

**CSU Channel Islands
 PROGRAM PROPOSAL FOR
 NEW GRADUATE DEGREE/CREDENTIAL (Long Form)
 SIGNATURE PAGE**

Name of Proposed Degree/Credential:	Collaborative Online Doctorate in Educational Leadership (CODEL)
Date of Submission:	12/3/13; Rev. 1/23/14; Rev. 2/17/14
Faculty Proposing New Program:	Kaia Tollefson

Review and Approval Signatures:

1. Proposer:	KAIA TOLLEFSON MATT COOK BILL CORDEIRO JEANNE GRIER GAYLE HUTCHINSON RICHARD R. RUSH	Date:	4/07/14
2. Curriculum Chair:		Date:	4/17/14
3. AVP Academic Programs and Planning:		Date:	4-9-14
4. Academic Senate Chair		Date:	4-11-14
5. Provost:		Date:	4-16-14
6. President or Designee:		Date:	4/17/14

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

**California State University, Fresno with
California State University, Channel Islands
Collaborative Online Doctoral Program in Educational Leadership**

Section I: Institutional and Program Overview

A. Program Overview

1. Name of proposed degree program.

California State University, Fresno with California State University Channel Islands Joint Doctoral Program in Educational Leadership

2. Initial date of offering.

Summer Semester, 2015 (June)

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

This program is comprised of 9 core courses (27 units or 405 contact hours), 7 specialization courses (21 units, 315 contact hours) and 12 hours of dissertation units, for a total of 60 units that can be completed in a three-year period. Of 720 course contact hours, 180 will be offered in person during three summer residencies, each of which will be one week long (60 contact hours per residency). 25% of contact hours will therefore occur in person (180/720), via this summer residency element of the program.

Additionally, approximately 12 of the 45 contact hours per course (26.7%) is envisioned for synchronous online learning experiences using videoconferencing and synchronous discussion tools, bringing the total of face-to-face and synchronous learning time in the program to 51.7% (25% summer residency + 26.7% synchronous online).

B. Descriptive Background, History, and Context

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

Context, Mission, Purpose and Strategic Plans:

The doctoral program is part of a system-wide effort to offer the Doctoral Program in Educational Leadership. Brief narratives follow, describing each component of that effort: (1) California State University System, (2) California State University, Fresno and its Kremen School of Education and Human Development, and its Department of Educational Research and Administration, and (3) California State University Channel Islands, its School of Education and its Educational Leadership Program.

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 P-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, the previous chancellor, Charles B. Reed, convened The CSU Presidents Task Force on Education Leadership Programs in early 2003. The Report of the Task Force, available at <http://www.calstate.edu/teachered/TaskForceEduRpt.pdf>, provided a vision for a statewide strategy to prepare educational leaders for the ever-changing and challenging demands of 21st Century educational institutions. It underscored the importance of collaborative partnerships between post-secondary education and the educational institutions in which PreK–14 leaders will serve.

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

The CSU has developed a system-wide framework for implementing the new programs in accordance with the legislative framework and all 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 (Fresno State)

The Mission of California State University, Fresno is as follows:

California State University, Fresno powers the New California through learning, scholarship, and engagement. The University faculty, staff, and administrators work together to:

- Make student success our first priority;
- Embrace a culture of diversity, internationalization, and inclusion;
- Advance our established distinction in liberal arts and sciences, professional programs, and community engagement;
- Produce transformative scholarly research and creative works that target regional issues with global significance;
- Exemplify the ethical stewardship of capital and human resources; and,
- Develop institutional, community, and intellectual leaders.

The Vision of California State University, Fresno is as follows:

California State University, Fresno will become nationally recognized for education that transforms students and improves the quality of life in the region and beyond; for leadership that drives economic, infrastructure, and human development; and for institutional responsiveness that fosters creativity, generates opportunity for all, and thrives on change. Drawing from the rich human diversity of experiences, values, world views, and cultures that make up the fabric of the Central Valley, we will power the New California through the 21st century.

The new Strategic Plan for Excellence IV was recently adopted at Fresno State and was based upon the mission and vision of the university. 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.”

The Doctoral Program in Educational Leadership 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.

One specific strategy in the plan includes: “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 at Fresno State (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 is to prepare leaders with demonstrated potential to transform educational systems and settings that improve the life outcomes of all learners and their communities, and to serve as stewards of the profession. Offering it in collaboration with CSU Channel Islands by means of a hybrid doctoral program in educational leadership is the next logical step in building strong education leaders in the Central Valley.

California State University Channel Islands (CI)

In Fall 2002, California State University Channel Islands (CI) welcomed its first students to the first four-year public university in Ventura County. It is one of the few new U.S. public universities to open that year. Members of the CI faculty, administration, P-12 educators from area schools, and community members had the unique opportunity to spend 2001-2002 planning and designing educator preparation programs that are consonant with the mission and values of California State University Channel Islands. The CI learning community has taken full advantage of the opportunity to construct an education program that addresses the varied needs of diverse learners and their academic competence in a socially and technologically situated society.

CI is fully accredited by the Western Association of Schools and Colleges, and its School of Education is fully accredited by the California Commission for Teacher Credentialing (CTC). CI currently offers a number of graduate and credential programs. Masters programs are offered in Biotechnology and Bio-Informatics, Business, Computer Science, Education, and Mathematics; a dual program in Business and Biotechnology/Bio-Informatics is also offered. A Masters in English is scheduled to begin in 2014 and a Masters in Fine Arts in 2015. Additionally, CI offers four educator credential programs: Multiple Subject, Single Subject, Special Education and Administrative Services.

The university meets the workforce needs of this coastal and agricultural region of Southern California and reflects the region's cultural, social, and human diversity. Some 5,100 undergraduate and graduate students attend CI at either the main campus south of Camarillo or at one of the off-campus centers in Thousand Oaks or Santa Barbara.

CI places quality educator preparation as a priority commitment. The quality of all programs ultimately is the concern of the entire CI community—faculty, administration and staff. CI is committed to a paradigm for preparing teachers, administrators, and other school leaders that embraces a perspective that is inclusive, student-centered, and committed to excellence.

Mission of CSU Channel Islands

The University has a clear mission that addresses the need to develop educators well prepared to meet the needs of diverse students in Ventura County and the State of California. CI's mission states:

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

CI is built upon the four pillars of value named in its mission: integrative study, experiential and service learning, multicultural learning and engagement, and international perspectives. Each of these pillars supports the overall mission of the institution: to place students at the center of the educational experience.

Description of Service Area

CI serves Ventura and southern Santa Barbara counties. Ventura County is located on the northwest border of Los Angeles County. It is a suburban-rural county of 799,720 residents. It covers about 1,851 square miles with the 43 miles of Pacific Ocean on one side and Santa Monica, Santa Susana, and Topa Topa mountains on the other. The campus is located at the end of the Santa Monica Mountains where they meet the Oxnard Plain. The Oxnard Plain is a major agricultural area. About 88% of the residents live in the cities with the rest in the countryside and in small towns and neighborhoods. The largest employers in the county are the county government, military base at Point Mugu, and pharmaceutical companies. Southern Santa Barbara County encompasses the cities of Santa Barbara, Carpinteria, Goleta and Buellton. These four cities have a population of approximately 104,000 people. Santa Barbara County has 50 miles of coastline and is bordered by the Santa Ynez and San Rafael Mountains. Most of the residents live along the coast. The largest employers in the county are Vandenberg Air Force Base (near Lompoc) and the University of California Santa Barbara.

