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

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1

ABSTRACT

      The University of California, Santa Cruz (UCSC), San Jose State University (SJSU) and California State University, Monterey Bay (CSUMB) proposes 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 and assist educational leaders working in the culturally and linguistically diverse schools of California Education Region 5 (which encompasses Monterey, San Benito, Santa Clara and Santa Cruz Counties, and too, similar culturally and linguistically diverse regions in other states), in their attempt to transform schools to provide greater academic access and success for all students.

      This program will recruit local educators from traditionally underserved schools and communities. Candidates will have strong academic preparation and demonstrate leadership capabilities, 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, plus graduate programs at UCSC, SJSU, and CSUMB.

      A distinguishing feature of this program is the preparation of leaders, including teachers and site administrators who have, as their focus, the improvement of education in complex school systems. Collaborative leaders prepared in this Joint Ed. D. Program will focus on three major areas: 1.) serving traditionally underserved school populations, focusing on the power of collaborative applied research, 2.) school transformation, and 3.) providing replicable models with the school, classroom, and/or community as the focus of change.

      The Joint Ed.D. Program will require twenty-four courses, 120 units (minimum) including coursework, data collection, supervised dissertation research, and dissertation writing, to be completed over three years, including summer terms. In the first year, 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; Facilitating Collaborative Change, as well as, an on-going Research Seminar. The Research Seminar, which runs throughout the program for twelve quarters, brings students and faculty

together on a regular basis to discuss the progress of the program. It also serves as a venue for: a review of research methodologies in the first year, research profiles in the second year, and presentation of findings in the third. Also in the second year, a three-quarter seminar of supervised data collection and dissertation writing will be expected. Students will complete additional coursework, as advised by their faculty advisor. The formal qualifying examination will take the form of a defense of a dissertation proposal, which will occur during the summer quarter of the second year of study (fourth quarter). All students, in this Joint Ed.D. Program, will write a dissertation aimed at improving educational practices and policies in and around their professional work environments.

TABLE OF CONTENTS

Page

5

B: Program Faculty Bylaws

C: Program Budget

D: UCSC/CSU Funding

Section 1

INTRODUCTION

The University of California, Santa Cruz (UCSC), San Jose State University (SJSU) and California State University, Monterey Bay (CSUMB) proposes 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). This 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, districts, and communities that serve youth. This program, its faculties, 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 and minority students whose educational needs are not often met.

Another factor underscoring the need for this joint doctoral program, of 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. In order to prepare educational leaders the ability to effectively and honestly engage in this task, it is essential that this program bring together people from diverse perspectives and backgrounds, which are committed to working with underrepresented students. In lieu of the student population of California being 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

The University of California, Santa Cruz and the State Universities of San Jose and Monterey Bay 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.

Each student in the Educational Leadership master's program, which includes over 500 students, completes a 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 problem statement, methodology, statistical analyses and writing, students produce a master's action research project, 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 master's action research projects 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 one 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 120 graduate students who work throughout the five-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

UC Santa Cruz education faculty, San Jose State University faculty, and CSU Monterey Bay faculty provide complementary research strengths that will support the proposed joint doctoral program. Members of these faculties are nationally recognized scholars. 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.   Faculty in SJSU's School of Education bring expertise in applied research from many areas, including their service as K-12 teachers, principals, superintendents, and district officers. Faculty at CSU Monterey Bay brings a combination of experience as teachers from a range of diverse settings, as well as experience as

ethnographic and activist researchers. Many of the faculty members, on all three campuses, are engaged in policy studies, exploring the impact of cultural, political and organizational contexts on schooling.

1.1 Aims and Objectives of the Program

The objectives of this proposed Joint Ed.D. in Collaborative Leadership for Learning and Teaching, are to assist in the preparation of educational leaders for all levels of California's educational system. The program of study is designed for full-time educators who have demonstrated a leadership in working with schools, districts, and K-12 student populations that traditionally have not been well served by America's educational system. This 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 the responsiveness of schools' and communities to the needs of these students and their families. The coursework and research will draw heavily 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 the research and dissertations from this program will provide a thoughtful critique of education, while offering solutions for the improvement of 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, cohort-based structure will meet the need for a program of the highest academic quality for qualified, full-time professionals. Courses will be delivered on Saturdays, weekends and supplemented by Web CT on line.

- *Effectiveness through collaboration.* The proposed joint effort, focused on advanced studies in collaborative educational leadership and situated learning, demonstrates the faculties' understand the necessity for collaboration to address the multiple demands on schools and communities and to situate local knowledge within a larger research-based context. The complexity of this challenge, demands that we draw upon the combined strengths of UC Santa Cruz, San Jose State University and CSU Monterey Bay to achieve a coordinated impact on improving learning and teaching in schools. The strength of this proposed program is its capacity to utilize resources from the region and draw upon outstanding faculty, facilities and research from the three campuses. This proposed program design recognizes strengths in both public and higher education systems in California, which can contribute to create leadership capacity, scholar-practitioners, and systemic transformation.

- *Valuing diverse perspectives.* Tapping into the wealth of talent and skill among traditionally underrepresented communities, this program will actively seek the enrollment of school leaders who have already begun the process of school change. The assumption is; this proposed program will increase the number of educational leaders who reflect a range of perspectives, as well as the racial, social and economic diversity of the state of California and too, who possess the will and capacity to transform schools and systems into human organizations that produce equitable outcomes.

Distinctive Features

This proposed Joint Ed. D. Program is characterized by several features that distinguish it from doctoral programs in education offered by UCSC, SJSU, and other universities in the region.

- *Focus on collaborative leadership at the school site.* This program's principal purpose is to prepare school and community 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 communities while providing replicable models for other institutions. Collaborative leadership and learning among school site leaders—administrators and teachers—rather than the management of schools and districts that has been the traditional focus o f Ed. D. programs in administration.

- *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 contacts that can provide ongoing support and mentoring to members of the cohort even after completion of formal doctoral study. Students who are not able to proceed at the rate of their cohort will reconnect with the cohort of the following year to prevent isolation of the student, as well as the extra load for faculty in carrying individual students past their anticipated dates of completion.

- *Network of educational leaders.* This program will draw individuals with years of leadership experience together to share ideas and solve problems confronting them in their respective educational situations. Through the research questions pursued and the exploration of complex issues facing education today, this group serves as a nexus for potential change, not only in Region 5, but for all of California and the nation at large.

- *First Joint Ed.D. Program in Collaborative Educational Leadership offered by public universities focusing on Region 5*. This proposed joint doctoral program will be the first Joint Ed.D. Program in Educational Leadership offered by public universities that focus on Region 5 (which includes Monterey, San Benito, Santa Clara, and Santa Cruz Counties). Region 5 is a highly diverse, complex area encompassing extremes in wealth and poverty, large urban centers and small towns, high tech industry and migrant farming. Consequently, schools in the region face numerous challenges in providing educational services to students from all economic, ethnic, racial, cultural, and linguistic backgrounds.

- *Access for non-traditional students*. This proposed Joint Ed.D. Program will provide flexible access to non-traditional, doctoral students, many of whom have been educationally and financially disadvantaged by the structure of traditional doctoral programs or the high tuition costs of private institutions. To accommodate the needs of a working population, classes will be held on weekends and coursework will run year-

round for three years, including summers. The program's academic year will begin in June and run through the end of May.

- *Core courses*. This proposed program will include a common core of 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 participate in the Research Seminar which runs each quarter throughout the three years.   The traditional residency internship for specific topics in the field, entitled "Data Collection and Field Work" lasts for four quarters. During this time, students will use a range of research methodologies in data collection, focus on specific areas relevant to the dissertation, and have access to district or community data bases.

- *Fixed time to completion*.   This proposed program is structured to enable fully committed professionals to earn an Ed.D. in three years

- *Linking research to practice*. This Joint Ed.D. Program will emphasize the link between research and school-level/institutional change. Starting with the first course in the program, the Research Seminar, faculty members will present their research interests, questions, and designs, exemplifying themes interwoven throughout the courses. *Technology*. The use of technology in educational settings will be woven into the proposed program's curriculum including a range of applications and methods to enhance learning via technology, as well as research on ways that it has been abused, misused or unused.

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 scholarships 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 moved to instructional rather than managerial work, it remained squarely on administrators.

Reflecting upon 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 (Spillane, Halverson & Diamond, 2001).

This proposed Joint Ed.D. Program thus reflects the most advanced developments in the field of educational leadership. Its focus on Collaborative Leadership that 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 and SJSU discussed including CSUMB as a partner in the Joint Ed.D. Program.
- Faculty Planning Committee agreed to include CSUMB and met with faculty representatives.

Winter 2003:

- Rewriting of the proposal to include CSUMB College of Professional Studies.
- All three institutions begin the approval process with changes in place.

Spring 2003:

- Proposal approved by SJSU College of Education.

Summer/Fall 2003

- Proposal approved by SJSU Senate.

- Appoint Program Co-directors.

- Regular meetings begin among three campus Co-directors.

- Draft of Program Implementation Grant written.

Winter 2004

- Submit Program Implementation Grant.

- UCSC new faculty hires.

Spring 2004

- Program Implementation Grant awarded by Joint Ed.D. Board.

- SJSU new faculty hire.

- CSUMB Senate approval of proposal.

Summer 2004

- WASC proposal prepared and submitted.

- Joint Program Advisory Board organized.

- 3-year scheduling of curriculum and faculty completed.

Fall 2004

- UCSC Senate approval of proposal.

- Submit proposal to CCGA.

- UCSC recruitment for two FTE designated for the Ed.D.

- Support staff hired.

- Student recruitment.

