

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE
805.756.1258

MEETING OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE
Tuesday, February 26, 2002
UU220, 3:00 to 5:00pm

- I. Minutes: Approval of minutes for the January 8, 2002 Executive Committee meeting (pp. 2-3).
- II. Communication(s) and Announcement(s):
- III. Reports:
 - A. Academic Senate Chair:
 - B. President's Office:
 - C. Provost's Office:
 - D. Statewide Senators:
 - E. CFA Campus President:
 - F. ASI Representatives:
 - G. Other:
- IV. Consent Agenda:
- V. Business Item(s):
 - A. **Resolution on Proposed New Degree Program for Doctor of Education in Educational Leadership:** Hannings, Chair of the Curriculum Committee/Konopak, Dean for UCTE (pp. 4-17). [The complete proposal is available in the Academic Senate office.]
 - B. **Resolution on Name Change for Environmental Horticultural Science and Crop Science Departments:** Doub, Chair of departments (pp. 18 – 24).
 - C. **Resolution to Change the Bylaws of the Academic Senate Section III.B.8.(b),** Executive Committee, (p. 25).
- VI. Discussion Item(s):
- VII. Adjournment:

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

MINUTES OF
The Academic Senate Executive Committee
Tuesday January 8, 2002
UU 220, 3:00 to 5:00

Preparatory: the meeting was opened at 3:15 p.m.

- I. Minutes: The minutes from the November 6, 2001 Executive Committee meeting were approved as submitted.
- II. Communications and Announcements:

Reservations were taken for those interested in having lunch with Trustees Goldwhite and Tsakopoulos on January 22. Those attending include: Reich, DeTurris, Gooden, Hood, Zingg, and Menon.

Letters of intent and vitae on the two candidates for Academic Council on International Programs was distributed to all members. Members were asked to review applicants' qualifications and submit their vote by e-mail before Thursday, January 10 at noon. John Battenburg from the English Department was selected to serve the 2001-2004 term.
- III. Reports:
 - A. Academic Senate Chair Report: None.
 - B. President's Report: None.
 - C. Provost's Report: (Zingg) Cal Poly alumni Ozzy Smith was inducted into the Baseball Hall of Fame today. Budget impact analysis by colleges and division are being received by Administration and discussed by various committees on campus. Governor Davis will announce the new state budget this Thursday.
 - D. Statewide Senate: None.
 - E. CFA: (Fetzer) Issues between the CFA and CSU are not significantly different financially. There is a relatively small monetary difference between the position of the CFA and that of the CSU. We believe that SSIs are a non-cost item while the CSU argues that there are net costs involved. The difference in the cost of the items CFA seeks to have as part of the package and that which the CSU is offering is small: the GSI, SSIs, an upgrade in the stipends of chairs/heads, lecturer health benefits add up to a relatively modest sum out of a CSU annual budget of \$3 billion. Our other disagreements are in non-monetary areas, for example, providing enough people to process faculty rights issues in a timely manner. The certified fact-finding phase of contract negotiations will take approximately one month.
 - F. ASI: None.
 - G. Other: None.
- IV. Discussion Item:
- V. Business Items:
 - A. **Academic Senate/committee vacancies:** Greenwald and Reich are currently working on filling their college's vacancies.

- B. **Review/recommendation of nominee for General Education Director 2002-2005:** M/S/P to make a recommendation to the Provost to nominate Doug Keesey for the General Education Director position.
- C. **Resolution on Budget Principles and Strategies:** Greenwald, COSAM caucus chair. This resolution represents the faculty's view and voice, to the Academic Senate, of what they are comfortable with in an attempt to provide advice to administration on how to deal with the budget crisis. This was agendized for the next Academic Senate meeting.
- D. **Resolution on Minimum Units for Degree:** Hannings, chair of the Curriculum Committee. This resolution was created in order to respond to the 180-unit minimum requirement and provides the opportunity for the Senate to voice its opinion on this issue and to add their concerns. There was no motion made to agendize this resolution.
- E. **Resolution on Academic Integrity, Program Accountability, and 180 Units for Degree:** Hood, COSAM Senator. This resolution will simplify the 180-unit requirement by satisfying all three guidelines mentioned in the resolution. The following changes were made to the resolution.


