California State University, Fresno – California State University, Bakersfield Joint Doctoral Program in Educational Leadership
RES 1213010

<div align="right">AAC/BPC</div>

RESOLVED: that the Academic Senate recommend that the President approve Phase 2 of the California State University, Fresno – California State University, Bakersfield Joint Doctoral Program in Educational Leadership.

RESOLVED: that, in accordance with SB 724, the funding for this phase shall come from enrollment growth and not come at expense of growth in CSUB undergraduate programs.

Rationale: This doctoral program in educational leadership affords an opportunity to address the needs of the education community in Kern County and surrounding regions including the Antelope Valley. Informed leadership within local school districts and communities ultimately impacts the existing teaching force who, in turn, affects future students who will attend CSUB.

The current proposal describes a three phase process. In phase 3 of the implementation of an EdD, Bakersfield would assume full responsibility for a doctoral program. This would be a major and new undertaking for our university, and thus would require significant review. As requested, this approval is only for the 2-year (2013-2015) joint program with CSU Fresno. It is expected that, if the Doctoral Program in Educational Leadership were to become a CSUB stand-alone program (Phase 3), a full proposal must be submitted by September 15, 2013 to allow the Academic Senate enough time to review the proposal and make recommendations for an expected start date of Fall 2015.

It is expected that the proposal will address all of the concerns raised during the review of the Joint program, namely:

a) The proposal should be developed by CSUB faculty and demonstrate that CSUB has the faculty necessary and sufficient to offer the program.

b) The faculty oversight and governance structure should be clearly in place.

c) The admission requirements for the Phase 3 CSUB program should emphasize experience in educational leadership, not just potential. The proposal should explain how the goals and objectives for an advanced academic degree in Educational Leadership can be met without prior education in at least some sort of educational leadership or educational administration and/or curriculum and instruction.

d) Course descriptions should match the modes of instruction and contain prerequisite information appropriate to the course material.

Distribution List: President, Provost, SS&E Dean, AAC Chair, FAC Chair

Approved by the Academic Senate on November 15, 2012
Sent to the President for approval on November 27, 2012
Approved by the President on January 8, 2013

Proposal for a California State University, Fresno – California State University, Bakersfield Joint Doctoral Program in Educational Leadership (January 8, 2012)

Section I: Overview/Abstract

1. Name of degree or program proposed.

2013 - 2015 California State University, Fresno with California State University, Bakersfield: Joint Doctoral Program in Educational Leadership (Ed.D.)

2. Initial date of offering.

June, 2013

3. Projected number of students and what type of student the program is geared for (i.e., adult learners, part-time or full-time).

The proposed joint program at Bakersfield will admit 18 - 20 students (as a cohort) each year for two years. This is the third year of a six year transitional program collaborative program between CSUF and CSUB. When fully operational, there should be approximately 60 students participating at this location at any given time.

4. Anticipated life of the program (i.e., one time only or ongoing), and the timeframe of courses (i.e., accelerated, weekend or traditional format).

This joint doctoral program was established in 2011(see WASC letter of 12/8/2010 and Final Approval 1/25/2011– **Attachment 1)** as a six-year transitional program with three phases. Phase 1 – Fresno will teach their courses and deliver their full program on the Bakersfield campus with support and learning opportunities for CSUB faculty. Phase 2 (Cohorts 3 and 4) – Pending Academic Senate approvals on both campuses and WASC approval, this phase will be a true Joint Program. Fresno State and CSUB will share all responsibilities and revenues equally. Phase 3 (Cohorts 5 and 6), also only after approval by both academic senates and WASC, the program will become a CSUB program with support only as needed from Fresno. The transition plan for this program is contained in the transitional program sequence in Figure 1 **(Attachment 2)**. The program is offered for working professionals week nights, and weekends. It is anticipated that a small number of courses (no more than 25%) will be redesigned to be fully on-line courses. The program will be marketed within the CSU Bakersfield campus service region, which includes a satellite campus in the Antelope Valley and an extension program in Santa Clarita. CSU Bakersfield also serves a five-county region including (Kern, Inyo, North Los Angeles, Tulare, and Kings Counties) where information about this program will be distributed. The MOU for this program outlining the transitional components is included in **Attachment 3**.

5. Prior experience with this type of program. If the institution's experience includes joint doctoral programs, describe the institution's role and responsibilities in the joint doctoral program distinct from the partnering institution.

<u>California State University, Fresno Joint Programs</u>

California State University, Fresno (Fresno State) was a partner in a joint doctoral program with UC Davis for more than 15 years. That program now has over 150 graduates. Fresno State began

offering the Doctorate in Educational Leadership independently in 2007 and have approximately 70 students currently enrolled. The first cohort graduated in May, 2009 with 19 of 22 students completing the degree in the 3-year time frame. Twenty-four out of 25 students in Cohort 2 graduated in 3 years, with the final student preparing to graduate in spring, 2012. **Attachment 4** is a list of the all dissertation titles and chair institution for the CSU Fresno/UC Davis joint doctoral program, **Attachment 5** is the student name and dissertation title for Cohort 1 and Cohort 2 of the independent doctoral program, and **Attachment 6** is the position title of the first and second cohorts of the DPELFS program and the position titles of the first cohort studying in Bakersfield.

For both the joint UC/CSU and independent program, Fresno State administered the program, including budgets, scheduling of courses, appointing faculty to courses and recruitment of students. The Fresno State faculty was the primary governance structure - held the majority participation in both membership and in attendance at Graduate Group meetings. In addition, 80% of all dissertations were chaired by Fresno State faculty as well as had the majority of dissertation committee members serving on dissertation committees. The experiences and partnership with UC Davis prepared the Fresno State faculty to offer an outstanding doctoral program to educational leaders in the region.

California State University, Bakersfield Partnerships

For over 10 years, there has been a partnership between the University of the Pacific and California State University Bakersfield making it possible for south Valley students to attain an education doctorate in Bakersfield. This program was a cooperative venture between the two institutions rather than a true Joint Program. Several CSU Bakersfield courses were applicable to the students' Professional Clear Credential (Tier II) and to their initial doctoral work. Every candidate in the CSUB-UoP collaboration had a doctoral committee composed of three UoP professors and one CSUB Professor. Generally, UoP professors traveled to Bakersfield to offer the courses on site although two or three of the courses were offered by CSU Bakersfield professors. Graduates of the program include superintendents and other K-12 administrators, community college and university administrators and professors, and other educational leaders, most of who remain in the region. The program was discontinued over two years ago.

California State University, Fresno and California State University, Bakersfield Joint Program

In 2011, the first stage of the transitional program between Fresno State and CSUB Bakersfield began with Fresno State Professors driving to Bakersfield to deliver the course to students. During this first transitional phase of the program, Fresno professors are the instructor of record and a select group of professors from Bakersfield were approved by the Fresno Graduate Group to assist in the teaching of the courses. The role of the Bakersfield professors was to participate in the leadership and management of the course, watch and learn how a doctoral course differs from a master's level or undergraduate course, and to begin to determine if they might be the right person to teach the course once the program is approved fully as a CSUB program, which would be phase three of the transitional plan. During the first year, there have been 11 CSUB faculty approved as Core Faculty.

The engagement and interaction between campuses has been exemplary. Faculty Graduate Group meetings are held VIA video conference with both campuses fully participating. Fresno faculty have been fully integrated into the CSUB Common Management System, which allows access to internet, email, use of the computer labs, and other technical connectivity. Fresno Faculty and Bakersfield faculty have participated in CSUB Cohort activities including the orientation session, induction ceremonies, and engagement with community educational leaders through the embedded fieldwork assignments. Bakersfield have shown strong engagement in the program by attending all functions

at CSUB, as well as the video conference faculty meetings, faculty research colloquium at Fresno, and other activities that are planned for the future. The host school at Bakersfield, School of Social Sciences and Education, has established dedicated spaces for the doctoral program that supports the doctoral culture which include dedicated smart classrooms, faculty office spaces, and a student lounge – all of which have been upgraded to support the new doctoral program.

6. Governance for this program will be through a joint Graduate Group of doctoral faculty.

The current program has established a governance structure and bylaws that have served the current program and students well. **Attachment 7** is a copy of the current bylaws and governance structure proposed to be used in the joint doctoral program.

Attachments: **Attachment 1**: WASC Letter 12/8/2010); **Attachment 2:** Fresno/Bakersfield Program Transition Sequence; **Attachment 3**: Fresno/Bakersfield Transitional MOU; **Attachment 4**: JDPEL Dissertation Titles; **Attachment 5**: DPELFS Dissertation Titles; **Attachment 6**: DPELFS Graduate Position Titles; **Attachment 7**: Graduate Group Bylaws.

Section II: Descriptive Background, History and Context

A. Background, History, and Context

1. Brief description of the institution, including the broader institutional context in which the new program or change will exist. Connect the anticipated substantive change with the mission, purpose, and strategic plan of the institution.

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, California State University, Fresno, California State University Bakersfield, the Kremen School of Education and Human Development, and the Department of Educational Research and Administration follows.

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 21stCentury 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 involves 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 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, Fresno

The new Strategic Plan for Excellence IV was adopted this past year at Fresno State. The focus continues to be on being a regional institution that will "power the new California through the 21st Century". Specifically, the plan calls for "producing transformative scholarly research and creative works that target regional issues with global significance."

DPELFS supports the region through conducting high quality action research that is needed to improve education systems for the Central Valley of California. To date, the doctoral program has had a significant impact on problems in the Central Valley, in particular in serving as researchers for the Rural Superintendents Network, and through other projects associated with the Central Valley Educational Leadership Institute (CVELI). Further, this program is a partnership between the university and the education community through the Regional Partnership Advisory Board (RPAB) who are members of the education community, and who have had significant input into the design of the doctoral program.

Specific strategies in the plan include: "developing distinctive selected professional programs at the certificate, masters and doctoral levels that meet the needs and addresses the diversity of the Central Valley.

The Central Valley needs doctoral-qualified educational leaders who can connect with and make a difference in the education of Central Valley children. The Central Valley (the region) 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, falls clearly within the parameters of the new Strategic Plan.

Kremen School of Education and Human Development (KSOEHD)

KSOEHD offers a Masters of Art in Education, Administration and Supervision as well as a Preliminary Administrative Services Credential and a Professional Administrative Services Credential. A set of post-secondary education administration courses is offered as a post-secondary

education career option, with graduates being prepared to serve in administrative roles in community colleges as well as in four-year institutions. The professional leadership preparation program includes a purposeful, developmental, interrelated sequence of learning experiences (some that are carried out in the field and some that occur in non-field settings) that effectively prepare candidates as instructional leaders in a variety of public schools and school districts. The design of the program is based on a sound rationale informed by theory and research aligned with (a) the principles articulated in the Candidate Competence and Performance Standards in Category III, and (b) the principles of various learning theories. The program is designed to provide extensive opportunities for candidates to learn and apply, and includes both formative and summative assessments based on the Candidate Competence and Performance Standards. These programs emanate from the stated vision and mission of KSOEHD and the Department of Educational Research and Administration.

