

DELEJ Initial Advisory Committee Meeting

Purpose: Describe our new EdD Program and receive your input.

Members Present:

- ✓ Brenda Bravo, Principal Hueneme High
- ✓ Dr. Lorna Gonzalez, Director of Digital Learning
- ✓ Dr. John Puglisi, Supt., Rio ESD
- ✓ Dr. Michelle Hasendonckx, AVP CSUCI
- ✓ Dr. Doreen Hatcher, Senior Assistant to the Vice President of Student Affairs
Dr. Cesar Morales, VCSS
- ✓ Christine Schieferle, Supt FUSD
Dr. Cathy Reznicek, Director of Education Technology VCOE
- ✓ Dr. Tiina Itkonen, Prof.
- ✓ Dr. Annie White, Assoc. Prof.
- ✓ Dr. Tiina Itkonen, Prof.
Dr. Andrea Bingham, Incoming Assoc. Prof and Director

Title: Doctorate in Educational Leadership for Equity and Justice

A. Description of the Program:

1. **Start** in Summer 2024
2. The goal of the **Doctorate in Educational Leadership for Equity and Justice (DELEJ)** is to create educational leaders that can use their critical lenses to **bring about equity and justice focused transformative change throughout educational communities**. As members of the **Carnegie Project on the Education Doctorate (CPED)**, our program aims to **adhere to CPED's guiding principles that invite questions of inclusion, diversity, and multiculturalism to deepen understandings of how inequality is perpetuated for historically marginalized groups**. The program emphasizes theory, research, and practice, including field experiences, and provides opportunities for **students to work within active learning communities designed to build and maintain relationships with other cohort members and faculty**. The **accelerated three-year timeline with one-week summer residencies on campus and an online course structure with practice-based assignments provides flexibility for working professionals**. Completing the **dissertation-in-practice culminating experience can launch transformation in your work setting**.
These six principles guiding the program design are as follows.

The Professional Doctorate in Education:

- **Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.**
 - Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
 - Provides opportunities for candidates to **develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.**
 - Provides **field-based opportunities to analyze problems of practice** and use multiple frames to develop meaningful solutions.
 - Is grounded in and **develops a professional knowledge base that integrates both practical and research knowledge**, and that links theory with systemic and systematic inquiry.
 - Emphasizes the generation, transformation, and use of professional knowledge and practice.
3. **60 semester units over 3 years.** The entire last year is dissertation work with no course interference. Up to 9 units can be transferred from graduate level courses upon decision by the leadership team.
 4. **9 Tenure Track faculty** have expressed interest in teaching in the program
We will be recruiting practitioners from P-12 and CC to teach specialization courses.
Faculty will be required to complete a CSUCI certification course in online teaching and will have the support of an instructional technology specialist to develop the course and evaluate the impact of the course.
 5. **Tuition:** \$3946 per semester for 3 semesters per year.
- B. **Input on the role of the Advisory Committee:** 1. Help solicit input from participants; 2. Focus groups with cohort; 3. Shifts in focus. 4. Help maintain the quality of the program. 5. Improvement Science focus 6. Ideas around programmatic elements. Student support. Accessing resources. Doc. student identity on campus.
- C. **Input on Recruitment Ideas:** Tell your friends, tell our story; network with supts; cohort approach in a school district, goal setting in school district. Community college with Pres. Yao, Regional orgs, Latina Lead network, Recommend??, Summer residency panels or mini-courses, co-teach, shadow teach, course approval.
- D. **Comments on program strengths:** Great scaffolding of knowledge and dissertation development; excellent relevancy to practice throughout the program.