First WHEREAS, Title V of the California Code of Regulations requires a minimum of 180 quarter units for graduating with a ~~Bachelor of Arts~~ Baccalaureate degree in the CSU; and

Last WHEREAS, It is the duty of the faculty of Cal Poly to educate its students so that they graduate as lifelong learners who are prepared to meet both the ~~economical~~ economic and societal challenges of a world that is becoming increasingly more culturally and technologically diverse; therefore, be it

M/S/P to refer the resolution to the Curriculum Committee for their review and to have them bring it back to the next Executive Committee meeting.

- F. **Resolution on Process for Change of Major:** Breitenbach, chair of Instruction Committee. This resolution address problems and barriers that students face when changing majors. Motion to table until the next Executive Committee meeting. M/S/P
- VI. Discussion Item(s):**Information Competency:** The Information Competency Committee had brought forward a resolution in 1998 with recommendations for an Information Competency Plan but was defeated. Since there are many questions and no single group can answer all of them, it is recommended that a group of representatives provide answers. M/S/P to authorize the Vice Provost for Academic Programs to establish whatever committee is necessary to ensure that an Information Competency proposal is brought to the Senate by date certain.
- VII. Meeting adjourned at 5:00 pm.

Submitted by:


Gladys Gregory
Academic Senate

Adopted:

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

AS-___-02/

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

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

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

Summary Statement of Proposed New Degree Program

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

A joint program between

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

1. Title of Proposed Program.

Doctor of Education in Educational Leadership

2. Reason for Proposing the Program.

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

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

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

3. Anticipated Student Demand.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Curriculum/Program Design for the Proposed
Joint Doctorate in Education Leadership through
Cal Poly and UCSB

Year 1--UCSB Courses Delivered at UCSB

Fall: Ed 242A (4) Organizational Theories, Ed 214A (4) Introductory Statistics, ED 221A (4) Introduction to Qualitative Research Methods

Winter: Ed 240A (4) Education Policy, Ed 214B (4) Inferential Statistics or ED 221B (4) Qualitative Interviewing

Spring: Ed 247A (4) Educational Leadership, ED 215B (4) Psychometrics or ED214C (4) Linear Models or ED221C (4) Observation and Small Group Analysis

Summer: Ed 223H (4) Leadership and Equal Educational Opportunity, ED 242C (4) Theories of Organizational Change and Development, ED 596 (2) Summer Institute, Comprehensive Exam

Year 2--Courses Delivered at Cal Poly or Field Location

Fall: ED 600 (4) Information Technology, ED 601 (4) Organizational and Management Issues

Winter: ED 602 (4) Policy, Equity, and Political Issues, ED 603 (4) Economics and Financial Issues

Spring: ED 604 (4) Leadership Issues in Learning Organizations

Summer: ED 605 (2) Summer Institute, dissertation proposal

Year 3--Research Application with Seminar Meetings at Both Campuses or Field Locations

Fall: ED 606A (3) Applied Dissertation Research and Writing Seminar (Introduction and Literature Review), defense of dissertation proposal

Winter: ED 606B (3) Applied Dissertation Research and Writing Seminar (Methodology)

Spring: ED 606C (3) Applied Dissertation Research and Writing Seminar (Findings and Discussion)

Summer: ED 606D (3) Applied Dissertation Research and Writing Seminar, defense of dissertation

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

**Proposal for a Joint Doctoral Program between
Cal Poly, San Luis Obispo and University of California, Santa Barbara**

**Submitted to the
Cal Poly Academic Senate**

**Submitted by the
Education Leadership and Administration Program
University Center for Teacher Education**

Winter Quarter, 2002

Note: This proposal falls under the new CSU/UC agreement (11/01) to offer joint doctoral programs.
See www.calstate.edu/PA/oldnews/2001/EdD.shtm; www.ucop.edu/news/archives/2001/nov9art1.htm

PROPOSAL OVERVIEW

1. Doctor of Education Degree:

Doctoral degrees in the field of education are either Ph.D.s or Ed.D.s. Ph.D. programs generally emphasize theory and basic research in a specialized area of scholarship and prepare students to teach and/or conduct research in universities, other educational agencies, and research organizations. Ed.D. programs generally emphasize applied research for examining educational issues, policies, and practices and prepare students for leadership positions in K-12 and community colleges as well as faculty positions in teaching-oriented universities. Doctoral-granting universities across the nation (e.g., Columbia, University of Georgia, University of Texas) generally offer both degrees that follow these distinctions. An exception is Harvard; its School of Education has only the Ed.D.

In California, all nine UC campuses offer the Ph.D., while Berkeley, Davis, Irvine, Los Angeles, and San Diego also have the Ed.D. In addition, large private institutions such as Stanford and USC offer both degrees, while smaller universities such as Asuza Pacific, La Verne, Pepperdine, University of the Pacific, and University of San Diego have only the Ed.D.