Ventura County's 21 public school districts serve a P-12 student population that currently exceeds 145,000. Southern Santa Barbara County enrolls 24,605 students of the 66,965 in the entire county. Student and teacher demographics in the schools of our service area reflect the rich diversity that is characteristic of California (see, for example, **Attachment 1: Ventura County Demographics for P-12 Students and Teachers**). Four community colleges serve the region as well, with three located in Ventura County and one in southern Santa Barbara County.

CSU Channel Islands 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 CSU Channel Islands develop responsible leaders in this diverse service region. The Doctoral program in Educational Leadership will provide another means to support and encourage increasing the college attendance rate within the region.

There are four feeder community colleges with a combined enrollment of 54,758 students (Fall 2012).

<u>Community College</u>	<u>Location</u>	<u>Student Enrollment</u>
Moorpark College	Moorpark, CA	14,576
Oxnard College	Oxnard, CA	7,126
Santa Barbara City College	Santa Barbara, CA	19,989
Ventura College	Ventura, CA	13,067

CI Strategic Plan

As a student-centered educational institution, CSU Channel Islands embraces and promotes excellence and innovation in all areas of teaching, scholarship, creative and co-curricular activities, and in our business enterprises. We exemplify all aspects of the University Mission with a singular commitment to student success in meeting University academic standards. In all our work, we show respect for others, reflect a cooperative and collaborative attitude, and practice civility. As a young and growing public institution, and a member of the 23 campus California State University system, we operate in an environment of ambiguity with limited state resources. Our environment and our orientation compel us to be entrepreneurial and to seek non-state support. We are fiscally responsible in our stewardship of our resources. We exhibit the highest levels of honesty and integrity. As a vital part of our regional and global community, we encourage partnerships that support the University Mission while building opportunities for life-long learning and community enhancement.

To realize University Mission, CSU Channel Islands has developed a Strategic Plan. Embedded in the plan are several goals that are relevant to creating and offering the Doctoral Program in Educational Leadership. These goals include:

1. Encourage and support student centered learning through teaching, inquiry, scholarly, creative and co-curricular activities.
2. Foster community engagement with our students and provide access to the University both regionally and globally.

3. Continue developing innovative practices that enhance the quality and effectiveness of the University including academic programs, student support services, the business enterprise and physical infrastructure.
4. Develop support for the University with the community and public and private funders through inclusive partnerships and programs that encourage others to feel part of the University.

The service area in Ventura County and beyond needs doctoral-qualified educational leaders who can make a difference in the P-16 education. The region has immense challenges and requires outstanding education leaders to provide vision and implement innovative solutions. The link between the university's strategic plan and the creation of this doctoral program is strong, and serves all four of the general strategic goals outlined in CSU Channel Islands Strategic Plan.

CI School of Education

The School of Education is tightly aligned with CI's mission. The four pillars of the University support this mission within our School in the following ways:

Integrative Study: The "connecting" theme of our conceptual framework illustrates the level of importance we attach to integrative approaches in education. We believe that all educators must be able to connect theory, research and practice; schools and families; with colleagues; learners with content; learners with the classroom, school, and broader community. We work within our programs to teach candidates the value of and strategies for designing interdisciplinary approaches to inquiry. In our programs, we recognize and try to model the skills of integration and connection—higher order processes that encourage critical inquiry and allow schooling to transcend rote learning and become truly educational. The University encourages faculty to teach in multiple programs at CI, providing philosophical and financial support for this interdisciplinary focus of the institution. Interest and willingness to teach in a variety of areas is made explicit in CI's faculty recruitment and hiring processes. The campus goal of promoting interdisciplinary connections will be served through this program, with faculty from multiple disciplines having an opportunity to influence the development of CI's doctoral culture.

Experiential and Service Learning: Our programs are naturally experiential, designed as they are with field experiences that begin in prerequisite courses before candidates are admitted, and that continue each semester after a candidate is accepted into a credential or graduate degree program. Further, as noted in the "knowing" strand of our framework, we emphasize in all of our programs the need for educators to not only know their students, but also the communities in which their students live. Therefore, we see community engagement as essential to good education. Finally, we understand education as a service profession. We strive to prepare educators who understand that their careers will be in service to the needs of their students and to the ideals of democracy and social justice.

Multicultural Learning and Engagement: The themes of democracy and social justice pervade the "believing" strand of our conceptual framework, and these themes are conceptually linked with multicultural learning and engagement. *All* students, we believe, have equal rights to education and to equitable opportunities for learning—because in a democracy, all people must be prepared to participate actively and effectively in their communities. Multicultural education is therefore integrated throughout our programs, in service to the goal of securing human rights for all, regardless of differences in ability, age, class, cultural and linguistic heritage, ethnicity, gender, race, religion, or sexual orientation.

International Perspectives: Candidates have multiple opportunities to learn about different educational models from around the world. Within individual courses students study such things as the history, cultures, governments, economies, and educational systems of other nations; read scholarly works of international authors; reference and use educational resources developed in other countries; and work in field placements with students born in other countries. Additionally, many of our faculty have great depth of experience living and studying abroad (some with groups of CI students), which enriches their work with candidates in our programs.

Vision of the Institution and School of Education

The CI School of Education's Conceptual Framework (see **Attachment 2**) is a research-based vision for the preparation of school leaders at CI's School of Education, aligned with the University's mission statement and responsive to California's adopted standards and curriculum frameworks. Originally developed in Spring 2007 and revised in Fall 2008, this vision grew out of the theoretical and scholarly foundation we had built with significant and ongoing community involvement since our inception in 2002. Its abbreviated design was created for the following purposes: (1) to formalize our commitment to continually revisit our faculty's beliefs and values, renegotiating them as needed, and using them as guidelines for decision-making; (2) to describe those beliefs and values in a brief format, articulating our identity as a school to (a) prospective and current candidates in our programs, (b) cooperating teachers, administrators, and other school partners, and (c) members of advisory and oversight councils; (3) to

publicize the terms of accountability for which we hold ourselves responsible and to which we align our decisions about programs, courses, teaching, candidate experiences, scholarship, service, opportunities for collaboration, and unit accountability.

“Educators as Responsive Leaders” is the centerpiece of the Conceptual Framework, and this value is woven into all credential and graduate programs. This core value is incorporated in every element of the Administrative Services Credential Program and the Masters in Educational Leadership.

Educational Leadership Program

The School of Education, working closely with the Ventura County Superintendent of Schools and the Superintendents of the local school districts, identified the preparation of school administrators as a primary need when CI opened its doors in 2002. In response to this need CI submitted to the California Commission for Teacher Credentialing (CTC) its program proposal for the Preliminary Administrative Services Credential. This proposal was approved in Fall 2004. The Educational Leadership Program admitted its first cohort in Fall 2004 with an additional cohort being added each year. Cohort Nine began the two-year program in Fall 2012 and Cohort Ten in Fall 2013. In Cohorts One through Eight, 129 students were admitted and 110 successfully completed the program. To date, 25 graduates have been selected for administrative positions in local area schools, with the remainder serving in leadership positions in the classroom and related assignments.

CSU Channel Islands tenure track and lecturer faculty teach courses in the program, with no instructor teaching more than one course in the program. Many lecturers are currently-practicing local school administrators who bring real-world expertise and currency to the program. The program requires 33 credits (34 for the Masters in Education). The program includes nine separate courses (27 units) and six units of professional development/fieldwork. Fieldwork is completed over the entire two years of the program.

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

Program development began with the creation of a Memorandum of Understanding, dated March 1, 2012 (see **Attachment 3**), demonstrating the commitment of both institutions to the creation of a joint doctoral program.

