PROPOSAL FOR A JOINT PROGRAM OF GRADUATE STUDY
FOR THE DOCTOR OF EDUCATION DEGREE
IN COLLABORATIVE LEADERSHIP

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALIFORNIA, SANTA CRUZ

And

COLLEGE OF EDUCATION
SAN JOSE STATE UNIVERSITY

And

COLLEGE OF PROFESSIONAL STUDIES
CALIFORNIA STATE UNIVERSITY, MONTEREY BAY

OCTOBER 15, 2003
ABSTRACT

The University of California, Santa Cruz (UCSC), San Jose State University (SJSU) and California State University, Monterey Bay (CSUMB) propose a joint program of graduate study for the Doctor of Education Degree (Ed.D.) in Collaborative Leadership for Learning and Teaching. The participating units are the Department of Education at UCSC, the College of Education at SJSU, and the College of Professional Studies at CSUMB. The purpose of this joint Ed.D. program is to prepare K-12 educators to lead educational transformation in the culturally and linguistically diverse schools of California Education Region 5, which encompasses Monterey, San Benito, Santa Clara, and Santa Cruz Counties and similar culturally and linguistically diverse regions in other states.

The program will recruit local educators from traditionally underrepresented backgrounds. Candidates will have strong academic preparation and a potential for leadership, primarily at the school level, but also at district and/or community levels. Many students will be drawn from existing collaborative school-university research and development programs and graduate programs at UCSC, SJSU, and CSUMB.

A distinguishing feature of this program is its focus on the preparation of school leaders, including teachers and site administrators. Collaborative leaders who are prepared in this Ed.D. program will focus on three major areas: serving school populations that have been traditionally underserved, focusing on the power of collaborative applied research and school transformation, and providing replicable models with the school and the classroom as the locus of change.

The Ed.D. Program will require 120 units (minimum) including coursework, supervised dissertation research, and dissertation writing to be completed over three years, including summer terms. Students will complete four core courses covering fundamental issues in collaborative leadership: Social, Political and Economic Context of Schooling; Comparative Research Design; Policy and Reform; and Facilitating Collaborative Change. A seminar in dissertation writing as well as three quarters of supervised dissertation data collection will be expected. In addition, students and faculty will be engaged in a monthly colloquium throughout the three years, entitled Research for Educational Change in the first year, Research Profiles in the second year, and Cohort Dissertation Writing Seminar in the third year. During the third year, this colloquium will serve as a venue for presentation of findings from research. Students will complete additional coursework as advised by their dissertation committee. The formal qualifying examination will take the form of a defense of a dissertation proposal, which will normally occur during the second summer of the second year of study. All students in the joint Ed.D. program will write a dissertation aimed at improving educational practice and policy in and around their professional work environments.
# Table of Contents

**SECTION 1  INTRODUCTION**
- 1.1 Aims and Objectives of the Program ........................................ 2
- 1.2 Historical Development of the Field and Institutional Context .......... 4
- 1.3 Timeline for Program Development ........................................ 5
- 1.4 Relationship to Existing and Future Campus Plans ........................ 5
- 1.5 Interrelationship with other UC Institutions and Programs .................. 6
- 1.6 Plan for Program Evaluation ........................................ 7

**SECTION 2  PROGRAM**
- 2.1 Admission Requirements and Process ........................................ 8
- 2.2 Foreign Language Requirements ........................................ 9
- 2.3 Student Program of Study ........................................ 9
- 2.4 Dissertation ........................................ 9
- 2.5 Submitting the Final Manuscript and Graduation .......................... 11
- 2.6 Sample Course Sequence ........................................ 12
- 2.7 Normative Time from Matriculation to Degree ............................ 13
- 2.8 Academic Residency Requirements ........................................ 13

**SECTION 3  PROJECTED NEED**
- 3.1 Student Demand for the Program ........................................ 14
- 3.2 Opportunities for Placement of Graduates .................................. 14
- 3.3 Importance of the Ed.D. to the Discipline and Meeting the Needs of Society ........................................................................................................... 15
- 3.4 Relationship of the Program to Professional Interests of Faculty ............ 15
- 3.5 Program Differentiation: Ed.D. and Ph.D .................................... 15

**SECTION 4  FACULTY**
- 4.1 Core Faculty ........................................ 17
- 4.2 Affiliated Faculty ........................................ 17

**SECTION 5  COURSES**
- 5.1 Proposed Courses ........................................ 19

**SECTION 6  RESOURCE REQUIREMENTS**
- 6.1 FTE Faculty ........................................ 20
- 6.2 Library Acquisitions ........................................ 21
- 6.3 Computing Costs ........................................ 22
- 6.4 Equipment ........................................ 22
- 6.5 Space and Other Capital Facilities ........................................ 22
- 6.6 Other Operating Costs ........................................ 22
- 6.7 Program Resources: Funding ........................................ 22

**SECTION 7  GRADUATE STUDENT SUPPORT** ........................................ 24

**SECTION 8  CHANGES IN SENATE REGULATIONS** ........................................ 25

**SECTION 9  PROGRAM GOVERNANCE AND ADMINISTRATION**
- 9.1 Joint Governance Board: Role and Function .................................. 26
- 9.2 Program Co-Directors: Role and Function .................................. 26
- 9.3 Core Faculty ........................................ 26
- 9.4 Advisory Board: Role and Function ........................................ 26
- 9.5 Process for Student Appeals ........................................ 27
SECTION 10  WASC APPROVAL

SECTION 11  CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

References

APPENDICES

A: Catalog Course Descriptions
B: Letters of Support
C: California Postsecondary Education Commission Summary
D: MOU and Faculty Bylaws
E: Core Faculty Curriculum Vitae
Section 1

INTRODUCTION

The University of California, Santa Cruz (UCSC), San Jose State University (SJSU) and California State University, Monterey Bay (CSUMB) propose a joint program of graduate study for the Doctor of Education Degree (Ed.D.) in Collaborative Leadership. The participating units are the Department of Education at UCSC, the College of Education at SJSU and the College of Professional Studies at CSUMB. The purpose of this joint Ed.D. program is to prepare K-12 educators to lead educational transformation in the culturally and linguistically diverse schools of California Education Region 5, which encompasses Monterey, San Benito, Santa Clara, and Santa Cruz Counties. The program is designed for working educators who are committed to using their knowledge, research and skills to provide leadership that improves learning and teaching in local schools and districts. The program, its faculty, students and graduates will provide a catalyst for school transformation in the region.

Policy makers and educational reformers recognize that strong leadership focusing on learning and teaching is necessary to improve the academic performance of schools. Such leadership requires an understanding of the cultural and environmental needs of students and a commitment to removing impediments to learning. In addition to possessing practical educational skills, school leaders must know how to evaluate policies and practices in light of learning and teaching. They must also understand the process of school transformation, work collegially to institute change and operate effectively in political environments. Leadership that focuses on learning and teaching is particularly essential in schools where there are high concentrations of under-prepared teachers and administrators, disproportionate numbers of low income students, immigrant students and minority students whose educational needs often are not met.

Another factor underscoring the need for a joint doctoral program focusing on collaborative leadership for learning and teaching pertains to the changing demands being placed on K-12 teachers and staff as the demographic profile and economics of the state change. Educators are seldom able to respond adequately or quickly to changes in family or community context, nor do they understand sufficiently how these factors impact the learning of students in their care. Individuals who are able and willing to take leadership positions need to be provided with the best resources and research, within a supportive academic environment, to seek answers to complex questions and situations. To prepare educational leaders to effectively and honestly be able to engage in this task, it is essential that this program bring together people from diverse perspectives and backgrounds who are committed to working with underrepresented students. Since California’s student population is more diverse than ever before, the same should be said of those earning doctorates from our higher education institutions.

Institutional Capacity for Offering the Doctorate

California State Universities of San Jose and Monterey Bay and the University of California, Santa Cruz offer complementary programmatic and research strengths that will provide the institutional capacity to offer a joint Ed.D. program. The three universities are engaged in a wide range of outreach partnerships with public schools and other agencies. San Jose State University offers several graduate programs at the Master’s level, many of which combine professional credentials with research and analysis of school problems. Specifically, there are programs in child and adolescent development, speech-language pathology, counselor education, educational leadership, language and literacy across the curriculum, science and technology, critical research, instructional technology, and early childhood special education. Over 1000 M.A. students in the Educational Leadership program are full-time teachers and/or leaders in local public schools. They come from schools in Santa Clara, Santa Cruz, Monterey, San Benito, San Mateo, and Alameda Counties. Examples from the M.A. in Educational Leadership and the M.A. in Education with an emphasis on Literacy Across the Curriculum for an Equitable Society follow.

Each student in the Educational Leadership master’s program completes a master’s thesis, defined as an action research study that focuses on a particular problem of interest in his/her school or district. Following specific guidelines for statistical analyses and writing, students produce a thesis by the end of their two-year program, using the school and classroom as the basis for educational reform and change. Many students have presented their theses to school administrators, their fellow teachers, district officers, and school boards as carefully analyzed and researched solutions to real school problems.

The SJSU Master of Arts in Education, entitled “Literacy Across the Curriculum for an Equitable Society,” incorporates requirements for the California Reading Certificate (for school-based reading specialists) and the California Reading and Language Arts Specialist Credential (for district-wide responsibilities). It supports teachers...
as they work toward the National Board for Professional Teaching Standards. The MA in Literacy at SJSU also has a strong research component and requires a master’s thesis.

CSU Monterey Bay offers an M.A. in Education degree, which currently serves about 85 students. The program has two tracks: one in curriculum and instruction and a new track in special education. The program is designed to help certified teachers and other practicing educators become outstanding, effective teachers and teacher leaders of the culturally and linguistically diverse students in the schools of this region. Coursework is framed within a pluralism paradigm, and technology is strongly infused throughout the program. All students complete a thesis which usually focuses on action research. Students complete the 32 credit program in a year and a half to three years, depending on their work schedules.

The UC Santa Cruz’s Education Department hosts a teacher education program that leads to both a teaching credential and Master of Arts in Teaching with a focus on linguistic and cultural diversity. Each year the program admits approximately 150 graduate students who work throughout the 5 quarter program in schools that link pedagogy to practice with select mentor teachers. UCSC also provides professional preparation and development to educators through its connection to the New Teacher Project, which supports beginning teachers during the first two years of teaching and beyond. The New Teacher Project is a collaboration of the UCSC Education Department, the Santa Cruz County Office of Education, and thirty school districts.

The Faculties

The education faculties of San Jose State University, CSU Monterey Bay and UC Santa Cruz provide complementary research strengths that will support the proposed joint doctoral program. Members of these faculties are nationally recognized scholars. For example, faculty in the Educational Leadership Department SJSU’s College of Education bring expertise in applied research from many areas, including their service as K-12 teachers, principals, and district officers. Faculty in teacher education at CSU Monterey Bay bring a combination of teaching experience and experience as ethnographic and activist researchers. Faculty in UC Santa Cruz’s Education Department conduct research from a socio-cultural perspective, examining how learning and teaching are integrated and responded to in culturally and linguistically diverse settings, in the U.S. and internationally. Many of the faculty members on all three campuses are engaged in policy studies, exploring the impact of cultural, policy and organizational contexts on schooling.

1.1 Aims and Objectives of the Program

The aims and objectives of the proposed Ed.D. in Collaborative Leadership for Learning and Teaching will be to prepare educational leaders for all levels of California’s educational system. The program of study is designed for educators with a commitment to using their knowledge, research, and skills to serve schools, districts, and K-12 student populations that traditionally have not been well served by America’s educational system. The program intends to enhance educators’ understanding of ways to increase opportunities for students from low-income, multi-lingual, and multi-cultural backgrounds by working collaboratively to improve schools’ responses to the needs of these students and their families. The coursework and research will draw deeply on knowledge about school transformation as well as research and successful practice from a range of educational models in the United States and internationally. Faculty will design courses and dissertation seminars to model collaborative approaches to teaching and leading. We anticipate that research and dissertations from the program will be intended to provide a thoughtful critique of education, while offering solutions to change practices and improve education for historically underserved and underachieving students.

Organizing Principles

To achieve these aims and objectives, the joint doctoral program will be organized according to the following principles:

- **Focus on collaborative leadership for school-level change.** Research on educational reform reveals that the most telling changes occur at school and classroom levels. Moreover, such changes are facilitated by leadership that is distributed, collaborative and focused on learning and teaching.

- **Access and flexibility.** The proposed program will increase access for prospective students who find themselves educationally and financially disadvantaged by the structure of existing full-time doctoral programs or the high tuition costs of private institutions. For many of these prospective students, financial and family responsibilities do not afford the opportunity to take leave from jobs for doctoral study. The proposed, innovative, summer intensive, cohort-based structure will meet the need for a program of the highest academic quality for qualified, full-time professionals. Additionally, some courses will be delivered partially on-line.
• **Efficiency through collaboration.** The proposed joint effort to focus on advanced studies in collaborative educational leadership and situated learning demonstrates the faculty’s understanding of the necessity for collaboration to address the demands of schools and communities and to move from local knowledge to the politics and agenda to help shape best experiences and best practice from within the school community to outside the school community. The complexity of the challenge demands that we draw upon the combined strengths of San Jose State, CSU Monterey Bay and UC Santa Cruz to achieve a coordinated impact on improving learning and teaching in schools. The strength of the proposed program is its capacity to utilize resources collaboratively and draw upon outstanding faculty, facilities and research from the three campuses. The proposed program design recognizes the strengths that both public higher education systems in California can contribute to create leadership capacity, scholar-practitioners, and systemic transformation. The program is grounded in not only theory to best practice but also best practice to theory. Tapping into the wealth of talent and skill among traditionally underrepresented communities, the program will actively seek the enrollment of potential school leaders who are statistically underrepresented at the professional level of Ed.D. The assumption here is that the proposed program will increase the number of educational leaders who reflect the racial, social and gender diversity of the state of California and who also possess the will and capacity to transform schools and systems into human organizations that produce equitable outcomes.

**Distinctive Features**

The proposed joint doctoral program is characterized by several features that distinguish it from doctoral programs in education offered by UC Santa Cruz, San Jose State and other universities in the region.

• **Focus on collaborative leadership at the school site.** Collaborative leadership and learning among school site leaders—administrators and teachers—is the central focus of this proposal, instead of the management of schools and districts that has been the focus of traditional Ed. D. programs in administration. Ed. D. programs with a focus on educational leadership traditionally prepare school or district administrators. The proposed Joint Ed. D. Program from SJSU, CSUMB, and UCSC will be very different. As its name indicates, this program’s principal purpose will be to prepare school leaders, including teachers and administrators, who can change the future of the educational system by solving school problems using applied research and collaboration, transforming local schools and providing replicable models for other schools.

• **First Ed.D. program in collaborative leadership in education offered by public universities that focuses on Region 5.** The proposed joint doctoral program will be the first Ed.D. program in educational leadership offered by public universities that will focus on Region 5, which includes Monterey, San Benito, Santa Clara, and Santa Cruz Counties. The region is highly diverse, encompassing a large urban center, small towns, a hub of the high tech industry, and agriculture. Consequently, schools in the region face numerous challenges in providing educational services to students from diverse economic, ethnic, racial, cultural, and linguistic backgrounds. Many of these schools are considered “under performing” and require the collaborative leadership that will be fostered by the proposed doctoral program to improve the academic performance of their students.

• **Providing access to non-traditional students.** As noted above, the proposed joint Ed.D. program will provide flexible access and flexibility to non-traditional, doctoral students, many of whom have been educationally and financially disadvantaged by the structure of full-time doctoral programs or the high tuition costs of private institutions. To accommodate to the needs of a working population, classes will meet on evenings and weekends, and some courses will be delivered partially on-line. In addition to taking coursework during the fall and spring terms, students will take coursework during summer terms. The program’s academic year will begin in June and run through to the end of May. When necessary and possible, students will participate in one overnight weekend, 2-day retreat per term for more intensive work.

