PROPOSAL FOR A JOINT PROGRAM OF GRADUATE STUDY
FOR THE DOCTORATE OF EDUCATION DEGREE (ED.D.)
IN LEADERSHIP FOR EDUCATION

University of California, Riverside
California State University, San Bernardino
California State University, Dominguez Hills
California State University, Long Beach
California State University, Los Angeles
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A proposal for a Joint Doctoral program of graduate studies in Education for the Doctor of Education (Ed.D.) in Leadership for Education.

DATE OF PREPARATION:

December, 2003

SECTION I – INTRODUCTION

The Graduate School of Education at the University of California, Riverside, is pleased to present a proposal for a Doctor of Education (Ed.D.) in Leadership for Education that has been developed as a collaborative endeavor with Schools and Colleges of Education in the California State University System. Representatives from the following four CSU campuses have joined UCR/GSOE members in preparation of this proposal: Dominguez Hills, Long Beach, Los Angeles, and San Bernardino. The proposal has been formulated in response to the critical need for effective educational leaders, and the demand for a preparation program emanating from potential candidates and clients. Further incentives for program development derive from initiatives generated by the Office of the Governor and from encouragement offered by the UC Office of the President.

♦ The paramount goal of the proposed Joint Doctorate in Leadership for Education is to offer a high-quality, rigorous program of study that will prepare graduates with a common vision and commitment for leadership positions consistent with individual career choices, while simultaneously addressing statewide and regional needs. “Education” in this proposal has a broad construal; it clearly encompasses the public education system from preschool through higher education and post-graduate studies, but graduates could also be qualified to provide leadership in business and industry, government, and the full spectrum of arenas in which “learning” is a significant element. Likewise, “Leadership” is not limited to educational administration, but is reflected in a range of leadership roles that affect education, including curriculum and instruction, educational psychology, school psychology, and special education. The comprehensive character of the program, which includes foundational study and
extensive cohort activities, offers a unique set of experiences that are responsive to the changing needs of California education and that are designed primarily for distinctive career objectives that include, but may not be limited to:

- Faculty positions in comprehensive regional universities with the California State Universities identified as a prime area of opportunity and need.
- Leadership roles in the California Community College System. Positions are likely to include top-level academic faculty and administrative leaders.
- Leadership roles in K-12 administration and affiliated roles in district and county education offices, including superintendencies and principalships, as well as infrastructure positions in critical areas: e.g., curriculum and instruction, research and evaluation, categorical programs, and budgetary management.

1-1 AIMS AND OBJECTIVES

The primary aim of the proposed Joint Doctorate in Leadership for Education is to offer a high quality, rigorous program of study that will prepare graduates for needed leadership positions in education. Graduates of the Joint Doctoral Ed.D. program in Leadership for Education will receive an Ed.D. awarded jointly by the Trustees of the California State University and the Regents of the University of California. UCR and each of the CSU campuses stand to benefit from the this program that will combine the expertise of five faculty groups and offer new strands of study within the existing specializations in the UCR Graduate School of Education.

Background

California Master Plan for Higher Education: Promise of Joint Doctoral Programs

(italicized text below is from http://www.ucop.edu, bold print added for emphasis here)

The original Master Plan was approved in principle by The Regents and the State Board of Education (which at that time governed the California State University and California Community Colleges) and submitted to the Legislature. A special session of the 1960 Legislature passed the Donahoe Higher Education Act (Title 3, Division 5, Part 40, of the Education Code beginning at Section 66000), which included many of the Master Plan recommendations as well as additional legislation necessary to implement the plan. However, many of the key aspects of the master Plan were never enacted into law.

The major features of the Master Plan as adopted in 1960 and amended in subsequent legislative reviews are as follows:

1. Differentiation of functions among the public postsecondary education segments:
• UC is designated the State's primary academic research institution and is to provide undergraduate, graduate and professional education. UC is given exclusive jurisdiction in public higher education for doctoral degrees (with the exception that CSU can award joint doctorates) and for instruction in law, medicine, dentistry, and veterinary medicine (the original plan included architecture).

• CSU's primary mission is undergraduate education and graduate education through the master's degree, with particular emphasis on "applied" fields and teacher education. Faculty research is authorized consistent with the primary function of instruction. Doctorates can be awarded jointly with UC or an independent institution.

Note: because only the first feature of the Master Plan has content relevant to joint doctoral programs, the excerpt above is not printed in its entirety and ends abruptly.

**Distinctive Features of the Proposed Joint Doctoral Program**

The concept of the Joint Doctorate provided in the California Master Plan offers unusual opportunities for institutional collaboration that have been realized in a variety of ways during the past four decades. Consistent with the Master Plan concept, the proposed UCR/CSU program incorporates five distinctive features:

**Comprehensiveness:** The program encompasses a spectrum of specialization clusters, reflecting the areas of strength shared by the CSU/UCR institutions. The current organization of specialization area groups in the UCR Graduate School of Education was utilized as a starting point. Two specialization fields (Curriculum and Instruction and Institutional Leadership and Policy Studies) were selected for participation in the first year, with the understanding that additional specialization areas (School Psychology, Educational Psychology, Special Education) will be added as early as Year 2. The rationale for the two-stage model is that the program design and procedures can best be examined and revised in a less complex program with fewer specialization areas. This staged entry of specializations will also provide enough students (6-8) in the each specialization area in the first year to create a critical mass in the specialization courses to be held on CSU campuses.

**Integration:** Candidates will benefit from a core experience that offers an integrated preparation through common foundational preparation and cohort relations during the first year, after which candidates proceed to specialization clusters.

**Diversity Emphasis:** A theme embedded throughout the candidate’s preparation introduces an expanded view of diversity, reflecting the central importance of this concept in regard to all aspects of the educational enterprise throughout the nation, the State of California, and the local region.
Explicit Career Orientation: Gradautes are expected to progress toward a variety of leadership positions; in particular, the sequence of study will be tailored to develop educational leaders for the types of roles delineated in the introduction. Students admitted to this program will already possess a Master’s Degree and should have demonstrated leadership abilities in educational settings. Therefore, upon completion of the Ed.D. degree, these graduates will be ready to assume new leadership roles that will benefit from their career experiences and academic training.

Institutional Collaboration: The Joint Doctorate is designed to promote collaboration across the participating institutions in order to achieve connectedness of theory, research, and practice around educational issues throughout the region. Important in this respect is CSU Chancellor Reed’s Cornerstone Initiative that emphasizes the need for enhanced CSU scholarship and research/development capabilities. One avenue of direct response to this need is foreseen with realization of the California Institute for Educational Leadership (CIEL)--an entity currently under development as a result of former UC President Atkinson’s commitment to the concept. A function of CIEL will be increased collaboration in research and development activities. Participants in the proposed Joint Doctoral program would be particularly advantaged, in that opportunities will be presented to faculty and students to address regional issues of broad significance -- opportunities that will increase collaborative research and development endeavors both within and between the Joint Doctoral participant institutions.

OVERVIEW OF THE PROPOSED JOINT DOCTORATE

The purpose of this program is to employ the resources of five institutions of higher education (UCR and 4 CSU campuses) to produce leaders throughout the educational system who share a common experience and vision, and who bring the skills and knowledge needed by K-12 and postsecondary educational programs.

The CSU and UCR participants have agreed on the importance of establishing a common foundation for all candidates through the First-Year Core components. Following that experience, candidates then specialize in a substantive area appropriate for their selected career objectives and research interests. The first two specialization areas to participate in the Ed.D. program will be Curriculum and Instruction, and Institutional Leadership and Policy Studies. As noted elsewhere, the remaining specialization areas in GSOE will participate in the Ed.D. program after the first year of implementation. Within each of these areas new strands of study will be identified for Ed.D. students, that capitalize on the combined expertise of UCR and CSU
faculty partners. Strands identified by UCR and CSU partners for the first two specializations are:

**Specialization Area: Curriculum and Instruction**

- **Strand 1:** Theoretical Models of Curriculum Development
- **Strand 2:** Theoretical Models of Instruction for Learning

**Specialization Area: Institutional Leadership and Policy Studies**

- **Strand 1:** Development of Informed Leaders
- **Strand 2:** Transformational Leadership

The emphasis from the beginning of the candidate’s program is the conceptualization, development, and completion of the dissertation. The course of study and advisement beyond the First-Year Core will be shaped by the specialization cluster and Program Guidance Committee to reflect the student’s interests and career aims.

The curriculum program builds on elements developed during the past four years that are now the foundation of the UCR First-Year Doctoral Core. The core, described elsewhere in the proposal, was developed in anticipation of the Joint Doctorate, and continues to serve students in the Ph.D. program. The model for the first-year core was formally approved by the Academic Senate in 2002-2003 for the Ph.D. program in Education.

In addition to the required core courses, students may take specialization courses in the first year, offered at UCR or a CSU. All courses offered in the first year will be courses in the current UCR catalog. After the first year, new courses may be developed to augment and extend specialized needs of candidates in the joint doctorate. All new courses will be submitted for approval to the UCR Graduate Council and Committee on Courses. Detailed attention is directed to the timetable for enrollment of candidate cohorts in the By-laws that accompany the Memorandum of Understanding, found in the Appendix E.

The first year of the Joint Doctoral program will invite applications from students wishing to specialize in Curriculum and Instruction (C&I) and Institutional Leadership and Policy Studies (ILPS). It is important to note, however, that the program will expand in the second and following years to include all specialization areas in the UCR Graduate School of Education (C&I, ILPS, School Psychology, Special Education, and Educational Psychology). The program is designed to address leadership for education in the full range of specializations offered at UCR.

The program, as conceived, typically spans a period of 12 quarters that includes three summer sessions. All students who are admitted will have completed a Master’s Degree in
Education or a relevant discipline. Table 1 summarizes the principal components of the First-Year Core program that will be common across all specialization areas.

### Table 1
**First Year Core Program**

**Summer:** Students will take 2 Roundtable Discussion courses (4 units):

- 2 units EDUC259 Roundtable – focus on concept of Leadership for Education introduction to Ed.D. program,
- 2 units EDUC259 Roundtable – discuss students’ research interests, literature review

**Academic Year:** (25 Quarter Units)

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Inquiry &amp; Research Methods (EDUC241A)</td>
<td>Inquiry &amp; Research Methods (EDUC241B)</td>
<td>Inquiry &amp; Research Methods (EDUC241C)</td>
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<tr>
<td>Methodology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breadth</td>
<td>School and Society (EDUC236) (not ILPS Students)</td>
<td>The Student (EDUC244)</td>
<td>Teaching and Learning (EDUC 275) (Not C&amp;I Students)</td>
</tr>
<tr>
<td>Specialization</td>
<td>2 Specialization Roundtable (EDUC259)</td>
<td>Roundtable on Research Methods (EDUC259)</td>
<td>Roundtable on Research Methods (EDUC259)</td>
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<tr>
<td></td>
<td>ILPS course in UCR catalog (ILPS only)</td>
<td></td>
<td>C&amp;I course in UCR catalog (C&amp;I only)</td>
</tr>
<tr>
<td>Total Units</td>
<td>8 (C&amp;I)</td>
<td>8</td>
<td>9 (C&amp;I)</td>
</tr>
<tr>
<td></td>
<td>9 (ILPS)</td>
<td></td>
<td>8 (ILPS)</td>
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</tbody>
</table>

**Description of First-Year Core**

The First-Year Core consists of two summer “Roundtable” seminars on educational leadership and students’ research interests, a year-long methodology course, two breadth courses, a roundtable introducing specialization area faculty’s research, and one specialization area course. The **methodology strand** spans all of the first academic year, providing a comprehensive review of general inquiry, along with an introduction to qualitative and quantitative methods. Students conduct small studies using different methods on a similar topic related to their research interests. The **breadth strand** introduces each candidate to two domains outside of his or her specialization area (defined by the program area to which the student has been admitted).
Breadth courses are designed to help students see the relationships of these breadth areas to their own specializations. In the quarter that the student is not taking a breadth course, a specialization course will be taken. The content in Table 1 is mandated for all candidates and must be completed in the first year. One specialization course in each area will be offered at a CSU in Fall (ILPS) and Spring (C&I) of the first year. An important goal of the first year is to develop a community of learners among students who will have minimal time to interact in other settings, i.e., they will come from a broad geographic region and will not spend extended time together on a single university campus. Based on a five-year history of conducting such a core in the UCR Graduate School of Education, we have also found that including all students in the first-year methodology sequence and (in subsequent years when more than one specialization area will be enroll in breadth courses) presents excellent opportunities for cross-specialization discussions and learning.

Overview of Program Requirements

Table 2 briefly summarizes the requirements and activities to be accomplished in each of the three years, including summer sessions each year. As noted in other sections of this proposal, it is possible for students to complete the Ed.D. program in three years, however the actual length of a student’s program will depend on several factors (e.g. availability to take summer courses, fit of current research interests to prior academic training).

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method Core (includes 2 roundtables)</td>
<td>3-5 Specialization Courses</td>
<td>Qualifying Exams (Fall)</td>
</tr>
<tr>
<td>Breadth Core (2 courses)</td>
<td>(1 summer)</td>
<td>Dissertation Research (W,S,Sum)</td>
</tr>
<tr>
<td>1 Specialization Course</td>
<td>1 Directed studies-lit review</td>
<td>2 Dissertation Roundtables</td>
</tr>
<tr>
<td>3 Roundtables (2 summer)</td>
<td>2-3 Advanced Methods Courses</td>
<td>EDUC302 Teaching requirement</td>
</tr>
<tr>
<td>Identify Advisor</td>
<td>1 Roundtables (2 summer)</td>
<td>Complete Dissertation (Summer)</td>
</tr>
<tr>
<td>Complete Program Plan</td>
<td>Prepare for qualifying exams (su)</td>
<td>Oral Defense (Summer)</td>
</tr>
</tbody>
</table>

I-2(a) HISTORICAL DEVELOPMENT OF THE FIELD

A detailed chronology of the development of the field of education is presented in Appendix A. Education is traced from its beginnings in the nation, criticisms and challenges over the years are reviewed, and responses to challenges are explored; current approaches to educational reform in both the CSU and UC systems are also considered. A complete listing of applicable references is included in Appendix A of this proposal.

I-2(b) HISTORICAL DEVELOPMENT OF DEPARTMENTAL STRENGTH IN THE FIELD
Development of the UCR Graduate School of Education

With the establishment of the Graduate Division at UCR in 1960, graduate and professional programs were initiated, including the School of Education. Since its inception, continual growth and development, including designation as the Graduate School of Education in 1999, have been guided by the existence of a clear statement of mission, and by faculty members and administrators dedicated and committed to the School’s achievement of stature as a premier institutional segment within the University of California. To accomplish its mission, the School has developed long-term goals, milestones for attaining goals, and strategies for reaching the milestones.

The Mission Statement

The mission of the Graduate School of Education encompasses research, instruction, and service. As a professional school, the GSOE bears a special responsibility for linking this triplet in the support of schooling and across the broader domains of education.

- **Research** in the School includes investigations of both fundamental and applied problems in education. The range of issues is wide—teaching and learning, student assessment and school organization, subject matters (literacy, science, social studies) and individual student differences, school leadership, and educational policy. Research activities emanate partly from the School’s Area Groups: Curriculum and Instruction, Educational Psychology, Institutional Leadership and Policy Studies, School Psychology, and Special Education. Note: the Graduate School of Education is organized around these area groups, or “specialization areas,” and faculty are identified with one (or in some cases, two) area groups. Program area “conveners” meet regularly as a group with the Dean and Associate Dean to discuss programmatic issues and represent the views and needs of the faculty in their specialization areas. In this document the terms “Specialization Area” and “Area Group” both refer to the five areas noted above.

Within these Specialization Area Groups, individual faculty interests and expertise vary widely; however, several thematic trends permeate the current agenda and pursuits. Some themes are more closely connected to one specialization area, but these themes are not the sole domain of any area. For example, graduate students focusing on students at-risk of school failure might be aligned with ILPS and study school reform, or educational psychology and study cognitive processes, or special education and study referral processes. Paramount among topics of investigation are:

- Leadership for Education
- The Educational Professions
- Successful Achievement for All Students
- Technological Support for Education
- Understanding of the Educational Process
- Maximizing educational attainment and opportunities for students from diverse backgrounds
- Promoting success for students at-risk of school failure

**INSTRUCTION** in the School centers on engagement with knowledge, practice, and policy, as well as with relationships among the three. The enterprise combines the preparation of academicians and practitioners—researchers, teachers, and administrators—who will serve as university and school leaders by virtue of their ability to produce and mobilize useful knowledge. The coming generation of educational scholars and practitioners will confront challenges only now being fully comprehended, and the School’s role will be to develop and implement credential and graduate programs of extraordinary quality—programs that produce thoughtful, yet incisive, leaders and models for other institutions. The Joint Doctoral Program offers an opportunity to collaborate with educational leaders at CSU campuses in the development of an Ed.D. program that will benefit from combined expertise in educational research and practice.

**SERVICE** programs of the School distinguish it from most other campus units. Much of GSOE’s research includes careful analyses of current, complex problems of education. Given the University’s current commitment to engagement with local schools and universities, the School is pursuing a unique partnership that will include four universities with very large teacher credentialing programs and have expertise in content areas not currently found in the UCR programs. The combined expertise of UCR and CSU faculty will make it possible to expand dissemination of research findings to school and community constituents. Further, the dissertation studies of students in the Ed.D. program will address questions that are highly relevant to schools in Southern California, and will therefore contribute to the service mission of professional schools.

**Recent Developments**

In 1998, UCR/GSOE developed a Five-year Plan specifying the following goals:

- To strengthen the critical mass of faculty in existing areas, and to create programs in selected areas of opportunity (under way).
- To double the number of students enrolled in programs or taking courses in the GSOE (completed)
- To enhance the size and effectiveness of doctoral programs and support for doctoral students (significant progress made).
- To create an Educational Leadership Institute aimed toward audiences in elementary and secondary schools, community colleges, and four-year institutions (under way).
• To collaborate with the region’s California State Universities (CSUs) in the development of the Joint Doctorate in Leadership for Education (current proposal).
• To create a “blended” program for undergraduate students who are potential candidates for teaching (completed).
• To implement a combined program in which each candidate in the teacher preparation program earns both a credential and a Master of Education Degree. (Completed).

There has been major progress during the past few years with respect to accomplishing each of these goals. Completion of the Joint Doctoral program remains the major task at present. Additional detail on the Mission Statement and other indicators (e.g., existing degree and credential programs, enrollment trends, quality of faculty) is presented in Appendix B.

**Development of Schools of Education within the CSU System**

The CSU campuses were founded with an initial charge for preparing professional educators. The 1960 Master Plan for Higher Education further reinforced that mission. In recent years, as state and national attention has focused on the condition of public K-12 schooling, the CSU system has launched several studies to assess its impact and to reaffirm its commitment to improving the quality of public education in California. One example is the 1996 study of CSU Teacher Preparation Programs conducted by the CSU Institute for Education Reform. The report pointed out that the many reforms targeting improved student achievement largely overlooked the dimension of teacher preparation. The study recommended strengthening of K-12/university partnerships, a review of CSU policies and practices, and revision of state policies and regulations.

A key initiative was mounted by the CSU Presidents’ Commission on Teacher Education, chaired by Robert Maxson, President of CSU Long Beach. The Commission conducted an in-depth study of the preparation of education professionals, leading to fourteen recommendations to the CSU Office of the Chancellor, and the 1997 *Commitment to Prepare High Quality Teachers*. This report laid out goals in four critical areas: Access (recruitment and growth); Curriculum (flexible alternative programs); High Standards (quality and accountability); and Collaboration with Schools. A second President’s Commission on Secondary Teaching was convened in the Fall, 2001, with parallel recommendations for middle and high schools.

The attainment of these goals has led to major reforms throughout the CSU system, including the partner campuses. Examples include (a) active and targeted recruiting of students and new faculty; (b) establishing of high standards to ensure paramount professionalism; (c) developing and providing high quality undergraduate education for future teachers, incorporating
practices such as service learning, early field work, and blended programs; (d) attracting distinguished K-12 practitioners through in-residence academic experiences; (e) preparing principals to oversee the task of improving achievement for all students; and (f) extending and enhancing partnerships with K-12 schools and districts. A major accountability effort was completed in 2001, when the CSU in collaboration with the Stanford Research Institute conducted a survey of first-year graduates from CSU teacher preparation programs, along with their principals. The results, which focused on the effectiveness of their preparation, were very favorable.

Another example of CSU leadership in the K-12 arena comes from efforts to improve the college readiness of high school students. Programs in this arena include high school counseling and advising, tutorials in English and mathematics, preparation for passage of the CSU entry tests in English and mathematics, and curriculum alignment collaborations with Institutes of Higher Learning (IHE) faculty.

Further indications of the qualifications of the participating CSU campuses are (a) the faculty and (b) campus accreditation and recognition. Information about these indicators is provided in a separate appendix of faculty vitae.

**I-3 TIMETABLE FOR DEVELOPMENT OF THE PROGRAM**

**1-3.1 Program Planning Timeline**

Work on the current proposal began in 1999 with the Permission to Negotiate, following which several regional CSU campuses began to explore a collaborative program. The basic elements of the current program were developed over several months, leading to preparation of a proposal with the four partners that was presented to the Graduate School of Education (GSOE) faculty for consideration. In the Spring of 2001, the GSOE faculty approved a revision of the original proposal, calling for a Ph.D. program. Former UC President Atkinson then called upon the Education units at all UC campuses to consider the establishment of joint doctoral programs, and directed campus administrations to set aside funding to support such efforts. Somewhat later, Chancellor Reed and President Atkinson completed an agreement for Joint Doctorates providing the Ed. D. degree. Following discussions with the UC Office of the President, the proposal was further revised during 2001-2002 to incorporate the Ed. D. as an option along with the Ph. D., and to provide additional detail on elements from CSU partners. In Fall 2002, additional discussions among the UC Education Deans led to further consideration of the Memorandum of Understanding, which will be important for the implementation of the proposal. In addition, the document was reviewed by the Dean and Associate Dean of the UCR Graduate Division, which
led to additional detail and revisions, largely related to regulatory clarity. In summer, 2003, the proposal was reviewed again by the UCR and CSU leadership (some of whom were different from those involved with the original work on the proposal). As a result of this review, a decision was made to omit the Ph.D. option from the program and focus only on the Ed.D. Instead, students wishing to transfer from the Joint Doctoral Ed.D. program to the regular UCR Ph.D. program in Education may petition to make this change. The proposal and Memorandum of Understanding and Bylaws were reviewed for consistency with UCR Graduate Council policy and finalized for review and approval by the GSOE faculty, the Academic Senate Committees at UCR, and the four CSU’s in October, 2003. The faculty and Executive Committee of the Graduate School of Education approved the proposal on October 21, 2003. The proposal and MOU are currently under review by CSU academic senate committees.

Once approvals are complete, the program will be announced and an application period will be determined. The current goal is for the initial cohort to enter the program in Fall, 2004. A Joint Doctoral Program Director will be hired in a non-Senate Academic Coordinator position and three UCR faculty members will be appointed to the Joint Doctoral Program Committee. The vita of CSU faculty who have nominated for adjunct positions (hereafter referred to as “participating CSU faculty”) and who will teach, advise, examine, and serve as dissertation chairs or committee members of students in the Ed.D. program will be reviewed and approved or disapproved. The Joint Doctoral Program Committee will finalize the details of the first year program in terms of selection of faculty to teach core courses, and the location of courses to be offered in the first year.

1-3.2 Enrollment Projections

The size of the first cohort to be admitted to the Joint Doctoral Program is 10-15 students. CSU campuses will determine how the students will be distributed from each campus. In the first year there should be approximately equal numbers of students being admitted to the ILPS area and Curriculum and Instruction area in order to balance the involvement of UCR faculty from these specialization areas. Admission cohorts will increase gradually to an average of 23 new students from Year 5 forward. Table 3 shows estimates of new cohort sizes and total enrollment for each of the first five years of the Ed.D. program.
### Table 3
Projected Enrollments

<table>
<thead>
<tr>
<th>Program Year</th>
<th>New Cohort Range</th>
<th>New Cohort Estimate</th>
<th>Total Enrollment Estimate (will depend on completion rates, attrition, exact cohort sizes)</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>10-15</td>
<td>13</td>
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<td>12-18</td>
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<td>Year 5</td>
<td>20-25</td>
<td>23</td>
<td>75</td>
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</table>

I-4  **RELATIONSHIP OF THE PROPOSED PROGRAM TO EXISTING PROGRAMS ON CAMPUS AND TO THE CAMPUS ACADEMIC PLAN**

The UCR Graduate School of Education currently offers doctoral programs with specializations in Curriculum and Instruction, Educational Psychology, Institutional Leadership and Policy Studies, School Psychology, and Special Education. The Joint Doctoral program, as planned, advances beyond this notion of specialization in three respects. First, the concept of leadership for education encompasses all arenas of research and practice in the Program. Accordingly, all of the current UCR Area Groups will eventually be incorporated into the Joint Doctoral Program, utilizing faculty members with expertise in existing or closely related UCR doctoral programs. The focus in the start-up year will be on two specializations: (a) Curriculum and Instruction and (b) Institutional Leadership and Policy Studies. We expect the other program areas to participate after the first year.