2. CSU Joint Doctoral Programs:

There is a long history of joint doctoral programs between CSU and UC/private California universities that covers nearly three decades.

Programs currently offered are (in alphabetical order):

*CSU Bakersfield and University of the Pacific: Ed.D. in Educational Administration

*CSU Fresno and UC Davis: Ed.D. in Educational Administration

*CSU Long Beach and Claremont Graduate School: Ph.D. in Engineering & Industrial Applied Mathematics

*CSU Los Angeles and UCLA: Ph.D. in Special Education

*San Diego State University with UC San Diego, University of San Diego, and other institutions on a variety of programs: 10 Ph.D.s in Biology, Chemistry, Clinical Psychology, Ecology, Education, Engineering, Geography, Communication Disorders, Math & Science Education, and Public Health; and 1 Ed.D. with specializations in Educational Administration, Educational Technology, and Teaching & Learning.

*San Francisco State and UC Berkeley: Ph.D. in Special Education.

In addition to Cal Poly and UC Santa Barbara, programs under discussion or development are: CSU Hayward, San Francisco, and San Jose and UC Berkeley
CSU Northridge and UC Santa Barbara.

In 2001, the CSU sought the authority to also offer an independent Ed.D. so as to meet the increasing state demand for highly qualified professionals in K-12 and community college education. After long discussions with the UC involving California's master plan, this proposal was dropped and a new agreement between the systems on joint programs was established. The new agreement sets forth conditions by which the CSU and UC encourage, approve, and support joint programs, including funds for start-up costs and shared tuition/fee revenues based on the UC structure.

3. Purpose and Design of Program:

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

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

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

4. Need for Program:

Recent evidence of the need for graduates with educational doctorates stems from CSU's 2001 statewide report and from Cal Poly's local surveys. First, the CSU report (www.calstate.edu/issues_ideas/2108EddReport.pdf) emphasizes the need for educational leaders who are grounded in relevant theory and research and who can approach problem solving on a practical, data-driven basis. The report cited CPEC in calling for more educators with doctoral-level expertise in assessment and more programs accessible to rural educators and underrepresented groups. Second, as a follow-up to the statewide report, Cal Poly surveyed constituent groups in San Luis Obispo and Santa Barbara Counties, including K-12 county and district superintendents, school principals, and community college administrators. About one-third of those surveyed responded, and all were strongly supportive of such a program. The particular aspects cited by both K-12 and community college educators were the need for authentic field-based curricula, accessibility in the local region, and affordability as compared to options offered by private institutions. Third, SLO County Superintendent Julian Crocker, San Luis Coastal District Superintendent Steven Ladd, and Cuesta College President Marie Rosenwasser met with President Baker, Provost Zingg, and Dean Konopak to express interest in the program for their respective administrators and teachers and to encourage Cal Poly to move forward. Fourth, faculty in Educational Administration also surveyed current graduate students in their advanced credential and master's programs as possible candidates for such a program. All expressed interest in pursuing an education doctoral degree that was applied, accessible, and affordable. Finally, UCTE faculty have heard informally from several Cal Poly staff and faculty who

have expressed professional interest in such a doctoral program and who may be viable candidates for admission.

In terms of demand and sustainability, both Cal Poly and UCSB faculty believe that there will be a large enrollment initially and that the number then will stabilize over time. At initiation, enrollment may be 12-15; after three years, enrollment may sustain at 8-10 per year. This is comparable to the existing joint doctoral program with CSU Fresno and UC Davis. That program has sustained new enrollment of 8-10 for over a decade; as of Fall 1999, 63 students were actively enrolled. In addition, local satellite programs such as through USC have drawn enrollments successfully from the local area.

5. Resources Assessment:

An analysis of faculty, classroom space, library, and computer resources has been completed. (1) The Cal Poly educational administration program currently has two tenured professors; at least one more professor will be required support the new doctoral program (a search is now underway). (2) Classroom space is sufficient; in addition to Cal Poly, courses will be offered at UCSB and at different school/district sites. (3) Additional library resources may be required as a complement the UCSB holdings; these will be determined as new Cal Poly courses are offered in the second year of the program. (4) Computer resources are sufficient at present; UCTE has a new computer lab and SMART classroom, and there is access to distance education facilities on campus and at the SLO County Office of Education.