• **Cohort structure.** Each year, twenty-four students will be admitted and, to the degree possible, remain together as a cohort throughout the duration of the doctoral program. This structure promotes the development of professional networks that can provide ongoing support and mentoring to members of the cohort even after completion of formal doctoral study. Accommodations will be made for students who, for work, family, or health reasons, are not able to proceed at the rate of their cohort.

• **Core courses.** The proposed program will include a common core of four courses. These courses are intended to provide students with exposure to a comprehensive review of key issues concerning collaborative leadership for learning and teaching. These courses will address the following topics: Social,
Political, and Economic Context of Schooling; Comparative Research Design; Policy and Reform; and Facilitating Collaborative Change. In addition, students and faculty will engage in a monthly colloquium throughout the three years, entitled Introduction to Research in the first year, Profiles of Research in the second year, and Cohort Dissertation Writing Seminar during the third year.

- **Fixed time to completion.** The proposed program is structured to enable fully committed professionals to earn an Ed.D. in three years
- **Linking research to practice.** The joint Ed.D. program will emphasize the link between research and school-level change, starting with the first course in the program, “Research for Educational Change,” which runs throughout the program. Faculty members will present their research interests, questions, and designs, which exemplify themes interwoven through the courses. It is expected that by the end of the first year, students will develop an initial research question and methodology for their dissertations.
- **Technology.** The use of technology in educational settings will be woven into the proposed program’s curriculum. The joint Ed.D. program will offer students training in creative applications of technology and about issues involving technology in education, such as innovative strategies for bridging the digital divide and sound approaches for using technology to enhance pedagogy.

### 1.2 Historical Development of the Field and the Institutional Context

The scholarly field of educational leadership began as a specialization in the general area of educational administration. Consequently, most early scholarship on educational leadership focused on the traits and behaviors of the incumbents of administrative positions in schools and school districts (Immegart, 1988). Leadership was equated with the work of principals and superintendents. Much of this research emphasized the managerial functions served by administrators, including budgeting, personnel administration and scheduling.

The early 1980s marked a significant shift in the focus of scholarship in the field of educational leadership. With the emergence of research on the characteristics and conditions of “effective schools,” the field of educational leadership began to emphasize the role of administrators as “instructional leaders” (Bossert, Dwyer, Rowan & Lee, 1982). Research examined the extent to which and how administrators affected the academic performance of students. That body of work produced the now familiar list of behaviors in which instructional leaders engage, including setting high academic expectations, supervising the instructional practices of teachers, and creating a safe and supportive school environment. While the focus had moved to instructional rather than managerial work, it remained squarely on administrators.

Reflecting the evolution of the educational reform movement in the United States, the situation began to change in the field of educational leadership. During the 1980s and 1990s, education underwent several “waves” of reform. Early reforms that emphasized bolstering the existing system gave way to reforms that altered the governance and organization of schools. Much of this “restructuring” of schools sought to enhance the professional status of teachers. Increasingly, teachers were called upon to provide “leadership” by participating in decision making, developing curriculum and mentoring peers (Murphy, 1991).

In the mid to late 1990s, researchers and policy makers increasingly expressed doubts about the impact of restructuring on the instructional practices of teachers and, consequently, on the academic performance of students (Elmore, Peterson & McCarthey, 1996). While some reformers responded by supporting strategies intended to centralize control over instruction (e.g., curriculum standards and school accountability measures), others reinforced the importance of enhancing and ultimately relying on the professional expertise of teachers and others involved in the education enterprise (Rowan, 1990). The latter approach to improving the educational efficacy of schools was reinforced by a reconceptualization of educational leadership. An increasing number of scholars adopted the position that leadership is not solely the province of administrators. Rather, it is a quality of schools as organizations that leadership is “distributed” across all roles, including teachers, staff, parents, administrators, and students (Ogawa & Bossert, 1995; Spillane, Halverson & Diamond, 2001).

The proposed joint Ed.D. program thus reflects the most advanced developments in the field of educational leadership. Its focus on Collaborative Leadership for Learning and teaching embodies both the notion that leadership in schools is distributed across roles and that leadership is important for producing change that positively influences the essential purpose of schools.
1.3 Timeline for Program Development

Fall 2001
- Faculty from UCSC’s Education Department and SJSU’s College of Education began discussions on the development of a Joint Ed.D. program. Early discussions produced a consensus that the program should focus on Collaborative Leadership.
- A Request for Approval to Negotiate was submitted to and approved by both the University of California and the California State University systems.

Winter 2001-2002
- Faculty Planning Committee divided into subcommittees to develop core courses.
- Spring 2002
- Faculty Planning Committee continued work on curriculum.
- The Committee began discussion of the overall proposal and designated a proposal writing team.
- Program Development Grant proposal written and submitted to Joint Ed.D. Board.

Summer 2002
- The proposal writing team completed a draft of the proposal.
- Faculty Planning Committee reviewed and revised proposal.
- Program Development Grant awarded by Joint Ed.D. Board.

Fall 2002
- Administrators from UCSC, SJSU and CSUMB discussed including CSUMB as a partner in the proposed Joint Ed.D. program.
- Faculty Planning Committee met with faculty representatives from CSUMB and decided to include CSUMB in the proposed program.

Winter 2003:
- SJSU College of Education, CSUMB College of Professional Studies and UCSC Education Department approved proposal.

Summer/Fall 2003
- Submit proposal for approval by UCSC, SJSU and CSUMB
- Proposal approved by UCSC, SJSU and CSUMB
- Appoint Program Co-directors
- Meetings with three campus co-directors to:
  - Write draft of Program Implementation Grant

Fall 2003/Winter 2004
- Submit proposal to CCGA
- Submit Program Implementation Grant
- Organize Joint Program Advisory Board
- Hire support staff

Winter 2004
- final joint systemwide approvals of the joint doctoral program

Spring 2004
- Student recruitment
- Program Implementation Grant awarded by Joint Ed.D. Board

Summer 2004
- First student cohort admitted/enrolled

The first cohort of 24 students will be admitted to the program for the summer of 2004. Because the program is designed to be completed in three years, including summer terms, its steady-state enrollment is anticipated to be approximately 72 students, which will be reached in the third year of the program’s operation.

1.4 Relationship to Existing and Future Campus Plans

The Education Department of the University of California, Santa Cruz offers one doctoral program, a Ph.D. in education. Approved in Summer 2002, the Ph.D. program will admit its first students in Fall 2003. The Ph.D. program’s primary purpose is to prepare faculty, researchers and policy analysts, focusing on the socio-cultural context of learning and teaching with a particular emphasis on students from non-dominant linguistic and cultural groups. The proposed Joint Ed.D. Program will share the focus on cultural and linguistic diversity, but its primary purpose will be to provide advanced preparation for professional educators who will work to increase student
The proposed joint Ed.D. program responds to recent calls for preparing leaders for California’s K-16 education system by increasing the number of graduate programs offering education doctorates. In December 2000, the California Postsecondary Education Commission (CPEC) published a report, The Production and Utilization of Education Doctorates for Administrators in California’s Public Schools, highlighting the need for the state’s public universities to offer professional doctorates for educational leaders. In 2001, The CSU Chancellor’s Office issued a response, Meeting California’s Need for the Education Doctorate: A Report Examining California’s Needs for More Holders-and Suppliers-of Education Doctorates. This report explains that California must prepare more leaders, who hold education doctorates, to address the challenges and opportunities presented by the state’s increasingly diverse and complex public education system.

Subsequently, UC President Richard Atkinson and CSU Chancellor Charles Reed announced an initiative to create and “fast track” a number of joint CSU/UC doctoral programs in education. The state’s two university systems joined to form the Joint CSU/UC Ed.D. Board. The Board, which is co-chaired by the chief academic officers of each system, solicits, develops, funds and expedites proposals for joint Ed.D. programs. The Joint Ed.D. Board awarded UCSC, CSUMB and SJSU a development grant to support the completion of this proposal for a joint Ed.D. program on Collaborative Leadership for Learning and Teaching.

In addition, the proposed doctoral program enacts the long-range plan of the Division of Social Sciences at UCSC, which was submitted to campus administration in December 2001. That document reports, “In the next five to ten years, the division plans several exciting programs that build on our existing strengths while extending our reach to a new population of students. Our new programs will advance the campus goal of increasing the number of graduate students.” The long-range plan adds, “the [Education Department] is planning a joint Ed.D. program with San Jose State University.”

The long range institutional plan 2002 – 2007 for San Jose State University indicates that the University is moving toward more serious scholarship and is seeking to raise its ranking among research universities committed to serious scholarship. President Robert Caret and Provost Marshall Goodman feature the three joint doctoral proposals prominently in their written and verbal plans for San Jose State University, the Metropolitan University that serves the Silicon Valley. The three joint doctoral degrees—one in Engineering, one from Educational Leadership, and one from the College of Education—are fully supported and have been publicly announced by President Caret and Provost Goodman. As the Metropolitan University, San Jose State serves a region with a need to prepare outstanding school leaders, both teachers and administrators, who can face the educational challenges of the 21st century in an increasingly diverse, economically challenged, and technologically complex population. In identifying the challenges to prepare effective school leaders, San Jose State recognizes its vision and mission as service to all students, especially to the populations that have been traditionally underserved. The College of Education’s commitment to Excellence and Equity echoes the University mission.

California State University Monterey Bay completed its Five-year Academic Plan this past year. Included in the Five-year Plan, under new programs for 2004-05, is the Joint Doctorate in Education with UC Santa Cruz and San Jose State University. The stated justification for this new program is the high demand for the Ed. D to be offered in the region, thus providing the opportunity for the populations that have been underserved to complete a terminal degree. In addition, it clearly aligns with CSUMB’s commitment to access, equity, academic excellence, and the preparation of strong and effective education leaders for this century.

1.5 Interrelationship with Other UC Institutions and Programs

There are no immediate plans to create formal relationships between the proposed SJSU/CSUMB/UC Santa Cruz joint Ed.D. program in Collaborative Leadership and other UC or CSU institutions or programs. However, SJSU/CSIMB/UCSC Joint Doctoral Program Faculty may invite faculty from other UC or CSU institutions or programs with expertise in academic fields related to the joint doctoral program to provide instruction, monitor the quality of students’ academic activities, engage in cooperative research projects, and provide students with guidance and other assistance as needed.

Printed: 10/16/2003
Currently, two campuses of the University of California offer Ed.D. programs in the field of educational leadership. UCLA hosts the Educational Leadership Program (ELP), which offers an Ed.D. in Educational Leadership. The program is designed to be completed in three years. The program is highly successful, enrolling cohorts of 22-27 students each year. It serves administrators in the Los Angeles area who work in the K-12 system, community colleges, and colleges and universities. The program is self-sufficient, deriving its funding from student fees. The program’s faculty includes faculty or administrators in schools or colleges, UCLA faculty, and expert practitioners. UC Davis and CSU, Fresno offer the Joint Doctoral Program in Educational Leadership (JDPEL), which leads to the Doctorate in Education (Ed.D.). The program can be completed in a minimum of four years. The program has operated since 1991 and annually admits a cohort of approximately 15 students. JDPEL is designed for full-time professionals and largely serves educators in the Central Valley. The faculty includes professors from CSU, Fresno and UC campuses at Davis, Los Angeles, Santa Barbara and Santa Cruz. Both the ELP at UCLA and the JDPEL at UC Davis and CSU, Fresno enable students to earn the California Professional Administrative Services Credential.

The proposed joint Ed.D. program at UCSC, SJSU and CSUMB will not compete directly with ELP and JDPEL and can be distinguished from those programs in at least two ways. First, the proposed program will focus on the preparation of collaborative leaders who serve in a variety of roles in schools, district offices, and other educational organizations and agencies. Second, while the proposed program may serve students throughout California, it is expected that most students will be drawn from the region that includes Monterey, San Benito, Santa Clara, and Santa Cruz Counties.

1.6 Plan for Program Evaluation

The formal evaluation of the joint doctoral program will include the following elements:

The proposed program will be reviewed in accordance with UCSC’s policy to review departments and their degree programs every six years and SJSU’s and CSUMB’s policies to review departments and their degree programs. An internal self-evaluation and annual written report of progress will be submitted to the respective deans and department chair by the program co-directors and will be presented during the annual meeting of the JPAB. Evaluations by other agencies (e.g., CPEC, CCTC, NCATE, WASC) may also be conducted on a periodic basis.
Pedagogical Goals of the Program

Before presenting the specific details of the program, it is important to clarify for reviewers the difference between the Ed.D. and Ph.D. degrees. The Ph.D. program focuses on developing educational theory through original research. The Ed.D. focuses on generating and applying educational theory and research to projects that improve educational practice within the student’s own professional work environment. The UCSC/SJSU/CSUMB program will, therefore, prepare students not only in the theory and research methods that inform educational transformation but also in the professional processes used by change agents. The key features of the program, which shape the selection criteria for students, the curriculum and program structure and standards, are the following:

- A focus on improving the education of low-income, multicultural, multilingual student populations that traditionally have not been well served by America’s education system
- The development and implementation of a new model of collaborative leadership that will engage teachers, administrators, researchers and community members in working together to design, implement and evaluate innovative programs;
- An emphasis on action research that engages school change leaders in reflection and analysis of their practice;
- The development of a collaborative K-12/university research community to serve the needs of Region 5 and similar regions in the state and nationally.

2.1 Admission Requirements and Process

The program will recruit local educators from traditionally underrepresented backgrounds with strong academic preparation and a potential for leadership primarily at the school level, and additional potential for leadership at district and/or community levels. Many students will be drawn from existing collaborative school-university research and development programs and graduate programs at UCSC, SJSU and CSUMB. Successful applicants to the program will have:

- Received a master’s degree that included a research course and research project in a field related to this Ed.D. program from an accredited university prior to admission or the equivalent; or in exceptional cases, the equivalent of the M. A
- Maintained a grade point average of 3.0 or above.
- Graduate Record Exam (GRE) scores or the General Exam scores.
- Experience in and commitment to working with culturally and linguistically diverse student populations and traditionally underrepresented communities and collaborative leadership.
- Shared research interests with the Joint Ed. D. in Collaborative Leadership program.
- Three letters of reference indicating their high level of professional practice and ability to work productively with others
- Writing ability appropriate for students entering doctoral study
- Explicit commitment to continue in their transformative leadership roles within Region 5.

Required Application Materials

The following materials will be required from applicants seeking admission to the program:

- Joint Program Application Form.
- UCSC Graduate Division Application.
- Two copies of a Statement of Purpose, which includes an explanation of research interests.
- Two copies of a Resume or Vita.
- Two original, official transcripts from each school attended.
- Three letters of recommendation.
- Official GRE score report.
- Writing sample based on a case study or two pages abstracted from your M. A. research.
- Evidence of the M. A. project or research.
- A non-refundable application fee.
Application Deadline
Applications to the joint doctoral program will be accepted for summer admission only. Applications should be submitted by January 15.

Screening and Candidate Selection
The UCSC Graduate Division and Education Department will process student applications. Application files will be forwarded to the Core Faculty who will review the applications, letters of reference, and leadership and academic qualifications of the candidates. At the completion of the document reviews, the Core Faculty will prepare a list of prospective students to recommend to the Dean of Graduate Studies for admission.

Appointment of Initial Faculty Advisor
Upon admission to the program, students will be advised by the member of the Core Faculty who indicated a willingness to work with the student. During a student’s first year in the program, the academic advisor, in consultation with the student, will organize a program planning committee that includes the advisor and two additional members of the Core or Affiliated Faculty. When a student’s research focus becomes clear, a dissertation advisor will be determined through collaboration with the student and the Core Faculty. Each faculty advisor will serve no more than three student advisees. In addition, each student will be asked to identify a mentor who is employed in a leadership position within the district chosen for research purposes in order to facilitate access to district schools and records as well as receive guidance in the field.

2.2 Foreign Language Requirement
While a specific foreign language requirement cannot accommodate the great linguistic diversity that characterizes many communities in Region 5, students will be encouraged to develop communication skills to effectively function in the communities where they work. Preference for admission will be given to students who already demonstrate such capabilities.

