

**CSU Channel Islands  
PROPOSAL TO AMEND  
THE ACADEMIC MASTER PLAN (Short Form)**

**SIGNATURE PAGE**

Name of Proposed Degree/Credential:	Joint Doctorate in Educational Leadership
Date of Submission:	February 2013
Faculty Proposing New Program:	Kaia Tollefson, Manuel Correia, Tiina Itkonen, Betsy Quintero, Bob Bleicher, Marilyn Buchanan

**Review and Approval Signatures:**

1. Proposer:		Date:	
2. Curriculum Chair:		Date:	
3. AVP Academic Programs and Planning		Date:	
4. Academic Senate Chair:		Date:	
5. Provost:		Date:	
6. President or Designee:		Date:	

**Internal Note: Please return this document to Academic Programs and Planning after all signatures are completed.**

**CSU Channel Islands**  
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This *Proposal for a New Degree*, or 'short form,' is the method for adding a new degree, minor, or credential to the Academic Master Plan. Completed forms should be submitted to the Academic Programs and Planning office, Sage Hall, Room 2053 no later than the first Monday in October of each year.

Approval Process: Proposals for new degrees, minors, and credentials are reviewed by the Academic Planning Committee early each fall semester, and submitted to the Curriculum Committee, the Academic Senate, and the Provost and President for approval. As an additional step, new degrees (but not minors and credentials) are submitted to the CSU Office of the Chancellor in January of each year, for review and approval by the Board of Trustees.

**1. Program Identification**

- a. **Program Name: SPECIAL REQUEST:** Joint Doctorate in Educational Leadership (Ed.D.)
- b. **State Support or Self-Support (identify one):** State Support
- c. **Academic Year of Implementation:** 2014-2015 (Pending WASC approval)
- d. **Name of the program area or unit that would offer the proposed degree or program:** CSU Channel Islands School of Education in joint partnership with the CSU Fresno's Kremen School of Education and Human Development. *We are presenting this short form request in response to the CSU system having placed this degree on the strategic plan outside of our normal process; it was decided by majority vote in Fall 2011 by the School of Education faculty to move forward with our joint Ed.D. planning.*
- e. **Name, title, and rank, of individual(s) primarily responsible for drafting the proposed degree program:**

CSU Channel Islands Planning Team

Dr. Gary Kinsey, AVP School of Education  
Dr. Karen Carey, AVP Arts & Sciences  
Dr. Gary Berg, AVP Extended Education  
Dr. Robert Bleicher, Professor, School of Education  
Dr. Marilyn Buchanan, Associate Professor, School of Education  
Dr. Manuel Correia, Associate Professor, School of Education  
Dr. Jaimie Hoffman, Asst. Director of Student Leadership Programs  
Dr. Tiina Itkonen, Associate Professor, School of Education  
Ms. Barbara Patten, Lecturer, School of Education  
Dr. Elizabeth Quintero, Professor, School of Education  
Dr. Conrad Rummel, Lecturer, School of Education  
Dr. Kaia Tollefson, Associate Professor, School of Education

CSU Fresno Planning Team

Dr. Sharon Brown-Welty, Dean of Graduate Studies and Director of Doctoral Programs in Educational Leadership

Dr. Jim Marshall, Associate Dean of the School of Education and Associate Director of Doctoral Programs in Educational Leadership

Dr. Ken Magdaleno, Associate Professor, School of Education

Dr. Jim Mulooly, Professor, Department of Anthropology

Dr. Don Wise, Professor, Coordinator of Educational Leadership Programs

Dr. Susan Tracz, Associate Professor, Educational Leadership

Dr. Covey Greenlaw, Lecturer, Educational Leadership

Dr. Walt Buster, Lecturer, Director of Central Valley Educational Leadership Institute

Dr. Rob Darrow, Consultant for Doctoral Program Online Technology

Dr. Taryn Harmon, Graduate Program Assistant

## 2. Program Description

### a. Description of the degree program. Major subject matter elements of the program, core content areas, and representative courses taught. (250 words)

