Dear Dr. Kegley and Members of the Senate Executive Committee,

I am requesting that the Senate approve the attached proposal for the standalone Doctoral Program in Educational Leadership. This proposal will need the approval of the Chancellor's Office and WASC after it receives Senate approval. The Chancellor's Office accepts the proposal format of WASC, so I am sending it to you in that format.

The standalone program is the next phase of the successful joint CSUB/CSU Fresno joint Doctoral Program in Educational Leadership that the Senate approved about two years ago. If the proposal can move through the Senate quickly in the fall, then on to the CO and WASC, the new program is set to begin in Fall 2016.

I have attached a copy of the SSE Curriculum Committee's approval and the text of the proposal. The appendices for the proposal are extensive (34 PDF files), so are not attached here. When you request them, I will send these attachments where you direct me (e.g., v-drive, Google docs).

Thanks for your help,

Steven F. Bacon, Ph.D.
Interim Dean, School of Social Sciences and Education
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1022
ph. 661.654.2210
MEMORANDUM

DATE:       June 17, 2015

TO:         Dr. Vandana Kohli, Associate Dean of Undergraduate and Graduate Studies

FROM:       Luis A. Vega, Professor of Psychology & Social Sciences and Education (SSE) Curriculum Committee Chair

SUBJECT:    Approval of Standalone Doctoral Program in Educational Leadership

The purpose of this memo is to inform you that on June 3, 2015, the SSE Curriculum Committee met to discuss and consider approval of the Standalone Doctoral Program in Educational Leadership.

The Committee’s decision was to support the proposal. Minutes of the meeting with evidence of the Committee’s approval are attached.

Please contact me if you need more information or if you have any questions.

1. Call to Order 2:00 p.m.

2. 4+1 Accelerated Pathway Changes for Political Science/Policy and Public Administration baccalaureate programs and the Master of Public Administration. The proposal calls for students in both of these undergraduate programs to earn their BA and MPA in 5 years (4+1) if the following conditions are met:

   **BA-PLSI 4+1 Accelerated Pathway**
   - **Year 1:** 30 units
     - Semester 1: PLSI 3910, PLSI 5000 + 2 PLSI courses
     - Semester 2: PLSI 5390, PLSI 5820 + 3 PLSI courses
   - **Year 2:** 18 units
     - Semester 1: 6100, 6110, 2 other classes, internship
     - Semester 2: 6100, 6101, 2 electives, culminating project

   **BA-PPA 4+1 Accelerated Pathway**
   - **Year 1:** 30 units
     - Student takes BA-PPA coursework
   - **Year 2:** 18 units
     - Semester 1: PPA 4820, PPA 5000 + 2 PPA courses
     - Semester 2: PPA 4822, PPA 5000 + 1 PPA course, BA-PLSI courses (or PLSI courses approved by faculty advisor)
   - **Year 3:** 12 units
     - Semester 1: PLSI 5000, PLSI 5300, PLSI 5900 + 1 PLSI course
     - Semester 2: PLSI 5390, PLSI 5820 + 3 PLSI courses

   Such accelerated programs are permissible per CSU policies and coded memos [http://www.calstate.edu/app/policies/AA-2012-01Blendeddegrees4+1.pdf](http://www.calstate.edu/app/policies/AA-2012-01Blendeddegrees4+1.pdf) and only require catalog changes, which the Curriculum Committee reviews/approves. The Curriculum Committee raised concerns that were addressed as follows: (a) Both Departments have approved the proposal, (b) FTEs issues have been resolved, with negations including all students having to take PLSI 101, approving sets of courses that would meet requirements, and agreements that PLSI faculty might occasionally teach 500-level specialty courses that would be of interest to MPA students.

   Motion (Suleiman) / Second (Dugan) / Approved unanimously

3. Doctoral Program in Educational Leadership -- Proposal to Transition from a Joint [CSUF] to Standalone [CSUB] Program. The transitional joint EdD degree program was established in 2011 as a six-year program with three phases: **Phase 1**-- CSU Fresno (CSUF) faculty delivering the full program at CSU Bakersfield (CSUB),
with developmental opportunities for CSUB faculty (Cohorts 1, 2, 3). **Phase 2**—joint program phase that included the managed CSUF curriculum and faculty, but with increasing CSUB faculty engagement and independence toward a standalone program (Cohorts 4, 5, WASC pre-accreditation oversight approval). **Phase 3**—transition to standalone program and WASC accreditation (Cohort 6 and beyond). The Program now has policies, procedures, and processes in place to earn accreditation. Because the program is to be self-supported, the Curriculum Committee sought assurances that this would continue to be the case, while ensuring program quality. Two issues were noted: (a) The Standalone Program would run in deficit academic years 2016/17 (FTES 34.5) and 2017/18 (FTES 38.25), but meet FTES of 45 the reminder 3 years. This was explained is due to the smaller size of Cohort 4 (\(N = 10\)) and the transition of the starting semester program from summer, which had been the starting semester for the Joint Program. The 3 years with full FTES are expected to produce a surplus, which will more than compensate for the 2-year deficits. In addition, the standalone program will include funding to ensure academic high-quality by awarding 4.5 semester units to faculty for the teaching of a 3-unit course, award each faculty approximately $1,689 per unit to be used for professional development, award .5 units for each dissertation chair (up to 1.5 per dissertation), award .5 units of professional development funding for chairing a dissertation, and $500 for scoring of qualifying exams. These steps will ensure high faculty qualifications and performance.

Motion: (Wang)/ Second (Dugan). Approved unanimously.

**4. Meeting adjourned at 3:05 p.m.**
California State University, Bakersfield

Doctoral Program in Educational Leadership

Proposal to Transition from a Joint to Standalone Program

June 2015
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Appendices (PDF files)

Attachment 1: WASC original approval letter  
Attachment 2: WASC joint program approval  
Attachment 3: Chancellor’s Office program approval  
Attachment 4: Program transition sequence  
Attachment 5: WASC joint Ed.D. structural change site visit report  
Attachment 6: WASC 2013 letter to Fresno State following Ed.D. site visit  
Attachment 7: WASC letter to CSUB reaffirming institutional accreditation, April 2012  
Attachment 8: CCTC accreditation letter  
Attachment 9: NCATE accreditation letter  
Attachment 10: Doctoral Program in Educational Leadership (DPEL) flyer  
Attachment 11: Ed.D. flyer, CSU system  
Attachment 12: SSE Curriculum Committee approval  
Attachment 13: CSUB Senate approval  
Attachment 14: Chancellor’s Office program approval  
Attachment 15: MOU between CSUB and Fresno State  
Attachment 16: Course sequence  
Attachment 17: Courses offered and planned  
Attachment 18: Student financial aid awards  
Attachment 19: Student research and conference support  
Attachment 20: Curriculum map of student outcomes and courses  
Attachment 21: Syllabus format  
Attachment 22: Sample syllabi  
Attachment 23: CSUB credit hour policy  
Attachment 24: New student orientation schedule  
Attachment 25: Student outcomes assessment plan (SOAP)  
Attachment 26: Student progress letters  
Attachment 27: Qualifying exam description and rubrics  
Attachment 28: Dissertation description and rubrics  
Attachment 29: CPED evaluation  
Attachment 30: Graduate Group guidelines  
Attachment 31: CSUB faculty and adjuncts serving the DPEL  
Attachment 32: Vitae for faculty serving the DPEL  
Attachment 33: DPEL projected budget  
Attachment 34: CSUB moratorium and discontinuation policy
California State University, Bakersfield
Doctoral Program in Educational Leadership

Section I: Institutional and Program Overview

A. Program Overview

1. Name of proposed degree program.

California State University, Bakersfield Doctoral Program in Educational Leadership

2. Initial date of offering.

Fall Semester, 2016 (August)

3. Percent of the program being offered via distance education and/or off-campus, if applicable.

25 - 30% of the program is/will be offered online

4. Identify the language of instruction, if 50% or more of the program will not be in English

N/A

B. Descriptive Background, History, and Context

1. Provide a brief description of the institution(s), including the broader institutional context in which the new program will exist. Connect the anticipated substantive change with the mission, purpose, and strategic plan of the institution(s).

