I. Overview

A. Name of degree program proposed—“Ed.D. in Educational Leadership”
   Doctoral Program in Educational Leadership (DPEL)

B. Initial date of offering
   Fall 2016

C. Projected number of students and type of student the program is designed to serve
   (adult learners; full-time or part-time employed students)
   The DPEL is designed for 18 students per yearly cohort. Students in the program are expected to
   be working full-time in educational settings.

D. Timeframe for course delivery (e.g. accelerated program, weekends only, traditional format)
   Because the program serves working adults, courses are delivered on weekends and evenings
   using traditional and hybrid formats.

E. Length of the program for the typical student to complete all degree requirements
   The DPEL is designed to be completed in eight semesters with students attending Fall, Spring and
   Summer semesters in years 1 and 2, and Fall and Spring semesters in year 3.

F. The names of the departments, divisions, or other units of the campus(es) that will
   have primary responsibility for administering the program
   The DPEL will be an intra-school unit within the School of Social Sciences and Education under
   the administrative direction of the Dean. The curriculum will be an educational curriculum with the
   designation EDLD (i.e., Educational Leadership) subject to approval by the SSE Curriculum
   Committee. Faculty serving in the Graduate Group (described later), who teach in the program and
   serve on DPEL dissertation committees, will do so with the permission of their home department
   chairs and Dean. Faculty from outside SSE with expertise in aspects of educational leadership
   may serve as Graduate Group faculty. Most faculty, as well as the Program Director, will come
   from the Department of Advanced Education and the Department of Teacher Education within the
   School of Social Sciences and Education.

G. The names and titles of the individuals primarily responsible for drafting the proposal
   Dana Whetton, EdD, Interim Director of the DPEL
   Steve Bacon, Associate Dean, School of Social Sciences and Education

II. Program Rationale

A. The rationale for proposing the program, including:

B. Description of how the program philosophy, design, and pedagogical methods
   suit the target student population

C. Justification for introducing the program at this time
CSUB Doctoral Program in Educational Leadership
Standalone Proposal

Sections A,B, and C will be addressed together.

This transitional joint doctoral program was established in 2011 and received campus, Chancellor Office, and WASC approval as a Fresno State off-site program and as a six-year transitional program with three phases. The current proposal is to gain approval for the Phase 3 of the program – the standalone CSUB program. In Phase 1, California State University, Fresno (Fresno State) faculty taught their courses and delivered the full program on the California State University, Bakersfield (CSUB) campus (Cohorts 1, 2, and 3) with support and learning opportunities for CSUB faculty. In Phase 2 (Cohorts 4 and 5), during the Joint Program, Fresno State continued control of the program and taught on the CSUB campus alongside CSUB faculty and staff who transitioned to prepare to take over the standalone program. During Phase 3 (Cohorts 6 and beyond), the program will become an independent standalone CSUB program. The transition plan for this program is contained in the transitional program sequence figure in Attachment II.A, Program Transition Sequence. One change since the program was approved by WASC in 2011 is that Phase 1 included Cohorts 1, 2, and 3 rather than just Cohorts 1 and 2; Phase 2 included Cohorts 4 and 5; and Phase 3 will include Cohorts 6 and beyond. The change was necessary as a WASC review was not possible until fall 2013 and Cohort 3 had already begun the program.

Context, Mission, Purpose and Strategic Plans:

The doctoral program is part of a system-wide effort to offer the Doctoral Program in Educational Leadership, and as such, brief narratives about the California State University System, and California State University Bakersfield follow.

CSU System

The CSU is the largest, most diverse and one of the most affordable university systems in the country. The system has 23 campuses, 405,000 students, and 44,000 faculty and staff. Preparation of the staff for public PreK-12 education in California has been a primary focus of the CSU system since the founding of its first campus as a teacher training institution in 1857. Today, the CSU is a major contributor to the preparation of school leaders in California, with 20 of the 23 CSU campuses offering educational leadership programs. In the recent several years, CSU campuses awarded:

- 65 % of the Preliminary Administrative Services credentials awarded to new administrators in California (approximately 2,000 credentials in a three-year period).
- 50 % of the Professional Administrative Services credentials awarded to experienced administrators in the State (more than 1,500 credentials in a three-year period).

The Preliminary Administrative Services credential programs offered by CSU campuses are typically aligned with Master’s Degree programs in Educational Administration. In view of the significant role and commitment of the CSU to the preparation of educational leaders, Chancellor Charles B. Reed convened The CSU Presidents Task Force on Education Leadership Programs in early 2003. The Report of the Task Force, available at http://www.calstate.edu/teachered/TaskForceEduRpt.pdf, provided a vision for a statewide strategy to prepare educational leaders for the ever-changing and challenging demands of 21st Century educational institutions. It underscored the importance of collaborative partnerships between post-secondary education and the educational institutions in which PreK–14 leaders will serve.

The CSU played a major role in the delivery of Ed.D. programs through joint Ed.D. programs with the University of California (UC) that involved seven UC and 14 CSU campuses before the CSU began to offer the Ed.D. programs independent of the UC. The CSU has a large group of highly qualified faculty in educational leadership and related fields able to participate in the preparation of educational leaders at a considerably larger scale. To address the need for increased preparation of highly qualified school and community college leaders, the California Legislature enacted legislation authorizing the California State University (CSU) to independently offer the Doctorate of Education (Ed.D.) degree in education leadership. Through Senate Bill 724 (Scott—Chapter 269, Statutes of 2005), this authority was signed into law in September 2005.

The CSU has developed a system-wide framework for implementing the new programs in accordance with the legislative framework and all 14 CSU doctoral programs currently being offered adhere to these frameworks. The programs link theory, research and practice in innovative ways through comprehensive participation of experts from Pre-K-12 and post-secondary education. The partnership design enables students to apply scholarly tools to significant problems of practice in ways that go beyond traditional Ed.D. programs.
California State University, Bakersfield

California State University, Bakersfield (CSUB) is a regional university serving agriculturally rich southern San Joaquin Valley. The university meets the workforce needs of this southern region of the San Joaquin valley and reflects the region’s cultural, social, and human diversity. Some 8,100 undergraduate and graduate students attend CSUB at either the main campus in Bakersfield or the off-campus center in Antelope Valley, three quarters of them full-time and the rest on a part-time basis. The student body of California State University, Bakersfield, is comprised of 35.5% Hispanic, 36.3% Caucasian, 7.8% African-American, and 6.3% Asian/pacific Islander. As a regional comprehensive university, 69.9% of the student body is drawn from schools in Kern High School District with 16.8% drawn from the rest of the state of California. Since 1976 the university’s School of Education—and later the School of Social Sciences and Education—has granted 3844 graduate and 1287 undergraduate degrees, with 3576 of these being master’s-level graduates.

The vision of California State University, Bakersfield is:

CSU Bakersfield will be the leading campus in the CSU system in terms of faculty and academic excellence and diversity, quality of the student experience, and community engagement. Realization of our vision will be advanced by recruitment, development and promotion of excellent and diverse staff within an organizational culture committed to excellence in all areas.

The mission of California State University, Bakersfield is:

California State University, Bakersfield is a comprehensive public university committed to offering excellent undergraduate and graduate programs that advance the intellectual and personal development of its students. An emphasis on student learning is enhanced by a commitment to scholarship, diversity, service, global awareness and life-long learning. The University collaborates with partners in the community to increase the region’s overall educational attainment, enhance its quality of life, and support its economic development.

To realize the vision and mission, the University has created five Strategic Goals as part of its overall Strategic Plan. These goals include:

1. Extend Faculty and Academic Excellence and Diversity
2. Enhance the Quality of the Student Experience
3. Strengthen Community Engagement
4. Develop an Excellent and Diverse Staff
5. Develop a Campus Culture with a Sense of Community and Commitment to Organizational Excellence

CSUB supports the region by conducting high quality action research that is needed to improve education systems in Kern County and the service areas. The doctoral program will have a significant impact on problems in the region, in particular by producing researchers for the Kern County Superintendent of Schools (KCSOS), and through other collaborative projects and grants. This program partners with the local educational community through the Community Advisory Board for Doctoral Program in Educational Leadership, and our partners have had significant input into the design and future delivery of this program.

The service area in Kern County and beyond needs doctoral-qualified educational leaders who can connect with and make a difference in the education of children in the southern Central Valley. The Central Valley has immense challenges and needs that will call upon outstanding education leaders to close the achievement gap. The link between the university’s mission, strategic plans and the creation of this doctoral program is strong, and as demonstrated above, serves two of the five strategic goals outlined in CSUB Strategic Plan.

School of Social Sciences and Education, Bakersfield

The School of Social Sciences and Education offers through the Department of Advanced Education and the Department of Teacher Education a Masters of Art in Education with three relevant specializations: Educational Administration, Special Education, and Curriculum and Instruction. It also offers a Masters of Science in Educational Counseling. The Educational Administration concentration was on moratorium for two years as it went through a major revision to develop a new program in educational leadership and administration in alignment with the new state standards; the program re-opened in fall 2015. These programs emanate from the stated vision and mission of School of Social Sciences and Education.
The overarching theme of the combined School of Social Sciences and Education is “Expanding minds, Engaging hearts, Enhancing communities”. From this theme is derived the vision and mission. The Vision and Mission for the school are:

**Vision**

The School of Social Sciences and Education will provide professional leadership to improve the quality of social life and education for the region through high-quality scholarship, educational offerings, and community partnerships. The School of Social Sciences and Education will be recognized as offering premier programs in the CSU system and will offer landmark programs recognized nationally and internationally.

**Mission**

The mission of the School of Social Sciences and Education is to address local, regional, and state needs by providing high quality undergraduate and graduate programs in the social sciences and education. We are committed to advancing human development knowledge, encouraging healthy and productive lifestyles, and enhancing the quality of life for all people, particularly those with emotional, learning, and physical disabilities. We pledge to prepare future leaders, professionals, and community advocates. Together, we will work toward increasing the community’s understanding and acceptance of complex social, racial, and gender issues and toward creating positive social change. We will provide students with excellent classroom instruction, faculty-guided research experiences, and experiential learning opportunities to prepare them for career success and for lifelong learning to meet the changing demands of society.

The faculty and staff of the School of Social Sciences and Education are committed to supporting quality measures identified in the CSUB vision statement featuring faculty academic excellence and diversity, the student experience, community engagement, staff excellence and diversity, and organizational "best practices".

The School of Social Sciences and Education and its educational programs’ mission is the recruitment and development of ethically informed instructional leaders for classroom teaching, education administration, counseling, and higher education. Our mission is realized through a framework of teaching, scholarship, and service that addresses regional, state, national, and international perspectives.

The Doctoral Program in Educational Leadership has been in operation at CSUB since 2011. Although the program has been administered by Fresno State, CSUB faculty and administration have participated in the program as teaching faculty and committee members (Graduate Group and Dissertation Committees), and have participated in events such as the Annual Research Symposium and the Doctoral Program Faculty Colloquium since the beginning.

