

First Biennial Progress Report on the CSU/UC Joint Ed.D. Initiative in Educational Leadership

A report by the University of California in response to
Senate Concurrent Resolution 93 (Res. Ch. 157, 2002)

March 24, 2005

Executive Summary

In November 2001, the California State University and the University of California reached agreement to establish new joint Doctor of Education (Ed.D.) programs in Educational Leadership to meet California's need for skilled leaders in K-12 schools and community colleges. The Legislature passed Senate Concurrent Resolution 93 (Res. Ch. 157) in 2002 supporting these programs. Since that date, six new programs involving 13 CSU campuses and six UC campuses are either teaching or admitting students:

- **Three** new programs admitted their first cohort of students in 2003 and their second cohort of students in 2004 and are now midway through their second year of teaching.
- A **fourth** began teaching its first cohort of students in January 2005.
- The **fifth** and **sixth** programs are admitting students—one will begin instruction in Summer 2005 and the other in August 2005.

A proposal for a **seventh** program involving five CSU and UC campuses is in advanced stages of review and a proposal for an **eighth** program is in early stages of planning.

Initial enrollment in the first cohort totaled 37 for the three new programs implemented in 2003-04. Total current enrollment in the new programs is 86 students, which includes the second cohort of these three programs and the first cohort of the fourth program. The fifth and sixth programs are expected to enroll another 48 students this year. **Total enrollments in joint CSU/UC Ed.D. programs in educational leadership are expected to be at least 464 once all programs are in full operation.** This estimate is based on steady-state enrollment projections submitted to the CSU/UC Joint Ed.D. Board and includes the recently-expanded enrollment targets for the pre-existing joint UC Davis/CSU Fresno Joint Doctoral Program in Education Leadership (JDPEL).

Introduction

Joint doctoral programs are partnerships between UC and CSU that have been designed to benefit both educational systems, the students, and the state. They build on the strengths of the participating campuses to generate programs that combine the complementary assets of the faculty and facilities of both segments. In November 2001, CSU and UC entered into a formal agreement to create jointly an expedited mechanism to establish new joint Doctor of Education (Ed.D.) programs to meet California's need for skilled leaders in K-12 schools and community colleges.

The California State University and University of California committed \$4 million during 2003-05 to fund planning, development, and implementation grants for CSU and UC campuses that wish to partner in the development of joint Doctor of Education (Ed.D.) programs. The existing CSU/UC joint Ed.D. program in educational leadership (JDPEL) between UC Davis and CSU Fresno was eligible to apply for these funds for the purpose of planning and developing new strands in the program. The systems have pledged additional funds as needed to ensure that joint programs now under development will have the requisite start-up funding when they are ready to be implemented.

The systems established the Joint Ed.D. Board to solicit, develop, fund, and expedite proposals for joint Ed.D. programs that build on the mutual strengths of CSU and UC campuses and reflect the co-equal status of CSU and UC in their development and implementation. The Joint Ed.D. Board established the following criteria for successful proposals:

- Evidence of commitment from partnering CSU and UC campuses in the creation of a high value, prestigious program, as demonstrated by (1) the campus budgetary commitment to make a sufficient allocation of these incremental funds to provide faculty FTE and other resources, (2) statements by faculty, departments, schools and senior academic administrators, and (3) participation in regular academic review processes.
- Evidence of having conducted, participated in, or considered regional educational needs assessment efforts and developed clear strategies for meeting identified needs, including evidence of consultation or plans for consultation with local K-12 and community college educators in the development and implementation of the program.
- Evidence of joint and mutual participation between CSU and UC faculty and administration in the planning, development and implementation of the program.
- Demonstration of a curriculum and method of delivery attentive to the needs of working students, structured so that fully committed working professionals (with appropriate experience and master's degrees) can complete the coursework for the Ed.D. in three years, with the culminating project built into the curriculum. Partners are encouraged to align the proposed program with credential programs and develop professional pathways where appropriate.

The request for proposals declared that new joint Ed.D. programs would reflect the multiple needs of California's schools, community colleges, and other higher education areas. Programs have been expected to address the leadership needs in such high-priority areas as testing and assessment, administration, educational technology, curriculum and instruction, special education, teacher education and development, and public school and higher education policy. Each CSU/UC joint Ed.D. program has been expected to have its own special characteristics. A certain level of flexibility is both necessary and desirable, as variation allows for accommodation to regional needs and provides an opportunity for ongoing experimentation with effective doctoral education.

Senate Concurrent Resolution 93 (Res. Ch. 157, 2002) expressed legislative support for the Joint Education Doctorate Initiative. Further, SCR 93 specified that:

CSU and UC will jointly report to the Legislature every two years, beginning in June 2004, on all of the following:

- (a) The implementation of the joint Ed.D. programs, including information identifying the number of new programs, enrollments, and degree recipients.
- (b) The extent to which these programs are fulfilling identified state needs for training in educational leadership.
- (c) Feedback from program participants about the programs and steps the universities are taking to make improvements.