This transitional joint doctoral program was established in 2011 and received approval as a Fresno State Off-site program (see WASC letter of 12/8/2010 and Final Approval 1/25/2011– Attachment 1) 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 as CSUB faculty and staff trained to take over the standalone program (WASC approval of the joint program may be found in Attachment 2; CSU Chancellor's Office approval may be found as Attachment 3). 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 4. 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 13 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. CSUB was first established in 1965 as a residence center for Fresno State College. The growth of the Bakersfield campus led to its change of status, and in September 1970, Bakersfield became the 19th member of the 23-campus California State University.

Today, CSUB is fully accredited by the Western Association of Schools and Colleges, with six programs also accredited by national organizations. CSUB is located on a 375-acre site in metropolitan Bakersfield, at the southern end of the San Joaquin Valley. Its campus is comprised of 30 buildings, which provide space for classroom, laboratory, administrative, and technical support facilities. The largest building on campus is the Walter W. Stiern Library, a 150,000 square-foot building that houses nearly half a million volumes and provides electronic access to more than 30,000 periodical titles via its hundreds of computer terminals.

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 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

Embedded within the vision, mission, and strategic goals are several priorities that are relevant to creating and offering the Doctoral Program in Educational Leadership at CSUB. These include:

- **Becoming a comprehensive public university committed to offering excellence in graduate programs**, with special emphasis on advancing intellectual and personal development of all students.
- **Enhancing scholarship and promoting life-long learning and global awareness**, to face the challenges and demands of the economically competitive, technological world.
- **Promoting scholarship and research that contribute to the advancement of the university** and community at large by sharing invaluable research and resources.
- **Enhancing existing programs and creating and supporting new programs** to respond to the immediate needs and development of the region to bring about the desired change.
- **Strengthening community engagement and contributing to its livelihood**, cultural enrichment, and overall development.
- **Establishing partnerships and collaborative initiatives to augment the region’s overall educational attainment**, and sustain these collaborative relationships to achieve excellence.

CSUB supports the region through 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 in serving as researchers for the Kern County Superintends of Schools (KCSOS), and through other collaborative projects and grants. Further, this program is a partnership between the university and the education community through the Community Advisory Board for Ed.D. Program in Educational Leadership who are members of the education community, and who 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.
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 specializations relevant: 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 will re-open 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.

2. If this is a joint program, identify the roles and responsibilities of each institution in developing, delivering, and assessing the program.

The Ed.D. in Educational Leadership program 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.

The doctoral programs that have been delivered were first, the Fresno State WASC approved doctoral program, and for the last two years the jointly accredited program between Fresno State and CSUB. Both Fresno State and CSUB faculty have been actively delivering the program, and the assessment plan has been in place with data collected annually since the inception of the program.
During the joint phase of the program, CSUB offered the first year Core courses (18 units) and Fresno State the second year of Core courses. In the third and final phase, CSUB will independently administer the program and offer all courses locally.

3. List the number, variety and longevity of other doctoral programs currently being offered, including student enrollment and projected time to graduation, if applicable, for each doctoral program. At least three and no more than five years of data should be provided. If this is a joint doctoral program, provide this data for each institution.

CSUB does not offer any other doctoral programs.

4. If 50% or more of the program will be offered via distance education, describe the institution's prior experience offering distance education. For joint programs, provide this information for each institution.

Less than 50% of the program will be offered via distance education. It is worth noting, however, that CSUB has offered the Masters in Curriculum and Instruction as an online program since WASC approval in 2003. In 2015, CSUB will seek additional accreditation for a new Master of Science in Nutrition.

5. If the institution currently offers a joint doctorate(s) in this discipline, indicate whether the program(s) will continue and provide details on how the proposed program fits into the strategic plan of the institution. If the joint program will be discontinued, refer to Section VI on teach-out requirements.

This report describes the transition of our joint Ed.D. to a standalone program at CSUB. The joint program will be discontinued when the standalone program begins.

C. Institutional Accrediting History Relevant to Substantive Change

1. Provide a brief response to issues noted in prior substantive change reviews since the institution’s last comprehensive review, even if the programs reviewed were at a different degree level or offered in a different discipline. If this is a joint program, provide this information for each institution.

WASC approved our request for a substantive change from the Phase 1 Fresno State at CSUB program to the Phase 2 joint doctoral program in 2014 (see Attachment 2). The letter requested that a progress report on the program be sent in August 2016 or as part of an EdD standalone proposal, whichever came first. The letter requested that the progress report include: a description of faculty teaching in the program; plans to hire new faculty; a description of the process for evaluating doctoral faculty; an update on efforts to encourage and support scholarly activity among faculty; a description of the timeline and milestones for completing the degree; and an explanation of how marginal revenues from the program will be applied to CSUB.

The Report on the Structural Change Site Visit (Attachment 5) that preceded our WASC approval provided valuable detailed feedback that we have incorporated into the design of the standalone program. Features of the new program are described throughout this report. Specific recommendations presented by the site visit team included:

1. Implement a clear plan of recruitment and hiring of experienced faculty in educational leadership-related fields. All aspects of faculty induction, mentorship, supervision, and evaluation should be subject to rigorous and continuous evaluation.
2. Continue to strengthen efforts to provide faculty incentives to demonstrate a level of scholarly activity appropriate to guiding a doctoral program.
3. Continue to focus on time to degree to ensure that students complete the program in a timely fashion, given the nature of the student body.

2. Provide the institutional response to issues relevant to doctoral level education noted in the last Commission or Interim Report Committee letters or in related team reports. If this is a joint program, provide this information for each institution.
The Fresno State Doctoral Program, our partner program on which the proposed standalone CSU Bakersfield Doctoral Program in Educational Leadership is based, underwent a 5-year Special Review of their Ed.D. in Educational Leadership in October, 2013 (see Attachment 6). The reviewers commended the program on several features which will be adopted by the standalone program. Some of these features include: involvement with the Carnegie Project on the Education Doctorate; adequate resources supporting the program; its signature pedagogy—embedded fieldwork; its faculty partnerships with students; its collaboration with schools, districts, colleges, and the community; its assessment process that is tied to its 5-year review process; and its responsiveness to assessment findings.

The report made several recommendations to the Fresno State program that we will consider as we move forward with the standalone program. Some of these recommendations include: attempting to secure external data regarding the program’s influence on regional programs and educational efforts; and continuing to maintain standards that ensure the high quality of dissertations.

CSUB received reaffirmation of accreditation by WASC in 2012. A copy of our 2012 WASC accreditation letter is included as Attachment 7. In their letter, the Commission emphasized the need for CSUB to expand and refine the assessment of student learning, especially with respect to graduate programs, and to continue to improve graduation and retention rates. Since the standalone Ed.D. would be CSUB’s first doctoral program, the letter did not address issues related to doctoral education. Nevertheless, we have considered the broader issues of student assessment and graduation/retention in designing the Ed.D. program.

3. If the proposed program is within a school accredited by a professional accrediting agency, or is related to a program that is accredited by a professional accrediting agency, list the agency, year accredited, and attach a copy of the most recent team evaluation report and agency action. Also, indicate whether the specialized agency needs to review and approve the proposed program prior to implementation and when the review will be completed.

CSUB’s professional education unit is accredited by the California Commission on Teacher Credentialing (CTCC) and the National Council for the Accreditation of Teacher Education (NCATE). CTCC (Attachment 8) and NCATE (Attachment 9) accreditation was granted during this academic year. Prior approval by these agencies is not needed to offer the Ed.D. program.
Section II: Program Need and Approval

A. Program Need

1. Identify the program need/rationale framed by the institution's mission and strategic goals. Local program need should be documented in addition to any national or statewide need. For joint programs, provide this information for each institution.

The doctoral program's anticipated outcome is to meet the expressed needs of Kern County and surrounding areas of the southern San Joaquin Valley community and align these needs with the vision, mission, and strategic goals of the university. CSUB serves a diverse region challenged on many fronts from human capacity development to human services and educational challenge. Educational leaders in greater Kern County recognize the need for mission-centric and mission-specific programs, as does the leadership of the university.