During the joint phase of the program, CSUB offered the first year Core courses (18 units) and shared with Fresno State the second year courses. In the third and final standalone phase, CSUB will independently administer the program and offer all courses through CSUB faculty.

**III. Summary of Employment Prospects and Workforce Demand**

A. **Fit with the campus’ mission and strategic goals** (CPEC—Appropriateness to Institutional and Segmental Mission)

See previous section

B. **A list of similar doctoral programs offered or projected by California institutions (state clearly how the proposed program differs from the existing programs listed)** (CPEC—Number of Existing and Proposed Programs in the Field)

Although several private institutions in the Bakersfield/Kern County area offer masters degrees in Educational Administration (as does CSUB) and one offers an EdD (University of La Verne), no other public university within 100 miles offers an Ed.D. in Educational Leadership. This is important because most graduates of Ed.D. programs continue to work in the regions where they received their degrees. This suggests that Ed.D. graduates from distant programs are unlikely to settle in Kern County and use their
degrees to fill local needs and solve local educational challenges. In order to meet the local need for doctoral-level educators, we must grow our own educators locally.

There are currently 14 other CSU campuses offering the doctorate in educational leadership.

C. A summary of the employment prospects for graduates of the proposed program and the professional uses of the proposed program (CPEC—Societal Needs)

D. Regional need for program, as identified by partners. What local needs do partners intend to address through the help of program graduates? (CPEC—Societal Needs) and (CPEC—Advancement of Knowledge)

[Note: Proposals will need to indicate the ways in which the curriculum has been designed in response to California Education Code California Education Code Section 66040.3, which authorized the CSU to offer the Doctor of Education degree as specified in that law.]

It makes sense to address these two sections together because the employment prospects for graduates is so closely related to the regional need for the program.

The School of Social Sciences and Education, academic home for the DPEL, has strong relationships with our partners in the Kern County educational community. From our Teacher Education Advisory Committee to partnerships on several educational grants, including the $7.2 million Teacher Quality Partnership grant, SSE works closely with our partners to improve the educational attainment of Kern County students. Since Phase I of the Doctoral Program in Educational Leadership in 2011, the DPEL has worked closely with and listened to its Community Advisory Board, consisting of at least five members of the local educational community, including school district superintendents and other high-level administrators. Our community partners tell us that the need for well-trained educational administrators will continue to rise as Kern County grows and existing administrators retire in the coming years. Just as there is a shortage of teachers in the state and especially locally, there are fewer trained administrators than we will need in the future.

A needs assessment completed in 2011 under the direction of Dr. BJ Moore supported the need for an EdD program in the southern San Joaquin Valley (for the full report, see Attachment III.C-1, CSUB Needs Assessment 2011). In their recommendation, these evaluators said: “It is obvious that implementing this Ed.D. program in San Joaquin Valley will be an asset to the community. This program will promote professional educational advancement that will meet the needs of school systems in the area. An adequate investigation has proven that leadership professionals are a crucial component for this community.”

Although this needs assessment was completed in 2011, objective support for the impressions of our community educational partners is as true today as it was five years ago. According to the Bureau of Labor Statistics, the national job outlook for postsecondary education administrators is good with expected growth of 9% between 2014-2024. Locally, the California Employment Development Department predicts growth of 11.4% for education administrators (elementary and secondary school) between 2012 and 2022 in Kern County.

Although we have data for only our first cohort (2011-12) regarding job changes in the year following graduation from the program, the early results are encouraging: 31% had been promoted, 8% had received a lateral change, and 62% were still at the same job.

The relevant section of Educational Code Section 66040.3 describing cooperation between educational communities and EdD programs states:

“The Doctorate of Education degree offered by the California State University shall be focused on preparing administrative leaders for California public elementary and secondary schools and community colleges and on the knowledge and skills needed by administrators to be effective leaders in California public schools and community colleges. The Doctor of Education degree offered by the California State University shall be offered through partnerships through which the California public elementary and secondary schools and community colleges shall participate substantively in program design, candidate recruitment and admissions, teaching, and program assessment and evaluation. This degree shall enable professionals to earn the degree while working fulltime.”
Our community partners have been with us at all stages of DPEL development. In addition to trained individuals to fill the educational administrator jobs of the future, our educational partners have told us that they want to create opportunities for people who are passionate about making positive changes that will improve the educational experience of our local students. Attachment III.C-2, Dissertations from the DPEL at CSUB, lists the titles of dissertations completed during the first phase of this transitional EdD program; a casual look at dissertation titles illustrates the practical and local emphases of these projects that are aimed at improving education in our community. One of the features of the DPEL that has supported the local focus of our dissertations is the involvement of local educational administrators as instructors of specialization courses (18 adjunct faculty) and dissertation committee members.

IV. Student Demand

The case for student demand can be made stronger by summarizing the enrollments in related community college certificate programs, and related master’s programs on the campus or in the service area.

Enrollment Projections

A. Enrollment projections for the first five years

The Doctoral program in Educational Leadership is expected to enroll and retain 18 students per year for the next five years. Experience suggests that the program will need to admit 19 students per cohort in order to retain 18.

B. Evidence used to support enrollment projections and to support the conclusion that interest in the program is sufficient to sustain it at expected levels beyond the first cohort—summary only, not the full study. (CPEC—Student Demand)

In its five years of operation, during Phases I and II, the DPEL has recruited cohorts of 20, 19, 14, 11, and 16. Although we are targeting 18 students per cohort, the program breaks even at 16. In years 3 and 4, when recruitment dipped to 11 and 14, several factors contributed to difficulty recruiting including the illness and eventual death of the original program director and replacement with a new director. These two years were also the years in which CSUB’s MA in Educational Administration, a pipeline into the Doctoral Program in Educational Leadership, was on moratorium. An additional factor contributing to non-optimal recruitment was a summer-start for Phases I and II of the program, which accommodated Fresno State faculty who taught classes in Fresno and Bakersfield, but was off-cycle for many students hoping to apply to the program. The summer-start also contributed to financial aid glitches that led to some students withdrawing from the program just as they were about to begin. We believe the change to a fall-start for the standalone program will be more in line with students’ educational planning and will lead to fewer financial aid complications. The re-opening of the MA in Educational Administration will re-open the pipeline into the DPEL. Also, in Phases I and II, the DPEL had no advertising budget for recruitment of new students and relied almost entirely on word-of-mouth; in the new standalone program budget, there are funds earmarked for recruiting and marketing.

The MA in Educational Administration at CSUB will graduate about 25-30 students per year. Educational Administration programs at local private colleges, with whom CSUB has good relations, graduate approximately 40-50 students each year who will later be prime candidates for the DPEL.

C. Explain how the program will provide for the continuing participation of students who do not complete their degree requirements within three years.

Because the program is offered in cohorts, students who are unable to complete their degree requirements with their cohort within the eight semesters of the scheduled program may join a later cohort to complete courses if they petition the program and receive permission of the program director. Students may also petition for a leave of absence. All students, however, must complete the program within seven years of starting it.
CSUB Doctoral Program in Educational Leadership
Standalone Proposal

V. Program Context and History

A. A description of how the proposed program relates to existing programs on the participating campuses, especially to closely related master’s and doctoral programs.

CSUB has no other doctoral programs on campus. The masters programs most relevant to the DPEL are the MA in Educational Administration, the online MA in Curriculum and Instruction (offered through the Department of Teacher Education), and the MA in Educational Counseling. As discussed earlier, the MA in Educational Administration will serve as a pipeline into the DPEL. Typically, the MA in Educational Administration is earned by students who have been teaching for a few years and wish to increase their skills so they are better candidates for administrative positions like principals, vice principals, and school district mid-level administrators. The DPEL allows employees in these positions to increase their leadership skills further enabling them to compete for higher management and perhaps superintendent-level positions in PreK-12 or higher education settings.

B. The number, variety, and longevity of the doctoral programs currently being offered, including student enrollment data and degree completion and non-completion rates for previous or current joint doctoral program—Three to five years of data should be provided

Again, CSUB has no other doctoral programs on campus outside the Doctoral Program in Educational Leadership. The DPEL is currently in its fifth year at CSUB. Prior to the current DPEL, there was a different joint EdD collaboration between CSUB and the University of the Pacific which lasted four years.

Enrollment, retention, and graduation data for the five cohorts are shown in Table 1. Graduation data for the last three cohorts is incomplete since these students are still enrolled in the program.

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</thead>
<tbody>
<tr>
<td>Initial Cohort Size</td>
<td>20</td>
<td>19</td>
<td>14</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>Retention%</td>
<td>95%</td>
<td>84%</td>
<td>71%</td>
<td>91%</td>
<td>100%</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>19</td>
<td>13</td>
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<tr>
<td>Graduation Rate%</td>
<td>95%</td>
<td>68%</td>
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<tr>
<td>Time to Graduation (yrs)</td>
<td>2.77</td>
<td>2.68</td>
<td></td>
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</table>

1 Retention and Graduation data are all current as of October 2015.
2 Graduation data is not available for 2013-14 and beyond since these students are not expected to graduate until after December 2015.
3 Graduation Rate is defined as Graduates/Initial Cohort Size. The upper limit of Graduation Rate is the Retention Rate. Students from the 2012-13 who have not graduated are still within the seven year window for graduation.
4 The expected time to graduation is 2.56 years (June 1, AY1 to Dec 22, AY3).

C. If the campus is a partner in an existing joint Ed.D. program:

1. Indicate whether the joint doctoral program(s) will continue;

The joint Fresno State/CSUB program will be discontinued when students currently in the program have been taught out. The standalone program opens in Fall 2016 (Cohort 6), previous cohorts (1-5) will be taught out by joint program faculty.

2. Submit a copy of the proposal to discontinue the joint Ed.D. program, including provisions for teaching out the program. Follow the instructions...
provided in Coded Memo AA-2006-42, available at
http://www.calstate.edu/AcadAff/codedmemos/AA-2006-42.pdf

A discontinuation checklist is available at:

The Coded Memo and discontinuation checklist referenced above are for joint programs between CSU and UC campuses. They do not apply to joint CSU-CSU programs such as ours.

3. Submit a copy of the Chancellor’s permission to discontinue the joint Ed.D. program.

Again, this permission refers to joint CSU-UC programs. We will, of course, notify the Chancellor’s Office of our intent to discontinue the joint program, contingent on approval of the standalone program at CSUB.