Second, as the program matures, it may include selected specialization clusters that reflect other concentrations from CSU institutions and complement specializations at UCR. For instance, subject matter specializations are not presently highlighted in the Curriculum and Instruction cluster, but CSUs provide opportunities for study of content in several key areas, including Literacy, Mathematics, and Science. Third, this program offers a unique collaboration among the participating institutions, as well as a range of client groups, including the K-12 system and community colleges. The Joint Doctorate will prepare graduates for administrative positions, but it also will take the lead in the preparation of a new generation of teacher educators equipped for the challenges of the 21st Century, including faculty taking leadership roles in both community colleges and CSU’s. The recent proposals for revision in the Master Plan for California Education emphasize the importance of continuity from preschool through graduate
education; this proposal takes a major step in providing a setting to prepare leadership to meet this challenge.

The proposed program will not impact negatively the undergraduate (Blended) program in Education, credential programs, M.A., or Ph.D. graduate programs in the Graduate School of Education. In the first year, UCR faculty involvement with students will be modest. Faculty from participating area groups will be involved in implementing the program and decisions related to course offerings in subsequent years, scheduling, etc. All first-year core courses in the Joint Doctoral courses will be taught on CSU campuses by participating CSU faculty in the first year. (Note: “participating CSU faculty” will be reviewed and approved by the UCR Committee on Academic Personnel prior to their involvement in the program. This process is described in a later section). In the first year, and in subsequent years, Joint Doctoral students may also take graduate specialization courses located on the UCR campus that are offered in the Graduate School of Education. After the first year, additional specialization courses (approved by the UCR Graduate Council and Committee on Courses) will be offered at CSU campuses, and may be offered at UCR. Students in the UCR Ph.D. program will benefit greatly from these new courses that bring new faculty expertise from CSU campuses. They may take these courses with Ed.D. students on CSU campuses or at UCR. Likewise, Ph.D. students at UCR should benefit from the perspective and experiences of Ed.D. students who take courses with them on the UCR campus.

Three UCR GSOE faculty members, a Joint Doctoral Program Director (a UCR non-Senate Academic Coordinator), and the Dean of the UCR Graduate School of Education will serve on the Joint Doctoral Program Committee (with four CSU participating faculty). This committee will review applications, curriculum, and program policy. Videoconferencing methods will be used to maximize efficiency of meetings among students and faculty who participate in the program. UCR faculty members who participate in the Joint Doctoral program will continue to be active in the regular doctoral programs, and their current research interests will be maintained (and even enhanced). Participation in the Joint Doctoral collaborative should actually stimulate new areas of inquiry through collaborations with participating CSU faculty.

Once students begin to formulate dissertation ideas and develop a prospectus for the oral qualifying examination, demands on UCR faculty will increase dramatically. With two UCR faculty on each dissertation committee (required for Joint Ed.D. programs), and UCR faculty serving as chairs of a portion of committees, advisement loads will be heavy when the steady state of 30 or more students in the program are working on dissertations. The proposed budget includes two additional faculty positions (hired in Year 1 and Year 3) to help spread out advising
responsibilities. (See Table 3 on Page 16 for enrollment projections. Budget projections are provided on the last page of this document that show revenue and expenses, including faculty FTE shown below.)

### Proposed Faculty FTE to Support Program
(cost of positions included in budget)

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty (FTE)</td>
<td>1.0</td>
<td>0</td>
<td>1.0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Program Director (Non-Senate)</td>
<td>1.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

The proposed program is viewed as consistent with the UCR Campus Academic Plan. Specific indicators include the commitment of UCR administration and the community to (a) engagement with K-12 and community college public education within the region and (b) exploration of new mechanisms for linking practice, policy, and scholarship within the Graduate School of Education, the University, and the region. Implementation of the proposed Joint Doctoral program will address the identified critical shortage of qualified educational leaders.

The proposed program does not compete with other Ed.D. programs in the UC or CSU systems, or any other program on the UCR campus. UCR does not have an existing Ed.D. program. This new program will attract potential students who are seeking leadership positions in P-16 education, rather than research careers. Moreover, students who apply for the program will most likely already have a connection to one or more faculty at a participating CSU—their reason for applying to the Joint Doctoral Program will be to continue working with these CSU faculty, in collaboration with UCR faculty with similar interests.

### I-5 INTERRELATIONSHIP OF THE PROGRAM WITH OTHER UNIVERSITY OF CALIFORNIA INSTITUTIONS, IF APPLICABLE

Since the establishment of the Reed-Atkinson agreement on Joint Doctorates for the Ed.D. degree, all UC campuses have initiated programs based on this agreement. The Joint Doctoral program in Educational Administration between UC Davis and the California State University campus at Fresno had been in operation for several years, and we have discussed that program with both campuses to learn from their experience. While other Joint Doctorates between UC campuses and CSU institutions exist or are under development, and the program directors have been in regular communication, these proposals are largely autonomous. Each UC campus is working with one or more CSU campuses.

Two of the partner CSU campuses are also participating in a Joint Doctoral program with UC Irvine, however, the number of students to be admitted from each CSU campus
(approximately 3-4 per year) is not large enough to have a negative impact on other UC Joint Doctoral programs.

I-6 DEPARTMENT OR GROUP THAT WILL ADMINISTER THE PROGRAM

Under the regulations of the Donahue Master Plan for Post-Secondary Education, the primary responsibility for the UCR/CSU Joint Doctoral Program in Education resides with the UCR Graduate School of Education. However, shared governance is required by Appendix G (the Criteria for Reviewing Proposed Joint UC/CSU Doctoral Programs), and is essential for success of the collaborative endeavor; thus, all committees involved in decision-making for the Joint Doctoral program will include representation from UCR/GSOE and CSU partner institutions. The primary governing body of the Joint Doctoral Program shall be the Joint Doctoral Planning Committee. Membership on this committee is shown on Table 4.

Governance of the Joint Doctoral program, consistent with Appendix G (Criteria for Reviewing Proposed Joint UC/CSU Doctoral Programs) is shared equally by partnering campuses. All committees involved in decision-making for the Joint Doctoral program include representation from UCR/GSOE and CSU participating campuses. The major governance body is the Joint Doctoral Program Committee, which provides policy oversight and review across the identified specialization clusters, and institutional liaison among the various collaborators. The principal responsibilities of the Joint Doctoral Program Committee are:

- To establish and review policies and procedures for the program, including CSU faculty involvement, the curriculum, admissions, student advisement and evaluation, recruitment and support. The Committee will normally respond to specialization cluster proposals, but may initiate recommendations in its own right.
- To govern the management of the program by establishing standing and ad hoc committees for the various functions needed for conduct of the program.
- To facilitate inter-institutional relations among the collaborating institutions and their system-wide organizations.
- To determine that Joint Doctoral policies are consistent with or modified with approval from UCR Graduate Division policy, UCR Graduate School of Education policies related to graduate preparation, and relevant committees or offices at the CSU partner Universities.
- To coordinate the review of applications, and make final recommendations to the UCR Dean of the Graduate Division.
♦ To make recommendations to the UCR Program Director regarding the evaluation of examination results.

The Joint Doctoral Program Committee may include other non-voting *ex officio* members at the discretion of the Committee. The Dean of the UCR Graduate School of Education will have overall responsibility for the program. A quorum, consisting of at least three members of the Joint Doctoral Program Committee from CSU and three members from UCR, will be required for decision-making, and a majority vote will be required for all decisions.

### Table 4

**JOINT DOCTORAL PROGRAM COMMITTEE**

<table>
<thead>
<tr>
<th>Members of JD Program Committee</th>
<th>UCR</th>
<th>CSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCR Dean, Graduate School of Education</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>UCR Program Director (Academic Coordinator, non-Senate)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>UCR Faculty member – ILPS (Year 1)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>UCR Faculty member – C&amp;I (Year 1)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>UCR Faculty member – Area other than ILPS or C&amp;I (Year 1)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>CSU Faculty Member (Program Director, Los Angeles)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>CSU Faculty Member (Program Director, Dominguez Hills)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>CSU Faculty Member (Program Director, San Bernardino)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>CSU Faculty Member (Program Director, Long Beach)</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

*notes:*
- One CSU campus program director will be designated as the key contact for CSU Program Directors
- UCR faculty specialization affiliations will vary as new areas participate in the program

**Membership** of the Joint Doctoral Program Committee for the first five years of the program will consist of:

♦ Four representatives from the collaborating CSU institutions (one from each CSU who will function as local program directors). One of these representatives will be designated the CSU Program Director.
Four representatives from the UCR Graduate School of Education, including three ladder faculty members and the UCR/GSOE Director, who will be a non-Senate Academic Coordinator and Lecturer. The UCR Joint Doctoral Program Director will function as the Graduate Advisor for students in the Joint Doctoral Program and will be the primary contact with the UCR Graduate Division.

The Dean of the UCR Graduate School of Education.

Committees: In the first operational year, the Joint Doctoral Program Committee will handle all functions of the program. If the committee agrees, subcommittees may be formed during the first year if it is determined these committees will make the operation of the program run most efficiently. After a review of the first year activities, the JD Program Committee may decide to appoint standing committees for Year 2 and subsequent years. In all cases, subcommittees and standing committees will have balanced membership from UCR faculty and CSU participating faculty.

The following standing committees are likely to be formed in Year 2:

- **Admissions Committee**
  Review applications and make recommendations to the UCR Dean of the Graduate Division. This committee is likely to include specialization area faculty from UCR and CSU who are not on the Joint Doctoral Program Committee.

- **Faculty Membership Committee**
  Consider new faculty members for specialization cluster participation.
  Prepares and distributes vitae and ballots for specialization cluster members’ vote,
  Submit names to the UCR Committee on Academic Personnel.

- **Recruitment and Support Committee**
  Develop written and web-based material developed for prospective applicants.
  Coordinate recruitment activities.

- **Curriculum Development and Review Committee**
  Review existing and proposed courses, identify needs for new courses
  Prepare new course proposals for approval at CSU and UCR
  Coordinate course offerings at CSU campuses.

**CSU Faculty Membership:** Planning representatives of the participating campus units have reviewed the curriculum vitae of all faculty members suggested by the CSU Deans for participation in the Joint Doctoral program and have agreed that those whose names are included
in the academic proposal should be considered for approval as (adjunct) participating faculty by the UCR Committee on Academic Personnel (CAP). For future additions to or modification of this initial listing, the proposed governance process will be activated, necessitating the Joint Doctoral Program Committee’s evaluation of new faculty-member nominations. All individuals recommended to CAP and who are approved as Joint Doctoral Participating Faculty Members (as adjunct faculty) shall be considered qualified to train students (teach, advise, examine, guide dissertations) who are in the Joint Doctoral Program. Faculty research interests and instructional expertise shall be consistent with the instructional needs of the students who are admitted to the program (i.e., initially Curriculum & Instruction, Institutional Leadership and Policy Studies, or faculty with expertise in inquiry and research methods). As other specialization areas are included in the program, CSU Deans will recommend additional faculty members that have expertise relevant to school psychology, special education, and educational psychology areas. These faculty members must be approved as participating (adjunct) faculty by the Joint Doctoral Program Committee and the UCR Committee on Academic Personnel. All participating (approved) CSU faculty members may participate in all aspects of the Joint Doctoral program, including recruitment, curriculum development, instruction, candidate advisement regarding courses/activities, candidate evaluation (examinations), candidate guidance regarding research/dissertation preparation, and membership/chair of dissertation committees.

1-7 PLAN FOR EVALUATION OF THE PROGRAM WITHIN THE OFFERING DEPARTMENT(S) AND CAMPUSWIDE

As part of its charge for overall governance of the Joint Doctoral program, the Joint Doctoral Program Committee will assume responsibility for formative evaluation activities. A systematic process for the ongoing evaluation has been formulated based on criteria related to the design, rationale, goals, and objectives of the program, and to the competence and performance criteria used to assess all candidates. Evaluation will also take into account the inclusion of new knowledge and research concerning educational leadership, as well as identified needs of respective schools, districts, institutions, agencies, and communities within the UCR/CSU service region.

An internal evaluation will be conducted at the end of each of the first four years by the Joint Doctoral Program Committee, that will include solicitation of feedback from participating faculty, students, and administrators. As with all new programs, a 3-year internal review will be conducted by the UCR Graduate Division. A comprehensive evaluation will be conducted at the conclusion of a five-year period by an External Review Team, coordinated by the UCR Graduate
Division. This enterprise will be guided by and consistent with established UC and CSU policies and procedures.

Details of the programmatic evaluation process are presented in Part II of the Memorandum of Understanding.

**SECTION II – PROGRAM**

The following section focuses on specific elements and requirements to be satisfied for Ed.D. Joint Doctoral program. Included are considerations of eligibility for acceptance, components of the program of study, examinations, culminating products, and the normative timeframe for completion.

**II-1 UNDERGRADUATE AND GRADUATE PREPARATION FOR ADMISSION**

**Admission Process**

Students will apply to the Joint Doctoral Program through the UCR Joint Doctoral Program Office and the UCR Graduate Division. The UCR Graduate Division accepts only online applications. Applications can be accessed at the UCR Graduate Division website: [http://www.graddiv.ucr.edu/HowApply.html](http://www.graddiv.ucr.edu/HowApply.html). Supplemental information (transcripts, writing sample, letters of recommendation, GRE scores) will be submitted to the UCR Joint Doctoral Program Office in the Graduate School of Education. The UCR Director will circulate applications to the Joint Doctoral Program Committee. After the first year (when application deadlines will depend on the timing of the approval of the program) the committee will review applications in groups, after each of three application deadlines (December 15, February 15, May 1). Admittees will enroll as UCR graduate students. In the application student will designate a program area of specialization (Institutional Leadership and Policy Studies, Special Education, School Psychology, Educational Psychology, Curriculum and Instruction). In the first year students may only apply to ILPS and C&I. Recommendations for admission will be balanced across participating specialization area groups (e.g. C&I and ILPS in Year 1, subsequently including School Psychology, Educational Psychology and Special Education).

**Admission Deadlines**

Prior to the first academic year of the program, an application period will be established by the Joint Doctoral Program Committee. At the end of the application period, the Joint Doctoral Program Committee will review the applications and identify students to be recommended to the UCR Graduate Division for admission.
After the first year of the program, application deadlines for the Joint Doctoral program will be consistent with three deadlines already established for the Ph.D. program in the UCR Graduate School of Education, i.e., the Joint Doctoral Program Committee will review applications after the December 15th application deadline (early application deadline for students applying for merit-based fellowships), and after the February 15th regular application deadline. If spaces remain in the program after the February deadline, the Committee will also review applications received by May 1st. The total number of students to be recommended for admission shall not exceed the target numbers for each year, as specified in the MOU (shown on Table 3 of this proposal).

**Admission Criteria and Selection**

The criteria for admission have been established jointly by the partner institutions, and admission recommendations will be made jointly. In the first year the Joint Doctoral Program Committee (or subcommittee) will review applications. In subsequent years a standing committee on admissions is likely to be formed. The admissions committee may be a subcommittee of the Joint Doctoral Program Committee or may include members of the Joint Doctoral Program Committee and other participating CSU or UCR faculty. Membership will be balanced across UCR and CSU.

The candidate selection process will be conducted in accordance with procedures established by the Joint Doctoral Program Committee, and will be consistent with policies and procedures established for the CSU and UC systems. UCR and the collaborating CSU campuses are jointly responsible for the admission process for program participants. Applicants must submit the following documents to UCR:

- Two original copies of official transcripts from each college or university attended since high school. No exceptions. Transcripts should indicate that the applicant possesses:
  - Documentation of a baccalaureate degree or its equivalent from an accredited institution
  - Documentation of a master’s degree in education or an auxiliary field from an accredited institution.
  - A GPA of 3.2 or higher for the last 90 quarter units (or 60 semester units) of the baccalaureate program, and any graduate work is preferred.
A minimum of three letters of recommendation documenting a history of successful educational experience and potential for educational leadership in the diverse educational communities typical of California. Included should be one letter from a school-site or University administrator and at least one letter from a University faculty member, preferably with a doctoral degree, that addresses the applicant’s potential for academic success in a doctoral program. Letters should be sent directly to the Graduate School of Education at UCR, attn: Joint Doctoral Program.

A statement of purpose documenting how attainment of the Joint Doctoral Degree will (a) contribute to the prospective candidate’s professional development and (b) address societal needs. The statement of purpose is part of the online application.

Acceptable scores on the Verbal and Quantitative sections of the General Test of the Graduate Record Examination that are not more than five years old. A score of 1100 is the preferred minimum for the combined total of Verbal and Quantitative subtests; however, applicants with lower scores may be recommended for admission if the file is strong in all other areas. School Psychology applicants, when this program is included in the Joint Doctoral program, will also need to take the Psychology subtest of the GRE.

A writing sample for which the applicant is the sole author and which is professional or academic in content.

Other documentation the applicant may feel supports his/her potential for Ed.D. program.

As part of the review process, the committee will also look for the following indicators in letters of recommendation, statement of purpose, relevant background and experience, and other documents in the application file:

1) A match between the applicant’s research interests and faculty expertise (to assure availability of needed guidance);

2) The applicant’s high potential for leadership and scholarly attainment as evidenced by academic achievement and professional records; Professional preparation will be weighted heavily in recommendations for admission.

3) The applicant’s commitment to learning, collaborating, and assisting others in gaining access to the education that can result in significant life benefits;

4) An indication that the applicant has the interest and capacity to provide leadership

Admission Decisions
Recommendations for admission or denial of each application will be rendered by the Joint Doctoral Program Committee and will be forwarded to the UCR Dean of the Graduate Division for a final decision. When the Dean of the UCR Graduate Division’s opinion differs from the recommendation, the UCR Joint Doctoral Director will be consulted by the Graduate Division. The UCR Director will discuss the matter with the Joint Doctoral Program Committee before a letter is sent to the applicant. The UCR Graduate Division will notify the applicant in writing of the decision.

**Matriculation and Graduate Status**

Once admitted, the candidate will become a UCR student in the Joint Doctoral program at UC Riverside. Joint Doctoral students will not enroll at a CSU campus and will not appear in CSU matriculation. Joint Doctoral students will pay all fees through UCR and will enroll in classes through the UCR Graduate School of Education.

**II-2 FOREIGN LANGUAGE**

No foreign language requirement is proposed for the Joint Doctoral Degree program in Leadership for Education. However, an individual may elect to pursue linguistic enrichment and/or second language fluency when deemed requisite for a particular career goal.

**II-3 PROGRAM OF STUDY**

**II-3-a SPECIFIC FIELDS OF EMPHASIS**

Upon acceptance into the program, candidates will be admitted to a field of specialization related to their research interests. The specialization clusters available for emphasis with initiation of the program are (a) Curriculum and Instruction, (b) Institutional Leadership and Policy Studies. After the first year, specialization options will be augmented to include other clusters, including Educational Psychology, School Psychology, and Special Education, and subject matter areas, as noted earlier. Within these specialization areas, individual program plans will be developed for each student that (1) provide the student with the knowledge base necessary to identify a meaningful research question on a topic relevant to educational leadership for schools, (2) develop expertise in at least two subfields of study, (3) develop methodological skills necessary to competently conduct a dissertation study on a topic relevant to leadership, and (4) develop skills for educational leadership in a diverse society. It should be noted that although the broad specialization areas will parallel current specializations in the GSOE graduate programs (M.A. and Ph.D.), research interests, and more specific areas of study for Ed.D. students will have a more practical emphasis and may focus on topics that are of particular
importance in our region. CSU faculty will also bring new areas of expertise within the specialization areas (e.g. science and math curriculum within Curriculum and Instruction) that is not present in the GSOE C&I faculty). Although graduates of this program will have been well-trained in research methods and will have demonstrated the ability to conduct independent research, the Ed.D. program is expected to produce leaders in education that may become effective consumers, rather than producers of research in their careers.

II-3-b PLAN(S): DOCTORAL

The proposal is for a Joint Doctoral program of graduate studies in Education offering the candidate the Doctor of Education (Ed.D.) The Graduate School of Education is the single UCR campus participant, and its existing Ph.D. program will remain unchanged.

The following elements are contained in the proposed program:

- **Focus of disciplined inquiry.** Emphasis in the proposed Ed.D. program is the development of the capacity to apply skills and abilities deriving from advanced preparation in practical settings and situations. To be sure, any doctorate in a professional field such as education generally entails a connection with practice, but it is a particular focus of this Ed.D. program

- **The dissertation.** As a culminating activity in the doctoral program, the dissertation demonstrates the candidate’s capacity for scholarly inquiry. In preparation for the dissertation, each candidate must frame a problem of significance to the field of education, provide a conceptualization that addresses the issues surrounding the problem, and conduct scholarly investigation that advances understanding of the problem.

- **The assurance of quality.** Quality is a primary concern. Standards will be clearly established with respect to all aspects of a candidate’s program, and the ongoing processes of monitoring and advisement assure that graduates will be able to demonstrate capacities and perform at levels essential for award of the doctoral degree.

II-3-c UNIT REQUIREMENTS

As noted on Table 5 below, Ed.D. students will take a minimum of 21 courses over three years, including summer sessions. Included in the courses are five “roundtables” (EDUC259), which provide students opportunities to discuss research reports in education. Roundtables will differ according to the Ed.D. student’s stage in the program (e.g., early roundtables will focus on faculty research, later roundtables will focus on students’ dissertation research). The typical program shown on Table 5 shows 95 units. The actual number of units required for completion
of the Joint Doctorate will depend in part on the individual candidate’s academic preparation prior to admission (all students will have already completed a relevant Master’s Degree but there will have been differences in the composition of those programs and in the connection of Master’s Degree preparation to the specific area of interest to be pursued in the Ed.D. program), as well as strengths and performance levels demonstrated during the doctoral program. In most cases students will take 8 units per quarter. Students who are able to reduce their work responsibilities for all or some part of their graduate program may take additional units during these quarters or summer sessions.

<table>
<thead>
<tr>
<th>Year 1 (Includes Summer)</th>
<th>Year 2 (Includes Summer)</th>
<th>Year 3 (Includes Summer)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Method Core</strong></td>
<td><strong>Advanced Methods</strong></td>
<td><strong>Dissertation Units</strong></td>
</tr>
<tr>
<td>13</td>
<td>8 avg</td>
<td>20</td>
</tr>
<tr>
<td><strong>Roundtable Specialization</strong></td>
<td><strong>Specialization courses</strong></td>
<td><strong>Dissertation Roundtable</strong></td>
</tr>
<tr>
<td>2</td>
<td>12 avg</td>
<td>8</td>
</tr>
<tr>
<td><strong>Breadth</strong></td>
<td><strong>Directed Studies</strong></td>
<td><strong>EDUC302 Teaching</strong></td>
</tr>
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<td>6</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Specialization Course</strong></td>
<td><strong>Roundtables (Su)</strong></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Roundtable Leadership (Su)</strong></td>
<td><strong>Exam Prep Units</strong></td>
<td></td>
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<td>2</td>
<td>4</td>
<td></td>
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<tr>
<td><strong>Specialization Course (Su)</strong></td>
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<td>4</td>
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<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>31</td>
<td>32</td>
<td>32</td>
</tr>
</tbody>
</table>

In addition to credit associated with the First-Year Core, additional methodology, specialized courses, and the EDUC302 teaching requirement, units will accumulate through activities such as completion of directed studies, roundtable seminars, preparation for comprehensive examinations, and/or dissertation preparation.

Since all Joint Doctoral students will enroll in courses through UCR, all courses will be offered on the quarter system, even if the CSU campus where the courses are held is on the semester system.

Consistent with the GSOE Ph.D. program, students are expected to develop expertise in three fields of concentration within their specialization area. After the first year, a 3-member Program Guidance Committee will be formed and will review the student’s academic background in each of the fields of concentration, research interests, and career goals. The committee will then determine, with the student, the student’s remaining course work to be taken in the three areas. Program Guidance Committees will consist of faculty from both UCR and CSU. One member will be designated as the student’s major advisor and will lead the program planning meeting. The plan of study is to be documented on a Program Plan submitted to the
Joint Doctoral Program Committee. Preparation in each field consists of sufficient study to allow the student to grasp the essential concepts and inquiry methods of that field. The Program Plan will be filed in the Graduate School of Education. Prior to the student’s written qualifying exam the UCR Program Director will verify that all requirements on the Plan have been fulfilled. The major advisor will coordinate preparation of the student’s written and oral qualifying exams, and is likely to become the student’s dissertation chair.