The proposed doctorate meets the following CSUB Strategic Goals:

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

The establishment of a doctoral program in Kern County will prepare educational leaders who have the tools to improve PreK-14 education throughout the region. Local educational and civic leaders have demonstrated their belief in, and support of, the University Mission and Vision as evidenced by their participation in over 50 active collaborative partnerships with the School of Social Sciences Education and many more campus-wide. These leaders believe in the CSU Bakersfield Mission and have joined in improving education within Kern County and surrounding areas. They also understand education is the key to improving the quality of life and economic development in the region. A doctoral program in educational leadership supports this joint mission. Leaders with specific knowledge, skills, and dispositions are necessary to meet the challenges of today's citizens. This program is located in Bakersfield to accommodate the unmet demand of the greater Bakersfield area.

2. Describe the process and results used to establish the need. Please provide a summary of the findings, not the full study.

CSU Bakersfield fulfills a critical leadership role in the socio-economic and educational development of the region. The baccalaureate degree is the key to development of the State's future business, government, and community employees. Graduate programs at CSUB develop responsible leaders in this diverse service region.

The designated service region for CSUB consists of five San Joaquin Valley counties covering nearly 25,000 square miles. According to recent census figures, Kern County is the heaviest populated county in the service region and includes a highly diverse population in excess of 874,589 (2014 est) residents, including 50.9% of Hispanic origin. Further, CSUB serves a large service area, which includes nine feeder community colleges that had a combined 2013-14 enrollment of 98,615 students.

<table>
<thead>
<tr>
<th>College</th>
<th>Location</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>Bakersfield College</td>
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<td>18,296</td>
</tr>
<tr>
<td>Antelope Valley College</td>
<td>Palmdale, CA</td>
<td>14,720</td>
</tr>
<tr>
<td>Cerro Coso College</td>
<td>Ridgecrest, CA</td>
<td>4,641</td>
</tr>
</tbody>
</table>
A survey distributed within the region during summer 2007 to assess the need for a doctoral program for the 47-PreK-12 school districts found that 66% of the pre-qualified respondents were interested in earning an Ed.D. A subsequent online survey in the same region carried out in 2009 yielded a clearer prospect for future and sustainable enrollments. Of the 78 educators responding to the survey, 35.9% were teachers, 32.2% administrators, and the remaining respondents held a variety of jobs in the county’s educational system. The respondents reflected the diversity of CSUB’s own demographics and included 72.2% White, 22.2% Hispanics/Latina(o), 8.3% African American, and 2.8% American Indian/Alaska native.

Seventy-eight potential candidates completed the 39-question survey. Seventy-five percent indicated they had previously explored the possible options for attaining a doctoral degree. Eighty-five percent indicated they were likely to remain within the region after securing a doctorate. Nearly 60 percent indicated an interest in applying for the first cohort and 34 percent indicate their application was somewhat likely in the future.

Overwhelmingly, the respondents indicated they planned to be part of the Ed.D. and planned to apply within the first three-years of the program. The respondents were nearly evenly distributed between males and females. The largest group (35%) of the respondents was in the 31 to 40 age range. On the open-ended questions, many potential candidates provided direct and important comments, further indicating their strong interest in the program. The positive responses to the survey underscore evidence from past reports and surveys supporting the need for a doctoral program at CSUB.

Interest in the independent Ed.D. program is also supported by enrollments to date in the joint Fresno State/CSUB program.

3. What evidence (surveys, focus groups, documented inquiries, etc.) was used to support enrollment projections and to support the conclusion that interest in the program is sufficient to sustain it at expected levels?

Without advertising, marketing or promotion, and without a program such as the one proposed here, CSUB produced and was able to sustain for four consecutive 15 graduates (on average) per year under the doctoral collaborative with the University of the Pacific. This collaborative partnership was discontinued with the completion of the 2008 cohort. In Phases 1 and 2 of the Fresno State in Bakersfield and Fresno State –CSUB joint program, the six cohorts have ranged from 10, during a leadership transition when little promotion of the program was done, to 19, near the capacity of 20 for the program.

The CSUB School of Social Sciences and Education’s own sources suggest that yearly fifteen or more of the best M.A. students from Curriculum and Instruction and Educational Administration inquire and follow up about the status of offering an Ed.D. This number of prospective students is likely to increase after the formation of an active web site and the approval and announcement of the degree to these graduates. The MA in Educational Administration has been on moratorium for the last two years but will return as an active pipeline in fall 2015. CSUB also offers a Master’s degree School Counseling and Student Affairs as well as a Master’s in Special Education. All of these programs will serve as feeders for the new doctoral program.

Four private universities in the greater Kern County region contribute to the doctoral pool of applicants by preparing educators at the master’s level. Graduates from these programs have expressed interest in a doctorate in education and have no other options in the region to further their education.
4. Attach the recruitment and/or marketing plan for the program. Describe the geographic scope of the program. (Note that all materials regarding this program should clearly state, “Pending WASC approval” prior to Commission approval.)

Previously, the program was advertised as a joint Fresno State-CSUB program offered at CSUB. When the program is approved, marketing materials will be changed to reflect its new status as a standalone program offered by CSUB. (Attachment 10). In addition, CSU Bakersfield will benefit from CSU system-wide advertising illustrated by Attachment 11.

B. Planning/Approval Process

1. Describe the planning and approval process within the institution(s), indicating how the faculty and other groups (administrators, trustees, stakeholders, etc.) were involved in the review and approval of the program. Include any campus established criteria for doctoral level work. Attach documentation of necessary approvals. CSU campuses must attach a letter of approval from the Chancellor’s office.

Both Fresno State and CSU Bakersfield faculty governance processes were followed in the review and approval of this doctoral program offered previously as a “Joint Program” format on the Bakersfield campus. In the third phase, only Bakersfield governance processes were followed to review and approve the standalone program.

At CSU Bakersfield, the School of Social Sciences and Education Curriculum Committee was the first stage of approval. Once approved by the SSE Curriculum Committee (Attachment 12), the second step was the CSUB Academic Senate’s review of the program (Attachment 13). That approval occurred in 2015, and was followed by the President’s and Chancellor’s approvals (Attachment 14). In addition, many years of working with the regional partners (superintendents and community college presidents) and the faculty led to the creation of the joint doctoral program and now the standalone independent program at CSUB. (note: until the program receives current approvals, attachments reflect approvals for the joint Fresno State/CSUB program).

In addition to the formal approval process outlined above, the program received input from the Bakersfield Community Advisory Board for the Ed.D. Members of the Board include superintendents, community college presidents, and leaders from CSUB. This advisory group meets regularly to provide advice about planning and implementing the program. Current members of the Community Advisory Board for Ed.D. Program in Educational Leadership are listed in Table 1 below:

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Title</th>
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</thead>
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<tr>
<td>Dr. Bacon</td>
<td>Steven</td>
<td>Interim Dean, Social Sciences and Education</td>
<td>CSU, Bakersfield</td>
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<tr>
<td>Bianchi</td>
<td>Pamela</td>
<td>Assistant Superintendent</td>
<td>Panama-Buena Vista Union School District</td>
</tr>
<tr>
<td>Dr. 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>Dr. Knudson</td>
<td>Edward</td>
<td>Superintendent/President</td>
<td>Antelope Valley College</td>
</tr>
<tr>
<td>Dr. Knutzen</td>
<td>Kathleen</td>
<td>Interim Vice President for Academic Affairs</td>
<td>CSU, Bakersfield</td>
</tr>
<tr>
<td>Dr. Mitchell</td>
<td>Horace</td>
<td>President</td>
<td>CSU, Bakersfield</td>
</tr>
<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>
</tr>
<tr>
<td>Dr. Whetton</td>
<td>Danny</td>
<td>Director of Ed.D. Program</td>
<td>CSU, Bakersfield</td>
</tr>
</tbody>
</table>

2. If the institution(s) is/are part of a university system, describe the review process at the system level, including any system requirements for doctoral level work. Attach documentation of approval.
The proposal for the standalone doctoral program will be reviewed and approved by the Chancellor’s Office. The letter approving the previous joint program from Chancellor White is included as Attachment 3.