- Applications accepted; deadline December 10.

Winter 2005

- Interviews for UCSC new FTE.

- System-wide approval of the joint doctoral program.

- Student applications screened and interviews conducted with finalists.

Spring 2005

- First student cohort admitted/enrolled.

- Orientation.

Summer 2005

- Program begins.

The first cohort of 24 students will be admitted to the program to begin coursework in the summer 2005. 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 admitted 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 achievement at school and classroom levels, whatever the institution might be. This Joint Ed. D. Program in Collaborative Leadership will also be oriented towards collaborative educational reform and improvement.

Students, in this Joint Ed.D. Program, may enroll in Ph.D. courses in consultation with their faculty advisors. Similarly, Ph.D. students may enroll in Joint Ed.D. Courses which are relevant to their areas of specialization. However, due to the cohort, non-traditional nature of the Ed.D., it is unlikely that working professionals would be able to take much coursework in the Ph.D. if those classes are offered during weekdays.

The Education Department at UCSC offers an M.A. in Education and an undergraduate Minor in Education. This Joint Ed.D. Program will not directly affect either the M.A. program or the Minor program because Joint Ed.D. Students will not take master's level or undergraduate courses that are offered by UCSC's Education Department.

This 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 Need 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, in lieu of the aforementioned, the Joint Ed.D. Board awarded UCSC, SJSU and CSUMB a development grant to support the completion of their proposal for a Joint Ed.D. Program in 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 towards 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 from Educational Leadership in Urban Superintendency among SJSU, UCB, CSUH, and SFSU; one from Engineering; and this currently proposed Joint Ed. D. in Collaborative Leadership - 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.

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 educational 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 UC Santa Cruz/SJSU/CSUMB Joint Ed.D. Program in Collaborative Leadership and other UC or CSU institutions or programs. However, UCSC/SJSU/CSUMB 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 monitor the quality of students' academic activities, engage in cooperative research projects, and/or provide students with guidance and other assistance as needed.

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.

This 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. Secondly, while the proposed program may serve students throughout California and the nation, 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 Plans 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 five 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 Advisory Board and other relevant academic bodies. Evaluations by other agencies (e.g., CPEC, CCTC, NCATE, WASC) may also be conducted on a periodic basis.

Section 2

PROGRAM

Pedagogical Goals of the Program

Before presenting the specific details of this program, it is important to clarify for the reviewers, the difference between an Ed.D. Degree and a Ph.D. Degree. The Ph.D. program focuses on developing educational theory through original research. This Ed.D. Program 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 educational 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

This program will seek to recruit local educators with strong academic preparation and a potential for leadership who are working in traditionally underrepresented communities, whether they be schools or organizations. Some students may be drawn from existing collaborative school-university research and development programs, as well as from 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 Joint 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) general (not subject specific) scores.
- Experience in, and commitment to, working with culturally and linguistically diverse student populations, traditionally underrepresented communities, and collaborative leadership.
- Shared research interests with this 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.
- Research question formulated.
- Support from site of proposed research project.

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 abstract from M. A. research.
- Evidence of the M. A. project or research.
- A non-refundable application fee.

Application Deadline

Applications to this Joint doctoral program will be accepted for summer admission only. Application deadline is DECEMBER 10, 2004.

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, as well as leadership and academic qualifications of the candidates. Candidates will then be interviewed by the Core Faculty and a list of prospective students will be recommended to the UCSC Dean of Graduate Studies for admission.

Appointment of Initial Faculty Advisor

Upon admission to this program, each student will be assigned an academic advisor from the Core Faculty or the Affiliated Faculty who has indicated a willingness to work with the student. Each faculty advisor will serve no more than three student advisees. In addition, each student will identify a district mentor who will facilitate access to schools and records, as well as provide guidance.

2.2 Foreign Language Requirement

A second language is required to enter the Ed. D. program (see Appendix F).

2.3 Student Program of Study

This Joint Ed.D. Program will consist of 24 required courses, 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. All Ed. D. students are expected to earn letter grades of A or B. The formal oral Qualifying Examination (QE) will consist of an oral defense of the dissertation proposal. All students will write a dissertation.

Courses will be offered at one of the participating campuses each quarter, beginning with the tentative plan for the first quarter, summer 2005, to be offered on the UCSC campus. Fall quarter and winter quarters will be at SJSU and spring quarter at CSUMB. Students will be

expected to meet at the site for that quarter. Ed.D. students are not seen as students of any one institution, but rather individuals who are participating in a regional doctorate. They are not located at one institution and commuting to another. They are full-time employees who will be commuting to the site where the program is being offered that quarter.

First Year: Core Courses

During the first year of the program, students will complete the following courses: Social, Political and Economic Context of Schooling; Policy and Reform; Facilitating Collaborative Change; Literacy as Transformation, as well as begin the first of twelve quarters of the Research Seminar. The Research Seminar will require the study of research methodology, the engagement of all faculties in presenting their own research, and the discussion of student research and progress. The twelve-quarter Research Seminar is unique to this Joint Ed. D. Program and allows students and faculty to engage in research discussions on an on-going basis.

Second Year: Research Courses

During the second year, students will continue with their Research Seminar and, in addition, they will take four quarters of the course Data Collection/Fieldwork. Each instructor of the Data Collection/Fieldwork course will assign topics relevant to the area of the student's dissertation. Data collection will be conducted in schools and communities under the mentorship of a district or community leader approved by the faculty.

Third Year: Dissertation Seminars and Supervision

During the third year, students will proceed with the last phase of the Research Seminar along with a Supervised Dissertation Writing seminar.

2.4 Dissertation

During the program's three years, students will complete approximately 80 units of supervised research leading to the writing of their dissertation. Students will defend their dissertation proposals during their second summer in the program (fifth quarter). Those students whose proposals are approved will advance to candidacy for the degree.

Stages of the Research Process:

     Five stages of research will occur throughout the program.

     Stage 1: Identification of a research question and a research design.

     Stage 2: A review of the literature.

     Stage 3: A fully developed research proposal.

     Stage 4: Data collection and analysis.

     Stage 5: Writing of the dissertation.

Dissertation Procedures

The purpose of the dissertation is to improve educational practices and policies in and around students' professional work environments. The first three stages of the dissertation will be completed in the first year; data collection and analysis will be completed during the second year. A first draft of the dissertation will be expected at the end of their third summer in the program (ninth quarter). The remainder of the third year is dedicated to the refinement of the research findings, analysis, and completion of a publishable manuscript. Dissertations are intended to mark the culmination of research conducted during the first two years of the program under the auspices of the Research Seminar.

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 their second summer in the program (fifth quarter).

Preparation of Dissertation Proposal, Oral Defense: Qualifying Exam for Advancement to Candidacy

Students will be required to orally defend their dissertation proposals to the Core Faculty. 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 the faculty who may require students to make revisions to their proposals before granting final approval for their

research to begin. A successful oral defense of the dissertation proposal is the qualifying exam for advancement to candidacy. If the proposed dissertation involves human subjects, students must obtain appropriate clearances from the UCSC human subject's board.

Dissertation Committee Composition

Dissertation committees will be composed of a minimum of four tenure-track faculty members, with at least two 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. These members will meet the same criteria for graduate faculty and have the same voting rights and responsibilities as other committee members.   They will be drawn not only from the Core Faculty but from the entire education faculty at UCSC, SJSU and CSUMB, as well as colleagues in other departments whose research and/or interest is related to issues pertaining to educational leadership. Members could include faculty from a range of departments, including American Studies, Community Studies, Psychology, Sociology, Linguistics, Latin American and Latino Studies, Anthropology, Politics, Women's Studies, East Asian Studies, etc. The inclusion of these individuals provides them with an opportunity to work with professional educators who have been enmeshed in some of the most pressing problems facing communities and schools. It also allows for the Ed.D. students to gain from the insights brought by scholars from varied fields and perspectives.

Dissertation Standards

This 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

Students will work closely with their dissertation chair, who will review and share drafts with other committee members for their constructive feedback. Students will complete the final drafts of their dissertations by their winter quarter of their last year in the program, in order to allow time for revisions and the completion of graduation requirements. Dissertations will include the following elements: an abstract, copyright page, title page, acknowledgements, table of contents, list of tables and figures, references, and, when appropriate, appendices. Meeting all the requirements for human subjects research is required. The dissertation must adhere to the guidelines specified in the *UCSC Dissertation and Thesis Preparation Guidelines.* APA format is required.

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 practices and/or policies.
2. To assess students' ability to present their research in a scholarly manner.
3. To provide students with the opportunity to share their work with the broader campus communities.

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 be responsible for bearing the cost of copying and binding and/or preparing for electronic storage all copies of dissertations.

This 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.

Final Examination

Presently, there are no plans to implement a final examination for students in this proposed Joint 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 this Joint Ed.D. Program.

Requirements Over and Above Graduate Division Minimums

Presently, this 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. The Department of Education at UCSC will continue to offer the M.A. program for students aspiring to obtain a teacher credential. Graduates from these masters' programs, along with prospective Ed.D. applicants that have obtained research focused masters degrees from other institutions may apply for admission to this Ed. D. Program. Students with masters from any of the three partner campuses will not receive special consideration for admission to the Ed.D. Program.