2.3 Student Program of Study
The Ed.D. Program will consist of 120 units (minimum), including coursework, supervised dissertation research, and dissertation writing to be completed over three years including summer terms. All courses will count for five units. All course credits are represented in quarter units. Students will complete five Core Courses covering fundamental issues in collaborative leadership as well as an ongoing monthly colloquium throughout the three years which will focus on various aspects of the research process. A seminar in dissertation writing as well as four quarters of supervised fieldwork will be expected. The formal oral Qualifying Examination (QE) will include: 1) an exam on formal course work and 2) an oral defense of the dissertation proposal. All students will write a dissertation.

First Year: Core Courses
During the first year of the program students will complete five core courses covering fundamental issues in collaborative leadership. These include: Social, Political and Economic Context of Schooling; Research for Educational Reform; Policy and Reform; Facilitating Collaborative Change; and Literacy as Transformation. In addition, students and faculty will engage in a monthly colloquium, entitled Research for Educational Reform.

Second Year: Research Courses
During the second year, the students will take two required courses: Research for Educational Reform and Dissertation Research Problems: Data Collection in the Field.

Third Year: Dissertation Seminars and Supervision
During the third year, students will take two courses: Research for Educational Reform with the cohort and Individual Supervised Dissertation Seminar.

2.4 Dissertation
During the three years of the program, students will complete approximately 80 units of supervised research leading to the writing of the Ed.D. dissertation. Ten of those units will involve a dissertation-writing seminar. Students will normally schedule a defense of their dissertation proposal during their second summer in the program. Those students whose proposals are approved will advance to candidacy for the degree. Students will
normally arrange to present and defend their dissertation at the end of winter quarter of their third year in the program, allowing for revisions during spring quarter.

**Stages of the Research Process:**
- Four stages of research will occur throughout the program.
- Stage 1: Identification of a research question and a research design.
- Stage 2: A preliminary review of the literature that informs the dissertation topic.
- Stage 3: A fully developed research proposal.
- Stage 4: Study completed and dissertation completed.

**Dissertation Procedures**
- All students in the joint Ed.D. program will write a dissertation that applies theory to and generates theory from educational practice. The purpose of the dissertation will be to improve educational practice and policy in and around students’ professional work environments. Dissertations are intended to mark the culmination of the research that students conduct during the first two years of the program under the auspices of the core course, Research for Educational Reform. Examples of dissertations that link theory with practice follow: designing and evaluating an educational program that addresses such issues as developing literacy among linguistically diverse students, school transformation, enhancing collaboration between families and schools, promoting collaboration between schools and business, or other issues approved by students’ dissertation committee chairpersons.

**Preparing the Dissertation Proposal**
- The dissertation proposal will address these elements: introduction and statement of the problem, proposed interventions, methodology and references. Proposals will provide members of students’ dissertation committees with research plans.
- As noted above students will normally complete a dissertation proposal by the end of summer quarter of their second year in the program. Students will work closely with advisors and the faculty to identify a problem of educational practice and/or policy that needs investigation. Generally, dissertation topics will emerge and be refined from students’ ongoing research activities in Research for Educational Reform seminar.

**Defending the Proposal and Advancing to Candidacy**
- As described above, students will be required to orally defend their dissertation proposals to their dissertation committees. The purpose of the oral defense is to review and assess students’ research plans. During the oral defense, students will present the research problem, theoretical orientation, related literature, research design and procedures. Proposals will be discussed and assessed by students dissertation committees. Committee members may require students to make revisions to their proposals before granting final approval for the research to begin. If the proposed dissertation involves human subjects, students must obtain appropriate clearances from the UCSC human subjects board.

**Dissertation Committee Composition**
- Dissertation committees will be composed of a minimum of four (4) ladder (UCSC) and tenure-track (SJSU, CSUMB) faculty members, with at least two (2) members representing UCSC. One member of the dissertation committee will serve as the committee chair and dissertation advisor. Additional members may be nominated to serve on students’ dissertation committees, and these members will have the same voting rights and responsibilities as other committee members.

**Dissertation Standards**
- The Ed.D. dissertation is an important achievement that links research and theory to practice. Students will be expected to develop a dissertation that includes several key components: a clear statement of a problem regarding an educational policy and/or practice, an appropriate theoretical orientation/perspective, clear implementation of intervention, methodical collection of original data, critical analysis of data, a clear representation of findings, and a discussion of results that derive implications from the relationship of findings to theory and research and for practice and/or policy. The dissertation must reflect originality and contribute to practice and/or policy and to the knowledge base.
- Ed.D. dissertations will be held to the same standards of academic rigor and quality as all other UC doctoral dissertations. Students will follow UCSC’s existing policies and procedures regarding report format, mechanics, submission, fees, and binding requirements.
Writing the Dissertation

After students have successfully defended their dissertation proposals and advanced to candidacy for the
Ed.D. degree, they will engage in the final stage of their doctoral studies, conducting and writing-up their
dissertation research. Although students can complete their dissertations by the end of their third academic year in
the program, some dissertation projects may take longer to complete.

Students will work closely with their dissertation advisors, who will review drafts and share drafts with
other committee members for their constructive feedback and suggestions. This will enable students to make timely
and continuous progress toward completing their dissertations. Students should allow committee members at least
two weeks for a thorough reading of the final draft of the dissertation, which must include the following elements:
an abstract, copyright page, title page, acknowledgements, table of contents, list of tables and figures, references,
and, when appropriate, appendices. Confirmation to all the requirements for human subjects research is required.

The dissertation must adhere to the guidelines specified in the Dissertation and Thesis Preparation
Guidelines, which is published by UCSC’s Division of Graduate Studies. Although no specific format for the text
will be required, students are expected to conform to one of the standardized formats commonly used in academic
writing (e.g., APA, Chicago). When necessary, students in collaboration with their dissertation committees will
make final decisions about special formatting requirements.

The Final Oral Defense

Students will be required to orally defend their dissertations. The defense has three purposes: 1) to review
and assess the quality of the research and its relevance to educational practice and/or policy, 2) to assess students’
ability to present their research in a scholarly manner, and 3) to provide students with the opportunity to share their
work with the broader campus communities. The student will be responsible for setting the date and time for the
final defense after consulting with members of their dissertation committee.

Generally, students will open the defense by presenting their research. Members of the dissertation
committee then will ask students questions based on the research. Only dissertation committee members will be
permitted to question students during the defense. Normally, an oral defense will run for approximately two hours.
However, the specific nature and duration of the defense may vary according to the preferences of the dissertation
committee.

The oral defense may produce three possible results:

1. The defense is deemed satisfactory by the members of the dissertation committee, and the dissertation is
accepted as submitted with only minor editing revisions. The committee members may sign the signature
page of the dissertation at the close of the defense.

2. The defense is deemed satisfactory by the members of the dissertation committee, but the dissertation must
undergo substantive revisions. The committee may elect to withhold their signatures from the signature
page of the dissertation until revisions have been made to satisfy the requirements of all committee
members.

3. The defense is deemed unsatisfactory by the members of the dissertation committee. This may occur
because the committee determined that the dissertation is acceptable but the student failed to present it
satisfactorily or because the dissertation is unacceptable. When such an outcome occurs, the dissertation
committee may schedule a second oral defense when the dissertation chair determines that the student is
prepared and the committee members agree that the required remediation has been accomplished.

2.5 Submitting the Final Manuscript and Graduation

Students will follow the directions for preparing and submitting their final dissertations that are outlined in
the Dissertation and Thesis Preparation Guidelines, which is published by the UCSC Division of Graduate Studies
and available at http://www.graddiv.ucsc.edu/thesis.pdf. Students will submit two approved unbound copies of the
final dissertation to the UCSC Graduate Division by the date stated on the Academic and Administrative Calendar.
Students will also submit two bound copies of the dissertation to the SJSU Library or two bound copies of the
dissertation to the CSUMB Library. Students may request additional copies to give to members of their dissertation
committee and/or to keep for personal records. Students will be responsible for bearing the cost of copying and
binding all copies of dissertations.

The Ed.D. degree will be awarded jointly by the Regents of the University of California and the Trustees of
the California State University in the names of their cooperating institutions at the end of spring quarter of the third
year.
Final Examination

Presently, there is no plan to implement a final examination for students in the proposed Ed.D. program. This is consistent with existing policies for master’s and doctoral degree students enrolled in the Education Department at UCSC. Students’ defense of their dissertations will serve as the terminal degree requirement for the Ed.D. program.

Requirements Over and Above Graduate Division Minimums

Presently, the proposed program has no requirements that exceed those currently published in the UCSC Graduate Student Handbook. However, the following variance should be noted. Because most students will be employed as full-time educational professionals, the minimum residency requirement for the program will be three consecutive summer terms.

Relationship of M.A. Programs

The College of Education at SJSU and the College of Professional Studies at CSUMB will continue to offer master’s degree programs that will prepare students to undertake a program of study leading to either the Ph.D. in Education or the Ed.D. in Collaborative Leadership. The Department of Education at UCSC will continue to offer the M.A. program for students in the teacher credential program. Students in that program may opt to complete a research program under the supervision of a member of the faculty as preparation for pursuing either the Ph.D. in Education or the Ed.D. in Collaborative Leadership. Faculty from both institutions may make modifications to the master’s programs at their respective institutions to better prepare students for participation in the Ed.D. program.

2.6 Sample Course Sequence

First Year

Writing sample: 2 page essay on case study or research problem, as part of admission process.

<table>
<thead>
<tr>
<th>Summer Quarter</th>
<th>Fall Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research for Educational Reform</td>
<td>Research for Educational Reform</td>
<td>Research for Educational Reform</td>
<td>Research for Educational Reform</td>
</tr>
<tr>
<td>Social, Political and Economic Context of Schooling</td>
<td>Policy and Reform</td>
<td>Facilitating Collaborative Change</td>
<td>Literacy as Transformation</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Summer Quarter</th>
<th>Fall Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research for Educational Reform</td>
<td>Research for Educational Reform</td>
<td>Research for Educational Reform</td>
<td>Research for Educational Reform</td>
</tr>
</tbody>
</table>

Third Year

Proposal refined: admission to candidacy

<table>
<thead>
<tr>
<th>Summer Quarter</th>
<th>Fall Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research for Educational Reform (cohort)</td>
<td>Research for Educational Reform</td>
<td>Research for Educational Reform</td>
<td>Research for Educational Reform</td>
</tr>
<tr>
<td>Supervised Dissertation Writing and Research (Individual with Chair and Committee)</td>
<td>Supervised Dissertation Writing &amp; Research (Individual with Chair and Committee)</td>
<td>Supervised Dissertation Writing and Research Oral Defense (Individual with Chair and Committee)</td>
<td>Supervised Dissertation Writing &amp; Research Editing of Final copy (Individual with Chair and Committee)</td>
</tr>
</tbody>
</table>

Graduation

Printed: 10/16/2003
2.7 Normative Time from Matriculation to Degree

Expected time to degree for students in the proposed Ed.D. program will be three years from the date of matriculation. UCSC, SJSU and CSUMB will set a maximum time limit of five years for Ed.D. students to complete all degree requirements.

2.8 Academic Residency Requirements

According to the document, Expanding CSU/UC Joint Ed.D. Programs to Meet California’s Educational Leadership Needs, which was issued jointly by the University of California Office of the President and the California State University’s Chancellor’s Office on November 5, 2001, students enrolled in the UCSC/SJSU/CSUMB joint Ed.D. program will be counted as UC students for purposes of academic residency, per-student subvention, and graduate fee requirements. The minimum residency requirement for students in the proposed UCSC/SJSU/CSUMB joint Ed.D. will be three consecutive terms.
Section 3

PROJECTED NEED

3.1 Student Demand for the Program

The proposed joint Ed.D. program will provide advanced study and research opportunities for promising leaders in California’s educational system. The program will prepare those who serve in key roles, making decisions that affect the culture and structure of school districts. San Jose State University is a very diverse campus, which stands as the crossroads of cultural and ethnic representation. Graduates from SJSU College of Education’s Master’s Degree programs in Teacher Leadership, Child Development, Educational Administration, Literacy Across the Curriculum, Special Education, and Elementary Education have indicated a desire for an affordable doctoral degree program that prepares educational leaders for the demands of school transformation. An informal study conducted by the SJSU Department of Educational Administration indicated an overwhelming need for a doctoral program in and around Santa Clara, Monterey, San Benito and Santa Cruz Counties. A member of the program planning committee consulted superintendents in the Monterey Bay Educational Consortium. Members of the planning committee also surveyed individuals and groups, particularly assistant superintendents of instruction, in the following school districts: Evergreen, Eastside, Milpitas, San Jose, Oak Grove, Moreland, Santa Clara, Salinas City, North Monterey, Gilroy, Watsonville, and the Monterey County Office of Education. District and county officials reported a need for an Ed.D. program that emphasizes collaborative leadership for learning and teaching, with a focus on school-level transformation and improvement.

A survey of students in the College of Education at SJSU produced a list of more than 300 individuals who expressed an interest in a joint Ed.D. program. Most are current M. A. students and graduates of the SJSU College of Education’s Educational Leadership program. Many are teacher leaders, school administrators, and district administrators who are looking for a non-traditional Ed. D., one that does not focus exclusively on the superintendency or managerial positions. CSUMB master’s students have expressed the wish that their research and studies begun in the M. A. Degree program be continued and deepened in a doctoral program of study. UCSC’s Extension Division conducted surveys to assess the market for advanced degrees. The results document an overwhelming need and desire to participate in an advanced degree program among members of the region’s educational community. Since recent media attention focusing on UC/CSU discussions of joint doctoral programs, the faculties of SJSU, CSUMB and UCSC have reported a flood of inquiries seeking information about the possibility that a joint doctoral program will be offered in the region. While we anticipate that the proposed program will attract a significant number of school and district employees, the doctoral will be designed equally for leaders in specialist areas who intend to work in a number of formal roles, including teacher educators, policy analysts, special educators, curriculum specialists, district office administrators and community agency workers. In all cases, students will be prepared to become collaborative leaders for learning and teaching.

3.2 Opportunities for Placement of Graduates

Research on educational reform reveals that leaders are crucial to the success of school change and improvement and that people in a variety of roles in and around schools must provide leadership and work collaboratively. Therefore, the proposed joint doctoral program will recruit and attract students who are professionally involved in education and who seek to provide leadership in collaborative efforts to produce change. Upon graduation, students in the proposed Ed.D. program will likely take one of two career paths. Some will remain in their current positions, drawing on the knowledge and skills they gained in the Ed.D. program to increase the effectiveness and scope of their work. Others will eventually leave their current jobs to take positions that provide them with greater leadership opportunities. Unlike existing Ed.D. programs in educational leadership that focus exclusively on the preparation of administrators, the proposed joint doctoral program will offer advanced graduate study to leaders, who serve in a variety of positions that can effect change in schools and educational communities. Nevertheless, the employment patterns of alumni of the two existing UC programs in educational leadership are instructive. UCLA’s Educational Leadership Program reports that, of its 130 alumni, 24% remained in the same type of position they held when they entered the program; 8% moved into administration; 42% moved up in administration. The Joint Doctoral Program in Educational Leadership, which is offered by UC Davis and CSU Fresno, does not keep data on the placement of graduates because the program’s students tend to be working professionals. Existing records reveal that students are employed in a wide range of positions, including K-12 teachers, counselor and school and district administrators, community college professors and administrators, and university instructors and administrators.
Reports published by CPEC and the CSU Chancellor’s Office indicate that California faces a critical shortage of educational leaders who have earned an education doctorate. The report issued by the Chancellor’s office, *Meeting California’s Need for the Education Doctorate: A Report examining California’s Needs for More Holders—and Suppliers—of Education Doctorates*, notes, “California now dramatically trails the nation in providing doctorally educated leaders for its growing school system” (p. 12). Citing CPEC, the same report adds, “The national average (based on 1998 data) is one education doctorate awarded for every 9,438 K-12 students (CPEC, 2000b, p. 16). In California, one doctorate is awarded for every 14,685 students—meaning that California lags the rest of the nation by more than a third. Moreover, the gap is increasing” (p. 12).

Given the documented need for more educational leaders who have earned an Ed.D. and the proposed program’s focus on preparing leaders in a wide range of educational positions, the program’s graduates will likely find employment in a wide range of positions, including teacher leader, curriculum specialist, site administrator, non-profit administrator, educational consultant, and teacher educator.