C. Collaborative/Cooperative Agreements

1. If the proposed program includes collaboration or cooperation with outside agencies, institutions or other entities, please describe the purpose and nature of the relationships. Attach relevant signed Memoranda of Agreement or other documentation. Please see WASC’s Policy for Contracts with Unaccredited Organizations.

The joint Ed.D. program was a unique venture between two CSU Institutions. CSU Bakersfield intends to adopt the Fresno State doctoral program model. The program has evolved from a Fresno State program offered at CSU Bakersfield for three cohorts, to a joint program involving close collaboration between the two CSUs for two cohorts to the current proposal for a standalone program at CSUB. The MOU between the institutions for the joint program is included as Attachment 15.
Section III: Program Description

A. Curriculum

1. Provide an overall description of the program including the alignment of the program philosophy, curricular design, pedagogical methods, and degree nomenclature selected. Identify the program's emphasis as a professional-practice (applied research, practice-oriented, or clinical) degree or a scholarly research-oriented degree.

The Doctoral Program in Educational Leadership is a 60 unit degree: 27 units of Core courses, 21 units of Specialization courses, and 12 Dissertation units. Fieldwork components are embedded in many of the Core and Specialization Courses. The degree program has two focal areas or strands, one in PreK-12 Education Leadership and the other in Post-secondary Education Leadership (including Community College leadership and administration). Students progress through the program in cohorts. Students from both strands will take core courses together, and then will split off during their specialization phase (course sequence is provided in Attachment 16).

Courses are offered late afternoons and evenings and on weekends to accommodate working professionals wishing to pursue this doctoral degree. The campus uses the Blackboard learning management system, a system that allows courses to be offered either fully or partially online. Some faculty have already offered parts of their courses online, and they will be encouraged to continue to use Blackboard to offer their courses.

The program can be completed in three (3) years, or students desiring to take longer may do so by not registering for dissertation units during the final year. The target population for this program is educators who are leaders or have the potential to be education leaders in either the PreK-12 or Higher Education (Community College) sectors.

Consistent with our CPED affiliation, the program is designed to be a professional-practice oriented degree.

2. If 50% or more of the program will be offered via distance education, provide a detailed description of the modality and format being proposed (i.e., synchronous, asynchronous, online, correspondence, teleconference, video on demand, etc.). Provide guest log-in access to the learning management system for this program and for at least one course for which a syllabus is provided.

Less than 50% of the program will be offered via distance education. Parts of all of the courses are offered using the Blackboard online platform. The courses use synchronous, asynchronous, Skype, Google Hangout, Google Documents, email, teleconference, and other technology as appropriate.

3. If 50% or more of the program will be offered via distance education, describe how the curricular design and pedagogical approach has been adapted to the modality of the program.

Less than 50% of the program will be offered via distance education. Consultants from CSUB’s Teaching and Learning Center are available to work with any faculty member who requests assistance to use the best delivery modality for specific parts of their courses. Several of our core Ed.D. faculty at CSUB are Quality Matters trained and certified for online instruction.

4. If applicable, describe each track within the program being proposed including the capacity of the institution to support each track. Each track will be acted on independently.

Two tracks will be offered: Prek-12 and Post-Secondary (includes Community College and Higher Education). The course sequence provided in Attachment 16 demonstrates how the program courses are offered. All students take the 27 unit Core courses together. Students then select from specialization courses offered in their career track for the last 21 units. Some of the 21 units offered are “cross-track”, for example, Conflict Resolution can be taken by either track. A minimum of 5 students must register for the class to make it a “go” for the semester. Students are normally polled during the orientation to see which courses they are most interested in pursuing for specialization. The program director then attempts to offer those courses during the specialization phase of the program.

There are currently 9 tenured faculty and 14 adjunct faculty teaching in the program. Core courses are taught by tenured faculty, while adjunct or tenured faculty may teach specialization courses.
See Attachment 17 for a listing of courses offered to date in the program. Teaching faculty are listed beside each course. During Phase 1 of the program, CSUB faculty partnered with Fresno State faculty; during Phase 2, CSUB faculty took the lead with assistance from Fresno State faculty; during Phase 3, when CSUB becomes a standalone program, all courses will be staffed by CSUB faculty.

5. Describe 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 type of culminating experience (full dissertation or a culminating project). Also include plans for faculty research, faculty hires, library resources, and peer and campus collaboration. Discuss how students (both full-time and part-time) will be integrated into the intellectual community of the department and institution. If this is a joint program, provide this information for each institution.

Doctoral culture has been and will continue to be established through the following practices:

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) (full-time faculty member is serving 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 (see Student Outcomes section); 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 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; and 14) Doctoral program newsletter that acknowledges current doctoral student and graduates accomplishments both in terms of scholarship and professional activities, and 15) Faculty colloquium where faculty from both campuses spend the afternoon with students discussing research agendas and possible research partnerships with students; 16) Dissertation seminars for students in their second and third years of the program; 17) 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; 18) 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.

The Doctoral Program in Educational Leadership takes seriously the recommendations made in the WSCUC Report on the Structural Change Site Visit (May, 2014; Attachment 5) regarding graduate culture. The report suggested CSUB do more to increase the research productivity of its doctoral faculty through incentives and by making resources like Fresno State’s Center for Research and Publications (CPR) available to them. In the next year, we will build our own CPR and will encourage our Graduate Group affiliate faculty to seek core faculty status. We will encourage DPEL faculty to take advantage of the resources available to them to increase their scholarly productivity. In 2015-16, the Department of Advanced Educational Studies will conduct a search for a tenure-track faculty in Educational Administration; the department will seek candidates who have experience and expertise in educational leadership in order to help anchor the DPEL program. The DPEL will also support institutional and individual membership in important professional associations related to educational leadership.

Reports listing financial aid awards and expenditures to assist students with their research and to support them to attend conferences are included in Attachments 18 and 19.

6. Provide the student learning outcomes for the proposed program.

The student learning outcomes for the Doctoral Program in Educational Leadership are listed below.
Doctoral Program in Educational Leadership Student Goals and Learning Objectives

1. **Lead successful educational change and reform**: Lead successful educational change and reform for teaching and learning in the 21st Century through ethical, equitable and research-based best practices.

   1.1 **Strategic Leadership**: Demonstrate strategic leadership and effective communication skills in education reform effort.

   1.2 **Ethical Complexities**: Identify and navigate ethical complexities of educational leadership.

   1.3 **Visionary Leadership**: Provide visionary leadership in educational reform in complex education organizations with respect to instructional practices and policies.

   1.4 **Technology**: Using evolving technologies relative to educational leadership to inform practice, enhance learning, and increase professional knowledge.

2. **Critical and Systems Thinking**: Employ critical and systems thinking to identify root causes of complex educational problems and develop meaningful solutions to address educational inequities.

   2.1 **Identify Problems of Practice**: Apply various theoretical lenses, inquiry processes, research and personal experiences to identify problems of educational practice.

   2.2 **Evaluate Problems of Practice**: Evaluate problems of practice through critical examination of existing systems and design potential solutions.

   2.3 **Assess Educational Systems**: Critically assess the successes and failures of educational systems.

   2.4 **Educational Inequities**: Analyze systemic and/or root causes of educational inequities and design and implement meaningful solutions.

   2.5 **Align Educational Leadership Decisions**: Align decisions and actions as leaders with stated (and evolving) philosophy of educational leadership.

3. **Engage Diversity**: Respect and engage diverse families, organizations and communities through collaborative partnerships and networking.

   3.1 **Examine and Evaluate Personal Beliefs and Biases**: Examine and evaluate personal beliefs and biases to understand how they impact the ability to be ethical, equitable leader.

   3.2 **Build Partnerships with Students**: Establishing school-community relations and build collaborative partnerships with home and school learning environments.

   3.3 **Build Partnerships with Colleagues**: Lead collaborative team building and creating solutions to problems that demonstrates sound instructional leadership.