Funding to support new faculty and possible library holdings will come from two primary sources specified under the new CSU/UC agreement on joint doctoral programs: (1) a portion of funds allocated for program implementation (\$2 million CSU), and (2) fees recovered from students enrolled in the program, based on the UC structure. According to the CSU Chancellor and UC President, these funds are protected from statewide budget reductions and will be allocated through a Joint Board that serves to protect the collaborating universities. Other sources may include the University Center for Teacher Education for program support and grants/contracts for research support.

6. Alignment with UCTE and University Strategic Plans:

The University Center for Teacher Education offers post-baccalaureate teaching/service/specialist credential programs and master's degree programs with specializations in related areas. Its mission is "to prepare educational leaders and foster collaborative programs within and beyond the university aimed at serving California's diverse population," and its strategic plan focuses on meeting the educational needs of the state through partnership endeavors. The new program is a strong fit in that it extends the continuum of educator preparation to the doctoral level; broadens partnership opportunities with K-12, community colleges, and other universities; and serves the needs of the central region of California.

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

PROGRAM OVERVIEW

7. Requirements for Admission, Registration and Enrollment in the Joint Doctoral Program:

All applicants wishing to pursue the Ph.D. Program at UCSB or the Ed.D. Joint Doctoral Program (JDP) between UCSB and Cal Poly State University San Luis Obispo will be held to the same admission standards. This will ensure that students in both programs are equally well qualified to undertake the rigorous programs of study leading to the respective degrees. Successful applicants to the joint doctoral program will have met the following criteria; however, the number of applicants will likely exceed the number of spaces available and meeting minimum degree and score requirements will not guarantee admission:

- Received a master's degree or its equivalent from a regionally accredited university prior to the quarter for which they seek admission;
- Maintained an upper-division grade point average of 3.0 or above;
- Earned Graduate Record Exam (GRE) scores that indicate sufficient ability for successful doctoral study;
- Shared research and/or professional practice goals with program faculty;
- References indicating their ability to work productively with others;
- Writing and speaking ability appropriate for doctoral study;
- Completion of all application materials;
- Screening by a joint program admissions committee composed of faculty and staff from both universities.

8. Program of Study:

Students admitted to both the Ph.D. and Ed.D. Programs will undertake a common first-year academic program that cover fundamental issues in educational leadership, organizational theory, educational policy, and qualitative and quantitative research methods will be required of all students. During summer quarters between years one and two, students also will participate in a Summer Leadership Institute. In the second year of study, students will undertake specialized seminars and field-based practica in Information Technology Issues, Organizational and Management Issues, Policy, Equity, and Political Issues, Economics and Financial Issues, and Leadership Issues in Learning Organizations. Cooperatively enrolling at, paying their fees to, and completing one year and two quarters of coursework at either university will fulfill academic residency requirements. The expected completion time for the Ed.D. Program is three years from the date of matriculation with a maximum time limit of four and one-half years. On the following page a **Sample Program Diagram** describes the progression of a student's three years of study and research.

9. Examinations:

- All students will participate in rigorous coursework that will include appropriate examinations, evaluations, and critiques by professors who teach each course.
- Students will successfully complete a Comprehensive Exam during the Summer Quarter at the conclusion of Year One of their Program in order to continue in Year Two.
- All students will prepare and successfully defend an applied personal dissertation proposal in the first quarter of Year Three. All dissertations will require each student to successfully defend their dissertation with a formal oral defense:

2.11 Sample Program Diagram

Year 1 - Courses Delivered at UCSB Campus

FALL UC Residency Fees Paid to UC	WINTER UC Residency Fees Paid to UC	SPRING UC Residency Fees Paid to UC	SUMMER UC Residency Fees Paid to UC
** Induction Seminar ** ED 242A (4) Organizational Theories -AND- ED 214A (4) Introductory Statistics -AND- ED 221A (4) Introduction to Qualitative Research Methods	ED 240A (4) Education Policy -AND- ED 214B (4) Inferential Statistics -OR- ED 221B (4) Qualitative Interviewing	ED 247A (4) Educational Leadership -AND- ED 215B (4) Psychometrics -OR- ED 214C (4) Linear Models for Data Analysis -OR- ED 221C (4) Observation and Small Group Analysis	ED 223H (4) Leadership and Equal Educational Opportunity ED 242C (4) Theories of Organizational Change and Development ED 596 (2) Summer Institute @ UCSB and PDD Research Presentation Comprehensive Exam Selection of Ph.D. or Ed.D. Program Options
UC-Supervised Research in Professional Development Districts Concurrent Enrollment at CSU (0 Unit Load - No CSU Fees)			