**The Joint Doctorate Program in Educational Leadership** offered by CSU Channel Islands and CSU Fresno provides educators with skills to become outstanding leaders for P-12 Schools and Community Colleges. This program, with two strands (one for P-12 Educational Leadership and the second for Post-Secondary Educational Leadership) is organized on a three-year cohort model and is designed for full time working professionals. Planning for the degree includes ongoing significant involvement of our local educational partners. The program will utilize a blended model that integrates online learning with on-campus, intensive residential meetings. Faculty and students will be provided with on-going professional development that supports the effective use of technology as a mechanism to deliver dynamic learning experiences.

**Core Content Areas** include the following:

- Educational leadership and reform, the social and cultural context of education and research methodologies required to investigate and understand educational effectiveness.
- Understanding and developing the competency needed to lead educational reform related to curriculum, instructional practices, effective use of technology, professional development, community relations as well as school and collegiate learning environments.
- Developing inquiry and research capabilities necessary for the implementation of educational policy and practices that provide equitable educational opportunities for all students.
- Designing and executing applied studies related to effective educational institutions, leadership and student success.

**Representative Courses:**

- Organizational Theory and Leadership in Complex Organizations
- Educational Reform

- Conceptual Curriculum Perspectives for Educational Leadership
- Applied Quantitative Research Methods
- Applied Qualitative Research Methods
- Theories of Cross-cultural Education
- Educational Policy Environments
- Applied Research and Measurement in Education
- Educational Evaluation, Assessment and Planning
- Dissertation

Each of these areas of study emphasizes practice and application through the signature pedagogy of “embedded fieldwork,” thereby ensuring that learning is directly linked to real life educational issues and problems.

**b. Student Learning Objectives: Principal content and skills that students will learn in the program. (150 words)**

The program will prepare diverse groups of proven leaders representative of the communities they serve who will:

1. Lead successful educational change and reform for teaching and learning in the 21<sup>st</sup> century through ethical and equitable practices
  - a. demonstrate courageous leadership in an educational reform effort
  - b. identify and navigate ethical complexities of educational leadership
  - c. develop leadership vision that demonstrates commitment to ethics and equity
  - d. utilize evolving technologies
2. Employ systems thinking to identify root causes of complex educational problems and develop meaningful solutions to address educational inequities
  - a. apply various theoretical lenses, research and personal experiences to identify problems of educational practice
  - b. evaluate problems of practice through critical examination of existing systems and potential solutions
  - c. assess critically the successes and failures of educational systems
  - d. analyze systemic and/or root causes of educational inequities and design and implement meaningful solutions
  - e. align decisions and actions as leaders with stated (and evolving) philosophy of educational leadership
3. Engage diverse families, organizations and communities through collaborative partnerships and networking
  - a. examine and evaluate personal beliefs and biases to understand how they impact the ability to be an ethical, equitable leader
  - b. build collaborative partnerships with families and communities
  - c. build collaborative partnerships and networks with colleagues and other professionals
  - d. demonstrate leadership in creating a safe culture and instructional program that is conducive to all students’ learning and staff professional growth

4. Construct and apply a professional knowledge base that integrates both experiential and research knowledge to inform leadership decisions; be able to undertake appropriate research studies to inform leadership decisions
  - a. use a variety of inquiry and research methods in investigating issues and problems related to educational effectiveness and student success
  - b. undertake and complete an applied research study related to educational issues, problems and practice
5. Construct and use program evaluations and assessments for the purpose of improving program quality
  - a. design and conduct program and policy evaluations
  - b. design and interpret assessments and assessment data and be able to make leadership decisions based on the data

**c. How the program aligns with the University mission and strategic planning goals.**

The Joint Doctorate Program in Educational Leadership will “provide... graduate education that facilitates learning within and across disciplines, through integrative approaches, emphasizing experiential learning.” Aligned with the four CI pillars, teaching in the program will be open to faculty from across the university based upon faculty member interest and expertise. Graduates of the program will be skilled and committed educational leaders with multicultural and international perspectives who are prepared to be engaged citizens in the regional and global community. In support of the general mission and philosophy of CSU Channel Islands, the doctoral program “will provide access to the University both regionally and globally.”