The theme of the Kremen School of Education and Human Development is *Leadership for Diverse Communities.* From this theme is derived the vision and mission. The Vision and Mission for the school are:

Vision

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

Mission

The Kremen School of Education and Human Development's mission is the recruitment and development of ethically informed 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

Department of Educational, Research and Administration (ERA)

In accordance with the theme, vision, and mission of KSOEHD, the Education Administration Program prepares candidates with the skills and experiences necessary for the Central Valley of California and for educational leadership positions anywhere in the world. That is, the skills and experiences taught in the program are those acknowledged in the literature of the field of educational administration, but also tailored to meet the needs of the cultural and linguistic diversity of the Central Valley. Further, the Department of Educational Research and Administration and the Education Administration Program has recently jointly adopted a mission statement that guides our work in preparing future school administrators. The mission is, *"to prepare credible and relevant leaders in education."* This statement truly embodies what is believed to be the work of the department and the program: that of preparing candidates to be leaders of teaching and learning that is relevant to the dynamic needs of schools today. Additionally, the high expectations imbedded in these preparation programs and for the candidates leads to credibility for both.

Doctoral Program in Educational Leadership (DPELFS)

DPELFS provides a continuing pathway for education leaders to strengthen their leadership skills, and to understand how research-based practice leads to better educated students and citizens. The mission of DPELFS, *to train promising educational leaders, education administrators, teachers, and other school personnel with high leadership potential to examine critically current educational*

practices and policies from a broad theoretical and practical perspective, to formulate administrative and instructionally effective leadership approaches that can improve the quality of instruction and the learning environment in schools as well as in the educational environments of students, and offering it in a transitional mode at CSU Bakersfield, is the next logical step in building strong education leaders in the Central Valley.

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 7,700 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 has granted 3844 graduate and 1287 undergraduate degrees, with 3576 of these being master's-level graduates.

The vision and mission of California State University, Bakersfield are:

> *By 2014-15 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.*

To realize the vision and mission, the university has set priorities as part of its Strategic Plan. Embedded in the strategic plan 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.

CSUB most recent strategic planning document CSUB Strategic Plan includes the strategic direction for a "comprehensive public university" that includes "graduate programs that advance the intellectual and personal development of its students". The wording of the strategy clearly shows CSUB is moving in the direction of becoming a university designated as a research intensive institution:

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

Another important strategic direction included in the plan is to be engaged with the region:

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

School of Social Sciences and Education, Bakersfield

The School of Social Sciences and Education offers through the Department of Advanced Education a Masters of Art in Education, Administration and Supervision as well as a Preliminary Administrative Services Credential and a Professional Administrative Services Credential. A set of post-secondary education administration courses is offered as a post-secondary education career option, with graduates being prepared to serve in administrative roles in community colleges as well as in four-year institutions. The professional leadership preparation program includes a purposeful, developmental, interrelated sequence of learning experiences (some that are carried out in the field

and some that occur in non-field settings) that effectively prepare candidates as instructional leaders in a variety of public schools and school districts. The design of the program is based on a sound rationale informed by theory and research aligned with (a) the principles articulated in the Candidate Competence and Performance Standards in Category III, and (b) the principles of various learning theories. The program is designed to provide extensive opportunities for candidates to learn and apply, and includes both formative and summative assessments based on the Candidate Competence and Performance Standards. These programs emanate from the stated vision and mission of School of Social Sciences and *Education* and the Department of Advanced Education.

The overarching theme of the newly combined School of Social Sciences and *Education "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.

Department of Advanced Education (DAE)

In accordance with the theme, vision, and mission of University and School, the Education Administration Program prepares candidates with the skills and experiences necessary for the Region and for educational leadership positions anywhere in the world. That is, the skills and

experiences taught in the program are those acknowledged in the literature of the field of educational administration, but also tailored to meet the needs of the cultural and linguistic diversity of the service area. Further, the *Department of Advanced Education* and Administration and the Education Administration Program have integrated the mission and vision in the program functions and directions an overarching framework to guide efforts to prepare future school administrators.

2. Listing of the number, variety and longevity of other programs at the proposed degree level currently being offered, including student enrollment data and completion and non-completion rates for previous or current doctoral programs. At least three and no more than five years of data should be provided.

The DPELFS program was first offered in 2007. There were 23 students admitted in cohort 1. One student dropped out of the program before the end of the first semester due to a family illness. Of the remaining 22 students, 20 completed the program and have graduated. One student is enrolled this year, and plans to finish in the fall, 2012. One student has been dismissed for lack of progress.

Twenty-five students were admitted in cohort 2. All but one student graduated in May, 2011. The last student is currently working on his dissertation and is scheduled to graduate in spring, 2012.

Twenty-four students were admitted to cohort 3. One student dropped out at the end of the first year stating she was unable to keep up with the work of the program. This cohort of students is currently in the preliminary defense stage of the program. At this time, all students are on target to graduate on time.

Twenty students were admitted to cohort 4. Twenty-two students were offered admission; one student had a family emergency and did not accept the offer of admission and the second student was not able to attend the mandatory two-day orientation and had to withdraw his acceptance of admission to the program.

A combined number of 36 students were admitted to cohort 5 in Fresno and cohort 1 in Bakersfield. One student dropped out of the Bakersfield cohort the first semester due to a family accident.

As stated previously, a joint program between Fresno State and UC Davis was offered from 1991 until 1996. During that time, there was approximately a 70% graduation rate. There are more than 250 graduates from that joint program, which is now discontinued with no students eligible to complete the program.

3. If the institution currently offers a joint doctorate(s), 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 program will be discontinued, refer to Section XV on teach-out requirements.

Currently, there are no joint doctoral programs in Educational Leadership offered through California State University, Fresno or California State University, Bakersfield.

Section III: Institutional Accrediting History Relevant to Substantive

A. Accrediting History

1. Brief response to issues noted in prior substantive change reviews since the institution's last comprehensive review.

The only response to issues raised since the last Bakersfield WASC Comprehensive review is included in the Annual Report that is submitted as **Attachment 8**. The response is to address #7.b.1 found on pages 43-45. Other annual reports for CSU Fresno and CSU Bakersfield are included in **Attachments 9 and 10**.

2. Institutional response to issues noted in prior Commission or other Committee action letters or visiting team reports that are relevant to doctoral level education.

A response was issued to WASC in December, 2008 related to faculty hiring and faculty scholarship. Specifically, the program reported the hiring of two addition full-time, tenure-track faculty in the Higher Education (Community College) track and how the program would monitor the quality of faculty on the Graduate Group. That WASC response is included in **Attachment 11.**

Issues raised at CSUB during the 2010 WASC visit have been addressed in the EER report that was submitted on August 23, 2011 and is included as **Attachment 12.**

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.

The Kremen School of Education and Human Development (KSOEHD) at California State University, Fresno is accredited by NCATE. The last review took place in spring 2006 and the next visit is scheduled for spring, 2013. KSOEHD received a very positive report, and the Executive Summary and the KSOEHD responses are included in **Attachment 13**. NCATE does not review or approve new or off-campus doctoral programs. The most recent annual report for NCATE for the doctoral program is included in **Attachment 14.**

California State University Bakersfield Education Programs are accredited by NCATE and CCTC.. At the time of the next NCATE review, September 2013, the program will be in the second phase of the transition and will be reviewed at that time. All subsequent NCATE and CCTC reviews will include the Doctoral program since it is part of the Education Unit and offers the Professional Administrative Services Credential (Tier II).

Attachments: Attachment 8: Bakersfield Response to Comprehensive Review; **Attachment 9**: CSU Fresno WASC Annual Report**; Attachment 10:** Bakersfield WASC Annual Report; **Attachment 11**: Fresno WASC Response for DPELFS and Approval Letter from WASC dated2/; **Attachment 12**: Bakersfield Response to WASC EER Report 2010; **Attachment 13**: Fresno NCATE Examiners Report; **Attachment 14:** DPELFS Annual NCATE Report (2009-2010)

Section IV: Program Need

A. Program Need

1. Program Need/Rationale Framed by the Institution's Mission and Strategic Goals

The doctoral program's anticipated outcome is to meet the expressed needs of the Great Central Valley community and align the latter 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 Education and many more campus-wide. These leaders believe in the CSU Bakersfield Mission and have joined in improving education within the southern San Joaquin Valley 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.

2. 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. In this regard, since 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 CSU, Fresno doctoral degree in educational leadership will provide another means to support and encourage increasing the college attendance rate within the 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 687,600 residents, including 38% of Hispanic origin. Further, CSUB serves a large service area, which includes nine feeder community colleges that had a combined fall, 2006 enrollment of 76,214 students.

Bakersfield College	Bakersfield, CA	14,838
Antelope Valley College	Palmdale, CA	10,420
Cerro Coso College	Ridgecrest, CA	4,565
College of the Canyons	Valencia, CA	16,504
College of the Sequoias	Visalia, CA	15,100

Porterville College	Porterville, CA	3,887
Taft College	Taft, CA	3,000
West Hills	Coalinga and Lemoore, CA	7,900

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 (os). 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 planed to be part of the Ed.D. and plan 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.

3. Evidence (surveys, focus groups, documented inquiries, etc.) 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.

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. Over 100 individuals, without any advertisement, currently reside on a list to receive information and applications for a doctoral program once it is approved. 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 the 115 to 120 Educational Administration and Curriculum and Instruction MA graduates.

CSUB offers a Master's Degree in Education with five concentrations and a Master's Degree in School Counseling and Student Affairs as well as a Master's Degree in Special Education. The concentrations include Educational Administration, Curriculum and Instruction, Early Childhood Education, Reading /Literacy, Bilingual/Multicultural Education. 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.

Section V: Planning/Approval Process

A. Planning / Approval Process

1. Description of the planning and approval process within the institution (and system, if applicable), indicating how the faculty and other groups (administrators, trustees, stakeholders, system office, etc.) were involved in the review and approval of the new program. Include any campus established criteria for doctoral level work. Attach documentation of necessary approvals.

Both Fresno State and CSU Bakersfield faculty governance processes was followed in the review and approval of this doctoral program to be offered in a "Joint Program" format on the Bakersfield campus.