The full text of SCR 93 is included in **Appendix B**.

Implementation of the CSU/UC Joint Ed.D. programs in Educational Leadership

To date, three new joint Ed.D. programs have admitted their first two cohorts of students. The campuses listed below established their joint Ed.D. programs in 2003-04.

University of California, Berkeley; California State University, Hayward; San Francisco State University; and San José State University: Ed.D. in Educational Leadership

California State University, Fullerton; University of California, Irvine; California State University, Long Beach; California State University, Los Angeles; and California State Polytechnic University, Pomona: Ed.D. in Educational Administration and Leadership

California Polytechnic State University, San Luis Obispo and University of California, Santa Barbara: Ed.D. in Educational Leadership

There are not yet any degree recipients for these new joint programs. The programs will award the first doctorates at the end of the 2005-06 academic year. Accordingly, initial information on degrees awarded will be provided in the next SCR 93 report in June 2006. However, **Appendix D** does include feedback thus far from program participants.

Two additional joint Ed.D. Programs were approved by both university systems in 2004. The first has already begun instruction and the second has received applications for its first cohort and will begin instruction in August 2005. Those programs are:

University of California, San Diego; San Diego State University; California State University, San Marcos: Ed.D. in Educational Leadership

University of California, Davis; California State University, Sacramento; and Sonoma State University: Ed.D. in Educational Leadership

Two additional joint Ed.D. programs are expected to be approved during the current academic year. The first has already accepted applications and plans to begin in Summer 2005. They are:

University of California, Santa Cruz; San José State University; and California State University, Monterey Bay: Ed.D. in Collaborative Leadership for Teaching and Learning, currently undergoing systemwide review

University of California, Riverside; California State University, San Bernardino; California State University, Los Angeles; California State University, Long Beach; and California State University, Dominguez Hills: Ed.D. in Leadership for Education, currently undergoing campus review, with systemwide review expected to begin in April

Additional programs are under discussion.

CSU/UC Joint Ed.D. Board and Its Role in Steps for Making Improvements

To ensure high quality, efficient use of state and university resources, and the meeting of state and societal needs, new doctoral programs at UC are required to undergo a rigorous and challenging review and approval process. This process involves multiple levels of review and approval at the campus and system level as well as California Postsecondary Education Commission (CPEC) review. For joint doctoral programs, this complexity is increased by the need for CSU campus and system reviews as well as the requirement that each new program involving a CSU campus receive approval from the regional accrediting commission (Western Association of Schools and Colleges or WASC).

However, the programs that have undergone this rigorous approval process fully meet the standards that UC applies to all its doctoral programs. Furthermore, the systemwide UC Academic Senate committee that reviews both UC and joint CSU/UC doctoral programs has accelerated review of these programs as it has gained experience with them. The first three programs approved under the initiative took only two years from initial development to final approval, a timetable unprecedented in doctoral program development in UC. For all programs, the timetable from initial development to final approval compares very favorably with the typical three to five years for UC-only doctoral programs. The end product has been a set of programs in which both UC and CSU faculty take great pride and which have both faculties' full support.

There are some issues that have been and will continue to be addressed in the CSU/UC Joint Ed.D. program initiative. These issues include maintaining collaborative joint program administration; building programs at an appropriate pace while maintaining high quality in the training supplied; and assessing how well the programs are meeting regional and state needs. The Joint CSU/UC Ed.D. Board provides a means to identify such issues and work toward common solutions. Chaired by the senior academic officials of the UC and CSU systems, membership includes faculty senate leaders, deans, and other campus leaders from both systems. As the Joint Ed.D. initiative continues to grow and evolve, the Joint Ed.D. Board has the responsibility of seeking ways further to expedite the approval process, monitor enrollment demand, review program outcomes, and advise the two systems on how to resolve issues as they arise.

Additional information on the CSU/UC Joint Ed.D. Programs in Educational Leadership

Application, admit, and enrollment data that is available on each of the programs is displayed in **Table 1**. A timeline that shows the major events since the program was begun in November 2001 is provided in **Table 2**. Additional program information on each of the new Joint Ed.D. programs is provided in **Appendix A**. The CSU/UC November 2001 agreement on “Expanding CSU/UC Joint Ed.D. Programs to Meet California’s Educational Leadership Needs” is included as **Appendix B**. The text of Senate Concurrent Resolution 93 is in **Appendix C**. The results of an email survey by the CSU system office of the first cohort of students enrolled in the Ed.D. programs during 2003-04 is included as **Appendix D**.