The proposed program builds on Fresno State’s depth of experience in offering doctoral programs, having operated joint and independent WASC-approved Ed.D. programs since 2003. This partnership capitalizes on Fresno State’s capacity to mentor CSU Channel Islands in the process of developing its doctoral culture. Fresno State will take a leadership role in the start-up years of the program, specifically in terms of implementing and evaluating the program, however, responsibilities for implementing and assessing the program will be equally shared in subsequent years.

While taking a leadership role, Fresno has welcomed CSU Channel Islands as an equal partner in the development of the proposed joint program per Chancellor’s Office Executive Order 991: Doctor of Education Degree Program (see **Attachment 4a**), and CODEL Bylaws (see **Attachment 4b**) including, among other things, the crafting of the program mission, vision, program outcomes, student learning outcomes, course syllabi, and program evaluation plan. Planning groups from each university held face-to-face meetings, videoconferences and telephone conferences throughout the 2011-2012 and 2012-2013 academic years.

Our long-term vision is that faculty and administrators from both campuses will continue to operate as equal partners in the processes of implementing and assessing the program as teaching faculty, committee members (Graduate Group, which is the governance body of the doctoral program, and Dissertation Committees), as well as participating in events such as the Annual Research Symposium and the Doctoral Program Faculty Colloquium. Additionally, the leadership of the Schools of Education at both campuses enjoy long-standing working relationships within the confines of the CSU Deans of Education and Chancellors Office work group that facilitates educator preparation programs in the CSU system.

Each campus will create an advisory board for the purposes of assisting with communication and recruitment, as well as to provide outside, expert perspectives and guidance on policies and practices within the program. Representation will exist on both advisory boards from the two partnering campuses to help negotiate any issues that might arise.

Specific roles and responsibilities for program delivery and assessment will be clearly outlined in a Memorandum of Understanding between the two partner campuses, to be developed after campus, Chancellor's Office and WASC approvals have been secured. This operating MOU will be reviewed and revised as needed on an annual basis.

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

CSU Channel Islands does not offer any other doctoral programs.

Fresno State offers two additional doctoral programs, the DNP and the DPT. Both began in fall, 2012. Their enrollment figures are as follows:

DPT: Cohort 1 (fall 2012): 32 enrolled, 32 enrolled for fall 2013
Cohort 2 (fall 2013): 32 enrolled
DNP: Cohort 1 (fall 2012): 34 enrolled, 32 enrolled for fall 2013
Cohort 2 (fall 2013) 34 enrolled (includes 2 from cohort 1 who withdrew at the beginning of the fall, 2012)

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

Fresno State has an established record for offering online programs. In the School of Education and Human Development the Master of Teaching Degree has been offered fully online for the past 7 years. The Masters in Reading is fully online and has been offered two years. In other areas, the online MBA is beginning fall, 2013 and the online PSM in Water Resource Management was approved by WASC in June as was the online Master's Degree in Communicative Disorders. Both of these latter programs are to begin during the 2013 – 2014 academic year.

As CSU Channel Islands enters its second decade of instruction, it will continue to expand and extend its program offering as a comprehensive university as it grows from its current size (5,100 FTES) to its projected final enrollment (15,000 FTES). To this end, the campus will offer new on-campus programs as well as programs off campus (for example, CI is currently offering programs in Thousand Oaks and Santa Barbara) and via distance education. CI has an established record of offering blended and online courses, with plans to launch a BS in Business online in 2014. The BS in Business will be the first degree-completion program to be offered completely via distance education.

CI offers online and blended courses that contain on-line elements, including the use of CI Learn (i.e., Blackboard). 15 different courses in the following programs are offered in a completely online format: Biology, Chemistry, Computer Science, Health, IT, Math, Nursing, Psychology. Additionally, numerous courses are offered in a blended format using the online tools embedded in Blackboard.

CI is currently preparing three online programs for WASC approval: B.S. in Business to launch in 2014, MA in Computer Science and the joint Ed.D. in Educational Leadership, to launch in 2015.

In his address to the campus community at the Fall 2012 Fall Convocation, CI's President Richard Rush explicitly recognized the growing demand for online learning opportunities and challenged CI faculty to continue to respond to this need with learning experiences of the highest quality.

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

CSUF/CSUB: There is currently a joint doctoral program in educational leadership between Fresno State and CSU Bakersfield. There are 47 students in the program. The program was developed as a transitional program to cover a period of 6 years culminating with the program being transferred to be offered solely by CSU Bakersfield beginning with the 6th cohort, which enters the program in the summer of 2016. A complete review by WASC has taken place and a teach out plan was submitted with the WASC proposal for the joint program with Bakersfield.

C. Institutional Accrediting History Relevant to Substantive Change

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

Fresno: The only response to issues raised since the last Bakersfield WASC Comprehensive review is included in the Annual Report that is submitted as **Attachments 5a-5e**. The response is to address #7.b.1 found on pages 43-45 of **Attachment 5b**.

CI has submitted six substantive change proposals since the institution was granted initial accreditation. The six successful substantive change reviews since 2009 are noted below. No issues, only commendations and recommendations, have been noted by WASC as the result of these reviews.

Degree

- MA in English - Approved 05/2009
- MFA in Art - Approved 12/2011

Fast Track

- Masters Fast Track - Approved 05/2009
- Masters Fast Track Renewal - Approved 04/2013

Location

- BS in Business (off campus, SBCC) - Approved 11/2010
- MBA (off-campus, Goleta) - Approved 02/2011

As noted above, three distance education programs are currently being prepared for WASC approval: B.S. in Business, MA in Computer Science and Ed.D. in Educational Leadership.

2. Provide the institutional response to issues relevant to doctoral level education noted in the last Commission or Interim Report Committee letters or in related team reports. If this is a joint program, provide this information for each institution.

The Fresno State Doctoral Program in Educational Leadership has submitted two responses to committee reports since its inception in 2007. The first was the response to the Commission's letter in 2010 (see **Attachment 6**) and the recent response to the Special 5-year Review of CSU Doctoral Programs, which occurred in 2012. That response is included below.

The Fresno State Doctoral Program underwent the 5-year Special Review in October, 2012. The reviewers provided commendations and recommendations, which appear below. The entire report and the WASC Special Visit Letter are included in **Attachments 7a and 7b**.

Commendations:

- Commended the director, administrators, faculty, staff, and students for their expressed enthusiasm and pride in the Ed.D. program.
- Commended the program for its involvement with the Carnegie Project on the Education Doctorate since its inception.
- Commended the program for the vast number of resources supporting the program including fiscal, physical, faculty support, and student services.
- Commended the program for its Signature Pedagogy – Embedded Fieldwork – the hallmark of the program
- Commended the program for its faculty partnership with students.
- Commended the program for its collaboration with schools, districts, colleges, and the community.
- Commended the program for the redesign of the Student Outcomes Assessment Plan (SOAP) and for making it the central component of the 5-year program review process.
- Commended the program for their responsiveness to the needs that emerged from the various assessments.

Recommendations:

- 1 Recommended building on proposed changes to mission statement to develop a singular framework for learning that will guide assessment (incorporate the CPED principles into the assessment model and mission statement).
- 2 Recommended greater attention be given to securing external data regarding its influence on regional programs and educational efforts (better measure the impact of the embedded fieldwork experiences)
- 3 Recommended careful and systematic monitoring of capacity to offer programs at offsite locations (related to current efforts to develop an online program).
- 4 Recommended more clearly articulated standards for dissertation content and quality (related to length of some dissertations reviewed – revise rubric to ensure quality)
- 5 Recommended increase ethnic and cultural diversity of the Graduate Group faculty members.