CSU Bakersfield

At Bakersfield, the School of Social Sciences and Education Curriculum Committee was the first stage of approval. Once approved by the SSE Curriculum Committee, the second step was the CSUB Academic Senate's review of the program. No action will be taken with WASC until the proposal meets the requirements and approval of the Senate. Many years of working with the regional partners and the faculty have been involved in getting the doctoral program at CSUB to this point.

CSU Fresno (Fresno State)

Fresno State received approval from the Graduate Group doctoral faculty, the School Graduate Committee, the University Graduate Committee, the Academic Senate and the President. The final step is approval by WASC.

In addition to the above outlined formal approval process, there is a Regional Partnership Advisory Board established at Fresno State, that meets regularly to provide advice about the program. Members of the Regional Partnership Advisory Board include Superintendents, Community College Chancellor and Presidents, ACSA Representative, and a CSU Trustee to name a few of the positions represented on the Board (see Table 1 and Table 2 below). A similar advisory board has been convened in Bakersfield during the first year of the doctoral program. Both of these bodies endorsed the joint program.

Table 1: Fresno Regional Partnership Advisory Board (External Members)

Last Name	First Name	Title	Organization
Dr. Carlson	Rosa	President	Porterville College
Dr. Blue	Deborah	Chancellor	State Center Community College District
Dr. Duran	Ben	President	Merced College
Mr. Ford	Mark	Superintendent	Kingsburg Elementary Charter School District
Dr. Massetti	Cecilia	County Superintendent	Madera County
Dr. Gornick	Frank	Chancellor	West Hills Community College District
Mr. Hanson	Michael	Superintendent	Fresno Unified School District

Dr. Hioco	Barbara	President	Reedley College
Mr. Johnson	Marcus	Superintendent	Sanger Unified School District
Dr. Powell	Larry	Superintendent	Fresno County Office of Education
Dr. Terry	Paul	Superintendent	Hanford Elementary School District
Dr. Berg	Michael	Superintendent	Central Unified School District
Mr. Wamhof	Lloyd	Professional Standards Advocate	Association of California School Administrators
Dr. Mehas	Peter	CSU Trustee	CSU
Dr. Young	Janet	Superintendent	Clovis Unified

Moreover, California State University, Bakersfield has established community advisory group to plan and implement the program; it meets regularly to provide advice about the program. Members of the Community Advisory Board for Ed.D. Program in Educational Leadership are listed in the Table below:

Table 2: Bakersfield Community Advisory Board for Ed.D. Program in Educational Leadership

Last Name	First Name	Title	Org
Bianchi	Pamela	Assistant Superintendent	Panama-Buena Vista Union School District
Carter	Don	Superintendent	Kern High School District
Dr. Chamberlain	Greg	President	Bakersfield College
Dr. Coley	Soraya	Provost	CSU, Bakersfield
Dr. Fisher	Jackie	Superintendent/President	Antelope Valley Community College
Frazier	Christine	Superintendent of Schools	Kern County Superintendent of Schools
Gayles	Vivian	Coordinator of Teacher Education	Fresno Pacific University
Dr. Guaglianone	Curt	Special Assistant to the Provost	CSU, Bakersfield
Dr. Knutzen	Kathleen	Dean, Social Sciences and Education	CSU, Bakersfield
Dr. Mitchell	Horace	President	CSU, Bakersfield
Silberberg	Kevin	Superintendent	Standard School District
Thompson	Joe	Past Associate Superintendent	Kern High School District

2. Description of the review process at the system level, if the institution is part of a university system, including any system requirements for doctoral level work.

The program proposal will be submitted for review to the Chancellor's office. Questions about capacity and building doctoral culture were addressed in a memo to the Chancellor's office for the first stage of the program delivered to Cohorts 1 and 2 (see **Attachment 1**5) and approval was granted (see **Attachment 16**). Once approved at all levels at both campuses, the next phase will be presented to the Chancellor's Office for approval.

B. 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. If more than 25% of the program will be delivered under contract with an institution or organization not certified to participate in Title IV, HEA programs, please see WASC's Policy for Contracts with Unaccredited Organizations.

This program is a unique venture between two CSU Institutions. CSU Bakersfield intends to adopt the Fresno State doctoral program model and there will be a transition of the program from Fresno State offering the program at CSU Bakersfield for two cohorts, collaborating offering the program with CSU Bakersfield for two cohorts and finally, the program transitioning to CSU Bakersfield for the fifth and subsequent cohorts. The MOU between the institutions is included as **Attachment 17**,

Attachments: Attachment 15: Response to Chancellor's Office Questions; **Attachment 16:** Chancellor's Approval Memo

Section VI: Program Description

A. Curriculum

1. Overall description of the program including the alignment of the program philosophy, curricular design, and pedagogical methods with the target population and degree nomenclature selected.

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.

Courses are offered late afternoons and evenings and on weekends to accommodate working professionals wishing to pursue this doctoral degree. The campus offers *Blackboard,* the system by which courses can 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.

2. Description of each track within the program being proposed including the capacity of the institution to support each track. Each track will be acted on independently.

The program is designed to be a professional doctoral program with a focus on practice and the scholarly practitioner. As a result, courses blend research and practice so that graduates of program

can assess the research and literature to find quality best practices they can use in the leadership positions.

Participation in the Carnegie Project on the Education Doctorate (CPED)

California State University, Fresno has been selected as the CSU system representative to CPED. This group of prestigious universities (Vanderbilt, Duquesne University, USC and 17 others) has been meeting twice annually to discuss and design programs that will prepared education leaders and bases their work on the "professional practices" aspects of the program. As a result, Fresno State has aligned the program within the CPED framework and, for example, has adopted a Signature Pedagogy of "embedded fieldwork". Laboratories of practice include these embedded fieldwork projects in classes as well as the use of case methodologies across courses. At the June, 2009 convening the following principles were adopted by CPED members that are indicative of Ed.D. programs:

We, the members of CPED, believe:

"The professional doctorate in education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and for the stewardship of the profession."

With this understanding, we (CPED institutions) have identified the following statements that will focus a research and development agendas to test, refine, and validate principles for the professional doctorate in education.

The Professional doctorate in education:

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
6. Emphasizes the generation, transformation, and use of professional knowledge and practice.

As a result of these principles, the program will be revisiting courses, overall program and student outcomes to be sure this program has incorporated these principles into the program. Many of these principles are already incorporated, but a committee of the Graduate Group faculty will be performing a curriculum audit to see exactly where these principles are included in the program and program curriculum.

Related to the design of each of the tracks (PreK-12 and Higher Education (Community College), the schedule of courses included in **Attachment 17** demonstrates the courses offered and the sequence of the program (including qualifying exams and dissertations). **Attachment 18** is the overall program offerings for the first DPELFS cohort including all specialization courses for both program tracks.

The program has selected "embedded" fieldwork as the "Signature Pedagogy" for the program. The courses that include embedded fieldwork have as their laboratories of practice school sites, districts, community colleges and university departments, where students complete projects aligned with problems of practice related to the course curriculum.

3. Description of how a doctoral level culture will be established to support the proposed program, including such elements as doctoral level course requirements, nature of the research environment, balance between applied and research components of the degree, and 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.

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

1) Cohort model; 2) Action research in courses (embedded fieldwork, laboratories of practice); 3) Courses that include writing for publications; 4) Center for Research and Publications (CRP) (full-time faculty member will serve as the coordinator of CRP - see Attachment 15 for job description) where students receive assistance with APA, data analysis, writing for publications (these services are also available for faculty); 5) Writing Center housed in the Graduate Division for graduate students who need assistance with writing; 6) Opportunities for students to be Graduate Assistants; 7) Annual review of students' progress in the program (see Student Outcomes section); 8) Opportunities for students to attend seminars and colloquium sponsored by the Central Valley Educational Leadership Institute (CVELI) free of charge (noted speakers have included Richard and Becky DuFours, Doug Reeves, Merrilou Harrison (PLC interactive workshops); to serve as consultants for the project of Rural Superintendents Networks, and other activities by CVELI (go to http://www.csufresno.edu/cveli/index.shtml for more information on CVELI activities); 9) Opportunities for students to attend professional organizational conferences (UCEA, AERA, CERA, AEA, CSCC) and to present with faculty at these venues (paid for by the program); 10) Dissertation seminars that ensure students have support through the development of their dissertation topics; 11) Celebratory events (e.g., Orientation dinner with pairing of peer mentors, Connect the Docs luncheon in the spring, planning for a Top Doc awards dinner - scholarship fundraiser, homecoming parade float, hooding ceremony, holiday celebration at the President's home); 12) Annual Research Symposium where all graduating doctoral students present their research with mandatory attendance by all doctoral students (over 500 graduate students and faculty attend this symposium); 13) Annual town hall meetings for all doctoral students; 14) Publications bulletin board; and 15) Doctoral program newsletter that acknowledges current doctoral student and graduates accomplishments both in terms of scholarship and professional activities, and 16) Faculty colloquium where faculty from both campuses spend the afternoon with students discussing research agendas and possible research partnerships with students.

In addition, an alumni club has been established that will offer graduates an opportunity to continue to do research related to the needs of the Central Valley (four monographs have already been completed as have several publications in journals) and an opportunity to continue to network professionally.

During the duration of the transitional program and possibly beyond that time, students and faculty will be invited to participate in a majority of the above listed doctoral activities. Funding will be provided, enabling Bakersfield students to attend CVELI seminars and other professional organization meetings and conferences. The Center for Research and Publication will be open to Bakersfield students, and they will work with the new coordinator either at Fresno, through telecommunication, or through monthly visits by the CRP director to Bakersfield. Dissertation seminars will be held in Bakersfield. Bakersfield students will be invited to participate in the Fresno

State Research Symposium during the joint phase of the program. Bakersfield will begin hosting a Research Symposium upon the conclusion of the joint phase and CSUB also will develop a Research symposium utilizing the Fresno model.

A faculty colloquium that will be held annually where faculty present their research to students and other faculty was hosted at Fresno during AY 2011/12 and will continue throughout the duration of the transitional program. This colloquium helps students to select dissertation topics and identify faculty whom they may be interested in working with, early in the program.

4. Student learning outcomes for the proposed program.

A student outcomes assessment plan (SOAP), consistent with the Fresno State campus model and previously reviewed by WASC was revised to include students participating in the joint program and is in place with data collection in progress. The approved plans (SOAP) are included in **Attachment 19** and the recent NCATE biannual report that reports on the data collected consistent with the SOAP was attached earlier.

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

The Curriculum map charting program and student outcomes throughout the program is included in the SOAP in **Attachment 19**.