   3.4 **Create Safe Culture**: Demonstrate leadership in the application of effective instructional strategies in advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

4. **Informed Leadership Decision Making**: Collaborate with others to generate and apply a professional knowledge base that integrates both experiential and research knowledge to inform leadership decisions; able to undertake appropriate critical inquiry and research studies to inform leadership decisions.

   4.1 **Use of Inquiry and Research Methods**: Use a variety of inquiry and research methods in investigating issues and problems related to educational effectiveness and student success.
4.2 Applied Research Study: Undertake and complete an applied research study related to educational issues, problems and practice.

5. Using Evaluations and Assessment Data: Construct and use program evaluations and assessments for the purpose of improving program quality.

5.1 Program and Policy Evaluations: Design and conduct program and policy evaluations.

5.2 Using Data for Making Decisions: Design and interpret assessments and assessment data using quantitative reasoning and make leadership decisions based on the data.

5.3 Communicate Data and Outcomes to Stakeholders: Communicate assessment data and outcomes to stakeholders both orally and in writing.

6. Formulate Effective Approaches to Improve Learning: Formulate administrative and instructional effective approaches and best practices to improve the quality of instruction and the learning environment for all students.

6.1 Using Best Practices to Improve Student Learning: Improve the quality of instruction using best practices to improve the learning environment and ultimately student learning for all students.

7. Attach a curricular map aligning program learning outcomes with course learning outcomes, and demonstrating the progression from introductory to advanced levels.

The curricular map can be found in Attachment 20

8. Include a list of all courses in the program, identifying which are required.

Core Courses (Required for all tracks) (27 units)
Organizational Theories in Complex Organizations
Advanced Applied Research and Measurement in Education
Conceptual Curriculum Perspectives for Educational Leadership
Advanced Applied Quantitative Methods
Educational Reform
Theories of Cross-cultural Education
Educational Evaluation, Assessment and Planning
Educational Policy Environments
Applied Qualitative Research Methods

Specialization Courses (may be different from cohort to cohort. A partial listing of courses that have been offered to date is below)
Leadership for Reading Instruction (PreK-12)

Human Resource Administrations (PreK-12)

Organizational Development for High-Performing Organizations (PreK-12 and CC)

Resource and Fiscal Planning (CC)

Community College Administration (CC)

Professional Ethics and Moral Issues in Education (PreK-12 & CC)

Leaders and Leadership (PreK-12 and CC)

Interpersonal Leadership and Conflict Resolution (PreK-12 & CC)

Data-Driven Decision Making (PreK-12)

Advanced Curriculum (PreK-12)

Resource Management and Fiscal Planning (PreK-12)

Contemporary Issues in Post-Secondary Education (CC)

Post-Secondary Legal Aspects (CC)

School Law (PreK-12)

Writing for Publication (PreK-12 & CC)

Practicum in Program Evaluation (PreK-12 and CC)

Technology in Education (PreK-12 and CC)

9. Describe the process by which syllabi are reviewed and approved to ensure that 1) course learning outcomes are described and are linked to program learning outcomes; 2) materials are current; and 3) pedagogy is appropriate for the modality of the course.

The program director meets with any faculty member offering a new course. The syllabus requirements (including the required syllabus format - see Attachment 21), student outcomes and course processes are discussed. All syllabi are submitted each semester to the program director. In addition, students are asked to rate the course design and program sequence in every course evaluation. Students are also asked to discuss the course and program objectives at the annual town hall meetings.

Periodic Graduate Group retreats are held for the explicit purpose of looking at each course to see if there are "gaps and overlaps" in the curriculum. A process is used whereby each program objective is presented and course content and assignments are analyzed to be sure all program and student outcomes were being met. As a result of these meetings, instructors revise their materials. On a smaller scale, curriculum issues are a part of regular Graduate Group meetings. All courses are continually assessed, monitored, and adjusted for improvement in order to meet the on-going needs of students and the community.

10. Attach three sample syllabi and the syllabus for the dissertation or culminating experience, which are adapted to the modality of the course. Sample syllabi must demonstrate rigor appropriate to a doctoral-level course in terms of required reading, course content/topics, and assignments/grading policy. Course syllabi
should reflect a learning outcomes orientation and be linked to program outcomes. Syllabi should demonstrate that extensive research, including applied research as applicable, is required.

Syllabi must include:

- specific student learning outcomes for the course
- a course schedule including a schedule of all assignments
- the number of credit hours earned in the course and expectations for how those hours are earned both in and out of class (seat time, lab time, homework, etc.)
- use of the library
- relevant university/departmental policies

Syllabi must also be adapted to the modality of the course, and be appropriate to the level of the degree. Online courses must include information about the learning management system and expectations for students participating in the online modality, netiquette, and other considerations specific to the modality. (CFR 2.2)

Four syllabi are included in Attachment 22 including the syllabus from the dissertation course. Currently, we do not offer any fully online courses.

11. Describe the clinical or internship requirements and monitoring procedures, if required. Attach a sample MOU or agreement with a clinical or internship site (if applicable).

Not Applicable.

12. List any special requirements for graduation.

Students must successfully complete the Qualifying Examination and the Dissertation requirements for graduation. Policies for both are described below.

B. Schedule/Format Requirements

1. Describe the length of time that the typical student is expected to complete all requirements for the program.

The program is designed so that it may be completed in three years of study. Three-year completion requires two summers of study, and three complete academic years of course work, including the candidate’s advancing to candidacy and completing the dissertation. Classes are held in the late afternoons and evenings, in summers, and occasionally on weekends, to accommodate the schedules of working professionals.

It is anticipated that students will concurrently hold full-time positions as educators. Their full-time employment is viewed as an asset since it will provide important opportunities to apply theoretical and empirical material covered in their coursework. The program is intentionally year-round in order to facilitate integration of graduate studies and practice, periods of intensive study among candidates, and opportunities to work with faculty in summer.

It is expected that students will complete the program in three years, but some may take up to five years to finish. An extension beyond five years requires approval by the Executive Committee. Total time in the program may not exceed seven years.

2. Describe the cohort or open registration model being used. Provide the minimum attendance/participation requirements and provisions made for students to make up assignments or for students who withdraw and seek to re-enroll. Include a matrix showing the number of students per cohort throughout the first five years of the program and the faculty resources to support such estimates.

The program is a cohort model. Students complete between 2 - 3 courses per semester and attend courses for two summer sessions. Students who fall behind may join the cohort starting after them, or can take additional
specialization courses during the last two semesters of the program to complete the program in the three year time frame.

Table 1 below shows the number of students per cohort from 2016-17 to 2020-21. Cohort 4’s headcount is smaller than the expected 18 due to transitions in leadership that led to lower recruitment that year. Cohorts 4 and 5 are students continuing from the joint doctoral program. Cohort 6 will be the first cohort admitted under the standalone program.

<table>
<thead>
<tr>
<th>Year</th>
<th>Cohort 4</th>
<th>Cohort 5</th>
<th>Cohort 6</th>
<th>Cohort 7</th>
<th>Cohort 8</th>
<th>Cohort 9</th>
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Faculty resources needed to support the DPEL will be different in the first two years of the standalone program than in later years because of the smaller size of cohort 4 and the transition of the starting semester of the program from Summer (which had been the starting semester under the joint program) to Fall (which it will be in the standalone program. A set of projected faculty cost tables for each of the first five years can be found in the budget portfolio (Attachment 33). Faculty costs are lowest for specialization course that can be taught by adjuncts who receive pay for 3 WTU based on the tenure-track replacement rate (3 x $1,689 = $5,067). Courses taught by core and affiliate university faculty during Summer semester cost about $10,634 per three unit course (faculty receive their base pay [average of $2,700/WTU] x 3 WTU = $8,100; they also receive professional developments funds of 1.5 x tenure-track replacement rate [1.5 x $1,689 = $2534]). Course taught by university faculty during Fall and Spring cost about $10,134 per course (4.5 x $1,689 = $7,600, plus 1.5 x $1,689 for professional development funds). Faculty receive .5 x $1,689 ($845) per student per semester for supervising dissertations as well as .5 x $1,689 for professional development; when there are 18 students per cohort, this amounts to $30,402 per semester for dissertation supervision.