2.6 Sample Course Sequence

First Year

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

Summer Quarter	Fall Quarter	Winter Quarter	Spring Quarter
Research Seminar	Research Seminar	Research Seminar	Research Seminar
Social, Political and Economic Context of Schooling	Policy and Reform	Facilitating Collaborative Change	Literacy as Transformation

Second Year

Summer Quarter	Fall Quarter	Winter Quarter	Spring Quarter
Research Seminar	Research Seminar	Research Seminar	Research Seminar
Data Collection/Field Work	Data Collection/Field Work	Data Collection/Field Work	Data Collection/Field Work
Electives, Optional as approved by advisor[1]	Electives, Optional as approved by advisor	Electives, Optional as approved by advisor	Electives, Optional as approved by advisor

Proposal refined: admission to candidacy

Third Year

Summer Quarter	Fall Quarter	Winter Quarter	Spring Quarter
Research Seminar	Research Seminar	Research Seminar	Research Seminar
Supervised Dissertation Writing	Supervised Dissertation Writing	Supervised Dissertation Writing & Oral Defense	Supervised Writing/ revisions & submission of final copy

Graduation

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[1] Electives are not required to complete the program. Students may enroll in electives with the approval of their individual faculty advisors.

2.7 Normative Time from Matriculation to Degree

Expected time to degree for students in this proposed Joint 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 Joint Ed.D. Students to complete all degree requirements. Student's progress will be reviewed each quarter and before the proposal is presented. Students who are unable to complete coursework during a year will be given the option of joining the cohort for the following year. Students who produce work below grade B level will have their file reviewed by the Core Faculty and face potential dismissal from the program depending on the outcome of a hearing and vote by the Core Faculty. Similar procedures will be used if performance on the oral qualifier proves unsatisfactory.

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.

Section 3

PROJECTED NEEDS

3.1 Student Demand for this Program

      This proposed Joint Ed.D. Program will provide advanced study and research opportunities for promising leaders in California's educational system. This program will prepare those who serve in key, decision-making roles that affect the culture and structure of school districts. News of the possibility of UC/CSU joint doctoral programs has resulted in a flood of inquiries at all three campuses seeking information about the content and format of the programs to be offered in the region. While we anticipate that the proposed program will attract a significant number of school and district employees, the doctorate is 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.

      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, and 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. A survey of students in the College of Education at SJSU produced a list of more than 250 teachers and educational leaders of schools and community organizations who expressed an interest in a joint Ed.D. 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. An informal study conducted by SJSU Department of Educational Administration alone indicated an overwhelming need for a doctoral program in and around Santa Clara, Monterey, San Benito and Santa Cruz Counties. CSUMB master's students have similarly 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. Members of the program planning committee further consulted individuals, in particularly superintendents and 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.

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 students who are professionally involved in complex educational situation, serving diverse student populations, and who seek to provide leadership in collaborative efforts to produce change. Upon graduation, students in this proposed Joint 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 this Joint 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, this proposed program will make important contributions both to the field of educational leadership and to meeting the needs of an ever-changing and complex 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, particularly in working with individuals from varying socioeconomic, ethnic and religious backgrounds. Given the teaching, publishing, and service demands placed on university faculty, few have had the opportunity to engage in extended research in complex educational settings where critical issues are encountered, resolved, and/or ignored on a daily basis. In working with these Ed.D. students, who are leaders and specialists within the context of their own institutions and communities, we, as faculty, can gain first-hand knowledge and essential insights often

lacking in the academic literature. Similarly, by providing these leaders with research opportunities to identify, reflect, and inquire into situations often seen as insurmountable, we can explore options that create a forum for authentic reforms. Through collaboration between students and faculty as well as among students within the cohort, issues perceived as problems will be addressed and understood in a constructive manner.

Beyond contributing to the field of educational leadership, this proposed program will further 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 create changes in educational policy and practice.

Second, this 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, 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

This joint doctoral program reflects the professional interests of faculty from UCSC, SJSU, and CSUMB. Faculty from the Department of Education at UCSC represents a range of disciplines including sociology, psychology, anthropology, linguistics, literature and policy studies.   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. Much of the research conducted by the faculty from all three institutions generally involves collaboration of practitioners and data collection from persons and organizations directly engaged in educational practice. Faculty members have expertise teaching on topics relevant to the Ed.D. program, including language and literacy for second language

learners, mathematics and science education for students from diverse backgrounds, educational leadership, urban education, school change and improvement, and the impact of socio-cultural context on schooling.

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

This proposed Joint 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. This Joint Ed.D. Program will prepare individuals, who are currently providing educational leadership in Region 5 and similar regions, to engage in collaborative research which will have as its goal the transformation of education within the region.   While both programs are responding to the needs of students from economically, culturally and linguistically diverse backgrounds, the intention of the Ph.D. program is primarily to prepare university faculty and researchers who will take positions across the country.

Second, the two programs are distinct in that they share no course requirements, although Joint Ed.D. Students may enroll in Ph.D. courses. Third, the focus of dissertations will differ. Joint 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, this Joint Ed.D. Program will be structured to accommodate working professionals and, thus, build on the existing master's programs in education at UCSC, SJSU, and CSUMB.

Section 4

FACULTY

Core faculty for the program will meet the requirements of the Joint Board for Ed. D. programs. The Core Faculty will principally be responsible for instruction, research, program coordination and student advising.   Initial members of the core faculty are presented below.[2] 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.
6. Have conducted research on broad issues related to collaborative educational leadership.

Initial *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.

4.2 Affiliated Faculty

Affiliated Faculty members possess a relevant doctorate and may assume responsibility for teaching courses in this Joint Ed.D. Program, serving as committee members and advisors. Initial *Affiliated Faculty* will consist of:

University of California Santa Cruz

Julia Aguirre	Tenure Track
Doris Ash	Tenure Track
Lora Bartlett	Tenure Track
George Bunch	Tenure Track
Greta Gibson	Tenured
Judith Moschkovitch	Tenured
Brad Olsen	Tenure Track
Jerome Shaw	Tenure Track

Trish Stoddart	Tenured
David Swanger	Tenured
Kip Tellez	Tenured

San José State University

Ji Mei Chang	Tenured
Kathleen Densmore	Tenured
Mark Felton	Tenure Track
Helen Kress	Tenure Track
Martin Krovetz	Tenured
Elba Maldona-Colon	Tenured
Nancy Markowitz	Tenured
Obel Norman	Tenure Track
Sharon Parsons	Tenured
Kristeen Pemberton	Full time lecturer
Noni Reis	Tenure Track
W. James Ritchie	Tenure Track
Marsha Speck	Tenured
Andrea Whittaker	Tenured

California State University Monterey Bay

Tereasa Arambula-Greenfield	Tenured
Beverly Carter	Tenure Track
Irene Nares-Guzicki	Tenure Track
Elizabeth Meador	Tenure Track

Section 5

COURSES

5.1 Proposed Courses

The proposed Joint Ed. D. in Collaborative Leadership program is composed of three types of courses:

- Core cores

- Research courses

- Elective courses*

All courses will be taken as a cohort. Catalog descriptions are included in Appendix A.

Year 1

Course prefix & number	Course Title	Units per Quarter	Total
EDUC #	Research Seminar x 4 quarters	5	20
EDUC #	Social, Political and Economic Contexts of Schooling	5	5
EDUC #	Policy and Reform	5	5
EDUC #	Facilitating Collaborative Change	5	5
EDUC #	Literacy as Transformation	5	5

Year 2

Course prefix and number	Course title	Units per Quarter	Total
EDUC #	Research Seminar x 4 quarters	5	20
EDUC #	Data Collection & Fieldwork x 4 quarters	5	20

Year 3

Course prefix and number	Course title	Units per quarter	Total
EDUC #	Research Seminar x 4 quarters	5	20
EDUC #	Supervised dissertation writing x 4 qts	5	20

*Elective courses: In collaboration with the student's advisor and the faculty, it may be determined that the student needs additional research or cognate area courses.

Collaborative Design of Courses

Each core course, along with the Research Seminar and the course Data Collection and Field Work has been designed and planned collaboratively by groups of faculty representative of each campus.

1. **Research Seminar**: Rod Ogawa, UCSC; Sandra Hollingsworth, Sharon Parsons, SJSU; Linda Rogers, CSUMB.

2. **Social, Political, and Economic Contexts of Schooling**: June Gordon, Kip Tellez, UCSC; Noni Reis, SJSU; Mark O'Shea, CSUMB.

3. **Reform and Policy**: Rod Ogawa, UCSC; Phyllis Lindstrom, SJSU; Mark O'Shea, CSUMB.

4. **Facilitating Collaborative Change**: Gordon Wells, UCSC; Barbara Gottesman, Kris Pemberton, SJSU; Patty Whang, CSUMB.

5. **Literacy as Transformation:** Cindy Pease-Alvarez, UCSC; Katharine Samway, SJSU; Bob Hughes, CSUMB.

6. **Data Collection & Field Work:** June Gordon, UCSC; Barbara Gottesman, SJSU.

7. **Supervised Dissertation Writing:** Rod Ogawa, June Gordon, UCSC; Phyllis Lindstrom, SJSU; Linda Rogers, CSUMB.

Section 6

RESOURCE REQUIREMENTS

6.1 FTE Faculty

  While there are sufficient faculty members with requisite expertise available among the three campuses to launch this Joint Ed.D. Program in the first year, additional faculty FTE are essential to adequately support the program at build out. UCSC, SJSU and CSUMB, propose the hiring of 6 new tenure-track faculty positions distributed in the following manner: 3 to UCSC, 2 to SJSU, and 1 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 rationale for the hires at CSU campuses is as follows. SJSU lost one of its faculty members in Educational Leadership this year, a specialist in excellence and equity in urban school reform, and will lose a senior level superintendent next year to retirement. Both of these individuals were pivotal to the success of the Joint Ed.D. Replacements for their positions are essential. CSUMB is in need of increasing its faculty with expertise in Educational Leadership. One new faculty member was hired this year to provide leverage time for other faculty to participate in this Joint Ed.D. Program. One additional faculty hire is requested.