6. Listing of courses, 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)

7. 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 Co Directors will meet with any faculty member offering a new course. The syllabus requirements (including the required syllabus format - see **Attachment 20**), 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.

A Graduate Group retreat was held on December 6, 2010 for the explicit purpose of looking at each course to see if there were "gaps and overlaps" in the curriculum. A process was used whereby each program objective was presented and course content and assignments were analyzed to be sure all program and student outcomes were being met. As a result of this meeting, several instructors revised materials that were being covered to cover the gaps and have eliminated the overlaps.

Through the duration of the "Joint Program" phase the Graduate Group will be the sole authority of Course Content since both programs will follow the established courses at Fresno and those have already been approved. All courses are continually assessed, monitored, and adjusted for improvement in order to meet the on-going needs of students and the community.

8. Attach three sample syllabi and the policy 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 library usage is required, including use and research of primary and secondary level resources.

Sample syllabi for 3 core courses are included in **Attachment 21** as is the policy on dissertations. In addition, the guidelines for completing the dissertation and the dissertation template can be found at:

http://www.csufresno.edu/dpelfs/documents/DoclStudentGuidelinesAug09_001.pdf   http://www.csufresno.edu/dpelfs/documents/DissTemplateSpring2011.doc

9. Internship requirements and monitoring procedures, if an internship is required.

Not applicable

10. Special requirements for graduation.

The Qualifying Examination and the Dissertation are the capstone requirements for graduation. Both policies and procedures as they appear in the Student Guidelines are included below.

Policy and Procedures for the Qualifying Examination

The qualifying examination will be scenario-based questions related to material covered during the core courses. Two scenarios, one PreK-12 and one Post-secondary, will be developed by the program director and approved by the Qualifying Examination Committee (QEC).   Each faculty member teaching a Core course will develop one question pertaining to his/her course material related to each scenario (a total of two questions) and a scoring rubric outlining what is acceptable in a student response.

Faculty teaching Core courses will receive the scenarios at the end of the semester before the qualifying examination is administered. Questions written by faculty teaching Core courses will be submitted to the QEC along with the rubric designed to assess responses to that question at the beginning of the semester in which the qualifying examination will be administered.

The questions written to address PreK-12 and Post-secondary scenarios will generally be the same for each scenario, written to address the specific context of the scenario. Students will be given nine questions according to their track (PreK-12 and Post-secondary) one month before the exam so they can begin to study for the exam.   The QEC will select the three questions to be addressed during the four hour testing time. Students will address the questions in depth based on their core course materials.

As noted above, students will have four hours to take the exam, will use a computer lab in the building, and will not have access to references (hard copy or online) (they will not be able to use their own laptops). Two faculty members will monitor the exam (one if everyone is in the same lab).

Each faculty member submitting a question will submit a rubric that outlines what response they would expect from the students for that question. A sample rubric (or rubric format) will be developed so the Core faculty can insert the definitions of each cell.

An ad-hoc Qualifying Examination Committee will be appointed each year and will select the questions, administers the exam, and reads and scores the qualifying examinations. Members of the committee will be faculty members who have taught core courses. Two readers will be selected for each question, for a total of six readers. If there is a significant difference between the two readers, a third reader will be asked to read the paper. The two most similar scores will be used for that paper.

Two hundred dollars ($200) in the form of research "banking" funds will be made available to any faculty member monitoring the qualifying examination. The sum of $500 will be made available to any faculty member who participates in the reading of the qualifying examinations in the form of research "banking" funds.

Students will be given two opportunities to pass the exam. If a student fails the first exam they will be given new questions from the same content areas in which he/she did not pass. The question will not be made available to the student prior to the examination date. The re-examination will be administered similar to the first examination using the same guidelines. The re-examination must be taken within 60 days of the first exam, unless otherwise approved by the program director. If the student does not pass the examination after the second attempt, the student will be dismissed from the program and not permitted to take additional courses.

Students who wish to appeal the decision made on their qualifying examination must use the university process for grade appeals as described in the University catalog.

Policies and Procedures for Advancement to Candidacy and Dissertation Research

*Special Notes on Incomplete Grades and Repeating Courses

Students will be allowed to carry no more than 6 semester units of incomplete coursework. Students carrying 6 semester units of incompletes will receive a letter of warning and be placed on Academic Probation by the Program. Students normally will not be permitted to enroll in additional courses until all incompletes are cleared. Students must meet with the Director to appeal this restriction or to determine any other courses of action the student must take in order to rectify the situation.

According to the California State University, Fresno 2010-2011 General Catalog:

Under Incomplete (I), at http://www.csufresno.edu/catoffice/current/acadreg.html

Normally it is expected that the student will make up an I grade during the next semester; however, it must be made up within one calendar year immediately following the last day of the semester /session during which it was assigned. This limitation prevails whether or not the student maintains continuous enrollment.

Failure to complete the assigned work will result in the I being counted as an IC, or failing grade for grade point average computation. An I grade not made up within one calendar year after the grade has been recorded is changed to an IC (or an NC if CR/NC grading was approved).

Incomplete grades must be cleared before a degree is awarded. In the absence of the instructor who has assigned the incomplete, a student seeking to make up this grade should consult the department chair.

Under Grade Substitution by Repetition of Courses, at

http://www.csufresno.edu/catoffice/current/acadreg.html

Post baccalaureate students pursuing a doctoral degree, master's degree, or certificate of advanced study may, with approval of an adviser, repeat a course for academic credit, regardless of what grade was originally earned in the course. However, the student is not eligible to petition for grade substitution. All course work taken, beginning with the first term of the student's doctoral or master's degree program, is used in determining the student's grade point average and graduation eligibility.

Advancement to Candidacy

When the student has passed the qualifying exam and completed the selection of the dissertation committee, the student will fill out DPELFS Form 4 [Application for Candidacy for the Degree of Doctor of Education, Educational Leadership] and submit this form to the Director for approval. The Dean of Graduate Studies at Fresno State gives final approval of advancement to candidacy.

Dissertation Committee Approval

The student's proposed dissertation committee chairperson and committee members must sign DPELFS Form 4a [Dissertation Committee Approval for the Degree of Doctor of Education, Educational Leadership] to verify their agreement to serve on the dissertation committee. Once the committee signatures are obtained by the student, DPELFS Form 4a must be submitted to the Director for approval. The Dean of Graduate Studies at Fresno State gives final approval of committee composition.

Enrollment in Research Practicum/Doctoral Dissertation

Only those students who have completed: 1) the core course work and specialization; 2) passed the qualifying exam, and, 3) who have been advanced to candidacy may begin formal work on a doctoral dissertation.

Enrollment in dissertation (EDL 599) units is normally effected in three-unit or six-unit segments. Once the candidate has enrolled in 12 dissertation units, the maximum allowable, continuous enrollment must be maintained until the dissertation is filed (see *Continuous Enrollment* policy below). The program requires that students must enroll in EDL 599C (zero units through regular university enrollment) to maintain continuous enrollment.

Special Note regarding Continuous Enrollment and RP Grades

According to the California State University, Fresno 2010-2011 General Catalog:
Under Continuous Enrollment at http://www.csufresno.edu/catoffice/current/gradstud2.html

University policy requires graduate students to be continuously enrolled at the university every fall and spring semester until the awarding of the degree. If students have applied for graduation during the summer, they must maintain continuous enrollment in that term as well. This policy does not apply to students who have been granted an official leave of absence. (See Planned Educational Leave of Absence for more detailed information.) To maintain the required enrollment, students must enroll in Graduate Studies Continuation through Continuing and Global Education (Extension) or in GS 299C (Regular University Enrollment). Please note: This program does not allow enrollment in Graduate Studies Continuation through Continuing and Global Education (Extension).

Under **Report in Progress** (**RP)** at http://www.csufresno.edu/catoffice/current/acadreg.html: While completing work on an RP or an I, graduate students not enrolled in regular session coursework for a letter grade are required to maintain continuous enrollment at California State University, Fresno. This may be accomplished through enrollment in "0" unit GS Continuation. Exception: Graduate students enrolled in Project 298 or Thesis receive an RP at the end of the first semester of enrollment and are advised to complete work on the culminating experience during four additional semesters, subject to the five-year overall time limit for completion of all master's [and doctoral] degree requirements. In addition, if an RP in 298/299 is not replaced by a final grade within two years as recommended, the student's major department may require him or her to reregister for the course.

The Dissertation Committee, Preparing for the Research Proposal, and the Preliminary Oral Defense

The Dissertation Committee

The student's Dissertation Committee counsels the student on all aspects of the doctoral research to foster the student's progress, and to monitor the quality of the research and resulting dissertation. The doctoral student should begin to consider faculty who might make appropriate committee members during the Specialization Phase.
Similar to the Qualifying Exam committee, the Dissertation committee will consist of at least three members, one will serve as chair. Co-chairs are allowed. More than three committee members are acceptable and may be requested by the student and the chair. Qualified individuals whose expertise is germane to the topic but who are not members of the DPELFS Graduate Group must be recommended to the Director and Dean of Graduate Studies (see DPELFS Supplemental Form A, Request for Consideration of a Non DPELFS Graduate Group Dissertation Committee Member). The non-Graduate Group committee member must have an Ed.D. or Ph.D. A curriculum vita must accompany the request.

Only Core Graduate Group faculty can chair student dissertation committees. In some cases students have requested that the Chair of their dissertation be someone who is not a member of the DPELFS Graduate Group, and thus, someone who does not have knowledge of the Program. A content area Co-Chair who is not a member of the Core Graduate Group may be selected, along with a Co-Chair who is a member of the Graduate Group. Both Co-Chairs of the Committee will have content responsibilities on the dissertation; however, only the Co-Chair who is a member of the DPELFS Core Graduate Group will be responsible for the administrative paperwork.

A change of dissertation chair should only occur on very rare occasions. Reasons for the change should be documented in writing and should reflect very extenuating circumstances. The change must be signed off by the current chair and the newly proposed chair and approved by the Director. Meetings of the Dissertation Committee may be called at any time by the chairperson. The most important meetings are the Preliminary Oral Defense (see Section 8), where the proposal is presented to the committee for approval, and the Final Oral

Defense (see Section 11), where the completed dissertation is presented to the committee for approval.

Preparing for the Research Proposal

The research proposal consists of a draft of the first three chapters (the introduction, the literature review, the methodology), and references. This proposal will inform prospective committee members of tentative research plans.

Working with the Committee:

The student should consult with the Dissertation Chair and Committee frequently.

It is necessary to give the chairperson and committee members sufficient time to read the proposal and provide feedback. Committee members typically need two to three weeks to read, consider, and comment on drafts.