**Table 1:
Joint CSU/UC Ed.D. Programs Implemented & Under Development
Number of Students Admitted & Enrolled and Projected Capacity**

UC	CSU	2003/04	2004/05	Projected Enrollment Capacity ¹
Santa Barbara	San Luis Obispo	Apps 13 Admits 7 Enrolled 7	Apps 13 Admits 11 Enrolled 8	38
Berkeley	Hayward San Francisco San José	Apps 32 Admits 12 Enrolled 11	Apps 23 Admits 11 Enrolled 9	45
Irvine	Fullerton Long Beach Los Angeles Pomona	Apps 80 Admits 20 Enrolled 19	Apps 61 Admits 16 Enrolled 14	48
San Diego	San Diego San Marcos		Apps 35 Admits 18	60
Davis	Sacramento Sonoma		Start date: Aug. 2005	72
Santa Cruz	Monterey Bay San José		Undergoing system-wide review – Start date: Summer 2005	72
Riverside	Dominguez Hills Long Beach Los Angeles San Bernardino		Undergoing CSU campus review; approved by UCR Academic Senate.	75
Merced	Stanislaus		Planning in early stages	To be determined
Davis	Fresno	Apps 45 Admits 13 Enrolled 13	Apps 33 Admits 15 Enrolled 15	54
Total Projected Enrollment:				464

¹ Source: Joint CSU/UC Joint Ed.D. Board Implementation Grant approvals for all but Riverside and Davis-Fresno programs. Riverside enrollment target proposal approved by UC Riverside Academic Senate and under review by partner CSU faculties. Davis-Fresno program in operation since 1991– enrollment increase approved by Davis-Fresno JDPEL Policy Board in March 2004. Figures assume 3-year degree completion – actual enrollment will be higher.

**Table 2:
 CSU/UC Joint Ed.D. Initiative in Educational Leadership
 TIMELINE OF KEY EVENTS**

Nov 5 2001	CSU and UC sign MOU "Expanding CSU/UC Joint Ed.D. Programs to Meet California's Educational Leadership Needs"	Joint CSU/UC program planning
Dec 21 2001	First Meeting of CSU/UC Joint Ed.D. Board	
Mar 15 2002	First Joint Ed.D. Board RFP issued, calling for Planning, Development, and Implementation Grant proposals for Joint Ed.D. programs	
Sep 11 2002	Senate Concurrent Resolution 93 (Alpert) encourages Joint Ed.D. programs and requests biennial reports on progress	
Feb 2003	CSU/UC Joint Ed.D. Funding Agreement MOU issued	
	Updated Joint Ed.D. Board RFP issued	New Joint CSU/UC programs implemented
Summer 2003	Joint Ed.D. program initiated at UC Irvine with CSU Fullerton, CSU Long Beach, CSU Los Angeles, and Cal Poly Pomona	
Summer 2003	Joint Ed.D. program initiated at UC Berkeley with CSU Hayward, San Francisco State, and San José State	
Fall 2003	Joint Ed.D. program initiated at UC Santa Barbara with Cal Poly San Luis Obispo	
Summer 2004	Second cohort of students begins instruction in Joint Ed.D at UC Irvine with CSU Fullerton, CSU Long Beach, CSU Los Angeles, and Cal Poly Pomona	
Spring/Summer 2004	Second cohort of students begins instruction in Joint Ed.D. at UC Berkeley with CSU Hayward, San Francisco State, and San José State	
Spring/Summer 2004	Second cohort of students begins instruction in Joint Ed.D. at UC Santa Barbara with Cal Poly San Luis Obispo	
Oct 2004	Most recent meeting of CSU/UC Joint Ed.D. Board	
Jan 2005	Joint Ed.D. program initiated at UC San Diego with San Diego State and CSU San Marcos	
Summer 2005	Joint Ed.D. program will begin instruction at UC Santa Cruz/San José State/CSU Monterey Bay	
Summer 2005	Joint Ed.D. program will begin instruction at UC Davis/Sacramento State/Sonoma State	
Jan 2006	Joint Ed.D. program scheduled to begin at UC Riverside/CSU San Bernardino/CSU Los Angeles/CSU Dominguez Hills/CSU Long Beach	

APPENDIX A

Program-Specific Information:

Joint Ed.D. Programs Established Under the CSU/UC Joint Ed.D. Initiative

University of California, Berkeley; California State University, Hayward; San Francisco State University; and San José State University: Ed.D. in Educational Leadership

The joint Ed.D. program at UC Berkeley and three CSU campuses—Hayward, San Francisco, and San José—is based on both theory and practice-based residencies in local school districts. It is designed to develop the capacity and competence of school administrators in four thematic areas: (1) systemic educational reform; (2) curriculum, instruction, assessment, and professional development; (3) budgeting, financial planning, and resource allocation; and (4) educational excellence and equity in practice. In all aspects of its teaching, learning, and research activities, the joint Ed.D. program strives to advance a moral vision of equity and diversity in education.

Admissions, Enrollment, and Demand

In the first cohort for summer 2003, 32 individuals applied to the joint Ed.D. program, and 12 received offers of admission. Of those, 11 matriculated; one candidate was called to active duty in Iraq and deferred admission.

In the second cohort in summer 2004, there were 23 applicants, and 11 candidates were admitted, and 9 enrolled.