All courses taken by Joint Doctoral students will be UCR courses, approved by the UCR Academic Senate, regardless of where they are offered and who teaches them. Some current CSU courses will be revised in order to provide doctoral level training and will be submitted to the UCR GSOE faculty and Senate committees for approval and inclusion in the UCR catalog. These new courses may be offered at UCR or a CSU, depending on faculty expertise. New courses will also be developed as the program matures. Therefore, Joint Doctoral students will be considered “in residence” throughout their programs. Students in the Joint Doctoral program must take a minimum of 8 units per quarter, consistent with the unit requirement for all doctoral students in the Graduate School of Education. This minimum has been approved for M.A. and Ph.D. students in the Graduate School of Education and has been found to be a reasonable course load for students who are working in K-12 schools while enrolled in graduate studies. Students receiving fellowships or working as Teaching Assistants must take 12 units per quarter. Students in the Joint Doctoral program will not be included in cohort calculations for central fellowship funds for GSOE and will therefore not be eligible for central fellowships. Students may be eligible for fellowships that are not from central funds and for T.A. and GSR positions.

II-3-d. REQUIRED AND RECOMMENDED COURSES, INCLUDING TEACHING REQUIREMENT

The First-Year Core program has been described in an earlier section (Table 1 is reproduced below for reference):

<table>
<thead>
<tr>
<th>Table 1 (shown again)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Core Program</td>
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</tbody>
</table>

Summer: Students will take 2 Roundtable Discussion courses (4 units):
- 2 units EDUC259 Roundtable – focus on concept of Leadership for Education
- 2 units EDUC259 Roundtable – discuss students’ research interests, literature review

Academic Year: (25 Quarter Units)

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>
All students will take the method core course sequence (EDUC241A, EDUC241B, and EDUC241C). A methodology focused “roundtable” (EDUC259) will be taken with the method course in Winter and Spring Quarters, providing opportunities to discuss the literature on educational research methods and provide support to students for the studies they are conducting. In addition, a specialization area roundtable (EDUC259) will be taken in Fall quarter of the first year, in which specialization area faculty from UCR and CSU will share their research; breadth courses designed for the core in two quarters, and a specialization course in the quarter that the breadth course offered is in the student’s own area of specialization. The teaching requirement (EDUC302) can be met by providing evidence of prior college teaching with evaluations determined to be acceptable by the Joint Doctoral Program Committee, or by mentored college teaching during the student’s doctoral program, preferably in the third year. All students are expect to enroll in summer roundtables that will focus on educational leadership, advanced methods courses (that will depend on the decision to conduct qualitative or quantitative research), dissertation roundtables, and at least one directed study literature review (EDUC290) in preparation of the student’s dissertation prospectus for the oral qualifying examination. Table 6 summarizes the common requirements of students in the Ed.D. program.

<table>
<thead>
<tr>
<th>Methodology</th>
<th>Inquiry &amp; Research Methods (EDUC241A)</th>
<th>Inquiry &amp; Research Methods (EDUC241B)</th>
<th>Inquiry &amp; Research Methods (EDUC241C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breadth</td>
<td>School and Society (EDUC236) (not ILPS Students)</td>
<td>The Student (EDUC244)</td>
<td>Teaching and Learning (EDUC 275) (Not C&amp;I Students)</td>
</tr>
<tr>
<td>Specialization</td>
<td>Specialization Roundtable (EDUC259)</td>
<td>Roundtable on Research Methods (EDUC259)</td>
<td>Roundtable on Research Methods (EDUC259)</td>
</tr>
<tr>
<td></td>
<td>ILPS course in UCR catalog (ILPS only)</td>
<td>C&amp;I course in UCR catalog (C&amp;I only)</td>
<td>C&amp;I course in UCR catalog (C&amp;I only)</td>
</tr>
<tr>
<td>Total Units</td>
<td>8 (C&amp;I) 9 (ILPS)</td>
<td>8</td>
<td>9 (C&amp;I) 8 (ILPS)</td>
</tr>
</tbody>
</table>

All students will take the method core course sequence (EDUC241A, EDUC241B, and EDUC241C). A methodology focused “roundtable” (EDUC259) will be taken with the method course in Winter and Spring Quarters, providing opportunities to discuss the literature on educational research methods and provide support to students for the studies they are conducting. In addition, a specialization area roundtable (EDUC259) will be taken in Fall quarter of the first year, in which specialization area faculty from UCR and CSU will share their research; breadth courses designed for the core in two quarters, and a specialization course in the quarter that the breadth course offered is in the student’s own area of specialization. The teaching requirement (EDUC302) can be met by providing evidence of prior college teaching with evaluations determined to be acceptable by the Joint Doctoral Program Committee, or by mentored college teaching during the student’s doctoral program, preferably in the third year. All students are expect to enroll in summer roundtables that will focus on educational leadership, advanced methods courses (that will depend on the decision to conduct qualitative or quantitative research), dissertation roundtables, and at least one directed study literature review (EDUC290) in preparation of the student’s dissertation prospectus for the oral qualifying examination. Table 6 summarizes the common requirements of students in the Ed.D. program.

<table>
<thead>
<tr>
<th>Year 1 (Includes Summer)</th>
<th>Year 2 (Includes Summer)</th>
<th>Year 3 (Includes Summer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method Core (EDUC241ABC)</td>
<td>2-3 Advanced Methods courses</td>
<td>Dissertation Roundtable</td>
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<tr>
<td>Method Roundtable (EDUC259)</td>
<td>Directed Study (EDUC290)</td>
<td>EDUC302 Teaching</td>
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<tr>
<td>Specialization Roundtable (EDUC259)</td>
<td>Leadership Roundtable</td>
<td></td>
</tr>
<tr>
<td>2 Breadth Core Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership Roundtable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
II-3-e LICENSING OR CERTIFICATION REQUIREMENTS

No licensing or certification requirements are necessary for the Joint Doctoral program in Leadership for Education. Students wishing to complete an Administrative Services Credential during the Joint Doctoral program may do so, however not all ASC courses may be viewed as relevant to the doctoral studies. When School Psychology becomes part of the program students in this program who do not already have a Pupil Personnel Services Credential (PPS) for School Psychology will be required to earn one during the Ed.D. program. All certification standards are those mandated by the California Commission on Teacher Credentialing for a specific credential. Any requisite supervised fieldwork consistent with CCTC directives can be aligned with, but will need to be completed in addition to the Joint Doctoral course and activity requirements. Typically, requirements for teaching credentials will have been fulfilled prior to admission to the doctoral program.

II-4 FIELD EXAMINATIONS—WRITTEN AND ORAL

There are no requisite written or oral field examinations for completion of the Joint Doctoral program.

II-5 QUALIFYING EXAMINATIONS—WRITTEN AND/OR ORAL/MONITORING STUDENT PROGRESS

Yearly Progress Reports
Consistent with the M.A. and Ph.D. programs in the UCR Graduate School of Education, students will be evaluated by a faculty group at the end of each academic year. Students will complete a progress report form that summarizes their academic and professional activities during the year. The Joint Doctoral Program Committee will review the work of each student, using student progress reports and feedback from relevant faculty and student records in late spring and complete an evaluation form. The evaluation form will include recommendations for the letter to be sent from the UCR Joint Doctoral Program Director (Graduate Advisor for the JD program) to the student.

Qualifying Examinations
After the completion of course work and before being advanced to candidacy, the student is required to pass qualifying examinations, both written and oral.

Written qualifying examination. Prior to a student taking the written exam, a degree check will be conducted by the UCR Joint Doctoral director’s office. The degree check matches the student’s Program Plan with his/her graduate transcript to ensure that all classes and requirements have been satisfactorily completed. The construction of the 12-hour written
examination is coordinated by the student’s faculty advisor, in consultation with faculty associated with the student’s area of specialization, who will typically be faculty from whom the student has taken courses. Written exams will be administered over two consecutive 6-hour days at UCR. Two exam periods are offered each academic quarter, in the fourth and seventh weeks. Exams are not given during the summer. The written examination requires the student to:

1. Review critical literature in an assigned field,
2. Demonstrate competence in research methodologies, and
3. Demonstrate competence over content in fields of specialization.

The written examination is to be evaluated by faculty members from UCR and CSU who have prepared questions for the exam, and a second reader for each question who is knowledgeable in the area covered by the question and is recommended by the question writer. Recommendations about overall passage of the exam are made by the faculty advisor to the Joint Doctoral Program Committee. In instances where all questions are not passed by both readers, the Committee makes final decisions about the outcome of written exams. Students who fail the written exam may be given a second opportunity to take an exam that is similar in content but not identical to the first exam. Students who fail the written exam a second time will be terminated from the program.

**Oral qualifying examination.** Following the written examination and prior to the oral examination, the oral qualifying committee is appointed and approved by the UCR Graduate Division. The five-member faculty committee consists of at least two faculty members from the UCR Graduate School of Education and two faculty members from CSU campuses. Consistent with UCR policy for Ph.D. oral examinations, a fifth “outside” committee member shall be selected from UCR faculty in academic units other than the Graduate School of Education.

**Qualifying Committee Appointment Procedures.** The student and the student's advisor will identify the proposed five-member Qualifying Committee. The student will prepare a nomination form, signed by the faculty advisor, listing the five members of their committee. One “outside” member will be from an academic unit other than the Graduate School of Education. This is consistent with the formation of oral qualifying examination committees for the UCR Ph.D. program. The form will be forwarded to the UCR Joint Doctoral director, where the appropriate form will be prepared, signed by the Graduate Advisor and forwarded to the Graduate Division at least three weeks before the oral is scheduled. The nomination form is then approved and signed by the Dean of the UCR Graduate Division and returned for the student and the student’s
file. The student will work with the UCR Graduate Degree Program office to schedule a room and any media equipment the student requests for the presentation of his/her prospectus.

Member by Exception. Three members (including the “outside member”) of the Qualifying Exam Committee will be voting members of the Academic Senate at UCR or participating (adjunct) faculty from CSU campuses who have been approved by the Joint Doctoral Program Committee and CAP. Other potential members who are not UCR Senate members, at UC campuses other than UCR, or CSU faculty who are not joint doctoral core faculty members, will be considered on an exception-only basis and will require approval by the Dean of Graduate Division at UCR. All requests for exception should be submitted to the Joint Doctoral Program Committee and UCR Dean of Graduate Division at least three weeks before the oral examination, when the nomination form is submitted. No committee may include more than one member participating by exception.

In preparation for the oral qualifying examination, students develop a prospectus for a research proposal setting forth the direction of their proposed dissertation. The qualifying committee uses the prospectus as a focus for examining the student, but the questioning may go beyond the prospectus to include areas covered by the written examination. Once the prospectus is determined by the faculty advisor to be ready for the oral examination, it is distributed to the committee. Students pass the oral qualifying examination when the committee is satisfied that (1) the prospectus (and the student’s grasp of theoretical and empirical issues at its core) leads in a productive direction toward a competent dissertation, and (2) the student has demonstrated competence in areas covered by the written examination that are also addressed by questions in the oral examination. Students who do not pass the oral qualifying examination may be offered a second opportunity to take the exam. Students who do not pass the second oral exam will be terminated from the program.

II-6 DISSERTATION

Dissertation standards and procedures are consistent with procedures and policies for the UCR Ph.D. program in Education, with the exception of committee membership. UCOP guidelines for the development of Ed.D. programs require two members from UCR and two members from CSU to form balanced dissertation committees. It should be noted that the four-member requirement of two faculty from each system is consistent with guidelines for the development of UC/CSU joint doctoral programs (see Appendix H). Dissertation committee chairs can be from UCR or CSU.
Following successful completion of the qualifying examination, the candidate will then conduct a doctoral dissertation in his/her field of emphasis. A dissertation committee of four faculty members will be named prior to the onset of dissertation work. Prior to commencement of dissertation work, the dissertation proposal must be approved by the Dissertation Committee. Dissertation topics for Ed.D. students are likely to focus on questions of regional importance to K-12 education. Factors to be considered by the Dissertation Committee prior to approval of the dissertation proposal include the originality of the inquiry and appropriateness of the research mode. The final copy of the dissertation must be approved by the dissertation committee and the UCR Graduate Division.

**II-7 FINAL ORAL EXAMINATION**

An oral defense of the dissertation will be held when the dissertation is complete. All members of the dissertation committee must be present at the oral defense and give unanimous approval. Proper UCR paperwork will be completed by the Joint Doctoral Program Office and submitted to the UCR Graduate Division. When the defense has been passed and the dissertation approved, the doctoral degree will be awarded by UCR and CSU systems.

**II-8 EXPLANATION OF SPECIAL REQUIREMENTS OVER AND ABOVE GRADUATE DIVISION MINIMUM REQUIREMENTS.**

There are no special requirements in the Joint Doctoral Degree program in Leadership for Education that exceed the UCR Graduate Division minimum requirements.

**II-9 RELATIONSHIP OF MASTER’S AND DOCTOR’S PROGRAMS**

Students in the Joint Doctoral Program will have completed a Master’s Degree program in Education prior to admission. The partners have discussed arrangements to ensure that candidates with master’s degrees from the participating institutions will include prerequisites that support the doctoral program requirements.

**II-10 SPECIAL PREPARATION FOR CAREERS IN TEACHING.**

All candidates contemplating a career related to teaching will be required to satisfy any instructional credential or institutional requirements consistent with career goals, unless they can demonstrate that they have already satisfied these requirements.

**II-11 SAMPLE PROGRAMS**
When students apply to the Joint Doctoral Program they will identify a Specialization Area. In the first year of the program two of the five GSOE Specialization Areas will be participating and will admit students: Curriculum and Instruction or Institutional Leadership and Policy Studies. Each of these program areas will benefit from the addition of faculty expertise from partner CSU campuses. Strands within specialization areas have been developed for the Ed.D. program, based on the constellation of faculty from the two systems.

**OVERVIEW OF CURRICULUM AND INSTRUCTION SPECIALIZATION**

With the combined expertise of UCR and CSU faculty in Curriculum and Instruction, two strands are proposed for the Joint Doctoral program: 1) Theoretical Models of Curriculum Development, and 2) Theoretical Models of Instruction for Learning. Each strand will include a combination of courses that now exist in the UCR graduate program in Curriculum and Instruction, and will be enriched by new courses to be submitted for approval during the first year of the program.

Candidates for a Joint Doctoral degree should experience the collaborative nature of curriculum development as it relates to local and regional needs. The first Curriculum and Instruction strand, Theoretical Models of Curriculum Development, addresses all aspects of curriculum development: orientations, needs assessments, design, organization, implementation, and evaluation. Courses in this strand are designed to build on and extend approved course offerings at UCR, including: EDUC 230 A,B,C, Curriculum and Instruction; EDUC 231, Special Problems in Curriculum; and EDUC 234, Curriculum Differentiation.

Literacy, mathematics, science and other subject areas are focal points of educational reform efforts at the state and national levels. A thorough understanding of the theoretical models of disciplinary knowledge, both historical and current, will provide candidates with the necessary context to examine curriculum-related issues at the local, regional level, and national levels. Existing UCR courses closely aligned with Literacy, for example, include EDUC 201A, Theories and Research in Reading and Writing; EDUC 201B, Theories and Issues in Literacy, and EDUC 274, Text Analysis.

A research-based analysis of effective instruction will provide the essential context for candidates to identify problems that can lead to dissertation-level research. The Theoretical Models of Instruction for Learning strand provides opportunities for this type of analysis. Proposed coursework can be closely aligned with current UCR courses, including EDUC 232,
Teaching Strategies and EDUC 237, Research on Teaching. Descriptions of these courses and new courses to be developed can be found in Section V: Courses.

OVERVIEW OF INSTITUTIONAL LEADERSHIP & POLICY STUDIES SPECIALIZATION (Educational Administration)

The Joint Doctorate specialization in Institutional Leadership and Policy Studies will consist of two strands. The first strand centers around the Development of Informed Leaders possessing analytical and technical skills that enable them to evaluate, design, and implement needed improvements in schools and institutions of higher learning. Proposed courses in this strand will address: 1) Scientific Inquiry and Research Methods; 2) Policy, Politics and Community Leadership; 3) Leadership of School Organizations as Social Systems; and 4) Institutional Leadership and Reform.

The second strand centers on the concept of Transformational Leadership, which combines the concepts of analytic prowess with the commitment to educational reform. Proposed new courses will address: 1) Transforming Inquiry; 2) Transforming Leadership; 3) Transforming Politics, Policy and Community; and 4) Transforming Conceptions of Equity, Access and Social Justice.

The courses in the preceding strands build upon and extend current offerings on the UCR campus in the Institutional Leadership and Policy Studies specialization area. For example:

UCR’s EDUC 223AB, Field Study Methods for Educational Organizations, provide practical field study research experiences related to Transforming Inquiry. Transforming Leadership directly relates to and extends the concepts presented in UCR’s EDUC 229, Leadership in School Organizations, as well as EDUC 236, School and Society. Transforming Politics, Policy and Community builds on the concepts presented in EDUC 206AB, Politics of Education, EDUC 207, Educational Policy, EDUC 208, Legislative Action and Educational Policy, and EDUC 205, School-Community Relations. Finally, EDUC 268, Diversity in Educational Administration, provides a foundation for Transforming Conceptions of Equity, Access and Social Justice.

The sample program below provide profiles for a typical program in Curriculum and Instruction with an emphasis on Theoretical Models of Curriculum Development. Before the end of the first year, students will identify a faculty advisor and two other faculty members who will serve on the Program Guidance Committee. The Program Guidance Committee will determine the student’s complete program of study, which will be determined by the student’s
prior educational preparation, leadership experiences, and research interests. Program Guidance Committees will have representation from UCR and CSU. Therefore, this sample program is simply a prototype. The difference between the program as shown and a program for students in a different strand of C&I or a student in ILPS (or in a different specialization area once other areas are added) would be in the specialization courses that become part of the student’s program plan.
Table 7: Sample Program for Curriculum and Instruction: Theoretical Models of Curriculum Development

<table>
<thead>
<tr>
<th>Quarter / Year</th>
<th>Course Number</th>
<th>Units</th>
<th>Name</th>
<th>Breadth</th>
<th>Methodology</th>
<th>Specialization</th>
<th>Leadership</th>
<th>Other</th>
<th>Location</th>
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<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td>X</td>
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<td>CSU*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC241A</td>
<td>3</td>
<td>Method Strand Part I</td>
<td>X</td>
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<td></td>
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<td></td>
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<tr>
<td></td>
<td>EDUC259</td>
<td>2</td>
<td>Specialization Roundtable</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Winter</td>
<td>EDUC244</td>
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<td>The Student</td>
<td>X</td>
<td></td>
<td></td>
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<td></td>
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<td>EDUC259</td>
<td>2</td>
<td>Roundtable (on Method project)</td>
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<td>X</td>
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<td></td>
<td>CSU*</td>
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<td>Spring</td>
<td>EDUC277</td>
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<td>Theoretical Perspectives</td>
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<td>EDUC241C</td>
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<td>Method Strand Part III</td>
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<td>EDUC259</td>
<td>2</td>
<td>Roundtable (on Method project)</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>CSU*</td>
<td></td>
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<tr>
<td>Summer</td>
<td>EDUCXXXXA</td>
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<td>Leadership Seminar A</td>
<td>X</td>
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<tr>
<td></td>
<td>EDUC231</td>
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<td>Special Problems in Curric.</td>
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<td><strong>Year 2</strong></td>
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<tr>
<td>Fall</td>
<td>EDUC214 or</td>
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<td>Statistical Inference or</td>
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<td>CSU or UCR</td>
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<tr>
<td></td>
<td>EDUCXXXX</td>
<td>4</td>
<td>Theoretical Models and Processes</td>
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<td>CSU or UCR</td>
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<td>EDUCXXXX</td>
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<td>Curriculum Differentiation</td>
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<td></td>
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<tr>
<td>Winter</td>
<td>EDUC223A or</td>
<td>4</td>
<td>Field Study Methods A or</td>
<td></td>
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<td>X</td>
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<td>CSU or UCR</td>
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<tr>
<td></td>
<td>EDUC215</td>
<td>4</td>
<td>Experimental Design</td>
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<td>CSU or UCR</td>
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<td>Research in Secondary Math Curriculum</td>
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<td>Spring</td>
<td>EDUC223B or</td>
<td>4</td>
<td>Field Study Methods B</td>
<td></td>
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<td>EDUC216</td>
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<td>Curriculum Development In</td>
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<td>Educational Settings</td>
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<tr>
<td>Summer</td>
<td>EDUCXXXXB</td>
<td>2</td>
<td>Leadership Roundtable</td>
<td>X</td>
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<td>UCR</td>
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<tr>
<td></td>
<td>EDUC259</td>
<td>2</td>
<td>Roundtable: Research Questions for</td>
<td>X</td>
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<td>UCR</td>
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<tr>
<td></td>
<td>EDUC291</td>
<td>4</td>
<td>Individual Study (Exam Prep)</td>
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### Year 3

<table>
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<th>Quarter</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
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<td>EDUC291</td>
<td>Individual Study (Exam Prep)</td>
<td>4</td>
<td>X N/A</td>
</tr>
<tr>
<td></td>
<td>EDUC259</td>
<td>Roundtable: Dissertation Support</td>
<td>2</td>
<td>X CSU or UCR</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Written Qual. Exam</strong></td>
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<td><strong>Oral Qualifying Exam</strong></td>
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<tr>
<td>Winter</td>
<td>EDUC299</td>
<td>Dissertation Research</td>
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<tr>
<td></td>
<td>EDUC259</td>
<td>Roundtable: Dissertation Support</td>
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<td>X CSU or UCR</td>
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<td></td>
<td>EDUC302</td>
<td>Teaching Experience</td>
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<td>Dissertation Research</td>
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<tr>
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<td>EDUC259</td>
<td>Roundtable: Dissertation Support</td>
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<td>X CSU or UCR</td>
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<tr>
<td>Summer</td>
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<td><strong>Complete Dissertation</strong></td>
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<td></td>
<td><strong>Final Oral Defense</strong></td>
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<td>CSU or UCR</td>
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</tbody>
</table>

- All first year core classes to be taught in 2004-2005 are courses already in the UCR catalog.
- EDUCXXX courses are proposed, based on existing Master’s Level courses at CSU campuses that will be redesigned for Ed.D. students. These courses will not be needed until Summer 2005 and will be submitted for approval in Fall, 2004.
- Ed.D. programs (per UCOP) are to be designed as 3-year programs. All students admitted will have completed relevant Master’s programs in Education. It will be possible to complete the program in 3 years (assumes summer coursework each year), however it is likely that some students will need an additional year or part of a year.
- Ed.D. students will take a minimum of 3 courses from UCR faculty. Ed.D. students will enroll in courses with graduate students in the Ph.D. program in Education at UCR.
- EDUC302 may be taken any quarter; students with prior college teaching may have this waived.
- Oral Qualifying exam in GSOE is based on dissertation prospectus prepared in advance of exam. Student is tested on the ability to present and defend rationale for study, relevant literature, research design, and significance.
- **IMPORTANT NOTE:** The Joint Doctoral program is designed to prepare leaders in education, but it is not a program that focuses on leadership or administrative skills and theory. The program in Institutional Leadership and Policy Studies is more closely aligned with this kind of leadership, but specializations in Curriculum and Instruction and other areas are designed to provide the academic background and training that will contribute to these individuals being viewed as leaders in their fields, regardless of whether they have formal leadership positions. For this reason, the LEADERSHIP column for C&I (above) only identifies the summer leadership seminars as contributing directly to leadership training. All other aspects of the program are more generally, but directly linked to the student’s potential for being viewed as a leader (e.g. as university professors in teacher education programs).

### II-12 NORMATIVE TIME FROM MATRICULATION TO DEGREE

The Joint Doctoral program has been designed specifically to accommodate the needs of nontraditional as well as traditional candidates. Courses and other assignments are offered at times that will accommodate the schedules of those who are employed during the daytime on a
full- or part-time basis. Normative time limits have been agreed upon by institutional participants in the Joint Doctoral program and presented in the Memorandum of Understanding, Part II. The sample programs above describe an 11 quarter program, including coursework during three summer sessions, although we do not anticipate that all students will complete their requirements in three years. Normative time for the program will be 3 years plus 3 summer sessions. Requests for extension beyond the normative program must be submitted in writing to the Joint Doctoral Program Committee for review and action. The UCR Dean of the Graduate Division must approve extensions of normative time. Students who have exceeded normative time will be expected to complete a Timetable to Completion each quarter until the program is complete and must have the Timetable approved by his/her advisor and the Joint Doctoral Program Committee. Throughout their programs, students are expected to remain in close contact with their advisors regarding their course work and research.

An incentive for candidates’ expeditious completion of the Joint Doctoral Degree program is the potential of excellent educational leadership and university teaching positions, available to qualified graduates.

SECTION III – PROJECTED NEED

The region directly served by this proposal takes shape as a “crescent” that proceeds from San Bernardino through the Inland Empire and then to the south and west of the city of Los Angeles. The University of California, Riverside, is the primary location for doctoral preparation of educational professionals for much of the region. The affiliations among the five participating campuses arise partly from opportunities and current interests, but the overlay of programs and regional needs is exceptional, in the sense that strengths and affinities are complementary. All five participating campuses share a commitment to addressing issues of cultural diversity, and all five offer strong and growing programs in the area of educational leadership.