The student must schedule meetings, such as the proposal defense, with the committee. When an acceptable date/time is agreed upon, the student should call the DPELFS office to arrange for meeting space and/or videoconference facilities.

Creating a Proposal

In planning and developing an acceptable research proposal, the student may find it useful to:
1. Work closely with chair and committee members;
2. Identify a general area of interest. The topic may emerge from past research efforts, present activities, or developing career plans;
3. Carry out an exploration of the literature to determine a basic body of facts and issues related to the chosen topic;
4. Seek opportunities for discussion of research ideas in a research group or with faculty;
5. Identify a problem in need of investigation. This may be a phenomenon to be investigated, to be measured, to be treated, or to be evaluated in some way. The student should:
a. Analyze the problem to identify its components,
b. Formulate research question(s), and
c. Delineate methodology(ies);
6. Create an organizational system for efficient storage and retrieval of the research material; and
7. Conduct a focused search of literature which addresses the problem and the relevant variables:
a. Use computerized information retrieval systems,
b. Locate bibliographies, existing literature reviews, dissertations, and relevant reference materials related to the topic,
c. Locate books, reprints, or photocopies of research articles from the developed bibliography,
d. Read and synthesize the literature, with the goal of understanding the problem and previous research.

It is the student's responsibility to schedule meetings with the dissertation committee, including the preliminary and final defenses. The DPELFS office staff is available to schedule the video or phone conferencing equipment, but at least three weeks' notice is required (no exceptions will be made; please plan your schedule accordingly).   PLEASE REMEMBER TO PLAN AHEAD. COMMITTEE MEMBERS HAVE OTHER COMMITMENTS TO MEET.

The Preliminary Oral Defense

The purpose of the Preliminary Oral Defense is to provide a critical examination and assessment of the student's plans. The student presents the rationale, the scope, and the proposed execution of the planned research; the proposal is discussed and evaluated by the committee. Form 5 [Scheduling of the Preliminary Oral Defense of the Dissertation Research Proposal] along with a copy of the formal research proposal and the methods section (Chapter 3) must be submitted to the DPELFS office, to be approved by the Director three weeks prior to the scheduled date of the Preliminary Oral Defense:

The announcement of the student's Preliminary Oral Defense must be posted one week in advance of this formal meeting. The DPELFS administrative office staff will not post the student's Preliminary Orals until the student has obtained an approved DPELFS Form 6 [Scheduling of the Preliminary Oral Defense of the Dissertation Research Proposal].

Preliminary Orals are to be scheduled through DPELFS during the academic year, either during the semester or the intercession. Teleconference arrangements and room assignments can be scheduled through the DPELFS office. Orals can be scheduled at other times upon approval of the committee, the DPELFS Director, and the Dean of Graduate Studies at Fresno State.

At the date and time of the Preliminary Oral Defense, the student will provide the Committee members with DPELFS Form 7 [Preliminary Oral Defense Required Changes] so that the committee members may outline the changes that are needed before Form 8 [Completion of the Preliminary Oral Defense the Dissertation Proposal] is signed off. When the modifications have been completed and are satisfactory to the committee, the student will obtain signatures from his/her committee on Form 8 which is attached to the final formal proposal and deposited in the DPELFS office.

If the research plan includes human subjects, appropriate clearances must be obtained. See Section 9 in the Student Guidelines, "Human Subjects Research Procedures Information and Possible Exemptions." Any exceptions to this policy must be granted by the Dean of Graduate Studies at Fresno State.

Human Subjects Research Procedures Information and Possible Exemptions

DPELFS students wishing to conduct research involving human subjects are required to review the policies and procedures for research involving human subjects at California State University, Fresno. Following the Preliminary Oral Defense, students must submit DPELFS Form 5 [CSUF Human Subjects Research Exemption Statement] to the doctoral program office for review.

If your research is exempt under the Fresno State guidelines, as determined by the Fresno State (department-level) review committee, you will not need to submit your research proposal to the California State University, Fresno Committee on the Protection of Human Subjects (CPHS). The human subjects review process is very important and is taken very seriously. Any violations of campus or federal human subjects protection policies can have catastrophic results. The University can lose all federal funding and be banned from receiving future funding. Please read all requirements. The latest version of the Fresno State Policy and Procedures for Research with Human Subjects may be obtained from: http://www.csufresno.edu/humansubjects/policy_procedures/index.shtml. Failure to read and understand the requirements or fill out the forms correctly will result in major delays in your research. **You may not begin doing your research until you have received approval to do so**.

Writing the Dissertation

After completing the Preliminary Oral Defense, the student carries out the research plan described in the approved proposal, collects data and analyzes it, and continues writing the dissertation. The student's dissertation committee serves to guide the student in this endeavor.

The student should work with the committee chair to develop a system for reviewing drafts and for sharing drafts with other committee members at appropriate times. The student should allow the faculty members at least two weeks for a thorough reading of the last draft. The student should submit drafts of the dissertation to committee members in appropriately typed form. The completed final draft also includes the abstract, copyright page, title page, acknowledgments, table of contents, list of tables and figures, references, and appendices.

The student will submit the manuscript to committee members for a final reading. The final dissertation may take a variety of forms depending upon the type of research undertaken and as approved by the Dissertation Chair. The conventional five-chapter dissertation, consisting of an Introduction, Literature Review, Methodology, Results, and Conclusion may be altered to reflect more appropriately a specific research design. [A dissertation template will be available on the Fresno State Division of Graduate Studies website]

The Final Oral Defense

Prior to scheduling the Final Oral Defense, the student's committee should carry out a thorough review of the completed dissertation to ensure that the manuscript will be ready for final typing following the Defense. Form 10 [Scheduling of Final Oral Defense of the Dissertation] must be submitted three weeks prior to the defense so the defense can be publicly posted. **NOTE: It is the student's responsibility to set a date for the final defense and acquire faculty signatures, after consultation with the dissertation committee.**

At the Final Oral Defense, students will make a public presentation based on their dissertation projects. The details of place and time for dissertation presentations will be publicly announced in order to permit interested faculty and students to attend and ask questions. The announcement of the student's Final Oral Defense must be posted at least one week in advance of this formal meeting. The DPELFS administrative office staff will not post the student's Final Oral Defense until he/she has an approved DPELFS Form 10 [Scheduling of the Final Oral Defense of the Dissertation]. This examination may be scheduled to take place on campus during the academic year either during a semester or the intercession. Orals can be scheduled at other times upon approval of the committee, the DPELFS Director, and the Dean of Graduate Studies.

The Final Oral Defense is conducted as an open forum guided by the candidate's chairperson and Dissertation committee. The purpose of this formal meeting are threefold: 1) to examine and assess the quality of the dissertation; 2) to evaluate the ability of the student to present work; and, 3) to provide an opportunity to share the work with the campus community.
There are three possible outcomes of the Final Oral Defense:

- The Defense is satisfactory and the manuscript is accepted as submitted with only minor copy editing revisions. The Dissertation Committee members sign DPELFS Form 11 [Report of the Final Examination and Filing of the Dissertation for the Degree of Doctor of Education, Educational Leadership], and may, at this time, also sign the Committee Membership/Approval Page.

- The Defense is satisfactory, but the need for substantive revisions of the manuscript is apparent. The Committee members sign DPELFS Form 11, but withhold their signatures from the Committee Membership/Approval Page until changes have been made that satisfy the requirements of all members.

- The Defense is judged to be unsatisfactory. This decision may be reached because the dissertation is judged to be acceptable but the student fails to present it satisfactorily or because the dissertation is unacceptable. Committee members do not sign the DPELFS Form 11 or the Committee Membership/Approval Page. A second Oral Defense may be scheduled when the Chair finds that the student is prepared and the committee members agree that the required remediation has been accomplished.

Policy on Graduates Participating

In Graduation Ceremonies

Students will be permitted to participate in Graduation Ceremonies (including Hooding and Commencement) only after final changes have been made to the dissertation as required by the committee; the Dissertation Committee Chair has signed all forms related to the completion of the dissertation; and the final dissertation document has been sent to the Division of Graduate Studies for final review. Students must also meet department timelines pertaining to graduation.

B. Schedule/Format

1. <u>Length of Time for Completion of Program:</u>

The program is designed so that it may be completed in three years of study. Three-year completion requires two to three 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 be concurrently holding full-time positions as educators. Their full-time employment is viewed as an asset; it will provide important opportunities to apply theoretical and empirical material covered in their coursework. The program of study distributed over twelve months will facilitate (a) integration of graduate studies and practice, (b) periods of intensive study among candidates, and (c) opportunities to work with faculty.

- Program is designed for completion of the degree requirements within three calendar years.
- Completion of the degree requirements within three years and four and five calendar years is normally acceptable.
- Total registered time is not expected to exceed five years, and extension beyond this period requires approval by the Executive Committee.
- Extension for degree completion beyond the period of five years may not exceed a two-year period.

Policy and Criteria for Student Continuation in the Program

Time Limits for Matriculation for Degree

The Doctoral Program in Educational Leadership is designed for completion of the degree requirements within three calendar years. Completion of degree requirements between 3½ and 4 years is normally acceptable. Normally, the qualifying examination will be taken after completion of core courses. The total time to qualifying examination and advancement to candidacy may not exceed three years, unless there are mitigating circumstances and the Graduate Group has approved the extensions; such extension may not exceed one year.

Total registered time in the doctoral program is not expected to exceed five years, and extension beyond this period requires approval by the Graduate Group. Extension of the period for degree completion beyond the period of five years is normally granted to students in good academic standing, not to exceed a two year period. During the two year period, continuation each term after the extension is granted requires determination of satisfactory progress by the Graduate Group.

Extension of the period by more than two years can be granted only under special circumstances and based upon criteria established by the Graduate Group. Such extension requires (a) special approval in accordance with the procedures established by the campus, and (b) demonstration that the student has maintained currency in the field, including current literature, coursework validation, and research in the field.

Satisfactory Progress

Ed.D. students are expected to maintain satisfactory progress toward approved academic objectives as defined by the Graduate Group faculty, the Graduate Committee of the Academic Senate, and the University in accordance with the program of study. Students must maintain continuous enrollment in the program in order to be considered a student in good standing. Only courses included in the doctoral program of study will be used in the GPA calculation that determines the satisfactory progress of an enrolled doctoral student.

In order for students to maintain satisfactory progress in the doctoral program, several standards must be met. First, the student must maintain at least a 3.0 cumulative grade point average (GPA) throughout the program. Second, the student may not have a GPA below 3.0 in two successive terms. Students who fall below a 3.0 grade point average in a semester will be notified that they are on academic probation. In addition, students receiving two C's in courses will be dismissed from the program. Students will be advised in writing they are on academic probation after receiving the first C and will be dismissed immediately after receiving the second C in any course in their program of study.