3. Describe the typical class size throughout the program.

Core courses generally enroll 18 to 20 students. Specialization courses may be smaller with enrollments of 5 to 20 students.

4. Describe how timely and appropriate interactions between students and faculty, and among students will be assured, including detailed information for online courses. For programs being offered via distance education, describe the provisions available to faculty to ensure that the enrolled student is the student completing the coursework. See Best Practice Strategies for Promoting Academic Integrity in Online Education.

Students have access to faculty on campus, the program director, and the office administrator at most times of every day through email and through phone. Students are given the opportunity to express opinions about their courses through course evaluations and through annually held town hall meetings.

Courses that are offered as hybrid courses use a variety of modalities for student contact and connection, including Blackboard Illuminate, Skype, Google Hangout, and teleconferencing.

5. Describe the timeframe of courses, i.e. accelerated, weekend, traditional, etc. If courses are not offered in the traditional 10 week quarter or 15-16 week semester system, please explain how credit hour and course content expectations can be met within the timeframe established for the program. An institution must allow adequate time for students to reflect on the material presented in class. Faculty using the accelerated course format should be expected to require pre- and post-course assignments, as appropriate. The Committee will expect course syllabi for accelerated courses to be adjusted accordingly to reflect the pre- and post-course assignments, the accelerated nature of the curriculum, and conform to the institution’s Credit Hour policy. (CFRs 2.1, 4.1)

Courses are offered weekends and evenings in Bakersfield across a 15-week semester. A small portion of all courses are hybrid, and faculty meet the regular seat-time requirements for all courses as determined in the university policy on credit hours.

6. Attach the institution’s Credit Hour Policy, in compliance with WASC’s Policy on the Credit Hour, adopted in September 2011. For programs that contain courses that include requirements other than traditional seat time (i.e., laboratory work, internships, practica, studio work, hybrid courses, online courses, and other academic work leading to the award of credit hours), please identify these courses and explain how the time requirements are equivalent to the credit hour requirements as described in WASC’s Policy on the Credit Hour.

CSU Bakersfield’s credit hour policy is included in Attachment 23.

Embedded fieldwork projects, which occur in most courses, are normally 15 – 20 hours of work outside the regular class meeting times. Faculty note the requirements for these experiences in their syllabi. Online work that is part of all courses include discussion boards, group meetings through Illuminate, Skype or Google Hangout and faculty have
access, can monitor, and archive student online activity. Most faculty have grading stipulations in their syllabi about online participation expectations.

7. Provide a sample schedule of courses for a full cycle of the program, with faculty assignments if available.

A full cycle of courses is included in Attachment 17.

C. Admissions Requirements

1. List the admissions requirements.

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.

2. 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.

3. If any part of the program will be offered via distance education, describe how the student’s ability to succeed in distance education programs will be addressed and linked to admissions and recruiting policies and decisions.
Students attend a two day orientation that includes a variety of workshops related to information literacy, use of technology, and writing and research expectations. An agenda for a typical two-day orientation session is included in Attachment 24.

4. Describe the residency requirements and policies on the number of credits that students may transfer into the program.

The following is the current policy on transfer of credits into the program:

No more than nine (9) units of transfer semester credits or 12 (12) quarter credits may be transferred into the Doctoral Program in Educational Leadership (DPEL) program at California State University Bakersfield, pending review by the directors.

Any units accepted by the program director 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.

5. Attach a sample brochure or admissions material for this program that will be made available to prospective students. (Note that this material must clearly state, “Pending WSCUC approval” prior to Commission approval.)

A sample brochure that will be made available to students may be found in Appendix 10.
Section IV: Educational Effectiveness

A. Plan for Evaluating Educational Effectiveness

Assessment should be described at three levels:

1. Annual assessment leading to the program review: Describe the annual assessment process for year one and subsequent years leading to the overall program review. Attach an assessment plan for the first several years of the program that describes how core faculty review the performance of the students in each cohort as it progresses annually to determine satisfactory progress. The assessment plan should include the review of student work and achievement of program learning outcomes as well as rubrics for assessment of the qualifying exam, dissertation, and clinical work, as applicable.

The Assessment Plan is currently called the “SOAP”, or Student Outcomes Assessment Plan. The most current plan is included in Attachment 25.

Student learning is assessed in a variety of ways – first annually by the faculty who have had them in class the past year. Students are assessed according to dispositions and the faculty meets to discuss each student. The student in turn receives a progress letter (see samples in Attachment 26). 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.

The qualifying examination is a measure of student learning because the exam is based on problems of practice related to core courses. The exam is scored blind by two faculty members using a scoring rubric designed by the subject faculty member. A description and several examples of the Qualifying Exam can be found in Attachment 27.

There is a scoring rubric used for the dissertation (both written and oral). This scoring rubric along with detailed instructions for completing the dissertation may be found in Attachment 28.

2. Program review: Describe how and when this program will be incorporated into the department, school and institution’s regular assessment and program review processes.

After approval, the program will be placed on the master program review list kept in the Office of Academic Programs. Departmental program review is typically on a 7-year cycle, however, because the DPEL will be reviewed by WASC in five years, DPEL’s program review cycle will be five years long.

3. External review: Describe any plans for an external review of the program. (External review refers to the evaluation of the program by one or more evaluators unaffiliated with the institution. Please note that professional accreditation reviews can be included, but are not expected to be the sole source evaluating the effectiveness of the program.)

CSUB’s program review process calls for external reviewers. In 2012, CSU Bakersfield’s parent program at Fresno State was visited by 2 external reviewers from the Carnegie Project on the Education Doctorate (CPED). Their positive report of the program is included in Attachment 29. In addition to required external review that is a part of program review, the standalone CSU Bakersfield program will seek external review from CPED in order to maintain our affiliation with that organization.

If the program will be offered via distance education:

4. How will the educational effectiveness of the program (including assessments of student learning outcomes, student retention, and student satisfaction) be evaluated? Include appropriate comparisons with campus-based programs.

Not Applicable.
5. Describe procedures to evaluate teaching effectiveness in the distance education modality.

The CSU Bakersfield Academic Senate is currently evaluating the most effective ways to evaluate teaching effectiveness, including distance modalities. One possibility under consideration is the IDEA course evaluation product, which can be used in online modalities. This product was used successfully by the Fresno State DPELFS program; the evaluation instrument is very comprehensive and provides nationally normed comparative data.
Section V: Resources

A. Faculty

1. List the number and type (full-time, part-time, tenured, non-tenured) 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.

Faculty members serve within the Graduate Group as either Core doctoral faculty or Affiliated faculty who have expertise in a specific content area. Members of the Core Graduate Group teach courses, serve on dissertation committees, and are actively involved in the governance of the program. Affiliated faculty teach courses and may participate in program meetings called related to curriculum and assessments. Adjunct faculty may teach specialization courses.

A description of Core and Affiliated faculty within the Graduate Group and criteria for membership may be found in Appendix 30.

A complete listing of CSUB faculty serving as Core and Affiliated faculty is included in Attachment 31.

2. Provide information about the balance of full- and part-time faculty members involved, and how that balance will ensure quality and consistency in instruction and advising.

The faculty currently serving in the Graduate Group only teach one course per cohort. This distribution of teaching allows for the maximum number of opportunities for students to meet potential dissertation members. Faculty are awarded 4.5 weighted teaching units for teaching a 3-unit course. In addition, for each course they teach, they are awarded a professional development stipend equivalent to an additional 1.5 WTU for scholarly activity.

Part-time faculty who are qualified to teach in a doctoral program are sometimes hired to teach the specialization courses and on rare occasions a core course (e.g., a retired school superintendent teaching a management class), but full-time faculty are given the opportunity to teach the courses first. Adjunct faculty do not receive the additional 1.5 WTU for a 3-unit course, nor do they receive the professional development stipend since continued doctoral-level scholarship is not an expectation of their teaching assignments.

3. Describe the plan to orient and mentor junior faculty to support their doctoral-level research, scholarship, and dissertation supervision responsibilities.