Program Goals

The Consortium on Leadership for Educational Equity (Consortium), consisting of UCB and the three participating CSU campuses, establishes the institutional framework for the joint Ed.D. program. Its stated goals are as follows:

First, the Consortium's efforts will fashion a new template for the field of Educational Administration and for Educational Leadership programs. In its current format, the field presents an insufficient empirical and theoretical base upon which to design the transformational strategies that must be implemented if schools are to succeed in narrowing existing achievement gaps. The knowledge base that replaces educational administration must reflect recent developments in the science of teaching and learning, such as the nexus between rigorous theories of action and complex educational practices, and the powerful lessons that cognitive science is teaching us about individual and collaborative learning in complex organizational settings.

Second, the Consortium's efforts will increase the ability of educational leaders to distinguish between research methodologies that clarify difficult choices from those that do not. The methodological free-for-all that characterizes contemporary educational research makes it difficult for most educational leaders to transform their school districts into places where teachers and principals know how to convert data into information, information into knowledge, and knowledge into coherent educational practices. If

school district leaders are to succeed in influencing what takes place in the classroom, they must have the methodological skills and expertise required for turning their school districts into communities where data on student learning is converted into effective school-based professional development programs and effective classroom-based curriculum and pedagogical practices. This is not the situation one finds today. Instead, one finds school districts awash in accountability data, but without the methodological know-how and information-dissemination structures to transform this vast warehouse of inert data into pedagogically effective educational interventions.

Third, the Consortium's efforts will improve the ability of school district leaders to identify the best resource allocation policies for generating educational equity in a cost-effective manner. Critical factors of teaching and learning include: (a) the academic content and assessment standards being used to guide the district's educational plans; (b) the teaching practices that provide the most support for meeting these standards; (c) the classroom organizational arrangements most supportive of standards-based teaching practices; (d) student and parental beliefs about the fairness of these practices and arrangements, as well as beliefs about social justice; (e) continuing education programs for teachers that are attuned to these beliefs; and (f) information systems that can capture and correlate data associated with student learning.

Students in the joint Ed.D. program participate in four semesters of professional residency over the first two years of their program of study. In the third year, they have an optional fifth residency that will offer the opportunity for data collection and analysis for their dissertation work. The purposes of these residencies are as follows:

- A. To observe and explore district practices and gather data that augment course-based knowledge in the program's themes and concepts;
- B. To gain insights into leadership in urban and metropolitan school districts;
- C. To expand students' professional skills and knowledge;
- D. To cultivate students' research interests through hands-on, field-based investigations; and
- E. To support students' progress toward degree completion.

The residencies are organized around the four themes (above) for the joint Ed.D. program, and the residency activities are guided by: (1) questions about application of core knowledge within the four themes; (2) the problems of practice and challenges within the student's own school districts identified by the district consultants and other key district level personnel; (3) the student's expertise, areas of interests, and areas of professional and academic growth; and, (4) the student's Residency Adviser, a professor at one of the CSU campuses.

Feedback from Program Participants: Student Evaluation of Courses

UC Berkeley and CSU faculty develop courses for each of the thematic areas. As the courses are evaluated, they will be jointly revised and submitted to the Academic Review Committee of the UCB Graduate School of Education for review and subsequent approval by the UCB Academic Senate.

The UCB Graduate School of Education instituted an on-line course evaluation system for UCB and CSU students to enter course and instructor evaluations electronically. Some students experienced difficulties accessing the password protected web site, and these problems were resolved by the end of the session. Even though the data did not represent all students, the course evaluations were instructive. On a 7- point scale, the summer 2003 course, *Systemic Educational Reform*, received an average rating of 5.8 and an average rating of 6.0 for the effectiveness of the instructors. The course, *Achieving Educational Excellence and Equity in Practice*, received mixed ratings, ranging from 2 to 6. Students commented that they were familiar with many of the issues covered, and that the content of the course could have taken them further. The most successful course was *Budgeting, Financial Planning and Resource Allocation*. Students reported that it was important to confront the “business end” of education. They commented that the instructors worked hard to teach as a team. The readings, problem assignments, and group discussion were all well received. At the time that information was requested for this report, evaluation data were not yet available for the spring 2004 courses.

California State University, Fullerton; University of California, Irvine; California State University, Long Beach; California State University, Los Angeles; and California State Polytechnic University, Pomona: Ed.D. in Educational Administration and Leadership

The joint Ed.D. program at UC Irvine and four CSU campuses—Fullerton, Long Beach, Los Angeles, and Pomona—is designed to prepare educational leaders to articulate and advance the mission of education while they address complex demographic, social, and economic factors that have significantly challenged our current public education system. The goal is to identify and develop leaders capable of designing, implementing, and evaluating new programs and practices that can contribute substantially to improving education through linking of theory, research and practice. The program is designed for and expected to attract highly talented individuals and to prepare them for leadership positions within public education in Los Angeles and Orange Counties.

Admissions, Enrollment, and Demand

For the first cohort in summer 2003, 80 applications were received, of which 72 were complete. Twenty students were admitted, and 19 enrolled in the joint Ed.D. program. For the second cohort in spring 2004, 61 applications were received, and all were complete. Sixteen students were selected, and 14 enrolled in the program.