Students must repeat any class in which they have received a D or an F. These repeat courses do not replace failed courses (i.e., the grade point for the D or F remains in the calculation of the student's overall GPA).

The student must Advance to Candidacy and complete all courses and examinations satisfactorily in the time period specified by the Graduate Group. The student must pass all required examinations within two attempts.

Disqualification

If a student receives a grade point average below 3.0 in a second semester or a second C in a course, they will be disqualified from the program. Students may appeal their disqualification to the Graduate Group faculty through the appropriate appeal process established by the Graduate Group.

After consultation with the Graduate Group faculty, students who fail to make satisfactory academic progress who are recommended for disqualification from the program by the Graduate Group must be notified officially in writing. A student who has been disqualified from the program, which has the effect of being terminated from the University, will not be allowed to continue in the Doctoral Program in Educational Leadership, enroll in doctoral level courses or register again in that doctoral program, without application and readmission.

Appeal of Disqualification

To ensure that a decision to disqualify a student from the program is just, basic due process requirements set by the Graduate Group must be met. This process, developed by the Graduate Group, must include the opportunity for appeal by the student.

B. Schedule/Format Requirements

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

Students are expected to complete the program in 3 years (see above).

2. Description of 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 have to drop out of the cohort for a short period of time.

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.

3. Include a matrix articulating the number of students per cohort throughout the first five years of the program and the faculty resources to support such estimates.

Two cohorts will be joint program cohorts. As such, the following tables outline the number of faculty needed for 3 cohorts (full capacity) and the next table demonstrates the number of units and the number of students expected each semester for three years.

YEAR 3 OF PROGRAM – FULL CAPACITY NUMBER OF FACULTY PER SEMESTER

COHORTS	# FACULTY & FTEF FOR SUMMER SEMESTER	# FACULTY & FTEF FALL SEMESTER	#FACULTY & FTEF SPRING SEMESTER	TOTAL NUMBER FACULTY & FTEF

	FAC	FTEF	FAC	FTEF	FAC	FTEF	FAC	FTEF
COHORT 1	6 (sp) dissertation	1.5 .4	6 (sp) dissertation	1.5 .4	6 (sp)	.0	18	3.8
COHORT 2	3	.75	6 (sp)	1.5	6 (sp) dissertation	1.5 .4	15	4.15
COHORT 3	2	.5	2	.5	2	.5	6	1.5
TOTAL	11	3.15	14	3.9	14	2.4	39	9.45

sp = Specialization Course

Note: The number of faculty is inflated as a number of specialization courses are cross-listed between PreK-12 and HE, requiring only 1 faculty member for both strands. Years 4 and 5 mirror year 3.

THREE COHORTS AND FULL CAPACITY, UNITS AND NUMBER OF STUDENTS

	SUMMER UNITS	# STUDENTS	FALL UNITS	# STUDENTS	SPRING UNITS	# STUDENTS
COHORT 1	9	18-20	9	18-20		
COHORT 2	6	18-20	6	18-20	9	18-20
COHORT 3	6	18-20	6	18-20	9	18-20
TOTAL	21	54-60	21	54-60	18	36-40

4. Typical class size throughout the program.

Core course have 18 - 20 students. Specialization courses generally have anywhere between 4 - 16 students.

5. Description of how timely and appropriate interactions between students and faculty, and among students will be assured. This is especially relevant for online courses within the program.

Since this program of study is now a Joint Program, students will have access to faculty and coordinators on both campuses. Therefore, Students have access to faculty on both campuses, two program directors, a full time student coordinator, and the office administrator at most times of every day through email and through phone.

6. Timeframe of courses, i.e. accelerated, weekend, traditional, etc. If the course timeframe is abbreviated, 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, and the accelerated nature of the curriculum.

The courses are offered weekends and evenings in Bakersfield. A small portion of all courses will be hybrid or online, and faculty will meet the regular seat-time requirements for all courses as determined in the university policy on credit hours.

The CSU has adopted a Credit Hour policy; a copy of that policy is included in **Attachment 22**.

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

The full cycle of courses with faculty assigned to the courses was in a previous attachment.

C. Admissions Requirements

1. Admissions requirements.

Admissions qualifications were 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. Identification of the type of student targeted and qualifications required for the program.

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

3. Credit policies including the number of credits that students may transfer in.

The following is the policy on transfer credits:

Policy on Transfer Credits

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

Any units accepted by the program co-directors 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 co-directors along with the request to accept the transfer credits.

4. Residency requirements, if applicable.

Not applicable.

5. Sample brochure or admissions material. Note that this material must clearly state, "Pending WASC approval" prior to Commission ratification.

The information about the program is included as **Attachment 23** and the link for the Bakersfield program website is:

http://www.csufresno.edu/dpelfs/about/BakersfieldInformation.shtml

6. If a joint doctoral degree will be offered simultaneously with an independent doctorate, describe the admissions criteria used to differentiate admission to each program, and the difference in target populations.

Students who are admitted into the joint program begin in the summer semester, Fresno students are admitted for the fall semester. In addition, there are separate admissions codes for each group of students.

Attachments: Attachment 17: Schedule/Sequence of Courses; **Attachment 18:** Cohort 1 Schedule of Courses for the Entire Program; **Attachment 19:** Student Outcomes Assessment Plans; **Attachment 20:** Syllabus Format; **Attachment 21:** 3 Core Syllabi and Policy on Dissertations; **Attachment 22:** CSU Policy on Credit Hours; **Attachment 23:** Public Relations Program Information.

Section VII: Faculty

A. Faculty

1. 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.

There are a total of 41 faculty members currently involved in the doctoral program. These 41 faculty may be members of the Graduate Group or adjunct faculty who have expertise in a specific content area. Members of the graduate group teach courses, serve on dissertation committees, and are actively involved in the governance of the program. Adjunct faculty teach courses and may participate in program meetings called related to curriculum and assessments. A complete listing of the faculty serving as Core and Affiliated faculty is included in **Attachment 24**.

2. 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 on 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 units of load for teaching a 3-unit course. In addition, they are awarded 1.5 units of funding at the backfill rate for scholarly work. They may use this funding to buy them selves out of another course, so they could be released from the department for 6 units as instead of 4.5. Most times, however, faculty choose to use these funds for travel to present at conferences or other similar scholarly endeavors.

Part-time faculty who are qualified to teach in a doctoral program are sometimes hired to teach the Specialization Courses. For example, several retired superintendents who hold doctorates teach several of the courses. However, full-time faculty are given the opportunity to teach the courses first.

3. Description of 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) is being 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.

In addition, during the first phase of the joint program (first two cohorts) Bakersfield faculty have been participating as teaching partners with Fresno faculty teaching the courses. They 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. During the second year, these faculty are team-teaching with the Fresno faculty, carrying a larger part of the course delivery.

4. Analysis of the impact that the proposed program or change 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) and what will be the maximum number of students that each faculty member can advise? Discuss the implication of the cohort vs. faculty resource matrix included in the program description section, particularly when one cohort is in the dissertation phase and others are in the coursework phase of the program. How is faculty workload impacted?

The impact of the new Bakersfield program on faculty will be minimal as the courses will be offered in different semesters than when the courses would normally be offered in the Fresno program. The Bakersfield program will begin in the summer semester while the Fresno State program begins each fall. Since a faculty member only teaches one course in the program, they will be offered the opportunity to teach it twice - once during their normal semester and once during the Bakersfield semester. As noted above, Bakersfield faculty team-taught specific courses with Fresno faculty during the first two cohorts and will be ready to solo teach courses during this joint phase of the program.

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 receives an additional .5 units of funding for professional development for each dissertation and each semester.

Bakersfield faculty have been serving as members on Fresno State candidates' dissertation committees during the first phase of this transitional program and are now ready to begin serving as chairs of dissertation committees. Additional Bakersfield faculty will be mentored to serve as dissertation committee chairs through the process of being committee members on several dissertations prior to assuming the chair role.

5. 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

2) Awarded 1.5 units of backfill funding (approx. $2800 per course) to be used for scholarly pursuits

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

4) Awarded .5 units of backfill funding for chairing dissertation for each semester (approx. $2800 per dissertation)

5) Awarded $500 of funding for scholarly work for scoring qualifying exams

6) Awarded $200 of funding for scholarly work for proctoring qualifying exams

6. Description of each core faculty member's workload within and beyond this program.

Fresno State and Bakersfield faculty, by negotiated contract with the faculty union, have a 12-unit teaching load per semester.

7. 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 serious theoretical research, applied research in the field, and practice. Vitae should distinguish between peer reviewed articles and non-peer reviewed articles.

Vitae for the Graduate Group faculty are included in **Attachment 25.**

Attachments: Attachment 24: List of Core and Affiliated Faculty; **Attachment 25:** Faculty Vitae

Section VIII: Student Support Services

A. Student Support Services

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

The DPELFS program has two full-time Student Coordinators (Research Analysts 2) who assist students with scheduling, filing paperwork, and other miscellaneous activities. One student coordinator works with Fresno students and the second coordinator works with Bakersfield students. 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. A graduate student is available in the computer lab to assist students with APA issues and data runs. A faculty member is released from one course per semester to advise students on their research designs and data analysis. 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. The program Co-directors are available to meet with students on any program issues and often advises students on potential dissertation committee members.

The Program Co-director at the CSUB site will be the primary point of contact for candidates, and other faculty, including Bakersfield faculty, will be assigned to support students on an on-going basis.

The Doctoral Culture that was created when CSU Bakersfield had a cooperative program with University of the Pacific will be maintained and enhanced with the Fresno Program on the CSUB campus. 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 Kegly Ethics Institute 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 through participation in the Executive Leadership Center. Candidates will be encouraged to participate in Teacher Assistant type activities with faculty in the Master's programs at CSUB.

Candidates will be enrolled in CSUB courses following the CSUB/CSU, Fresno trade-off schedule. The semesters they are enrolled at CSUB, they will have access to all CSUB services. The semesters that they are enrolled at Fresno, they will be enrolled in a 0-unit CSUB Extended University course at no additional cost. This will provide students with a CSUB ID Card and allow full access to library, technology, on-line delivery, and facilities at CSUB. The candidates will have access to the Commons for breakfast, lunch, or dinner as well as many restaurants across the street within walking distance from campus. Career placement services and Graduate Student Services are also available to all candidates through the CSUB Career Services Center and Graduate Student Center on campus.

2. Ongoing advising and academic support.

See above.