VI. Partnership with Public Elementary and Secondary Schools and/or Community Colleges (CPEC—Societal Needs)

A. A list of public school districts, schools and/or community colleges that are partnering with the campus(es) in the development and operation of the proposed program

Bakersfield College
Antelope Valley College
Fresno Pacific University
Kern High School District
Panama-Buena Vista School District
Bakersfield City Schools

B. Consistent with California Education Code Sections 66040-66040.7, the role of school district, school, and/or college partners in program design, candidate recruitment and admissions, teaching, and program assessment and evaluation

The relevant code is cited in section III.D above of this proposal. Our community partners have been with us at all stages of DPEL development. Our Community Advisory Board, with whom the DPEL meets at least twice per year, has provided feedback on our program design and has helped make the Fresno/Bakersfield joint program ready to stand alone. Our partners on the Board, our adjunct faculty made up of community educators, and the worksite supervisors of students in the program have all helped us recruit new students through positive word-of-mouth, which augments our other program recruiting. Our current 18 adjunct faculty, and additional adjuncts who have since retired or moved out of the area, have been crucial to the applied focus of the program where students learn from academic as well as clinical faculty. At the end of assessment cycles, after the Graduate Group has had a chance to brainstorm possible solutions to closing the assessment loop, feedback and input is elicited from the Community Advisory Board.

C. Other involvement of school districts, schools and/or colleges in the program

Adjunct faculty in the DPEL come from a variety of school districts, schools, and agencies including:

Kern Community College District
Panama-Buena Vista School District
Taft Union High School District
Bakersfield College
Kern County Superintendent of Schools
Kern High School District
Fruitvale School District

D. Listing of the P-14 personnel participating in partnership meetings.
CSUB Doctoral Program in Educational Leadership
Standalone Proposal

Current Bakersfield Community Advisory Board for Ed.D. Program in Educational Leadership

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Title</th>
<th>Org</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bianchi</td>
<td>Pamela</td>
<td>Assistant Superintendent</td>
<td>Panama-Buena Vista Union School District</td>
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<tr>
<td>Chamberlain</td>
<td>Greg</td>
<td>Former President</td>
<td>Bakersfield College</td>
</tr>
<tr>
<td>Gayles</td>
<td>Vivian</td>
<td>Former Director of Teacher Education</td>
<td>Fresno Pacific University</td>
</tr>
<tr>
<td>Knudson</td>
<td>Edward</td>
<td>Superintendent/President</td>
<td>Antelope Valley College</td>
</tr>
<tr>
<td>Knutzen</td>
<td>Kathleen</td>
<td>Dean, School of Social Sciences and Education</td>
<td>CSU, Bakersfield</td>
</tr>
<tr>
<td>Mitchell</td>
<td>Horace</td>
<td>President</td>
<td>CSU, Bakersfield</td>
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<tr>
<td>Silberberg</td>
<td>Kevin</td>
<td>Superintendent</td>
<td>Panama-Buena Vista School District</td>
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<tr>
<td>Thompson</td>
<td>Joe</td>
<td>Past Associate Superintendent</td>
<td>Kern High School District</td>
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<tr>
<td>Whetton</td>
<td>Danny</td>
<td>Interim Director of Ed.D. Program</td>
<td>CSU, Bakersfield</td>
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<tr>
<td>Zorn</td>
<td>Jenny</td>
<td>Provost and Vice President for Academic Affairs</td>
<td>CSU, Bakersfield</td>
</tr>
</tbody>
</table>

Past members of the Community Advisory Board have included: Dr. Christine Frazier, Kern County Superintendent of Schools; Don Carter, Superintendent, Kern High School District; and Dr. Jackie Fisher, Superintendent/President, Antelope Valley College.

VII. Information About Participating Department(s) or other CSU Campuses (if applicable)

A. A description of how the proposed program is expected to draw support from existing programs, departments, and faculty

The standalone DPEL will be an intra-school program within the School of Social Sciences and Education that begins with educational foundations from departments within the school and adds interdisciplinary faculty from SSE and other schools to broaden students’ perspectives on educational leadership. In the standalone program, qualified faculty will agree to serve in the DPEL and will receive permission from their home departments and schools to be released to the program. Details of the arrangements and incentives for faculty and departments to serve the DPEL are described below.

In the joint Ed.D., there has been little difficulty generating interest among CSUB faculty to serve in the DPEL. Currently, 15 faculty serve in the Graduate Group of the Ed.D., along with 18 adjuncts from the community. Faculty in the joint program have been serving under conditions very similar to the conditions under which standalone DPEL faculty will serve.

Faculty who are interested contributing to the DPEL will apply to the Graduate Group, as described in the Graduate Group Bylaws (Attachment VII.A), section V.3.

Faculty from various departments will receive 4.5 units of reassigned time for each 3-unit DPEL course they teach. Their home departments will receive 4.5 units of funding to replace them. Since each DPEL faculty member may teach only one course per year, no department should be significantly impacted by reassigning DPEL faculty members’ time. When faculty are released to teach in the DPEL, an MOU will be signed by the faculty member, the chair of the faculty member’s department, the DPEL Director, and the Dean. Some courses may be taught in summer in which case the faculty member will receive additional summer pay, with little or no impact on their home department.

Faculty can chair up to 4 dissertations and are awarded .5 units of release for each student for each semester (students register for dissertations for 3 semesters, therefore faculty receive a total of 1.5 units to
chair one dissertation). Faculty receive an additional .5 units of funding for professional development for each dissertation and each semester. Again, chairing a dissertation will require an MOU so that all interested parties are aware of the faculty’s obligations. Serving as a non-chair dissertation committee member will not be compensated but will instead count as university service; service on a committee will not require an MOU but should be done in consultation with department chairs. The most release time a core faculty member could generate in one year (Fall and Spring, since Summer does not generate release) would be 4.5 for teaching and 4 for dissertation (4 students x .5 units x 2 semesters); this would be a third of a tenure/tenure-track faculty’s teaching load (24 units/year), but would be a rare occurrence and, with the MOU requirement, only done with the full consent of the department chair and dean.

Once the standalone program is in place, CSUB will not be partners with other CSUs except to teach out students already in the joint Ed.D.

B. Provisions for partnership among participating departments

Individual faculty members with interests and expertise in educational leadership will initiate their connection with the DPEL, often following the yearly call of the Graduate Group for new member applications. Departments will contribute to the program by loaning faculty to the DPEL through compensated reassigned time. Coordination and cooperation between departments and the DPEL program will be ensured through an MOU signed by all the relevant parties.

C. Letters committing to partnership

A memo was sent to the chairs of all departments currently participating in the joint Ed.D. asking about their support for the new standalone program. A similar memo was sent to chairs of faculty members who have expressed an interest in participating in the standalone DPEL, but did not participate in the joint Ed.D. In all, 6 of 7 departments who have faculty working in the joint Ed.D. program agreed to work with the Graduate Group to accommodate their faculty; both of the departments queried that have faculty who would like to contribute to the DPEL, but are not currently involved, were supportive of their department’s participation. These letters may be found in Attachment VII.C., Departmental Letters of Support.

VIII. Governance Structure for the Program (consistent with systemwide requirements as detailed in California Education Code Sections 66040.3(b) and EO 991)

A. Membership and responsibilities of groups, boards, and committees

B. Participation, as appropriate, by program faculty; other faculty; administrators at the department, college, and university levels; regional public school and college educators; students in the program; and alumni of the program

C. Program bylaws or a statement affirming that bylaws are being developed

The Director of the Doctoral Program in Educational Leadership (DPEL) is responsible for the successful operation of the program. The program is subject to the normal graduate policies and procedures as established by California State University, Bakersfield. The Director of DPEL serves as a liaison between the faculty governance structure (Graduate Group), the Community Advisory Board, and the School of Social Sciences and Education. The faculty governance structure for DPEL is the Graduate Group, faculty who have been appointed as doctoral faculty who tend to curriculum and other policy issues of the program.

The Graduate Group for the Doctoral Program in Educational Leadership is organized to establish and administer the graduate program of instruction and scholarship leading to the Ed.D. in Educational Leadership, in conformance with regulations, policies and procedures of the California State University (CSU) and California State University, Bakersfield (CSUB).

The course offerings and research activities are broadly based and draw upon the interests and talents of students, Graduate Group faculty, and our community educational partners. The curriculum is driven by WASC and Carnegie Project on the Education Doctorate (CPED) guidelines and expectations.

A detailed description of the roles and responsibilities of individuals and groups responsible for the governance of the DPEL may be found in the Bylaws for the Graduate Group (Attachment VII.A, Graduate Group Bylaws). The Bylaws describe the composition of each group, including the Community Advisory
Board, the Graduate Group, and the subcommittees of the Graduate Group. The bylaws also describe how each of the groups interact with each other.

D. A description of how the governance structure complies with the provisions of California Education Code Sections 66040.3(b) and allows for substantial and meaningful participation by P-12 and community college partners.

In the Graduate Group bylaws, the Community Advisory Board is described (Attachment VII.A, Article III). The Community Advisory Board consists of seven university representatives associated with the DPEL and five members of the local educational community (at least two representing P-12 settings and two representing higher education). The purpose of the Board is to “provide for communications between the program, the broader campus administration and partners, and the educational partners, and it serves as a forum for planning and evaluation involving the full partnership.” The Advisory Board was crucial to getting the original program off the ground five years ago and has remained an active partner. The Advisory Board includes superintendents of large school districts within Kern County. As we transition to the standalone program, we will retain our local Advisory Board that has been so helpful for the past five years.

The Community Advisory Board meets at least two times per year, with additional meetings scheduled as needed.

IX. Faculty

A. A listing of program faculty and their research and professional interests related to the program (P-12, community college, adult learning, research methods, etc.)

A listing of the 15 Graduate Group faculty and 18 adjunct faculty affiliated with the DPEL is shown in Attachment IX.A-1, CSUB Faculty Serving the DPEL. The 16 Graduate Group members include faculty who have applied and been accepted into the group; some members have taught classes, some have served on dissertation committees, and others have committed to teaching classes for the DPEL in the future. The adjunct faculty are all faculty who have taught at least one specialization course for the program and have expressed their continued wish to be part of the program. The faculty listing also shows the three faculty who currently hold the status of “Core” faculty, and the additional four faculty who intend to apply for core status in this academic year. This list includes faculty who have been Graduate Group members in the joint program who intend to continue in the standalone program. The call for new Graduate Group faculty for 2016-17 has not yet been distributed.

Attachment IX.A-2. Courses Offered and Planned shows all of the courses offered since the DPEL began five years ago (course numbers are for the joint program, not the new four-digit numbers we will use in fall 2016). Next to each course is the instructor that taught the course illustrating each faculty member’s area of expertise within the program. The DPEL training model has been for Bakersfield faculty to teach with Fresno faculty before teaching on their own. As we prepare to open in Fall 2016, note that most Bakersfield faculty have taught on their own for a year or more and the remaining faculty will be prepared to teach solo by Fall 2016.