The Center for Research and Publications (CRP) will be established to assist faculty and students with their research and publications. Faculty must serve at least one year as an Affiliated faculty member before requesting to be considered a Core faculty member. In addition, before a faculty member can chair a dissertation, they must serve on at least one dissertation committee. Issues related to serving on or chairing dissertations are discussed at Graduate Group meetings.

During Phase 2 of Fresno State/CSUB program, the joint phase, Bakersfield faculty participated as teaching partners with Fresno faculty teaching the courses. They initially participated by being at the class sessions, meeting with and working with students outside of class, assisting with the delivery of the course, and assisting with the grading of papers. Some Phase 2 faculty carried a larger part of the course delivery and some taught independently. By 2016 when the standalone program begins, all CSUB faculty will be prepared to teach doctoral level courses independently. Faculty new to the program will be invited to attend preliminary and final defenses before they serve as full members of dissertation committees. Some CSUB faculty have already chaired student dissertation committees.

4. Provide an analysis of the impact that the proposed program will have on overall faculty workload, including teaching, research, and scholarship. Who will teach courses no longer being taught by the faculty reassigned to this doctoral program? How will units be assigned for dissertation work (i.e., how many for serving as the chair as opposed to serving on the committee)? What will be the maximum number of students that each faculty member can advise? Discuss the implication of the faculty resource matrix
included in the program description section, particularly to show the workload implications when one cohort is in the dissertation phase and others are in the coursework phase of the program.

Faculty from various departments will received 4.5 reassigned time units 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. Some courses may be taught in summer in which case the faculty member will receive additional summer pay, with little or no impact to their home department.

Faculty can chair up to 4 dissertations and are awarded .5 units 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 also receive an additional .5 units of funding for professional development for each dissertation and each semester.

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.

5. Describe the support/resources for faculty to develop a doctoral-level culture, engage in research, and if applicable, receive an orientation in order to chair dissertation committees.

Faculty support resources for teaching in the doctoral program and for chairing dissertations are as follows:

1) Awarded 4.5 units for teaching a 3.0 unit course during Fall and Spring semesters

2) Awarded funding based on1.5 units at the tenure-track replacement rate (approx. $1689 per unit) to be used for scholarly pursuits (professional development)

3) Awarded .5 units for each dissertation chair for each semester (1.5 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

5) Paid $500 for scoring qualifying exams

6) Awarded $200 for professional development for proctoring qualifying exams

Faculty must serve on a dissertation committee before they can chair a committee.

6. Describe each core faculty member’s workload within and beyond this program.

As noted above, a faculty member only teaches 1 course per cohort and they receive 4.5 units towards their load to teach the course during Fall and Spring semesters. In Summer, faculty may teach for extra pay at their regular rate of pay for 3 WTU.

7. Describe the faculty background and experience to engage in doctoral-level instruction. Attach abbreviated vitae (three to five pages) for core faculty, which include an overview of the key credentials, publications, and if applicable, prior experience supervising dissertation work. Vitae for core faculty should reflect a range of scholarship including theoretical research, applied research in the field, and practice, as relevant. Vitae should distinguish between peer-reviewed articles and non-peer-reviewed articles.

The guidelines for appointment and renewal in the Graduate Group (teaching faculty) are found in Attachment 30. Most of the criteria were set at the CSU system level. Vitae for all faculty serving the CSUB Doctoral Program in Educational Leadership are included in Attachment 32.
8. If the program will be offered via distance education, describe the preparedness of faculty to support the modality of instruction. What faculty development opportunities are available? Include any faculty guidelines for online instruction.

The Faculty Teaching and Learning Center at CSU Bakersfield has many resources available to help faculty develop online and hybrid courses. The University has determined that any faculty member teaching an online course after Fall 2015 will require certification by the Distance Education Committee. To acquire certification, faculty will complete training in online instruction, often through university-sponsored summer institutes that have been offered since 2011. Several faculty on campus are Quality Matters certified trainers. Faculty have access to individual consultation services if they need assistance.

B. Student Support Services

1. Describe the support services available for doctoral-level students, such as financial aid, placement and research opportunities.

The DPEL program has a Student Coordinator who assists students with scheduling, filing paperwork, and other miscellaneous activities. In addition, students are assigned a faculty advisor and a peer mentor during the first week of the program. The faculty advisor remains their advisor until the student selects a dissertation chair. The new coordinator at the Center for Research and Publications will 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. Financial aid is available to qualified students as well as funding to support their dissertation research. Awards of approximately $500 are available to students through an application and approval process to support their dissertation research. Past financial aid and research support to students can be found in Attachments 18 and 19. The program director is available to meet with students on any program issues and often advises students on potential dissertation committee members.

The Doctoral Culture that was created when CSU Bakersfield had a cooperative program with University of the Pacific and was nurtured in the joint Fresno State/CSUB program will be maintained and enhanced with the standalone DPEL Program. There will be a dedicated Ed.D. student gathering and work space within the Social Sciences and Education Building. The annual School of Social Sciences and Education Research Symposium will be enriched through having additional presentations by doctoral students and faculty. Quarterly meetings of the speaker’s series, sponsored by the Kegley Institute of Ethics will provide an opportunity for professional growth and development of candidates. Ongoing meetings and support by CSUB faculty through one-on-one and group symposia will promote a doctoral culture with the Ed.D. candidates. The Teacher Quality Program Grant will provide research support to faculty presenting at professional conferences with candidates. The candidates will be paired in a mentoring relationship with local superintendents and other leadership professionals. Candidates will be encouraged to participate in teaching assistant type activities with faculty in the Master’s programs at CSUB.

2. Identify the ongoing advising and academic support systems for students in the program.

See above.

C. Information Literacy and Resources

1. Describe the information literacy competencies expected of graduates and how they will be evaluated.

Students will be expected to be able to use Endnote, search the library for electronic research, use SPSS, use Blackboard, and the online registration system. There is no official assessment of competency in these areas, however, most courses are at least partially online, so students will have to demonstrate their proficiency with each system in order to complete their courses. Workshops that enhance students’ information literacy competencies are provided during mandatory orientation sessions at the beginning of the program and during dissertation seminars beginning in students’ second year.

2. Describe the staffing and instructional services that have been put in place, as well as the library and informational resources available to students and faculty in support of the new degree program.
CSUB will continue to provide an enhanced level of staffing and instructional services that were in place as part of the joint doctoral program. The Faculty Teaching and Learning Center has a strong instructional technology commitment at CSUB that will support the Ed.D. candidates. The unit supports the Blackboard learning management system and works with faculty and students to assure success. CSUB uses the same Blackboard system that was used in the joint program, and will provide the same level of support students had before. There is expertise within the affiliated and core faculty at CSUB on instructional technology, ePortfolios, and other cutting edge technologies.

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 Stiern 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 Stiern 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 Stiern Library at CSUB.

The Walter W. Stiern Library is the largest building on the CSUB campus. At 150,000 square-feet, the Library has almost half a million volumes and offers access to more than 30,000 electronic periodicals, either from on or off campus. There are 21 staff members and faculty librarians with a branch library at the CSUB Antelope Valley Center.

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.

3. Describe the access to library systems (local, national, or global), electronic services, Internet, information utilities, service providers, and document delivery services for both faculty and students.

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 land 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 10 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.
4. Describe staff and services available to students and faculty for instruction on how to use, access, and support information resources, both on-site and remotely.

See above.

5. Describe the availability of library staff to support research activity.

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.

Its 21-person 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.

6. Describe the impact on the maintenance of the institution's library in terms of library and research support appropriate for doctoral-level research. For joint programs, provide this information for each institution.

See above.

7. Explain the need for additional cooperative agreements with other institutions to supplement resources for doctoral work. Copies of the agreements should be attached.

None will be needed.

D. Technology

1. Describe the institution's technological capacity to support teaching and learning in the proposed program. For joint programs, provide this information for each institution.

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 Disability Services, Student Services, library, academic technology, and the faculty.

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

Day-to-day assistance is provided by Disability Services. The SSD office also provides counseling, registration assistance, blue curb parking, orientation, and advocates with off-campus agencies.

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.

2. What level of technology proficiency is expected of students? How will students receive training on how to access required technology used in the program?