Year 2 - Courses Delivered at Cal Poly Campus or Field Location TBD

FALL CSU Residency Fees Paid to CSU	WINTER CSU Residency Fees Paid to CSU	SPRING CSU Residency Fees Paid to CSU	SUMMER CSU Residency Fees Paid to CSU
ED 600 (4) Information Technology Seminar and Practicum ED 601 (4) Organizational and Management Issues Seminar and Practicum	ED 602 (4) Policy, Equity, and Political Issues Seminar and Practicum ED 603 (4) Economics and Financial Issues Seminar and Practicum	ED 604 (4) Leadership Issues in Learning Organizations Seminar and Practicum	ED 605 (2) Summer Institute/Session @ Cal Poly and PDD Research Presentation
CSU-Supervised Research in Professional Development Districts Concurrent Enrollment at UC (0 Unit Load - No UC Fees)			

Year 3 - Research Application with Seminar Meetings at Both Campuses or Field Locations

FALL CSU Residency Fees Paid to CSU	WINTER CSU Residency Fees Paid to CSU	SPRING UC Residency Fees Paid to UC	SUMMER UC Residency Fees Paid to UC
ED 606A (3) Applied Dissertation Research and Writing Seminar Introduction and Literature Review Chapters Due	ED 606B (3) Applied Dissertation Research and Writing Seminar Methodology Chapter Due	ED 606C (3) Applied Dissertation Research and Writing Seminar Findings and Discussion Chapters Due	ED 606D (3) Applied Dissertation Research and Writing Seminar Oral Defense During Summer Institute
Joint CSU/UC Supervised Research in PDD Concurrent Enrollment at UC		Joint CSU/UC Supervised Research in PDD Concurrent Enrollment at CSU	

1. To examine and assess the quality of the applied dissertation and its relevance to educational practice;
2. To evaluate the ability of students to present their work in a scholarly manner;
3. To provide an opportunity to share the work with the campus communities.

10. Applied Dissertation:

For most candidates, the applied dissertation will flow from research work conducted, as part of a cohort work group, in Professional Development Districts (PDDs). These K12 or Community College districts, whose relationship with the JD program will be defined by Memoranda of Understanding (MOUs), will, with program faculty, have identified areas of inquiry, which will serve as the basis for these research efforts. Within the context of this inquiry area, each candidate will develop an individual applied dissertation topic, which integrates theory and practice. There may be instances when an individual candidate's career track is not compatible with assignment to a professional development district work group, such as a Cal Poly staff member. In such cases, accommodations will be made that allow the completion of an applied dissertation and which reflect the same standards as a PDD-based inquiry.

During the candidate's first year in the program, they will attend an induction seminar during which they will be introduced to the concept, goals, objectives and expectations for field-based research in PDDs. As the year progresses, research projects will be selected and matched with work groups.

During the summer institute

following the first year of the program, the work groups, or individual candidate's area of inquiry will be defined, and time lines and areas of research will be identified.

During the second year of the program, students will not only be developing and refining their area of inquiry, they will also be using PDDs as "laboratories" for the five-seminar practica they will be enrolled in. This is an important link since it further immerses the candidate in the culture of the PDD and will thereby materially contribute to their applied dissertation work.

By the end of the second summer institute (between their 2nd and 3rd years) students will have selected a specific area of inquiry for their applied Dissertation. The proposal will reflect a clear theoretical framework, substantive collection of original data, critical analysis of the data, and direct and specific discussion of the implications of the findings derived from the data for educational practice. No later than the middle of the third year, students will have developed a formal proposal, consisting of the first three chapters, for their applied dissertation, and will schedule and oral defense. Successful students will be advanced to candidacy.

The student dissertation committee will be composed of three-tenure track (CSU) or Ladder (UC) Faculty. One of these committee members will serve as chair (usually the candidate's research advisor). Both campuses must be represented on the committee. Additional members, such as PPD staff, may serve on the committee with the same voting rights and responsibilities as faculty.

It is expected that students will complete their dissertations by the end of the third year. At that point, a formal oral defense will be scheduled. Assuming a satisfactory defense, candidates will submit the final manuscript for printing and binding, and two copies will be submitted to each of the campus libraries. The Ed.D. Degree will be awarded jointly by the UC and the CSU in the names of both cooperating institutions.