B. The criteria for choosing core doctoral faculty, affiliated doctoral faculty, and other faculty members for participation in the program

Criteria for inclusion into the Graduate Group (core and affiliated faculty) as well as criteria for adjunct faculty are found in Attachment VII.A, Graduate Group Bylaws. Relevant parts of Article IV, describing these criteria are appended below:

1. Core faculty

The criteria must incorporate pertinent systemwide standards. The criteria applicable to a full-time faculty member whose primary affiliation is with the university may differ from the criteria applicable to a part-time faculty member whose primary affiliation is with a P-12 institution or a community college. The criteria may also vary with the type of participation in the program.
a. Core faculty serve on DPEL subcommittees, advise and mentor students, serve on
dissertation committees, teach courses in the doctoral program, remain active in professional
scholarship, and may chair dissertation committees.

b. Appointment and renewal of appointment as a Core Graduate Group member requires
evidence of meeting all of the following criteria, as judged by the Membership Committee and
full Graduate Group:

   i. Possession of a doctoral degree in an appropriate discipline
   ii. Appointment as a tenured/tenure track faculty or university administrator with
departmental retreat rights. Administrators will not have a vote within the Graduate
Group or subcommittees
   iii. Service as an Affiliated member for at least one year
   iv. A strong professional record of published scholarship in refereed journals pertinent to
educational leadership or the theoretical or methodological underpinnings of study
related to the field, or promise relative to one’s rank (a minimum of one article
published in a refereed journal every two years is required for renewal)
   v. Demonstrated ability in directing others in research activities
   vi. Specific expertise (theoretical, methodological, or related to issues of educational
policy or practice) in the areas of study addressed by the DPEL
   vii. Specific expertise (theoretical, methodological, or related to issues of educational
policy or practice) in the areas of study addressed by the DPEL
   viii. A record of teaching at least one year at the graduate level with acceptable student
and peer evaluations (for new members) as judged by the Director
   ix. A record of teaching at least one DPEL course in the last four years with acceptable
student and peer evaluations (for renewing members) as judged by the Director
   x. Service on DPEL committees (for renewing members)

c. Appointment as a Core Graduate Group member shall be for a term of five years. Upon
completion of four years, Core faculty members wishing to continue their membership in the
Graduate Group shall reapply to the Membership Committee. For new applications and
renewals, the Membership Committee will forward its recommendation concerning
appointment or renewal to the full Graduate Group who will vote on appointment and renewal.
The Graduate Group can initiate early review of a member if the majority believes there is
cause to do so. If recommendations are made by the Graduate Group for change, the
Membership Committee will review the progress of the individual after a year and make a
recommendation to the Graduate Group, who will vote on renewal.

2. Affiliated faculty

a. Affiliated faculty may serve on DPEL subcommittees, advise and mentor students, serve on
dissertation committees, teach courses in the doctoral program, and engage in professional
scholarship. Affiliated faculty are expected to participate in at least one activity within their
term, but are not required to participate in any particular activity.

b. Appointment and renewal of appointment as an Affiliate Graduate Group member requires
evidence of meeting all of the following criteria, as judged by the Membership Committee and
full Graduate Group:

   i. Possession of a doctoral degree in an appropriate discipline
   ii. Appointment as a tenured/tenure track faculty or university administrator with
departmental retreat rights. Administrators will not have a vote within the Graduate
Group or subcommittees
   iii. Specific expertise (theoretical, methodological, or related to issues of educational
policy or practice) in the areas of study addressed by the DPEL
   iv. If the faculty has taught within the DPEL, acceptable student and peer evaluations
( for renewing members) as judged by the Director
   v. Service on DPEL committees (for renewing members)

c. Appointment as an Affiliated Graduate Group member shall be for a term of five years. Upon
completion of four years, Affiliated faculty members wishing to continue their membership in
the Graduate Group shall reapply to the Graduate Group Membership Committee. For new applications and renewals, the Membership Committee will forward its recommendation concerning appointment or renewal to the full Graduate Group, who will vote on appointment and renewal. The Graduate Group can initiate early review of a member if the majority believes there is cause to do so. If recommendations are made by the Graduate Group for change, the reviewed member will have one year to demonstrate improvement. The Graduate Group Membership Committee will review the progress of the individual after a year and make a recommendation to the Graduate Group, who will vote on renewal.

3. Adjunct Faculty

a. Adjunct faculty are selected to teach specialization courses in the program by the Program Director in consultation with the Graduate Group.

b. Adjunct faculty must possess a doctoral degree in the appropriate discipline. Exceptions may be approved by the Executive Committee (see Article V, section 1) for other degrees that are more relevant to course content (e.g., a J.D. for an educational law class).

c. Adjunct faculty are not members of the Graduate Group.

d. Adjunct faculty have specific expertise in the areas in which they teach.

e. Adjunct faculty are reviewed by the Director after each course they teach. Only adjuncts that receive acceptable student and peer reviews are able to continue teaching in the program.

f. Adjuncts may serve, at the invitation of the Program Director, on the Community Advisory Board.

f. The home department of adjunct faculty teaching within the DPEL shall be the home department of the Director (e.g., Advanced Educational Studies).

The Membership Committee of the Graduate Group is responsible for applying the criteria to Core and Affiliated Faculty candidates. The relevant text below comes from Attachment VII.A, Graduate Group Bylaws, Article V.3:

--- Membership Committee

a. The Membership Committee receives, reviews and evaluates the credentials and qualifications of faculty who apply for membership on the Graduate Group as either Core or Affiliated members.

b. The Membership Committee sends out a call for members each year.

c. The Membership Committee forwards to the Graduate Group their recommendations of support or non-support for applicants who wish to join the Graduate Group, and also recommends the level at which they should join (Core or Affiliated). Their recommendation is accompanied by a copy of the applicant’s vita.

d. A vote is taken for each candidate either at a regularly scheduled Graduate Group meeting or by email. Applicants are elected upon receiving a majority of votes of the eligible voting members of the Graduate Group.

e. Upon receiving a positive vote by the Graduate Group, the applicant receives a letter (or email) of invitation to join as a Core or Affiliated Graduate Group member by the DPEL Director. The applicant, program director, the applicant’s department chair, and the applicant’s home dean then develop and sign a Memorandum of Understanding (MOU) that outlines the applicant’s expected level of involvement with the DPEL (e.g., will the member teach classes, chair dissertations, grade qualifying exams?). The applicant becomes a member only after returning a signed MOU to the Director.
C. **Number and type of faculty allocated to support the program in terms of developing the curriculum, delivering instruction to students, supervising internships and dissertations, and evaluating educational effectiveness**

Currently, there are 15 CSUB faculty in the Graduate Group who may participate in the activities listed above. Affiliated faculty may limit their participation if they wish. Faculty who teach the core courses, which includes affiliated and core faculty, tend to be the most active in the program.

D. **Faculty background and experience to engage in doctoral-level instruction.**

Include copies of abbreviated faculty vitae (or summaries of 3-5 pages addressing an overview of the key credentials, publications; if applicable, for primary faculty responsible for the program, include prior experience supervising dissertation work).

Abbreviated vitae for Graduate Group faculty teaching core courses, or scheduled to do so in Fall 2016, are included in Attachment IX.D, Vitae for Key Faculty Serving the DPEL.
E. Strong proposals will demonstrate with specific numbers that as the program admits new cohorts, there will be enough faculty headcount to undertake dissertation supervisions, examination committee responsibilities, and teaching assignments. Please include formal campus commitments to faculty expansion, based on careful planning.

Faculty Workload Matrix

<table>
<thead>
<tr>
<th>Year</th>
<th>Cohort</th>
<th>Students</th>
<th>Teaching</th>
<th>Initial Advisors</th>
<th>Dissertation Chairs/Advisors</th>
<th>Dissertation, Non-Chair Members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Faculty for Core Courses Needed</td>
<td>Affiliated/Adjunct Faculty Needed</td>
<td>Number of Faculty Available</td>
<td>Students per Faculty</td>
</tr>
<tr>
<td>2016-17</td>
<td>Cohort 6</td>
<td>18</td>
<td>4</td>
<td>0</td>
<td>8</td>
<td>2.25</td>
</tr>
<tr>
<td>2017-18</td>
<td>Cohort 7</td>
<td>18</td>
<td>4</td>
<td>0</td>
<td>8</td>
<td>2.25</td>
</tr>
<tr>
<td></td>
<td>Cohort 6</td>
<td>18</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>2.25</td>
</tr>
<tr>
<td>2018-19</td>
<td>Cohort 8</td>
<td>18</td>
<td>4</td>
<td>0</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Cohort 7</td>
<td>18</td>
<td>5</td>
<td>4</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Cohort 6</td>
<td>18</td>
<td>0</td>
<td>1014</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>2019-20</td>
<td>Cohort 9</td>
<td>18</td>
<td>4</td>
<td>0</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Cohort 8</td>
<td>18</td>
<td>5</td>
<td>4</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Cohort 7</td>
<td>18</td>
<td>0</td>
<td>1014</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>2020-21</td>
<td>Cohort 10</td>
<td>18</td>
<td>4</td>
<td>0</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Cohort 9</td>
<td>18</td>
<td>5</td>
<td>4</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Cohort 8</td>
<td>18</td>
<td>0</td>
<td>1014</td>
<td>na</td>
<td>na</td>
</tr>
</tbody>
</table>

Notes: In years 2016-17 and 2017-18, Cohorts 4 and 5 are not included in resources for the standalone program since these students will graduate from the joint program, administered by Fresno State. CSUB faculty will continue to be involved with Cohorts 4 and 5.
For initial advisors, although there are 15 graduate Group members, 8 are expected to be available for initial advising.
For dissertation chairs, at least six faculty are expected to be Core faculty by 2018.
For dissertation non-chair committee members, it is expected that faculty will serve on more than one committee so the number of faculty available are not unique faculty.
F. If more than one campus is participating, provide a description of how the faculty expertise and resources at one participating campus complement the faculty expertise and resources at the other participating campus(es).

Only CSUB will participate in the standalone Doctoral program in Educational Leadership.

X. Resources (CPEC—Total Costs for the Program)

During the December 2006 meeting of the CSU Executive Council, fiscal issues related to the Ed.D. programs were addressed, and it is expected that proposals will reflect the system’s recommended guidelines for fiscal planning, which were presented in that meeting. A brief review of existing financial, physical and information resources supporting the program, including research support within the institution, library support appropriate for doctoral degree work, physical facilities, and stability and sufficiency of financial resources.

A. A summary of resource requirements for each participating institution by year for the first five years, including:

1. FTE faculty
2. Library acquisitions
3. Computing costs
4. Equipment
5. Space and other capital facilities (including rented facilities, where applicable) other operating costs

Faculty.

Faculty members serve within the Graduate Group as either Core doctoral faculty, Affiliated faculty, or Adjuncts who have expertise in a specific content area. Members of the Core Graduate Group teach courses, serve on dissertation committees, advise, and are actively involved in the governance of the program. Affiliated faculty may perform most of the duties of Core faculty, except chair dissertation committees, but are not required to do so. Adjunct faculty may teach specialization courses. Currently the program has 15 Core and Affiliated faculty and 18 adjuncts.

Core and affiliated faculty from participating departments will receive 4.5 units of reassigned time for each 3-unit DPEL course they teach. Their home departments will receive 4.5 units of funding to replace them. Since each DPEL faculty member may teach only one course per year, no department should be significantly impacted by reassigning DPEL faculty members’ time. When faculty are released to teach in the DPEL, an MOU will be signed by the faculty member, the chair of the faculty member’s department, the DPEL Director, and the Dean of Social Sciences and Education. Some courses may be taught in summer in which case the faculty member will receive summer pay, with little or no impact on their home department.