III-1 STUDENT DEMAND FOR THE PROGRAM

Over the years, substantial numbers of K-12 educators in the regions identified for participation in the Joint Doctoral program have expressed an interest in acquiring advanced degrees that would enhance their level of professional knowledge and expertise. Similar expressions of interest have come from community college administrators and faculty members. Additionally, course instructors and academic counselors at both CSU and UCR, as well as
school district administrators, have also reported student interest in such a program. Beyond queries early in the development of the program regarding advanced degrees, recent inquiries and survey results provide further evidence regarding educators’ interest in doctoral study:

- Information sessions offered on eight CSU campuses in 1999 regarding the possible development of a Joint Doctoral program resulted in more than 200 inquires and over 70 indicated they would apply. In Fall of 1999, Deans of Education at seven of the local CSU campuses compiled data regarding the number of students graduating in June 2000 with a Master’s Degree in Education who should be considered for a doctoral program in education. Nearly 200 students who were qualified and likely to seek a geographically and financially accessible doctoral program of high quality in educational leadership were recommended. The distribution of specialization interests of the surveyed master’s degree graduates appears in Appendix C of this proposal.

- In 1997, California awarded 10,000 Master’s Degrees in Education, the CSUs awarded 30% of these degrees. Fifty percent of those with master’s degrees indicated an interest in pursuing a doctorate. Source: Education Statistics Quarterly, Fall 1999.

- In a California survey of community college faculty members, 1,531 responses were received. Twenty-nine percent of the respondents indicated an interest in obtaining a Ph.D., Ed.D., or other advanced degree. Source: C. Koscrack, ERIC Clearing House for Community Colleges, UCLA, March 2, 2001.

III-2 OPPORTUNITIES FOR PLACEMENT OF GRADUATES

A job market survey of openings for those with doctorates in education within selected fields during the next two five-year periods has been conducted in the cooperating as well as other CSU campuses. The CSU system expects to hire 300-400 ladder faculty members during each year of this decade that will provide career opportunities for Ed.D. graduates as teacher educators, counselors, and administrators.

A questionnaire developed by a collaborative advisory group for the Joint Doctoral Program was directed to Deans of Schools of Education in seven local CSU campuses requesting information on hiring plans for educational doctorates. The responses indicated an average of 5 positions in education to be filled each year during the ten-year period. A table included in Appendix C of this document indicates the opportunities for placement by specialization fields.

Further, the growing student enrollment in K-12 schools and community colleges along with impending faculty retirements have created a shortage of qualified educational leaders, rendering urgent the need for candidates in an effective program of preparation. Some specific data on projected placement opportunities are included in Appendix C.

III-3 IMPORTANCE TO THE DISCIPLINE
Whereas the information presented below is concerned largely with regional and State-wide issues, implications for the discipline as a whole are equally significant. Collaborative activities addressing the goals of the Joint Doctorate could prove desirable nationwide, and most certainly in areas with severe shortages of qualified educational leaders and where a high incidence of population diversity prevails.

An important foundation for the local collaboration will be effected with the realization of a major new research facility that, as envisioned, will function as an integral part of the Joint Doctoral program. The California Institute for Educational Leadership (CIEL) is currently being developed consistent with the CSU Cornerstone initiative and as a result of UC President Atkinson’s commitment to an entity that will (a) permit study of the field, (b) bring faculty together around common issues, and (c) provide the context for doctoral preparation and dissertations.

Further, a distinctive feature of the proposed program that addresses a clear discipline need is its attention to the graduates’ career goals. Through recognition of candidates’ goals, the Joint Doctoral program can tailor the doctoral experience through apprenticeships and internships to reflect these intentions, while ensuring that all participants build on a common foundation of substance and methodology. The program will continue to prepare graduates for positions in research and administrative positions, but will also attend to the need for a new generation of teacher educators equipped to meet the challenges of the 21st Century.

III-4 WAYS IN WHICH THE PROGRAM WILL MEET THE NEEDS OF SOCIETY

To meet the needs of society today, and to avert further criticism that targets American education in general and educational leadership in particular, a visionary stance has been adopted that will provide qualified applicants with an opportunity for advanced professional development, qualifying them for leadership roles in accordance with career choice.

Guidance for the design of the proposed Joint Doctoral Degree program derives from past critiques of leadership education. By examining reports of task forces and commissions, a commonality of concerns is detected. Public education needs well-educated leaders--individuals who understand and can conduct research, and those who can understand current educational issues by taking existing research knowledge into account.

It is clear that with implementation of the proposed Joint Doctoral program, societal needs will be met with respect to the provision of a quality preparation program open to qualified candidates. The program uses a collaborative approach in preparing candidates for educational
leadership roles in the future, relying on the expertise of top-flight faculty, skilled coordinators, and accomplished school district personnel. Graduates will be qualified to assume leadership roles in various venues previously identified.

III-5 RELATIONSHIP OF THE PROGRAM TO RESEARCH AND/OR PROFESSIONAL INTERESTS OF THE FACULTY

The research interests and expertise of both CSU and UCR faculty encompass a variety of categories with relevancy for the proposed program, and have guided the establishment of clusters that will offer specialization study. Students will be selected for the program based on the fit between their interests and the research programs of participating faculty. In the first year, for example, students who plan to specialize in Curriculum and Instruction or Institutional Leadership and Policy Studies will be admitted. In subsequent years students will be admitted to areas that match the research and teaching focus of additional specialization areas. Thus, the presence of students, and opportunities to work with faculty on different CSU campuses should strengthen the research programs of UCR faculty.

Research and Professional Interests

UCR/GSOE FACULTY

The major research and professional interests of the UCR Academic Senate members in the Graduate School of Education are directed to investigations of fundamental and applied problems in education. The range of issues is wide--teaching and learning, student assessment and school organization, subject matters (literacy, science, social studies) and individual student differences, school leadership and educational policy. Research activities spring partly from the School’s existing Area Groups: Curriculum and Instruction, Educational Psychology, Institutional Leadership and Policy Studies, School Psychology, and Special Education. Some faculty at CSU campuses have expertise and interests that are closely related to the work of UCR faculty, while others offer expertise in different but related areas that will complement and enhance our current coursework and research opportunities. Curriculum vitae will be provided to the Committee on Academic Personnel for approval of these faculty to participate in the program.

CSU S/COE FACULTY

General research interests of participating CSU S/COE faculty in the collaborative campuses include language acquisition/language patterns; communicative competence; constructivist approaches to learning; school reform; curricular reform; appropriate preparation
of new teachers and administrators; inclusions/access; as well as specific areas of focus relating to sciences and mathematics, and educational/school psychology and counseling.

Specific areas of expertise relate to research/inferring and evaluation methodologies; assessment and learning outcomes; human development and learning theory; curriculum and instruction; special student populations of urban schools; management/administration and reform of urban schools; computer based education; psychology, including educational, school, and clinical applications; speech pathology/therapy; reading/literacy; history/social sciences; mathematics; and science.

III-6 PROGRAM DIFFERENTIATION

The Joint Doctoral program differs from existing UC/CSU programs in several ways, some of which were noted in Section I-1 under the heading “Distinctive Features.” Four especially significant distinctions are highlighted below:

Comprehensive and Integrated Program Design: Many Joint Doctorates center on a focused specialization (e.g., special education or educational policy). This proposal, originally entitled “An Expanded and Collaborative Doctoral Program,” builds on existing areas of concentration at UCR as a foundation for a broad-based program, with the rationale that a more encompassing approach is required in this region at the present time. The proposed Joint Doctorate will begin with just two specializations, Curriculum and Instruction and Institutional Leadership and Policy Studies, but will expand to include all program areas in the Graduate School of Education (Special Education, School Psychology, Educational Psychology). We expect the added expertise of CSU faculty will allow us to broaden our course and research offerings to both Ph.D. students in our current program and Ed.D. students, once we begin adding new courses that are aligned with our specialization areas but provide more breadth and depth.

Focus on Career Orientation: The proposal draws on the strengths of the collaboration and needs within the region (where there are clear needs and opportunities) to provide programs for candidates. Students who earn the Ed.D. in the Joint Doctoral Program will be prepared for educational leadership roles that are most likely to directly serve P-12 educational systems or to train P-12 teachers and administrators in faculty positions in the California Community College and CSU systems.

Institutional Collaboration in Theory, Research, and Practice: The current needs for disciplined inquiry into educational problems call for the mustering of all available resources;
hence, the need is recognized not only for combining faculty talent in both systems in the preparation of educational leaders, but for embedding this activity in ongoing research projects as well.

**Regional Connections:** All participating institutions have a strong tradition of commitment to regional issues. The “crescent” defined by the institutions encompasses an area to the east and south of Los Angeles that serves more than a million students in the K-12 system, the majority of whom can be classified as “at-risk” for reasons of poverty and associated conditions. Adding preschool children and young adults to this population doubles the number. The region constitutes a natural laboratory for research and development into systemic strategies for the improvement of educational opportunities for this population—a goal that addresses both practical needs and conceptual insights. Dissertations produced in the Ed.D. program are likely to focus on regional issues, which will strengthen these relationships.

**SECTION IV – FACULTY**

The Joint Doctoral program in Leadership for Education is designed to attract and invite the participation of all Academic Senate members of the UCR Graduate School of Education. It is possible that all faculty members might be involved with Joint Doctoral students in some way, however it will probably be the case that faculty connected to the participating specialization areas will have the most involvement (i.e., Curriculum and Instruction and ILPS faculty in the first year—other faculty will be involved as new specialization areas are added). Responsibilities of UCR/GSOE faculty members will include instruction (courses they would normally teach in the Ph.D. program, but will be open to Ed.D. students when they take courses on the UCR campus, or UCR faculty who choose to teach in Summer Session) and advisement. A program priority will be for Ed.D. students to take courses and/or engage in research with UCR faculty, in order that UCR faculty will know students for whom they serve on examining and dissertation committees. Three faculty members will server on the Joint Doctoral Program Committee. Others may serve on standing committees (e.g. admissions or curriculum review). Video teleconferencing will be utilized for student and program governance committee meetings when it is determined that the goals of the meeting can be accomplished this way.

With implementation of the Joint Doctorate, participating faculty members from the CSU campuses will offer the First-Year Core program at a CSU campus, and will subsequently provide courses approved for Joint Doctoral credit at CSU campuses. All courses currently
approved for the GSOE Ph.D. program may be taught at a CSU campus if the Joint Doctoral Program Committee agrees that participating CSU faculty members with appropriate expertise are available to teach them and it is determined that the courses are appropriate for students in the program. The CSU leadership will determine where CSU-based courses will be offered. Video teleconferencing is expected to be used for at least some of the teaching, given the wide geographic distance between campuses and the fact that the majority of students may not be able to travel to class until the late afternoon.

Presented below is a listing of faculty members and campus affiliations who are in the participating program areas at UCR or who have been nominated to be participating (adjunct) faculty members from CSU campuses.

**Curriculum and Instruction:**

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Campus Affiliation</th>
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<tbody>
<tr>
<td>Brunkhorst, Bonnie</td>
<td>CSUSB</td>
</tr>
<tr>
<td>Brunkhorst, Herbert</td>
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<td>Trimble, Kimberley</td>
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<td>Goldenberg, Claude</td>
<td>CSULB</td>
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<td>Symcox, Linda</td>
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<td>Vogt, MaryEllen</td>
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<td>Kunnan, Antony</td>
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<td>Morales, Rosario</td>
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<td>Slovacek, Simeon</td>
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<td>Dillon, James</td>
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<td>Nash, Margaret</td>
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<td>Page, Reba</td>
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<tr>
<td>Judith Sandholtz</td>
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<tr>
<td>Sperling, Melanie</td>
<td>UCR</td>
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<td>Wills, John</td>
<td>UCR</td>
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**Institutional Leadership and Policy Studies (Educational Administration)**

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<tr>
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<th>Campus Affiliation</th>
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</thead>
<tbody>
<tr>
<td>Fischman, Gustavo</td>
<td>CSULA</td>
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<tr>
<td>Moustafa, Margaret</td>
<td>CSULA</td>
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<tr>
<td>Korostoff, Marilyn</td>
<td>CSULB</td>
</tr>
<tr>
<td>Leonardo, Zeus</td>
<td>CSULB</td>
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<tr>
<td>Person, Dawn</td>
<td>CSULB</td>
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<tr>
<td>Stine, Deborah</td>
<td>CSUSB</td>
</tr>
<tr>
<td>Green, Paul</td>
<td>UCR</td>
</tr>
<tr>
<td>Hanson, E. Mark</td>
<td>UCR</td>
</tr>
</tbody>
</table>
Mitchell, Douglas    UCR  
Jane Zykowski (Non-Senate)    UCR  
TBA (search underway)    UCR  
TBA (search underway)    UCR  

Specialization Areas to be Added in Future Years

Educational Psychology

Echevarria, Marissa    UCR  
Newman, Richard    UCR  
Calfee, Robert    UCR  
Swanson, H.Lee (Also Special Ed)    UCR  

School Psychology:

Morgan, Sean    CSUDH  
Gresham, Frank    UCR  
Vanderwood, Michael    UCR  

Special Education:

Echevarria, Jana    CSULB  
Givner, Christine    CSULA  
Morgan, Sean    CSUDH  
Sweeney, Dwight    CSUSB  
Blacher, Jan    UCR  
Borthwick-Duffy, Sharon    UCR  
Swanson, H. Lee    UCR  
TBA (Search underway)    UCR  

SECTION V – COURSES

This section is organized by (a) Methodology and Inquiry strand in First-Year Core, (b) Breadth Courses in First Year Core, and (c) Specialization courses.

a. Methodology and Inquiry (EDUC241A, EDUC241B, EDUC241C). This is a year-long sequence that integrates inquiry, design, and methods (quantitative and qualitative) along with field-based action-oriented projects. The strand is team taught, providing both students and faculty opportunities to engage in genuine dialogue about different methodological perspectives. Students conduct two studies that use different methodologies on the same general topic, providing them opportunities to see how the same general question can be approached from different methodological perspectives. In Winter and Spring Quarters a roundtable discussion (EDUC259) is taken with EDUC241B and EDUC241C, to provide students opportunities to discuss t

b. Breadth Courses (EDUC236, EDUC244, EDUC275): The breadth courses are designed to provide students an opportunity to consider their own areas of interest in
the context of other specializations. Students in Curriculum and Instruction, for instance, will examine aspects of School and Society (EDUC236, an ILPS perspective), and The Student (EDUC244, a psychological perspective) that may inform their thinking about their research interests. EDUC275, Teaching and Learning, will be taken by all areas except Curriculum and Instruction. In breadth courses students benefit from discussions with students from other specializations (after the first year when students from two or more areas will be in breadth classes together). This strategy has been very effective in the UCR Ph.D. program in Education, particularly in the first year of the program.

c. Specialization Courses: Courses in the current catalog for the UCR GSOE Ph.D. program in Curriculum and Instruction and ILPS will be adequate to meet the needs of Joint Doctoral students in the first year of the program. Courses may be offered at a CSU, by participating CSU faculty, or at UCR as part of the Ph.D. program, and Ed.D. students may take courses in either location. Courses have already been identified from CSU catalogs as M.A. courses that are relevant to the proposed specializations and can be redesigned to teach doctoral level students. As UCR and CSU faculty and students begin to work together, new courses will be developed and submitted for approval.

d. Roundtable Seminars: (EDUC259). The purpose of this course is to review and discuss research in education. Students repeat this course at various stages of their program, initially reading the research of specialization area faculty. In Year 1 and during the dissertation stage, students present and discuss their own research projects. In summer roundtables students review and discuss research on educational leadership.

e. Directed Research: (EDUC290). In preparation for the research prospectus, students conduct reviews of the literature relevant to their proposed dissertation research.


g. College Teaching Practicum: (EDUC302). Supervised teaching in college courses.

h. Research for Thesis or Dissertation (EDUC299). Students enroll in EDUC299 when working on dissertations.

Currently Approved Doctoral Courses for the First-Year Core

FIRST YEAR CORE COURSES

EDUC 236, School and Society (3 units) Lecture, 2 hours; outside research, 3 hours. Introduces theories and research on societal, institutional, and organizational influences on schooling. Locates the work of educational professionals in the contexts of the school and the state.

EDUC 244, The Student (3 units) Lecture, 2 hours; outside research, 3 hours. Focuses on the student population of today's schools through an analytical review of literature on human development, exceptionality, educational psychology, and policy. Students write an in-depth literature review and compose essays on critical research topics.
EDUC 275. Teaching and Learning (3 units) Seminar, 2 hours; outside research, 3 hours. Explores issues and questions in teaching, learning, and child development. Addresses implications of various teaching and learning theories for curriculum, instruction, assessment, and teacher education.

EDUC 241ABC. Inquiry and Research Methods (3 units each) Lecture, 2 hours; outside research, 3 hours. Examines the nature of inquiry and research in educational studies, including the formation of questions and qualitative research methods. Provides training in the collection, analysis, and interpretation of qualitative data. Required of first-year Graduate School of Education doctoral students. Required of first-year Graduate School of Education doctoral students.

EDUC 259. Research Seminar (2 units) Seminar, 2 hours. Research reports on topics in educational psychology, special education, curriculum and instruction, and educational administration. May be repeated for credit.

ADVANCED METHODS COURSES

EDUC 214. Educational Research: Statistical Inference and Hypothesis Testing (4) Lecture, 3 hours; laboratory, variable hours. Sampling distributions of Z, X2, F, t, use of Z, X2, F, t in selected tests of significance, one-way fixed effects ANOVA, planned multiple comparisons, 2-way ANOVA, fixed, random, mixed effects model, simple and multiple regression. Illustrated applications in education included.

EDUC 215. Educational Research: Experimental Design (4 units) Lecture, 3 hours; laboratory, variable hours. Focus on common designs used in education including higher order factorials, hierarchical designs, repeated measures. Emphasis on design application and appropriate statistical analysis for education; ANCOVA.

EDUC 216. Educational Research: Advanced Statistics (4 units) Lecture, 3 hours; laboratory, variable hours. Study of advanced statistical procedures frequently used in educational research. Topics vary. MANOVA, simple and multiple regression, discriminant function analysis, factor analysis.

EDUC 217. Single-Case Experimental Design (4 units) Lecture, 3 hours; outside research, 3 hours. Logic, applications, and analytic techniques for single-case experimental designs in naturalistic settings. Specific designs include withdrawal, multiple baseline, alternating treatments, changing criterion, and multielement experimental designs. Emphasizes problems of using and changing single-case experimental designs in applied settings.

EDUC 242A. Educational and Psychological Measurement and Evaluation (4 units) Lecture, 3 hours; outside research, 3 hours. Examines topics in measurement and evaluation including classical test theory and program evaluation design. Focus is on application in educational and psychological settings and critical examination of norm-referenced and criterion-referenced testing.

EDUC 242B. Advanced Educational and Psychological Measurement and Evaluation (4 units) Lecture, 3 hours; outside research, 3 hours. Examines advanced topics in measurement and evaluation including generalizability theory and item response theory. Emphasis is on the statistical basis of these theories and their application in educational and psychological settings.
EDUC 220. Qualitative Research Methods in Education (4 units) Lecture, 3 hours; outside research, 3 hours. An analysis of conceptual frameworks and methodological issues in qualitative studies of school processes. Topics include sociocultural knowledge, generalizability, reflexivity, and interpretation.

EDUC 223A. Field Study Methods for Educational Organizations (4 units) Lecture, 3 hours; outside research, 3 hours. Covers skill development including participant observation, field relations, data collection and analysis, and generation of hypotheses.

EDUC 223B. Field Study Methods for Educational Organizations (4 units) Lecture, 3 hours; outside research, 3 hours. EDUC 223A. Covers research applications including literature reviews and analysis techniques.

SPECIALIZATION COURSES

Specialization courses are organized by (a) existing UCR courses that are approved for the regular program and can be readily adapted for the Joint Doctoral and (b) proposed courses that will require approval. The list of existing UCR courses includes only those that are required of students in the Ph.D. program. A larger collection of UCR courses is available in both specializations. As noted earlier, the aim is to produce a catalogue of courses that will be available to Joint Doctoral students at locations that may vary from year to year. Existing UCR courses will also be open to Joint Doctoral students, and UCR Ph.D. students may take courses Joint Doctoral courses offered at CSU campuses.

CURRICULUM & INSTRUCTION (Course numbers from UCR Catalog)

EDUC 230A. Curriculum Theory and Praxis in Education (4 units) Lecture, 3 hours; outside research, 3 hours. Covers analysis of curriculum theories, trends, innovations, and instructional strategies.

EDUC 232. Teaching Strategies (4 units) Lecture, 3 hours. Development of varied instructional strategies and skills, such as inquiry and questioning, that are compatible with new and evolving curricula. Emphasis will be on classroom applications.

EDUC 277. Theoretical Perspectives on the Practice of Teaching (4 units) Lecture, 3 hours; outside research, 3 hours. Examines a range of theoretical perspectives.

Proposed New Courses for C&I Strand 1: Theoretical Models of Curriculum Development

Curriculum Development for Educational Settings: The course focuses on designing, implementing and evaluating the curriculum development process in educational settings. Curricular decisions such as philosophical and psychological orientations, regional needs assessment, setting goals and objectives, alignment with standards, selecting and organizing content, and monitoring evaluation activities will be emphasized. Leadership in the collaborative process of curriculum development also will be stressed.

Current Research in Secondary School Mathematics Curriculum (other subjects to follow a similar template): The course provides a comprehensive study of aspects of curriculum design
and theory in secondary mathematics. Current research on teaching and learning mathematics will be emphasized. Candidates will choose an area of interest in the subject domain for focused review.

Theoretical Models and Processes of Literacy: The course explores and analyzes current and historical theoretical models of literacy, including, but not limited to reading, examines the influence of literacy on curriculum and instructional issues in other subject areas.

Proposed New Courses for C&I Strand 2: Theoretical Models of Instruction for Learning

Analysis of Instructional Strategies: The course analyzes models of teaching that represent distinct orientations towards students and how they learn. The application of these models is complemented by the study of the research evidence on effective instructional strategies.

Current Research in Secondary School Mathematics Instruction (other subject areas to follow similar template): The course provides a comprehensive study of aspects of curriculum and instruction in secondary mathematics. Current research on teaching and learning mathematics will be emphasized. Candidates will choose an area of interest in the subject domain for focused review.

INSTITUTIONAL LEADERSHIP AND POLICY STUDIES (course numbers from UCR catalog):

EDUC 203. History of American Education (4 units) Lecture, 3 hours; outside research, 3 hours. A study of American educational history from 1830 to the present.

EDUC 207. Educational Policy (4 units) Lecture, 3 hours; outside research, 3 hours. Examines twentieth-century American educational policy covering major issues underlying school reform and the social, political, and economic forces that shape these issues. Also examines state and local strategies to enhance school performance.

EDUC 208. Legislative Action and Educational Policy (4 units) Lecture, 3 hours; outside research, 3 hours. Examination of the legal processes governing educational policy, including significant laws, legal principles, recent litigation, controlling relationships of schools to student and teacher rights and duties, administrative behavior.

EDUC 209A. Education Policy Analysis (4 units) Lecture, 3 hours outside research, 3 hours. Theoretical and methodological foundations for education policy analysis. Focuses on theory building—utilizing frameworks from political science, sociology, social psychology, and history.

EDUC 209B. Education Policy Analysis (4 units) Lecture, 3 hours, outside research, 3 hours. Theoretical and methodological foundations for education policy analysis. Examines conceptualization of variables and the formulation and testing of hypotheses regarding policy formation and effects.

EDUC 224. Organization and Administration of the School (4) Lecture, 3 hours, outside research, 3 hours. The study of school systems and administrative roles in the light of organizational and administrative theory.

Proposed New Courses for Institutional Leadership and Policy Studies, Strand 1: Development of Informed Leaders
Scientific Inquiry and Research Methods: The course examines schools as learning, teaching, social, and political systems. The focus is on the acquisition of scientific research inquiry methodology enabling the individual candidate to acquire conceptual knowledge and practical applications of the social, cultural, political, and economic forces that shape public school institutions.

Policy, Politics and Community Leadership: The course examines political power, representation, influence, decision-making and inter-governmental relations in the public schools. The focus is on the acquisition of theoretical and practical knowledge of twentieth century American educational policy. It covers the major issues underlying school reform, along with the identification of policy at the state, local and community levels and leadership strategies that can be employed to enhance school performance.

Leadership in Reform of Schools: The area examines the socio-political concepts of equity, access, and social justice operating in school organizations. The focus is on understanding the elements of reform in school organizations as related to under representation, diversity, legislation, harassment and institutional participation.

Proposed New Courses for Institutional Leadership and Policy Studies, Strand 2: Transformational Leadership

Transforming Inquiry: The course examines organizational learning principles in relation to self-exploration regarding personal and professional learning. It furthers the concept of inquiry to explore the epistemology of practice, action research methodology, and data-based decision-making.

Transforming Leadership: The course identifies emerging leadership models, comparing and contrasting these with traditional notions of leadership. The focus is on the different leadership roles emerging from parents, students, administrators and the community.

Transforming Politics, Policy, and Community: The course concentrates on identifying political and community advocacy strategies, various approaches to conflict resolution, and an analysis of power as it relates to school and university reforms. It also focuses on current conceptions of community and interagency collaborations, and how these partnerships influence and move a school/organization toward systemic reform.