11. Teaching and Advisement:

Seminars and practica will be staffed by Tenure track (CSU), Ladder (UC) faculty, or adjunct faculty who possess similar academic and professional qualifications. There are currently 8 Ladder faculty at UCSB, two tenure-track faculty at Cal Poly, and one PDD adjunct faculty (Dr. Julian Crocker, San Luis Obispo County Superintendent of Schools), who will constitute the initial core faculty. Cal Poly's UCTE is now searching for a third faculty member and will need to hire one additional faculty member during the course of the first cohort. Teaching and advisement load and responsibility for Cal Poly faculty will mirror UC practice.

Students will select a program advisor during their first year of course work. Although the program advisor and the dissertation adviser may be different faculty members, it is expected that, in most case, they will be the same person. Advisors may be faculty members at either campus. (See applied dissertation narrative for a description of composition and roles of dissertation committee members.)

12. Program Assessment:

A Planning, Policy, and Evaluation Board will have oversight responsibility for the program. The board will consist of representatives or designees from the respective Campus president's offices, and the dean's offices, the chairs or coordinators of the Education Leadership programs from the two campuses, the Program co-directors (one from each campus) and the K-16 Liaison. Among this group's responsibilities, will be that of program evaluation. Evaluation components will include:

- Regular faculty review and feedback;
- School level program review;
- All evaluation procedures outlined by the UCSB Graduate Council and Cal Poly's academic Senate;
- Internal self-evaluation and annual written reports of progress submitted to respective Deans by co directors. (These reports will be reviewed and forwarded to the Program Planning and Evaluation Board for review and recommendations.)

Every five years the Program Planning and Policy committee will conduct a comprehensive review; and direction, and goals of the program will be adjusted accordingly. It is also expected that evaluations by other agencies (e.g.: CPEC, WASC.) will also be conducted on a periodic basis.

13. Timeline for Approval and Implementation:

When the development team began the actual drafting of the proposal early in 2001, the goal was to admit the first cohort of students in Fall Quarter 2002. With that goal in mind and the encouragement of leadership on both campuses, the team has worked very hard to make this goal and timeline a reality. Encouragement and support for the program and the timeline came via development grants from both system administrations. Most recently, the agreement between the two systems to develop and support Joint Ed.D programs and expedite their approval has suggested that this initial timeline, while unlikely, may still be possible.

With this in mind the UCTE is now recruiting for a Program Director position (contingent upon program funding). However, in order for recruitment of students to take place and the minimum

infrastructure to be put in place, may be unrealistic to expect to admit students Fall 2002 unless the program is approved on campus and at the system level by mid-March 2002. While UC Santa Barbara and the UC system administration are moving very rapidly as are we, the development team recently concluded that admitting a cohort for Fall 2002 may not be achievable. After looking at alternatives such as mid-year admission, it was decided that Fall Quarter 2003 is the most workable target for the first cohort to begin taking coursework.

With the working target date likely to be Fall 2003, what follows is a draft implementation time-line:

Fall 2002

- Program approval and system for start-up funding costs;
- Appointment of JDP Co-Directors and support staff;
- Develop recruitment materials and beginning student recruitment;
- Begin process of identifying PDDs and drafting MOU language;
- Form Planning, Policy, and Evaluation Board

Winter 2003

- Work through administrative issues across the two campuses;
- Distribute recruitment materials, publicize program;
- Continue development of PDD program;
- Set up admissions screening committee;
- Confirm precise curriculum; identify faculty teaching coursework;
- Schedule Fall 2003 courses and locations;
- Work on details of Summer Leadership Institute.

Spring 2003

- Screen and interview applicants, and notify accepted candidates;
- Schedule and conduct meeting with successful applicants;
- Review progress with PPE Board;
- Meet with PDDs to begin process of identifying research issues;
- Complete preparations for Summer Leadership Institute.

Adopted:

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

AS-____-02/

**RESOLUTION ON
NAME CHANGE FOR ENVIRONMENTAL HORTICULTURAL
SCIENCE AND CROP SCIENCE DEPARTMENTS**

- 1 WHEREAS, The departments of Environmental Horticultural Science and Crop Science have
2 merged; and
3
4 WHEREAS, The faculty and staff of these departments have requested the name of the newly
5 formed department be changed to **Horticulture and Crop Science Department**
6 to reflect this merger; and
7
8 WHEREAS, The request for this name change has been approved by the Interim Dean for the
9 College of Agriculture (CAGR), the CAGR academic department heads and other
10 members of the CAGR management staff, the Academic Senate CAGR caucus,
11 and is pending approval by the Academic Deans' Council; therefore be it
12
13 RESOLVED: That the departments of Environmental Horticultural Science and Crop Science be
14 changed to **Horticulture and Crop Science Department**.