Core faculty can chair up to 4 dissertations and are awarded .5 units of release for each student for each 3-unit DPEL course they teach. Their home departments will receive .5 units of funding to replace them. Since each DPEL faculty member may chair only one dissertation per year, no department should be significantly impacted by reassigning DPEL faculty members’ time. When faculty are released to chair a dissertation, an MOU will be signed by the faculty member, the chair of the faculty member’s department, the DPEL Director, and the Dean of Social Sciences and Education. Some courses may be taught in summer in which case the faculty member will receive summer pay, with little or no impact on their home department.

Core faculty who chair dissertations and are awarded .5 units of release for each student for each 3-unit DPEL course they teach. Their home departments will receive .5 units of funding to replace them. Since each DPEL faculty member may chair only one dissertation per year, no department should be significantly impacted by reassigning DPEL faculty members’ time. When faculty are released to chair a dissertation, an MOU will be signed by the faculty member, the chair of the faculty member’s department, the DPEL Director, and the Dean of Social Sciences and Education. Some courses may be taught in summer in which case the faculty member will receive summer pay, with little or no impact on their home department.
CSUB faculty served as members on Fresno State candidates’ dissertation committees during the first phase of this transitional program and are currently serving as chairs of some dissertation committees during the joint-program phase. Several Bakersfield faculty will be ready to serve as chairs in 2016; additional Bakersfield faculty will be mentored to serve as dissertation committee chairs as they serve as non-chair committee members. Bakersfield faculty will need to be ready to chair all dissertations in the program beginning in 2016. Students in the joint-program between 2016 and 2018 may choose either Bakersfield or Fresno faculty for their chair.

Core and affiliated faculty will also receive funding for professional development based on 1.5 WTU for each 3-unit course they teach.

Adjunct faculty will receive 3 WTU of pay at the current lecturer rate for a 3-unit class; they will not receive the additional 1.5 WTU that core and affiliated faculty receive as release time nor professional development funds for teaching in the program.

Fewer faculty will be needed in the first year of the standalone program than in the third since the Bakersfield/Fresno joint program will teach out students already enrolled until they graduate. Tables of teaching costs for the first five years of the standalone program may be found in Attachments X.A-1, Budget- Faculty Costs 2016-17 through X.A-5, Budget- Faculty Costs 2020-21.

**Library**

Access to library systems (local, national, or global), electronic services, Internet, information utilities, service providers, and document delivery services for both faculty and students are available through the CSUB Library. The Electronic Core Collection maintained at CSUB is designed to meet needs of core programs within the CSU system.

The Dean of the Library, as well as the dedicated Ed.D. Program Librarian will demonstrate their continued commitment to the Ed.D. program by purchasing needed resources, facilitating interlibrary loans, and addressing the electronic needs of candidates. The CSUB librarian has collaborated with the Fresno Ed.D. librarian to support a doctoral culture and satisfy the library needs of candidates.

The CSUB Walter Stern Library database and journal holdings provide necessary information for candidates, including but not limited to ERIC, Wilson OmniFile Full Text Mega, and ProQuest with dissertations and theses. The collection is extensive and targeted for researchers in education. The Interlibrary Loan (IL) augments the Stern Library collection, providing over 15,000 items yearly. IL requests are handled quickly with materials available to researchers within days of the request. This service brings the resources of the 23-campus CSU library system and literally dozens of libraries with which we have a reciprocal agreement to the patrons of the Stern Library at CSUB.

Staff and services are available to candidates and faculty for instruction on how to use, access, and support information resources, both onsite and remotely via telephone, in person, through email, or through instructional websites and tutorials. E-Learning Services and the Faculty and Student Help Desks are available. Within the program there will be orientation sessions for candidates that will enable them to access what they need.

Students and faculty in the doctoral program have access to a multitude of services, both local and worldwide, through the library. The campus maintains a state-of-the-art networking system with multiple connections to the Internet with the major connection being provided through the California Research and Education Network (CalREN) and redundant connections through T-1 and fractional T-1 lines; wireless network access is available across the entire campus. The library maintains a proxy server that allows all students, faculty and staff of the University to gain access to all the libraries licensed databases which have licenses that allow remote access (only two of the campus databases, both dealing with nuclear energy, do not allow off-campus access); over 100 databases are available 24 hours a day, seven days a week.

In addition to the local collection of over 1 million volumes, faculty and staff can gain access to any book that library will lend through the libraries automated consortial borrowing and interlibrary loan programs. In addition to materials available through the local online library catalog, users can borrow materials from other libraries through an automated interlibrary loan system.

Library patrons also have access to automated Interlibrary Loan using the ILLiad system. In addition to allowing patrons to input all information directly to order their item, all of the Library’s abstracting and indexing databases have been integrated with ILLiad through the SFX OpenURL system; if the item is not
available through the library’s electronic collections or in the library’s print/microform collections, the automated interlibrary loan link appears on the users search screen to allow the student to obtain the title from another library. Items ordered through ILLiad are available in five to ten working days from the date of request. If the requested item is a book chapter or article, the patron can “pick up” the item electronically by downloading it to his or her computer; physical items such as books or DVDs must be picked up at the circulation desk in the library.

The Walter W. Stiern Library provides reference librarians and reference assistants who are available throughout the day and evening when the library is open. In addition to chat, reference librarians provide information and instruction services through a variety of means including walk-up service at the reference desk, telephone call, e-mail, and private instruction via individual appointment.

The ED.D. program has a designated librarian liaison subject specialist with expertise in the field. The librarian liaison serves as a faculty partner in the students’ research instruction and ensures that resource needs for the program are being met. The librarian liaison meets with the students and the faculty throughout the year. In early fall, the librarian liaison provides an in-depth overview of all available library services and provides all students a hands-on workshop on searching for scholarly materials in the library’s collections and databases.

The librarian liaison works with the faculty of the school to include library instruction each semester of the program and is regularly available to meet with faculty and students. The librarian liaison also provides in-depth consultation regarding research materials, selecting the proper research databases for a topic, and searching strategies and techniques.

The 21-person library staff is always prepared to direct students to the correct library specialist, who will ensure that the students get the proper resource they need for their research, whether the resource is held by CSUB or in some other library. The Interlibrary Loan staff can obtain nearly any published resource quickly and provide it expediently.

The library also provides a subscribed 24-hour Ask-A-Librarian chat service electronically, which CSUB librarians participate in.

Continued support for library services will be provided by the $25,000 line item in the five-year budget (see Attachment X.A-6, Budget-Five-Year Plan).

Computing Costs

California State University, Bakersfield provides academic technology throughout campus. The classrooms established for use by the educational doctorate program are equipped with the “smart classroom” standard of: internet access, a ceiling mounted video projector, audio amplifier and speaker, DVD player, and a pushbutton desktop control. Wireless internet access is ubiquitous across the campus. CSU Bakersfield professors receive a Lenovo or Mac laptop or desktop computer, refreshed every three years. CSUB’s learning management system is Blackboard in the latest iteration. Almost all classes have a Blackboard course shell, and faculty are encouraged to post their course syllabus in accessible format along with other pertinent data even if they are not teaching the course online. Faculty training and support of academic technologies including the design, implementation, and assessment of online and hybrid classes is provided.

The university is actively engaged in the California State University system’s Accessible Technology Initiative (ATI). Specifically, the Instructional Materials emphasis of ATI sets milestones and provides system-wide coordination for ensuring that all course materials are accessible to students and faculty with disabilities. This includes requiring documents (in formats such as PDF and Word) to be screen-reader friendly, images to have text descriptions, and videos to be captioned or transcribed. CSU Bakersfield’s ATI group has university-wide participation including Services for Students with Disabilities, Student Services, library, academic technology, and the faculty.

Training in universal design and accessible technology is offered multiple times yearly at CSUB.

The university follows industry best practices for business continuity and service interruptions. This practice includes regularly scheduled back-ups of the Blackboard data in more than one format. Copies of the resulting backups are kept both on- and off-site. Scheduled service interruptions are planned to minimize impact on academic terms.
The exclusive doctoral student gathering and work space will have both Mac and PC computers equipped in a similar manner with additional software and tools that will assist candidates and faculty while they are on campus. There is a large computer lab in the building and several in the library that will be available for candidates and doctoral faculty.

Continued support for computing/technology services is provided by a line item in the five-year budget for Information Technology (Attachment X.A-6, Budget- Five-Year Plan).

Equipment, Space, and Other Capital Facilities or Other Operating Costs

The DPEL does not require any unique or specialized equipment.

Classrooms for the program will be in the Education Building at CSUB. The main classrooms, EDUC 252 and EDUC 121, are near the research and study rooms and offices of faculty. The primary classrooms have been recently refreshed with an interactive White Board, LCD projector, video conferencing capabilities, and other technologies to enhance the teaching and learning experience. Other classrooms that will be used for the program are "smart classrooms" with a computer, LCD projector, DVD player, and speakers. Throughout the buildings at CSUB, a state-of-the-art wireless network is available to doctoral students. The DPEL should have little impact on university classroom usage.

There is a doctoral research and study room at CSUB that serves as a place for doctoral students to convene in groups for the purpose of study, discussion, and research activities. This room is also within easy access to faculty offices and resources. Additionally, this room has both PC and Mac workstations equipped with the software required for the program.

The Stiern Library at CSU Bakersfield provides study rooms, carrels, wireless networking, media production facilities, and a large collection of books, databases, periodicals, maps, and the like. These facilities are available to all doctoral students. It is anticipated that doctoral students will make extensive use of the study rooms. If the demand warrants, the library will dedicate one or more study rooms exclusively to doctoral students.

The DPEL will work with the Enrollment Management operations, especially the Admissions Office and Financial Aid, to enroll and provide support for our students. The program will also require administrative support from the School of Social Sciences and Education and from the Provost’s Office. For this reason, indirect cost line items are built into the five-year budget to support these services (see Attachment X.A-6, Budget- Five-Year Plan).

B. A description of the intended method of funding the additional costs (including fee structures, internal reallocation, and external resources) and effects of the method of funding on existing programs

Note: Section 66040.5(a) of the California Education Code states:

Enrollment in these [Ed.D.] programs shall not alter the California State University’s ratio of graduate instruction to total enrollment, and shall not come at the expense of enrollment growth in university undergraduate programs.

The tuition for EdD students in the CSU is currently $5,559 per semester; the cost of tuition for Ed.D. programs is set by the CSU System. When students enroll at CSUB, they will pay an additional student campus fee, currently set at $439 per quarter. Since CSUB currently has no semester programs, the best estimate of this local fee would be prorating to semester (i.e., multiply the quarter fee by three, then divide by two) which is $659. Total tuition and local fees would then be $6,218 per semester. The program is designed to be completed in eight semesters which includes two summer semesters.