Two of CI’s strategic initiatives are specifically promoted through the Ed.D. program: Environmental Sustainability is supported through the online delivery method. Student Access/Retention/Success is the primary strategic initiative that this program is designed to support. Online modality provides access for full-time working professionals to further their own educational and career goals. Doctoral programs in Educational Leadership throughout the CSU system are known for attracting and graduating a diverse student population. Given the fact that CI’s current MA program in Educational Leadership enrolls more Latina/o students than any other post baccalaureate program, we anticipate that this Ed.D. program will be effective in helping to ensure that educational leadership in P-12 and higher education contexts reflect the demographic patterns of our service area and helps to maintain CI’s HSI status.

**3. Program Need**

Senate Bill 724, authored by Senator Jack Scott, became law in 2005. It authorized the California State University system to offer the Doctor of Education Degree (Ed.D.). This legislation was passed to enable the CSU to offer a new “practitioners” model for the Doctorate in Education that meets the urgent need for educators who are fully prepared to meet the leadership needs of P-12 schools and community colleges. Based on feedback from nine cohorts of students in the MA in Educational Leadership program and local higher education professionals, and consistent with WestEd survey data (which will be detailed in long form submission), demand for this Ed.D. program is well established.

**a. Other Universities and CSU campuses that currently offer the proposed degree or program.  
How is this degree distinctive?**

Thirteen CSU campuses offer an independent Ed.D. Program in Educational Leadership in 2012-13:

CSU Bakersfield  
CSU East Bay  
CSU Fresno  
CSU Fullerton  
CSU Long Beach  
CSU Los Angeles  
CSU Northridge  
CSU Pomona  
CSU Sacramento  
CSU San Bernardino  
San Diego State University  
San Francisco State University  
CSU Stanislaus

**Local Private Universities:**

California Lutheran University  
Pepperdine University

**Several national level, for profit universities** offer an online Doctoral Program in Educational Leadership. (Phoenix, Walden, Liberty, Capella)

There are currently no CSU campuses offering a blended model that integrates online learning with onsite intensive residential meetings of students and faculty. The Joint Doctorate Program in Educational Leadership to be offered by CSU Channel Islands and CSU Fresno will be the first blended model offered by the CSU system. This doctoral program would be built upon the foundation of the CSU Fresno Doctoral Programs that have been successfully implemented as traditional, face-to-face programs since 2007. As an active and founding member of the Carnegie Project on the Educational Doctorate,\* CSU Fresno continues to be actively engaged in on-going review and enhancement of its program. This is consistent with the study and recommendations of the Carnegie Project. The partnership of CSU Channel Islands and CSU Fresno provides an academically strong faculty from both institutions. The partnership also provides a shared economic base to support the program that provides an economy of scale that uses resources effectively and efficiently. Faculty from both campuses will share teaching responsibilities in each cohort group.

*\* The Carnegie Project on the Educational Doctorate has engaged over 50 colleges and schools of education that have committed resources to work together to undertake a critical examination of the doctorate in education through dialog, experimentation, critical feedback and evaluation. The intent of the project is to collaboratively redesign the Ed.D. and to make it a stronger and more relevant degree for the advanced preparation of school practitioners and clinical faculty, academic leaders and professional staff for the nation's schools and colleges and the learning organizations that support them.*

Through CI's partnership with CSU Fresno in offering our combined Schools of Education proposed Ed.D. in Educational Leadership, we have a unique opportunity NOW to double our faculty power, double our infrastructure power in service not only to the future doctoral students of this program,

but the P-12 children and adolescents in their care. The proposed Ed.D. in Educational Leadership offers our campus an opportunity to bring the only doctoral program in the region offered at public school university price – meaning improved access and opportunity for all of the people of Ventura and Santa Barbara Counties (and beyond, given the summer residence + online design).