Proposed by: The Environmental
Horticultural Science and Crop Science
Departments
Date: February 1, 2002

36

RECEIVED-

FEB 04 2002

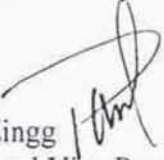
State of California
Memorandum

ACADEMIC SENATE

CAL POLY

To: Unny Menon, Chair
Academic Senate

Date: February 1, 2002

From: Paul J. Zingg 
Provost and Vice President for Academic Affairs

Copies: Warren J. Baker
David Wehner
Phillip Doub
David Conn

Subject: Request to Review—Departmental Name Change
for Environmental Horticultural Science and Crop
Sciences Department

Enclosed is a request from Dr. David Wehner, Interim Dean of the College of Agriculture, and supporting documentation, to support the name for the newly merged departments of Crop Science and Environmental Horticultural Science Departments. The proposed name will be the Horticulture and Crop Science Department.

I would appreciate it if the Academic Senate would review this request as soon as possible this quarter. I will be simultaneously having this request reviewed by the Academic Deans' Council.

Thank you, and should you have any questions regarding this issue, please do not hesitate to contact Dean Wehner directly.

Enclosures

State of California



MEMORANDUM

To: Paul Zingg
Provost and Vice President for Academic Affairs

Date: 1/28/02

File:

From: Dave Wehner 
Interim Dean

Copies: P. Doub

RECEIVED

Subject: Name for merged department

JAN 28 2002

The academic department heads and the other members of the College of Agriculture management staff unanimously endorse the title "Horticulture and Crop Science Department" for the new department formed by the merger of the Crop Science and Environmental Horticultural Science Departments.

PROVOST AND VICE PRESIDENT
ACADEMIC AFFAIRS

Please let me know if you have any questions about this matter.


State Of California

Memorandum



To: David J. Wehner, Dean
College of Agriculture

Date: January 24, 2002

From: Phil Doub, Chair 
Horticulture and Crop Science Department

Copies: P. Broering
Y. Toma

Subject: Name for merged department

The faculty and staff of Environmental Horticultural Science and Crop Science have selected *Horticulture and Crop Science* for the name of their newly merged department.

Attachment

State of California
Memorandum

CAL POLY

To: Faculty of the Crop Science and
Environmental Horticultural Science
Departments

Date: June 11, 2001

From: Warren J. Baker
President



Copies: Paul J. Zingg
Joseph J. Jen
Mark Shelton
David Wehner
Barry Eisenberg
Paul Fountain
David Conn

Subject: Merger of Crop Science and Environmental
Horticultural Science Departments

For several years, the Crop Science and Environmental Horticultural Science Departments have considered the notion of a merger. Understandably, this notion raises several questions about administrative configuration, resources, curriculum, department name, and other matters. Both departments, however, have previously identified conditions and reasons that would merit their support of a merger. Most notably, these include steps to strengthen both programs that will better enable them to serve students and their respective segments of the California agriculture industry.

Upon the recommendation of Dean Jen, and consideration of the views expressed by the departments' faculty and leadership and a positive response to the notion of a merger by advisory council members of both departments, I am convinced that this merger should proceed. I am also convinced, based upon the comments of representatives of the departments' faculty, that the faculty of the departments will work together to ensure that the merger is successful and to realize the promise of greater service and mutual advantage that it holds.

Several reasons and factors underscore my conclusion. First, service to students. A merger can provide a "value-added" dimension to the education of our students who will be pursuing careers in plant agriculture, regardless of the particular industry focus of their undergraduate program. The increasingly integrated nature of plant agriculture demands a workforce that is broadly prepared in matters that affect the entire industry, as well as having depth in an area of specialization. There are overarching aspects of the entire industry -- e.g., post-harvest issues, bioinformatics, agricultural genetics, greenhouse

science, plant biotechnology – in which all students entering any phase of the industry will need expertise. Connecting the curricula and resources of CS and EHS, including expanded cross-industry dialogue, can address the integrated and common dimensions of the plant agriculture industry and better prepare our students to enter it. Moreover, students can benefit greatly from their participation in cooperative applied agricultural research between faculty members of both departments that a merged department would foster.