Transforming Conceptions of Equity, Access and Social Justice: The course explores the concepts of equity, access and social justice, and facilitates the construction of multiple strategies and plans for insure that these three notions are continually infused throughout an organization. Note: Students will take at least 3 courses from UCR faculty.

SECTION VI - RESOURCE REQUIREMENTS

Because this program entails a collaboration with four CSU partners, laying out the resource requirements is more complex than with a self-contained program, and hence these prefatory notes. According to the Reed-Atkinson agreement, all joint doctorate costs are to be met through a UC allocation for faculty resources, with CSU partners being compensated from these allocations. It should also be noted that joint programs entail greater administrative and
implementation costs than self-contained programs. To encourage the development of joint Ed.D. programs, in 2001 President Atkinson (See Appendix H) mandated that each campus allocate $300,000 to cover program costs, including both faculty and administration, an amount to be reduced over time, as workload reimbursement takes over. In addition, CSU and UC systems each contributed $2,000,000 to a fund to cover planning and implementation grants. Approximately $670,000 has been set aside in Implementation Funds for the implementation of the UCR/CSU program in the first two years. Half of this amount will go to UCR and half to CSU. Workload reimbursement will be split proportionally between CSU campuses and UCR. Because we expect that approximately 2/3 of workload reimbursement will be sent to the CSU campuses, the UCR workload reimbursement will not cover UCR expenses to run the program.

By Year 8 of the program there will be a steady state enrollment of 90 (70 FTE) Ed.D. students. The UCR portion of workload reimbursement will be approximately $240,000. Yearly UCR expenses for the Ed.D. program by Year 3 will be $320,000, including two faculty positions and an Academic Coordinator described below. Salary increases for staff and academic personnel, and cost of living increases in other categories will add to the difference between revenue and program expenses over time, but should never exceed $100,000.

VI-1 FTE FACULTY

UCR/GSOE

During the first year of implementation, the First-year Core courses will be offered by participating CSU faculty on CSU campuses. One specialization course in ILPS (Fall) and one specialization course in C&I (Spring) will also be offered on a CSU campus in year 1. Beginning in the second and succeeding years, demands on both specialization and advisement will begin to increase markedly, as students form Program Guidance Committees that include UCR faculty members, Ed. D. students take courses at UCR, students take qualifying examinations. In the third year and beyond, as the program reaches the full complement of candidates (90 students, 30-40 working on dissertations) the demand on the GSOE faculty will reach significant levels, especially in the advisement area; each candidate will need to call upon two UCR faculty members during the dissertation phase.

An Academic Coordinator (non-Senate faculty) position will be dedicated to the UCR Faculty Program Director position. The director will also assume teaching responsibilities in the School that will contribute directly to the Ed.D. program. The other FTE will cover additional personnel and administrative needs will be associated with implementation of the Joint
Doctorate. One new faculty position will be allocated in the first year, and a second position will be filled in the third year. New faculty expertise will be in areas that support the programmatic needs (e.g., thematic strands of the Ed.D. program, such as educational leadership, diversity in education, or curriculum development and analysis) of the program.

**CSU S/COE**

To initiate the program, no additional full-time faculty lines are needed. However, a high priority need for the participating CSU campuses will be release funding for current faculty to transition to support of a doctoral program. The primary demand here will be for faculty who can serve as dissertation advisors, a function that will be new to the CSU programs.

For the future, anticipating a high demand for the program, there will be need for additional faculty positions, per campus, both to accommodate growth and as back-fill for expanded faculty involvement in doctoral work.

**VI-2 -- LIBRARY ACQUISITION**

**UCR/GSOE**

At the present time, the library collections, access hours, and information technology are adequate for the UCR Graduate School of Education’s approved degree and credential programs. However, during the forthcoming five-year period, a need is foreseen for the routine updating of current materials and augmentation of the relevant journal supply. Further, with implementation of the Joint Doctoral program, a need for expansion/renewal of informational technology systems will be made manifest.

**CSU S/COE**

The CSU campuses will continue progress toward ever more expanded and current collections, both of central library-based documents, as well as technological access and linkage to ensure speed of receipt for needed materials/references/sources.

**VI-3 -- COMPUTING COSTS**

**UCR/GSOE**

The computing/technological resources available at UCR are presently adequate for support of current programs in the Graduate School of Education. However, with implementation of the Joint Doctorate, a substantial enrollment increase and concomitant augmentation of faculty FTE will eventuate, rendering the need for enhanced technological
facilities and equipment paramount. The budget will include modest requests for subsidizing these resources during the start-up phases of the program.

UCR presently has video-conferencing facilities that connect to other UC campuses and to the CSU system. A single fixed-facility studio is available with transmission lines that can accommodate up to four other sites in a “one-at-a-time” mode. Use of the facility has increased in recent years, and is reaching a saturation level. It will not be adequate for the Joint Doctoral Program. The availability of adequate distance learning/communication facilities would greatly facilitate the operation of this program for both faculty and students, as well as for program management. The budget for the Joint Doctoral program includes the cost of a PolyCom setup in a computer lab in the Graduate School of Education. The equipment will be used for Joint Doctoral Program Committee meetings, Program Guidance Committee meetings, and faculty participation in class meetings held on CSU campuses. Given the current traffic situation between the five universities participating in this program, taking up to two hours driving time between campuses, this is a necessity. Finding times for all involved to meet via Polycom is difficult enough—we cannot afford to lose opportunities for meetings because the campus facility is not available during those times.

**CSU S/COE**

No additional technology support will be needed for the initial stages of the program. However, in order to offer coursework effectively on a regional basis, additional technological support in the form of Internet/e-mail linkages and distance conferencing capabilities is anticipated.

**VI-4 – EQUIPMENT**

**UCR/GSOE**

Equipment resources required for maintenance of current degree and credential programs in the UCR Graduate School of Education are minimally appropriate and adequate at present. With implementation of the Joint Doctoral program and enrollment expansion, however, the need for additional office and technological equipment will advance in direct relation to personnel increases. As noted above, a PolyCom system for teleconferencing is included in the start-up budget that will decrease the need for faculty to travel between UC and CSU campuses for administrative and student committee meetings.
CSU/S/COE
No additional equipment will be needed for the program’s inception. However, as the program grows and expands, this basic equipment complement (copiers, telephones, facsimile machines, and computers) will need to be enhanced.

VI-5 -- SPACE AND OTHER CAPITAL FACILITIES

UCR/GSOE

Given the enormous growth at the UCR campus during the past several years, space has become a major challenge. Facilities for faculty, staff, research, and instruction are minimally adequate at the present time for maintaining the approved degrees and credential programs in the UCR Graduate School of Education. The existing classrooms, offices, and work/study areas are appropriately furnished and equipped.

As noted above, however, in connection with equipment, the adequacy of space and other capital facilities will be affected with expanded enrollments from implementation of the Joint Doctorate. A need is projected for augmented faculty, staff, and classroom facilities, as well as for essential adjunct technology and administrative facilities.

CSU/S/COE
Space at the participating CSU campuses will not be a factor in the first year of the program. In subsequent years space will need to be provided on each of the CSU campuses for Joint Doctoral courses that are offered.

VI-6 -- OTHER OPERATING COSTS

UCR/GSOE

At the present time, permanently budgeted clerical and administrative personnel are insufficient for the support and maintenance of current degree and credential programs in the UCR Graduate School of Education. This situation will be impacted with materialization of the Joint Doctoral program, leading to the need for additional support and maintenance personnel, with an attendant augmentation of technological facilities and equipment as required. Initial campus support for this program, and eventually, UCOP funds from workload will provide support for a student affairs officer and clerical help.

CSU/S/COE
No additional operating costs will be needed at the program’s inception. However, as the program expands, additional coordinator and clerical support will be needed in order to ensure efficiency of program management.
SECTION VII – GRADUATE STUDENT SUPPORT

Most candidates for the Joint Doctorate will be employed either part-time or full-time in the field of education, and will not be directly dependent upon graduate student support in order to engage in doctoral study. Still, during the development of the proposal, members of the planning committee recognized early the importance of seeking an eventual coordinated system of financial support that would benefit all candidates for some portion of their program. The most significant requests are likely to be for tuition support for a substantial portion of each cohort.

Joint Doctoral students preparing for leadership positions in public education will be eligible for support in the form of forgivable loans, school district internships, and investments by the UC and CSU systems. UCR central fellowship funds are allocated to Schools and Colleges using a “cohort model”. Funds allocated to new cohorts in the GSOE are distributed over the period of time these students are enrolled in graduate studies, at the discretion of the School. The Joint Doctoral students are not expected to be included in calculations for central fellowship support for 2004-2005, or in subsequent years. Thus, promises will not be made for fellowships to Joint Doctoral students from UCR fellowship funds when they apply to the program. Other fellowships available to the school from various donors may be awarded to Joint Doctoral students if they are determined to have the qualifications that best fit the criteria for the fellowship. Joint Doctoral students may also be selected to teach summer session courses in the UCR M.Ed. program, as they are likely to be well qualified to teach these courses. It is highly likely that teaching or TA opportunities will also be available at CSU campuses for Joint Doctoral students. Joint Doctoral students may also have opportunities to work as Graduate Student Researchers, particularly as collaborative research projects between UCR and CSU faculty lead to extramural funding.

SECTION VIII – CHANGES IN SENATE REGULATIONS

No changes in Senate Regulations would be required in order to implement the proposed Joint Doctoral program in Leadership for Education, however it will be necessary to establish a procedure whereby CSU participating (approved) faculty can serve on qualifying committees and dissertation committees.
APPENDICES
APPENDIX A

History of the Field of Education

Development of the field of education generally and programs for the preparation of educational leaders in particular may be discerned through an understanding of the histories.

Major concerns of the field of education during past decades have centered primarily on the quality of instructional personnel and student achievement levels. As current assaults on schools and educational efforts persist nationally, it is appropriate to review historical landmark positions in the continuing quest for improvement of the American educational system.

It should be noted that during the first two centuries of our nation, teacher education did not exist in any structured way; thus, teachers were not educated formally for an instructional role. Early in the 19th Century, the New England “common school” appeared—an entity free of tuition, being supported through taxation; subsequently, the public normal school evolved as an institution devoted to the preparation of teachers for the common school. Such preparation focused primarily on the skills and knowledge that would be needed in actual teaching (Pangburn, 1932). (References appear as Appendix A.) Soon it was recognized that the normal school would need to augment its offerings to include academic subjects in order to familiarize the relatively uneducated students with content they would be teaching.

Throughout the late 19th Century, as the number of normal schools increased, established universities developed departments of education and began to direct attention to the study of education as well. Since the universities were largely oriented toward advanced research, the interest was much more theoretical and much less technical than that of the normal school.

During the first two decades of the 20th Century, university departments of education maintained their focus on undergraduates who were preparing for careers as high school teachers. Preparation for this level of teaching allowed the university departments to distinguish themselves from normal schools that were concerned with training elementary school teachers (Krug, 1964).

Over the years, the normal school evolved into a higher-level institution known as “the teachers’ college”; then, with expanded focus, it became simply “college,” and later a few acquired the name “university.” When the normal school became the teachers’ college, it began to offer a bachelor’s degree and to compete with universities in the production of high school teachers. As teachers’ college campuses became more academic and less school oriented, they became diluted versions of the university, withdrawing from efforts to excel in the preparation of teachers, and instead, focusing on scholarship and research on educational questions.
Simultaneously, the universities were experiencing difficulties of their own in determining the appropriate focus for educational study. Such indecision was greatly intensified with their advocacy of the science of education and diminished interest in the school classroom.

Meanwhile, as the complexities of the 20th Century became more evident, one important development in public education was the rise of a professional class of educational administrators. This development is probably accounted for by the dramatic growth of America’s school-age population, by an increased public willingness to accept taxation for the support of public schools, by the growth and expansion of cities at the expense of rural life, and by enforcement of compulsory attendance laws. In any case, school principals became more than lead teachers, and city school superintendents by the 1920s were being perceived as belonging to a special professional class. Initially, Teachers College, Columbia University, became the great center of pedagogical leadership, but soon other major universities joined in the enterprise. In California, U.C Berkeley, Stanford, and the University of Southern California became the major producers of public school practitioners. As late as the dawn of California’s Master Plan for Higher Education in 1960, this was still the case. These three universities, led by Berkeley as the largest producer of all, prepared the “lion’s share” of California’s educational leaders. Over the next forty years, owing in large part to the greatly expanding mission of the state colleges (now the twenty-two campus California State University system), and the rise of numerous private institutions, the University of California’s position of leadership declined. Yet, the University remains a respected leader in California education. It is little wonder that members of the state’s political and business leadership still look to schools of education at Berkeley, Davis, Los Angeles, Riverside, and Santa Barbara for the preparation of leaders in public education. As critics of public education have become shriller in their critiques, as demands for standards have become more intense, and as the stakes of failure have become more vivid, the University of California has been looked to for leadership.

Critical Analyses of the Educational System

In the early 1950s, a scathing analysis of public schools and the professional education of teachers was released by Arthur Bestor (1953), professor of history at the University of Illinois. Notable critiques that followed include one by James Koerner (1963), an officer on the Council for Basic Education, and a second by James Conant (1963), former president of Harvard University. These publications, which denounced the quality of teacher education students and questioned the academic credentials of professors of education who engaged in teacher preparation, were primarily incited by the nation’s concern over educational deficiencies of its
students. Such concern had been effected, in part, by the Russians’ success in 1957 of placing the Sputnik satellite into orbit—predating America’s space missions.

Several attempts to counteract criticisms of the education enterprise, and to address means of improving climates for learning and student achievement, persisted through the 1960s and 1970s. For example, during the 1960s the compensatory education movement was founded to provide extra help for under-achieving students and programs to “compensate” for disadvantages identified with poverty and minority status. In 1965, Head Start, a child development program to serve low-income children and their families, was implemented; and Title I of the Elementary and Secondary Education Act of 1965, a compensatory effort to provide extra assistance to impoverished students, was introduced. Additionally, with passage of PL 94-142 in 1975, placement of children with disabilities in “the least restrictive environment” was mandated, followed subsequently by attention to the benefits of integrating these special students into an inclusive regular classroom setting.

Societal concern for education was again intensified in the 1980s. In 1983, the National Commission on Excellence conducted a 20-month study of public education and teacher preparation in the nation. The Commission’s report (A Nation at Risk 1983), was strongly critical of America’s schools and colleges. It began with an often-quoted passage:

“Our Nation is at risk. Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world … If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves.” (p. 5)

The impact of the Commission’s publication was instantaneous, stimulating national and state commissions and task forces across the country to focus on education and avenues for amelioration of its weaknesses. Examples of prominent reports and their most notable recommendations are presented below:

**Making the Grade,** The Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy (1983)

In this study, the 12-member task force focused on the need for improvement of schools and educational programs nationwide. Recommendations included strengthening the role of the federal government in promoting quality education within the context of state and local control, and increasing attention to the importance of instructional/leadership excellence. It was believed that national security could be insured by provision of a strong educational system dedicated to the generation of better schools and better education for all.

This task force of 41 members focused on the national economy and international competition. The final report issued concluded that the nation’s survival and well-being were dependent upon an ability to improve the education of its citizens. The task force wanted to create broader and more effective partnerships in order to improve education in states and communities. It intended to marshal resources for public schools and sought to prepare leaders for school management.


This report supported the improvement of elementary and secondary school systems throughout America in order to provide the nation’s youth with a level of education that would be of the highest quality attained anywhere in the world, and would also reflect “the particular and peculiar needs of the nation.” State governments should develop programs for educational leaders in cooperation with colleges and universities.

**Responses To Challenge**

It is vitally important for the nation to consider and address the educational concerns that have been raised, and to seek amelioration through avenues of solid scholarship. Critical in this endeavor is the need to develop educational leaders who are prepared to make effective use of research results and methods of inquiry. This concept of leadership development applies to the K-12 and community college settings, and extends to activities of faculty in the comprehensive university settings where most California teachers and administrators are prepared. In the preparation of leaders, the importance of research as an approach to improvement of the nation’s schools and education in general cannot be understated. Especially critical is the role of the university, since it is estimated that one-half of all basic research in the United States is performed at research universities. For these institutions, the mission is threefold: education, research, and service—components that are viewed as synergistic as opposed to mutually exclusive, with a charge that is interdisciplinary and committed to advancing, disseminating, and applying knowledge. Also participating in the quest for means of meeting the challenges and seeking educational excellence are groups of independent scholars and policy makers. Recent activities of several such bodies are summarized below:

This report, issued one year after A Nation at Risk, summarized state and local efforts to improve education in school districts, post-secondary institutions, associations, organizations, and the private sectors. It reaffirmed that the problems of American education “can be both understood and corrected if people and their public officials care enough and are courageous enough to do what is required”. (p. 8). Thus, criticisms were viewed as an opportunity to advance American education.

Emerging Strands on How to Improve Education Research, American Educational Research Association (AERA) Analysis (August, September 1999)

The AERA analysis focuses on several themes that are emerging regarding ways of making research an effective tool in educational improvement. Three independent groups of scholars and policy makers (noted below) agree essentially that attention must be directed to (1) resources, (2) focus, (3) dissemination and communication, and (4) new models of research scholarship. Among those offering opinions regarding the improvement of educational research as a means of responding to challenges to the field are:

- The Presidents Council of Advisors on Science and Technology (PCAST)
- The National Academy of Education (NAE)
- The National Research Council (NRC)

Emerging Themes:

♦ RESOURCES

The study panels from each group concurred that the types of studies conducted in educational research are, for the most part, driven by the available resources, and that current resources are insufficient to support “multidisciplinary, cumulative, sustained, and solution-oriented research.” Support for educational research was not viewed in terms of an arbitrary dollar amount or the achievement of parity with other federal research agencies, but rather as a need for adequacy of resources to assure that the research undertaken is of high quality and addresses the understandings requisite for improved student learning.

♦ FOCUS

The three reports were in agreement that in addressing the perennial criticism of lack of focus in educational research, it is possible for panels functioning outside of the political environment of the Department of Education to establish credible sets of research priorities; further, there was some consensus regarding the application of research funding:

The NRC priorities were (1) Incorporating research on cognition, learning, and development into educational practice; (2) Increasing student motivation and
engagement in learning; (3) Transforming schools and school districts for continuous improvement; and (4) Promoting the use of education research to improve student learning.

The NAE scholars identified two priorities for the education research agenda: (1) Critical transitions in the lives of low-income students; and (2) Teachers’ professional development.

The PCAST, while speaking forcefully regarding the need to concentrate research energies, did not identify specific areas other than research on the use of technology to improve education.

◆ DISSEMINATION AND COMMUNICATION

Attention was drawn to the absence of mutual accountability between research developers and research users. The suggestions offered included “heavy, continual collaboration among researchers, policy makers, and practitioners, and reliance on a network approach to the conduct of research”. It was agreed that utilization of knowledge occurs through communication of ideas rather than through their dissemination.

◆ NEW MODELS OF RESEARCH SCHOLARSHIP

The NRC report recommended collaboration, rigorous, interdisciplinary work, and adoption of a long-term time frame. The NAE report focused more on developing communities of understanding regarding important education problems than on testing of specific hypotheses. PCAST identified missing ingredients in current research undertakings as scale, time frame, collaboration, quality controls, and third party evaluation and analysis of projects undertaken.

Conclusions:

(a) Research studies involving collaboration, cross-disciplinary scholarship, multi-site designs, and rigorous standards cost more than customary education research designs, (b) classical dissemination models need modification to provide for problem identification and development through collaboration, and must be founded on thorough understandings of systems and environments; and (c) education research is amenable to change that will address more directly the identified needs of education set forth in previous sections of this proposal.


As indicated by Lois Weiner, the past decades have seen three reforms for the improvement of education:

◆ The first reform, the “Excellence Movement” was initiated by corporate leaders and politicians as an effort to link education to the economy by setting goals and demanding
more academic content. Arguments for this reform rested on the beliefs that (a) jobs of the future would require advanced subject matter and skills, and (b) the United States schools were failing to compete with other industrialized nations, putting the economy at a disadvantage. Schools raised their graduation requirements for mathematics and science, and introduced competency testing in the basic skills as a requirement for promotion. This reform made little difference as measured by standardized tests and international tests in academic subjects.

A second reform, “Restructuring,” was widely carried out in large cities in poverty areas. Schools, teachers, parents, and local communities tried to improve their schools and curriculum through site-based management whereby the school community made decisions regarding scheduling, staffing, and curriculum.

Restructuring followed an ecological framework by which community members and agencies served as equal partners with the staffs to help improve academic achievement and social behavior. Conversely, the school served as a center for community life by offering school-linked social services. This reform also made little difference in academic achievement as measured by standardized tests and tests in assessment of educational progress.

The third reform is “Systemic Reform.” This reform is based on the development of National Standards, particularly in mathematics and science, by prominent scholars in these fields and representatives from professional groups. National Standards in mathematics and science focus on important concepts and their relation to other disciplines and to world challenges. Higher order thinking and constructivist pedagogy are promoting an emphasis on inquiry, problem solving, collaboration in learning and student explanations for their thinking. Systemic Reform has been modified by states and districts because of political interests—social reformers (concerns for equity), neo-liberals (school choice), conservatives (traditional values), educators (learning), and corporate leaders (efficiency and economic gain). Consequently, new arguments for education are everywhere—for-profit, non-profit, on-line, home schooling—and shaking the very foundations of schooling and curriculum.

Genuine interest in and strong support for the reform effort also derives from the nation’s Governors and Governing Boards of Universities and Colleges:

**Governors Set Course for New Economy**, FWC Government Technology Group (July 11, 2000)

The CIVIC.COM STAFF reports the culmination of a year-long study of the New Economy in which the National Governors’ Association during its annual meeting released seven recommendations for governors. Most directly concerning education are the following:

- “Invest in people. Build the states’ intellectual infrastructure by streamlining education, lifelong learning and work force skill programs.”

- “Create high-tech magnets. Use university systems as high-tech business-type magnets. Reform post-secondary education to be more closely aligned with economies by creating university research centers enhancing distance learning, and linking academic research and commercialization.”
Five Actions for Higher Education Governance, NGA Center for Best Practice (03/16/2001)

The Association of Governing Boards of Universities and Colleges’ Center for Public Higher Education Trusteeship and Governance developed the following guidelines for governors in collaboration with the National Governors’ Association Center for Best Practices:

Five actions were suggested for governors in order to strengthen performance and accountability in public college and university governance:

1. “Create an advisory committee to recruit, screen, and recommend board candidates.

2. Establish a channel for clearly communicating state priorities to governing boards.

3. Promote board orientation and education programs both at the institutional and state level that bring together regents and trustees to discuss their basic responsibilities, and to attain a full understanding of state level issues and funding priorities.

4. Encourage public higher education systems and institutions to strategically reengineer administrative systems and the delivery of academic programs, in support of state policy goals and institutional missions.

5. Work with all stakeholders to strengthen awareness of the unique, evolving role of college- and university-affiliated foundations.”

An important reminder offered was that governors’ responsibilities do not end with their appointees’ confirmations. Clear expectations must be set for board members and for the post-secondary education system as a whole. Basic to this concept is the necessity of establishing clear lines of sustained two-way communication.

Within Reach: Realizing the Vision of High Standards, NGA Center for Best Practices (05/17/2001)

As a means of assisting governors, state legislators, members of state boards of education and chief state school officers in their planning for standards-based reform, the State Education Improvement Partnership has prepared a report on past successes and current challenges to be met in the effort to attain and sustain school improvement. The report is encouraging, recognizing the reality that dramatic improvements are possible, and in many states, already underway. A clear reminder was offered regarding the need to advance beyond the setting of policies that mandate higher standards; means of implementation must be introduced, as well to assure that students are able to reach any elevated standards that may be established.
Educational concerns of the past remain today and are considered to be more intensified in California than in the nation as a whole. It is anticipated that California’s current shortage of educational leaders will become crucial in the foreseeable future given demographic projections that depict a continuing high birthrate and increasing numbers of immigrants, as well as indications of high-level job dissatisfaction and disturbing attrition rates.
APPENDIX B

The Mission Statement

Graduate Degree Programs in the Graduate School of Education

The mission of the Graduate School of Education encompasses research, instruction, and service. As a professional school, the GSOE bears a special responsibility for linking this triplet in the support of schooling and across the broader domains of education.

- **RESEARCH** in the School includes investigations of both fundamental and applied problems in education. The range of issues is wide—teaching and learning, student assessment and school organization, subject matters (literacy, science, social studies) and individual student differences, school leadership, special education, and educational policy. Research activities emanate partly from the School’s Area Groups: Curriculum and Instruction, Educational Psychology, Institutional Leadership and Policy Studies, School Psychology, and Special Education.