Students in the joint Ed.D. program are diverse in their current professional roles, and this diversity enhances the depth and breadth of classroom discussions. Positions include the following: Principal, Vice Principal, Assistant Principal, Associate Dean of Students, Associate Director of Academic Advising, Director of Technology, K-12 Curriculum Leader, Program and Resource Specialist, and Teacher.

Program Goals

The joint Ed.D. program, according to its founders, reflects a distinctive conceptualization of the nature and role of the university in advancing public education. Through linking of graduate

preparation with scholarship on central problems of educational practice, the program aims to achieve transformations in the quality and effectiveness of education in the region and to contribute knowledge on the most pressing of the state's educational needs. A key element supporting these interrelated roles will be localized research addressing the central issues faced by the schools, school districts, community colleges, and institutions of higher education whose current and new leaders are being prepared in the Ed.D. program and who participate in practice-oriented and policy research. The program includes four emphasis areas: urban educational leadership, higher education leadership, educational technology leadership, and K-12 instructional leadership.

Research activities that have been initiated during Year One to advance the preparation of cohort members for significant leadership roles include:

1. Initiation of Edison-funded technology research by Cal Poly Pomona with an emphasis on students;
2. Participation by a cohort member in a Denver think tank addressing issues affecting community college and higher education;
3. Participation by a cohort member in UC research on the role of laptop computers in a classroom for educationally-challenged students; and
4. Participation by cohort members in a major CSULA-based leadership grant.

A number of assumptions about education, change, and leadership serve as the philosophical underpinnings for the program. Foremost among these assumptions is that in the preparation of educational leaders, theory and practice should be interwoven; they should not be mutually exclusive, separated, or viewed as contradictory. As a consequence of this assumption, the proposed program is intended to be both scholarly and practitioner-oriented: an academically grounded professional degree designed to meet the needs of individuals preparing for careers of leadership in which they will continuously apply theory and research to policy and practice.

The program of study includes core leadership courses; core research courses in both quantitative and qualitative research; studies in an area of emphasis; and program-specific courses designed to support library/technology utilization, composition of a qualifying paper, and dissertation-proposal development. Coursework incorporates both theory and practical application. Cohort members are expected to take the knowledge gained from faculty, cohort members, and classroom discussions and share this with colleagues in their workplace.

Feedback from Program Participants: Student Evaluation of Courses

The four CSU campuses and UC Irvine administered end-of-course surveys. Students were asked to respond to 20 questions using a seven point rating scale (1 = strongly disagree to 7 = strongly agree). For a new program, the ratings from the students were unusually high. For 16 out of 20 questions, mean scores per course ranged from 4.3 to 7, with the preponderance of mean scores falling in the 6 to 7 range.

In addition to the 20-question survey, each student participant was asked, "What do you consider were the strengths of the course? What was the most valuable aspect of this course for you?"

Faculty were praised for being quite knowledgeable and very organized in the manner in which material was presented to the class. Students found the texts to be exemplary and the class assignments and discussions to be very relevant. The field research practical exercises were very valuable, and the instructor provided very timely and useful constructive feedback. Students explored techniques for various qualitative research methods and observed how action research can be a viable tool for a site administrator. A web-based forum is under construction for students to comment on the joint Ed.D. program for evaluation purposes.

No changes to the program structure are planned, although attention will be given to securing additional financial support and increasing the number of students for the joint Ed.D. program.

California Polytechnic State University, San Luis Obispo and University of California, Santa Barbara: Ed.D. in Educational Leadership

The joint Ed.D. program at California Polytechnic State University, San Luis Obispo and University of California, Santa Barbara is intended to take advantage of the unique strengths of each institution (i.e., research and field-based practice) to provide a focus on non-urban schools, research in K-14 Professional Development Districts (PDDs), the inclusion of reflective praxis in all elements of the program, and annual dissemination of student research findings at summer institutes. The program is built upon a tripartite relationship among the universities, local K-12 school districts, and community colleges.

Admissions, Enrollment, and Demand

Seven students enrolled in the first cohort for summer 2003. There were 13 applicants for the second cohort of students for summer 2004, and 11 of those candidates were selected for admission. Eight enrolled. There are no degree recipients for the first year of the program, 2003-04.

Program Goals

The two universities initiated collaboration with the school districts in Santa Barbara and San Luis Obispo Counties to establish a tripartite relationship with shared responsibilities. A Policy, Planning and Evaluation Committee, composed of faculty members from both institutions and a number of superintendents and administrators from K-12 districts, has met regularly to discuss program recruitment, policy, and planning that maintains a connection with K-12 districts and to develop elements of evaluation for the first cohort. A Professional Development District has been created with the Lucia Mar School District for collaboration on problems of importance to the district and for opportunities to conduct dissertation research.

The joint Ed.D. program requires students to participate in ongoing research projects in various PDDs, where they will work with others to craft solutions to authentic educational problems. The program also offers students the option of completing coursework that will enable them to qualify for the Professional (Tier II) Administrative Services Credential from the California Commission on Teacher Credentialing.