Students may apply for traditional financial aid, mainly in the form of student loans. In addition, ten percent of student fees are set aside for financial aid for participating students based on need.

A group of budget tables that show how costs and revenue are generated for the program are provided as attachments. Attachment X.B-1, Budget-Headcount and FTES shows the projected headcount and FTES.
generated for the first five years of the program. The table is based on 18 students per cohort. This table assumes the program which will open with new students in Cohort 6, and second and third year students in Cohorts 4 and 5. Students in Cohorts 4 and 5 will continue in the joint-program with all revenue and expenses going to Fresno State. Fresno will continue to pay all instructional costs and a proportional share of CSUB’s administrative costs for these joint-program students. CSUB will receive all revenue and assume all costs for first year students in 2016-17; CSUB will assume all financial responsibility for all second year students beginning in 2017-18 and for all third year students beginning in 2018-19.

The DPEL needs to average 16 students per cohort in the long term to remain financially viable. The target cohort size is 18 after attrition of one student per cohort. This break-even figure is based on current experience with the joint Fresno State/CSUB program and budget modeling using different cohort sizes.

The Doctoral Program in Educational Leadership will be a self-supporting program where student tuition and State marginal cost revenue come directly to the program. Student tuition rates for all doctoral programs in education in the CSU system are set by the Chancellor’s Office. Currently that rate is $5,559 per semester for a fulltime student. The marginal cost revenue rate, the amount per FTES the State provides to the program, is currently set at $7,406 per FTES. The self-supporting DPEL will receive all of its revenue from these two sources. Attachment X.B-2, Budget-Revenue shows that the program will receive about $266,769 in its first year of operation which will increase and level off at about $1,267,011 by its third year of operation, when revenue from the second and third-year students comes in. From this total revenue, 10% of student tuition will be set aside for student financial aid. In addition, experience with the program suggests that about four students per year will have their tuition waived as employees or family of CSU employees. This anticipated reduction in revenue has been built into the revenue model presented here. After these reductions, revenue is projected to be about $202,285 in the first year of the program, rising and leveling off in the third year at $1,009,073.

The following attachments show projected faculty costs for the first five years of the program: Attachment X.A-1, Budget-Faculty Costs 2016-17, Attachment X.A-2, Budget-Faculty Costs 2017-2018, Attachment X.A-3, Budget-Faculty Costs 2018-2019, Attachment X.A-4, Budget-Faculty Costs 2019-2020, and Attachment X.A-5, Budget-Faculty Costs 2020-2021. Costs are based on the course sequence reflected in Attachment X.B-3, Course Sequence and the faculty support described in the section above. Faculty costs, including teaching and professional development costs (but not benefits) are projected to be $40,536 in 2016-17, rising and leveling off at $254,949 by 2018-19.

Attachment X.A-6, Budget-Five Year Plan shows the projected five-year budget for the program, taking into account the revenue and cost assumptions of the previous tables. Most of the salaries, benefits, and operating costs are taken directly from the budget of the successful joint CSUB/Fresno State Doctoral Program in Educational Leadership. Since the University will not receive direct reimbursement for services to DPEL students, indirect costs are built into the budget to support DPEL students at the University. A payment of $25,000 per year to the library was negotiated to keep holdings and resources for DPEL students current, and to provide liaison librarian services. DPEL will rely on support from information technology services, especially for Blackboard and smart classroom maintenance. University enrollment management and financial aid services will be needed by DPEL students.

Overall, the budget plan suggests total expenses of the program should level out at $858,573 per year. Revenues should level out at approximately $1,009,073 per year, leaving a healthy surplus for expansion or covering unexpected losses (e.g., a single-year drop in enrollment).

The five-year budget plan described above suggests that in its first year, the program may experience a deficit of $8,965, but in subsequent years there will be surpluses. The School of Social Sciences and Education will cover the small first year deficit which will be repaid by the second year surplus.

C. The financial structuring of the programs should address the specific issue of the cost associated with students who lag in completing the dissertation.

Students who anticipate difficulties completing the dissertation on time may apply for a leave of absence from the program. If approved, the student does not pay tuition during the leave and does not register for classes. Students who do not receive an approved leave of absence are required to register for dissertation units, and are charged tuition, until the dissertation is complete. The program needs 16 students per cohort, on average over the long run, to break even.
D. Where the campus plans to expand faculty resources, provide documentation of the campus commitment to and specific budgetary resources for acquiring additional faculty with the appropriate credentials experience (including recent scholarship and publications and doctoral dissertation advising).

The DPEL has no plans to expand faculty resources beyond what is covered in this report and the five-year budget until we have more experience with the standalone program and confirmation of our current budget assumptions.

XI. Admission Requirements

A. Admission criteria, including: undergraduate, master’s-level, and, if appropriate, other postbaccalaureate preparation for admission; other admission requirements; and provisions, if any, for conditional admission of selected applicants who do not meet all the requirements for admission.

Admissions qualifications are set by the CSU. The following are required qualifications:

The Doctoral Program in Educational Leadership may admit only candidates who meet the academic requirements for the Ed.D. Program and who possess personal qualities and professional experiences that suggest a strong potential for success as doctoral candidates and as educational leaders. Meeting the minimum requirements qualifies an individual for consideration, but does not guarantee admission to the Program. Admission will be granted on a competitive basis.

The Doctoral Program in Educational Leadership requires the following of all applicants for admission to the doctoral program:

- An earned baccalaureate degree and master’s degree from accredited institutions of higher education with a grade point average in upper division and graduate studies of 3.0 or above;
- Sufficient preparation and graduate training and experience pertinent to educational leadership to benefit from the Program;
- Submission of Graduate Record Examination (GRE) scores on the three GRE tests, taken within the last five years;
- Demonstrated educational leadership potential and skills including successful experience in school, postsecondary, community, and/or policy leadership;
- Demonstrated academic excellence, problem-solving ability, and an interest in critically assessing and bringing about improvements within current educational policies and practices;
- Three letters of recommendation attesting to the leadership, ability, and scholarship of the candidate;
- A written statement of purpose reflecting an understanding of the challenges facing the public schools or community colleges/institutions of higher education in California;
- Professional resume, including whether the applicant has proficiency in a second language;
- Examples of professional writings;
- A statement of support for the candidate’s doctoral studies from her/his employer;
- Response to a writing prompt administered on campus prior to the interview; and,
- A personal interview with the Admissions Committee.
Other university graduate admissions standards for graduate students also apply to all Ed.D. candidates.

B. Identify the type of student targeted and qualifications required for the program.

The program seeks practicing or potential educational leaders from PreK-12 and Higher Education (including Community College). The qualifications are outlined in the admissions requirements above.

C. Credit policies, including:
1. The number of credits that students may transfer in to the program
2. The distribution of credits allowed or required at the master’s, doctoral, and combined doctoral and master’s levels.

The standalone DPEL will use the same policy for transfer of graduate credit used by other graduate programs at CSUB. Graduate credit from another accredited college or university may be applied toward the fulfillment of requirements in the student’s graduate program at CSUB, if accepted by the faculty of the DPEL Graduate Group. In addition, graduate-level work taken through Extended University may be used to satisfy prerequisite requirements or specific degree requirements when such work is approved in advance by the Director of the DPEL.

A maximum of 9 semester units from another college or university or from Extended University may be accepted toward the DPEL, and all such units must satisfy the time limit requirements specified by the graduate program.

Any units accepted by the program may be counted toward the specialization courses and may not be counted towards completion of the core courses. Courses must be graduate-level courses with a grade of B or better. Course syllabi, catalog descriptions of the courses, and a copy of the transcript showing the posted grades for the courses must be submitted to the program director along with the request to accept the transfer credits.

D. Academic residence requirements

All units outside the 9 transferable units described above must be completed in residence at CSUB.

XII. Detailed Statement of Requirements for the Degree²

The statement should include all of the following elements that are applicable to the proposed program:

A. Unit requirements

The DPEL is a 60-semester unit degree: 27 units of Core courses, 21 units of Specialization units, and 12 Dissertation units.

B. Criteria for continuation in the program

C. Criteria for satisfactory progress

D. Academic disqualification

The DPEL follows CSUB policy for graduate programs with respect to continuation, satisfactory progress, and academic disqualification.

All graduate students must maintain a grade point average of 3.0 or better in all courses taken to satisfy the requirements for the degree as specified in each student’s Plan of Study. A course in which no letter grade is assigned shall not be used in computing the grade point average. Graduate programs will not allow any

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² All requirements must incorporate pertinent systemwide standards. Please see http://www.calstate.edu/APP/Ed.D./.
course with a grade lower than “C” to count in the Plan of Study. For graduation, the GPA in the Graduate Plan of Study must be 3.0 or better.

In addition to GPA criteria, students are assessed each year by the faculty who have had them in classes regarding their professional development and professional dispositions and receive feedback that may lead to adjusting their Plan of Study. Each year students receive a progress letter informing them of the faculty’s evaluation of their performance (see samples in Attachment XII.B, Sample Student Progress Letters). These annual letters are called, “Green Light, Yellow Light and Red Light” letters and provide the student with an assessment of their strengths and opportunities as they continue through the program. Students who fall below GPA criteria or who fail to make changes required in “red light” letters may be disqualified from the program.

Students should be aware of the following regulations concerning academic probation and academic disqualification:

Academic Probation for Graduate Students. In general, a graduate student shall be subject to academic probation at the end of any academic term where the student's grade point average for all course work that is in the Plan of Study falls below a "B" (3.0) average. However, students admitted to a graduate program may be subject to academic probation when their performance is judged to be unsatisfactory with respect to the scholastic and/or professional standards established by the individual graduate program. This judgment of performance will be based upon a review by the graduate program coordinator and the AVP for Academic Programs. All graduate students are encouraged to consult with their respective graduate program coordinators regarding acceptable scholastic and/or professional standards established by the graduate program.

Academic Disqualification for Graduate Students. A graduate student shall be subject to academic disqualification if, while on academic probation, the student fails to satisfy the conditions of probation and attain a 3.00 GPA. Academic disqualification will be based upon the review and recommendation by the graduate program coordinator, the approval of the appropriate academic dean, and the approval of the AVP for Academic Programs.

E. Foreign language requirements, if any

The DPEL has no foreign language requirement.

F. Field experiences, if any

Students in the DPEL apply their work in the classroom to their educational work settings, but there is no additional fieldwork experience within the program.

G. Internships and monitoring procedures—if internships are required

No internship is required in the DPEL.

H. Field examinations, written and/or oral, if any

The qualifying exam, described below, involves applying coursework to field examples, however, there is no specific field examination.

I. Written qualifying examinations

Students take their qualifying exam after they have completed all core courses at the end of the second year. Passing the exam advances students to candidacy and allows them to begin work on the dissertation in the third year. Guidelines and rubrics for the qualifying exam may be found in Attachment XIII, Qualifying Exam Description and Rubrics.