  The rationale for the UCSC additional three faculty hires has two parts. First, this Joint Ed.D. Curriculum includes the equivalent of twenty-four courses. UCSC faculty will, on average, teach one-third, or eight, of the Joint Ed.D. Courses each year. Therefore, two new faculties FTE are needed to maintain UCSC's strong presence in the delivery of this program. Second, this Joint Ed.D. Program emphasizes two domains that have not been emphasized in UCSC's Department of Education thus far, educational leadership and school-level reform. Currently only two faculty members have degrees, research and/or publications in these areas. In order to provide intellectual leadership and insure a high quality Joint Ed.D. Program, the Department needs to develop a critical mass of faculty whose research focuses on these domains. Third, in accordance with the guidelines set for the state-wide Joint Ed.D. on all

campuses, each dissertation committee requires that two of the four faculty involved in each dissertation be UC faculty. While we acknowledge that colleagues from other disciplines will be joining in the reading and advising of dissertations, the Education Department must have enough faculties committed to the Ed.D. to guarantee successful participation in the program, particularly when sabbaticals, research buy outs and leaves are accounted for. With twenty-four dissertations to read each year, the need for more faculty participation from UCSC is obvious. Therefore, we propose the appointment of one additional faculty FTE, bringing the total to 3, the faculty that will be added to the Department to staff this Joint Ed.D. Program. The UCSC Education Department has sixteen appointed ladder faculty as of July 2004, sufficient to launch the Ed.D. Three additional ladder appointments will bring the department to nineteen FTE, sufficient to sustain the Ed.D. at seventy two steady state enrollments. The UCSC campus is committed to allocating these three positions.[3]

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 under girds 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.

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[3] UCSC Chancellor Martin Chemers to CSU/UC Joint Ed.D. Board August 31, 2004.(Appendix H)

- 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 Joint Ed.D. Specifically, the Division's long-range plan commits to adding faculty FTE to support this 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 this proposed Joint Ed.D. in Collaborative Leadership will make a significant contribution to the populations of the Central Coast and South Bay Area. New faculty hires are essential to achieving this vision.

Timing and Priority of New FTE Positions

In order to facilitate timely implementation of this proposed Joint Ed. D. Program, the faculty proposes that two faculty positions for UCSC and one faculty position each for SJSU and CSUMB be authorized for search in academic year 2004-2005 and that the remaining two faculty positions, one for UCSC and one for SJSU be authorized for search within the following two years, 2005-2006 and 2006-2007.

Projected Staff Hiring

Clerical assistance will be needed to administer the day-to-day operations of the program at each campus. A half-time clerical position on each CSU campus and a full-time position on

the UCSC campus are essential to the smooth operation of the program given the responsibilities of the Co-Directors beyond administration of this Joint Ed. D. Program. Co-Directors will still have obligations to their research, teaching, university service, and administrative responsibilities in their own departments. Co-Directors will also be expected to travel on a weekly basis to the other campuses for meetings, teaching, and/or observation of student research sites.

6.2 Library Acquisitions

This Joint 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 over a two-year period for each campus, $30,000 total to enhance collections, has been funded from the implementation grant for future acquisitions. Librarians at each institution have been contacted and are collaborating with each other. Students admitted to the Ed.D. will have full access to each of the three libraries. See Appendix I for Librarian endorsements.

6.3 Computing Costs

Each university will make available their current computer and wireless technology for teaching and learning when classes meet on their respective campuses. Students will be expected to provide their own personal laptop computers. Existing technology support on all three partner campuses is sufficient to sustain this Joint Ed.D. Program.

6.4 Equipment

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

6.5 Space and other capital facilities

UCSC, SJSU, and CSUMB shall provide adequate classroom and administrative space to support all aspects of the Joint Doctoral Program. At the current time, the plan for rotation of courses is as follows: summer quarters at UCSC, fall and winter at SJSU, and spring at CSUMB.

6.6 Other operating costs

Program operating costs will be covered by the existing base budgets of each campus overseeing 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) provides 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. 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 have received 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 (Appendix H). 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 is 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 Joint Ed.D. Specifically, the Division's long-range plan commits to adding two faculties 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 this Joint 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)." (See Appendix D MOU and Faculty Bylaws)

In order to reinforce the co-equal status of UC and CSU campuses in these programs, each joint Ed.D. program will have a faculty graduate group consisting of UC and CSU 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 UC and CSU faculty as detailed in the joint proposals, but in principle each partner (UC and CSU) 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 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 four occur: 1.) the implementation grant provides forward funding to hire the additional faculty FTE generated by projected student FTE in the Ed. D. program, 2.) UCSC, SJSU, and CSUMB augment program resources by adding faculty FTE to the departments involved in the Ed. D. program, 3.) faculty within each of the departments or colleges of education, who are not Core Faculty, participate in the advisement of students, and 4.) faculty from other divisions and departments assist in the reading of dissertations and advisement of student research. 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 this 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

This 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.   Per UCSC policy, funds will be set aside from student fees for graduate student support that will be awarded to students through the UCSC Graduate Division.

Section 8

CHANGES IN SENATE REGULATIONS

This 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 is 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 Chair of the Education Department at UCSC, the Dean of the College of Education at SJSU, the Dean of the School of Professional Studies at CSUMB, and the co-directors from each campus will administer the proposed joint doctoral program collaboratively as a Joint Governance Board. This 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 three participating campuses, will be responsible for program oversight and fiscal management. They are responsible for maintaining close inter-campus collaboration and exchange of information as well as for administrative matters pertaining to the Ed.D. on his/her home campus. Co-Director appointments will be made by the relevant deans and department chair in consultation with faculty members and will last for three-year renewable appointments consistent with each institution's practices. The Co-Directors will serve as a liaison between the CSU deans, the UCSC Chair of the Education Department, and faculty members of the Joint Ed.D. Program. They are responsible to the faculty members 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 Core Faculty for this Joint Ed. D. Program will serve as the faculty committee for admission 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 from Co-Directors and other program committees, providing feedback and advice.

- The Board's members will include the following: a representative from the Chancellor's office at UCSC; the President's office at SJSU, and the Presidents office at CSUMB, plus

- The Division of Social Sciences at UCSC, the Deans of the College of Education at SJSU, and the College of Professional Studies at CSUMB, and too; Joint Ed. D. program co-directors at UCSC, SJSU and CSUMB. Representatives from other agencies may include: superintendents from the Santa Cruz and Santa Clara County and Monterey Offices of Education; schools in Region 5 districts; local community colleges; state assemblymen or women; educational agencies and foundations, the teacher unions; businesses and corporations; national educational reform groups as well as local community agencies. The Board will include at least one student from the program, a K-12 teacher and administrator.

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

The Western Association of Schools and Colleges (WASC) accrediting agency requires a Substantive Change request for joint doctoral degrees between an institution that does not offer doctoral degrees and an institution that operates at the doctoral level.[4] The WASC required protocols have been initiated and CSUMB is the lead institution coordinating the request for the three partner institutions. We anticipate the WASC approval process will run in parallel with the UC program approval process.

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[4] WASC Substantive Change Manual 2001, page. 29.

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Appendix A

Catalog Course Descriptions

CATALOG COURSE DESCRIPTIONS

COURSES

1. Research Seminar (5 units) x 12 quarters

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 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; 5.) structure research for data gathering and analysis; 6) provide critical comparison for research writing, and 6.) create a community of research partners and learners among 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 the entire program faculty.

2. Social, Political and Economic Contexts of Schooling (5 units)

Description: The focus will be on the role of educational leadership in the planning and administration of diverse, complex educational settings. Using a cross-cultural approach to the study of schooling, the course will explore the role of social, political and economic contexts in the design, success, and evaluation of schooling in the varied cultural settings of California. We will simultaneously look at how these contexts shape our own attitudes towards, and interactions with, educational institutions. Power relations and the way they structure identity and influence

the planning and administration of curriculum, staffing, assessment, and public relations are seen both within their social and political contexts and as contributors to the shaping of communities. *Rationale:* 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. Without an understanding of the macrostructures that surround schooling, both historically and contemporarily, educational leaders are likely to focus on individual success or failure, discounting the complex, ecological situation in which we all find ourselves. As preparation for school leadership, an exploration of the interaction among socio-economic class, race, ethnicity, immigrant status, religion and gender, to name but a few variables, as they impact attitudes and aspirations of teachers, staff, students, parents and communities, is essential.

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 (5 units)

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.

6. Data Collection (5 units) x 4 quarters

Description: This four-quarter course is designed to; 1.) implement students' learning of quantitative and qualitative theories and methodology, with a focus on participatory action research, in data collection in field; 2.) enable students to receive critiques of the implemented methodologies; 3.) facilitate students' work with district and community mentors in accessing local data bases; 4.) identify areas for further study in research, in course work, and in the field for specific student problems; 5.) structure data collection and analysis in logical and sequential reporting formats; 6., provide critical comparison for data collection and analysis; and 7.) create a community of research partners and learners among students, faculty, and district and community mentors.

Rationale: The traditional means of preparing graduate students to conduct their theses and dissertations is to assign a residency internship with a supervisor to each student. This course breaks from tradition in order to keep the students with an instructor, with other students in the

cohort, and with an assigned district or community mentor. In this way, data collection and analysis will be the focus of the seminar with the instructor providing additional topics and content as individual and cohort problems with data collection arise. Students will also be able to read critically the data collection and analyses of other students in the cohort and not have to wait until the end of their studies to identify major obstacles. Each student will have a written agreement with a district or community mentor (approved by the Joint Ed. D. faculty) in order to have access and interpretation to local data. The course instructor may also identify additional areas of study for an individual student in research, course work, or specific areas of study in the field. The district or community mentor will facilitate access to certain areas such as studying district financial records, interviewing parents or school board members, monitoring assessment procedures, comparing data from several schools or agencies, or conducting a curriculum audit for an alternative or prison school.

