

ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-586-02/CC

RESOLUTION ON
PROPOSED NEW DEGREE PROGRAM FOR
DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

- 1 WHEREAS, The faculty and Curriculum Committee of the University Center for Teacher
- 2 Education (UCTE) have unanimously approved the attached *Proposal for a Joint*
- 3 *Doctoral Program between Cal Poly, San Luis Obispo, and University of*
- 4 *California, Santa Barbara; and*
- 5
- 6 WHEREAS, The above approvals are contingent upon state funding; and
- 7
- 8 WHEREAS, The proposal has been approved by the Grevirtz Graduate School of Education at
- 9 UC Santa Barbara and will soon be presented to its Faculty Senate; and
- 10
- 11 WHEREAS, The proposal has the support of the San Luis Obispo County Superintendent of
- 12 Schools who participated in its creation and who will be an integral part of the
- 13 program; and
- 14
- 15 WHEREAS, The proposal reflects Cal Poly's "learn by doing" philosophy; and
- 16
- 17 WHEREAS, The proposal represents Cal Poly's first joint doctoral program although there are
- 18 at least 16 such programs in the CSU; and
- 19
- 20 WHEREAS, The Academic Senate Curriculum Committee recommends approval of the
- 21 proposal contingent upon state funding; therefore, be it
- 22
- 23 RESOLVED: That the Academic Senate of Cal Poly approve the attached proposal for a joint
- 24 Doctor of Education in Educational Leadership degree with University of
- 25 California at Santa Barbara, contingent upon adequate state funding.

Proposed by: Academic Senate Curriculum
Committee and the University Center for
Teacher Education
Date: January 31, 2002

Summary Statement of Proposed New Degree Program

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

A joint program between

Cal Poly. San Luis Obispo, and University of California, Santa Barbara

1. Title of Proposed Program.

Doctor of Education in Educational Leadership

2. Reason for Proposing the Program.

The purpose of the Doctor of Education degree program is to provide advanced graduate-level study of educational leadership concepts and their application to schools *and* school agencies. The program is deliberately designed as a collaborative endeavor among Cal Poly, UCSB, and school partners, blending theoretical and research perspectives With practice In the llela. Students will study scholarly literature on leadership, acquire quantitative and qualitative research methodology skills, and engage in field-based research that explores authentic school-based issues and problems. The major goal of the program is to prepare a new generation of exemplary educational leaders who demonstrate the ability to:

- (1) engage in scholarly research and effectively use extant data to make sound, data-driven decisions,
- (2) critically examine current educational policies and practices from a variety of theoretical perspectives,
- (3) formulate and implement effective leadership, managerial, and instructional approaches that will improve student achievement and organizational productivity, and
- (4) engage in reflective praxis to assess personal and professional leadership effectiveness.

The program has several unique characteristics that make it particularly viable. First, California, despite a few large metropolitan districts, is a non-urban state. While most doctoral programs focus on urban education, this program will specialize in training leaders for mid-sized to rural school districts. Second, this tri-partite endeavor, linking research-oriented and practice-oriented universities with school partners, supports the establishment of new professional development districts (PODs). These will serve as living laboratories for advancing the application of research and producing new knowledge needed by the field. Third, the program will be offered in the central region of California, a geographical area that currently supports only satellite doctoral programs from private institutions such as the University of Southern California. There is a great demand for doctoral-trained school administrators in the area, and this program will offer access to an affordable, practice-oriented doctoral degree.

3. Anticipated Student Demand.

Number of majors: at initiation--15; after three years--36; after five years--36.

Number of graduates: after three years--15; after 5 five years--36

4. Indicate the kind of resource assessment used in developing the program proposal. If additional resources will be required, the summary should indicate the extent of department and/or college commitment(s) to allocate them.

An analysis of faculty, classroom space, library, and computer resources has been completed. (1) The Cal Poly educational administration program currently has two tenured professors; a third professor will be required to coordinate and teach in the new doctoral program (a search is now

underway). (2) Classroom space is sufficient; in addition to Cal Poly, courses will be offered at UCSB and at different school/district sites. (3) Additional library resources may be required as a complement to the UCSB holdings; these will be determined as new Cal Poly courses are offered in the second year of the program. (4) Computer resources are sufficient at present; the University Center for Teacher Education now has a new computer lab and SMART classroom, and there is access to distance education facilities on campus and at the SLO County Office of Education.

