



SAN DIEGO STATE  
UNIVERSITY

**Meeting Minutes**  
**Community Partnership Governance Committee (CPGC)**  
**(Meeting Minutes: March 19, 2009)**  
**(8:00am, Interwork Institute)**

**Committee Members:**

*Present:* Cynthia Uline, P12 Director; Marilee Bresciani, Co-CC Director; Kathy Cohn, Dept. Chair EDL; Peter White, VP Student Services, San Diego City College; Reggie Blayock, Ed.D. Student; Neshia Savage, Ed.D. Student; Christina Casillas, Ed.D. Student; Kendra Jeffcoat, ARPE Faculty Member, David Lorden, Ed.D Student; Ric Hovda, Dean, College of Education SDSU, Lisbeth Johnson, Superintendent Santee School District

*Absent:* Bill Piland, Co-CC Director; Janice Cook, Superintendent Cajon Valley; Dr. Rita Cepeda; President Mesa College; Dr. Christina Chiriboga, VP Instruction Cuyamaca; Caren Sax, ARPE Dept Chair; Arun Ramanathan, S.D.U.S.D

**Proceedings:**

*Meeting called to order* at 8:10 a.m.

**Minutes:**

**Recruitment**

Handouts from Community College and PK-12 summarizing recruiting activities

**PK-12 concentration**

A letter went out to all administrators in San Diego and Imperial Counties through district office mail. Seven group meetings plus individual meetings were generated from the mailing, sharing program information 80+ people. Application reviews begins April 1, 2009.

**Community College**

Bill Piland and Marilee Bresciani have engaged in concurrent conversations and events, including a reception at Interwork (see handout for detailed information). To date, thirty-six applications have been received. Target for number of admits is fifteen. Community partners were invited to shed light on the reasons for lack of student applications received from areas where no applications have been received thus far.

## **Curriculum Changes**

PK-12 and CC Concentrations are considering ways to collaborate on the core courses of both concentrations. The first course of the program (ED 815 - Re-thinking Leadership) is co-taught by instructors from both cohorts but later courses are not. The faculty will discuss their options to do this in light of student feedback and desire for collaborative discussion, yet continued focus on their individual concentration content.

### **Community College**

We continue to gather feedback on student and faculty observations. As such, we have combined the first course of ED 836 into more formalized instruction of how to write chapters 1, 2, and 3. We have asked students to write chapter two, the literature review first in the spring semester, and then write chapter one in the summer and chapter three in the fall.

We are also refining the program evaluation course to ensure that survey methodology is incorporated.

#### *Reggie Blaylock 2007 CC Concentration Update:*

Reggie expressed that the CC cohort has learned a great deal from the Reflective Student Learning Portfolio process, describing the experience as encouraging hindsight and forward thinking. The cohort prefers not to make many changes to portfolio process. In terms of the three Spring Courses, the cohort feels it is a strong academic semester and, although challenging, one of the best semesters due to close coordination between and among faculty for when they ask for assignments to be turned in and how they coordinate end-of-semester final projects.

#### *Nesha Savage 2008 CC Concentration Update:*

The cohort is finding value in starting their portfolios early on in the program. They expressed concern about the class structure for Qualitative Research Methods (ED 851) as meeting too infrequently (e.g., all day Saturday structure versus meeting every week one evening a week) and would prefer to meet more often. The refined function of 836 courses (as described above) is working well. Current design allows students to work together more. The cohort would also like to receive class schedules sooner than they are receiving them so they can plan more readily their own calendars and commitments. Marilee will pass these concerns onto the rest of the faculty so they can work to better meet these concerns.

**Student internships** will begin in fall 2009 for the first cohort with a minimum required 135 hours of on-site work. Two students are considering Australia-based internships. Marilee visited Australia in January and has created several opportunities for students. The major hurdle for student participation is cost, including housing, staffing replacement costs, plane fare, and living expenses. Committee members underscored the value of traveling to other areas within and outside the U.S. Such internships would provide

exposure to different environments. As a valid idea, members suggested we investigate funding opportunities, including the Community College Association as a resource. Support to pay for some expenses would encourage greater student participation.