The 2004 Summer Forum, *Sharing the Wisdom, Strengthening Our Work*, was designed to provide the opportunity for investigation and analysis of data as well as participation in a Leadership Forum. In collaboration with the UCSB Graduate School of Education Center on Educational Leadership, this first joint Ed.D. summer institute was planned especially for the first cohort of students. This same cohort has begun work on the first of a planned annual survey research project on educational leadership on the South Coast (San Luis Obispo and Santa Barbara). This project will be a research induction experience for future cohorts of joint Ed.D. students and will also serve as a yearly product, relevant as well as scholarly, to share and sustain discussion with local district personnel on matters of common concern.

Feedback from Program Participants: Student Comments

In fall 2003 at the San Luis Obispo County Office of Education, the joint Ed.D. program co-director responded to questions and received comments from the students. Students believe that the program is an excellent opportunity to think about leadership in new ways and that faculty members are well versed in the subjects. They found the coursework to be intense and suggested some modification in scheduling for the first quarter in the program of study. Arrangements to reduce the fall 2004 course load for the joint Ed.D. students are underway, including offering the introductory statistics course in the summer preceding the first full academic quarter. Joint Ed.D. faculty will consider creating new versions of two quantitative methodology courses to be more tailored to practitioner rather than researcher needs.

UCSB faculty modified the course schedule, location, and format to reduce the San Luis Obispo-to-Santa Barbara travel to one day. Two required courses and one core course were delivered by videoconference on successive weekends in Santa Maria; this modification of original plans went beyond the agreement and demonstrated the willingness of the joint CSU-UC faculties to be responsive to scheduling demands on joint Ed.D. students.

California State University San Marcos, San Diego State University, University of California, San Diego: Ed.D. in Educational Leadership

The Joint Ed.D. in Educational Leadership is designed as a professional degree for P-12 school and postsecondary leaders who will develop advanced leadership and research skills related to their own institutional settings. This program views the students' workplace as a powerful laboratory for their own study. Students will conduct research on professional practice within their own institutions, addressing specific local problems that have national implications for teaching and learning, school reform, and professional development.

Admissions, Enrollment, and Demand

The first cohort was admitted for January 2005. The program received 35 applications and admitted 18.

Program Goals

The program is grounded in a desire to attain diversity, equity, and inclusiveness in educational institutions and will prepare leaders for culturally, linguistically, and economically diverse

educational settings. Reducing the achievement gap will be a common element in all coursework. Students will take courses designed to develop four specific leadership capacities that form the foundation of the program. They are:

- **Leadership for Learning:** The foundation of this Joint Ed.D. rests on the belief that the work of school leaders must always attend to the common objective of increasing student achievement. Learning to apply the effective tools of leadership requires the acquisition of flexible communication skills, creative decision-making capabilities, a collaborative approach to problem solving, and the confidence to take calculated risks. At its core, effective leadership depends on one's ability to advance the skills and dispositions of the adults involved in the instruction of students.
- **Leadership for a Diverse Society:** Leadership for a diverse society requires diversity of designs, practices, and solutions. Candidates in the Joint Ed.D. program will learn to implement inclusive practices, not only as a matter of policy, but as a matter of personal commitment and understanding of how institutions are historically transformed as a result.
- **Leadership for Organizational Change:** Developing leaders who are prepared for and understand the importance of organizational change is a program priority. Meeting the needs of an evolving educational system will require leaders who support a myriad of strategic innovations that will lead to positive changes in their organizations. Candidates will focus on developing critical habits of action to support effective problem solving, build leadership capacity within institutions, and alter institutions in ways that significantly improve the learning condition for their students.
- **Leadership for Organizational Development:** The program will help individuals design personal professional growth plans and encourage them to actively support each other as they work to implement their plans. This experience will help graduates understand the importance of building leadership capacity within their educational organizations. One of the essential features of the program is the development of a community of learners who have experience creating safe, reflective environments for academic study, risk taking, and the practice of academic leadership.

California State University, Sacramento, Sonoma State University, University of California, Davis: Ed.D. in Educational Leadership: Capitol Region Alliance

The Doctorate in Educational Leadership: Capital Region Alliance (DEL:CRA) is designed to produce exemplary educational leaders for schools, community colleges, and related areas within education. Graduates of this program will be prepared to lead in educational environments that promote learning, equity, and achievement for all students.

Armed with real-world, problem-based learning, program graduates will be ready to manage the complexities of educational organizations, affect school change processes, and shape the educational policies that bear on the practice of education in the public setting.

Admissions, Enrollment, and Demand

The first cohort will be chosen from current applicants. The application deadline was February 2005 with the first seminar scheduled for August 2005.

Program Goals

The curriculum is constructed on four overarching and inter-related themes that are seen as integral to the academic and professional development of educational leaders:

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

Each course is tied to one of these themes and will use problem-based, case study learning approaches to ground the program in the realities of schools and community colleges.