Funding to support the new faculty position and possible library holdings will come from two primary sources specified under the new CSU/UC agreement on joint doctoral programs: (1) a portion of funds allocated for program implementation (\$2 million CSU), and (2) fees recovered from students enrolled in the program (based on the UC structure). Other sources may include the University Center for Teacher Education for program support and grants/contracts for research support.

5. If the program is occupational or professional, summarize evidence of need for graduates with this specific education background.

Evidence of the need for graduates with educational doctorates stems from CSU's recent statewide report and from Cal Poly's local surveys. The CSU report emphasized the need for educational leaders who are grounded in relevant theory and research and who can approach problem solving on a practical, data-driven basis. The report cited CPEC in calling for more educators with doctoral-level expertise in assessment and more programs accessible to rural educators and underrepresented groups. Cal Poly surveyed several local constituent groups. Graduate students in the Educational Administration's advanced credential and master's programs expressed interest in pursuing an education doctoral degree that was accessible, affordable, and field-based. In addition, district and county superintendents were strongly supportive of such a program for their school and district administrators: this included the SLO County Superintendent representing the tri-county area (San Luis Obispo, Santa Barbara, Ventura). Further, the President of Cuesta Community College expressed an urgent need for access for community college leaders.

6. If the new program is currently a concentration or specialization, include a brief rationale for conversion.

The new program is not a concentration or specialization to be converted.

7. If the new program is not commonly offered as a bachelor's or master's degree, provide compelling rationale explaining how the proposed subject area constitutes a coherent, integrated degree major that has potential value for students. If the new program does not appear to conform to the CSU Board of Trustee policy calling for "broadly based programs," provide rationale.

The new program leads to a doctoral degree in educational leadership, which is a widely accepted graduate field of study at universities throughout the United States.

8. Briefly describe how the new program fits with the department/college/university strategic plans.

The University Center for Teacher Education offers post-baccalaureate teaching/service/specialist credential programs and master's degree programs with specializations in related areas. Its mission is "to prepare educational leaders and foster collaborative programs within and beyond the university aimed at serving California's diverse population," and its strategic plan focuses on meeting the educational needs of the state through partnership endeavors. The new program is a

strong fit in that it extends the continuum of educator preparation to the doctoral level, broadens partnership opportunities with K-12, community colleges, and other universities, and serves the needs of the central region of California.

The new program also fits well with the university's mission and strategic plan. The university emphasizes "undergraduate, graduate, and post-baccalaureate professional and technical programs." In addition, the hallmark of Cal Poly is its *learn by doing* educational philosophy and its commitment to excellent programs that reinforce "classroom instruction with practical, 'hands-on' learning in the laboratory, the studio or out in the field." The proposed Doctor of Education degree provides a professional program necessary to the state and is grounded in a field-based approach that will prepare scholar practitioners.

Margaret R. Camuso

From: Unny Menon
Sent: Thursday, May 09, 2002 3:44 PM
To: Unny Menon
Cc: Mary K. Fiala; Margaret R. Camuso; Gladys E. Gregory; Kimi M. Ikeda; Bonnie C. Konopak; Bonnie T. Long; Patricia L. Repasi; Paul J. Zingg
Subject: Response to AS Resolution AS-586-02/CC

On May 1, 2002, President Warren J. Baker responded, via memorandum, to Academic Senate Resolution AS-586-02/CC, Resolution on Proposed New Degree Program for Doctor of Education in Educational Leadership.

I have attached the President's response in its entirety as a Word document; however, I am also providing the text of the memorandum below for those who have e-mail systems that do not handle attachments.

If you have any questions, please call.

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President Warren J. Baker's response of May 1, 2002, to Academic Senate Resolution AS-586-02/CC, Resolution on Proposed New Degree Program for Doctor of Education in Educational Leadership:

"I am pleased to approve the above-entitled Academic Senate resolution and acknowledge that the proposal for this new degree program will not be finally approved unless it is demonstrated that it has adequate funding to ensure its self-support without negatively impacting University and University Center for Teacher Education resources."

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