Section IX: Information Literacy and Resources

A. Information Literacy

1. Description of 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, and use Blackboard and the online registration system. There is no official assessment, however, most courses are at least partially online, and so students will have to demonstrate their proficiency with that system in order to complete the course. Workshops of all of the above information literacy competencies are provided either during the mandatory orientation session at the beginning of the program or during the dissertation seminars held at the end of the second year. A sample of the agenda for the orientation session and the dissertation seminar schedule of topics are included in **Attachment 26**.

B. Information Resources

1. Description of 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 level.

California State University, Fresno (Fresno State)

Students, faculty, and staff of the Kremen School of Education and Human Development have access to the Henry Madden Library, a state-of-the-art academic library with collections and services focused to support the needs of the education doctorate.

The Henry Madden Library provides reference librarians that are available every hour Library the library is open; reference librarians provide on-demand information and instruction services through a variety of means including walk-up service at the reference desk, instant message, text message, telephone call (including a toll-free number telephone number), and e-mail as well as through individual appointment.

In addition to reference librarians, students and faculty in the Ed.D. program have a designated librarian liaison subject specialist. The librarian liaison meets with the students and the faculty throughout the year; at the beginning of the fall semester, the liaison provides an overview of all library services that are available and provides all students a hands-on workshop on searching for scholarly materials in the library's collections and in the library's abstracting and indexing databases. The librarian liaison works with the faculty of the school to include library instruction each semester of the program and is available to meet with faculty and students at mutually convenient times. In addition to the course integrated instruction sessions, the librarian liaison maintains regular office hours on Saturdays from 10 AM through 5 PM five Saturdays per semester to allow for in-depth consultation regarding research materials, selecting the proper research databases for a topic, and searching strategies and techniques.

In addition to the subject specialist librarian liaison, the library has other librarians and special collections that offer targeted services to those who need them. The library's Teacher Resource

Center (TRC) is staffed by a librarian with over 10 years experience as a K-12 teacher. The TRC collection includes curriculum materials, materials geared towards learning outcomes, videotapes, and other materials used in prekindergarten through grade 12 classrooms. TRC staff members provide assistance with the identification and location of various teaching materials related to specific topics and deliver services associated with these materials.

The library's Instruction and Outreach Services (IOS) department offers backup instructors if the librarian liaison is unavailable to teach classes or otherwise committed teaching classes at the Kremlin school of education and human development. The IOS department also structures and runs the campus information literacy programs.

Library and Information Resources

The Henry Madden Library is the largest academic library between Sacramento and Los Angeles. It has a physical collection of over one million volumes, subscriptions to over 60,000 online journals, magazines and newspapers, and over 10,000 electronic books. In addition to the main collection, the library has a number of specialized collections: the Arne Nixon Center, one of North America's leading research centers for the study of children's and young adult literature; the Central Valley Political Archive; the Maps and Government Information collection that includes a selective depository for US Federal and California State government publications; a Music and Media Library; the Special Collections Research Center; the Teacher Resource Center, and the University Archives.

In addition to the physical collections housed in the Library, the Henry Madden Library licenses a variety of databases (over 100) to support the many subjects taught at the university. Because of the interdisciplinary nature of education research and the specific emphasis on educational leadership in the doctoral program, students and faculty of the program are encouraged to use core educational abstracting and indexing databases such as ERIC, Education Research Complete, and PsycINFO to capture articles focused on the subject of education; students and faculty are also encouraged and instructed on how to use other abstracting and indexing databases and electronic resources to thoroughly investigate other research literatures that may inform their study and practice (for example, business databases for those seeking information on the managerial aspect of educational enterprises, sociological databases for those researching focused groups or subgroups of students or administrators, criminal justice databases for those researching education within correctional facilities, etc.).

Information Literacy Program

At the Henry Madden Library, information literacy is more than just giving students a tour of the library or showing them the library catalog. The Library's goal is to develop 21st century information and technology competencies and the skills for lifelong learning. Information literate students are able to find, evaluate and use information effectively to solve problems and make decisions.

Information literacy is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. Incorporating information literacy across curricula, in all programs and services, and throughout the administrative life of the university, is being achieved with the collaborative efforts of faculty, librarians, and administrators.

The information literacy program includes classroom instruction, subject/course guides, tutorials/learning objects, information literacy workshops, and individual instruction.

Classroom Instruction

Instructors can request and bring their classes to the Library for a subject specific session that is created to enhance the students' researching skills, with a project as the basis of the session. Classroom instruction sessions are tailored for the specific discipline/class using relevant resource tools. Library objectives are to assist students in the research process, familiarize students with library resources, help students develop the necessary skills for lifelong learning, and emphasize the need to use information ethically.

Tutorials/Learning Objects

Library tutorials and learning objects support student learning of the ACRL Information Literacy Standards. Located in the campus learning management system (Blackboard), students and instructors can access these learning tools that teach them about the various aspects of the research process and basic library services.

7 Secrets to Success: online library tour

Choosing a Topic

Searching, Finding and Evaluating Books

Searching, Finding and Evaluating Articles

Citing & Plagiarism

Subject/Course Guides (LibGuides)

Created by librarian subject specialists, each guide is designed with library resources and tools specifically for a class assignment for department.

Information Literacy Workshops

Free and open to all Fresno State students, faculty and staff. Topics and time varies from semester to semester. Examples of workshops are *Citing Sources: using Library databases and freeware to create citations*, *Google for Researchers*, *Delicious*, and *EndNote* to name a few.

One-On-One Instruction

Students have multiple ways to receive one-on-one help from a Reference Librarian. They can visit the Reference Desk during normal library hours, call, send a text or chat online with librarians in real time.

The administrators in charge of the Doctoral Program in Educational Leadership program have made the support and ongoing maintenance of library materials and service a top priority when developing the program. In addition to ongoing financial support of the library (in excess of $50,000 per year to support library collections, services, and programs such as the information literacy program), the Doctoral Program in Educational Leadership provides the Library additional funding to purchase databases and electronic resources that will benefit the program's information literacy efforts.

In 2009-2011, the doctoral program provided funding for a three-year subscription to *Ulrich's Periodical Directory* that allows students and faculty to determine if journals are peer reviewed (and the extent of the reviewing process) as well as how to contact the journal to submit an article for publication. In 2010-2011, the doctoral program is funding a pilot program to allow for unmediated interlibrary loan that coordinates the payment of copyright fees (through the Copyright Clearance Center) with direct delivery of journal articles to the library patron (often fewer than five minutes after they are requested); the pilot program will begin in January of 2011.

Given the doctoral program's longstanding annual financial support of the Library's collections and services coupled with the funding of extra databases and services that benefit Doctoral faculty and students, the Library is confident that any ongoing needs for resources or services will be met by the doctoral program.

California State University, Bakersfield (CSUB)

CSUB assures that the campus will continue to provide an enhanced level of staffing and instructional services that were provided as part of the doctoral culture and practice when the UOP doctoral program was on the CSUB campus. E-Learning Services has a strong instructional technology commitment at CSUB that will support the Ed.D. candidates. The unit supports the Learning Management System and works with faculty and students to assure success. CSUB uses the same Blackboard system as Fresno, and will support students as needed on our network and on campus. 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 is enhanced by candidates' access to both the Fresno and CSUB Libraries. 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 are committed to meeting the needs of the Ed.D. program by making purchase decisions, interlibrary loans, and addressing the electronic needs of candidates. The CSUB librarian has been in contact with the Fresno Ed.D. librarian to begin the collaborative arrangements necessary to support a doctoral culture and all of 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 27 staff members and faculty librarians with a branch library at the CSUB Antelope Valley Center.

Staff and services 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, eLearning 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.

2. 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 campy. 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 a consortial borrowing system and an automated interlibrary loan system. LINK+, an automated consortial borrowing system allows access to the collections of 51 libraries (both academic and public) in two states, is available at all times online. It allows for borrowing materials in a timely manner (often with only two or three days passing between the time the request is submitted and the book arrives at the library to be picked up by the patron). Patrons from member libraries electronically request an item not available in their own library and it is delivered to them for check-out. There is no charge to the patron to request or borrow LINK+ materials.

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, through LINK+, 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.

3. 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.

4. Availability of library staff to support research activity.

The Henry Madden Library provides reference librarians that are available every hour Library the library is open; reference librarians provide information and instruction services through a variety of means including walk-up service at the reference desk, instant message, text message, telephone call (including a toll-free number telephone number), e-mail, and individual appointment.

In addition to reference librarians, students and faculty in the ED.D. program have a designated librarian liaison subject specialist. The librarian liaison meets with the students and the faculty throughout the year; at the beginning of the fall semester, the liaison provides an overview of all library services that are available and provides all students a hands-on workshop on searching for scholarly materials in the library's collections and in the library's abstracting and indexing databases. The librarian liaison works with the faculty of the school to include library instruction each semester of the program and is available to meet with faculty and students at mutually convenient times. In addition to the course integrated instruction sessions, the librarian liaison maintains regular office hours on Saturdays from 10 AM through 5 PM five Saturdays per semester to allow for in-depth consultation regarding research materials, selecting the proper research databases for a topic, and searching strategies and techniques.

In addition to the subject specialist librarian liaison, the library has other librarians and special collections that offer targeted services to those who need them. The library's Teacher Resource Center (TRC) is staffed by a librarian with over 10 years experience as a K-12 teacher. The TRC collection includes curriculum materials, materials geared towards learning outcomes, videotapes, and other materials used in prekindergarten through grade 12 classrooms. TRC staff members provide assistance with the identification and location of various teaching materials related to specific topics and deliver services associated with these materials.

The Library's Instruction and Outreach Services (IOS) department offers backup instructors if the librarian liaison is unavailable to teach classes or otherwise committed teaching classes at the Kremlin school of education and human development. The IOS department also structures and runs the campus information literacy programs.

In addition to services delivered by a person, the library has developed online videos to direct students through library services. The videos are available online through the blackboard course management system; students who watch these videos can obtain a system generated certificate of completion upon completing a test delivered through the blackboard course management system. The videos include searching the library catalog, searching the library's abstracting and indexing databases, and an introduction to all library services that are available.

5. Impact on the maintenance of the home institution's library in terms of library and research support appropriate for doctoral-level research.

Answered above.

6. Need for additional cooperative agreements with other institutions to supplement resources for doctoral work. Copies of the agreements should be attached.

Discussions are in progress for determining what library resources will be needed at Bakersfield before the fifth cohort of students is admitted as a "Bakersfield Doctoral cohort". Immediately, all doctoral students have access to the resources available at the Fresno State and Bakersfield libraries.