**b. Professional uses of the proposed degree program**

The Joint Doctorate Program in Educational Leadership will provide opportunities to educators who desire to become outstanding leaders who can meet the challenges of a constantly evolving environment at P-12 schools and Community Colleges. While designed to provide effective leadership for all P-12 and community college students, it is essential to note that we anticipate this program will be attractive to Latina/o educators in our service region and beyond. The program’s graduates are therefore likely to increase access to models of “possible selves” for the 52% of Latina/o children in P-12 schools and for students in our region’s community colleges. This also means an opportunity for CI to positively impact the reality that Latinas/os currently comprise less than 20% of our state’s teaching and school administration workforce, and less than 10% of our school district superintendencies. It is reasonable to expect that more models of Latino/a doctorates for P-12 kids will positively impact their professional pursuits in many fields. This program will also provide all of our graduates with increased access to career advancement opportunities.

**c. What sources of information provide evidence for regional, state, and/or national need for the program?**

Senate Bill 724 was passed in 2005 to provide and facilitate Doctoral Programs in Educational Leadership to meet the regional and state needs of the school systems in the State of California. Coupled with the interest in blended online learning programs both in California and beyond, there is increased evidence of a need for greater access to doctoral level educational programs that are provided by public educational institutions that have a solid academic reputation. Additionally, a faculty committed to success in preparing graduates for all levels of public education throughout California and nationally is of great importance.

**4. Student Enrollment:**

**a. The expected number of majors in the year of initiation and three and five years thereafter. Please identify the data source(s) for these projections.**

	<b>Number of Majors</b>
<b>Initiation Year:</b>	25
<b>Third Year:</b>	75
<b>Fifth Year:</b>	75

Note: Full cohort of 25 students per year expected, with the cohort group consisting of a mix from each campus’s service area and other parts of California.

Data Source: CSU Fresno current on-ground Ed.D. program enrollments.

## 5. Resources and Budget

### a. Existing faculty, staff, and programmatic resources that support the program.

- Existing CI resources include:
  - Coordinator release time to oversee the effort at 2 units per semester
  - Staff support in the School of Education
  - Project Vista (for program start-up support)
    - In-state travel/planning support
    - Staff support
      - Wendy Olson, GSC Activity Director & Project Vista Coordinator
      - Sara Alcalá, GSC Support Coordinator & Graduate Student Counselor
      - GSC Student Assistants
  - Graduate Writing Studio
  - Library staff support for graduate students
- Existing Fresno resources include:
  - Coordinator release time to oversee the effort
  - Assistance with WASC process (previous model and experience to guide and expedite)
  - Staff support from the School of Education
  - Central Valley Educational Leadership Institute (for program start-up support)
    - In-state travel/planning support
    - Staff support
    - Graduate Student Assistants
  - Start-up Funding for the Joint Doctoral project
    - Training
    - Marketing/Promotion
    - Admissions/Advising
  - Library staff support and existing doctorate studies resources
  - Tech support for Joint Doc Faculty/Instructors
  - Mentoring for new Joint Doc Faculty from highly experienced faculty

### b. Community/industry partnerships. Identify organizations, businesses, and agencies contributing to the academic or financial support or delivery of the degree, and describe their role.

A Doctoral Program Advisory Committee will be created with invited representation from constituencies such as those listed below. This committee will provide advice on program relevance, assist with recruitment, and assist with program assessment and evaluation efforts.

- CSU Fresno: In addition to providing representation on the CI Doctoral Program Advisory Committee and including CI representation on their equivalent committee, CSU Fresno is offering the following additional supports:
  - Building a doctoral culture at CI: CI faculty who request mentorship would have the option of phasing in as instructors of doctoral coursework and dissertation advisors. In Year 2, CI faculty members requesting doctoral faculty mentorship would work together in a team teaching arrangement with CSU Fresno faculty. In Year 3, CI

faculty would teach solo and work with a CSU Fresno faculty mentor on dissertation advising with candidates in the final year of their program.