7. Supervised Dissertation Writing Seminar (5 units) x 4 quarters

Description: This seminar is designed to assist students, in the writing of their dissertation as they move from draft to final copy, ensuring that all elements of their dissertation are accounted for. This course is organized so that each of the four professors assigned to the course, which continues for four quarters, will have the responsibility of instructing one fourth of the students throughout the year. Students will meet weekly with their instructor to discuss the progress of their work and receive feedback on their writing. This seminar will also provide opportunities for students to critique each others work, including research methodologies, data collection and analysis. A first draft of their dissertation is expected at the end of fall quarter in the third year, tenth quarter of the program. The remainder of the third year is dedicated to the refinement of their research findings, analysis, and completion of their publishable manuscript. This seminar will also prepare students for their oral defense where each student will present their research problem, theoretical orientation, related literature, research design and procedures.

Rationale: Dissertations in this Joint Ed.D. Program is intended to provide insights and solutions to complex issues confronting education today. The research completed, for their dissertations, is to have practical application, and too, be based on concerns and inquiries that have arisen from the experiences of the educational leaders who make up the Ed.D. cohort for that year. It is our intention that these dissertations will serve as a platform for educational change, not only in the region but also on a national scale.

Appendix B

Letters of Support

CSU Deans

UCSC Department Chairs

Other UC Chairs

District and Community Mentors

CSU Deans

UCSC Department Chairs

Other UC Chairs

Librarians

District and Community Mentors

Appendix C

Projected FTE Faculty and Staff Hiring Search Pattern

Appendix C

Projected FTE Faculty and Staff Hiring
Search Pattern

In order to facilitate timely implementation of this proposed Joint Ed. D. Program, the faculty proposes that two faculty positions for UCSC and one faculty position each for SJSU and CSUMB be authorized for search in academic year 2004-2005 and that the remaining two faculty positions, one for UCSC and one for SJSU be authorized for search the following year, 2005-2006. Each CSU will hire one half time clerical position, and UCSC will hire one full time clerical position to support the program. Below is a summary budget perspective for the first two years. These faculty and clerical resources have been forward funded through the Implementation Grant.

Description	2004-05	2005-06
UCSC Hiring Pattern:		
Faculty (FTE)	2.0	1.0
Clerical (FTE)	1.0	1.0
SJSU Hiring Pattern:		
Faculty (FTE)	1.0	1.0
Clerical (FTE)	.50	.50
CSUMB Hiring Pattern:		
Faculty (FTE)	1.0	.0
Clerical (FTE)	.50	.50

Appendix D

Memorandum

Of

Understanding

And

Faculty Bylaws

Appendix E

Core Faculty

Curriculum Vitae

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 the job as Executive Director at the Center and at Columbia College)
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
1980-1982: Principal, New Garden School, K-9
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; Seminar in Research; Tests and Measurement; Advanced Supervision; Advanced Learning Styles.

Selected Publications
Gottesman, B. (2003). *Peer Coaching for Problem Solving*. Lancaster, PA: Pro>Active
         Publishing. In Press.
Gottesman, B. (Summer 2001). Teaching assessment, learning assessment in *The Journal on the
         Art of Teaching*. Miami: Florida International University.
Gottesman, B. (June 2001). Tightly coupled assessment for a graduate level master's program:
         Portfolio assessment. Denver: Paper presented at the American Association of Higher
         Education Assessment Conference.

Gottesman, B. (May 2001) School/University Partnerships: The Goodlad Model. Paper for the international conference on Revitalizing Schools through Partnerships: The Chinese University of Hong Kong.

Gottesman, B. (2000). Peer *Coaching for Educators*, 2nd edition. Lanham, MD: Scarecrow Press.

Gottesman, B. (1999). Summer Institute of Leaders. Chapter 12 in Wilma F. Smith and Gary D. Fenstermacher, editors. *Leadership for Educational Renewal: Developing a Cadre of Leaders.* San Francisco: Jossey-Bass.

Gottesman, B. (1997, Summer). School/College Partnerships: the South Carolina Network for Educational Renewal. *SCATE Journal.*

Gottesman, B. , Edmundson, P, & Smith, W. (1996). The language of collaboration. *A Leadership Journal: Women in Leadership - Sharing the Vision.* Vol. 1, No. 1.

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Gottesman, B., Goodlad, J. I., & Geis, F. (1994, April). School/university partnerships and collaborations. Paper presented at American Educational Research Association Annual Meeting (AERA), San Francisco.

Gottesman, B., Norton, J. & Berry, B. (1993). Changing *South Carolina's schools.* Rock Hill: Center for the Advancement of Teaching and School Leadership.

Gottesman, B. & Ishler, R. (1993, Spring). Preparing staff development specialists in *National Forum of Teacher Education Journal,* 3(1).

Gottesman, B. (1993). Restructuring lessons for policy and practice. Paper presented at the American Educational Research Association (AERA) 1993 Annual Meeting, Atlanta.

Gottesman, B. (1990, Spring). Restructuring the faculty Meeting. *Palmetto Administrator.*

Gottesman, B. & Seegars, J. (1989, March). The reliability and validity of the effective schools needs assessment surveys.   Paper presented at AERA.

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

Ed.D 1999 Ed. Admin.   Teachers College, Columbia University, NY
M.A.   1987 Ed. Admin.   United States International University, CA
B.A.   1968 Sociology   California State University/ Long Beach, CA

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

2004   Lindstrom, P. H. & Speck, M. (2004). *The Principal as Professional Development Leader.* Thousand Oaks, CA: Corwin Press.

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

1988   *School Leadership: Reflections on Practice by California's Instruction Leaders*, published by Far West Laboratory for Educational Research and Development – contributing author.

1978   "Ask a Teacher" column, published weekly by the *Five Cities Times* Press Recorder.

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.

1998-1999: Principal Investigator, NCATE National Field Test Project for Professional Development School Standards.

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.

1993-1995: *Collaborative Investigator,* International Social Studies Renewal. East Asian Region J Council of Schools, Bangkok, Jakarta, Tokyo, Kobe, Singapore, Beijing. EARCOS Schools Funding.

Selected Publications

Hollingsworth, S. (2002). Writing and publishing. In J E. Cooper, & D. D. Stevens (Eds.) *Tenure in the sacred grove: Issues and strategies for women and minority faculty.* (pp.147-162). NY: SUNY.

Gallego, M. & Hollingsworth, S., and Whitenack, D. (2001). Relational knowing in the reform of educational cultures. *Teachers College Record, 103* (2), 240-266

Gallego, M. & Hollingsworth, S. (2000) *What counts as literacy? Challenging a single standard.* New York: Teachers College Press.

Hollingsworth, S. (1998). Feminist praxis as the basis of teacher education. In C. Marshall (Ed.) Feminist *critical policy analysis: A perspective from primary and secondary schooling.* London: Falmer Press.

Hollingsworth, S. (1997) Social responsibility and imagination: Lessons and letters. In J. Miller and B. Ayres (Eds.) *A light in dark times: Maxine Greene and the unfinished conversation.* Teachers College Press.

Hollingsworth, S. (1997). *International action research: A casebook for educational reform.* London: Falmer Press.

Hollingsworth, S., & Gallego, M. (1996). Toward a collaborative praxis of multiple literacies. *Curriculum Inquiry* 26 (3), 265-292.

Hollingsworth, S. (1994). Teacher research. *International Encyclopedia of Teacher Education.* Pergamon Press.

Hollingsworth, S. (1994). *Teacher research and urban literacy education: Lessons and Conversations in a Feminist Key.* New York: Teachers College Press.

Hollingsworth, S., & Sockett, H. (Eds.) (1994). *Teacher research and teacher education reform* (Yearbook of the National Society for the Study of Education). Chicago: NSSE Press.

Hollingsworth, S., Dybdahl, M., & Minarik, L. (1993). By chart and chance and passion: Learning to teach through relational knowing. *Curriculum Inquiry*, 23 (1), 5-36.\

Hollingsworth, S. (1989). Prior beliefs and cognitive change in learning to teach. *American Educational Research Journal, 26* (2), 169-189.

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
1987-1991   Language and Literacy Specialist, ARC Associates, Inc., Oakland, California.

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

Samway, K. D. (In Press). "ESL Students and Literature Study Circles." In S. Hudelson (Ed.).
       Urbana, IL: National Council of Teachers of English.
Samway, K. Davies. (2001). "'We've Never Read Any Book About Laos': Culturally Relevant
       Books in Literature Study Circles." In W. Hood (Ed.), Living (and Teaching) in an Unjust
       World: Multifaceted Multicultural Education. Portsmouth, NH: Heinemann.
Samway, K. Davies (Ed.). (2000). ESL Standards in the Classroom: Grades 3-5. Alexandria,
       VA: Teachers of English to Speakers of Other Languages.
Samway, K. Davies & McKeon, D. (1999). Myths and Realities: Best Practices for Language
       Minority Students. Portsmouth, NH: Heinemann.
Samway, K. Davies & G. Whang. (1996). Literature Study Circles in a Multicultural Classroom.
       York, Maine: Stenhouse Publishers.