Answered previously.

If 50% or more of the program will be offered via distance education:

3. Describe the institution's provisions for students in the proposed program to gain full access to course materials. For joint programs, provide this information for each institution.

Less than 50% of the program will be offered via distance education, but the platform for online courses used in this program is Blackboard. The most recent version that meets Federal and State standards for access is the version being used by students in the program.

4. Describe how the institution will ensure business continuity during system failures (major or minor) or scheduled service interruptions. For joint programs, provide this information for each institution.

Required maintenance is announced well ahead of time and takes place during low usage hours.

E. Physical Resources

1. Describe the physical resources provided to support the proposed program(s) and the impact of the proposed change on the physical resource capacity of the institution(s). This includes, but is not limited to, the physical learning environment, such as classrooms, study spaces, student support areas.

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.

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 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.

F. Financial Resources

1. Provide the total cost of the program for students, including tuition and any fees. How are students expected to finance their tuition?

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.

Ten percent of student fees are set aside for financial aid for participating students.

2. Provide a narrative describing all start-up costs for the institution(s) and how the costs will be covered, including direct program cost and institutional indirect cost. Explain how the institution ensures that the impact of additional services and support for a new program will be adequately supported as the program grows (i.e., are indirect costs on a program basis). For distance education programs, costs for licensing, hardware, software, technical support, training for faculty and students, and instructional design should be included.

Attachment 33 is a folder of budget-related tables that show how costs and revenue are generated for the program. Attachment 33: Table 1 shows the projected headcount and FTES generated for the first five years of the program. The table is based on 18 students per cohort except in the first cohort of the standalone program (cohort 4) which began in 2014-15 with only 10 students. This table assumes the program which will open with students enrolled from cohorts 4 and 5 who began the program in Summer semester, will continue to enroll new students, all of whom will start in the Fall. The Summer start of the joint CSUB/Fresno State was a way to make it possible for Fresno faculty to teach in both programs; since this is no longer necessary, CSUB will move to a more convenient and traditional Fall start.

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 $7,405 per FTES. The self-supporting DPEL receives all of its revenue from these two sources. Attachment 33: Table 2 shows that the program will receive about $867,000 in its first year of operation which will increase and level off at about $1,134,000 by its third year of operation. 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 in Attachment 33: Table 2. After these reductions, revenue is projected to be about $628,000 in the first year of the program, rising and leveling off in the third year at $875,783.

Attachment 33: Tables 3a-e show projected faculty costs for the first five years of the program. Costs are based on the course sequence reflected in Attachment 16 and the faculty support described in Section V. A of this report. Total faculty costs, including teaching and professional development costs are projected to be $207,557 in 2016-17, rising and leveling off at $254,349 by 2018-19.

Attachment 33: Table 4 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 just under $800,000 per year. Revenues should level out at approximately $875,000 per year, leaving a healthy surplus for expansion or covering unexpected losses (e.g., a single-year drop in enrollment). The assumptions of the model, listed below, are based on current best estimates of costs and revenues. Operating expenses, salaries, and indirects were estimated as realistically as possible.

3. Describe the financial impact of the new program on the institution(s), including evidence that the institution(s) has/have the capacity to absorb start-up costs. If the institution(s) has/have incurred a deficit in the past three years, supplemental information describing the financial capacity of the institution(s) to start and sustain the new program(s) is required.

Not applicable.

4. Identify the minimum number of students necessary to make the program financially viable.

With about 45 students the program is financially viable, which breaks down to 15 students per cohort. The target cohort size is 18 after attrition of one student per cohort. These figures are based on current experience with the joint Fresno State/CSUB program.

5. Provide a budget projection, for at least the first three years of the proposed program, based on the enrollment data in the market analysis and including projected revenues and costs. The budget should reflect anticipated attrition. The budget should include all budgetary assumptions. (A budget template is linked below to provide a model of the level of detail the Committee expects, but is not required. The template may be modified as appropriate.)

Attachment 33: Table 4 shows budget projections for the first five years (2016-17 to 2020-21) of the standalone program. Detail regarding headcount and FTES that generate revenue may be found in Attachment 33: Table 1. Detail for revenue which is based on headcount and FTES is in Attachment 33: Table 2. Attachment 33: Tables 3a-e show faculty costs for each year of the program that are used in Attachment 33: Table 4.

Some specific budget assumptions include the following:

1. Marginal cost revenue per FTES is $7,405
2. State fees (tuition) for the EdD program is $5,559 per semester
3. 10% of state fees will be set aside for financial aid to DPEL students
4. Tenure-track replacement rate is $1689 per WTU
5. When students don’t pay fees, revenue for the program is lost. Based on past experience, the budget assumes four (4) students from each cohort will not pay fees due to CSU employee fee waivers
6. Projected cohort size is 18 students (actual numbers are used when available)

Additional explanations about the budget that may not be self-evident include the following:

1. The budget is in a deficit for the first two years of the program for two reasons. First, cohort 4 enrolled only 10 students following a temporary loss in program leadership that adversely affected recruiting, and therefore, revenue. Second, the switch from a Summer-start program (the joint program) to a Fall semester start (the model for the standalone program) also creates a temporary loss of revenue.
2. In order to prevent the deficit from getting too high in the first two years, the School of Social Sciences and Education—home to the Doctoral Program in Educational Leadership—will take a temporary cut in indirect funding from $50,000 to $25,000. During these two years, the School will absorb the additional administrative expenses of running the program.
3. One of the assumptions about faculty costs pertains to the delivery of specialization courses, the 21 units of coursework offered to students in specific P-12 or higher education tracks. In the budget model put forward, unique specialization courses are offered to each cohort within each track. Since specialization courses cost
about $5,067 each, each time a specialization course is offered that is relevant to both tracks and can be offered as a combined-track course (e.g., conflict resolution), $5,067 is saved in faculty costs.

4. Another assumption of the budget is that faculty will use all of their professional development money each year. For some faculty, professional development money could exceed $5,000 per year. While the program will encourage faculty to use their professional development money, experience suggests some money earmarked for professional development will be returned, thus reducing expenses.

5. After the first two years of the program, when the program has emerged from a deficit, the budget model suggests that the program could create a surplus of about $78,000 per year. The actual size of this surplus will depend on a variety of factors including the relative rates of growth of costs (e.g., faculty salaries) and revenues (e.g., student tuition and the CSU’s level of support through marginal cost revenue).

6. If the institution has a joint doctorate in the same or a similar disciplinary area and plans to continue to offer it, describe the availability of resources for both programs, and the basis for allocation of resources to support both the joint and the new programs.

Not applicable
Section VI: Teach-out

A. Plan for Teach-out Provisions

1. Attach a copy of the institution’s approved teach-out plan or program discontinuation policy detailing how students who begin this program will finish if the institution(s) determines that the program is to be closed. Please see WASC’s Policy on Teach-Out Plans and Teach-Out Agreements.

CSUB’s moratorium and discontinuation policy is appended as Attachment 34. Pages 6 and 7 of that document are particularly relevant to CSUB’s teach-out provisions.

2. For joint doctoral programs transitioning to independent doctoral programs, describe the nature of the teach-out plan between/among the partnering institutions, including how financial responsibility and expenses will be shared, students served and dissertations supported. Identify the timelines established for the teach-out and the notice to be given to all students enrolled in the program. Copies of formal agreements for teach-out between/among the partnering institutions and the notice provided to students are to be submitted with the proposal. The formal agreement should be agreed upon by all partnering institutions. If the original MOU contains a detailed description of the teach-out responsibilities for each institution, this document may be submitted in lieu of a new formal teach-out agreement.

The MOU between CSU Bakersfield and CSU Fresno (Attachment 15, pp.3-4) makes it clear that students would be allowed to complete their degree requirements if a decision was made to discontinue the Doctoral Program in Educational Leadership. The MOU states that during the transition, students would receive the full support of both universities for the duration of their degree programs, which implies that each university would contribute to the support of students in the way they had before discontinuation (e.g., providing faculty for courses and dissertations). Either university is required to give a year’s notice of intent to terminate the program.