J. Dissertation proposal

K. Dissertation examination

L. Dissertation
M. Final examination oral defense of dissertation

All procedures for establishing a dissertation committee, writing the proposal, defending the proposal, writing the dissertation, defending the dissertation, and submitting the final dissertation are discussed in Attachment XII, Dissertation Description and Rubrics. Editing guidelines as well as the rubrics used to evaluate dissertations are included in this attachment.

N. Other demonstration of student competence, if any

As described in B-D above, in addition to maintaining a 3.0 GPA, students must demonstrate adequate progress in their professional development and professional dispositions.

O. Special requirements for graduation or distinctive elements of the program

There are no additional special requirements for graduation, however, a distinctive element of the program is that, consistent with our CPED affiliation, the program is designed to be a professional practice oriented degree.

XIII. Curriculum

A. Listing of core courses, identifying those that are required

Core Courses (27 units; All required)
- EDLD 6010 Organizational Theories in Complex Organizations
- EDLD 6090 Advanced Applied Research and Measurement in Education
- EDLD 6060 Conceptual Curriculum Perspectives for Educational Leadership
- EDLD 6040 Advanced Applied Quantitative Methods
- EDLD 6020 Educational Reform
- EDLD 6080 Theories of Cross-cultural Education
- EDLD 6110 Educational Evaluation, Assessment and Planning
- EDLD 6030 Educational Policy Environments
- EDLD 6070 Applied Qualitative Research Methods

Dissertation Courses (12 units; required)
- EDLD 6900 Dissertation (may be repeated three times to complete dissertation)

B. Listing of specialization courses, identifying those that are required

Specialization Courses (21 units; all 21 units are required but the specific courses may differ according to needs of the cohort and track. Courses are approved by advisors. A partial listing of courses that have been offered to date are shown below)
- EDLD 6770 Special Topics: Leadership for Reading Instruction (PreK-12)
- EDLD 6770 Special Topics: Human Resource Administrations (PreK-12)
- EDLD 6770 Special Topics: Organizational Development for High-Performing Organizations (PreK-12 and CC)
- EDLD 6770 Special Topics: Resource and Fiscal Planning (CC)
- EDLD 6770 Special Topics: Community College Administration (CC)
- EDLD 6770 Special Topics: Professional Ethics and Moral Issues in Education (PreK-12 & CC)
- EDLD 6770 Special Topics: Leadership and Leadership (PreK-12 and CC)
- EDLD 6770 Special Topics: Interpersonal Leadership and Conflict Resolution (PreK-12 & CC)
- EDLD 6770 Special Topics: Data-Driven Decision Making (PreK-12)
- EDLD 6770 Special Topics: Advanced Curriculum (PreK-12)
- EDLD 6770 Special Topics: Resource Management and Fiscal Planning (PreK-12)
- EDLD 6770 Special Topics: Contemporary Issues in Post-Secondary Education (CC)
- EDLD 6770 Special Topics: Post-Secondary Legal Aspects (CC)
- EDLD 6770 Special Topics: School Law (PreK-12)
- EDLD 6770 Special Topics: Writing for Publication (PreK-12 & CC)
EDLD 6770 Special Topics: Practicum in Program Evaluation (PreK-12 and CC)
EDLD 6770 Special Topics: Technology in Education (PreK-12 and CC)

C. Listing of additional recommended courses
   No other courses are recommended or required

D. Total number of units required
   The DPEL is a 60-semester unit degree: 27 units of Core courses, 21 units of Specialization units, and 12 Dissertation units.

E. **Length of the program for the typical student to complete all degree requirements**
   The DPEL is designed to be completed in eight consecutive semesters (Years 1 and 2: Fall, Spring, Summer; Year 3: Fall and Spring). The typical student is able to complete the program as designed.

F. Draft catalog description of the program
   See Attachment XIII.F, Catalog Program Description.

G. Draft catalog descriptions of existing and proposed courses
   See Attachment XIII.G, Catalog Course Descriptions.

H. For each Ed.D. specialization, a matrix demonstrating how the core and specialization courses ensure coverage of core curricular elements. Please use the matrix template enclosed at the end of this packet.
   A matrix demonstrating how the core and specialization courses ensure coverage of core curricular elements is shown in Attachment XIII.H, Course by Curricular Element Matrix. Only one matrix is included because specialization courses provide support for a variety of elements. Each cohort in each track will take a unique pattern of specialization course. The elements are consistently addressed in the core courses and dissertation; none of the elements are dependent on a particular specialization course sequence.

I. **Sample schedule of courses for a full cycle of the program.**
   See Attachment X.B-3, Course Sequence.

J. Provisions for accommodating the enrollment of professionals who are working full time
   The DPEL is designed for professionals who are working full-time. Consequently, courses are offered weekends and evenings in Bakersfield, using traditional and hybrid formats.

K. **Provisions, as appropriate, for students in the program to complete requirements for the Professional Clear Administrative Services Credential (Tier II)**
   The program is not designed to enable students to complete Tier II requirements.

**XIV. Assessment and Accountability** (CPEC—Maintenance and Improvement of Quality)
   Programs will need to develop formal assessment plans and should not rely on regular 5-year program review cycles or NCATE accreditation to provide insight about how well students are learning or how well the program meets its objectives. While program goals
and student-learning outcomes goals should both be assessed, it is recommended that a clear distinction be drawn between the two. Program goals should drive program assessment, and core concepts should drive the curriculum and its assessment. Both should be related, so that the curriculum carries out the program goals.

Dissertation goals should be included among student learning goals, with outcomes assessed using a dissertation-evaluation rubric. Embedded assessment, conducted in courses, can reveal how well students are achieving the stated learning outcomes, and are a valuable tool for improving curriculum and pedagogy. Indicate how regularly planned analysis of assessments will allow faculty to adjust the program, as appropriate, to support learning effectiveness.

Assessment Plan

A. Include School/College and Ed.D. Program Mission Statements

SSE Mission Statement: The mission of the School of Social Sciences and Education is to address local, regional, and state needs by providing high quality undergraduate and graduate programs in the social sciences and education. We are committed to advancing human development knowledge, encouraging healthy and productive lifestyles, and enhancing the quality of life for all people, particularly those with emotional, learning, and physical disabilities. We pledge to prepare future leaders, professionals, and community advocates. Together, we will work toward increasing the community's understanding and acceptance of complex social, racial, and gender issues and toward creating positive social change. We will provide students with excellent classroom instruction, faculty-guided research experiences, and experiential learning opportunities to prepare them for career success and for lifelong learning to meet the changing demands of society.

The faculty and staff of the School of Social Sciences and Education are committed to supporting quality measures identified in the CSUB vision statement featuring faculty academic excellence and diversity, the student experience, community engagement, staff excellence and diversity, and organizational “best practices”.

DPEL Mission Statement: The Doctoral program in Educational leadership prepares leaders with demonstrated potential to transform educational systems and settings that improve the life outcomes of all learners and their communities, and to serve as stewards of the profession.

B. List of programs outcomes goals (most broad)

The program will prepare diverse leaders, committed to social justice, who will:

1. Lead successful educational change and reform for teaching and learning in the 21st Century through ethical, equitable and research-based best practices.
2. Employ critical and systems thinking to identify root causes of complex educational problems and develop meaningful solutions to address educational inequities.
3. Respect and engage diverse families, organizations and communities through collaborative partnerships and networking.
4. Collaborate with others to generate and apply a professional knowledge base that integrates both experiential and research knowledge to inform leadership decisions; be able to undertake appropriate critical inquiry and research studies to inform leadership decisions.
5. Construct and use program evaluations and assessments for the purpose of improving program quality.

C. Student-learning outcomes (SLOs) for the proposed program (narrower, identifying what students know and can do)

Students will be able to:
1.1 Demonstrate strategic leadership and effective communication skills in an educational reform effort
1.2 Identify and navigate ethical complexities of educational leadership
1.3 Develop leadership vision that demonstrates commitment to social justice, ethics and equity
1.4 Evaluate and use evolving technologies to inform practice, enhance learning, and increase professional knowledge
2.1 Apply various theoretical lenses, research and personal experiences to identify problems of educational practice
2.2 Evaluate problems of practice through critical examination of existing systems and potential solutions
2.3 Assess critically the successes and failures of educational systems
2.4 Analyze systemic and/or root causes of educational inequities and design and implement meaningful solutions
2.5 Align decisions and actions as leaders with stated (and evolving) philosophy of educational leadership
3.1 Examine and evaluate personal beliefs and biases to understand how they impact the ability to be an ethical, equitable leader
3.2 Build collaborative partnerships with students, families and communities
3.3 Build collaborative partnerships and networks with colleagues and other professionals
3.4 Create a safe culture and instructional program that is conducive to all students' learning and staff professional growth
4.1 Use a variety of inquiry and research methods in investigating issues and problems related to educational effectiveness and student success
4.2 Undertake and complete an applied research study related to educational issues, problems and practice
5.1 Design and conduct program and policy evaluations
5.2 Design and interpret assessments and assessment data using quantitative reasoning and make leadership decisions based on the data
5.3 Communicate assessment data and outcomes to stakeholders both orally and in writing
6.1 Provide leadership that infuses social justice, equity and ethics into educational programs.

D. Curricular map articulating the alignment between program learning outcomes and course learning outcomes

See Attachment XIV.D, DPEL Outcome Assessment Plan (DOAP), pp. 6-7.

E. Criteria used to assess success of meeting program goals (Identification of the performance criteria used to assess the effectiveness of the program.)

See Attachment XIV.D, DPEL Outcome Assessment Plan (DOAP), p. 8-10, 14-33.

F. Include a matrix that shows assessment criteria for student-learning outcomes.
(Assessment matrix describing the achievement of the program’s student learning outcomes)

See Attachment XIV.D, DPEL Outcome Assessment Plan (DOAP), pp. 11-12.

G. Indicate how the results of the assessment will be used to achieve program improvement (the assessment “feedback loop”); and that specifies the schedule for review of assessment reports by the Faculty Group, Executive Committee, and Advisory Board.

See Attachment XIV.D, DPEL Outcome Assessment Plan (DOAP), p. 13

H. Provisions for conducting systemwide Ed.D. program evaluation and reporting as required by Education Code Section 66040.7. The proposal should explain the processes in place that will allow the program to report these performance criteria, as required by California Education Code Section 66040.7(d):
1. How graduates of the programs have affected elementary and secondary school and community college reform efforts

2. How CSU Ed.D. graduates have positively affected student achievement in elementary and secondary school and community college settings.

The CSUB DPEL will participate in system wide evaluation efforts when it becomes a standalone program just as it did in the joint program. The CSU system organizes these assessments that address #1 and 2 above.

The most recent report concludes, "There is clear evidence of the impact of the CSU Ed.D. programs on P-12 and community college reforms and on student learning, development and achievement. Impacts have been attained through careful program design, implementation, and assessment that follow the explicit purposes of the authorizing legislation-to address the urgent need for effective leaders of California's elementary and secondary school and community colleges."