Attachments: Attachment 26: Orientation Agenda and Dissertation Seminar Schedule of Topics

Section X: Technology

A. Technology

1. Description of the institution's technological capacity to support teaching and learning in the proposed program.

<u>**California State University, Fresno**</u>

California State University, Fresno infuses academic technology throughout campus. All classrooms are equipped with the "smart classroom" standard of: internet access, a ceiling mounted video projector, audio amplifier and speaker, document camera, DVD player, and a pushbutton desktop control. Wireless internet access is ubiquitous. Through the faculty laptop program, every full time professor receives a Dell or Apple laptop computer, refreshed every three years. The campus learning management system is the most recent version of Blackboard. Almost all classes have a Blackboard course shell, and faculty are encouraged to at minimum post their course syllabus in accessible format. The TILT (Teaching Innovations for Learning and Teaching), supervised by the Associate Provost in her role as Interim Senior Academic Technology Officer (SATO) provides faculty training and consultation on uses of academic technology including the design, implementation, and assessment of online and hybrid classes.

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 access 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. Fresno State's ATI group has university-wide participation including the bookstore, library, academic technology, and the faculty senate.

The university's TILT and CSALT organizations support these efforts, offering training and consultation on universal design for accessibility, and using academic technology in accessible ways. Before the beginning of the semester, CSALT and TILT sponsor a syllabus redesign workshop for faculty to address best practices for pedagogy and accessibility.

Day-to-day assistance is provided by the Office of Services for Students with Disabilities. Located in the Henry Madden Library, SSD coordinates academic support services for students with disabilities. 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. Representatives from TILT (who run Blackboard) and ITS (who run the underlying hardware and network) meet regularly to discuss the scheduling, duration, and impact of necessary maintenance. An issue/ticket tracking system is being expanded to also document software and hardware configuration changes.

More broadly, the university has a business continuity plan addressing both academic and administrative technology (including financials and the student information system).

Candidates will have full access to the campus email and electronic communication system at CSUB. This includes email, internet, and the Learning Management System. The exclusive doctoral

candidate research and study room 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 are several computer labs in the building and in the library that will be available for candidates and doctoral faculty.

California State University, Bakersfield

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

Students and faculty will be required to know how to use Blackboard, Email, EndNote and how to use technology to access the resources housed in the library. The joint Ed.D. program has been and will continue to provide all students and faculty with the necessary technology skills in these above noted areas.

Section XI: Physical Resources

A. Physical Resources

1. Description of 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. This includes, but is not limited to, the physical learning environment, such as classrooms, study spaces, student support areas.

At Fresno, classrooms for the program will be in the School of Education Building, near the research and study rooms and offices of faculty. The primary classroom has a SmartBoard, 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.

At Bakersfield, classrooms for the program will be in the School of Education Building as well. 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 will be a doctoral research and study room at Bakersfield campus that will serve as centers for doctoral students to convene in groups for the purpose of study, discussion, and research activities. This room will provide easy access to faculty offices and resources. Additionally, this room will have 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.

Section XII: Financial Resources

A. Financial Resources

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

The doctoral fee for students at Fresno is currently $5,250 per semester and $324.50 of other fees per semester and summer for an annual total of $16,723.50 per year. The cost of tuition for the Ed.D. program will be aligned with the CSU System fee that is negotiated and set for all campuses. When Students enroll in the CSUB courses, they will pay the established student campus fee at the time of enrollment. There is a projected increase of 10% per year per the Governors Compact with the CSU and the fees are set according to the provisions of SB724. Ten percent of student fees is set aside for financial aid for participating students According to the Fresno financial aid office, there was $177,000 available for financial aid for doctoral students for the 2010/2011 year and there was approximately $43,000 disbursed in the fall 2010 to eligible students. What is not distributed each year in financial aid is available to doctoral students to support their research through small

research grants. The same 10% distribution will be claimed from student fees at the Bakersfield Campus each quarter the fees are collected.

2. Narrative describing all start-up costs for the institution and how the costs will be covered.

Start up costs for Bakersfield facilities were paid for during year 1 of the transitional program in AY 2011/12. There may be only a small amount of start-up costs projected when the joint program begins. The only additional start-up costs envisioned at this time are the recruitment costs, which involves the program director traveling in the county to discuss the program with potential recruits and other minimal travel between campuses by co-directors and faculty.

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

See the actual budgets in **Attachment 27**. Every year there has been a carry forward, and for the 2010/2011 AND 2011/2012 academic years' the carry forward was over $400,000 each year. This carry forward existed even in light of the fact that the program repaid $175,000 in start up costs for the first two years of the program back to the Provost's budget.

4. Describe the capacity of the institution (or department) to allocate funding from existing programs to the new program, e.g. allocations from a master's program to a doctorate program. How will the level of support for existing programs be maintained?

Not applicable.

5. Statement of the minimum number of students necessary to make the program financially viable. The budget should reflect anticipated attrition.

The Bakersfield cohort needs 18 – 20 students to be a viable program. At this time, the plan is to admit 19 - 20 students each year to account for any attrition that might occur. To date, attrition at Fresno State has been very low - in each cohort the attrition has been 0 - 1 student per cohort.

6. 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 include all budgetary assumptions and may be attached as a separate document.

Assumptions:

1. Faculty traveling to Bakersfield from Fresno will get an additional $1,000 of "banking money" to be used for Scholarly Professional Development.
2. Faculty from CSUB who assist with classes will received $1,500 banking money.
3. Travel expenses will be paid to those faculty traveling to Bakersfield.
4. A summer stipend in the amount of $2,500 will be given to any faculty who develops their course to be a totally on-line course.
5. One or two graduate assistants can be hired at Bakersfield and paid for by the off-campus program budget.
6. CSU Bakersfield will provide the space and coordinator at no cost to the program (stipulated in the MOU).
7. CSU Bakersfield will provide limited clerical support to facilitate the admissions process.

8. All other program budget assumptions for the on-campus program will remain (4.5 units for teaching 3 unit course, 1.5 units of backfill money provided to teaching faculty for professional development, dissertation load is .5 unit for each supervision and each semester with .5 banking funds also awarded, 10% set aside for financial aid for doctoral students, if those funds are unused they can be used to fund student research or returned to the operating budget, the program is allocated doctoral fees and marginal cost (based on FTES – figure used is provided by the Chancellor's Office).
9. The fiscal year begins with the summer semester. As a result, the first year has only one semester (spring, 2011) of revenues and expenses. The next fiscal year begins with summer, 2011.

Attachment 28 demonstrates the courses and the FTES generated through current Bakersfield program. **Attachment 29** shows the projected FTES for the joint CSU Fresno/CSU Bakersfield doctoral program. **Attachment 30** shows the projected revenues based on the FTES generated and **Attachment 31** outlines the projected 5-year revenue stream and expense budget.

7. If the institution plans to continue to offer a joint doctoral program(s) in the same or a similar disciplinary area, describe the availability of resources for all such programs, and the basis for allocation of resources to support both the joint and the independent programs.

Not applicable.

Attachments: Attachment 27: Actual Budgets; **Attachment 28:** Current FTES Generated; **Attachment 29:** Projected FTES Generated for Joint Program; **Attachment 30:** Projected Revenues for the Joint Program; **Attachment 31:** 5-year Projected Revenues and Expenses

Section XIII: Plan for Evaluating Educational Effectiveness

A. 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 and the dissertation.

As described earlier, there is a SOAP (Student Outcome Assessment Plan) that has been previously attached to this proposal. Students are reviewed on an annual basis by each faculty member and then the faculty meet to discuss each student's progress. Every student then receives a letter from the director outlining the strengths noted by the faculty and areas of opportunity for the student to reflect upon for the next year. The letters sent this year to cohorts 2 and 3 are included in **Attachments 32 and 33.** Please note that individualized comments are contained in paragraph two of each letter.

Students are given a qualifying examination at the end of the Core program of courses and the exam is scored using a rubric. A sample of several QE questions and scoring rubrics is included in **Attachment 34**.

A rubric is used for the final defense of the dissertation. One rubric is for the oral portion of the exam and another rubric is for the written part of the dissertation. Copies of those rubrics are included in the dissertation guidelines that can be found in Appendix A and B of the Dissertation Guidelines and Format at:

http://www.csufresno.edu/dpelfs/documents/DissertationGuidelinesFall2010.pdf

In addition, graduate faculty who are members of the Academic Senate Graduate Committee (and not part of the DPELFS graduate faculty) are using the rubric to review randomly selected dissertations to give the DPELFS faculty some feedback on the dissertations completed by the first cohort of students. Those reviews are to be submitted back to the DPELFS director.

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.

At Fresno State, the doctoral program is currently undergoing the normal 5-year review process required of all Fresno State programs. In addition, the program has just completed the biannual report for NCATE (report attached earlier in this documents and review by the CCTC as the program offers the Professional Administrative Services Credential. The program is currently preparing reports and documentation for an upcoming CCTC and NCATE review.

At CSUB, the doctoral program will also undergo the normal 5 – 7 year review process by the University Program Review Committee. This review is an extensive review that accounts for all courses meeting WASC guidelines for Program review ending with a Memorandum of Understanding signed by the Program Director, the Dean of Social Sciences and Education, and the Provost.

In addition, the Education unit at CSUB will take part in the 5-year NCATE review process and will be assessed in accordance with the national standards for all nationally accredited education programs.

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 relied upon, but are not expected to be the sole source evaluating the effectiveness of the program.

External Reviewers are part of the five-year review process for Program Review at Fresno State and at Bakersfield. Using external reviewers is a normal and expected level of review as part of the CSU program review process. DPELFS will be following the procedures for external reviewers as part of the current 5-year review process.

Attachments: Attachment 32: Progress Letters sent to Candidates in Cohort 2; **Attachment 33:** Progress Letters sent to Candidates in Cohort 3; **Attachment 34:** Sample Qualifying Examination Questions and Rubrics

Section XIV: Plan for Teach-out Provisions
A. Teach-out

1. Teach-out plan detailing how students who begin this program will finish if the institution determines that the program is to be closed. Please see WASC's "Policy on Teach-Out Plans and Teach-Out Agreements".

In the event that the Joint Doctoral Program in Educational Leadership is discontinued, admissions to the program would cease immediately, and currently enrolled students would complete the program either at Bakersfield using Fresno State faculty. A teach-out plan for accommodation of currently enrolled students would include continuing the program until the last students enrolled in the joint program have completed the program. Faculty numbers at Bakersfield would gradually decrease pending specific teaching assignments and expertise to carry out the mission and maintain the integrity of the curriculum. Since Fresno State has an existing program, a change in the number of faculty would be unlikely.

2. For joint doctoral programs transitioning to independent doctoral programs, describe the nature of the teach-out plan between 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 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 between the partnering institutions 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.

Not Applicable