  Within these Area Groups, individual faculty interests and expertise vary widely; however, several thematic trends permeate the current agenda and pursuits. Paramount among topics of investigation are:

  - School Organizations
  - Individual Differences Among Learners
  - Successful Achievement for All Students
  - Technological Support for Education
  - Identification and Treatment of Students at Risk
  - Understanding of the Educational Process

- **INSTRUCTION** in the School centers on engagement with knowledge, practice, and policy, as well as with relationships among the three. The enterprise combines the preparation of academicians and practitioners—researchers, teachers, and administrators—who will serve as university and school leaders by virtue of their ability to produce and mobilize useful knowledge. The coming generation of educational scholars and practitioners will confront challenges only now being fully comprehended, and the School’s role will be to develop and implement credential and graduate programs of extraordinary quality—programs that produce thoughtful, yet incisive, leaders and models for other institutions.

  - **SERVICE** programs of the School distinguish it from most other campus units. Much of GSOE’s research is concerned with the “here and now,” and includes careful analyses of complex problems of education. Given the University’s current commitment to engagement with local schools and universities, the School is pursuing a unique partnership, and is poised to accomplish what few other research universities have achieved—the possibility of leading all students to high levels of academic performance, regardless of the circumstances of birth and/or environment.

Recent Developments

In 1998, UCR/GSOE developed a Five-year Plan specifying the following goals:

- To strengthen the critical mass of faculty in existing areas, and to create programs in selected areas of opportunity (under way).
- To double the number of students enrolled in programs or taking courses in the GSOE (completed)
- To enhance the size and effectiveness of doctoral programs and support for doctoral students (significant progress made).
- To create an Educational Leadership Institute aimed toward audiences in elementary and secondary schools, community colleges, and four-year institutions (under way).
- To collaborate with the region’s California State Universities (CSUs) in the development of the Joint Doctorate in Leadership for Education (current proposal).
- To create a “blended” program for undergraduate students who are potential candidates for teaching (completed).
- To implement a combined program in which each candidate in the teacher preparation program earns both a credential and a Master of Education Degree. (Completed).

There has been major progress with respect to accomplishing short-term goals including (a) hiring of faculty in Teacher Preparation and Technology, (b) developing an integrated first-year doctoral core program, (c) active recruitment and searches for support to increase the number and diversity of doctoral candidates, and (d) planning and developing a Joint Doctoral program in Leadership for Education with California State Universities in the local region.

One of the first goals, doubling the size of the School’s student population, is itself an accomplishment aimed toward the more fundamental goals of increasing GSOE’s impact in both the region and the State. Reaching this goal will also provide the foundation for increasing the size of the faculty to achieve a more adequate critical mass. Further, the School has developed a 10-year enrollment plan based on various initiatives, historical analyses of enrollment patterns, and strategies for recruiting students with strong qualifications who are from diverse backgrounds.

**Long-range Plans**

The Riverside campus is presently engaged in a growth plan, Vision 2010, designed to accommodate a doubling of the undergraduate student population in the present decade. The aim of Vision 2010 is to achieve this growth while also enhancing the quality of the instructional program and attaining preeminence as a research institution (http://www.vision2010.ucr.edu/cp/vtor.htm). The campus plan is organized around four major themes:

- World Leadership in Selected Areas
- Creation of a Culture of Inquiry
- A Community that Joins Diversity and Excellence
- Attention to Moral Imperatives

For the Graduate School of Education, Vision 2010 evolves through fulfillment of the following aspirations for its position at the end of the decade:
Realization of Critical Mass in 3-5 Significant Program Areas:

This goal has significance for the size of the ladder faculty at the end of the decade. The present complement—less than 24 faculty—limits the School’s ability to develop significant areas of strength (coincidentally, it also leads to inefficiencies of small scale). A professional school requires certain fundamental areas (for education, for instance these include methodologies and foundations). Even modest coverage of these basic areas requires 5-8 faculty positions. Critical mass in an area typically calls for 5-8 faculty members. The current program in Instructional Leadership and Policy Studies, for example, with a complement of 5.5 faculty positions, has to stretch to cover the essential domains; it needs further support for adequate coverage of educational economics and finances, as one instance. Assuming four areas of critical mass, areas in which the School has achieved a national reputation, with six faculty in each area, leads to an estimate of two dozen faculty, plus another half dozen faculty in fundamental support areas, or a total of 30-35 faculty. This increase in ladder faculty positions carries implications for the number and makeup of the student body, space and facilities, and support staff.

Planned development in the size and effectiveness of credential and graduate programs, both doctoral and master’s candidates, with special attention to student recruitment, support, and movement through the program:

These matters have been addressed in the two previous Five-year Plans, but within a more limited framework. The doctoral programs have grown substantially, and the teacher credential programs are also beginning to display increases. The shape of master’s programs remains to be developed, but these are likely to become an important part of the entire endeavor.

Infusion of the concepts of Educational Leadership throughout all programs:

The aim is not just to do “more,” but to focus on the particular contribution that the School can make in the creation of outstanding graduates in all arenas. This goal is clearly essential for administrative positions in the K-12 and community colleges at a time of emerging crisis. It also applies with force to the roles of graduates who assume careers as researchers, as faculty in comprehensive universities, and as classroom teachers and specialists.

Development and research in the preparation of teacher leaders:

The credential program is planned for substantial growth, which provides an unusual opportunity to study the progress of teachers from early in the “pipeline” during recruitment and
selection through their undergraduate careers and credentialing; then during the crucial first five years including induction experiences.

**Integration of the Joint Doctorate into the Fabric of the School:**

Assuming approval of this program, the immediate task is to collaborate with CSU partners to prepare administrative leaders for the K-12 system, to fill the various needs in community colleges, and to produce a targeted group of prospective faculty for comprehensive universities. Equally important for the program is the formation of research opportunities, including CIEL (mentioned previously), and a variety of partnerships including studies of teacher leadership also indicated above.

**Sustaining and enhancing relations throughout the local region for the improvement of educational opportunities for all members of the community:**

The School—indeed, the entire institution—has a strong tradition of investment in regional education, as an integral part of its mission of research, instruction, and service. (examples – CERC, CEIT, Startec).

**Milestones and Strategies**

Current program planning takes place in a time of turmoil and uncertainty about short-term prospects. The UCR campus leadership has asked each unit to prepare a Three-year Plan for 2002-2005, grounded in Vision 2010 and the trajectory needed to achieve that vision, while taking into account the challenges of the next few years. Some certainties seem evident. The first is the likelihood of aggregate growth in the School’s programs; GSOE expects to sustain enrollment in the doctoral and master’s programs, and substantial growth in the credential programs, especially the Master of Education (that integrates basic credential preparation) is anticipated. A second certainty is the prospect of budget reductions in the support rate; as growth occurs, the funding for additional students is likely to be lessened. Managing this situation requires efficiencies throughout the unit. A third certainty is the system commitment to joint doctorates and the Ed.D. program. The recent agreements and allocation of startup resources to this concept seem likely to continue through the ongoing retrenchment. Finally, transcending the certainties and uncertainties is the critical importance of keeping the long-range goals in mind. The challenge is to create a workable version of the School’s image by the end of the Spring Quarter of 2006.
Credential and Degree Programs

Since its beginnings, the UCR Graduate School of Education has engaged in research with gradually expanded interest areas and foci. This research has been foundational in the development of both degree and credential programs. Over the years, the School’s strength has intensified as Master of Arts Degree programs have been formulated and approved as Type A—to be completed in cooperation with participating academic departments and Type B—with general areas of specialization including Curriculum and Instruction, Educational Psychology, Institutional Leadership and Policy Studies, and Special Education.

Deriving from strengths in its teaching credential and Master of Arts programs, five Ph.D. emphases have evolved over time. These are Curriculum and Instruction, Educational Psychology, Institutional Leadership and Policy Studies, School Psychology, and Special Education. Not unlike programs in other academic units, these flowed from the research interests of faculty members.

Programs for the preparation of teachers and education administrators have been offered during the past decades through periods of the State’s oversupply as well as decline of personnel in these career fields. Today, there are several credential programs in the UCR Graduate School of Education that have been authorized by the California Commission on Teacher Credentialing. In addition to study sequences for Administrative Services and Pupil Personnel Services (School Psychology) credentials, instructional credential programs are available for both elementary and secondary levels, as well as for individuals who wish to specialize in teaching students with disabilities.

The School has a long tradition of preparing administrators for leadership positions throughout the region in the K-12 and community college systems. Two recent initiatives involving collaboration are directly related to the efforts for enlarging the Tier I and Tier II levels of the School’s Administrative Services credential programs. First, a cooperative relationship with the Desert-Mountain Special Education Local Planning Area has made the Tier I phase available to the High Desert region in San Bernardino. Second, a recent gift from the Bank of America has supported the establishment of an Educational Leadership Institute in collaboration with the California School Leadership Academy (CSLA) programs in both the Riverside and San Bernardino County offices. This collaboration with the Leadership Academy has provided opportunities for authorized county office supervision of fieldwork experiences of candidates completing Tier II of UCR’s Administrative Services credential program.
Enrollment Trends

A further indication of the School’s strength is the recent positive trend in enrollment increases in both professional and graduate programs. With respect to the GSOE doctoral programs, the augmentation in workload can be attributed to both recruitment efforts and programmatic modification as shown below:

(a) The School engaged in extensive recruitment, especially on regional CSU campuses (linked to plans for the JD), that has led to a doubling of the entry cohorts. Over the past five years, beginning with the 1999-2000 cohort, the number of doctoral students has increased to a range of 24-28; previous totals ranged from 10-12.

(b) A First-Year Core was developed and adopted in existing doctoral programs--a core that is now proposed as a foundational element in the Joint Doctoral program. This core, while formulated in anticipation of the Joint Doctorate, will continue in to serve students in the regular program as well

With approval of the proposed Joint Doctoral program in Leadership for Education, a further increase in doctoral enrollments is anticipated.

UCR/GSOE Faculty

Certainly the most significant affirmation of strength in the Graduate School of Education is the caliber of its faculty. Only the most highly qualified persons are selected as members of the ladder faculty--presently a group of twenty-two individuals who span a broad range of interests and accomplishments: identification of students with special needs, issues related to bullying in school settings, formulation of educational policy in urban settings, applied behavioral analysis, the interplay of organizational structures and teacher professionalism, and socio-cultural foundations of schooling, to name a few. U.S. News and World Report recently rated the faculty fifth in the nation in research productivity based on publication records. Another indicator of faculty productivity is a record of nearly $11,000,000 in grant funds garnered by the School during the past three years. Specific information regarding faculty members is presented in Section IV of this document.

The addition of a Joint Doctoral degree program as proposed is viewed as a means of increasing both the breadth and depth of the School’s offerings, thus contributing to augmentation of its strength in the field.
**Development of Schools of Education within the CSU System**

Significant among indicators of strength within the participating CSU campuses are the following:

**CSU S/COE Faculty**

It is a matter of record that schools and colleges of education (S/COE) at the four campuses represented by this document, have consistently hired faculty prepared at top institutions around the nation. These faculty, prepared as excellent researchers and scholars, have elected to join in the CSU mission of providing not only high-quality research, but of melding that work with a focus on the teaching mission of the community, and, most particularly, in partnership with local schools.

Approximately 75% of the current faculty holds the Ph.D. Degree from research institutions. The majority of these research institutions are Research Level 1 institutions. They include Berkeley, Illinois, Indiana, Michigan, Michigan State, Minnesota, North Carolina, Pennsylvania, Pittsburgh, Stanford, UCLA, the University of Chicago, and Wisconsin (at Madison). Ed.D. Degrees have been conferred by major institutions including Harvard, Stanford, and the University of Southern California.

Appropriate to the discipline-based area of expertise, faculty have published in the major publications of the American Psychological Association, The Association of School Curriculum Developers, the American Educational Research Association, the Society for Research in Child Development, the American Association of Higher Education, and many related professional, discipline-based journals. They also have presented juried papers at major national and international professional and research association conventions. California State University faculty members have an impressive list of federal, state, and private foundation grants in areas of both basic and applied research.

A substantial number of CSU faculty members have chaired Ph.D. dissertations in Research 1 institutions where they held appointments before they became CSU faculty. CSU faculty members are particularly adept at integrating theory and practice in the definition of their research problems. Most problems are grounded in problems of practice, but they employ rigorous quantitative and qualitative research methodologies in the design of these applied research problems. This blending of the theoretical, the methodological, and the practical is a particular strength of CSU education faculty. Since education itself is a field of study as well as a “practical-productive discipline”, this blend is particularly relevant for those who engage in educational research.
Campus Accreditation and Recognition

As further demonstration of the high level at which the S/COEs operate, two of the campuses (Dominguez Hills and Los Angeles) are nationally accredited (National Council for Accreditation of Teacher Education--NCATE) and two are undergoing the national accreditation process.

These campuses have also been some of the first in California to institute professional development school (PDS) operations within local schools; and Dominguez Hills has received a national award (American Association of Colleges of Teacher Education--AACTE) for best practices in support of professional development school and diversity efforts.
APPENDIX C
PROGRAM STIMULUS AND MARKETING SURVEY INFORMATION
CAREER OPPORTUNITIES FOR ED.D. DEGREE

Stimuli for Development of a Program Appropriate for an Era of New Agreement

The Joint Doctorate as proposed will meet a substantial need and will offer a significant opportunity to address educational directives and concerns that have emanated from several sources. For example, there will be response to many recommendations contained in the 1960 Master Plan; e.g., the call for four-year institutions to think regionally as well as intramurally as an effort to effect the sharing of educational resources, as well as the need for (a) non-traditional forms of education, (b) expeditious handling of student exchange agreements, and (c) sensitivity to student concerns that transcend a particular campus.

The program further attends to the reminder from UC President Atkinson in his testimony before the Senate Subcommittee on Higher Education (June 12, 2001) that education must prepare for a second Tidal Wave of students, and must be heedful of the need for expansion of existing educational offerings as well as for the creation of new programs in collaboration with the CSU system.

An additional drive for the Joint Doctorate has been that of client demand. Over the years, interested students have pressed for development of a collaborative doctoral program that would prepare them as educational leaders in the community college and K-12 settings.

Originally, the interest of CSU campuses in collaborative activity was encouraged by CSU Chancellor Reed’s Initiative recognizing a need and proposing the enhancement of CSU scholarship and research./development capabilities. Since that initial phase, the direction of collaboration has undergone reformulation resulting in the present concept of a Joint Doctorate in Leadership for Education.

Finally, the most forceful stimulant fostering materialization of the Joint Doctorate is the very recent UC directive that each of its campuses must allocate FTE resources to Ed.D. programs. Multiple CSU campuses have been included in the JD plan at UCR; and it is foreseen that if this era of new agreement is to succeed, every UC School of Education must aim toward collaboration with multiple partners from the CSU system.
TABLE 8: MARKETING INFORMATION
(Sources for data in these tables are provided below)

MASTER'S DEGREE GRADUATES FOR DOCTORAL PROGRAM CONSIDERATION

<table>
<thead>
<tr>
<th>Specialization Field</th>
<th>Consideration</th>
</tr>
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<tbody>
<tr>
<td>Curriculum and Instruction</td>
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<tr>
<td>Educational Administration</td>
<td>36</td>
</tr>
<tr>
<td>Educational Counseling</td>
<td>23</td>
</tr>
<tr>
<td>Literacy</td>
<td>24</td>
</tr>
<tr>
<td>Mathematics/Science</td>
<td>7</td>
</tr>
<tr>
<td>Multiculturalism</td>
<td>31</td>
</tr>
<tr>
<td>School Psychology</td>
<td>9</td>
</tr>
<tr>
<td>Special Education</td>
<td>31</td>
</tr>
<tr>
<td>Teacher Education (general)</td>
<td>9</td>
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</table>

Placement Opportunities by Specialization Field

<table>
<thead>
<tr>
<th>Specialization Field</th>
<th>Opportunities</th>
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</thead>
<tbody>
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<td>Curriculum and Instruction</td>
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<tr>
<td>Educational Administration</td>
<td>21</td>
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<tr>
<td>Educational Counseling</td>
<td>14</td>
</tr>
<tr>
<td>Literacy</td>
<td>21</td>
</tr>
<tr>
<td>Mathematics/Science</td>
<td>18</td>
</tr>
<tr>
<td>Multiculturalism</td>
<td>10</td>
</tr>
<tr>
<td>School Psychology</td>
<td>10</td>
</tr>
<tr>
<td>Special Education</td>
<td>23</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>23</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
</tr>
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</table>

Employment Plans of California Education Doctorate Class of 1998

<table>
<thead>
<tr>
<th>Employment Plan</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community colleges</td>
<td>7</td>
</tr>
<tr>
<td>Elementary/secondary schools</td>
<td>21.2</td>
</tr>
<tr>
<td>Four-year colleges/universities</td>
<td>28.4</td>
</tr>
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</table>


Primary Desired Activity of California Education Doctoral Graduates

<table>
<thead>
<tr>
<th>Desired Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>44.4</td>
</tr>
<tr>
<td>Professional Services</td>
<td>8.9</td>
</tr>
<tr>
<td>Research and Development</td>
<td>8.7</td>
</tr>
<tr>
<td>Teaching</td>
<td>30.7</td>
</tr>
</tbody>
</table>

Number of California Education Doctorate Awards in 1998 by field of specialization:

<table>
<thead>
<tr>
<th>Field of Specialization</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>41</td>
</tr>
<tr>
<td>Curriculum and Instruction</td>
<td>41</td>
</tr>
<tr>
<td>Education general</td>
<td>36</td>
</tr>
<tr>
<td>Educational Administration</td>
<td>196</td>
</tr>
<tr>
<td>Higher Education</td>
<td>22</td>
</tr>
<tr>
<td>School and Educational Psychology</td>
<td>47</td>
</tr>
<tr>
<td>Special Education</td>
<td>9</td>
</tr>
<tr>
<td>Teaching fields</td>
<td>25</td>
</tr>
</tbody>
</table>

APPENDIX D
LETTERS OF SUPPORT
CALIFORNIA STATE UNIVERSITIES
(hard copy only)
APPENDIX E
Memorandum of Understanding and Bylaws

MEMORANDUM OF UNDERSTANDING

Joint Doctoral Program of Graduate Studies in Education for the
Doctor of Education (Ed.D.) in Leadership for Education

Participating campuses:
University of California, Riverside
California State University, Dominguez Hills
California State University, Long Beach
California State University, Los Angeles
California State University, San Bernardino

1) This Memorandum of Understanding (hereafter referred to as the “MOU”) is entered into this ___ day of ____, 2004 by and between THE REGENTS OF THE UNIVERSITY OF CALIFORNIA on behalf of The University of California, Riverside, and THE TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY on behalf of California State University Dominguez Hills, Long Beach, Los Angeles and San Bernardino (universities hereafter referred to as “UCR” and “CSU campuses,” respectively) in order to establish a Joint Doctoral Program in Educational Leadership that will result in Ed.D. degree awarded in the names of both university systems. The purpose of this MOU is to establish procedures for the operation and fiscal administration of the program.

2) Term. This MOU shall be effective from _____________________through___________________. UCR and the CSU campuses may extend the term of this MOU by written amendment signed by duly authorized representatives of both universities no later than sixty (60) days before its expiration date.

3) Written Documents. The Agreement between the parties consists of this MOU, the BYLAWS (Exhibit B), ENROLLMENT PROJECTIONS (Exhibit C), and the PROPOSAL (Exhibit D). The documents constituting this Agreement will be interpreted to be consistent with one another, with the MOU and BYLAWS intended to implement the provisions of the PROPOSAL. It is recognized that the PROPOSAL in effect at the time of deliberation may be subsequently modified and the PROPOSAL considered to be operative will be the modified PROPOSAL in effect at the time of deliberations.

4) Amendments. This MOU may be amended through a unanimous consent of the Chancellor of UCR and the Presidents of the participating CSU campuses or their designees. No alteration or variation of this Agreement shall be valid unless made in writing.

5) Academic Jurisdiction. The faculty and the Graduate School of Education at UCR and the faculty and Colleges administer the Joint Doctoral Program at the CSU campuses shall retain jurisdiction over the program. The PROPOSAL shall govern the academic content of the program, and substantive revisions in it shall be subject to the applicable approval processes on each of the participating campuses. The BYLAWS define and shall govern the
functioning of the UCR/CSU Joint Graduate Group, and revisions shall be undertaken in accordance with the procedures identified in Article VIII of said BYLAWS.

6) Academic Administration. UCR and the CSU campuses agree that academic administration of the program shall be housed primarily at the UCR campus. Such administration shall include application processing, admissions, matriculation, monitoring and approval of degree requirements, human subjects reviews, dissertation filing, and confirmation of degree completion. Institutional Review Board procedures, while overseen by UCR, shall ensure conformity with the policies and requirements of each of the participating campuses.

For State purposes, students will be officially enrolled as UC students throughout their program of study. Student record-keeping and posting of grades will be undertaken by UCR for each student and shall reflect courses taken on all participating campuses. Final official transcripts shall be processed by UCR and shall indicate the awarding of the Ed.D. degree and diploma in the names of the Regents of The University of California and the Trustees of The California State University. Students in the program will be identified as CSU Joint Doctoral students by the registrars of the CSU campuses.

7) Operational Administration. Both UCR and the CSU campuses agree that operational and budgetary administration of the program shall be a shared responsibility among the participating campuses, with UCR and CSUSB having the lead responsibility for these matters.

8) Program Funding and Fiscal Responsibilities.

a) Student Enrollment and State Funding. Students will be enrolled as UCR students throughout the degree program and will generate UC-level funding for the program during the duration of their participation. UCR and the CSU campuses agree that students shall not generate FTES or State funding directly to the CSU campuses when registered for courses delivered on those campuses.

b) Distribution of Funds. State enrollment funding and student education fees, minus the return-to-aid portion, will be divided between UCR and the CSU partners on a workload basis. The basis will be a workload allocation formula that is agreed to by majority vote of the members of the Joint Doctoral Program Committee, which is described below in ADMINISTRATION OF THE PROGRAM. The Joint Doctoral Program Committee will determine the workload basis for distribution of funding prior to May for each subsequent academic year.

c) Allocation of Funding. UCR shall allocate state enrollment funding and student education fee funds to the CSU partners one time per year, no later than September 1, based on the program workload in effect for the forthcoming academic year. Student registration fees shall be allocated on the same time schedule. For the initial program year, the division is assumed to be 33.3% (UCR) and 66.7% (CSU partners).

d) California State University, San Bernardino (CSUSB) will serve as the lead institution for CSU partners. CSUSB will receive the annual financial distribution from UCR and will, in turn, redistribute it to the other CSU institutions.
e) **Budget.** The Joint Doctoral Program Committee will recommend a budget for the operations of the program during the succeeding year. The budget shall be prepared no later than May 1 of each year and will be based on projected student FTE for the next year. The budget shall include, but need not be limited to, the funding available for the Joint Doctoral Program through State enrollment funds and student fees. The budget will take into account the workload distribution of funds described above. The budget may include funds carried forward from a previous year. (Carry forward funds are those allocated to participating campuses for the program as described above that are remaining at the end of a fiscal year.)

f) **Fiscal Reporting.** UCR and the CSU partners shall be responsible for accounting, budgeting, billing, payroll services, and reporting on their respective campuses for the expenditures associated with the program. UCR and CSUSB, as the financial lead for the CSU partners, shall individually prepare an annual fiscal year-end report of program expenditures, and copies of all of the reports will be archived in the Dean’s offices at these two campuses. The CSUSB report will consolidate information from all of the CSU partners. The reports will also be made available to the Office of the President of the University of California and the Chancellor’s Office of the California State University.

g) **Payment of Student Fees.** Program participants will register and pay tuition/fees each quarter at UCR.

h) **Enrollment Projections.** A year-by-year enrollment projection provided by UCR has been agreed upon by the partner campuses, and is attached to this Memorandum of Understanding.

9) **Facilities and Equipment.**

a) **Facilities.** UCR and the CSU campuses shall provide classroom and administrative space necessary to support the Joint Doctoral Program.

b) **Equipment.** Equipment that is required for the operation of the program may be purchased or leased by UCR or a CSU campus in accordance with their respective campus policies and procedures. Joint Doctoral Program funds may be used in support of such equipment if included in the approved annual budget.

10) **Student Services.** UCR and the CSU campuses provision of services to students shall include but not be limited to the following:

a) **Financial aid.** Students will be officially enrolled as UC students, and financial aid shall be administered by UCR. Although UCR has primary responsibility for financial aid in the program, this does not disqualify students from other sources of support available from the CSU system or CSU campuses.

b) **Library privileges.** Upon matriculation into the degree program, students shall be granted full rights and privileges to use any and all services/materials provided by the UCR libraries and by the libraries of the CSU campuses.
c) **Computing services.** Upon matriculation into the degree program, UCR and an appropriate CSU campus shall assign each student an electronic mail account and shall maintain said accounts for the duration of students’ degree program. UCR and the CSU campuses shall provide students access to computing facilities such as laboratories and other facilities appropriate for the Joint Doctoral Program.

11) **Student Grievance Procedures.** Students in the program will have the right to resolve grievances through the established procedures at UCR and the participating CSU campuses. If a grievance pertains to a matter associated solely with an individual campus in the program, the established procedures on that campus shall normally be followed. If the grievance pertains to the overall Joint Doctoral Program, grievance procedures on the UCR campus shall normally be followed.