- Accreditation support: CSU Fresno's current doctoral programs are fully accredited through WASC. CI would join with Fresno to gain WASC approval of this joint online doctoral degree program.
- Ventura County Office of Education
- Santa Barbara County Education Office
- Santa Barbara Community College
- Ventura County Community Colleges
- Allan Hancock Community College
- Child Development Resources
- California Association of Latino School Administrators (CALSA)
- Association of California School Administrators (ACSA)
- California Association of Professors of Educational Administration (CAPEA)
- Regional Chambers of Commerce
- United Way / Ventura County Leadership Academy
- Sage Publishing

**c. Budget. Costs estimated to be associated with the degree in the pre-implementation year, first, third and fifth year of operations. Provide narrative describing these budget estimates.**

CSU Channel Islands and CSU Fresno have a Memorandum of Understanding in place for program planning and design. An additional MOU will be created to define the logistics, fiscal parameters and protocols that are acceptable to both campuses for the program. These details will be included in the CI Long Form submission. This is a joint program between CI and Fresno and all costs and revenues are to be shared. Fresno will initially provide funding for start-up and in a pro-rated arrangement will be gradually reimbursed as the program revenues permit.

**Revenue**

There are two sources of potential revenue for the program based on a (a) State Supplemental Marginal Rate of \$5600 per FTE per term for doctoral programs and (b) Student Fees of \$5574.50 per term per student (these are UC rates as provided by the state legislated provisions for the CSU doctoral programs). Any excess funds generated as CI's share will be returned to a central pool with Academic Affairs; the School of Education will make yearly requests of the Provost for a percentage return that would be appropriate.

**Expenditures: Use of Funds**

There are three major areas of expenditures. Salaries and Benefits for Faculty teaching in the program, Graduate Research Assistants, Staff providing technical (IT) and clerical support, and the Program Coordinator. IT support will be a key part of the expenditures and will be shared between both campuses. It is important to note that faculty will be drawn from both campuses across multiple disciplines, based upon qualifications and interest.

The development of a doctoral culture at CI will take some time. This request is to allow us to develop that culture and implement the program. This is done to assure the development of the appropriate doctoral culture at a campus (for the purpose of working with doctoral students and facilitating their dissertation development and research). Additionally, faculty in the program is expected to be current with their research and other scholarly work.

<b>PROJECTED EXPENDITURES</b>	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Salaries and Benefits for Faculty, Staff, Graduate Assistants and Technical Support	\$118,080	\$236,160	\$354,240
Orientation & Intensive Residential Experience	\$8950	\$17,900	\$26,850
Indirect Costs: Support library, Graduate Studies Center, Financial Aid, School of Education overhead)	\$30,000	\$57,500	\$77,500
Program Development	CSU Fresno to pay for program development and startup costs		
Note: These projections reflect one-half of anticipated expenditures named above, representing CI's 50% responsibility for program costs			
<b>PROJECTED REVENUES</b>	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
State Supplemental Marginal Revenue	\$105,000	\$245,000	\$350,000
Student Fees	\$209,044	\$418,088	\$557,450
Note: These projections reflect one-half of anticipated revenue, representing CI's 50% share of state funding and student fees.			

**d. Facilities. Identify new facilities, building modifications and other physical and space needs associated with the new degree or program.**

There will not be a need for new CI facilities, building modifications or other physical space areas associated with the Doctoral Program in Education as the program is offered in a blended format. El Dorado Hall, the recently opened Graduate Student Center, will provide excellent meeting, seminar and support facilities for this new graduate program as needed.

Summer residency of program participants will be housed in CI Student Housing and fees paid by participants as specified in current campus practice with Student Affairs.