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.
1995-96: Consultant and Trainer, "Research on Causes of First Quarter Attrition," Washington State Board for Technical and Community Colleges.
1994-95: Senior Researcher, "Cultures of Success: A Study of Community Colleges with High Transfer Rates," national research project funded by the Ford Foundation.
1994-95: Lecturer, Education Department, University of Washington, Tacoma.
1993-96: Lecturer, Woodring College of Education, Western Washington University.
1993-94: Lecturer, Education Department, 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.
1990-93: Research Associate: National Network for School Reform, specializing in diversity in teacher education, Center for Educational Renewal, University of Washington.
1986-90: Program Director: Fairhaven College, Western Washington University.
1985-86: Program Coordinator for International students, Stanford University.

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
Association for of Asian Studies

May 5, 2004

Selected Publications

Gordon, June A. (2003) Who is willing - and able - to become a teacher? *Race Equality Teaching* 21, (3), 28-31.

Gordon, June A. (2003) A Shoelace Left Untied: Teachers Confront Class and Ethnicity in a City of Northern England. *The Urban Review*, 35:(3).

Gordon, June A. (2003) From Gangs to the Academy: Scholars Emerge by Reaching Back through Critical Ethnography. *Social Justice*, 29(4), 71-81.

Gordon, June A. (2002) *Beyond the Classroom Walls: Ethnographic Inquiry as Pedagogy*. RoutledgeFalmer.

Gordon, June A. (2002) Immigrants and Education: Dialogic Inquiry as Pedagogy. *Teaching Sociology*, 30(3), 278-290.

Gordon, June A. (2001) African Americans and the Choice to Teach, Chapter Five in Nata, R. (Ed.) *Progress in Education*, Vol. 4, Nova Science Publishers, 2001, 97-110.

Gordon, June A. (2001) *The Encyclopedia of Contemporary Japanese Culture*, Buckley, S. (Ed.), Routledge Press. Consulting editor for entries on Japanese education.

Gordon, June A. (2000) the *Color of Teaching*. RoutledgeFalmer.

Gordon, June A. (2000) It's a Fine Line…. Deconstructing Youth at Risk: Critical Ethnography as Pedagogy. *Action in Teacher Education*, 22(2), 13-24.

Gordon, June A. (2000) Asian American Resistance to Selecting Teaching as a Career: The Power of Community and Tradition. *Teachers College Record*, 102(1): 173-196.

Gordon, June A. (1998) Caring Through Control: Reaching Urban African American Youth. *Journal for a Just and Caring Education*, 4(4): 418-440.

Gordon, June A. (1997) A Critical Interpretation of Policies for Minority Students in Washington State. *NACADA Journal*, 17(1): 15-21.

Gordon, June A. (1997) Teachers of Color Speak to Issues of Respect and Image. *The Urban Review*, 29(1): 41-66.

Gordon, June A. (1996) Teachers from Different Shores. *Equity and Excellence in Education*, 29(3): 28-36.

Gordon, June A. (1996) The Masks of Normality: Uncovering the Hidden Narratives of Women and Men. *Teaching Education*, 8(1): 55-64.

Recent Grants

Japanese Ministry of Education, "A Comparative Sociological Study of Teachers in the U.S. and Japan," with Professor Mamoru Tsukada, Sugiyama Jogakuen University, 2001-2003.

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, "Japanese Teachers' Perceptions of Teaching as a Career for Marginalized Students," for translation assistance in Japan, 2000.

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 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

Ogawa, R.T., Sandholtz, J. H., Martinez-Flores, M. & Scribner, S. P. (in press). The Substantive and Symbolic Consequences of a District's Standards-Based Curriculum. *American Educational Research Journal*.
Ogawa, R. T., Crowson, R. & Goldring, E. (1999). Enduring dilemmas of school organization. in J. Murphy & K. Seashore-Louis (Eds.). *Handbook of research on educational administration.* San Francisco, CA: Jossey Bass.
Ogawa, R. T. & Bossert, S. T. (1995). Leadership as an organizational quality. Educational Administration Quarterly, 31.

Pounder, D. G. & Ogawa, R. T. & Adams, E. A. (1995). Leadership as an organization-wide phenomenon: Its impact on school performance. *Educational Administration Quarterly*, *31*.

Ogawa, R. T. (1994). The institutional sources of educational reform: The case of school-based management. *American Educational Research Journal*, *31*.

Malen, B., Ogawa, R.T., & Kranz, J. (1989). What do we know about school-based management? A case study of the literature--a call for research. In W.H. Clune & J.F. Witte (Eds.), *The practice of choice, decentralization and school restructuring*. Bristol, PA: Falmer Press.

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.

"Integrating K-16 Mathematics Education: Teacher Collaboration Across Levels." Principal Investigator, School University Partnership Program, University of California, Riverside, 1999-2002.

"Integrating Mathematics Curriculum Across School Levels." Principal Investigator, Spencer Foundation, 1999-2000.

"How Schools Bridge and Buffer the Involvement of Parents." Principal Investigator, UCR Faculty Research Committee, 1996-97.

"Examining the Sources of Educational Reform." Principal Investigator. The Spencer Foundation, January-December 1991.

"A Study of Utah School Districts' Career Ladders. Task Director. Utah State Office of Education, September-December 1984.

"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.
Modern Language Association, Award for best paper in Second Language Learning and
Teaching, 2000 (with Hossein Nassaji).

Professional Associations

AERA, IRA, NCTE, NRC, AAAL, ISCRAT

Selected Publications
Books

Wells, G. (1981) Learning *through interaction: the study of language development.* (Language
    at Home and at School, Vol 1). Cambridge: Cambridge University Press.
Wells, G. (1985) Language *development in the pre-school Years.* (Language at Home and at
    School, Vol 2). Cambridge: Cambridge University Press.
Wells, G. (1986) The *meaning makers: Children learning language and using language to learn.*
    Portsmouth, NH: Heinemann Educational Books.
Wells, G. and Chang-Wells, G.L. (1992). *Constructing knowledge together: Classrooms as
    centres of inquiry and literacy.* Portsmouth, NH: Heinemann Educational Books.
Wells, G. (1999) Dialogic *inquiry: Towards a sociocultural practice and theory of education.*
    New York: Cambridge University Press.
Wells, G. (Ed.) (2001) *Action, talk, and text: Learning and teaching through inquiry.* New York:
    Teachers College Press.

Wells, G. and Claxton, G. (Eds) (2002) *Learning for life in the 21st century: Sociocultral perspectives on the future of education.* Oxford: Blackwell.

Recent Articles and Book Chapters

Wells, G. (1995) Language and the inquiry-oriented curriculum. *Curriculum Inquiry, 25* (3): 233-269.

Mayer, C. & Wells, G. (1996) Can the linguistic interdependence theory support a bilingual-bicultural model of literacy education for the deaf? *Journal of Deaf Studies and Deaf Education, 1*: 93-107.

Wells, G. (1996) Making meaning with text: A genetic approach to the mediating role of writing in activity. *Voprosy Psikhologii (6)*   92-122.

Wells, G. (1998) Using L1 to master L2. *Canadian Modern Language Review*. *54 (3)*: 343-353.

Wells, G. (1998) Some questions about direct instruction: Why? To whom? How? and When? *Language Arts, 76, (1)*: 27-35.

Wells, G. (1999) Reconceptualizing education as dialogue. *Annual Review of Applied Linguistics, 19*: 135-55.

Haneda, M. and Wells, G. (2000) Writing in knowledge building communities. *Research in the Teaching of English, 34 (3):* 430-457.

Nassaji, H. and Wells, G. (2000) What's the use of triadic dialogue?: An investigation of teacher-student interaction. *Applied Linguistics, 21 (3):* 376-406.

Wells, G. (2000). Dialogic inquiry in education: Building on the legacy of Vygotsky. In

C.D. Lee and P. Smagorinsky (Eds.) *Vygotskian perspectives on literacy research.* New York: Cambridge University Press, (pp. 51-85).

Wells, G. (2002) Learning and teaching for understanding: The key role of collaborative knowledge building. In J. Brophy (Ed*.) Social constructivist teaching: Affordances and constraints.* Advances in Research on Teaching, Vol. 9. Oxford: Elsevier/JAI.

Wells, G. (2002) Acción, habla y texto: aprender a través de la investigación dialogante. En C.G. Diaz (Ed*.*) *Destrezas comunicativas en la lengua español*. Madrid: Ministerio de Educación, Cultura y Deporte. (pp. 53-103).

Wells, G. (2002) Dialogue in activity theory. *Mind, Culture, and Activity*, *9*(1), 43–66.

Grants

May 5, 2004

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 Specialists 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
2000   UC Linguistic Minority Research Institute (LMRI), "Hey Jewish Where's China?: The
Community Practice of Teasing among Mexican-descent Children in Summer Youth Program"
1997-2000 California Reading and Literature Project, UCSC/Monterey Bay Region
1996-2003 UC Office of the President, UC Links
1994-1998 The Spencer Foundation, "Language Maintenance and Shift in Early Adolescence"

Articles in Professional Journals

2002   "Moving Beyond Linear Trajectories of Language Shift and Bilingual Language
Socialization." *Hispanic Journal of Behavioral Sciences, 24*(2), 114-137.
1998   "Spanish Proficiency and Language Use in a California Mexicano Community" (with
Kenji Hakuta and Robert Bayley), *Southwest Journal of Linguistics*, (15)1&2, pp. 137-152.
1997   "Null pronoun variation in Mexican-descent children's narrative discourse" (with R.
Bayley), *Language Variation and Change*, (9), 349-371.

Chapters in Books

2003   "Transforming Perspectives on Bilingual Language Socialization." Bayley, R. &
Schecter, S. (Eds.), *Language socialization in bi- and multi-lingual societies.* Clevedon, England:
Multilingual Matters, pp. 9-24.