### 3.3 Importance of the Ed. D. to the Discipline and Meeting the Needs of Society

With the increasing recognition that educational reform requires collaborative leadership that focuses on learning and teaching, the proposed program will make important contributions both to the field of educational leadership and to meeting the needs of society. As noted in Section 1 of this proposal, the scholarly field of educational leadership has evolved from focusing on the managerial activities of administrators to emphasizing the influence exerted by teachers, administrators and others on learning and teaching. This shift in the conceptualization of educational leadership will require a new generation of research that examines the nature and impact of collaborative leadership. The faculty and students of the proposed joint Ed.D. program will contribute to building such a knowledge because the implementation and evaluation of the joint doctoral program, itself, will provide insights to the preparation of collaborative leaders.

Beyond contributing to the field of educational leadership, the proposed program will serve the needs of society by promoting educational equity in at least two ways. First, the program will prepare educational leaders, who will fill a variety of roles in schools and their communities. These leaders will form a professional community in the region. Individually and collectively, they will change schools to enhance learning and teaching for students from culturally and linguistically diverse backgrounds. These leaders will reshape school culture, strengthen ties between schools and communities, and effect changes in educational policy and practice.

Second, the program will enable working professionals, many of whom have been educationally and financially disadvantaged by the structure of traditional doctoral programs or private institutions with high tuition costs, to complete a rigorous doctoral program in education. Many of the program’s features, including weekend and summer classes and fixed-time to completion, and its relatively low student fees will provide access to many promising leaders from culturally and linguistically diverse backgrounds, who might otherwise be excluded from graduate study.

### 3.4 Relationship of the Program to Professional Interests of Faculty

The joint doctoral program reflects the professional interests of faculty from SJSU, CSUMB and UCSC. Members of the program faculty from SJSU are drawn from several departments in the College of Education. Members of the program faculty from CSUMB are drawn from the College of Professional Studies. Faculty from UCSC hold appointments in the Education Department. Faculty from the three institutions generally conduct research that involves collaboration of practitioners and data collection from persons and organizations directly engaged in educational practice. Faculty members conduct research and teach on topics relevant to the program, including language and literacy for second language learners, mathematics and science education for students from diverse backgrounds, educational leadership, school change and improvement, and the impact of socio-cultural context on schooling.

### 3.5 Program Differentiation: Ed. D. and Ph. D

The proposed Ed.D. program will be differentiated from the existing Ph.D. program offered by the Education Department at UCSC in several ways.

First and most importantly, the purposes of the two programs differ. The Ed.D. program will prepare individuals working in Region 5, who will provide collaborative, educational leadership to transform schools to better serve the needs of students from culturally and linguistically diverse backgrounds. The Ph.D. program will primarily prepare university faculty and researchers.

Second, the two programs are distinct in that they share no course requirements, although Ed.D. students may enroll in Ph.D. courses.
Third, the foci of dissertations will differ. Ed.D. dissertations will focus on field-based problems of school change, while Ph.D. dissertations will be driven more by theory-based problems. Fourth, the Ed.D. program will be structured to accommodate working professionals and, thus, build on the existing master’s programs in education at SJSU, CSUMB and UCSC.
Section 4

FACULTY

The Core Faculty of the joint Ed.D. program will be principally responsible for instruction, research, program coordination and student advising. Initial members of the core faculty are presented below. Curriculum vitae can be found in Appendix E.

4.1 Core Faculty

Core Faculty membership criteria will be members of the Academic Senate at UCSC and tenured/tenure track SJSU and CSUMB faculty who:
1. hold a full time academic appointment on their campus;
2. hold a Ph.D., Ed.D., or equivalent degree;
3. are regularly serving on dissertation committees of Program students;
4. are willing to participate in faculty governance of the program;
5. have relevant expertise and maintained familiarity with professional matters related to collaborative educational leadership; and
6. have conducted research on broad issues related to collaborative educational leadership.

Initial voting membership in the Joint Ed.D. Core Faculty will consist of:

University of California Santa Cruz:
June A. Gordon, Ph.D. Associate Professor of Education, Tenured. Expertise: Comparative Urban Education.
Rod Ogawa, Ph.D., Professor of Education, Tenured. Expertise: School Reform.
Cindy Pease-Alvarez, Ph.D., Associate Professor of Education, Tenured. Expertise: Literacy in bilingual communities.
Gordon Wells, Ph.D., Professor of Education, Tenured. Expertise: Socio-cultural theory and contexts of teachers’ lives.

San José State University:
Barbara Gottesman, Ed.D., Associate Professor, Tenured. Expertise: National and state collaborative reform, educational leadership.
Sandra Hollingsworth, Professor of Education, Tenured. Expertise: Literacy, relational knowing.
Phyllis Lindstrom, Ed.D. Associate Professor, Tenure-track. Expertise: Educational leadership, professional development.
Katharine Davies Samway, Professor of Education, Tenured. Expertise: Literacy development.

California State University, Monterey Bay:
Linda Rogers, Professor of Education, Tenure-track. Expertise: Human development, semiotics.
Patricia Whang, Associate Professor of Psychological Studies, Tenure-track. Expertise: Teacher education, mathematics learning and cognition.
Robert Hughes, Associate Professor of Education, Tenure-track. Expertise: Curriculum, technology and standards.
Mark O’Shea, Professor of Education, Tenured. Expertise: Professional development, learning and inquiry.

The UCSC Education Department has been given two new FTE positions for 2004-2005, and three for 2005-2006. Out of this pool of candidates the intention is that each new hire will be able to contribute in part to the Ed. D. program. Out of these five appointments, two have been advanced and approved for the Ed. D. program. SJSU has committed current faculty for on-going work with the Ed.D. as well as an approved search underway to supplement the initial launching of the Ed.D. program. CSUMB has one new hire as of 2003-2004 to provide release to senior faculty who have been working with the Ed.D.

4.2 Affiliated Faculty

Note: SJSU, CSUMB and UCSC will hire additional faculty to meet the needs of the proposed joint doctoral program (see Section 7 for details).
Affiliated Faculty members possess a relevant doctorate and may assume responsibility for teaching courses in the Joint Ed.D. Program, serving as members of Qualifying, Candidacy, or Dissertation Committees, and contributing to the program in a variety of ways, including the advisement of students. However, Affiliated Faculty members serve ad hoc and are ineligible to vote on Program matters.

Initial Affiliate Faculty will consist of:

**San José State University**
- Gilberto Arriaza
- Ji Mei Chang
- Kathleen Dinsmore
- Mark Felton
- Noni Reis
- W. James Ritchie
- Marsha Speck
- Andrea Whittaker
- Obed Norman
- Sharon Parsons
- Kris Pemberton
- Helen Kress
- Martin Krovetz
- Elba Maldona-Colon
- Nancy Markowitz

**California State University Monterey Bay**
- Tereasa Arambula-Greenfield
- Beverly Carter
- Irene Nares-Guzicki
- Elizabeth Meador

**University of California Santa Cruz**
- Julia Aguirre
- Doris Ash
- Greta Gibson
- Judith Moschkovitch
- Judy Scott
- Jerome Shaw
- Trish Stoddart
- David Swanger
- Kip Tellez

In the case that a Core Faculty member has not served regularly on a dissertation or other Program committee over a span of three years, his/her membership may be reconsidered by the Core Faculty at a regularly scheduled meeting at which at least 75% of the Core Faculty are in attendance. Continued membership will be evaluated in terms of anticipated future participation on dissertation or other Program committees of the Joint Ed.D.. Membership will be continued upon receiving a majority vote of the Core Faculty; however, if non-participation persists, reconsideration of membership may occur at the request of any voting faculty member.

Any Core Faculty member may nominate for membership faculty who wish to become regular members of the Core Faculty and who meet the criteria in this Article. Each candidate will be evaluated by the Core Faculty according to criteria. Following suitable discussion, a secret ballot will be mailed to all voting members of the Core Faculty. Nominees will be deemed elected upon receiving a majority of votes of the Core Faculty. Upon election of a new member, the relevant campus Program Co-Director will notify the faculty and the nominee who will be invited by mail to assume full membership in the Core Faculty. A nominee will be considered a member only in the event of an affirmative reply.

Any Core Faculty member may also nominate for affiliated (i.e., ad hoc) status other professionals who possess a suitable doctorate and expertise to contribute to the Program. Each candidate will be evaluated by the Core Faculty following procedures set forth in the preceding paragraph. Upon election, the relevant Program Co-Director will notify the faculty and the nominee who will be invited by mail to assume affiliated membership in the Joint Ed.D. Program.
Section 5

COURSES

5.1 Proposed Courses

The proposed Joint Ed. D. in Collaborative Leadership program is composed four types of courses:
- Core cores
- Methodology courses
- Dissertation research courses
- Elective courses*

All courses will be taken as a cohort group. Catalog descriptions of the courses are included in Appendix C and a sample student program of study is included in Section 2.

Core Courses (5 required) All students will take:

Year 1

<table>
<thead>
<tr>
<th>Course prefix &amp; number</th>
<th>Course Title</th>
<th>Units per Quarter</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC #</td>
<td>Research for Educational Reform</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>EDUC #</td>
<td>Social, Political and Economic Contexts of Schooling</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>EDUC #</td>
<td>Policy and Reform</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>EDUC #</td>
<td>Facilitating Collaborative Change</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>EDUC #</td>
<td>Literacy as Transformation</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Methodology Courses (2 required) All students will take:

Year 2

<table>
<thead>
<tr>
<th>Course prefix and number</th>
<th>Course title</th>
<th>Units per Quarter</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC #</td>
<td>Research for Educational Reform</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>EDUC #</td>
<td>Dissertation Research Problems: Data Collection in the Field</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>

Dissertation Courses (2 required) All students will take:

Year 3

<table>
<thead>
<tr>
<th>Course prefix and number</th>
<th>Course title</th>
<th>Units per quarter</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC #</td>
<td>Dissertation Supervision Seminar</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>EDUC #</td>
<td>Research for Educational Reform</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>

*Elective courses: In collaboration, the student’s advisor and the faculty may determine that the student needs additional research or cognate area courses. An individual sequence of study will be added. Up to 15 units of electives may be taken.

Courses are planned collaboratively by a group of faculty, representing each campus. Below are the courses with the name of faculty lead instructor.

1. Research for educational reform.
   Hollingsworth, SJSU
2. Social, political and economic contexts of schooling.
Gordon, UCSC
3. Reform and policy.
   O'shea, CSUMB
4. Facilitating collaborative change.
   Gottesman, SJSU
5. Literacy as transformation.
   Samway, SJSU
6. Dissertation research problems in the field.
   Rogers, CSUMB
6.1 FTE Faculty
While there are sufficient faculty members with requisite expertise available among the three campuses to launch the Joint Ed.D. in Collaborative Leadership program in the first year, additional faculty FTE are essential to adequately support the program at build out. UCSC, SJSU and CSUMB, therefore, propose the hiring of ten new tenure-track faculty positions distributed in the following manner: 5 to UCSC, 3 to SJSU and 2 to CSUMB. These new appointments will supplement the strengths of existing faculty by providing expertise needed to fully implement the new program. The new faculty will be fully integrated into the existing faculties of the Education Department at UCSC, the College of Education at SJSU and the College of Professional Studies at CSUMB. The new faculty members, will be engaged in program offerings of their home academic units, as appropriate to faculty members’ interests and abilities to contribute.

Consistency with Long-Range Faculty Planning
New faculty will be integrated into and support all department programs. The proposed new faculty hires will be fully qualified to both provide support to the proposed Joint Doctoral Program and contribute to the full set of graduate and professional programs described in the long-range plans of the Education Department and Division of Social Sciences of UCSC. As outlined in the department’s long-range plan, the new faculty members will enhance several characteristics of the Department of Education that ensure that its planned growth will guarantee a strong presence on the campus and in its region.

• The emphasis on diversity and on the education of diverse student populations is present in all UC departments, but it undergirds the philosophy, type of training, and research that is central to the Education Department’s programs.
• A primary goal of the department is to construct a more holistic understanding of the role of education in an increasingly diverse society and of learning and teaching in social context.
• The interdisciplinary backgrounds of our faculty foster connections with many disciplines—anthropology, linguistics philosophy, psychology, cognitive science, sociology, mathematics and the natural sciences.
• As a consequence of these other characteristics, the Education Department maintains a presence throughout the continuum of learning on the campus—from undergraduate classes, through graduate (masters and doctoral) courses, and into professional development and life-long learning for the teachers in the region.

The long-range plan of the Division of Social Sciences, which houses UCSC’s Education Department, reinforces the commitment to adding faculty to strengthen and expand the Department’s programs. The Division places its highest priority (category 1) on faculty recruitments in education to support the development and implementation of graduate programs including the Ed.D. Specifically, the Division’s long-range plan commits to adding faculty FTE to support the joint Ed.D. program.

The long-range institutional plan 2002 – 2007 for San Jose State University also reflects a strong commitment to hiring additional faculty. As the Metropolitan University, which serves the Silicon Valley, SJSU is committed to offering three joint doctoral programs, including the one proposed here, and will add the faculty necessary to fully support the new graduate programs. Faculty will be recruited from traditionally underrepresented communities.

New faculty hires are a prominent component of the long-range institutional plan for CSUMB as an institution committed to serving the working-class, historically undereducated, and low-income populations of the region. Graduate programs, such as the proposed Joint Ed.D. in Collaborative Leadership will make a significant contribution to the populations of the Central Coast. New faculty hires are essential to achieving this vision.

Timing and Priority of New FTE Positions
In order to facilitate timely implementation of the proposed joint Ed.D. program, the faculty requests that two faculty positions for UCSC and one faculty position each for SJSU and CSUMB be authorized for search in academic year 2003-2004 and/or 2004-2005 and that the remaining six faculty positions for each campus be authorized for search within the following two years, 2005-2006 and 2006-2007.
Projected FTE Faculty and Staff Hiring Pattern

Clerical staff will play a vital role in managing the day-to-day operations of the proposed program and, thus, will be key to the successful development and implementation of the program. Existing clerical staff will be able to perform some program-support tasks. However, to insure adequate support, it is anticipated that SJSU, CSUMB and UCSC will each be required to hire a clerical person to assist each Co-director in administering the day-to-day operations of the joint Ed.D. program at each campus.

6.2 Library Acquisitions

Ed.D. students will be richly served by access to three university libraries whose collections complement each other. The UCSC Education Department faculty have met with the UCSC librarian, Martha Ramirez, who has been in contact with the two CSU librarians. SJSU librarians of the new Martin Luther King library attended the Ed.D. director’s meeting of October 3, 2003 to hear more about the Ed.D. and offered assurances and suggestions pertaining to the use of their collections and how collaboration and access can take place among the three campuses for both faculty and students. We have been assured that the Ed.D. program could begin with the combination of materials now currently available among the three libraries. However, supplemental funding is necessary to maintain a level of quality fitting a doctoral program. $10,000 will be requested for each campus library from the implementation grant for future acquisitions. Thereafter library acquisitions will come from each campus standard internal budgeting methodology.

6.3 Computing Costs

Each university will make one computer lab available to the doctoral students during the quarter when the class is held on their campus. However, specialized computing lab facilities are not seen to be necessary at this time. Networking costs will be covered by each university.

6.4 Equipment

Each campus has agreed in the appended MOU to provide equipment for use on its campus during the quarter classes reside there. No significant new equipment is needed to begin the program.

6.5 Space and other capital facilities

Space will be provided as necessary for the program. For example, as new faculty and staff are hired, they will need office space. Each campus already provides basic program space allocated to their relevant education department. New space designated for growth faculty and staff is committed by the deans.

6.6 Other operating costs

Program operating costs will be covered by the existing base budgets of each campus overseeing existing education departments and augmented by the Ed.D. specific operating budget appended to the MOU.