APPENDIX B

CSU/UC Joint Ed.D. Agreement

November 5, 2001

Expanding CSU/UC Joint Ed.D. Programs to Meet California's Educational Leadership Needs

Summary: CSU and UC will jointly create an expedited mechanism to establish new joint Doctorates in Education (Ed.D.s) to meet California's need for skilled leaders in K-12 schools and community colleges. A Joint CSU/UC Ed.D. Board will be created to solicit, develop, fund, and expedite proposals for joint Ed.D. programs that build on the mutual strengths of CSU and UC campuses.

In addition, a joint CSU/UC regional assessment process will ensure that the educational leadership needs of K-12 and community colleges are matched with resources at CSU and UC, including joint CSU/UC programs.

Key principle: CSU and UC will be co-equal partners in the development and implementation of joint Ed.D. programs.

Proposal specifics:

A. New Mechanism to Establish CSU/UC Joint Ed.D. Programs

1. The Joint CSU/UC Ed.D. Board. The Joint Ed.D. Board will be co-chaired by the chief academic officers of each system and have an equal number of members from CSU and UC. In addition to the chief academic officers of each system, there will be four members from CSU appointed by the CSU Chancellor and four members from UC appointed by the UC President. The UC members will include one member designated by the Chair of the Academic Council in order to enhance coordination between the Joint Ed.D. Board and the UC Academic Council. The board will meet four to six times per year during the first two years and at least twice a year thereafter. It will have its own dedicated staff.

The Board will specify characteristics and requirements that will assure parity in the development, implementation and subsequent evaluation of new joint Ed.D. programs. It also will devise a mechanism to evaluate the entire Joint Ed.D. program after five years.

2. Start-up Funds. 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.
3. Enrollment Targets. Enrollment targets for new joint Ed.D. programs will be established by the Joint Ed.D. Board, which will consider regional needs and regional enrollment targets.

4. Permanent Funds. The permanent enrollment funding for 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 level 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 similar fashion. This will provide CSU a funding level for these programs greater than for its other programs.
5. Expedited Solicitation of Proposals. Using dedicated funds, the Joint Ed.D. Board will actively solicit proposals for new CSU/UC joint Ed.D. programs that meet identified needs, including regional needs. Funding will be provided to expedite implementation of approved proposals. If insufficient proposals are received, the Joint Ed.D. Board will be empowered to recommend the creation of new programs and ensure that CSU and/or UC faculty will be hired to create those programs.
6. Expedited Approval for Joint Ed.D. Degrees. The Joint Ed.D. Board will coordinate the academic program approval process for new joint Ed.D. programs. Both institutions will work to establish an expedited review process that will be advised by a CSU/UC advisory group.
7. Faculty Graduate Groups. In order to reinforce the co-equal status of CSU and UC campuses in these programs, each joint Ed.D. program will have a faculty graduate group consisting of CSU and UC faculty involved in the program. Following the JDPEL model in Fresno, UC and CSU departments will have the option of hiring faculty with specific responsibilities to the joint Ed.D. programs. Workload for the program will be shared by CSU and UC faculty as detailed in the joint proposals, but in principle each partner (CSU and UC) shall carry no less than 25 percent of the instructional responsibilities and other workload.
8. Existing Programs. These provisions will apply to existing joint Ed.D. programs as well.

Joint Regional Needs Assessment

Recognizing that Ed.D. programs meet only part of the need for training of education leaders, UC and CSU will jointly begin a process of consulting regionally with K-12 and community college leaders to assess local schools and colleges' needs for post-baccalaureate programs in education at UC and CSU. The goal of these regional meetings will be to develop a comprehensive plan to best match regional K-12 and community colleges needs with various UC and CSU resources and to identify areas of additional need that can be met by new programs (including joint Ed.D. programs).

Regions with identified needs will be served. UC and CSU will work together through the Joint Ed.D. Board to develop the best ways of accomplishing this goal.

APPENDIX C

Senate Concurrent Resolution No. 93

RESOLUTION CHAPTER 157

Senate Concurrent Resolution No. 93—Relative to joint doctoral programs.

[Filed with Secretary of State September 11, 2002.]

LEGISLATIVE COUNSEL'S DIGEST

SCR 93, Alpert. Joint doctoral programs: California State University: University of California.

This measure would express legislative support for the Joint Education Doctorate Initiative of the California State University and the University of California. The measure would encourage the Joint Ed.D. Board and the respective universities to take actions, including the submission of periodic joint reports to the Legislature, that will implement these joint doctoral programs.