Steps taken to respond to recommendations:

Response to Item 1:

A new vision, mission, student learning outcomes and program outcomes were approved by the Graduate Group in May 2013. A new SOAP will be developed and implemented during the fall 2013. These will also be applicable to the joint program as the CSUB faculty was part of the governance that adopted these changes. The newly adopted vision, mission and student and program outcomes include the CPED principles and are shown below:

Vision

Changing leaders to lead change,

Mission

The Doctoral Program in Educational Leadership prepares leaders with demonstrated potential to transform educational systems and settings that improve the life outcomes of all learners and their communities, and to serve as stewards of the profession.

The Doctoral Program in Educational Leadership will accomplish the mission and vision and promote professional practice by:

- Providing knowledge, skills and professional experiences through embedded fieldwork during the course of the program that uses multiple frames to develop meaningful solutions.
- Providing opportunities to critically examine current complex educational problems of practice, policies, and educational issues through the use of appropriate inquiry and research methodologies and framed around the questions of equity, ethics, and social justice.
- Providing opportunities to access recent literature and be able to use that research and appropriate theoretical frameworks as a basis to formulate administrative and instructionally effective approaches and best practices to improve the quality of instruction and the learning environment for all students.
- Providing opportunities that build the skills necessary to construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
- Providing opportunities to demonstrate collaboration and communication skills to work within diverse communities and to build partnerships.
- Providing a professional knowledge base that integrates both practical and research knowledge and that links theory with systemic and systematic inquiry.
- Providing an emphasis on the generation, transformation, and use of professional knowledge and practice.

Program Outcomes

The program will include curriculum, fieldwork, assignments, activities, inquiry processes, research methods and other activities that will prepare graduates to be able to:

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

Student Outcomes

Students will be able to:

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

Response to Item 2:

A faculty committee was established to review the assessment procedures for the embedded fieldwork component of the program. A new instrument is being designed by the committee and will be implemented during the 2013-2014 academic year.

Response to item 3:

New faculty have been hired and we believe the evaluators did not understand that the Bakersfield program was to transition to be a fully CSUB program.

Because of the collaboration between the two campuses and the shared resources for this joint endeavor, immediate need for additional faculty is lessened. The doubling of faculty capacity for each campus is one of the elements that make this collaboration such a unique opportunity for both campuses. Even so, CI has recognized the need to improve the tenure track to lecturer faculty ratio, and included this as a goal in CI's 2013-2018 strategic plan. The School of Education has been supported by the campus in its efforts to hire new faculty in the Educational Leadership program; a tenure-track faculty search is currently underway.

Response to item 4:

The dissertation rubrics have been revised and are included in **Attachments 8a and 8b**.

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

Fresno State is NCATE and CCTC accredited, with the next scheduled accreditation visitation to take place in 2013-2014 (team evaluation reports, **Attachments 9a-9c**). CI is CCTC accredited (see team evaluation report, **Attachment 10**), with its next accreditation visitation to take place in 2016-2017. Prior approval by these agencies is not needed to offer the program.

Section II: Program Need and Approval

A. Program Need

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

CI and Fresno State serve diverse regions. Both are challenged by inequities in income, employment and educational attainment. Educational leaders in both regions recognize the need for mission-centric and mission-specific programs, focused on promoting equal access and opportunities for all learners, as does the leadership of both universities.

Program Need and Rationale Framed by Institutional Missions and Strategic Goals

Fresno State Mission Statement:

"California State University, Fresno powers the New California through learning, scholarship, and engagement. The University faculty, staff, and administrators work together to:

- Make student success our first priority;

- Embrace a culture of diversity, internationalization, and inclusion;
- Advance our established distinction in liberal arts and sciences, professional programs, and community engagement;
- Produce transformative scholarly research and creative works that target regional issues with global significance;
- Exemplify the ethical stewardship of capital and human resources; and,
- Develop institutional, community, and intellectual leaders.”

CSU Channel Islands Mission Statement:

"Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives."

Consistent with the Mission of California State University System, Channel Islands embraces its role of supporting the educational community in its service area as well as in the State of California. "Placing students at the center of the educational experience" leads us to recognize the leadership needs of the P-12 schools and community colleges. In working with Fresno State we have the opportunity develop a quality online Ed.D. program that offers instructional opportunities "within and across disciplines not only on our campus but on the campus of our partner. Embedded in the course work are signature field experiences that provide students with experiential learning that provides professional service to schools and community agencies.

Building on the strong record of Fresno State the joint degree will expand opportunities for educators to further their career goals as leaders prepared to transform the quality of education in the institutions that they serve.

In addition to serving the need for advanced leadership studies for the region at large, this program will serve the additional essential purpose of providing a pathway to terminal degree specifically for the region's Latina/o population. There is a severe demographic discrepancy between the general population and the makeup of California's school leadership demographics, as well as with the makeup of CI's graduate student population. Latinas/os comprise 15% of the U.S. population (estimated to grow to 30% by 2015), 40% and 43% of Ventura and Santa Barbara Counties (U.S. Census, 2010), but only 6% of the post baccalaureate population at CI (Fall 2012) and across the nation (Garces, 2012), and only 3.5% of the nation's higher education faculty (Jackson-Weaver, et al, 2010). Further, while Latinas/os make up 52% of California's P-12 student population (Gándara, 2012), they represent only 17% of the state's P-12 teachers, 19% of its P-12 school administrators and less than 10% of P-12 superintendents (Magdaleno, 2011).

As Hispanic Serving Institutions (HSI), Fresno State and CSU Channel Islands have the opportunity with this Ed.D. program to take significant strides toward ensuring that the population of school leaders in California looks more like the communities they serve than they currently do. The present gap in educational attainment between Latinas/os and Whites in Ventura County, for example, is glaringly evident in graphic analysis of census block data (see **Attachment 11**). Latina/o access to graduate education is essential for national, state, local and personal health and prosperity. To achieve this goal and ameliorate the current educational attainment gap, children and youth require modeling of "possible selves" available to them. Nowhere is a role model's access to youth greater than through public school and community college leadership, making this Ed.D. program a compelling HSI initiative.

Statewide Need

Two studies demonstrate the need for additional school administrators in California. First, WestEd studied the need for new school-site administrators, focusing on "a combination of projected administrator retirements and projected student enrollment changes throughout the State of California" (WestEd, 2010, Key Findings or Outcomes section). One of the study's key findings states, "Due to projected student enrollment, and assuming no change in the ratios of students to administrators, many regions are expected to face a need for administrators that increases in each two-year period over the 2010-2011 and 2017-2018 school years" (Key Findings or Outcomes section).

A second study by the Department of Finance of the State of California projects that student enrollment in the state will continue to grow. As stated in the "California Public K-12 Graded Enrollment and High School Graduate Projections by County" report,

From 2011-12 to 2021-22, enrollment is expected to increase in most counties with Riverside leading the state with an increase of over 86,000 additional students, followed by San Bernardino (over 35,000 additional students) and Kern (over 27,000 additional students). Other counties expected to experience large enrollment growth from 2011-12 levels are Fresno, Sacramento, and San Diego. Enrollment growth in these six counties can be attributed to increasing births or in-migration. (California Public K-12 Graded Enrollment, 2012)

The Collaborative Online Doctorate in Educational Leadership will provide a high quality online Ed.D. degree for current and future educational leaders throughout the State of California.

As new administrators enter the profession, there will be an increasing demand for them to continue on a career path that includes the need for doctoral level studies.

Local Need

The proposed doctoral program will meet expressed needs of the Central Valley and Ventura and Santa Barbara counties (see Interest Survey, **Attachment 12** and Interest Survey findings, **Attachment 13**, in response to Question #2-3 below) and letters of support from area superintendents (see **Attachment 14**). The online design of the program will meet the needs of working professionals within our service areas, as well as in the remote areas of the state.