Other

2000   *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*, A. Valenzuela, State University of New York Press, 1999. *Anthropology and Education Quarterly.* (Electronic publication: www.aaanet.org/cae/aeq/br/index.htm).

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-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

Rogers, Linda. (2002). Consciousness the trickster: Or, Tailors for the emperor. Trickster's
     Way: The Darkside of Trickster. (Ed. C.W. Spinks) Vol. 1, issue 4. on-line journal at
          http://www.tricksters.org
Rogers, L.J. & Burdell. (2002). This is not a paper: A call for meditation, pondering, and
     reflection. International Journal of Applied Semiotics (Eds. Tomasz Szkudlarek and Linda
     Rogers). Atwood Publishing, (in press, Vol. 5. (Special Edition).
 Rogers, L.J. (2002). The exercise of consciousness for three young children. Special Edition
     International Journal of Applied Semiotics (Ed. Francois Tochon). Vol 4 (1). In press.
Rogers, L.J. (1999). Removing prediction: Narratology as research schema for a child's
     "Thirdspace." Journal of Critical Inquiry into Curriculum and Instruction. Summer, 1999,
     Vol. 1, Number 1. p.38.
Rogers, L.J., & Erez, E. (1999). The contextuality of objectivity in sentencing among legal

professional in South Australia. International Journal of the Sociology of Law. September, 1999. 267-286.

Rogers, L.J., & Swadener, B.B. (1999). Reflections on the future work of anthropology and education: Reframing the 'field.' Anthropology and Education Quarterly, 30(4):436-440.

Erez, E., & Rogers, L. (1999). Victim input and sentencing outcomes and processes: The perspective of legal professionals. The British Journal of Criminology, 39(2), 216-239.

Books

Rogers, L., & Swadener, B. (Eds.). (2001). Semiotics and dis/ability: Interrogating categories of difference. New York: State University of New York Press.

Rogers, L.J. (1998). Wish I were: Felt pathways of the self. Madison, WI: Atwood Publishing.

Selected Chapters in Books and Monographs

Rogers, L.J. (2001). Exploring the felt pathways of the self: From experiences to meaning making in children. In M. Packer & M. Tappan (Eds.), Cultural and critical perspectives on human development: Implications for Research, Theory and Practice. New York: SUNY Press.

Rogers, L.J. (2001). Outstepping Time/Rainy day stories to trick the Trickster. In C. W. Spinks (Ed). Trickster and ambivalence: the dance of differentiation. Madison, WI: Atwood Publishing.

Rogers, L.J. (2000). Felt pathways of the self: from experience to meaning-making in children, K-5. In P. Perron, L. Sbrocchi, P. Colilli, and M. Danesi (Eds.) Semiotics as a bridge between the humanities and the sciences. New York, Ottawa, Toronto, CA.: Legas

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 - 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

Good, J.M, & Whang, P.A. (2002). Encouraging reflection in preservice teachers through
    response journals. The Teacher Educator, 37, 254-266.
Whang, P., Moore, B. J., & McDonough, S. (2001). Hearing voices: Poetical "corrections" from

the concrete box. In J.T. Sears & K. Sloan (Eds.), <u>Democratic curriculum theory and practice:</u> <u>Retrieving public spaces.</u> Troy, NY: Educators International Press.

Whang, P.A., & Waters, G.A. (2001). Transformational spaces in teacher education: MAP(ing) pedagogy linked to a practice of freedom. <u>Journal of Teacher Education, 52,</u> 197-210.

Buckhalt, J.A., Whang, P.A., & Fischman, M.G. (1998). Reaction time and movement time relationships with intelligence in three different simple tasks. <u>Personality and Individual</u> <u>Differences, 24,</u> 493-497.

Whang, P.A., & Hancock, G.R. (1997). Modeling the mathematics achievement of Asian-American elementary students. <u>Learning and Individual Differences</u>, <u>9</u>, 63-88.

Whang, P.A. (1997). Wired for the future: Educational Psychologists Hoosier style. <u>APA</u> <u>Newsletter for Educational Psychologists</u>, <u>21</u>, 3-4.

Whang, P.A. (1997). Educational Psychology: CPEP Style. <u>APA Newsletter for Educational Psychologists, 20</u>, 2-3.

Whang, P.A. (1995). Review of <u>The Bell Curve</u>. In <u>National Forum: The Phi Kappa Phi Journal,</u> <u>75</u>, 46-47.

Kranzler, J.H., Whang, P.A., Jensen, A.R. (1994). Task complexity and the speed and efficiency of elemental information processing: Another look at the nature of intellectual giftedness. <u>Contemporary Educational Psychology</u>, <u>19</u>, 447-459.

Whang, P.A., & Hancock, G.R. (1994). Motivation and mathematics achievement: Comparisons between Asian-American and non-Asian students. <u>Contemporary Educational</u> Psychology, <u>19</u>, 302-322.

Jensen, A.R., & Whang, P.A. (1993). Reaction times and intelligence: A comparison of Chinese-American and Anglo-American children. <u>Journal of Biosocial Science, 25</u>, 397-410.

Whang, P.A. (1991). Review of <u>The academic acceleration of gifted children</u> and <u>Understanding the gifted adolescent.</u> In <u>The Professional Educator</u>, <u>XIV</u>.

Kranzler, J.H., Whang, P.A., & Jensen, A.R. (1988). Jensen's use of the Hick paradigm: Visual attention and order effects. <u>Intelligence, 12</u>, 379-391.

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 - 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.
1995-1996, Harvard Graduate School of Education, Cambridge, MA – Teaching Fellow.
Fall, 1995, Clark University, Worcester, MA – Visiting Lecturer.
1988-1994, Seattle Pacific University/Renton School District, Renton, WA – Adjunct Faculty.
1987-1990, Lindbergh High School, Renton, WA: journalism, ninth grade English.
1987-1988, Puget Sound Writing Program: Young Writers' Summer Workshop Instructor
1983, University of Washington Puget Sound Writing Program: – Inservice Trainer.
1981 – 1987, Bethel Junior High, Spanaway, WA: drama, English, gifted & remedial.
Winter 1984, Fulbright Teacher Exchange Program, Stockport School, Stockport, England.
1981, Meadowdale Junior High, Lynnwood, WA: English, and history teacher.
1979 – 1980, Fremont Christian High, Fremont, CA: ninth and tenth grade English.

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

May 5, 2004

"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
"Can Online Communications Improve Student Performance? Results of a Controlled Study," *ERS Spectrum*, Vol. 15. No. 1, Winter 1997 (with S. Follansbee, B. Pisha, and S. Stahl)
Factors Which Influence Equitable Uses and Teaching of Computers – a Literature Review; Qualifying Paper, Harvard University (LB1028.43.H8), 1996
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.
1998 – 1999, Washington State Office of Public Instruction Even Start Program.
U.S. Department of Education Title III grant for faculty development and institutional research five years.
1996-1997, Research and Development at CAST for Family and Community Literacy: Hasbro Children's Foundation, John W. Alden Trust, Richard Robinson and Helen Benham Charitable Trust, The Patrick G. and Shirley W. Ryan Foundation, Edward A. Taft Trust, GTE Foundation.

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.
Ed.D. in Science Education, Teachers College, Columbia University, 1978.
M.A.T. in Biology, University of Chicago, 1972.
B.A. in Biology, University of Virginia, 1968.

Professional Experience

1998-Present, Professor and Director of Field-Based Teacher Education, CSUMB.
1993-1997, Director of Professional Education, Metropolitan State College of Denver, Denver, Colorado.
1991-1993, Professor of Education, School of Education and Human Development, Lynchburg College, Lynchburg, VA.
1989-1991, Director, School of Education, Fairleigh Dickinson University.
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.
Math courses needed for math teacher certification taken at Pennsylvania State University at Ogontz, PA, 1973-74.

Publications

O'Shea, M., (2002) Teaching to Standards. *Leadership,* 31(3),   pp. 22-37.
Kimmel, H., Deek, F., Farrell, M., & O'Shea, M., (1999) Meeting the Needs of Diverse Student Populations: Comprehensive Professional Development in Science, Math, and Technology for Teachers of Students with Disabilities. *School Science and Mathematics*, 99, 241-249.
Gibbons, S., Kimmel, H., & O'Shea, M., (1997). Changing teacher behavior through staff development: Implementing the teaching and content standards in science. *School Science and Mathematics,* 97, 302-309.
O'Shea, M., Taylor, M., and Foster, J., Barriers and breakthroughs to educational renewal at Metropolitan State College of Denver," *Record in Educational Leadership*, 14 (2), 1994, pp. 32-36.
O'Shea, M., and Kimmel, H., Distance learning opportunities in New Jersey, *Educational*

Viewpoints, 12 (1), 1992, pp. 17-19.

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

O'Shea, M., Kimmel, H., and Novemsky, L., Computer mediated telecommunications and pre-college education: a retrospect, *The Journal of Educational Computing Research* 6 (1), January, 1990.

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

The Public Purpose of Education and Schooling, Goodlad, J., and McMannon, Eds. contribution to chapter 8, Josey-Bass, San Francisco, CA, 1997.

O'Shea, M., review of *To Open Minds: Chinese Clues to the Dilemma of Contemporary Education*, by Howard Gardner, appearing in *The Core Review* of Fairleigh Dickinson University, pp. 14-15, Spring, 1991.

O'Shea, M., and Kimmel, H., Computer Mediated Telecommunications and environmental Education: lessons learned," in *Computers in Environmental Education*, W.J. Rohwedder, ed. pp. 153-166, International Society for Technology in Education, 1991.