6.7 Program Resources: Funding

The proposed joint Ed.D. program will be supported by funding from multiple sources:

- **CSU/UC Joint Ed.D. Board Implementation Funding**
  
  Two documents, *Expanding CSU/UC Joint Ed.D. Programs to Meet California’s Educational Leadership Needs* (UCOP, 2001) and *The California State University/University of California Joint Ed.D. Initiative Request for Proposals* (UCOP, 2002) provide information about initial funding for the proposed joint Ed.D. program. The first of these documents stipulates the following: CSU and UC will jointly create an expedited mechanism to establish new joint Doctorates in Education (Ed.D.s) to meet California’s need for skilled leaders in K-12 schools and community colleges. A Joint CSU/UC Ed.D. Board will be created to solicit, develop, fund, and expedite proposals for joint Ed.D. programs that build on the mutual strengths of CSU and UC campuses (p. 1).

  
  The Joint Ed.D. Board will allocate new resources to fund the development of joint Ed.D. programs. UC and CSU will each devote $2 million for this purpose over the first two years, with the expectation that they will eventually jointly seek state funding for this effort (p. 1).

  
  UCSC, SJSU and CSUMB will seek funding from the Joint Ed.D. Board in the form of an implementation grant for the purpose of covering program start-up costs prior to receiving enrollment-based funding. The level of
this initial funding will depend on projected enrollment, which is expected to reach a steady-state of approximately 72 students. According to The California State University/University of California Joint Ed.D. Initiative Request for Proposals (UCOP, 2002):

When a complete proposal for a joint Ed.D. program is submitted for formal campus review, partner campuses can request an implementation grant for the purpose of program start-up prior to receipt of enrollment based funding. The level of funding will be contingent on final approval of the joint Ed.D. program. It is anticipated that the primary use of the implementation grant will be to fund new faculty positions (p. 6).

- **Campus Start-up Funding**
  As noted above, the long-range plan of UCSC’s Division of Social Sciences places the highest priority (category 1) on faculty recruitments in education to support the development and implementation of graduate programs including the Ed.D. Specifically, the Division’s long-range plan commits to adding two faculty FTE to support the start-up of the proposed joint Ed.D. program with additional faculty hires as the program grows to capacity.

- **Permanent Enrollment Funding**
  Permanent funding for the Ed.D. program will be based on ongoing program enrollment (UCOP, 2001). As the following excerpt from Expanding CSU/UC Joint Ed.D. Programs to Meet California’s Educational Leadership Needs (UCOP, 2001) explains:

  The permanent enrollment funding for the new CSU/UC joint Ed.D. programs will be allocated to CSU and UC campuses on a workload basis at the per student marginal funding provided to UC by the State. Therefore, enrollment in these programs will be counted as UC enrollment. Fees will be at the UC rate and will be apportioned in a similar fashion. This will provide CSU a funding level for these programs greater than for its other programs (pp. 1-2).

  In order to reinforce the co-equal status of CSU and UC campuses in these programs, each joint Ed.D. program will have a faculty graduate group consisting of CSU and UC faculty involved in the program. Following the JDPEL model in Fresno, UC and CSU departments will have the option of hiring faculty with specific responsibilities to the joint Ed.D. programs. Workload for the program will be shared by CSU and UC faculty as detailed in the joint proposals, but in principle each partner (CSU and UC) shall carry no less than 25 percent of the instructional responsibilities and other workload (p. 2).

- **Potential Impacts of Increased Enrollment on Departmental Resources**
  The proposed joint Ed.D. program’s electives overlap with existing offerings of UCSC, SJSU and CSUMB. Consequently, the immediate impact of the increased enrollment resulting from the proposed program will be the addition of sections of those courses that already have high enrollments. The anticipated resources to support the proposed program will, over time, adequately support the additional course sections. The greatest impact of the proposed program will be an increase in the faculty’s advisement loads. Program faculty from SJSU and CSUMB will add the advisement of doctoral students to their existing commitments to advising students in credential and master’s programs. Program faculty from UCSC must serve on the program advisement and dissertation committees of every student in the proposed program. Program faculty should be able to absorb the advisement loads within departmental norms if the following occur: a) the implementation grant provides forward funding to hire the additional faculty FTE generated by projected student FTE in the Ed. D. program and b) SJSU, CSUMB, and UCSC augment program resources by adding faculty FTE to the departments involved in the Ed. D. program. Should permanent funding not materialize at a level needed to support the program as proposed, the number of students admitted to incoming cohorts will be reduced to align enrollment and campus resources.

- **Grants and Extramural Funding**
  Faculty will pursue extramural funding for the proposed joint doctoral program from government and private sources. Faculty and students in the joint Ed.D. program will engage in field-based research that will have a high probability of attracting unbudgeted grant funding that could be used to offset research-related and other program costs.
Section 7

GRADUATE STUDENT SUPPORT

The proposed joint doctoral program is designed to meet the needs of professionals who are full-time employees in schools and related educational organizations and agencies. These students may not require substantial levels of support. Nevertheless, funds will be set aside from student fees for graduate fellowship money that will be awarded to students who may find themselves in need of financial support to complete their dissertation in a timely manner.
Section 8

CHANGES IN SENATE REGULATIONS

The proposed program will not require changes in regulations of the Faculty Senate of the University of California, Santa Cruz.
Section 9

PROGRAM GOVERNANCE AND ADMINISTRATION

9.1 Joint Governance Board: Role and Function

The University of California, Santa Cruz, San Jose State University and California State University, Monterey Bay are equal partners in the development and implementation of the Joint Doctoral Program in Collaborative Leadership and in awarding the degree. San Jose State University will serve as the CSU fiscal agent. As partners, the intention is that matters of governance, administration, and decision-making will be decided by the three universities working together. The Dean of the College of Education, the Dean of the College of Professional Studies at CSUMB, Chair of the Education Department at UCSC and the three Co-directors from each campus will administer the proposed joint doctoral program collaboratively as a Joint Governance Board. The program will be operated under the auspices of the respective administrative bodies of the three institutions and governed by the policies and procedures outlined in those universities’ guidelines. This governing board will negotiate, in consultation with their respective faculty and administrative bodies, the details of overall governance of the programs.

9.2 Program Co-Directors: Role and Function

The program Co-Directors, one from each of the participating campuses, will be responsible for program oversight and fiscal management. They are responsible for maintaining close inter-campus collaboration and exchange of information. Each Co-Director is responsible for administrative matters on his/her home campus. Co-Director appointments will be made by the relevant deans and department chair in consultation with Core Faculty members and ordinarily be for three-year (academic year) renewable appointments consistent with each institution’s practices.

The Co-Directors will serve as a liaison between the deans, the UCSC Chair of the Education Department, and faculty members of the Joint Ed.D. Program. The Co-Directors are responsible to the faculty members of the Core Faculty for curricular matters and to their respective chairs/deans for the management of the program. The Co-Directors will serve on the Joint Governance Board and the Joint Program Advisory Board.

9.3 Core Faculty

The initial Core Faculty for the Joint Ed. D. will constitute the voting members of the faculty for admission, candidacy, and other matters pertaining to students, curriculum, and individual courses of study.

9.4 Advisory Board: Role and Function

The Advisory Board will provide advice and feedback from a broad set of stakeholders.

- The Advisory Board generally will meet once each year to receive reports from the Joint Governance Board and the 3 Joint Ed. D. Co-Directors and other program committees and to provide feedback and advice.
- The Board’s members will include the following: a representative or designate from the President’s office at SJSU, the Presidents office at CSUMB and the Chancellor’s Office at UCSC; the Deans of the College of Education at SJSU, the College of Professional Studies at CSUMB and the Division of Social Sciences at UCSC; Joint Ed. D. program co-directors at SJSU, CSUMB and UCSC. Representatives from other agencies may include the superintendents from the Santa Clara County, Monterey, and Santa Cruz Offices of Education; schools in districts such as San Jose Unified, Salinas City, Santa Cruz City, Pajaro Valley Unified, Santa Clara Unified, East Side Union High School District, Alum Rock, and others; local community colleges; state assemblymen or women; educational agencies such as California School Leadership Academy, the New Teacher Center, and the unions; educational foundations such as Noyce; businesses such as Apple and National Semi Conductor; national educational reform groups such as the Coalition of Essential Schools, John Goodlad’s National Network for Educational Renewal, and others as well as local community agencies such as the Alum Rock Parents Association, the Vietnamese Community Cultural Association, and others. The Board will include at least one student from the program, a K-12 teacher and administrator, in addition to the other representatives.
9.5 Process for Student Appeals

Students in the proposed program will have the right to appeal institutional judgments regarding their academic progress or performance. In making such appeals, students will follow procedures approved by UCSC’s Graduate Council and described in UCSC’s *Graduate Student Handbook*.

See Appendix D, Memorandum of Understanding between the three partner institutions, including faculty bylaws.
Section 10

WASC APPROVAL

WASC approval is not necessary for campuses less than twenty five miles away. San Jose State University is twenty two miles away therefore will not need WASC approval. CSUMB, however, will require a WASC protocol.
Section 11

CPEC SUMMARY

The California Postsecondary Education commission (CPEC) required summary is found in Appendix C.
References


University of California Office of the President (November 2001). Expanding CSU-UC joint Ed.D. programs to meet California’s educational leadership needs. Oakland, CA: University of California.
APPENDIX A

CATALOG COURSE DESCRIPTIONS

CORE COURSES

1. Research for Educational Reform (5 units)
Description: This twelve-quarter course is designed to 1) introduce students to the quantitative and qualitative theories and methods of research, with a focus on participatory action research; 2) enable students to critically read the research literature; 3) facilitate students’ identification and development of research foci for their doctoral work; 4) identify and provide resources to help students complete their program of research; and 5) create a community of research partners or learners among the students and faculty.

Rationale: The traditional means of preparing graduate students to conduct their theses and dissertations is to wait until the end of their studies to identify an area of study, take methods courses, and then complete their projects alone. We want to take a different stance by beginning the program with an introduction to research to demystify the process, provide the initial support that will continue with periodic research workshops throughout the program, and ensure that our students will not finish ABD. This three year-long course will provide a solid foundation in the theories and methods of inquiry while the students are forming a scholarly learning community with their peers and all the program faculty. This is not intended to be the students’ only research course. After they have decided on an area of investigation and selected appropriate methodologies for their inquiries, they will be required to take qualitative or quantitative methods in their chosen dissertation area (e.g., program evaluation, experimental design, descriptive statistics, inferential statistics, ethnography, action research, etc.)

2. Social, Political and Economic Contexts of Schooling (5 units)
Description: Using a cross-cultural approach to the study of schooling, the course will explore the implications of cultural and linguistic diversity for contemporary schooling in California, including:

- The interaction of educational programs focused on cultural and linguistic diversity with their economic, historical, and political contexts;
- The role of schooling and the nature of literacy in varied cultural and linguistic settings;
- The benefits and limitations of addressing students and educators in terms of ethnolinguistic background, gender, social class, etc.;
- The ways that diversity among students, teachers, and communities can be used as a resource for the benefit of all.

Course assignments will explore student research projects from the point of view of the impact of cultural, economic and political factors on schooling. Instances of relevant educational practice will be shared and examined as potential research sites.

Rationale: This course addresses the role of social, political and economic contexts in the design, success, and evaluation of schooling in the varied cultural settings of California. The planning and administration of curriculum, staffing, assessment, and public relations are seen both within their social contexts and as contributions to the evolving shape of communities that embody cultural and linguistic diversity. While classroom practices must respond to the unique needs of their students, school leaders, including teachers, must develop an awareness of and creative engagement with the broader contexts of schooling.

3. Policy and Reform (5 units)
Description: The course is based on understanding the politics of schooling, the politics of social change, the process of reforming the culture and structure of schooling, and the assumptions that underlie the design and implementation of prominent approaches to improving the achievement and life chances of students. The special focus of the course is the improvement of schooling for underserved students through full and effective participation in decision-making on local, state, and federal levels, the reorganization of schools and the improvement of pedagogical practice. Independent research topics will be directed toward the contributions of research-based innovation in addressing the full range of school issues.
Rationale: The course is needed in the preparation of informed and flexible leadership for schooling at all levels of responsibility. The economic, political, cultural, and demographic demands on schooling require a broad and deep understanding of how all participants in decision-making can collaborate for the common goal of bettering student achievement. This course will employ a multidisciplinary perspective, drawing on political science, economics, sociology and anthropology, to examine the societal and community factors that affect learning in classrooms and in the broader environment.

4. Facilitating Collaborative Change (5 units)
Description: This course will initiate the student into methods for facilitating change and collaborative leadership within the organizational context of high need, traditionally underserved schools in order to solve problems and create a model for school transformation within schools and districts. The tensions between the norms of school organization and the norms of the communities they serve and their function as sites of political conflict, of demographic shifts and consequent political, social and economic change are background studies for conceptualizing collaborative leadership and activating change agents.

Rationale: Transformational and transactional forms of collaborative leadership: address the moral and technical dimensions of leadership and use conflict as the opportunity to raise issues of ethics and morality, Friere’s pedagogy of the oppressed, and the principles of civil disobedience. The course examines how leaders become political activists to change political structure through data, persuasive argument, and appeals to the moral purpose of education. The logistics of building trust and community include methods for leaders as members of group consensus, breaking traditional barriers and roles, co-agency and facilitating the agency of others. The major tool for collaborative change is reformatting professional development to serve as an analytical and transformative process for the school and district. Transforming faculty meetings and establishing participatory decision making teams in school and community are also major tools and skills necessary for collaborative change. Tools for change will be studied as technology and data-driven decisions, long range action plans, and the process of institutionalization of change and the sustainability of transformation of schools. Case studies will be used, and the dissertation topics of students will be forwarded as studies of problems and data collection for change agents.

5. Literacy as Transformation
Description: This course examines theoretical perspectives, scholarship, and educational and pedagogical issues that are related to the use and development of literacy across the curriculum among diverse populations.

Rationale: Reading and writing are interconnected processes that are grounded in thinking and the making of meaning. However, traditionally under-served students, including students of color and English language learners, are not experiencing literacy as a thinking, meaning-making process in schools and classroom settings. All too often, they participate in classrooms where literacy instruction is focused almost exclusively on the acquisition of isolated skills and strategies, thereby denying them the opportunity to engage with text as a means for thinking and learning about content. To better understand the needs and circumstances of these students, the goal of this course is to examine theory, research and educational practices as they intersect with literacy for thinking and learning across the curriculum. In working toward this goal, we will frame our work in a discussion of the major policy debates related to the teaching of reading and writing and how recent policy initiatives have impacted the learning of diverse groups of students. From there we will engage in detailed study of theoretical, research and philosophical stances on the use and development of literacy in informal and formal settings, paying special attention to the learning and teaching of literacy across content areas. Course participants will gain insights into the experiences students of color and English language learners face in schools and classrooms as they engage in collaborative small-scale inquiry projects focused on how literacy is used, taught and learned in a particular subject area. These projects will enable students to work together as they critically examine how literacy interfaces with the learning of content across the curriculum for so-called "at risk" students. In addition, this initial inquiry will provide course participants with an important foundation for developing action-oriented inquiry projects focused on ways to enhance students' opportunities for learning literacy and content.
APPENDIX B

LETTERS OF SUPPORT

Pending
APPENDIX C

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION SUMMARY

Pending
MEMORANDUM OF UNDERSTANDING

Between San José State University and
California State University, Monterey Bay and
The University of California, Santa Cruz

Regarding Proposal for a Joint Program of Graduate Study for the
Doctor of Education Degree in Collaborative Leadership

October 15, 2003

Draft

This Memorandum of Understanding (hereafter referred to as the “MOU”) is entered into this
[... day of [...], [...]] by and between THE TRUSTEES OF THE CALIFORNIA STATE
UNIVERSITY on behalf of San Jose State University, San Jose and California State University,
Monterey Bay, and THE REGENTS OF THE UNIVERSITY OF CALIFORNIA on behalf of
The University of California, Santa Cruz (universities hereafter referred to as “SJSU”,
“CSUMB”, and “UCSC”, respectively) in order to establish a Joint Doctoral Program in
Collaborative Leadership that will result in an Ed.D. degree awarded in the names of each
university and their respective systems. The purpose of this MOU is to establish procedures for
the operation and fiscal administration of the degree program.

