<b>12</b>
EDL 299	
<b>Total</b> .....	<b>60</b>

## DOCTORAL

### GRADUATE COURSES

#### *Educational Leadership (EDL)*

#### 201. Organizational Theory in Complex Organizations (3)

Prerequisite: admission to the program. Seminar. Combines alternative views of organizational theory with applications to the structure of the school; to critical roles played by teachers, principals and other school personnel; and to examine the relationships among structural elements of schools.

#### 202. Planning and Changing in Education (3)

Prerequisite: admission to the program. Seminar. Examines strategies for initiating and institutionalizing change in people and organizations, with particular attention to moral and ethical issues faced by educational leaders. Attention is given to the development of skills in communicating results of research and evaluation, critiquing of scholarly and professional writing and communication of research and technical information.

#### 203. Governance and Political Perspectives for Educational Leadership (3)

Prerequisite: admission to the program. Seminar. Determinants of policy in educational organizations and leadership. Analysis of structures used for legal, fiscal and political decisions and conflict management. Role of the educational leader in relation to intergovernmental activities aimed at educational reform.

#### 204. Quantitative Methods

##### Applied to Administrative Practice (3)

Prerequisite: ERF 220 or equivalent. A tutor will be available for specific student need. Seminar. Examines advanced research methodologies and data analysis techniques applicable to education and social science settings. Topics include experimental and quasi-experimental design, advanced statistical techniques, sampling distributions, nonparametric statistics, inference and hypothesis testing. Specific applications to the work of the education leader.

#### 205. Families, Communities, and Schools in Sociocultural Context (3)

Prerequisite: admission to the program. Seminar. Explores the role of parental relationships with the schools focusing on representation of culturally diverse communities, involvement of parents in their children's education, socialization, and learning processes as related to the transition of children from home to school.

#### 206. Conceptual

##### Curriculum Perspectives for Educational Leadership (3)

Prerequisites: admission to the program and EDL 201, 202. Seminar. Students will develop the philosophical and analytical skills to examine curriculum theory and practice, including the conceptualization of purposes of the organization of subject matters, and of the instructional methods.

#### 207. Ethnographical Research Methods (3)

Corequisites: admission to the program and EDL 204. Seminar. Examines the purpose and nature of ethnographic research including current application in educational settings. Emphasis is directed toward critical analysis of current ethnographic studies and will include field-based application.

#### 208. Theories of Cross-Cultural Education (3)

Corequisites: admission to the program and EDL 205. Designed to explain and discuss the most relevant theoretical approaches dealing with cross-cultural, multicultural education. As diverse and conflicting perspectives are examined, students will experience the complexity of views and perceptions dealing as leaders with multicultural populations coexisting in a pluralistic society.

#### 209. Advanced Educational Research and Measurement (3)

Prerequisite: admission to the program. Review of approaches to designing and conducting educational research, including ethical issues. Emphasis on reading and evaluating research literature and designing research

projects. Includes psychometric theory, validity and reliability of tests, professional testing standards, and hands-on experience with test evaluation. (Formerly EDL 280T)

#### 210. Field-based Research Practicum in Organizational Settings (1-3; max total 3)

Prerequisites: admission to the program, EDL 201-208, and permission of the co-directors. Engages students in studies relevant to field settings. Includes collecting and analyzing both qualitative and quantitative data related to improving educational practice and/or solving school problems. Expected to relate to prospective dissertation topic and proposal possibilities.

#### 280T. Topics in Educational Leadership (1-3; max total 15)

Prerequisites: admission to the program, EDL 201-208, and permission of the co-directors. Topics and issues in educational leadership in the areas of organizational studies, curriculum, instruction and supervision, assessment and evaluation, and sociocultural studies. Analysis of research findings and an emphasis on the relationship of theory to practice.

#### 290. Individual Study (1-18; max total 18)

Prerequisites: admission to the program, EDL 201-208, and permission of the co-directors. Research for individual doctoral graduate students. *CR/NC* grading only.

#### 299. Dissertation (1-12; max total 12)

Prerequisites: advancement to candidacy for the Doctorate in Education and a minimum GPA of 3.0. Submission of approved dissertation. See *Criteria for Dissertation*. *CR/NC* grading only.

## UC DAVIS COURSES

### *Education (EDU)*

#### 292. Special Topics in Education (2-4)

Prerequisite: completion of doctoral core courses in education or consent of instructor. Selected topics in education. Designed to facilitate preparation for the qualifying examination or dissertation. Students will critically analyze scholarly work including their own works in progress. May be repeated for credit.

#### 299. Individual Study (1-6; max total 40 quarter units)

Independent study, 3-18 hours. Individual study under the direction of a faculty member. *Satisfactory/Unsatisfactory* grading only.

#### 299D. Research (1-6; max total 30 quarter units)

Independent study, 3-18 hours. Research for individual graduate students. *Satisfactory/Unsatisfactory* grading only.