12) **Cancellation of Courses.** It will normally be the case that all planned courses within the Joint Doctoral Program will be offered as scheduled by the participating campuses. If in any case this is not possible and a course must be cancelled, provisions will be made to allow students to enroll in comparable course(s).

13) **Termination.**

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

   b) **Termination–Lack of Funding.** If the continuance of the Joint Doctoral Program is deemed by either UCR or any of the CSU campuses to be nonviable on a permanent basis due to insufficient State funding, campuses may, through appropriate campus procedures, terminate their participation in the program and suspend admissions with one (1) year’s advance written notice of intent to all parties involved. Students currently enrolled in the program will be permitted to finish their degrees according to the plans outlined in the PROPOSAL. These students will continue to receive the full support of both universities for the duration of their degree programs.

   c) **Termination – Campus.** If a CSU campus terminates its participation in the program, all remaining funds allocated to it by UCR for the purposes of the program will be returned to UCR within 90 days for subsequent use in support of the Program.

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

All Joint Doctoral program students will be considered students of the University of California and of the California State University.

15) Insurance. It is understood and agreed that the University of California and California State University shall maintain self-insurance programs to fund their respective liabilities. Evidence of Insurance, Certificates of Insurance, or other similar documentation shall not be required of either party under this MOU.

16) Waiver of Rights. No delay or failure of either university in exercising any right, and no partial or single exercise of any right, shall be deemed to constitute a waiver of that right or any other right.

17) Dispute Resolution. Any dispute arising under the terms of this MOU that is not resolved within a 60-day period in accordance with Article VIII of the program By-Laws shall be brought to the attention of the Chancellor of UCR and the Presidents of the CSU campuses, who will be requested to assist in the resolution. If resolution cannot be achieved, any of the Parties to the MOU may seek resolution employing whatever institutional or legal remedies exist. Despite an unresolved dispute, the Parties shall continue without delay to perform their respective responsibilities under this MOU.

18) Program Evaluation. As part of its charge for overall governance of the Joint Doctoral program, the Joint Doctoral Program Committee will assume responsibility for formative evaluation activities. A systematic process for the ongoing evaluation will be formulated based on criteria related to the design, rationale, goals, and objectives of the program, and to the competence and performance criteria used to assess all candidates. Evaluation will also take into account the inclusion of knowledge and research that will inform and contribute to the development of leaders in education, as well as identified needs of respective schools, districts, institutions, agencies, and communities within the UCR/CSU service regions.

The application and admission procedure will be evaluated and modified as necessary by the JD Program Committee after the first cohort of students has been admitted. All changes must be approved by the appropriate faculty committees at UCR and CSU campuses. Modified procedures will take effect for the second year admissions.

An internal evaluation of the Joint Doctoral Program will be conducted by the Graduate Division after three years. A complete summative evaluation will be conducted at the conclusion of a five-year period by an External Review Team. This enterprise will be guided by and consistent with established UC and CSU policies and procedures.
19) Modifications to the MOU. Changes to this MOU must be reviewed and approved by the GSOE faculty, the UCR Graduate Council (when campus policies are involved), and relevant committees and administrative bodies at the CSU campuses. Likewise, when campus policies change, the MOU will be reviewed to be sure it is consistent with the changes. When differences are identified, the MOU must be modified or the Joint Doctoral program must request and receive a waiver for these differences.

**VERIFICATION OF AGREEMENT:**

This signature page will include CSU Presidents and UCR Chancellor

This Memorandum of Agreement has been developed cooperatively and all aspects have been agreed to by the undersigned:

_______________________   _____________________ _____________________
Kathleen Taira     Carol Bartell   Sharon Duffy
Interim Dean, CSUDH   Dean, CSULA  Interim Dean, UCR

________________________      _____________________
Jean Houck         Patricia Arlin
Dean, CSULB         Dean, CSUSB

DATE: __________________________
APPENDIX F

JOINT GRADUATE GROUP BYLAWS

UNIVERSITY OF CALIFORNIA, RIVERSIDE
(“UCR”)

AND

CALIFORNIA STATE UNIVERSITY DOMINGUEZ HILLS, LONG BEACH, LOS ANGELES, AND SAN BERNARDINO
(“CSU CAMPUSES”)

The intent of these Bylaws is to specify and clarify various aspects of the proposed Joint Doctoral program, and to verify agreements reached by representatives of the participating campuses who were engaged in the planning process.

The proposed Joint Doctoral program has been formulated in response to the critical need for effective educational leaders, and the demand for a preparation program emanating from potential candidates and clients. Further incentives for program development derive from initiatives generated by the Office of the Governor and from encouragement offered by the UC Office of the President and the California State University Office of the Chancellor. Planning of the program has been conducted as a collaborative endeavor involving representatives from each of the participating campuses, with the aim of assuring equal engagement by all partners in the development and operation of the program.

Graduates of the Joint Doctoral program in Leadership for Education will receive an Ed. D. awarded jointly by the Trustees of the California State University and the Regents of the University of California.

ARTICLE I. ORGANIZATION AND MEMBERSHIP OF THE JOINT GRADUATE GROUP

SPECIALIZATION AREA PARTICIPATION

The first year of the Joint Doctoral program will invite applications from students wishing to specialize in Curriculum and Instruction (C&I) and Institutional Leadership and Policy Studies (ILPS). It is important to note, however, that the program will expand in the second and following years to include all specialization areas in the UCR Graduate School of Education (C&I, ILPS, School Psychology, Special Education, and Educational Psychology). The program is designed to address leadership for education in the full range of specializations offered at UCR.

FACULTY MEMBERSHIP

Criteria for Faculty Participation

Representatives of the participating campus units have reviewed the curriculum vitae of all faculty members and administrators suggested by the CSU Deans for participation at the outset of the Joint Doctoral program and have agreed that those whose names are included in the
academic proposal are fully qualified and will participate in initiation of the program. For future additions to or modification of this initial listing, the proposed governance process will be activated, necessitating the Joint Doctoral Program Committee’s evaluation of faculty-member nominations for a specialization cluster.

All individuals recommended by the Joint Doctoral Program Committee and approved by the UCR Committee on Academic Personnel (CAP) to be Participating Joint Doctoral Faculty Members shall be recommended by their CSU Deans and confirmed as Core faculty by the Joint Doctoral Program Committee and the UCR Committee on Academic Personnel (CAP). All participating CSU faculty members will be considered qualified to participate in all aspects of the Joint Doctoral program, including recruitment, curriculum development, instruction, candidate advisement regarding courses/activities, candidate evaluation (examinations), candidate guidance regarding research/dissertation preparation, and membership/chair of dissertation committees.

ARTICLE II. JOINT PROGRAM COMMITTEE

DECISION-MAKING

Decision-making for management of the Joint Doctoral program will be accomplished through implementation of the governance structure described below. Committee functions and responsibilities include, among others, those pertaining to admissions, curricular coordination and modification, administrative coordination, and procedural modification. The Joint Doctoral Program Committee and (when standing committees are formed) all standing committees will be composed of members representing both UCR and the CSU campuses.

ADMINISTRATION OF THE PROGRAM

Governance of the Joint Doctoral program, consistent with Appendix “G” (Criteria for Reviewing Proposed Joint UC/CSU Doctoral Programs) is shared equally by partnering campuses. The primary governance body is the Joint Doctoral Program Committee, which provides policy oversight and review across the identified specialization clusters, and institutional liaison among the various collaborators.

The principal responsibilities of the Joint Doctoral Program Committee are:

- To establish and review policies and procedures for the program, including faculty membership, the curriculum, admissions, student advisement and evaluation, recruitment and support. The Committee will normally respond to specialization cluster proposals, but may initiate recommendations in its own right.
- To govern the management of the program by establishing standing and ad hoc committees for the various functions needed for conduct of the program.
- To facilitate inter-institutional relations among the collaborating institutions and their system-wide organizations.

Membership of the Joint Doctoral Program Committee for the first five years of the program will consist of nine representatives:

- A representative from each of the collaborating CSU institutions, to include the CSU Faculty Director.
- Four representatives from the UCR Graduate School of Education, including the UCR/GSOE Faculty Director and three faculty members representing a cross-
section from the specialization areas, with the aim of no more than one member from a specialization area (Curriculum & Instruction, Institutional Leadership and Policy Studies, School Psychology, Educational Psychology, or Special Education).

- The Dean of the UCR Graduate School of Education, who will function as a voting member of the committee. The UCR Graduate School of Education Dean will function as a voting member of the committee. All decisions will require a majority vote.

The Joint Doctoral Program Committee may include other non-voting ex officio members at the discretion of the Committee, including the Administrative Directors, as well as other participants as appropriate. If faculty members from a participating specialization area are not on the Joint Doctoral Program Committee from both UCR and CSU, UCR and CSU will be given the opportunity to include additional faculty members as needed, in the review and recommendations of applications for that area. In years 2 and beyond, the admissions committee or subcommittees will include UCR and CSU representation from all participating specialization areas.

A quorum will be required to conduct the business of the Joint Doctoral Program Committee. A quorum will consist of at least three members of the Joint Doctoral Program Committee from CSU and three members from UCR.

In the first operational year, the Joint Doctoral Program Committee will handle the functions described below for standing committees. After a review of the first year activities, standing committees may then be appointed in Year 2, with each committee having balanced membership from UCR faculty and Participating CSU faculty. In the first operational year, the JD Program Committee may choose to assign subcommittees to handle these functions.

**Standing Committee Functions**

- **Faculty Membership Committee**
  The committee evaluates nominations of faculty members for specialization cluster participation, and subsequently prepares and distributes vitae and ballots for specialization cluster members’ votes.

- **Admissions Committee**
  The committee recommends applicants for admission to the Joint Doctoral program consistent with standard admission procedures established by the UCR Graduate Division, UCR/GSOE, and participating CSU units. The admissions committee should include representation from each of the specialization area groups from UCR and CSU for which applications are being reviewed. If this representation is not available from the Joint Doctoral Program Committee membership, a faculty member from outside the Joint Doctoral Program Committee will be invited to participate in the review of applications.

- **Recruitment and Support Committee**
  The committee oversees a) the development of written material for prospective applicants and b) the recruitment of students.

- **Curriculum Development and Review Committee**
The committee, to include representatives from each of the specialization clusters, oversees a) development and review of the curriculum program, including the First-Year Core, specialization courses and seminars, and b) related activities including support for advisement and advancement to candidacy.

ARTICLE III. ADMISSIONS AND ADVISEMENT

ADMISSION

The partner institutions establish the criteria for admission and jointly recommend the admission of students to the UCR Graduate Division. The Dean of the Graduate Division at UCR makes final decisions. The candidate selection process will be conducted in accordance with procedures established by the Joint Doctoral Program Committee, and will be consistent with policies and procedures established for the CSU and UC systems. UCR and the collaborating CSU campuses are jointly responsible for admission recommendations to the Joint Doctoral Program.

ADMISSION CRITERIA

The candidate selection process will be conducted in accordance with procedures established by the Joint Doctoral Program Committee, and will be consistent with policies and procedures established for the CSU and UC systems. UCR and the collaborating CSU campuses are jointly responsible for the admission process for program participants. Applicants must submit the following documents to UCR:

- Two original copies of official transcripts from each college or university attended since high school. No exceptions. Transcripts should indicate that the applicant possesses:
  - Documentation of a baccalaureate degree or its equivalent from an accredited institution
  - Documentation of a master’s degree in education or an auxiliary field from an accredited institution.
- A minimum GPA of 3.2 for the last 90 quarter units (or 60 semester units) of the baccalaureate program, and any graduate work.
- A minimum of three letters of recommendation documenting a history of successful educational experience and potential for educational leadership. Included should be one letter from a school-site or University administrator and at least one letter from a University faculty member, preferably with a doctoral degree, that addresses the applicant’s potential for academic success in a doctoral program. Letters should be sent directly to the Graduate School of Education at UCR, attn: Joint Doctoral Program.
- A statement of purpose documenting how attainment of the Joint Doctoral Degree will (a) contribute to the prospective candidate’s professional development and (b) address societal needs. The statement of purpose is part of the online application.
- Acceptable scores on the Verbal and Quantitative sections of the General Test of the Graduate Record Examination that are not more than five years old. 1100 is the preferred minimum for the combined total of Verbal and Quantitative subtests, however applicants with lower scores may be recommended for admission if the file is particularly strong in all other areas. School Psychology applicants, when this program is in place, will also need to take the psychology subtest of the GRE.
- A writing sample for which the applicant is the sole author and which is professional or academic in content.
As part of the review process, the committee will also look for the following indicators in letters of recommendation, statement of purpose, relevant background and experience, and other documents in the application file:

1) A match between the applicant’s research interests and faculty expertise (to assure availability of needed guidance);

2) The applicant’s high potential for leadership and scholarly attainment as evidenced by academic achievement and professional records;

3) The applicant’s commitment to learning, collaborating, and assisting others in gaining access to the education that can result in significant life benefits;

4) An indication that the applicant has the interest and capacity to provide leadership in the diverse educational communities typical of California” work .

DEGREE OBJECTIVE:

The Joint Doctoral program is an Ed.D. program only. Joint Doctoral students who decide to pursue a Ph.D. instead of an Ed.D. may request a change of program to the UCR Graduate School of Education with a Petition to Change Academic Program. Faculty in the relevant specialization area of Graduate School of Education will review the student’s file and make a recommendation to the Graduate Advisor, who recommends approval or denial of the petition to the Graduate Division. Students who move to the Ph.D. program will no longer be in the Joint Doctoral program.

SINGLE PROCESS FOR ADMISSION

Students will apply to the Joint Doctoral Program through the UCR JD Program Office. UCR accepts only online applications. Applications can be accessed at the UCR Graduate Division website: http://www.graddiv.ucr.edu/HowApply.html. Supplemental information (transcripts, writing sample, letters of recommendation, GRE scores) will be submitted to the UCR JD Program Office in the Graduate School of Education. The UCR Director will bring applications to the JD Program Committee that will review applications in groups, after each of three application deadlines. Admittees will enroll as UCR graduate students. Recommendations for admission will be balanced across participating specialization area groups (i.e., C&I, ILPS, School Psychology, Educational Psychology, Special Education).

DEADLINES AND REVIEW PERIODS.

Prior to the first academic year of the program, an application period will be established by the Joint Doctoral Program Committee. At the end of the application period, the Joint Doctoral Program Committee will review the applications and identify students to be recommended to the UCR Graduate Division for admission.

After the first year of the program, application deadlines for the Joint Doctoral program will be consistent with three deadlines established for the Ph.D. program in the UCR Graduate School of Education, i.e., the Joint Doctoral Program Committee will review applications after the December 15 application deadline (early application deadline for students applying for merit-based fellowships), and after the February 15th regular application deadline. If spaces remain in the program after the February deadline, the Committee will also review applications received by May 1st. The total number of students to be recommended for admission shall not exceed the target numbers for each year, as specified in the MOU.

ADMISSION RECOMMENDATIONS.
Recommendations for admission or denial of each application will be rendered by the Joint Doctoral Program Committee and will be forwarded to the UCR Graduate Division for a final decision. When the UCR Dean of the Graduate Division’s opinion differs from the recommendation, the UCR JD Director will be consulted before a letter is sent to the applicant.

The UCR Graduate Division will notify the applicant in writing of the decision. Applicants wishing to appeal a denial may write a letter to the JD Program Committee presenting reasons for the appeal. The JD Program Committee will consider appeals and may in some instances reverse the recommendation to the Graduate Division. If the Program Committee changes its recommendation, the UCR Dean of the Graduate Division will be asked to review the file and make the final decision.

MATRICULATION AND GRADUATE STUDENT STATUS.

Once admitted, the candidate will become a UCR student in the Joint Doctoral program at UC Riverside. JD students will not enroll at a CSU campus and will not appear in CSU matriculation. JD students will pay all fees through UCR and will enroll in classes through the UCR Graduate School of Education.

ARTICLE IV. RESIDENCY, STUDENT FEES AND GRADUATE SUPPORT

Joint Doctoral Program Residency Requirements:

Each student will be required to take courses from UCR faculty during three academic quarters of the program. These courses will be offered on the UCR campus, but may include web-supported and teleconferencing methods of delivering instruction. Students will enroll in the equivalent of at least 8 quarter units each quarter. Students may take courses during summer sessions offered at CSU campuses or UCR.

Student Fees:

Students will register and pay fees at UCR, consistent with provisions of statewide agreements between the University of California and California State University systems.

Graduate Support:

Financial Aid will be the responsibility of UCR. In addition, students may be eligible for other forms of support, such as Fellowship, Teaching Assistantship and/or Graduate Student Researcher positions. In these situations, the campus employing a student will be responsible for such additional graduate student support.

ARTICLE V. COURSE AND PROGRAM REQUIREMENTS, AND ACADEMIC REGULATIONS

COURSES, EXAMINATIONS AND DISSERTATIONS

Courses and Course Requirements

Curricular requirements have been established jointly. The First-Year Core courses/activities and the specialization clusters to be included in initial stages of the program have been agreed to by the participating campus representatives. All courses to be taught in the first year of the program have already been approved by the Academic Senate committees and are part of the current Ph.D. program in the GSOE. After the first operational year, new courses may be developed and will go through the regular procedure for course approval at UCR, and when appropriate, at CSU campuses. The quarterly distribution of courses/activities for the First-Year Core has been determined and appears in the academic proposal. All required course
offerings will be scheduled in the late afternoon and evenings to accommodate candidates who are professionally employed on a full-time basis. Students who are working in educational settings will be encouraged to reduce the percentage of time for their employment in order to devote more time to their doctoral programs. Modes of instruction have been specified in the course outlines that appear in the Appendices of the academic proposal. Courses taught at CSU campuses operating on the semester system will be taught according to UCR’s quarter schedule, in order that grades can be posted on time.

Procedures for adding courses or changing requirements have been agreed upon and are specified in the section pertaining to governance.

Examinations
After the completion of course work and before being advanced to candidacy, the student is required to pass qualifying examinations, both written and oral.

Written qualifying examination
The intent of the written examination is to assess the candidate’s attainment of the leadership competence associated with problem-based inquiry, public professional discourse on educational matters, and understanding of cultural interactions in areas of specialized interest.

Prior to a student taking the written exam, a degree check will be conducted by the UCR JD director’s office. The degree check matches the student’s Program Plan with his/her graduate transcript to ensure that all classes and requirements have been satisfactorily completed. The construction of the 12-hour written examination is coordinated by the student’s faculty advisor, in consultation with faculty associated with the student’s area of specialization who will typically be faculty from whom the student has taken courses. Written exams are administered over two consecutive days. Two exam periods are offered each academic quarter. Exams are not given during the summer. The written requires the student to:

4. Review critical literature in an assigned field,
5. Demonstrate competence in research methodologies, and
6. Demonstrate competence over content in fields of specialization.

The written examination is evaluated by the faculty associated within the student’s area of specialization, including faculty members who have prepared questions for the exam and a second reader knowledgeable in the area covered for each question. Decisions about overall passage of the exam are made by the faculty advisor, the UCR JD director, and the director at the appropriate CSU campus. Students who fail the written exam may be given a second opportunity to take an exam that is similar in content but not identical to the first exam. Students who fail the written exam a second time will be terminated from the program.

Oral qualifying examination
Following the written examination and prior to the oral examination, the oral qualifying committee is appointed and approved by the UCR Graduate Division. The five-member faculty committee consists of at least two faculty members from the UCR Graduate School of Education and two faculty members from CSU campuses. Consistent with UCR policy for Ph.D. oral examinations, a fifth “outside” committee member shall be selected from UCR faculty in academic units other than the Graduate School of Education.

Appointment Procedures. The student and the student's advisor will identify the proposed five-member Qualifying Committee. The student will prepare a nomination form, signed by the faculty advisor, listing the five members of their committee. The form will be forwarded to the Graduate Degree Program office at UCR, where the appropriate form is prepared, signed by the Graduate Advisor and forwarded to the Graduate Division at least three weeks before the oral is
scheduled. The nomination form is then approved and signed by the Dean of the Graduate Division and returned for the student and the student’s file. The student will work with the UCR Graduate Degree Program office to schedule a room and any media equipment necessary to conduct the examination.

**Member by Exception.** Members of the Qualifying Exam Committee will normally either be voting members of the Academic Senate at UCR or faculty from CSU campuses who have been approved by the JD Program Committee. Other potential members, including members from other UC or CSU campuses, will be considered on an exception-only basis, which will require approval by the Dean of Graduate Division at UCR. All requests for exception should be submitted to the JD Program Committee and UCR Dean of Graduate Division at least 10 working days before the Examination. No Committee may include more than one member participating by exception.

In preparation for the oral qualifying examination, students develop a prospectus for a research proposal setting forth the direction of their proposed dissertation. The qualifying committee uses the prospectus as a focus for examining the student, but the questioning may go beyond the prospectus to include areas covered by the written examination. Once the prospectus is determined by the faculty advisor to be ready for the oral examination, it is distributed to the committee. Students pass the oral qualifying examination when the committee is satisfied that (1) the prospectus (and the student’s grasp of theoretical and empirical issues at its core) leads in a productive direction toward a competent dissertation, and (2) the student has demonstrated competence in areas covered by the written examination that are also addressed by questions in the oral examination. Students who do not pass the oral qualifying examination may be offered a second opportunity to take the exam. Students who do not pass the second oral exam will be terminated from the program.

**Dissertations**

Dissertation standards and procedures have been jointly established and agreed to by representatives from the participating campuses.

Following successful completion of the qualifying examination, the candidate will then conduct a doctoral dissertation in his/her field of emphasis. A dissertation committee of four faculty members, consisting of two members each from UCR and CSU, will be named prior to the onset of dissertation work. An appropriate UCR form will be completed by the JD Program Office at UCR for submission to the Graduate Division for proper approval. The dissertation chair can be from UCR or CSU. Prior to commencement of dissertation work, the dissertation proposal must be approved by the Dissertation Committee. Factors to be considered by the Dissertation Committee prior to approval of the dissertation proposal include the originality of the inquiry and appropriateness of the research mode. The final copy of the dissertation must be approved by the dissertation committee and the UCR Graduate Division. An oral defense of the dissertation will be held when the dissertation is complete. All members of the dissertation committee must be present at the oral defense and give unanimous approval. Proper UCR paperwork will be completed by the JD Program Office and submitted to the UCR Graduate Division. When the defense has been passed and the dissertation approved, the doctoral degree will be awarded.

**ARTICLE VI. PROGRAM ADVISEMENT AND PLANNING**

UCR Academic Senate policies on grading, academic disqualification, academic honesty, conflict of interest, and associated due process procedures shall be adhered to in the program.
In the first year of the program students will not be assigned individual advisors but will be advised by the JD director at UCR and a director from a CSU campus. All students will take the method core course sequence (EDUC241A, B, and C) that includes a lab period in Winter and Spring Quarters, a specialization area discussion course in Fall quarter of the first year, a core breadth course in each of two quarters, and a specialization course in one quarter. In addition, students who can manage an additional course will take an additional specialization course. JD specialization area faculty will identify appropriate specialization courses from the UCR catalog for these students prior to the beginning of the program. These courses may be taught at a CSU or UCR. The JD Program Committee will document these recommendations and make them available to students. During their first year, students may seek advisement from the JD director at a CSU campus or from the UCR director. CSU directors may consult with the UCR director on questions related to UCR policies and procedures on behalf of the student or refer the student to the UCR director. Students will also be encouraged to talk with UCR and CSU faculty about their research and career ideas, to seek opportunities to participate in research activities, and to identify faculty who will be asked to serve as primary advisor or on the student’s program guidance committee in the second year.

Students are expected to pursue in-depth studies in at least two fields of concentration. The student’s remaining course work in these areas will be identified by the student and a three-member program guidance committee consisting of faculty from both UCR and CSU. One member will be designated as the student’s major advisor and will lead the program planning meeting. The plan of study is to be documented on a program plan submitted to the JD Program Committee. Preparation in each field consists of sufficient study to allow the students to grasp the essential concepts and inquiry methods of that field. The major advisor will coordinate preparation of the student’s written and oral qualifying exams, and is likely to become the student’s dissertation chair.

All courses taken by JD students will be UCR courses, approved by the UCR Academic Senate, regardless of where they are offered and who teaches them. Therefore, JD students will be considered “in residence” throughout their programs. Students in the Joint Doctoral program must take a minimum of 8 units per quarter, consistent with the unit requirement for all doctoral students in the Graduate School of Education. Students receiving fellowships or working as Teaching Assistants must take 12 units per quarter. If fellowship amounts do not exceed the cost of tuition and fees, recipients may petition to take only 8 units. Petitions are available from the GSOE Graduate Degree Program Office and should be submitted to the UCR JD director.