RECITALS

WHEREAS UCSC, a campus of The University of California, is an institution of higher
education established by the Constitution of the State of California with a mission to
provide high-quality education to undergraduate and graduate students, innovation
through the advancement of fundamental and applied research programs, creative
activities and scholarship, and provision of service to the state, nation, and world; and

WHEREAS SJSU and CSUMB, campuses of The California State University, are
institutions of higher education created by the Legislature of the State of California with a
mission to discover, integrate, articulate and apply knowledge by emphasizing teaching,
engaging in research, and by participating in various communities, local, state, and
international; and

WHEREAS UCSC, SJSU and CSUMB have indicated in writing (see Exhibit A) their
intent to jointly offer and award a doctoral degree in Collaborative Leadership, with each
university contributing unique institutional resources and expertise; and

WHEREAS the Proposal For A Joint Program Of Graduate Study For The Doctor Of
Education Degree In Collaborative Leadership, San Jose State University, California
State University Monterey Bay, and the University of California, Santa Cruz, [INSERT
FINAL APPROVED PROPOSAL DATE](hereafter referred to as the “PROPOSAL”)

Printed: 10/16/2003
(Exhibit A) has been approved by the faculties, Academic Senates, and campus administrations of each university and said PROPOSAL describes Joint Doctoral Program admission criteria, screening and selection procedures, residency requirements, expected time to degree, program of study, dissertation requirements and procedures, and course descriptions; and

WHEREAS the SJSU, CSUMB, UCSC Education Ed.D. Program Faculty Bylaws (hereafter referred to as the “BYLAWS”) (Exhibit B) have been approved by the respective faculty groups of each institution, the Dean of the College of Education at SJSU, the Dean of the College of Professional Studies at CSUMB, and the Dean of the Social Sciences Division at UCSC to govern the academic organization and administration of the Joint Doctoral Program, and said BYLAWS include the program organization and administration, program faculty membership, elections or appointments to committees, faculty advising, meetings, and quorum and amendments; and

WHEREAS SJSU, CSUMB and UCSC now desire to memorialize the operational and fiscal roles and responsibilities of each university;

NOW, THEREFORE, in consideration of the foregoing Recitals and the mutual covenants, terms, and conditions set forth below, and intending to be legally bound, SJSU, CSUMB and UCSC agree as follows:

1) **Term.** This MOU shall be effective from [July 1 through June 30 5yrs later, start date effective after final systemwide program approval]. SJSU, CSUMB and UCSC may extend the term of this MOU by written amendment signed by duly authorized representatives of each university no later than sixty (60) days before its expiration date.

2) **Alteration in Writing.** This Agreement supersedes any and all prior understandings and agreements, whether written or oral, between the universities with respect to the subject matter of this Agreement. The Agreement between the parties consists of this MOU, the PROPOSAL (Exhibit A), and the BYLAWS (Exhibit B). The documents constituting this Agreement will be interpreted as to be consistent with one another. Should any inconsistency or conflict appear, however, the MOU will be deemed to prevail over both the PROPOSAL and BYLAWS, and the BYLAWS will be deemed to prevail over the PROPOSAL. No alteration or variation of this Agreement shall be valid unless made in writing and signed by SJSU, CSUMB and UCSC. All notices, correspondence and communication regarding performance of services which are the subject of this Agreement shall be effective only if made in writing and sent to:

SJSU: 
Dr. Susan Meyers, Dean  
College of Education  
Sweeney Hall Room 103  
One Washington Square  
San José State University  
San Jose, CA  95192-0071
3) **Academic Jurisdiction.** The faculty and dean at SJSU, CSUMB, and UCSC shall retain complete jurisdiction over the academic content of the Joint Doctoral Program. The PROPOSAL and the BYLAWS shall govern the academic content of the program and the administration of the SJSU/CSUMB/UCSC Joint Doctoral Program and its Core Faculty.

4) **Academic Administration.** SJSU, CSUMB, and UCSC agree that academic administration of the program shall be housed at the UCSC campus. Such administration shall include application processing, admissions, matriculation, registration, student record-keeping, posting of grades, monitoring and approval of degree requirements, dissertation filing, human subjects reviews, and confirmation of degree completion. Final transcripts shall be processed by UCSC and shall indicate the awarding of the Ed.D. degree in the names of SJSU, CSUMB and UCSC, and diplomas shall be awarded in the names of the Trustees of The California State University (SJSU/CSUMB) and the Regents of The University Of California (UCSC).

5) **Operational Administration.** SJSU, CSUMB and UCSC agree that operational and budgetary administration of the program shall be housed at the UCSC campus.

6) **Program Funding and Fiscal Responsibilities.**

   a) **Enrollment.** Students shall be enrolled as UCSC students for the duration of the degree program in order to generate UC-level funding for the program. Both universities agree that students shall not be required to enroll concurrently at SJSU or CSUMB and shall not generate FTES or State funding directly to SJSU or CSUMB.

   b) **Authorized expenditures.** UCSC shall pay for all its own expenditures under this MOU. SJSU is the designated fiscal agent for the two CSU campuses. UCSC shall allocate funds to SJSU two times per year in equal installments based on the annual operating budget in effect for that year. SJSU and CSUMB shall pay for all of their own expenditures under this MOU.

      i) Upon receipt of an invoice from SJSU, UCSC shall allocate the above-mentioned funds in September and May of each year during the term of this MOU. Allocations to SJSU should be sent to:
The Dean of the College of Education at SJSU, the Dean of the College of Professional Studies at CSUMB, and the Dean of the Division of Social Sciences at UCSC (hereafter sometimes referred to collectively as the “Deans”) with input from the program co-directors will prepare and approve an annual operating budget for the Joint Doctoral Program no later than May 1st of each year. Once approved, the annual operating budget will be attached to this MOU as Exhibit C. A copy of the approved annual budget should be sent to the Provost’s office at SJSU, to the Provost’s office at CSUMB, and to the UCSC Planning and Budget Office, 1156 High Street, Santa Cruz, CA 95064.

ii) SJSU, CSUMB, and UCSC shall make expenditures in accordance with the approved annual operating budget.

iii) Surplus funds remaining at the end of the contract period may be carried forward for use by the particular institution with the surplus during the next fiscal year during the term of this MOU.

d) Reporting.

i) SJSU, CSUMB, and UCSC shall be responsible for accounting, budgeting, billing, payroll services, and reporting on their respective campuses for authorized expenditures contained in the annual budget. SJSU, CSUMB and UCSC shall jointly prepare an annual consolidated fiscal-year-end report of program expenditures, and copies of this report will be archived in the Deans’ offices at each campus.

7) Operational Terms.

a) Facilities. SJSU, CSUMB, and UCSC shall provide adequate classroom and administrative space to support all aspects of the Joint Doctoral Program.

b) Equipment.

i) SJSU, CSUMB, and UCSC shall contract, in accordance with their respective campus policies and procedures, for equipment leases and other vendor agreements to be paid with Joint Doctoral Program funds contained in the annual budget.
ii) When equipment purchased with Joint Doctoral Program funds under this MOU is no longer needed for its original purpose, a request to use the equipment for other projects and programs sponsored by either SJSU, CSUMB, or UCSC shall be made in writing and shall be approved by the Deans.

iii) Equipment purchased solely with SJSU funds shall be the sole and separate property of SJSU and shall be maintained by SJSU without expense to the Joint Doctoral Program.

iv) Equipment purchased solely with CSUMB funds shall be the sole and separate property of CSUMB and shall be maintained by CSUMB without expense to the Joint Doctoral Program.

v) Equipment purchased solely with UCSC funds shall be the sole and separate property of UCSC and shall be maintained by UCSC without expense to the Joint Doctoral Program.

c) Services. SJSU, CSUMB and UCSC shall provide services as follows:

i) Student support services: Because students will be officially registered as UC students, all student support services (e.g., financial aid, career counseling, health services) shall be provided by UCSC and shall not impact similar services at SJSU or CSUMB.

ii) Upon admission to the degree program, students and faculty shall be granted full rights and privileges to use any and all services/materials provided by the UCSC McHenry Library, SJSU Martin Luther King, Jr. Library, and CSU Monterey Bay Library. SJSU, CSUMB, and UCSC shall maintain sole and separate library services, staffing, policies, and collections.

iii) Parking: Students shall be solely responsible for purchasing quarterly/annual parking permits for their vehicles and complying with the parking regulations of each university.

iv) Computing services: Upon admission to the degree program, UCSC shall assign students an electronic mail account and shall maintain said accounts for the duration of students’ degree program. SJSU, CSUMB and UCSC shall provide students and faculty access to computing facilities (e.g., laboratories, etc.) necessary to accomplish the objectives of the Joint Doctoral Program.
8) Miscellaneous Terms.

a) Termination—Breach of MOU. Each of the three universities may terminate this MOU for material breach of its terms by either of the other two universities if the breaching university fails to satisfactorily correct the breach within thirty (30) days of written notice of the breach. Students currently enrolled in the program will be permitted to finish their degrees according to the plans outlined in the PROPOSAL. These students will continue to receive the full support of all three universities for the duration of their degree programs.

b) Termination—Lack of Funding. If the continuance of the Joint Doctoral Program is deemed by SJSU, CSUMB and UCSC to be nonviable due to lack of State funding, the faculty and Dean of the College of Education at SJSU, the faculty and Dean of the College of Professional Studies at CSUMB, and the faculty and Dean of the Social Sciences Division at UCSC may terminate the program by providing one (1) year’s advance written notice of intent to all parties involved in the Joint Doctoral Program. Students currently enrolled in the program will be permitted to finish their degrees according to the plans outlined in the PROPOSAL. These students will continue to receive the full support of all three universities for the duration of their degree programs.

c) Indemnification. The Trustees of the California State University shall defend, indemnify, and hold The Regents of the University of California, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this MOU but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of The Trustees of the California State University, its officers, employees or agents.

The Regents of the University of California shall defend, indemnify, and hold The Trustees of the California State University, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this MOU but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of The Regents of the University of California, its officers, employees or agents.

d) Insurance. It is understood and agreed that the California State University and University of California maintain self-insurance programs to fund their respective liabilities. Evidence of Insurance, Certificates of Insurance, or other similar documentation shall not be required of either party under this MOU.
e) **Waiver of rights.** No delay or failure of either university in exercising any right, and no partial or single exercise of any right, shall be deemed to constitute a waiver of that right or any other right.

f) **Relationship of Parties.** UCSC and the agents and employees of UCSC in the performance of this MOU, PROPOSAL or BYLAWS will act in an independent capacity and not as officers or employees or agents of SJSU or CSUMB, except as expressly provided by SJSU or CSUMB. The employees of SJSU or CSUMB who participate in the performance of this MOU, PROPOSAL or BYLAWS are not agents or employees of UCSC, except as expressly provided by UCSC.

g) **Examination and Audit.** The parties will be subject to the examination and audit of the State Auditor for a period of three years after final payment under this MOU. The examination and audit will be confined to those matters connected with the performance of this MOU, including the costs of administering this MOU.

h) **Dispute Resolution.** Any dispute arising under the terms of this MOU that is not resolved within a reasonable period of time by the Deans shall be brought to the attention of the Executive Vice Chancellor and Campus Provost (or designated representative) of UCSC and Provost and Vice President for Academic Affairs (or designee) of SJSU and the Provost and Vice President for Academic Affairs (or designee) of CSUMB for joint resolution. At the request of any of the three Parties, UCSC shall provide a forum for discussion of the disputed item(s), at which time the Vice Chancellor, Planning and Budget (or designated representative) shall be available to assist in the resolution by providing advice to all Parties. If resolution of the dispute through these means is pursued without success, any Party may seek resolution employing whatever remedies existing in law or equity. Despite an unresolved dispute, the Parties shall continue without delay to perform their respective responsibilities under this MOU.
IN WITNESS WHEREOF, SJSU, CSUMB and UCSC have executed this MOU the day and year first above written.

THE REGENTS OF THE UNIVERSITY OF CALIFORNIA (UCSC)

By: _______________________________ Date: _______________
Dean, Division of Social Sciences

APPROVED:

By: _______________________________ Date: _______________
Campus Provost and Executive Vice Chancellor

THE TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY (SJSU)

By: _______________________________ Date: _______________
Dean, College of Education

APPROVED:

By: _______________________________ Date: _______________
Provost and Vice President for Academic Affairs

THE TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY (CSUMB)

By: _______________________________ Date: _______________
Dean, College of Professional Studies

APPROVED:

By: _______________________________ Date: _______________
Provost and Vice President for Academic Affairs
EXHIBIT A

Proposal For A Joint Program Of Graduate Study For The Doctor Of Education Degree In Collaborative Leadership, San José State University, California State University, Monterey Bay, And The University Of California, Santa Cruz, DATE
EXHIBIT B

JOINT ED.D. PROGRAM FACULTY BYLAWS

SAN JOSE STATE UNIVERSITY
(“SJSU”)

AND

CALIFORNIA STATE UNIVERSITY, MONTEREY BAY
(“CSUMB”)

AND

UNIVERSITY OF CALIFORNIA SANTA CRUZ
(“UCSC”)

PROLOGUE

The SJSU/CSUMB/UCSC Joint Ed.D. Core Faculty will be organized to establish and administer a graduate program of instruction and scholarship leading to the Doctorate in Education in Collaborative Leadership in accordance with standards of the UCSC Academic Senate and of the Graduate Divisions of UCSC, SJSU, and CSUMB, respectively. The program co-directors, the Core Faculty, the Chair of the UCSC Department of Education, the Dean of the SJSU College of Education, and the Dean of the CSUMB College of Professional Studies will bear overall responsibility for the successful operation of the Ed.D. Program. The teaching and research activities of the program will be shared between the three institutions and will draw upon the interests and talents of Joint Ed.D. Core and Affiliated Faculty from SJSU, CSUMB, and UCSC, from K-16 leaders, and from other institutions or agencies as appropriate.

ARTICLE I. ORGANIZATION AND ADMINISTRATION OF THE JOINT Ed.D. PROGRAM FACULTY

Joint Governance Board
The Joint Governance Board will be the chief policy-making administering body for the Joint Ed.D. Program. Joint Governance Board membership will be composed of the three campus Co-Directors, the Chair of the UCSC Department of Education, the Dean of the College of Education at SJSU, and the Dean of the College of Professional Studies at CSUMB. The Joint Governance Board represents the respective institutions, sets policy, appoints standing committees, receives reports from these committees, and prepares recommendations. The composition of standing committees must have representation from each participating campus.
**Standing Committees**

The principal standing committees of the Joint Ed.D. Program will be:

a) Admissions Committee: The Admissions Committee reviews files of all nominated candidates and makes recommendations about student admissions. The Admissions Committee membership will be composed of the Core Faculty members. Criteria for admission to the Joint Ed.D. Program are to conform with University of California graduate degree program requirements as defined in the Proposal.

b) Candidacy Committee: The Candidacy Committee ensures that the Admissions to Candidacy requirements are met on each campus.

c) Qualifying Committee: The written qualifying exam will be reviewed by a committee composed of the Core Faculty.

d) Dissertation Committee: Each student will have a dissertation committee consisting of at least four faculty members, representing UCSC and CSU, including the dissertation advisor, who will chair the Committee. The Chair must be a Core Faculty member.

e) Curriculum Committee: The Curriculum Committee insures the number and scheduling sequence of courses offered on each campus that will support timely student progress.

Joint Ed.D. Program curricular and other student program administrative requirements are contained in the Proposal (Exhibit A). The principal elements related to joint oversight include:

a) Residency Requirements: All Joint Ed.D. Program students shall be enrolled for the duration of the program as UCSC graduate students. Students shall not enroll concurrently at SJSU or CSUMB and shall not generate enrollment FTES or State funding directly to SJSU or CSUMB.

b) Student Fees: Students will register and pay fees at UCSC, consistent with statewide agreements reached between the University of California and California State University systems.

c) Graduate Support: Financial Aid will normally be the responsibility of UCSC. This may include fellowship support and/or need-based support provided through the Financial Aid Office consistent with UCSC Graduate Division policies. Graduate support may include additional opportunities available through SJSU and CSUMB.