### **PK-12 concentration**

There has been a shift in the course sequence for the PK-12 Concentration. Students expressed the desire to have additional focus time with quantitative methods during summer term. One course has been shifted to fall of the second year, which shifts an additional course forward to the fall of year three. This change also addresses concerns about candidates becoming disconnected from each other and the University when they begin dissertation and practicum. This change is the result of feedback from the joint-doc cohort, missing the support of the group toward the end of the program.

Christina Casillas 2007 PK-12 Concentration Update:

The cohort has some concern regarding fall semester when cohort will be starting dissertation while taking practicum. Cynthia shared that the practicum will be very closely aligned with the remaining content course, making the requirements of both reasonable in this context.

David Lorden 2008 PK-12 Concentration Cohort Update:

David expressed that the 2008 cohort's fear is diminishing, as the learning is making sense and clicking for everyone. The students are starting to grasp concepts and coursework is manageable. Students are now getting engaged in the writing, thus engendering a sense of focus and urgency for just in time learning. The coursework is all very connected and motivating.

### **PK -12 Practicum Update-conceptual description**

The practicum is designed to provide students the opportunity to apply the rigorous standards of academic research to solving a pressing problem of practice in real time working with a cooperating practitioner. An SDSU Partner Practitioner will identify a significant student achievement-related problem of practice to which the cohort will be assigned. The entire PK-12 cohort will work as a team, with close supervision from a program faculty member, to develop an intervention to resolve the problem of practice.

### **Dissertation Topics/Questions**

Please refer to handouts from Community College and PK-12 summarizing Dissertation Topics and Committees

At this point, all but two students in the 2007 cohort have successfully advanced to candidacy. The students are presently preparing their dissertation proposals for defense and submission to the IRB.

### **Summer Orientation**

The committee explored the possibilities of a research symposium during which both concentrations would present their dissertation research (e.g., poster presentations by

students both in the proposal and preliminary results phases of their research) to fellow students, faculty members, and the community at large. Originally the thought was to have the presentations in the afternoon of Summer Orientation. Students felt this might be overwhelming to incoming students. It was tentatively decided to hold this event in January to kick-off recruitment season. Student representatives will report back whether they feel this is feasible for students. We would also invite community members and prospective students. This activity would energize continuing students as they considered their developing proposals in light of their colleagues' research in progress. This would also create opportunities for bridges between CC and PK12 with topics that cross-over both programs. We will encourage students to bring one person from their work places as well in order to increase feedback about the program.

### **Program Evaluation and WASC approvals**

Handouts attached to agenda include updated surveys. Community partners and students were encouraged to edit the survey one last time before it gets distributed.

We are working toward an online format and have made the survey applicable to PK-12 and Community College. Let us know if you have comments on Appendix 12. We also will be deciding the exact timing of the survey, tentatively to be distributed at end of academic year.

WASC report was well received. They were very pleased with learning portfolio and dissertation evaluation process.

### **Interviews and Admissions**

PK-12 will be scheduling admission interviews for May 12, 13, 14

Community College will also be scheduling admission interviews for May 12, 13, 14.

### **Other Items**

We must continue to recruit community members to join the doctoral faculty at SDSU. Inform us if you have colleagues who may be interested in participating on dissertation committees or as instructors. The website will be updated to include more information about procedure for becoming a community member on a committee.

Progress continues in making the program hybrid. The hybrid courses will help with quality of resources for faculty and students, provide opportunities for additional engagement, ease congestion of classroom space, and help with student travel time, especially for Imperial Valley students. Date for beginning implementation is forthcoming.

Lisbeth Johnson noted that terminology used in the meeting is not always familiar to everyone present (ie. practicum). She advised that we be careful to provide necessary background to all members as items are discussed.

Meeting adjourned at 9:45 a.m.

Minutes submitted by Julee Jenkins

Next meeting will be Student Orientation: August 22, 2009 Location TBD.