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

Fresno State has had a program that is only offered in face-to-face mode since 2007. This program has had continued interest and a steady number of applications. We do not anticipate that this hybrid, collaborative program will impact our current program.

We have had numerous requests for an online or hybrid program over the years, and with the expanded territory, we believe, as the data from the study done by CI demonstrates, that there is ample demand for this collaborative hybrid doctoral program.

CSU Channel Islands:

An interest survey (see **Attachment 12**) distributed within the region during fall 2013 to assess the need for a doctoral program found that 186 of 279 (67%) of the pre-qualified respondents were interested in earning an Ed.D. Of the 279 educators responding to the survey, 24% were P-12 teachers, 26% P-12 administrators, 8% Community College administrators, 21% Community College faculty, 7% University administrators, and the remaining respondents (14%) hold a variety of jobs in the county's educational system. The respondents reflected the diversity of CSU Channel Island's own demographics and included 3% African American, 3% Asian American, 24% Hispanic/Latina/o, 60% White and 10% other. (See **Attachment 13** for a detailed summary of findings.)

Of the 186 potential candidates completing the survey, 67% indicated an interest in applying for the first cohort as early as summer 2015, 14% for the 2016 cohort, 4% for the 2017 cohort, and 7% for the 2018 or later cohort. The remaining 8% did not indicate a start-date preference; several respondents noted an interest in starting earlier than 2015.

Overwhelmingly, respondents interested in the program indicated they planned to apply for admission within the first three-years of the program.

The survey was administered online and sent to 200 educators in Ventura County, with a request for school leaders to forward the survey to colleagues at their sites. We estimate that all told, the survey was made available to 500-800 educators in the county.

The survey findings noted above do not reflect the potential of this hybrid program to reach candidates living outside of Fresno State and CSU Channel Islands' service areas.

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

Enrollment projections are as follows:

- Year 1: 24 students (12 from each campus)
- Year 2: 48 students (24 from each campus)
- Years 3 and beyond: 72 students (36 from each campus)

Significant interest in an Ed.D. program has been expressed in the Ventura County area since the inception of CSU Channel Islands in 2002. Anecdotal data from graduates of the Masters in Educational Leadership program, focus groups and follow-up studies show interest in continuing on the path to a doctoral degree.

Respondents to the interest survey described above were asked to rate the importance of four factors: 94% indicated that cost was an important or very important factor; 78% indicated that the availability of financial aid was an important or very important factor; 94% indicated that the ability to continue employment while pursuing the degree was an important or very important factor; 91% indicated that time to completion was an important or very important factor; 94% indicated that the quality of the faculty and program was an important or very important factor.

With 125 potential candidates from a limited survey sample indicating an interest in starting the program in 2015, we anticipate having no trouble meeting enrollment expectations.

CI offers a Master's Degree in Education with three concentrations: Educational Leadership, Special Education and Curriculum & Instruction. This degree program will serve as feeder for the new doctoral program.

157 of 186 potential candidates (84%) requested to be placed on a mailing list to receive follow-up information about the program.

4. Attach the recruitment and/or marketing plan for the program. Describe the geographic scope of the program. (Note that all materials regarding this program should clearly state, "Pending WASC approval" prior to Commission approval.)

The program had not yet been advertised at the time this proposal was written. However, recruitment materials are in development and will be made available when they are completed.

B. Planning/Approval Process

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

Both Fresno State and CI faculty governance processes were followed in the review and approval of this doctoral program.

CI Process:

CI and the CSU system have an inclusive, thorough and extensive academic planning and approval process. This process begins and ends with the faculty. At CI, faculty are invited to propose new programs each academic year for inclusion on the Academic Master Plan. For inclusion on the Academic Master Plan, the proposed program must receive approval from the CI Curriculum Committee, CI Academic Senate, CI Administration and finally the CSU Trustees. Once a program has been designated to the Academic Master Plan, a detailed description of the new degree offering is prepared by the faculty. This document must be approved by the CI Curriculum Committee, CI Academic Senate, CI Administration and CSU Chancellor's Office. Prior to granting its approval, the CSU Chancellor's Office sends the proposed degree program to external reviewers for comments, suggestions and recommendations. New degree programs cannot be implemented without approval from the CSU Chancellor's Office.

The doctoral program was initially placed on CI's Academic Master Plan by the Chancellor's Office with a projected start date of Fall 2012. School of Education faculty voted in 2009 to delay implementation until 2015. School of Education faculty approved initial planning on the joint Ed.D. in Educational Leadership program in Spring of 2012

and a working group was established. In collaboration with Fresno State, the working group developed the Ed.D. Short Form for submission to the Curriculum Committee and Academic Senate. Following approval by the Senate in Spring 2013, the Short Form was approved by the Provost and President in Summer 2013 (see **Attachment 15a**). Following completion of the Ed.D. Short Form, this Chancellor's Office/WASC form was completed and submitted for School of Education review. School of Education faculty voted strongly in favor of approving submission of the proposal (see **Attachment 15b**) for campus, Chancellor's Office and WASC review and approval.

Plans for the development of the doctoral program have been regularly shared with the School of Education Advisory Committee from Spring 2012 onward. The community partner representatives of that body have consistently indicated strong support for program development.

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).

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	MercedCollege
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 Channel Islands has established a community advisory group to assist in planning and implementing the program; it meets regularly to provide advice about the program. Members of the CI Community Advisory Board for the Collaborative Online Doctorate in Educational Leadership are listed in Table 2, below:

Table 2: CSU Channel Islands Community Advisory Board for Collaborative Online Doctorate in Educational Leadership

Last Name	First Name	Title	Org

Arriaga	Trudy	Superintendent	Ventura Unified School District
Chounet	Paul	Asst. Superintendent	Santa Paula Unified School District
Chrisman	Valerie	Associate Superintendent	Ventura County Office of Education
Drati	Ben	Assistant Superintendent	Santa Barbara City School District
Engelsen	Karen	Dean	Oxnard Community College
Gonzalez	Mari	ECE Lead-Workforce Develop.	First 5 Santa Barbara County
Kinsey	Gary	Assoc. Vice President for Academic Affairs, School of Education	CSU Channel Islands
Klein-Williams	Marcella	Chief Educational Officer	California STEM Learning Network
Lake	Kelly	Chair, ECE	Santa Barbara City College
Magnusson	Michelle	Director- Ctr. for Community Ed.	Santa Barbara County Education Office
Michael	RaeAnne	Superintendent	Pleasant Valley School District
Morales	Cesar	Superintendent	Oxnard School District
Pinkert	Irene	Former Mayor Pro-Tem	Oxnard City Council
Romo	John	Former President (retired)	Santa Barbara City College
Shaffer	Jill	Executive Director	Ventura County Leadership Academy
Walker	Jim	Former President (retired)	Moorpark Community College

2. If the institution(s) is/are part of a university system, describe the review process at the system level, including any system requirements for doctoral level work. Attach documentation of approval.

See above.

C. Collaborative/Cooperative Agreements

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

This program is a unique venture between two CSU Institutions. Fresno State and CSU Channel Islands intend to offer a collaborative doctoral program in Educational Leadership. The MOUs between the two partner institutions will be developed as described below.

There was an original MOU signed by the CSU Channel Islands President and the Fresno State President that demonstrated each institutions commitment to developing the collaborative doctoral program (see **Attachment 3**). The second MOU will include the specific agreements for each campus related to their overarching and broad commitment to the program. Lastly, there will be annual operations MOU that will specify annual financial commitments and human resources dedicated to the program on an annual basis.