**Joint Program Advisory Board**

The Joint Ed.D. Program will establish an Advisory Board to advise on planning, policy, and evaluation. The Board will be composed of the following: representatives or designates from the Presidents’ Office at SJSU and CSUMB, the Chancellor’s Office at UCSC, the Dean (or his/her designee) of the College of Education at SJSU, the Dean (or his/her designee) of the College of Professional Studies at CSUMB, the Dean (or his/her designee) of the Social Sciences Division.
at UCSC, the Joint Ed.D. Program Co-Directors, at least one Ed.D. student representative, and a K-12 teacher and administrator. Representative(s) of other agencies may include: Superintendents from Santa Clara, Monterey, San Benito, and Santa Cruz County, Schools in Region 5 districts, California State Assemblymen/women, Educational Agencies/Foundations, Teacher Unions, Corporations, Educational Reform Groups, P.T.A.s, and Community Cultural Associations.

The Board will meet at the request of the Joint Governance Board in order to examine the long-term directions of the program, its resource needs, policy issues going beyond daily management, and other matters suggested by the faculty.

ARTICLE II. PROGRAM FACULTY MEMBERSHIP

Core Faculty
Core Faculty membership criteria will be members of the Academic Senate at UCSC and tenured/tenure track SJSU and CSUMB faculty who:

1. hold a full time academic appointment on their campus;
2. hold a Ph.D., Ed.D., or equivalent degree;
3. are regularly serving on dissertation committees of Program students;
4. are willing to participate in faculty governance of the program;
5. have relevant expertise and maintained familiarity with professional matters related to collaborative educational leadership; and
6. have conducted research on broad issues related to collaborative educational leadership.

Initial voting membership in the Joint Ed.D. Core Faculty will consist of:

**University of California Santa Cruz:**
- June A. Gordon, Ph.D. Associate Professor of Education, Tenured. Expertise: Comparative Urban Education.
- Rod Ogawa, Ph.D., Professor of Education, Tenured. Expertise: School Reform.
- Lucinda Pease-Alvarez, Ph.D., Associate Professor of Education, Tenured. Expertise: Literacy in bilingual communities.
- Gordon Wells, Ph.D., Professor of Education, Tenured. Expertise: Socio-cultural theory and contexts of teachers’ lives.

**San José State University:**
- Barbara Gottesman, Ed.D., Associate Professor, Tenured. Expertise: National and state collaborative reform, educational leadership.
- Sandra Hollingsworth, Professor of Education, Tenured. Expertise: Literacy, relational knowing.
- Phyllis Lindstrom, Ed.D. Associate Professor, Tenure-track. Expertise: Educational leadership, professional development.
- Katharine Davies Samway, Professor of Education, Tenured. Expertise: Literacy development.
California State University, Monterey Bay:
Linda Rogers, Professor of Education, Tenure-track. Expertise: Human development, semiotics.
Patricia Whang, Associate Professor of Psychological Studies, Tenure-track. Expertise: Teacher education, mathematics learning and cognition.
Robert Hughes, Associate Professor of Education, Tenure-track. Expertise: Curriculum, technology and standards.
Mark O’Shea, Professor of Education, Tenured. Expertise: Professional development, learning and inquiry.

The UCSC Education Department has been given two new FTE positions for 2004-2005, and three for 2005-2006. Out of this pool of candidates two have been designated as Ed.D. appointments. However, the intention is that each of the new hires, including the replacement hire, will be able to contribute to the Ed. D. program. SJSU has an approved search underway for a new faculty member designated as Ed.D. CSUMB has hired a new faculty member which will provide support to the department to leverage time for other faculty to participate in the Joint Ed.D. program.

Affiliated Program Faculty
Affiliated Faculty members possess a relevant doctorate and may assume responsibility for teaching courses in the Joint Ed.D. Program, serving as members of Qualifying, Candidacy, or Dissertation Committees, and contributing to the program in a variety of ways, including the advisement of students. However, Affiliated Faculty members serve ad hoc and are ineligible to vote on Program matters.

Initial Affiliate Faculty will consist of:

University of California Santa Cruz
Julia Aguirre          Jerome Shaw
Doris Ash            Trish Stoddart
Greta Gibson        David Swanger
Judith Moschkovitch  Kip Tellez
Judy Scott

San José State University
Gilberto Arriaza    Obed Norman
Ji Mei Chang        Sharon Parsons
Kathleen Dinsmore   Kris Pemberton
Mark Felton
Helen Kress         Noni Reis
Martin Krovetz      W. James Ritchie
Elba Maldona-Colon  Marsha Speck
Nancy Markowitz     Andrea Whittaker
In the case that a Core Faculty member has not served regularly on a dissertation or other program committee over a span of three years, his/her membership may be reconsidered by the Core Faculty at a regularly scheduled meeting at which at least 75% of the Joint Core Faculty are in attendance. Continued membership will be evaluated in terms of anticipated future participation on dissertation or other program committees of the Joint Ed.D. Membership will be continued upon receiving a majority vote of the Core Faculty; however, if non-participation persists, reconsideration of membership may occur at the request of any voting faculty member.

Any Core Faculty member may nominate for membership faculty who wish to become regular members of the Core Faculty and who meet the criteria in this Article. Each candidate will be evaluated by the Core Faculty according to criteria set forth in this Article. Following suitable discussion, a secret ballot will be mailed to all voting members of the Core Faculty. Nominees will be deemed elected upon receiving a majority of votes. Upon election of a new member, the relevant campus Program Co-Director will notify the Core Faculty and the nominee who will be invited by mail to assume full membership in the Joint Core Faculty. A nominee will be considered a member only in the event of an affirmative reply.

Any Core Faculty member may also nominate for affiliated (i.e., ad hoc) status other professionals who possess a suitable doctorate and who desire to contribute to the program. Each candidate will be evaluated by the Core Faculty following procedures set forth in the preceding paragraph of this Article. Upon election, the relevant Program Co-Director will notify the Core faculty and the nominee who will be invited by mail to assume affiliated membership in the Joint Ed.D. Program.

ARTICLE III. ELECTIONS/APPOINTMENTS

Program Co-Directors
The campus Co-Directors will be responsible for program oversight and fiscal management. There will be three Co-Directors, one from each participating UC and CSU campus. The Co-Directors are responsible for maintaining close inter-campus collaboration and exchange of information. Each Co-Director is responsible for administrative matters on his/her home campus. Co-Director appointments will be made by the relevant deans and department chair in consultation with Core Program Faculty members and ordinarily be for three-year (academic year) renewable appointments consistent with each institution’s practices.

The Co-Directors will serve as a liaison between the deans, the UCSC Chair of the Education Department, and faculty members of the Joint Ed.D. Program. The Co-Directors are responsible to the faculty members of the Core Program Faculty for curricular matters and to their respective chairs/deans for the management of the program. The Co-Directors will serve on the Joint Governance Board and the Joint Program Advisory Board.
ARTICLE IV. ACADEMIC ADVISING

a) Each member of the Core Faculty will be available to serve as an academic adviser. Student advising loads will be distributed among faculty proportionately between the three campuses to the greatest extent possible.

b) Upon admission to the program, students will be advised by the member of the Faculty who indicated a willingness to work with the student.

c) During a student’s first year in the program, the academic advisor, in consultation with the student, will organize a program planning committee that includes the advisor and two additional members of the Core or Affiliated Faculty.

d) When a student’s research focus becomes clear, a dissertation advisor will be determined through collaboration with the student and the Core Faculty. Each faculty advisor will serve no more than three student advisees.

e) Faculty advisers may be changed upon the formal request of the student or faculty member. As a student's research interests become clearly defined, a faculty member other than the academic faculty adviser may assume the role of dissertation chair.

ARTICLE V. MEETINGS

a) The Joint Ed.D. Program Co-Directors, in consultation with the Core Faculty, will call such regular and special meetings of the Joint Ed.D. Program as are deemed necessary or desirable. There will be at least two regular meetings per year.

b) The Co-Directors may call a special meeting of the Joint Ed.D. Program at any time a request is made either by one of the Co-Directors or by a voting member of the Core Faculty.

c) All Joint Ed.D. Program meetings will be conducted in accordance with generally accepted procedures.

d) The Co-Directors will be responsible for producing and circulating to the faculty the minutes of regular and special meetings within two weeks of each such meeting. Minutes will be approved at the next regularly scheduled meeting.

e) The three Co-Directors will conduct meetings with agenda items from the Program requirements, students, and suggestions as offered by the Joint Ed.D. Program Core Faculty members. The three Co-Directors will rotate the chairing of the meetings in the order UCSC, SJSU, CSUMB.
ARTICLE VI. QUORUM

Fifty-one percent of the Joint Ed.D. Core Faculty members from each institution will constitute a quorum of the Joint Ed.D. Program. With the exception of amendments to the Bylaws, in order for mail ballots to be valid, at least fifty-one percent of the Joint Ed.D. Core Faculty members from each institution must vote. If any of the three institutions should have fewer than three members, two-thirds of the total voting membership shall be required for a quorum and two-thirds of the total voting membership shall be required for all mail ballots to be valid.

ARTICLE VII. AMENDMENTS

These Bylaws shall be in conformity with the standards of the UCSC Academic Senate, UCSC, SJSU, and CSUMB Graduate Divisions, and the Bylaws of the Education Department at UCSC. Accordingly, these Bylaws may be amended as necessary when and if approved by at least 51% of the Joint Ed.D. Core Faculty members at each of the three institutions. If any institution should have fewer than three members, amendments to these Bylaws must constitute at least a two-thirds majority of all voting members of the Joint Ed.D. Core Faculty. Written notice of proposed amendments will be mailed or e-mailed by the proposer(s) to each voting member of the Joint Ed.D. Core Faculty at least five calendar days prior to a meeting at which the amendment is to be discussed. The vote will be taken by a mailed ballot sent to each Joint Ed.D. Core Faculty member after the meeting where the amendment is proposed and discussed.
EXHIBIT C

JOINT ED.D. (JEDD) ANNUAL OPERATING BUDGET

Pending approval.
APPENDIX E
CORE FACULTY CURRICULUM VITAE

BARBARA L. GOTTESMAN
Chair, Associate Professor, Department of Educational Leadership, San Jose State University

Education

Ed.D. University of North Carolina at Greensboro, Curriculum and Instruction
M.A. University of Pennsylvania, English
B.A. Woman's College of the University of North Carolina, Greensboro, English education

Professional Experience

2001 – current: Department of Educational Administration, Chair
1999-2001: Associate Professor, Educational Administration
1995-1998: Chair, Associate Chair, Education Department, Columbia College
1990-1995: Executive Director, South Carolina Center for the Advancement of Teaching and School Leadership
1991-1998: State Site Director, South Carolina Collaborative to Renew Teacher Education, one of John Goodlad’s NNER sites. (This was one quarter of my job at the Center and at Columbia.)
1986-1990: South Carolina Department of Education, Effective Schools Training director
1984-1986: Associate Professor, Director of Teacher Education, Limestone College
1982-1984: Assistant Professor, Barber-Scotia College
1971-1982: Teacher, grades Pre-K, 1, 2, 4, secondary English

Courses taught

Administrator as Manager, Administrator as Leader, Administrator as Educator in curriculum, assessment, instruction, and research; Induction and Assessment; Improving Schools and managing change. Other: Tests and Measurement, Advanced Supervision, Advanced Learning Styles.

Selected Publications


Printed: 10/16/2003 52


Awards

South Carolina Association of Teacher Educators for Teacher Educator of the Year,
South Carolina Network of Women in Administration for Administrator of the Year
National Council of States for InService Education for Leadership Development Program of the Year: Effective Schools Training program for teams of principals and teachers.

Professional Associations

Association of California School Administrators, California Association of Professors of Educational Administration, Bay Area Forum for Faculty Leadership, California Faculty Association, Association for Supervision and Curriculum Development, American Educational Research Association, Phi Beta Kappa, Phi Delta Kappa.
PHYLLIS LINDSTROM
Associate Professor, Department of Educational Leadership, San Jose State University

Education

<table>
<thead>
<tr>
<th>Degree</th>
<th>Year</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed.D</td>
<td>1999</td>
<td>Teachers College, Columbia University, NY</td>
</tr>
<tr>
<td>M.A.</td>
<td>1987</td>
<td>United States International University, CA</td>
</tr>
<tr>
<td>B.A.</td>
<td>1968</td>
<td>California State University/ Long Beach, CA</td>
</tr>
</tbody>
</table>

Credentials

Administrative – Life
Standard Elementary – Life
Clear Specialist: Learning Handicapped – 3/06

Professional Employment

2001-present: Associate Professor, Educational Leadership, San Jose State University, San Jose, CA
1994-2001: Assistant Superintendent, Educational Services Evergreen School District San Jose, CA
1989-1994: Director, Administrative Services Evergreen School District San Jose, CA
1983-1989: Principal, Grades K-6 Evergreen School District San Jose, CA
1980-1983: Teacher, Grades 4-5 Evergreen School District San Jose, CA
1990-present: Vice President – Curriculum & Instruction, Gr. 7-12 and Member of the Corporate Board of Directors, Futures in Education, Inc., Oceanside, CA
1987-1995: Adjunct Professor, National University, San Jose, CA
1968-1980: Teacher, Resource Teacher, Specialist, Various California School Districts

University Teaching

School Leadership, School Management, Curriculum & Instruction, Intern Field Work, Preliminary Administrative Credential, Seminar in Administration in Educational Settings (MA Research Class)

Publications

2001 Lessons to be Learned from Multiple Blue Ribbon Winning Schools, EdCal, Association of California School Administrators, Vol. 31, Number 12


Forthcoming book

SANDRA HOLLINGSWORTH
Professor, College of Education, San José State University

Education

*Doctor of Philosophy*, University of Texas at Austin, Curriculum and Instruction, 1986. Major area: reading. Secondary area: teacher education.

*Master of Education*, University of Montana, Reading / language arts, 1982, Missoula, MT.

*Bachelor of Arts*, Michigan Technological University, Social Studies, 1976. Houghton, MI.

Professional Experience

1995-present: *Professor and Coordinator of Graduate Literacy Programs*, San Jose State University; Director, Office of School-University Partnerships: Coordinator, Research on Educational Reform; Coordinate and research alternative lifelong teacher education programs, literacy emphasis. Liaison with College of Education and other University Colleges, K-12 schools, community, business, and major funding agencies.

1990-1995: *Associate Professor*, Michigan State University. Course designer and instructor in teacher education; women’s studies; literacy; social studies; classroom research.

1986-1990: *Assistant Professor*, University of California, Berkeley. Instructor, research on teachers and classrooms; qualitative methodology; teacher as researcher; reading and writing pedagogical theory.

Teaching, Public/Private School

*Classroom teaching*: Grades 1, 2, 5, 8, Secondary Social Studies, Montana, Texas, Utah, Michigan.

Experimental Curriculum Developer

1999-2000: *Director of Reading and Language Arts*, Developmental Studies Center, Oakland, CA. Direct a K-8 reading and language arts research curriculum project at a non-profit organization dedicated to supporting students’ social, ethical and intellectual development in urban public schools.

Research

2001-present: *Collaborative Investigator*, *Teaching upper grade students to read*. Action Research with 3 urban high schools in Florida. Dupont Corporation.

1999-2000: *Collaborative Investigator*, Reading/Language Arts Curriculum., Kellogg Foundation; Hewlett Foundation; Anonymous Foundation; Stuart Foundation; Silver Giving Foundation.


1996-1999: Collaborative Investigator, Lifelong teacher education. San José Unified School District/San José State Professional Development School; Bay Area School Reform Collaborative. BASRC Funding; Hewlett Funding; Danforth Funding; IBM Funding; NCATE funding.


Printed: 10/16/2003
Selected Publications


KATHARINE DAVIES SAMWAY
Professor, K-8 Teacher Education, San Jose State University

Education

PhD (Education), University of Rochester, Rochester, New York.
MS (Education), State University of New York, Brockport.
BA, State University of New York, Brockport.