O'Shea, M., Jump starting on empty: lessons learned in transitions to teaching," Proceedings of the National Executive Service Corps., May, 1990.

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

"Goals 2000 support for the Union City Schools," co-author, New Jersey Department of Education, 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.

"Simultaneous renewal of teacher education and the public schools," funded by Eisenhower program, contributing author with Colorado Partnership for Educational Renewal, 1995.

"Schools as centers of inquiry: pilot sites for excellence in teaching and learning," funded by the Colorado Commission on Higher Education, 1993 - 1994, author.

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

Appendix F

Second Language

Admission Requirement

CRITERIA FOR MEETING SECOND LANGUAGE ADMISSION REQUIREMENT

1. Passing score on CLAD/CBLAD examination as administered by the National Evaluation Systems, Inc. Verification: official score report.

Other Options:

2. Complete 6 semester units (or 9 quarter units) in course work that emphasizes the learning of a language other than English, including American Sign Language. Verification: C or better as a grade, Pass or Credit on an official transcript from an accredited university.

3. Complete 90 hours of foreign language training with a grade of C or better or the equivalent in a language other than English offered under the auspices of the California Department of Education's Bilingual Teacher Training Program (BTTP), or by a county office or school district whose program, prior to its implementation, has been deemed equivalent to the BTTP by the California Department of Education. Verification: letter signed by an authorized representative of the BTTP, county or district program.

4. Complete training in a language other than English given by the Peace Corps to volunteers preparing to serve in a non-English-speaking country. Verification: official Peach Corps documentation. D.

5. Pass the Oral subtest, the Essay Subtest or the Reading Comprehension and Usage Subtest of a Bilingual Certificate of Competence Exam. Verification: an official score report in a language other than English. (NB: This exam was last administered in 1955.)

6. Pass any nationally administered, standardized examination in a language other than English for which the Commission on Teacher Credentialing has established a passing score. Verification: official score. (Currently includes the Praxis II Subject Assessments in French, German, and Spanish administered by ETS and the Single Subject Assessment for Teaching in French, Korean, Japanese, Mandarin, Punjabi, Russian, Spanish, and Vietnamese administered by the National Evaluation Systems, Inc.)

7. Obtain a proficiency level of "novice high" or above on the American Council on the Teaching of Foreign Languages, Inc. (ACTFL: 914-948-5100) Proficiency Guidelines 0+ (zero plus) or above on the Interagency Language Roundtable (ILR, currently available only to government employees) Proficiency Descriptions. Verification: official score report.

8. Obtain a score on a College-Level Examination Program examination in a language other then English administered by the College Board equal to or higher than the minimum score recommended by the American Council on Education for awarding credit for two

semesters. Verification: an official score report (minimum scores: Spanish 41, German 40, and French 39). CLEP information: 609-771-7865.

9. Possess a teaching credential from another state that authorizes instruction in a language other than English. Verification: a copy of the credential.

10. Reside in a non-English speaking country or countries for 12 consecutive months at an age of 18 or older and use the language. Verification: passports, work visas, letters from employers, or other documents.

11. Complete one academic year (over a single period) at age 14 or above at a school in which instruction was provided in all subject areas, and all instruction, except the subject area of English, was delivered in a language other than English. Verification: official transcript or letter from the school.

12. Complete 2 academic years, between the ages of 10 and 14, at a school in which instruction was provided in all subject areas, and all instruction, except in the subject area of English, was delivered in a language other than English. Verification: official transcript or letter from the school.

13. Initial arrival at age 12 or older in the United States after having spent the years from birth to age 12 in a non-English speaking country or countries. Verification: birth certificate, passport, entry visas, or other documents.

14. Pass an Advanced Placement Examination offered through ETS at a level for which college credit or advanced standing in a language other than English is awarded. Verification: official transcript from university showing credit awarded via the examination or an original letter from the institution's registrar or admissions office indicating awarded that advanced standing.

15. Pass a college or university placement examination in a language other than English which satisfies a one-year second language requirement, results in 6 semester units in the language awarded on transcripts, or serves as the prerequisite to the second credit awarded via the examination, or by an original letter from the institution's registrar or admissions office indicating the number of units granted or describing the advanced placement resulting from the examination.

16. Any combination of the options A and B above resulting in the equivalent of 6 semester units of course work in a single foreign language (15 hours of BTTP training are considered equivalent to one semester unit of curse work at a regionally accredited college or university.)

Adapted by the Planning Committee on October 3, 2003 from the CCTC Source Document: http://www.ctc.ca.gov/credntialinfo/leaflets/c1628c.html

Appendix G

CPEC Summary

APPENDIX G

CPEC SUMMARY

1. Name of Program

    Doctor of Education Degree in Collaborative Leadership for Learning and Teaching

2. Campuses

    The University of California, Santa Cruz (UCSC), San Jose State University (SJSU) and California State University, Monterey Bay (CSUMB)

3. Degree/Certificate

    Doctor of Education Degree (Ed.D.)

4. CIP Classification (to be completed by Office of the President)

5. Date to be started

    June 2005

6. If modification of existing program identifies that program and explain changes.

    None

7. Purpose (academic or professional training) and distinctive features (how does this program differ from others, if any, offered in California?)

    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. 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.

8. Type of students to be served.

    The program will recruit educators working in traditionally underserved communities. 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

9. If program is not in current campus academic plan, give reasons for proposing program now.

> The program is part of all three institutions' five-year plan.

10. If program requires approval of a licensure board, what is the status of such approval?

> SJSU and CSUMB are in the process of seeking WASC approval

11. Please list special features of the program (credit for experience, internships, lab requirements, unit requirements, etc.)

> Students will go through the program as a cohort with a strong emphasis on research, based in practical situations.

12. List all new courses required: Department, Course Number, Title, Hours/Week, and Lecture/Lab.

> All courses are new. These include:

EDUC 1: Research Seminar LECTURE: 50 hours per quarter, 10 hours per week.
EDUC 2: Social, Political and Economic Contexts of Schooling LECTURE 50 hours per quarter, 10 hours per week.
EDUC 3: Policy and Reform   LECTURE 50 hours per quarter, 10 hours per week.
EDUC 4: Facilitating Collaborative Change LECTURE 50 hours per quarter, 10 hours per week.
EDUC 5: Literacy as Transformation   LECTURE 50 hours per quarter, 10 hours per week.
EDUC 6: Data Collection in the Field (supervised field work by individual appointment)
EDUC 7: Dissertation Supervision Seminar

13. List all other required courses: Department, Course Number, Title, Hours/Week, and Lecture/Lab.

> Electives are based on the suggestions of advisor.

14. List UC campuses and other California institutions, public or private, which now offer or plan to offer this program or closely related programs.

> None.

15. List any related program offered by the proposing institution and explain relationship.

> None.

16. Summarize employment prospects for graduates of the proposed program. Give results of job market survey if such has been made.

All prospective students will be working in schools, district, community or governmental agencies from which their dissertation studies will be taken. This is a program for working professionals.

17. Give estimated enrollment for the first 5 years and state basis for estimate.

24 students enrolled each year for five years.

18. Give estimates of the additional cost of the program by year for 5 years in each of the following categories: FTE Faculty, Library Acquisitions, Computing, Other Facilities, and Equipment. Please provide brief explanation of any of the costs where necessary.

There are sufficient faculty members, with requisite expertise available, among the three campuses to launch this Joint Ed.D. Program in the first year, however, additional faculty FTE are essential to adequately support the program at build out. UCSC, SJSU and CSUMB, propose the hiring of 6 new tenure-track faculty positions distributed in the following manner: 3 to UCSC, 2 to SJSU, and 1 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 rationale for the hires at CSU campuses is as follows. SJSU lost one of its faculty members in Educational Leadership this year, a specialist in excellence and equity in urban school reform, and will lose a senior level superintendent next year to retirement. Both of these individuals were pivotal to the success of the Joint Ed.D. Replacements for their positions are essential. CSUMB is in need of increasing its faculty with expertise in Educational Leadership. One new faculty member was hired this year to provide leverage time for other faculty to participate in this Joint Ed.D. Program. One additional faculty hire is requested.

The rationale for the UCSC additional 3 faculty hires has two parts. First, this Joint Ed.D. Curriculum includes the equivalent of 24 courses. UCSC faculty will, on average, teach one-third, or 8, of this Joint Ed.D. Courses each year. Therefore, 2 faculties FTE are needed just to teach in the program. Second, this Joint Ed.D. Program emphasizes two domains that have not been emphasized in the department: educational leadership and school-level reform. Currently only two faculty members have degrees, research and/or publications in these areas. In order to provide intellectual leadership to insure a high quality in this Joint Ed.D. Program, the Department needs to develop a critical mass of faculty whose research focuses on these domains. Third, in accordance with the guidelines set for the state-wide Joint Ed.D. on all campuses, each dissertation committee requires that two of the four faculty involved be UC faculty. With twenty-four dissertations to read each year, the need for more faculty participation from UCSC is obvious. Therefore, we propose the appointment of one additional faculty FTE, bringing the total to 3, the faculty that will be added to the Department to staff this Joint Ed.D. Program.

Librarians from all three campuses have assured that this Joint 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 from the implementation grant for future acquisitions. Thereafter library acquisitions will come from the budget from students' fees.

One classroom per campus per quarter is each university's in-kind contribution per the MOU as are any necessary computer labs and other equipment.

19. How and by what agencies will the program be evaluated.

This Joint Ed.D. Program will be evaluated by the Joint Ed.D. Board for UC and CSU.

Appendix H

UCSC Chancellor Chemers

Implementation Grant Acceptance

Appendix I

Librarian Endorsements