Section III: Program Description

A. Curriculum

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

Degree Nomenclature: Ed.D. in Educational Leadership

Program Emphasis: Applied - Professional Practice

Program Philosophy: The philosophical cornerstone of this program is in its attentiveness to curricular issues of

relevancy and practice. The program includes curriculum-embedded fieldwork, which the doctoral faculty adopted as the program's "Signature Pedagogy." Moreover, curriculum-embedded fieldwork remains congruent with the Shulman et al. (2006) call for a balance between practice and theory. As our doctoral program website explains, "Courses emphasize practice through the Signature Pedagogy of 'embedded fieldwork' assuring learning relative to real life educational issues and problems" (Doctoral Program in Educational Leadership at Fresno State Website, retrieved on March 29, 2012 from <http://www.csufresno.edu/kremen/dpelfs/about/index.html>, n.p.).

The doctorate in education prepares administrators to meet the educational challenges of today and the future. New skills developed in the program enable graduates to:

- Acquire theoretical, practical, methodological and empirical knowledge
- Conduct field-based research
- Serve the needs of an increasingly diverse student population
- Establish sound educational policy and practice
- Play a leadership role in educational reform
- Conduct educational assessments and evaluations

Curricular Design: The Ed.D. in Educational Leadership is a 60 unit degree with 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 P-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 (see Table 3 below, Course Sequence Outline).

The program can be completed in three (3) years. 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 P-12 or Higher Education (Community College) sectors.

The program is organized by 15 eight-week course sessions and 3 one-week intensive residencies scheduled during the summers (see Table 3 below, Course Sequence Outline).

Pedagogical Methods: The CSU System has made the offering of CSU degrees via distance education a system priority. The Collaborative Online Doctorate in Educational Leadership will utilize a full range of both synchronous and asynchronous pedagogical methods. These include, but are not limited to podcasts, narrated PowerPoint presentations, streamed faculty presentations, in-class discussions, readings, case presentations and discussions, brief and extensive writing assignments, research projects involving outside sources (e.g., library and Internet sources), and student presentations.

Collaborative Online Doctoral Program in Educational Leadership

Fresno State and Channel Islands Course Sequence Outline (Cohort 1)

<p>Summer 2015 (3 units)</p> <p>1-Week Summer Residency 1: Orientation (Ropes Course and Other Sessions) Quantitative (SPSS) and Qualitative (NVIVO) Workshops Literature Review Workshop IRB Workshop Intro to Web Quests</p> <p>Module 1 EDL 558 Module 1 EDL 557 Module 1 EDL 554</p> <hr/> <p>1 Core Course (3 units) EDL 551</p>	<p>Fall 2015 (6 units)</p> <p>2 Core Courses (6 units)</p> <p>EDL 559 EDL 552</p>	<p>Spring 2016 (6 units)</p> <p>2 Core Courses (6 units)</p> <p>EDL 554 (Register for and Complete Course) EDL 556 (Register for and Complete Course)</p>
<p>Summer 2016 (6 units)</p> <p>1-Week Summer Residency 2: QE Prep Dissertation Seminars (Includes Working with Dissertation Template and Accessing Library Resources for the Dissertation)</p> <p>Module 2 EDL 558 (Register for and Complete Course) (3 units) Module 1 EDL 561</p> <hr/> <p>1 Core Courses (3 units) EDL 557 (Register for and complete course)</p>	<p>Fall 2016 (6 units)</p> <p>2 Core Courses (6 units)</p> <p>EDL 561 (Register for and Complete Course) EDL 553</p> <p>Release QE Questions 11/17/2016</p> <p>Qualifying Exam 12/17/2016</p>	<p>Spring 2017 (9 units)</p> <p>3 Specialization Courses (9 units)</p> <p>See list of potential specialization courses on p. 23</p>
<p>Summer 2017 (6 units)</p> <p>1-Week Summer Residency 3: Dissertation Work w/Chair</p> <p>Statistics Workshops</p> <hr/> <p>Specialization Course (3 units) Dissertation Units (3 Units)</p>	<p>Fall 2017 (9 units)</p> <p>Dissertation Units (3 Units) – Specialization Course (6 units)</p> <p>Dissertation Preliminary Defense</p>	<p>Spring 2018 (9 units)</p> <p>File Forms to Graduate this semester</p> <p>Dissertation Units (6 Units) Specialization Course (3 units)</p> <p>Dissertation Final Defense</p> <p>GRADUATION CEREMONY</p>

2. If any part of the program will be offered via distance education, provide a detailed description of the modality and format being proposed (i.e., synchronous, asynchronous, online, correspondence, teleconference, video on demand, etc.).

The Collaborative Online Doctorate in Educational Leadership program will be a virtual campus experience of interactive classes, delivered online and incorporating the latest social networking tools. Courses will be offered using the Blackboard online platform. The courses will use a balance of synchronous and asynchronous tools available in Blackboard, in addition to email, videoconference, teleconference, and other technology as appropriate (e.g., Skype, Google Hangout, GoogleDocs).

The following are minimal expectations regarding access to technology expected of all CODEL students:

1. A web enabled device from which to access the course Blackboard
2. Computers: Computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](http://www.csufresno.edu/ITS/) (<http://www.csufresno.edu/ITS/>) or the Fresno State Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.
3. A webcam
4. Word processing and presentation software necessary for completing assignments
5. Plug-ins: Acrobat Reader, PowerPoint Viewer
6. Voicethread and headset
7. Gmail account

Student access to expert faculty teaching in the program will be assured through a variety of strategies, including options such as online office hours, email, telephone, online video conferencing and student access to recorded course sessions which can be reviewed at any time.

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

In Spring 2013, committees with membership from both campuses were formed for the purpose of developing syllabi for the 9 Core courses, integrating the program and learning outcomes into each course. Following the development of each syllabus, an IT consultant (serving as an instructional designer) will work closely with the faculty, coaching them in the development of a compelling combination of online and real-world learning experiences, using the best educational and social technologies available. Improvements will be made as usage and learning patterns emerge and new technologies become available. Continuing attention to faculty development in online teaching and learning will be a key feature in assuring the immediate and long-term success of the program.

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

Two tracks will be offered: P-12 and Post-Secondary (includes Community College and Higher Education). The course sequence provided in Table 3 demonstrates how the program courses will be offered. All students will take the 27 unit Core courses together. Students will then select from specialization courses offered in their career track for the last 21 units. Some of the 21 units offered will be "cross-track," for example, Conflict Resolution can be taken by either track. A minimum of 5 students must register for the class to make it a "go" for the semester. The students will normally be polled during the orientation to see what courses they are interested in pursuing for specialization. The program Co-Directors will then attempt to offer those courses during the specialization phase of the program.

The joint faculty resources of Fresno State and CSU Channel Islands provide the capacity to offer a high quality program, characterized by depth of learning experience in real-life application. The capacity of the institutions to support each track is illustrated in **Attachment 16** which shows a listing of courses offered in the program with qualified teaching faculty from each campus listed by each course. For the first two years, CI faculty will have benefit of being mentored by Fresno State faculty whose depth of experience will promote CI's development of a doctoral culture.

Following is the breakdown of faculty currently teaching in the current Fresno State program:

20 Tenured/Tenure Track Faculty and Administrators
26 Adjunct Faculty (mostly teach specialization courses)

Following is the breakdown of CI faculty who have indicated interest in applying to teach in the program:

15 Tenured/Tenure Track Faculty and Administrators
7 Adjunct Faculty (mostly teach specialization courses)

5. Describe how a doctoral level culture will be established to support the proposed program, including such elements as doctoral level course requirements, nature of the research environment, balance between applied and research components of the degree, and type of culminating experience (full dissertation or a culminating project). Also include plans for faculty research, faculty hires, library resources, and peer and campus collaboration. Discuss how students (both full-time and part-time) will be integrated into the intellectual community of the department and institution. If this is a joint program, provide this information for each institution.