A copy of the most recent CSU report, which includes CSUB joint program data, is provided in Attachment XIV.H., CSU EdD Report Final.

XV. Student Support Services

A. A description of the ability of the institutions to provide graduate student support, including teaching or research assistantships, fellowship eligibility, financial aid, and research funding, if any

The five-year budget (Attachment X.A-6, Budget- Five-Year Plan) shows yearly line items of $20,000 for research/graduate assistants, $20,000 for student travel to conferences, and $5000 for dissertation research support (about $500 available for 10 students). These competitive awards are considered by the Graduate Group and distributed by the Program Director. Doctoral students are eligible for the same need-based grants and other loans as other graduate students at CSUB. These awards are made through financial aid; the assistance that financial aid provides to our students (e.g., receiving applications, distributing awards) is considered an indirect cost for the self-supporting DPEL and is reflected in a budget line item. Finally, one requirement of all CSU Ed.D. programs is that they reserve 10% of what they receive in state fees for a financial aid set aside for needy students. We have built this 10% set aside into our budget.

B. Advising, mentoring, and cohort interaction, including a description of how timely and appropriate interactions between students and faculty, and among students will be assured. This is especially relevant for online programs.

Students are assigned a faculty advisor and a peer mentor during the first week of the program. The faculty advisor remains their advisor until students select a dissertation chair, who then becomes their new advisor. The coordinator at the Center for Research and Publications will also be available to advise students, in conjunction with their committee, on research design and analysis issues. Four dissertation seminars are held so that students get assistance in thinking through their problem of study, theoretical frameworks and methodology. The program director is also available to meet with students on any program issues and often advises students on potential dissertation committee members.

Students in the DPEL go through the program in cohorts, which means students are surrounded by the same 15-20 peers in their classes every week for the first two years of the program. Students are exposed to a variety of instructors since instructors may teach only one core course per cohort. Within their classes, students do much of their work in groups, especially field projects. Students also have the opportunity to interact through Blackboard discussions in several classes.

There is a doctoral research and study room at CSUB that serves as a place for doctoral students to convene in groups for the purpose of study, discussion, and research activities. This room is also within easy access to faculty offices and resources. Additionally, this room has both PC and Mac workstations equipped with the software required for the program.
The Stiern Library at CSU Bakersfield provides study rooms, carrels, wireless networking, media production facilities, and a large collection of books, databases, periodicals, maps, and the like. These facilities are available to all doctoral students. It is anticipated that doctoral students will make extensive use of the study rooms. If the demand warrants, the library will dedicate one or more study rooms exclusively to doctoral students.

C. Specify the arrangements that have been made to identify and assist students who struggle in meeting academic requirements and for those who fall behind their cohort.

All graduate students must maintain a grade point average of 3.0 or better in all courses taken to satisfy the requirements for the degree as specified in each student’s Plan of Study. Transcripts for all students in the DPEL are reviewed each semester to be sure students are meeting academic requirements. Where they are not, students are required to consult with their advisor. In addition to GPA criteria, students are assessed each year by the faculty who have had them in classes regarding their professional development and professional dispositions and receive feedback that may lead to adjusting their Plan of Study. Each year students receive a progress letter informing them of the faculty’s evaluation of their performance (see samples in Attachment XII.B, Sample Student Progress Letters). These annual letters are called, “Green Light, Yellow Light and Red Light” letters and provide the student with an assessment of their strengths and opportunities as they continue through the program.

Students who fall behind their cohort may take additional specialization courses to catch up if they are in that phase of the program and if they receive the permission of the Director. Students who fall behind may also join a later cohort if that seems a more reasonable strategy and it is approved by the Director.

D. Ed.D. program student handbook or a plan to create and distribute a program student handbook, as required by Title 5, California Code of Regulations, Section 40511

A draft of the current student handbook may be found in Attachment XV.D, CSUB EdD Guidelines Draft. Currently, most of the material covered in the draft refers to academic policies and procedures. More description of student services available to DPEL students will be added to the guidelines before the first cohort of CSUB standalone students arrives.

XVI. Doctoral Culture (CPEC—Advancement of Knowledge)

Proposals should explain where support for doctoral students and faculty currently exists and how the campus will enhance a sense of graduate community and an environment supportive of doctoral-level study. Plans may be addressed from the faculty perspective, as well as from the student viewpoint.

A. Description of how a doctoral-level culture will be established to support the proposed program, including such elements as doctoral level course requirements, nature of the research environment, balance between applied and research components of the degree, and description of dissertation. (Note: Greater rigor will be represented for doctoral courses than in syllabi at the master’s level. Ed.D. syllabi should be designed to align course objectives, content, assignments, texts, and exams with learning outcomes at both the program and course levels. The number and intellectual rigor of required readings and student assignments will be appropriate for doctoral study.)

The doctoral-level culture will build on the graduate culture that has been growing at CSUB, especially since the funding of the Graduate Student Center. The DPEL program director will enthusiastically participate on the Graduate Coordinator’s Council, and is excited about working with the other coordinators to help shape the future of graduate programs at CSUB.
The following activities and practices will encourage a doctoral-level culture at CSUB for DPEL students:

1) Use of a cohort model that encourages interaction, collaboration and rich discussions among peers; 2) Action research in courses (embedded fieldwork, laboratories of practice) that facilitates synergy between coursework and scholarship; 3) Courses that include writing for publications; 4) Center for Research and Publications (CRP) (half-time faculty member will serve as the coordinator of CRP) where students receive assistance with APA, data analysis, writing for publications (these services are also available for faculty). Such a center has been part of the joint program and CSUB will create a similar center on our campus; 5) Opportunities for students to be Graduate Assistants; 6) Annual review of students’ progress in the program with frequent feedback regarding doctoral expectations and mentoring for student success; 7) Opportunities for students to attend seminars and colloquium sponsored by CSUB and the Central Valley Educational Leadership Institute (CVELI) at Fresno State (given our history together, we hope to cultivate continued collaborations that benefit both program’s students); 8) Opportunities through faculty co-presented papers and travel support from the program for students to attend professional organizational conferences (UCEA, AERA, CERA, AEA, CSCC) and to present with faculty at these venues; 9) Dissertation seminars in students’ second and third years that ensure students have support through the development of their dissertation topics; 10) Celebratory events that encourage social interaction with other students in the program and recognize achievement among peers; 11) Annual Research Symposium where all graduating doctoral students present their research with mandatory attendance by all doctoral students; 12) Annual town hall meetings for all doctoral students; 13) Publications bulletin board; 14) Doctoral program newsletter that acknowledges current doctoral student and graduates accomplishments both in terms of scholarship and professional activities; 15) Faculty colloquia where faculty spend the afternoon with students discussing research agendas and possible research partnerships with students; 16) Availability of a Director of Grants, Community Engagement and Special Projects within the School of Social Sciences and Education to help students and faculty locate and secure grants to support their scholarship; and 17) Faculty colloquia that will be held annually where faculty present their research to students. These colloquia will help students to select dissertation topics and identify faculty whom they may be interested in working with, early in the program.

DPEL faculty, Fresno State librarians, and the Dean of the School of Social Sciences and Education have worked with CSUB library staff to be sure that necessary library resources are available for standalone program students.

Dissertation requirements and procedures are described in Attachment XII-J, Dissertation Description and Rubrics.

B. Support/resources for faculty to develop a doctoral culture, engage in research, and if applicable, receive an orientation in order to chair dissertation committees.

To increase the research productivity of faculty participating in the DPEL and develop a doctoral culture within our faculty, a set of supports and incentives will be available. We will encourage affiliated faculty to progress to core faculty when they are ready.
Faculty support resources for teaching in the doctoral program and for chairing dissertations will be as follows:

1) Faculty will be awarded 4.5 units for teaching a 3.0 unit course during Fall and Spring semesters. The additional 1.5 units will provide reassigned time for faculty to work on research.

2) Awarded funding based on 1.5 units at the tenure-track replacement rate (approx. $1689 per unit) to be used for scholarly pursuits/professional development. Professional development money may be used to defray the costs of research, professional travel to conferences, and membership in scholarly organizations.

3) Awarded .5 units for each dissertation chair for each semester (.5 units total per dissertation).

4) Awarded professional development funding based on .5 units at the tenure-track replacement rate for chairing dissertation for each semester.

Faculty will be oriented to dissertation committee service through the requirement that a faculty member must serve on a committee as a non-chair before chairing a committee. In addition, only core faculty with productive research experience and deep acquaintance with the DPEL may serve as dissertation committee chairs.

DPEL faculty will participate in many of the activities listed in XVI.A above.

C. Support services available for doctoral students, such as financial aid, professional placement, and research opportunities.

The five-year budget (Attachment X.A-6, Budget Five-Year Plan) shows yearly line items of $20,000 for research/graduate assistants, $20,000 for student travel to conferences, and $5000 for dissertation research support (about $500 available for 10 students). These competitive awards are considered by the Graduate Group and distributed by the Program Director. Doctoral students are eligible for the same need-based grants and other loans as other graduate students at CSUB. These awards are made through financial aid; the assistance that financial aid provides to our students (e.g., receiving applications, distributing awards) is considered an indirect cost for the self-supporting DPEL and is reflected in a budget line item. Finally, one requirement of all CSU Ed.D. programs is that they reserve 10% of what they receive in state fees for a financial aid set aside for needy students. We have built this 10% set aside into our budget.

 Students in the DPEL will be professional educators who already have jobs and are not in need of job placement services. Within their coursework, however, students will learn how to be more valuable to their employers which will increase their chances of promotion.

XVII. Special Provisions for Administration of a Multi-Campus Program (if applicable)

A. Administrative support at each participating campus and mechanisms for program coordination

B. Assistance for faculty, staff and students in meeting the unique demands of the proposed joint program (e.g., travel among participating campuses, distance learning expenses, relocation expenses)

C. Rules for determining registration and fee payment obligations, especially when students are receiving instructional services simultaneously from more than one participating campus

D. Comprehensive support services for students (e.g., child care, access to information resources) at multiple campuses

E. Mechanisms to ensure the involvement of each participating campus in admission decisions, curricular coordination and modification, advisory committees, and dissertation committees
F. Any other relevant features of the relationship between the partnering campuses in the development and implementation of the proposed degree program

These provisions are not applicable to the standalone Doctoral Program in Educational Leadership.

XVIII. Accreditation

If the proposed program is within a school or related to other programs accredited by a professional accrediting agency, please list the agency, the year accredited, and include in the appendix a copy of the most recent accreditation evaluation. This pertains only to those participating departments that have relevant accreditation.

Education programs within the School of Social Sciences and Education completed accreditation evaluations in the 2015-16 academic year. These programs received positive evaluations following a joint visit by the National Council for Accreditation of Teacher Education and the California Commission on Teacher Credentialing (CCTC). Letters from these agencies are included as Attachment XVIII-1, CTCC Accreditation Letter and Attachment XVIII-2, NCATE Accreditation Letter.