Professional Experience

1991-present Professor, San José State University, K-8 Teacher Education

Teaching

Classroom Issues in L1/L2 Writing
Reading/Language Arts in Culturally Diverse Classrooms
Orientation to Student Teaching/Orientation to Teaching
Classroom Issues in the Lang/Literacy Development of L2 Learners
Multicultural Literature for Children and Young Adults
Ongoing Assessment in the Classroom (EDTE 216): 3 units

Selected Publications


Professional Associations

TESOL, NCTE, IRA, CRA.
JUNE A. GORDON
Associate Professor of Education, University of California, Santa Cruz

Education

Ph.D. in Educational Leadership and Policy Studies, University of Washington.
M.Ed. in Adult Education, Western Washington University.
B.A. in East Asian Studies, Stanford University.

Professional Experience

2002-present: Associate Professor of Education, University of California, Santa Cruz
2002-03: Visiting Research Professor, University of Tokyo, Graduate Faculty of Education.
1997-2002: Assistant Professor of Education, University of California, Santa Cruz.
1996-97: Visiting Professor of Education, University of California, Santa Cruz.
1996-97: Senior Researcher, California Consortium for Teacher Development.
1994-95: Senior Researcher, "Cultures of Success: A Study of Community Colleges with High Transfer Rates," national research project on urban community colleges funded by the Ford Foundation.
1994-95: Lecturer, Education Program, University of Washington, Tacoma.
1993-94: Lecturer, Education Program, Antioch University, Seattle.
1992-present: Consultant: Faculty and staff training and development, program evaluation, and strategic planning in urban education, diversity, and teacher education reform.
1986-90: Program Director: Program development, admissions, curriculum planning, outreach and recruitment, student services, publications, and advisement for non-traditional, minority and international students, Fairhaven College, Western Washington University.
1985-86: Program Coordinator for International students, Stanford University: administration of programs for graduate students and their families.

Recent Courses Taught

The Expanded Role of the Teacher
Schooling and Asian Cultures
Urban Education
Race, Class & Culture
Immigrants & Education

Professional Associations

American Educational Research Association
American Sociological Association
Sociology of Education Association
Comparative and International Education Society

Selected Publications


**Recent Grants**


UCSC Committee on Research Faculty Grant, "The Effects of Economic and Social Marginalization on the Choice of Teaching as a Career in Contemporary Japan," for travel and interviews in Japan, 2001.


UCSC Division of Social Sciences Research Grant, "Teaching Careers and Economic and Social Marginalization in Contemporary Japan," for travel and interviews in Japan, 2000.

UCSC Division of Social Sciences Research Grant, “How Status Differentials such as Culture and Class Affect Perceptions of Teaching and, hence, the Choice to Enter the Profession: Teachers’ Views in Two Northern British Cities,” for travel and research in the United Kingdom, 1999.
RODNEY T. OGAWA
Professor and Chair, Department of Education, University of California, Santa Cruz

Education

Ph. D., The Ohio State University, Education
M. A., Occidental College, Education
B. A., University of California, Los Angeles, History

Professional Experience

2003 – Present  Chair, Education Department, UCSC
2002 – Present  Professor, University of California, Santa Cruz
1994 – 2002  Professor, University of California, Riverside
1998 – 2001  Associate Dean, Graduate School of Education, UCR
1992 – 1994  Associate Professor, University of California, Riverside
1986 – 1992  Associate Professor, University of Utah
1980 – 1986  Assistant Professor, University of Utah
1979 – 1980  Post-Doctoral Fellow, Stanford University

Awards

William Davis Award, University Council for Educational Administration, Most Outstanding Article of the 1995 Volume of *Educational Administration Quarterly*, 1996
Students' Choice Award for Teaching, The Associated Students of the University of Utah, 1992
Outstanding Teaching Award, Graduate School of Education, University of Utah, 1992
Visiting Scholar, Stanford Center for Organizations Research, Stanford University, 1979
Lewis Award: Edliners, The Ohio State University, 1979
Eickenberry Award: The Academic Faculty of Educational Administration, The Ohio State University, 1978

Professional Associations

AERA

Selected Publications


Grants

“The Political and Institutional Context of the University of California’s Outreach Efforts.” Principal Investigator, University of California, Office of the President, 2000-2001.
“How Schools Bridge and Buffer the Involvement of Parents.” Principal Investigator, UCR Faculty Research Committee, 1996-97.
"The Effects of Principal Succession on School Performance." From the Graduate School of Education Research Committee, 1982.
"A Field Test of the Horizontal Evaluation." From the University Research Committee, The University of Utah, April 1981.
"A Reconsideration of the Organizational Analysis of Educational Organization." From the University Research Committee, The University of Utah, June 1981.
GORDON WELLS
Professor, Department of Education, University of California, Santa Cruz

Education

Ph. D., University of Bristol, UK, 1978, Developmental Psycholinguistics
B. A., Cambridge University, UK, English

Academic Assignment (last five semesters)

Literacy across the Curriculum in the Middle and High School Years
Learning, Teaching and Diversity
Learning to Talk and Talking to Learn,

Professional Experience

2000-2002        Professor, Dept. of Education, UCSC
1984-2000        Professor, Dept. of Curriculum, Ontario Institute for Studies in Education
    a.        Research Fellow/Reader in Education, University of Bristol (U.K.)

Awards

Member, Reading Hall of Fame, May 1997.
Benjamin Meaker Visiting Professorship, University of Bristol, 1998.

Professional Associations

AERA, IRA, NCTE, NRC, AAAL, ISCRAT

Selected Publications

Books


Recent Articles and Book Chapters


**Grants**

LUCINDA PEASE-ALVAREZ  
Associate Professor of Education, University of California, Santa Cruz

**Education**

- 1986: Stanford University, Ph.D., Education  
- 1978: Stanford University, M.A., Education,  
- 1972: Willamette University, B.A., Political Science

**Employment History**

- 1995 - Associate Professor, University of California, Santa Cruz  
  (Co-director of Teacher Education beginning 2001)  
- 1990-93: Visiting Scholar, School of Education, Stanford University  
- 1990-95: Assistant Professor, University of California, Santa Cruz  
- 1988-90: Visiting Assistant Professor, University of California, Santa Cruz  
- 1987-88: Language Development Specialist for the Multifunctional Resource Center/Northern California, Oakland, California  
- 1985-88: Research Associate, Stanford Interactive Reading and Writing Project and Stanford/Schools Collaborative, Stanford University

**Selected Awards, and Grants**

- 2001: California Commission of Teacher Credentialing, “Early Adopter of SB 2042”  
- 2001: Divisional Research Grant, Division of Social Sciences  
- 1997-2000: California Reading and Literature Project, UCSC/Monterey Bay Region  
- 1996-2003: UC Office of the President, UC Links  

**Articles in Professional Journals**


**Chapters in Books**


**Other**


Printed: 10/16/2003

64
LINDA JOYCE ROGERS
Professor, California State University, Monterey Bay

Education

1990 Ph.D., Developmental Psychology and Research Methods, School of Education, Purdue University, West Lafayette, Indiana. Dissertation: A qualitative study investigating the relationships between universal and non-universal development in adolescent writers attempting to be authors

1987 M.S., Education, Purdue University, West Lafayette, Indiana; Educational Psychology

1975 Diploma of Education, University of Western Australia

1974 B.A., English Literature, University of Western Australia

Professional Experience

2001 to present: Professor, California State University, Monterey Bay

2001, Spring: Professor, Kent State University

1998-Spring 2000: Coordinator of Educational Psychology and Instructional Technology Programs, Kent State University

1995-2001: Associate Professor, Kent State University,

1990-1994 Assistant Professor, Full Graduate Faculty since 1991, Secondary Appointment in School Psychology, Kent State University

Courses taught at California State University, Monterey Bay

Mid to Late Childhood, Liberal Studies
Child Development, Liberal Studies
Capstone Seminar,
Internship

Selected Scholarship, Publications, and Research

Articles


Books


Printed: 10/16/2003
Selected Chapters in Books and Monographs


Rogers, L.R., & Haas, N.S. (1997). La construction de schemas langagiers: Renegocier les points de vue des parents et des professionnels s’occupant des retards langagiers. (The building of language schemas: Renegotiating the viewpoints of professionals working with preschoolers who have language delays). In F.V. Tochon (Ed.), Intervention et pauvrete—La relation famille/garderie. Cap Rouge, Quebec: Presses Inter Universitaires.

Awards

Graduate Student Senate Award for Faculty Mentorship, KSU, 2001.
Kent State University Award, College of Education for Faculty Recognition Award for Mentoring and Advising, 1997.
Kent State University Award, College of Education for Extraordinary professional achievements in 1994-1995.
David Ross Award for Scholarship, Purdue University, Summary 1990.
Graduate Instructor Teaching Award, Purdue University, 1990.
PATRICIA A. WHANG
Associate Professor of Psychological Foundations, California State University Monterey Bay

Education
Ph.D., Educational Psychology, 1991, University of California at Berkeley
M.A., Educational Psychology, 1989, University of California at Berkeley
B.A., Psychology, 1983, Indiana University

Professional Experience
2000 to present: Associate Professor of Psychological foundations, California State University Monterey Bay
1996 to 2000: Associate Professor of Educational Psychology, Auburn University
1991 to 1995: Assistant Professor of Educational Psychology, Auburn University

Professional Memberships
American Educational Research Association
National Coalition of Education Activists
Phi Delta Kappa

Awards
AU Panhellenic Council, 1998: Received recognition as an outstanding professor
Outstanding Undergraduate Faculty Member, 1996: Auburn University, College of Education
University of California at Berkeley/Foothill-De Anza, 1990-1991: College District Minority Teaching Fellowship
American Psychological Association Student Travel, 1990 Award
School-University Partnership for Educational Reform, 1988-1989: (SUPER) Research Grant
National Institute of Mental Health Training Stipend, 1984-1985

Grants
Asian Voices in the South: John Nicholls Trust, The inter-relationship between ethnic identity, context, and motivation
Academic enrichment at the Boys and Girls Clubs of Lee County, College of Education Outreach Grant
The Issues in Educational Psychology Conference: The Daniel F. Breeden, For the Good to get Better

Publications


BOB HUGHES  
Associate Professor, California State University Monterey Bay

Education

Ed.D., Teaching, Curriculum, and Learning Environments Department, Harvard Graduate School of Education, Cambridge, MA; research topic: factors which influence adult learners’ equitable use and learning of technologies – November, 1999
M.A.T., English, University of Washington, Seattle, WA – August, 1989
B.A., English, Bethany College, Santa Cruz, CA – January, 1979

Professional Experience

July 2002 to present – CSUMB, Regional Center Director, CalStateTEACH; management of the university’s participation in a regional, distance learning, teacher training program.
2000- July 2002 – CSUMB Associate Professor of Secondary Education and Associate Regional Center Director, CalStateTEACH; Coordinator of Intern Programs.
1997-2000 - Highline Community College, Des Moines, WA – Dean of Instruction, Transfer Programs.
1996-1999 - Center for Applied Special Technology (CAST), Peabody, MA – Project Director, Family and Community Literacy Project, evaluation of educational technology applications and projects.
1994-1997, Highline Community College, Des Moines, WA – Faculty.
Fall, 1995, Clark University, Worcester, MA – Visiting Lecturer.
1987-1988, Puget Sound Writing Program: Young Writers’ Summer Workshop Instructor

Current Teaching:

Ethnographic Research Methods
Technology as a Tool in Multicultural Classrooms
Advising of M.A. students

Publications:

“The Opposite Intended Effect: Standardization in teacher preparation can reduce educational efficacy”; under review: Teacher Education Quarterly
“Learning in Context: Training teachers from their needs to new knowledge”; Curriculum in Context, Spring, 2002
“From One Generation to the Next”, in Frequently Asked Questions About America, Bill Hofmann, editor, Foreign Languages Press, Shanghai, China, 2000
Factors Which Influence Adult Learners’ Equitable Use and Learning of Technologies; dissertation, Harvard University, November, 1999
Meeting the Needs of 21st Century Literacy by Using Computers in Family Literacy Centers; conference paper and presentation, National Reading Research Center Conference on Literacy and Technology for the 21st Century, Atlanta, GA, October, 1996 – Published ERIC (ED411063), 1997
Research and Evaluation

External Evaluator, CAST Planning for All Learners Professional Development Program: Review protocols and findings; provide consultation on project evaluation. June 2002 to September 2007
Principal Investigator, Alternative Math Methods Study, Highline Community College, Des Moines, WA: Designed protocols and instruments, trained assistants, analyzed data, provide ongoing consultation for action research redesign of department curriculum. Project report completed June, 2001
Project Research Director, CAST Family and Community Literacy Project: Designed protocols and instruments, trained assistants, analyzed data, and wrote report for family literacy project in five sites nationally. Report completed April, 1999
Project Research Director, CAST Equal Access Project. Designed protocols and instruments, trained assistants, administered instruments, analyzed data, and wrote report for teacher training project conducted in Boston Public Schools. Report completed September, 1999
Project Data Coordinator, CAST/Scholastic, Inc. Telecommunications Study. Designed protocols and instruments, administered instruments, trained assistants, and assisted in writing report for online classroom controlled study conducted in seven cities nationally. Report completed October, 1996

Grants

2002-2003, Regional internship programs mini-grant to develop partnerships between CSUMB and local educational agencies in the development of teacher preparation standards.
2001-2002, Regional internship programs mini-grant to develop new pedagogical models.
California Commission on Teacher Credentialing internship grant.
U.S. Department of Education Title III grant for faculty development and institutional research five years.
MARK O’SHEA
Professor, California State University Monterey Bay

Education

Certificate of Advanced Study (60 semester hours) in Educational Administration and Supervision, State University College at New Paltz, NY, 1980.
B.A. in Biology, University of Virginia, 1968.

Professional Experience

1998-present, Professor and Director of Field-Based Teacher Education, CSUMB.
1991-1993, Professor of Education, School of Education and Human Development, Lynchburg College, Lynchburg, VA.
1987-1989, Acting Director, School of Education, Fairleigh Dickinson University.
1986, Associate Professor, Fairleigh Dickinson University.
1983, Assistant Professor, Fairleigh Dickinson University.
1980-1983, Adjunct Assistant Professor, Fairleigh Dickinson University.
1979-1983, Science Department Chairman and Chemistry Teacher, Summit High School, Summit, NJ.
1979-1980, Adjunct Instructor of Chemistry, Mercy College, Dobbs Ferry, NY.
1977-1979, Adjunct Assistant Professor, Brooklyn College.
1976-1980, Teacher of Biology and Chemistry, later appointed as Dean of Students at Ramapo High School, Spring Valley, NY.
1972-1974, Chemistry and Biology teacher, Abington High School in Abington, PA.

Publications

Kimmel, H., and O’Shea, M., New Jersey middle school teachers reach out with a modem, Educational Viewpoints, 12 (1), 1992, pp. 17-20

Invited Publications:

Enhancing Teaching and Learning Through Inquiry, 1(1), sponsor and advisor with Lynn Rhodes, with support from Colorado Commission on Higher Education, 1997
O’Shea, M., and Kimmel, H., Computer Mediated Telecommunications and environmental Education: lessons

Printed: 10/16/2003


**Funded Projects and Other Grant Supported Activities:**

"Pilot Project in Minority Student Participation," National Science Foundation, Union City, New Jersey, co-author, 1997.

"Equipment Grant to Lookout Mountain Laboratory School," contributor, funded by Apple Corp. Inc., 1997


"Enhancing teaching and Learning through Inquiry," a conference for action research, supported by the Colorado Commission on Higher Education, 1997.

"A School-to-Work planning grant for the Sheridan Schools," funded by the Colorado Department of Education through federal school-to-work block grant funds. 1996, author.

"Improving the practical training in mathematics education," funded by the Colorado Commission on Higher Education, 1995-1996, co-author with Dr. Jim Loats

"Science, and Mathematics...Resources, Technology, and Access," funded by the National Science Foundation, co-author with Dr. Howard Kimmel, 1994 - 1998.


"The rocky mountain teacher education collaborative," funded by the National Science Foundation, project evaluation team and member of management team, 1993 - present.