Nature of the research environment: Doctoral culture at Fresno State 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 is serving as the coordinator of CRP) where students receive assistance with APA, data analysis, writing for publications (these services are also available for faculty); 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 900 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 offers graduates an opportunity to continue to do research related to the needs of Fresno State and CI's service areas and an opportunity to continue to network professionally.

Students and faculty of the Ed.D. program will be invited to participate in the above listed doctoral activities. Funding will be provided to assist joint doctoral students to attend CVELI seminars and other professional organization meetings and conferences. The Center for Research and Publication will be open to all students in the program. Dissertation seminars will be held at both campuses. Students will be invited to participate in a Research Symposium hosted each year by the two campuses.

Reports listing financial aid awards and expenditures that has been provided to assist students with their research and to support them to attend conferences is included in **Attachments 17 and 18**.

The establishment of a Graduate Studies Center (GSC) and Graduate Writing Studio at CI in AY2011-2012 supports the cultivation of a doctoral culture. The GSC is available to provide resources, referrals and information for graduate and professional students, offering programs and workshops on a variety of topics, drop-in advice and assistance, meeting and study space. Support is offered in recruitment, admissions, enrollment, financial aid, academic counseling, career counseling and academic success.

Doctoral level course requirements: Fresno State's long-standing doctoral programs have consistently received positive reviews from accrediting agencies and been recognized within the CSU system as being worthy of emulation by other campuses. Commendations of Fresno State's doctoral programs (referenced in Section C2 of this report) provide evidence of rigorous, relevant and applied research elements that are incorporated in the proposed joint program.

Balance between applied and research components of the degree: Building on the Fresno State doctoral program, courses will include curriculum-embedded fieldwork, which has been adopted as the program's "Signature Pedagogy." Moreover, curriculum-embedded fieldwork remains congruent with the Shulman et al. (2006) call for a balance between practice and theory. As the Fresno doctoral program website explains, "Courses emphasize practice through the Signature Pedagogy of 'embedded fieldwork' assuring learning relative to real life educational issues and problems" (Doctoral Program in Educational Leadership at Fresno State Website, retrieved on March 29, 2012 from: <http://www.csufresno.edu/kremen/dpelfs/about/index.html>, n.p.). This language emphasizes that fieldwork be intentionally developed relevant to the field, seamlessly integrated into the curriculum, and in partnership with the needs of the local education community. A recent text entitled *In Their Own Words: A Journey to the Stewardship of the Practice in Education*, produced by the Carnegie Foundation's Project on the Education Doctorate, included a chapter describing how the current program has developed the abilities of current students and graduates to provide leadership within their organizations. It is apparent from the voices of the students who participated in the research for this chapter that the program played a significant role in developing them as change-agent leaders (Brown-Welty, Brogan & Harmon, 2013).

Type of culminating experience: Full dissertation

Plans for faculty research and faculty hires

Faculty research: An annual faculty colloquium in which faculty present their research to students and other faculty was first hosted at Fresno during AY 2011/12. This colloquium will be expanded to include the Joint Online program with CI and will alternate hosting between the two partner campuses. This colloquium helps students to select dissertation topics and identify faculty whom they may be interested in working with, early in the program. A Celebration of Faculty Accomplishments, highlighting all faculty research publications and other creative and scholarly activities, is held annually on the CI campus, providing students with opportunity to identify potential faculty advisors and research interests.

Faculty hires: The School of Education at CI has been supported by the campus in its efforts to hire new faculty in the Educational Leadership program; a tenure-track faculty search is currently underway. As the campus and doctoral program continue to grow, additional faculty will be hired. The Kremen School of Education and Human Development hired 3 new faculty in 2013/2014 and has begun a search for an additional faculty member to teach in the P-12 Education Administration track in both the Master's and doctoral degree programs.

Library resources:

Libraries and other student services from both campuses will be available to support students. For detailed information about library resources, see Section V, Resources (Subsection C Information and Literacy and Resources).

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

Student Outcomes

- 1.1 demonstrate strategic leadership and effective communication skills in an educational reform effort
- 1.2 identify and navigate ethical complexities of educational leadership
- 1.3 develop leadership vision that demonstrates commitment to ethics and equity
- 1.4 evaluate and use evolving technologies to inform practice, enhance learning, and increase professional knowledge

- 2.1 apply various theoretical lenses, research and personal experiences to identify problems of educational practice
- 2.2 evaluate problems of practice through critical examination of existing systems and potential solutions
- 2.3 assess critically the successes and failures of educational systems
- 2.4 analyze systemic and/or root causes of educational inequities and design and implement meaningful solutions
- 2.5 align decisions and actions as leaders with stated (and evolving) philosophy of educational leadership

- 3.1 examine and evaluate personal beliefs and biases to understand how they impact the ability to be an ethical, equitable leader
- 3.2 build collaborative partnerships with students, families and communities
- 3.3 build collaborative partnerships and networks with colleagues and other professionals
- 3.4 create a safe culture and instructional program that is conducive to all students' learning and staff professional growth

- 4.1 use a variety of inquiry and research methods in investigating issues and problems related to educational effectiveness and student success
- 4.2 undertake and complete an applied research study related to educational issues, problems and practice

- 5.1 design and conduct program and policy evaluations
- 5.2 design and interpret assessments and assessment data using both qualitative and quantitative reasoning and make leadership decisions based on the data
- 5.3 communicate assessment data and outcomes to stakeholders both orally and in writing

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

The curricular map, which is also included in the Student Outcomes Assessment Plan, can be found in **Attachment 19**.

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

Core Courses (Required for all tracks) (27 units)

- EDL 551 Organizational Theory and Leadership in Complex Organizations
- EDL 552 Educational Reform
- EDL 553 Educational Policy Environments
- EDL 554 Applied Quantitative Research Methods
- EDL 556 Conceptual Curriculum Perspectives for Educational Leadership
- EDL 557 Applied Qualitative Research Methods
- EDL 558 Theories of Cross-Cultural Education
- EDL 559 Applied Research and Measurement in Education
- EDL 561 Educational Assessment, Evaluation and Planning

Specialization Courses (21 units). May be different from cohort to cohort. A partial listing of courses that may be offered is below)

- Critical Friends Groups as Professional Learning Communities (P-12 and CC)
- Leadership for Reading Instruction (P-12)
- Human Resource Administrations (P-12)
- Organizational Development for High-Performing Organizations (P-12 and CC)
- Resource and Fiscal Planning (CC)
- Community College Administration (CC)
- Professional Ethics and Moral Issues in Education (P-12 & CC)
- Leaders and Leadership (P-12 and CC)
- Interpersonal Leadership and Conflict Resolution (P-12 & CC)
- Data-Driven Decision Making (P-12)

Advanced Curriculum (P-12)
Resource Management and Fiscal Planning (P-12)
Contemporary Issues in Post-Secondary Education (CC)
Post-Secondary Legal Aspects (CC)
School Law (P-12)
Writing for Publication (P-12 & CC)
Practicum in Program Evaluation (P-12 and CC)
Technology in Education (P-12 and CC)

See **Attachment 20** for the Specialization Courses that have been offered for the past several Fresno State cohorts.

Dissertation (12 units, required)

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

The program Co-Directors will meet with any faculty member teaching in the program. The syllabus requirements (including the required syllabus format - see **Attachment 21**), student outcomes and course processes will be discussed. All syllabi will be submitted each semester to the program Co-Directors. In addition, students will be asked to rate the course design and program sequence in every course evaluation. Students will also be asked to discuss the course and program objectives at annual town hall meetings.