WHEREAS, California has historically made a commitment to providing access to high-quality public educational programs for all students, ranging from elementary to doctoral level instruction; and

WHEREAS, The state's policy and educational leaders remain committed to ensuring that professionals serving in our public schools and community colleges are fully prepared to meet the challenges in today's classrooms; and

WHEREAS, The Governor and the Legislature have made improving California's educational system a top priority; and

WHEREAS, It is recognized that well-qualified education leaders are a key to successfully implementing improvements in California education; and

WHEREAS, Public school and community college educators seek greater access to affordable advanced educational programs that will help them improve their leadership skills to better serve their students; and

WHEREAS, The California State University (CSU) and the University of California (UC) recognize that regional access to education doctoral (Ed.D.) programs in public higher education is necessary but currently inadequate to meet California's growing need for skilled educational leaders; and

WHEREAS, CSU and UC, working together, can create rigorous, high-quality Ed.D. programs for working professionals that build on the complementary strengths of both systems; and

WHEREAS, With the support of the Legislature, as well as the education community, statewide organizations, and business and community leaders, the CSU and UC have agreed to develop a joint Ed.D. initiative as equal partners that will greatly expand the access to these public programs for a large number of California's education leaders; and

WHEREAS, Beginning in 2002, CSU and UC have each committed \$1,000,000 per year from their existing resources for this purpose for the first two years, for a total of \$4,000,000; and

WHEREAS, The CSU and UC have agreed to form a Joint Ed.D. Board that will solicit, review, fund, and expedite programs that build on the mutual strengths of the CSU and UC campuses, and that would be cochaired by the chief academic officers of the two systems and include faculty from CSU and UC; now, therefore, be it

Resolved by the Senate of the State of California, the Assembly thereof concurring, That the Legislature supports the Joint Education Doctorate Initiative of the CSU and UC, and intends that gaps in California's needs for education doctorates (Ed.D.s) be identified and addressed through doctoral programs offered jointly and on a coequal basis by the CSU and UC; and be it further

Resolved, That the CSU and UC, through a collaborative regional assessment process, will evaluate the educational leadership needs of public schools, community colleges, and other aspects of higher education to ensure that those needs are understood and properly matched with the strengths of the CSU and UC. These assessments will be conducted under the auspices of the Joint Ed.D. Board, and will include ongoing consultation with K-12, community college, and California independent college and university leaders; and be it further

Resolved, That the Joint Ed.D. Board shall develop a strategy for consultation with K-12 and community college representatives to provide input with regard to the development and expansion of new joint Ed.D. programs; and be it further

Resolved, That, beginning in fall 2003, joint CSU/UC Ed.D. programs will be established, and will enroll students to address identified unmet statewide and regional educational leadership needs; and be it further

Resolved, That it is the intent of the Legislature that both of the following shall occur:

(a) That joint Ed.D. programs will be governed and offered by the CSU and UC on a coequal basis, in which participation and decisionmaking in all aspects of the program design, governance, and delivery occur equitably.

(b) That the Joint Ed.D. Board and the CSU and UC faculty will consider the characteristics and requirements inherent in the highest quality programs that are applicable to today's research and educational needs as they develop, implement, and subsequently evaluate joint Ed.D. programs; and be it further

Resolved, That the joint Ed.D. programs be designed so that working professionals can complete these programs in a reasonable timeframe using techniques, such as alternative scheduling, including part-time enrollment and delivery, that would utilize evening, weekend, or summer instruction; and be it further

Resolved, That CSU and UC will jointly report to the Legislature every two years, beginning in June 2004, on all of the following:

(a) The implementation of the joint Ed.D. programs, including information identifying the number of new programs, enrollments, and degree recipients.

(b) The extent to which these programs are fulfilling identified state needs for training in educational leadership.

(c) Feedback from program participants about the programs and steps the universities are taking to make improvement; and be it further

Resolved, That the Legislature encourages this collaboration between CSU and UC as a sound and fiscally responsible policy direction to address the state priority of meeting the leadership needs of public school and community college educators, and as the fulfillment of one of the original tenets of the Master Plan for Higher Education, to which the Legislature remains fully committed; and be it further

Resolved, That the Secretary of the Senate transmit copies of this resolution to each member of the Trustees of the California State University and the Regents of the University of California.

APPENDIX D

Feedback from Program Participants: E-Mail Survey of Students Enrolled in Joint Ed.D. Programs

The CSU Chancellor's Office, with agreement from the UC Office of the President and the UC and CSU campuses with programs implemented during 2003-04, surveyed students to solicit their overall evaluation of programs after one year of operation. Of the students enrolled in newly created joint Ed.D. programs in spring 2004, approximately 30 were asked via email to respond to questions regarding their program.

Responses were received from nine students, representing all three of the programs in operation. The students were of varied ethnic/racial backgrounds, predominantly female, and ranged in age from under 34 to 64. All reported concurrent full-time employment.

In response to specific questions, students indicated that they were generally satisfied with the application process, course meetings, the academic load, and the use of technology in the program. They cited individual attention, the cohort structure of the program, and some faculty members as particular strengths. They were most concerned with seeing stronger connections to their real-work contexts for their learning, adequate advising, and a better focus on the applied nature of the program.

Each system was cited for particular strengths—CSU in access to professors and student services, UC in library holdings. Students complained about access to parking at campuses in both systems. Overall, students ranked the programs as being strong academically and valuable in preparing them for future educational roles.