When temporary personal circumstances make it impossible for a student to take 8 units, students may request “half-time status” during that quarter. A request for half-time status must be completed and submitted to the UCR JD director by deadlines specified by the UCR Graduate Division. Students who require a temporary interruption in their academic program due to illness, family circumstances, or temporary job requirements may petition the Graduate Division for a Leave of Absence (LOA). LOA forms should be submitted to the GSOE Graduate Degree Program Office according to the guidelines specified in the Graduate Student Handbook. The format of the first-year core program does not allow for leaves of absence or half-time status during the first year of the JD program. Students who find it impossible to complete the first-year core during the first year may be required to repeat core courses. UCR policies regarding half-time status and leaves of absence can be found in the Graduate Student Handbook, available on the UCR Graduate Division website, at: [http://www.graddiv.ucr.edu/ESforms.html](http://www.graddiv.ucr.edu/ESforms.html).

The Joint Doctoral Program Committee will conduct an annual review during Spring quarter of all JD students in compliance with UCR Graduate Council policies and procedures. The JD Program Committee will solicit comments from JD students and JD faculty representing the student’s specialization area, and will then act to draft a written evaluation which (a) includes a brief review of the student’s work to date, with particular attention to activities during the
period since the last report, (b) describes the student’s progress toward the degree, (c) points out any areas in which improvement is recommended or required, and (d) establishes academic objectives for the following period. UCR will send out formal letters signed by the UCR Joint Doctoral Program Director to each JD student during August and/or September with copies forwarded to the UCR Graduate Division.

ARTICLE VII. RESOLUTION OF DISAGREEMENTS CONCERNING PROGRAM

For matters of disagreement pertaining to the Joint Doctoral Program within the Joint Doctoral Program Committee, a vote of a majority of all of the members will be required to resolve the disagreement. If the Joint Doctoral Program Committee cannot reach a decision, the matter will be referred to a Council of Deans, composed of the Deans of Education on the participating CSU campuses, the Dean of the Graduate School of Education at UCR, a designated CSU Program Director, and the UCR Program Director. Decisions of the Council of Deans will require a vote of four of the six members. If the matter cannot be resolved at this level, it will be referred to a group composed of the designees of the CSU Presidents and the UCR Chancellor. The highest level of authority in the program resides with this group. They will be the final arbiters of disagreements, with decisions requiring a majority vote.

ARTICLE VIII. AMENDMENTS

These Bylaws may be amended as necessary when approved by a majority of all of the Joint Doctoral Program Committee members. Written notice of proposed amendments will be mailed by the proposer(s) to each member of the Joint Doctoral Program Committee at least five calendar days prior to the vote on the amendment. The vote may be taken by a mailed ballot sent to each Joint Doctoral Program Committee member.
Appendix G

Letter of Commitment from UC President Richard Atkinson

Hard copy only

Appendix H

Handbook For The Creation Of CSU/UC Joint Doctoral Programs

Hard copy only

Appendix I

CSU Faculty Vitae to be submitted for approval

Hard copy only
Appendix J

Response to CCGA Handbook: Appendix D, Academic Degree Program Proposals: Information Required by CPEC

1. **Name of Program**
   Leadership for Education

2. **Campuses**
   University of California, Riverside
   California State University, San Bernardino
   California State University, Dominguez Hills
   California State University, Long Beach
   California State University, Los Angeles

3. **Degree/Certificate**
   Doctor of Education (Ed.D.) Degree

4. **CIP Classification**
   To be completed by UCOP

5. **Start Date**
   Fall, 2004

6. **If modification of existing program, identify program, explain changes**
   New program, N/A.

7. **Purpose (Academic or Professional Standing) and distinctive features (how does this program differ from others, if any, offered in California)?:**

   The paramount goal of the proposed Joint Doctorate in Leadership for Education is to offer a high-quality, rigorous program of study that will prepare graduates with a common vision and commitment for leadership positions consistent with individual career choices, while simultaneously addressing statewide and regional needs.

   The program will expand the five specializations in the graduate programs of the UCR Graduate School of Education by combining expertise of UCR and CSU faculty, for sub-specializations that are particularly suited for the Ed.D. degree. The program will first be implemented in two specialization areas, Curriculum and Instruction, and Institutional Leadership and Policy Studies. In subsequent years the other three specialization areas (Educational Psychology, School Psychology, and Special Education) will participate in the Joint Doctoral Program. New strands within the initial groups are as follows:
The CSU and UCR participants have agreed on the essential importance of establishing a common foundation for all candidates through the First-Year Core components that include methodology, inquiry, breadth courses, and roundtable discussions. In addition to the required core courses, students take one or more specialization courses in the first year. All courses offered in the first year will be courses in the current UCR catalog. After the first year, new courses will be developed to augment and extend specialized needs of candidates in the joint doctorate. Student program plans for courses after the first year will be determined by a Program Guidance Committee that will select methodology and substantive courses appropriate to the student’s academic preparation, research interests, and career plans.

The program, as conceived, typically spans a period of 12 quarters that includes three summer sessions. All students who are admitted will have completed a Master’s Degree in Education or a relevant discipline.

Joint Ed.D. programs are being implemented on all UC campuses. Each campus has chosen to work with one or more CSU campus. The programs are similar in their overall objective to offer collaborative joint doctoral programs leading to Ed.D. degrees, but differ in their specific emphases within the field of education. The programs do not compete with each other. Rather, the programs should benefit from shared knowledge and experiences related to Ed.D. training.

8. **Type(s) of students to be served**

The Ed.D. program is designed to serve students who are working professionals in K-12 settings. Therefore, all courses will be offered in late afternoons and evenings. Courses will also be offered in Summer Session for students who are expected to have more flexibility during summer months. Courses will be offered on CSU campuses and at UC Riverside. Where appropriate (when learning will not be compromised), courses
may be offered using teleconferencing methods. Given the wide geographic radius of participating campuses, and travel time between campus regions in afternoon/evening hours (1 ½ to 2 hours), this will be an important feature of roundtable discussions, committee meetings, etc.

In most cases students will take 8 units per quarter. Students who are able to reduce their work responsibilities for all or some part of their graduate program may take additional units during these quarters or summer sessions.

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

The Joint Doctorate as proposed will meet a substantial need and will offer a significant opportunity to address educational directives and concerns that have emanated from several sources. For example, there will be response to many recommendations contained in the 1960 Master Plan; e.g., the call for four-year institutions to think regionally as well as intramurally as an effort to effect the sharing of educational resources, as well as the need for (a) non-traditional forms of education, (b) expeditious handling of student exchange agreements, and (c) sensitivity to student concerns that transcend a particular campus.

The program further attends to the reminder from UC President Atkinson in his testimony before the Senate Subcommittee on Higher Education (June 12, 2001) that education must prepare for a second Tidal Wave of students, and must be heedful of the need for expansion of existing educational offerings as well as for the creation of new programs in collaboration with the CSU system.

Originally, the interest of CSU campuses in collaborative activity was encouraged by CSU Chancellor Reed’s Initiative recognizing a need and proposing the enhancement of CSU scholarship and research./development capabilities. Since that initial phase, the direction of collaboration has undergone reformulation resulting in the present concept of a Joint Doctorate in Leadership for Education.

Finally, the most forceful stimulant fostering materialization of the Joint Doctorate is the very recent UC directive that each of its campuses must allocate FTE resources to Ed.D. programs. Multiple CSU campuses have been included in the JD plan at UCR; and it is foreseen that if this era of new agreement is to succeed, every UC School of Education must aim toward collaboration with multiple partners from the CSU system.
10. **If program requires approval of a licensure board, what is the status of such a proposal?**

There are no licensing requirements for the Ed.D. Students may enter the program with an Administrative Services Credential in hand, or may choose to take courses for the Administrative Services Credential (approved by the California Commission on Teacher Credentialing) while enrolled in the Ed.D. program. When School Psychology becomes part of the Ed.D. program, students in this program will earn the Pupil Personnel Services credential (approved at UCR by the California Commission on Teacher Credentialing).

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

All students will take a minimum of 21 courses over three years, including summer sessions. Included in the courses are five “roundtables” which provide students opportunities to discuss research reports in education. Roundtables will differ according to the Ed.D. student’s stage in the program (e.g., early roundtables will focus on faculty research, later roundtables will focus on students’ dissertation research). The typical program will consist of 95 quarter units. The actual number of units required for completion of the Joint Doctorate will depend in part on the individual candidate’s academic preparation prior to admission (all students will have already completed a relevant Master’s Degree but there will have been differences in the composition of those programs and in the connection of Master’s Degree preparation to the specific area of interest to be pursued in the Ed.D. program), as well as strengths and performance levels demonstrated during the doctoral program. In most cases students will take 8 units per quarter. Students who are able to reduce their work responsibilities for all or some part of their graduate program may take additional units during these quarters or summer sessions.

Students with previous college teaching experience may have the College Teaching Practicum (EDUC302) waived, if evaluations and other documentation provide evidence of successful teaching.
Table 9
Distribution of Unit Requirements

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<thead>
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<th>Year 1 (Includes Summer)</th>
<th>Yr. 1 Units</th>
<th>Year 2 (Includes Summer)</th>
<th>Yr. 2 Units</th>
<th>Year 3 (Includes Summer)</th>
<th>Yr. 3 Units</th>
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<td>Method Core</td>
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<td>Advanced Methods</td>
<td>8 avg</td>
<td>Dissertation Units</td>
<td>20</td>
</tr>
<tr>
<td>Roundtable Specialization</td>
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<td>Specialization courses</td>
<td>12 avg</td>
<td>Dissertation Roundtable</td>
<td>8</td>
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<td>Directed Studies</td>
<td>4</td>
<td>EDUC302 Teaching</td>
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<td>Roundtables (Su)</td>
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<td></td>
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<tr>
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<td>Exam Prep Units</td>
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<tr>
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<tr>
<td>Total</td>
<td>31</td>
<td>Total</td>
<td>32</td>
<td>Total</td>
<td>32</td>
</tr>
</tbody>
</table>

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

No new courses will be required at the onset of the program. All first-year courses have already been approved and are part of the UCR Ph.D. First-Year Core. The following courses, currently approved for M.A. students on CSU campuses, will be redesigned to provide doctoral level training for students in Year 2 and beyond (all courses will be 4 unit courses, 3 lecture or seminar hours per week, 3 hours outside research per week, and will be submitted for approval in the UCR Graduate School of Education and UCR Academic Senate):

**C&I Strand 1: Theoretical Models of Curriculum Development:**

Curriculum Development for Educational Settings

Current Research in Secondary School Mathematics Curriculum (other subjects to follow a similar template)

Theoretical Models and Processes of Literacy

**C&I Strand 2: Theoretical Models of Instruction for Learning:**

Analysis of Instructional Strategies

Current Research in Secondary School Mathematics Instruction (other subject areas to follow similar template)

**Institutional Leadership and Policy Studies, Strand 1: Development of Informed Leaders**

Scientific Inquiry and Research Methods

Policy, Politics and Community Leadership
Leadership in Reform of Schools

*Institutional Leadership and Policy Studies, Strand 2: Transformational Leadership*

Transforming Inquiry

Transforming Leadership

Transforming Politics, Policy, and Community

Transforming Conceptions of Equity, Access and Social Justice

13. **List all other Required Courses:** **Department, Course Number, Title, Hours/Week**
   (all courses are approved in the UCR Graduate School of Education)

**FIRST YEAR CORE COURSES**

EDUC 241ABC. Inquiry and Research Methods (3 units each) Lecture, 2 hours; outside research, 3 hours.

EDUC 236. School and Society (3 units) Lecture, 2 hours; outside research, 3 hours

EDUC 244. The Student (3 units) Lecture, 2 hours; outside research, 3 hours.

EDUC 275. Teaching and Learning (3 units) Seminar, 2 hours; outside research, 3 hours. **EDUC 241ABC. Inquiry and Research Methods (3 units each)** Lecture, 2 hours; outside research, 3 hours.

EDUC 259. Research Seminar (2 units) Seminar, 2 hours. May be repeated for credit.

**ADVANCED METHODS COURSES (Students required to take 2-3 Courses)**

EDUC 214. Educational Research: Statistical Inference and Hypothesis Testing (4) Lecture, 3 hours; laboratory, variable hours.

EDUC 215. Educational Research: Experimental Design (4 units) Lecture, 3 hours; laboratory, variable hours.

EDUC 216. Educational Research: Advanced Statistics (4 units) Lecture, 3 hours; laboratory, variable hours.

EDUC 217. Single-Case Experimental Design (4 units) Lecture, 3 hours; outside research, 3 hours. **EDUC 242A. Educational and Psychological Measurement and Evaluation (4 units)** Lecture, 3 hours; outside research, 3 hours.

EDUC 242B. Advanced Educational and Psychological Measurement and Evaluation (4 units) Lecture, 3 hours; outside research, 3 hours.

EDUC 220. Qualitative Research Methods in Education (4 units) Lecture, 3 hours; outside research, 3 hours.

EDUC 223A. Field Study Methods for Educational Organizations (4 units) Lecture, 3 hours; outside research, 3 hours.
 EDUC 223B. Field Study Methods for Educational Organizations (4 units) Lecture, 3 hours; outside research, 3 hours.

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

There are no local state universities that provide an Ed.D. program to the region to be served by the Ed.D. program. Other UC campuses and private colleges offering or planning to offer an Ed.D. include:

UC Berkeley
UC Santa Barbara
UC Irvine
UC Santa Cruz
UC San Diego
UC Davis
UCLA
University of Southern California
University of LaVerne

Although most UC campuses offer programs related to leadership in education, none of these programs has the same emphasis as the proposed program that views leadership broadly and seeks to prepare leaders in all of its specialization areas.

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

This will be the only joint doctoral program offered at UC Riverside.

There is currently a joint Biomedical Sciences program with UCLA. Students selected into the UCR/UCLA Thomas Haider Program in Biomedical Sciences take the first two years of their medical education at UCR and the remaining two years at UCLA. They receive their M.D. degrees from UCLA. A Joint Bachelor of Science Degree Program in Environmental Sciences with CSU Fresno is also in place at UCR. The proposed Ed.D. program has no relationship to either of these joint programs.

The Graduate School of Education offers Ph.D. programs in the five specialization areas that will participate in the proposed Ed.D. Students in the Ed.D. program may take courses with students in the UCR Ph.D. program. UCR Ph.D. students may take courses offered for the Ed.D. program at CSU campuses, which will be a benefit to the UCR Ph.D. program.

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

Job market data can be found in Appendix C.
17. **Give estimated enrollment for the first 5 years and state basis for estimate:**

### Table 10

**Projected Enrollments**

<table>
<thead>
<tr>
<th>Program Year</th>
<th>New Cohort Range</th>
<th>New Cohort Estimate</th>
<th>Total Enrollment Estimate (Head Count) (will depend on completion rates, attrition, exact cohort sizes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>10-15</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Year 2</td>
<td>12-18</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>Year 3</td>
<td>15-20</td>
<td>17</td>
<td>45</td>
</tr>
<tr>
<td>Year 4</td>
<td>18-22</td>
<td>20</td>
<td>65</td>
</tr>
<tr>
<td>Year 5</td>
<td>20-25</td>
<td>23</td>
<td>75</td>
</tr>
<tr>
<td>Year 8</td>
<td>20-25</td>
<td>23</td>
<td>90 (steady state)</td>
</tr>
</tbody>
</table>

The above estimates are based on market surveys and recent discussions with CSU deans. The maximum enrollment is based on considerations of workload and program cost, first-year cohort size, and advisement and teaching loads. Attrition is expected to be minimal.

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, Equipment. Provide brief explanation of any of the costs where necessary.**

### Table 11

**FTE Faculty Requirements**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty (FTE)</td>
<td>1.0</td>
<td>0</td>
<td>1.0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Program Director (Non-Senate)</td>
<td>1.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

**UCR Faculty and Student Support:**

UCR will be required to hire faculty to teach, advise, and direct the Joint Doctoral program. One faculty position is budgeted in Year 1. Beginning in the second and succeeding years, demands on both specialization and advisement will begin to increase markedly, as (1) students form Program Guidance Committees that include UCR faculty members, (2) Ed.D. students take courses at UCR, (3) students take qualifying examinations. In the third year and beyond, as the program reaches the full complement of candidates (90 students, 30-40 working on dissertations) the demand on the GSOE faculty will reach significant levels, especially in the advisement area; each candidate will need to call upon two UCR faculty members during the
dissertation phase. This dramatic increase in advisement loads will require additional faculty. Thus in Year 3, a second faculty position is included in the budget. New faculty expertise will be in areas that support the programmatic needs (e.g., thematic strands of the Ed.D. program, such as educational leadership, diversity in education, or curriculum development and analysis) of the program.

An Academic Coordinator (non-Senate faculty) position will be dedicated to the UCR Program Director position. The director will also assume teaching responsibilities in the School that will contribute directly to the Ed.D. program.

**UCR Staff Personnel:** Administrative staffing and student support services are necessary to conduct this program. Most of the administrative activities will be handled by UCR. A student affairs officer is needed to handle all aspects of student applications, admissions, enrollment, examinations, etc. Other personnel costs are related to web support, teleconferencing support, and clerical assistance.

**UCR Supplies and Expenses:** The amount shown includes advertising, photocopying, postage and printing, supplies, local mileage, and telephone.

**UCR Equipment:** Videoconferencing equipment is included in the implementation costs.

**Note on start-up funding:** Per former UC President Atkinson’s 2001 memo to UC Chancellors (copy provided in this section), campus support of $300,000 is to be used for start-up expenses. In addition, UC and CSU systems contributed $2,000,000 each to a fund for planning and implementation grants for the first two years of the programs. Approximately $337,000 is expected from these funds for UCR start-up expenses.

**Note on long-term funding:** The long-term success of the Joint Doctoral program will depend on a campus commitment to contribute resources that are not covered by workload revenue. The proposed budget shows a deficit in Years 4 ($127,656) and 5 ($268,715). A campus commitment of $100,000 per year, beginning in Year 2, is estimated to cover the deficit over the long-term. In the absence of this support, the size of incoming doctoral cohorts will be reduced in order that enrollment and campus resources are balanced. It is important to note here that funding for the proposed Joint Doctoral program should not reduce funding for existing or other proposed programs in the UCR Graduate School of Education.

**Library**
The proposed Ed.D. program will have the same general specialization areas as the current M.A. and Ph.D. programs in GSOE. Therefore, there will not be new content areas that require new library holdings. Each of the CSU campuses also has equivalent specializations and programs that are about eight times (at each campus) larger than at UCR and have library holdings to support credential and graduate programs. Students in the JD program will have access to the UCR Library and CSU libraries, which will give them even greater library access than our current students. At the present time, the library collections, access hours, and information technology resources are adequate for the UCR Graduate School of Education’s approved degree and credential programs. Because of their links to CSU’s and geographic locations, it is likely that Joint Doctoral students will spend minimal time in UCR libraries. Therefore the impact of the JD program on library staff and resources is expected to be minimal.

Computing Costs

The computing/technological resources available at UCR are presently adequate for support of current programs in the Graduate School of Education. However, with implementation of the Joint Doctorate, a substantial enrollment increase and concomitant augmentation of faculty FTE will eventuate, rendering the need for enhanced technological facilities and equipment paramount. The budget will include modest requests for subsidizing these resources during the start-up phases of the program.

Equipment

UCR presently has video-conferencing facilities that connect to other UC campuses and to the CSU system. A single fixed-facility studio is available with transmission lines that can accommodate up to four other sites in a “one-at-a-time” mode. Use of the facility has increased in recent years, and is reaching a saturation level. It will not be adequate for the Joint Doctoral Program. The availability of adequate distance learning/communication facilities would greatly facilitate the operation of this program for both faculty and students, as well as for program management. The budget for the Joint Doctoral program includes the cost of a PolyCom setup in a computer lab in the Graduate School of Education. The equipment will be used for Joint Doctoral Program Committee meetings, Program Guidance Committee meetings, and faculty participation in class meetings held on CSU campuses. Given the current traffic situation between the five universities participating in this program, taking up to two hours driving time between campuses, this is a necessity. Finding times for all involved to meet via Polycom is difficult enough—we cannot afford to lose opportunities for meetings because the campus facility is not available during those times.
Space

Given the enormous growth at the UCR campus during the past several years, space has become a major challenge. Facilities for faculty, staff, research, and instruction are minimally adequate at the present time for maintaining the approved degrees and credential programs in the UCR Graduate School of Education. The existing classrooms, offices, and work/study areas are appropriately furnished and equipped.

As noted above, however, in connection with equipment, the adequacy of space and other capital facilities will be affected with expanded enrollments from implementation of the Joint Doctorate. A need is projected for augmented faculty, staff, and classroom facilities, as well as for essential adjunct technology and administrative facilities.
### Table 12: A Summary of Enrollments, Revenue, Fund Distribution, and Expenditures for the UCR CSUs Joint Doctorate Program

<table>
<thead>
<tr>
<th>Enrollment Data</th>
<th>Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollments</td>
<td>0</td>
<td>13</td>
<td>28</td>
<td>45</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>FTE</td>
<td>0</td>
<td>10</td>
<td>21</td>
<td>35</td>
<td>51</td>
<td>58</td>
</tr>
</tbody>
</table>

**Revenue**

Workload Revenue (calculated per Student FTE at the rate in NOTE 1., below.)

<table>
<thead>
<tr>
<th></th>
<th>Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>104,540</td>
<td>219,534</td>
<td>365,890</td>
<td>533,154</td>
<td>606,332</td>
<td></td>
</tr>
</tbody>
</table>

**Distribution**

- CSUs' portion (2/3 of available funds)
  - 69,693  146,356  243,927  355,436  404,221

- UCR portion (1/3 of available funds)
  - 34,847  73,178  121,963  177,718  202,111

Implementation Grant (UCR portion only)

- 337,500

$300,000 Guaranteed Seed Funds for the GSOE (year 0)

- 300,000

**Total Revenue available to UCR (previous three rows)**

<table>
<thead>
<tr>
<th></th>
<th>Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>637,500</td>
<td>34,847</td>
<td>73,178</td>
<td>121,963</td>
<td>177,718</td>
<td>202,111</td>
<td></td>
</tr>
</tbody>
</table>

**Expenditures (UCR Only)**

<table>
<thead>
<tr>
<th></th>
<th>Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic personnel</td>
<td>62,114</td>
<td>135,190</td>
<td>144,940</td>
<td>196,640</td>
<td>196,640</td>
<td>196,640</td>
</tr>
<tr>
<td>Staff personnel</td>
<td>37,914</td>
<td>46,314</td>
<td>46,314</td>
<td>46,314</td>
<td>46,314</td>
<td>46,314</td>
</tr>
<tr>
<td>Personnel benefits</td>
<td>21,915</td>
<td>38,630</td>
<td>39,410</td>
<td>49,750</td>
<td>49,750</td>
<td>49,750</td>
</tr>
<tr>
<td>Travel</td>
<td>5,240</td>
<td>5,240</td>
<td>5,240</td>
<td>5,240</td>
<td>5,240</td>
<td>5,240</td>
</tr>
<tr>
<td>Supplies, equip., related expenses</td>
<td>39,850</td>
<td>28,365</td>
<td>19,765</td>
<td>20,758</td>
<td>20,833</td>
<td>20,833</td>
</tr>
<tr>
<td><strong>Total UCR Expenditures</strong></td>
<td><strong>167,033</strong></td>
<td><strong>253,739</strong></td>
<td><strong>255,669</strong></td>
<td><strong>318,702</strong></td>
<td><strong>318,777</strong></td>
<td><strong>318,777</strong></td>
</tr>
</tbody>
</table>

Carryover from previous year

<table>
<thead>
<tr>
<th></th>
<th>Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>470,467</td>
<td>251,574</td>
<td>69,083</td>
<td>(127,656)</td>
<td>(268,715)</td>
<td>(385,382)</td>
</tr>
</tbody>
</table>

**Balance**

<table>
<thead>
<tr>
<th></th>
<th>Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>470,467</td>
<td>251,574</td>
<td>69,083</td>
<td>(127,656)</td>
<td>(268,715)</td>
<td>(385,382)</td>
<td></td>
</tr>
</tbody>
</table>

**NOTES:**

1. The calculation of workload revenue is based on $10,454.00 per graduate student FTE.
2. Beginning in Year 1, the UCR portion of the program will require an additional resource amount of $100,000 to operate.
19. **How and by what agencies will the program be evaluated:**

As part of its charge for overall governance of the Joint Doctoral program, the Joint Doctoral Program Committee will assume responsibility for formative evaluation activities. A systematic process for the ongoing evaluation has been formulated based on criteria related to the design, rationale, goals, and objectives of the program, and to the competence and performance criteria used to assess all candidates. Evaluation will also take into account the inclusion of new knowledge and research concerning educational leadership, as well as identified needs of respective schools, districts, institutions, agencies, and communities within the UCR/CSU service region.

An internal evaluation will be conducted at the end of each of the first four years by the Joint Doctoral Program Committee, that will include solicitation of feedback from participating faculty, students, and administrators. As with all new programs, a 3-year internal review will be conducted by the UCR Graduate Division. A summative evaluation will be conducted at the conclusion of a five-year period by an External Review Team, coordinated by the UCR Graduate Division. This enterprise will be guided by and consistent with established UC and CSU policies and procedures. Details of the programmatic evaluation process are presented in Part II of the Memorandum of Understanding.