Second, service to industry. As we increasingly hear from industry, including from the advisory councils of both departments, plant agriculture needs the kind of workforce described above. Industry needs a workforce and future leadership that can see the big picture and synthesize particulars, even as it responds to the needs of specialties. The plant agriculture industry seeks a workforce that can move across specialty boundaries and understand and articulate common interests and needs in all arenas of operation – political, environmental, research, production, domestic and international marketing, etc.

Third, national prominence. In keeping with the strategic plan of the College, a merger offers an operational economy of scale that can stimulate the development of a "center of excellence" in plant agriculture. There is a stronger prospect of this occurring in a larger, integrated program of plant agriculture than what could be accomplished in smaller, separate divisions.

Fourth, increased funding support. The combined strengths of the alumni of both programs and support from industry can be tapped more successfully in a positive campaign that focuses on the benefits of the merger. An integrated approach to articulating needs and seeking funds to address them is much more likely to succeed than the splintered effort of small units. The College has an opportunity to attract leadership for the combined departments that can add a valuable dimension to helping raise private funds. Such leadership will have a stronger base to represent the contributions of the faculty and to articulate the rationale for private support. Thus, the new department can make a bold statement about cutting-edge curricular design and responsiveness to industry through the merger. How the merger is announced is a key to external support, for it affords an extraordinary opportunity to generate support that should not be missed.

Fifth, one plus one can equal more than two. The benefits of unity include an integrated student outreach and recruitment effort, the stronger likelihood of recruiting a department chair to lead a substantial organization, resources for equipment investments, and the critical mass of faculty, students, and activity necessary to gain industry attention and support.

Needless to say, the success of a merger depends upon the commitments and mutual responsibilities of all parties to make it happen -- department faculty and leadership, College and University leadership, and the plant agriculture industry. The Provost and Vice President for University Advancement, in particular, are prepared to assist this

merger in ways that they can and I have asked the Provost to work closely with Dean Jen, the interim leadership of the College (following the Dean's expected confirmation as Undersecretary of Agriculture), and the departmental leadership in order to ensure as smooth and prompt a merger as possible. Among the points the merger implementation should keep in mind are maintaining current degree programs and providing for additional others (e.g., viticulture), continuing the advisory councils in both Crop Science and Environmental Horticultural Science, and selecting a department name that recognizes its principal elements (e.g., Crop and Horticultural Sciences).

My support for this merger is not without a recognition that there are important issues to address from the two departments' perspectives. Their respective identities, industry relationships, financial accounts management, specialized facilities, and technical needs, for example, are matters that the merger will need to address. But the advantages of a merger are clear. I expect that both faculties will commit themselves to its success.

The greatest consequence of a successful merger -- a nationally preeminent program in plant agriculture with strong emphasis areas and distinctive degree programs in Crop Science and Environmental Horticultural Science -- will strengthen what we do for our students, the industry we serve, and our University. I look forward to what can be accomplished towards this goal. Accordingly, I am asking Dean Jen to consult with the Provost to appoint a merger committee before the end of this quarter and to charge that committee to plan the merger over the summer.

Adopted:

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

AS-__-01/

RESOLUTION TO
CHANGE THE BYLAWS OF THE ACADEMIC SENATE SECTION III.B.8.(b)
[Election of Academic Senate Representative for Part Time Employees]

1 WHEREAS, Bylaws section III.B.8 of the Academic Senate provides for the election of a voting
2 representative for part time academic employees to the Academic Senate; and
3

4 WHEREAS, During fall quarter, the Academic Senate solicits all part time academic employees for
5 nominations to this position; and
6

7 WHEREAS, Often only one nomination is received; and
8

9 WHEREAS, Administering a full election process when only one nomination has been received
10 requires an unnecessary expenditure of time and resources; therefore, be it
11

12 RESOLVED: That when only one nomination has been received for the position of Academic Senate
13 representative for part time academic employees, that the Executive Committee of the
14 Academic Senate be given the authority to appoint said nominee to the position; and be
15 it further
16

17 RESOLVED: That Section III.B.8.(b) of the Bylaws of the Academic Senate be changed as follows:
18

19 (b) After nominations have been received, election to this position
20 shall be conducted. A runoff election, if needed, shall be conducted
21 the week following the conclusion of the election. Said position
22 shall be elected by vote of all University part time academic
23 employees unless only one nomination to this position is received, in
24 which case the Executive Committee of the Academic Senate shall
25 have the authority to appoint said nominee to the position. ~~A runoff~~
26 ~~election, if needed, shall be conducted the week following the~~
27 ~~conclusion of the election.~~
28

Proposed by: Academic Senate
Executive Committee
Date: December 11, 2001