A joint governance group, with representative faculty from each campus, will be the sole authority of course content. All courses are continually assessed, monitored, and adjusted for improvement in order to meet the on-going needs of students and the community.

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

Syllabi must include:

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

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

Three syllabi are included in **Attachment 22**, the Policy on Dissertations is included in the first link below (Student Guidelines), the Dissertation Guidelines can be found at the second link below, and the Dissertation Template can be found at the third link below.

Pending WASC approval and anticipating a Summer 2015 launch date for the program, the following will be revised and housed on the websites of both institutions, reflecting the collaborative nature of the program.

- Student Handbook (Guidelines) – contains policy on registering for and completing the dissertation.

<http://www.fresnostate.edu/kremen/dpelfs/documents/DocStudentGuidelines2012.pdf>

- Dissertation Guidelines:
<http://www.fresnostate.edu/kremen/dpelfs/documents/GuidelinesJul2011.pdf>
- Template:
<http://www.fresnostate.edu/kremen/dpelfs/students/index.html>

In addition to these resources, 3 dissertation seminars (mandatory attendance) are held in sessions of 4 hours each. These are scheduled as part of the summer residencies, and a sample agenda for those sessions is included in **Attachment 23**.

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

Not Applicable.

12. List any special requirements for graduation.

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 P-12 and one Post-secondary, will be developed by the program Co-Directors and provided to faculty who have taught core courses. Each faculty member teaching a core course will develop two questions (one P-12 focused and one Post-secondary focused) pertaining to his/her course material related to each scenario 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 Co-Directors 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 P-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 five randomly selected questions according to their track (P-12 and Post-secondary) one month before the exam so they can begin to study for the exam. The program Co-Directors will select the three questions to be addressed during the four hour testing time. Students will respond to 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.

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 Co-Directors. 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 Co-Directors to appeal this restriction or to determine any other courses of action the student must take in order to rectify the situation.

Advancement to Candidacy

When the student has passed the qualifying exam and completed the selection of the dissertation committee, the student will fill out Form 4 [Application for Candidacy for the Degree of Doctor of Education, Educational Leadership] and submit this form to the CoDirector for approval. The appropriate Dean/AVP gives final approval of advancement to candidacy.

Dissertation Committee Approval

The student's proposed dissertation committee chairperson and committee members must sign 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, Form 4a must be submitted to the CoDirector for approval. The appropriate Dean/AVP 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 EDL599C (zero units through regular university enrollment) to maintain continuous enrollment.

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 Graduate Group must be recommended to a CoDirector and Dean/AVP (see Supplemental Form A). 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 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 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 Co-Directors. 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 Co-Director's 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 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 CODEL office, to be approved by the Co-Directors 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 administrative office staff will not post the student's Preliminary Orals until the student has obtained an approved Form 6 [Scheduling of the Preliminary Oral Defense of the Dissertation Research Proposal].

Preliminary Orals are to be scheduled through the program office during the academic year, either during the semester or the intercession. Teleconference arrangements and room assignments can be scheduled through the program office. Orals can be scheduled at other times upon approval of the committee, the Co-Directors, and the Dean/AVP.

At the date and time of the Preliminary Oral Defense, the student will provide the Committee members with 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 program 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/AVP.

Human Subjects Research Procedures Information and Possible Exemptions

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

If your research is exempt under the guidelines, as determined by the review committee, you will not need to submit your research proposal to the University-level 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 program office staff will not post the student's Final Oral Defense until he/she has an approved 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 Co-Directors, and the Dean/AVP.

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 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 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 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 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. Students will be expected to participate in graduation ceremonies on both campuses.

B. Schedule/Format Requirements

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

The program is designed so that it may be completed in three years of study. Three-year completion requires two 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 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 unless they retake one of the courses and receive a grade of B or better.

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.

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

The program is a cohort model designed to be completed in three years. 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. Note: Currently, the Fresno State program has over a 90% completion rate.

Minimum attendance and participation requirements and provisions for making up assignments are clearly defined in the Doctoral Student Guidelines handbook (see **Attachment 24**) and will be communicated in course syllabi.

All 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 (1 course = .125 FTEF)

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	4(sp)	.5	8(sp)	1.0	4(sp)	.5	16	2.0
	Dissertation (6 @ 3 units)	.75	Dissertation (6 @ 3 units)	.75	Dissertation (6 @ 6 units)	1.5	6	3.0
COHORT 2	2	.25	2	.25	11(sp)	1.375	12	1.875
COHORT 3	1	.125	2	.25	2	.25	5	.625
TOTAL	7	1.625	18	2.25	24	3.625	39	7.5

sp = Specialization Course

Note: The number of faculty is inflated as a number of specialization courses are cross-listed between P-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	6	23-24	9	23-24	9	23-24
COHORT 2	6	23-24	6	23-24	9	23-24
COHORT 3	3	23-24	6	23-24	6	23-24
TOTAL	15	69-72	21	69-72	24	69-72

3. Describe the typical class size throughout the program.

Core course have 23-24 students. Specialization courses generally have anywhere between 4 - 16 students.

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

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

Student access to expert faculty teaching in the program will be assured through a variety of strategies, including online office hours, email, telephone, videoconferencing and student access to recorded course sessions which can be reviewed at any time.

To ensure that the enrolled student is the student completing the coursework, several steps will be taken. All faculty teaching in the program will be provided with "Best Practice Strategies to Promote Academic Integrity in Online Education" (Version 2.0, June 2009). As a part of the instructional design process, faculty and the instructional design consultant will review best practices and select those most appropriate to the course. Faculty will explicitly engage students in discussion of ethical practice when reviewing course syllabi and requirements, specifically in regard to learning in an online format.

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

Students' receive syllabi for courses 2 weeks before the course begins. There are two weeks between the start of the new class and the official end of the previous course. Assignments and due dates are clearly identified, including prework that needs to be completed. Since courses end before the official end of the semester, faculty indicate on the syllabi what assignments are due after the official ending date of the course – but before grades are posted.

- 6. Attach the institution's Credit Hour Policy, in compliance with [WASC's Policy on the Credit Hour](#), adopted in September 2011.**

The CSU has adopted a Credit Hour policy; a copy of that policy is included in **Attachment 25**, by which the program abides.

- 7. For programs that contain courses that include requirements other than traditional seat time (i.e., laboratory work, internships, practica, studio work, hybrid courses, online courses, and other academic work leading to the award of credit hours), please identify these courses and explain how the time requirements are equivalent to the credit hour requirements as described in WASC's [Policy on the Credit Hour](#).**

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

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

See response to Section A1 above.

C. Admissions Requirements

- 1. List the 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 with a minimum of between a 3.5 and 4.0 on the Writing portion of the GRE.

- Demonstrated educational leadership potential and skills including successful experience in school, postsecondary, community, and/or policy leadership;
- Demonstrated academic excellence, problem-solving ability, and an interest in critically assessing and bringing about improvements within current educational policies and practices;
- Three letters of recommendation attesting to the leadership, ability, and scholarship of the candidate;
- A written statement of purpose reflecting an understanding of the challenges facing the public schools or community colleges/institutions of higher education in California;
- Professional resume, including whether the applicant has proficiency in a second language;
- Examples of professional writings;
- A statement of support for the candidate's doctoral studies from her/his employer;
- Response to a writing prompt administered on campus prior to the interview; and,
- A personal interview with the Admissions Committee.

Other university graduate admissions standards for graduate students also apply to all Ed.D. candidates.

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

The program seeks practicing or potential educational leaders from P-12 and post-secondary institutions (including community college and higher education). The qualifications are outlined in the admissions requirements above.

3. If any part of the program will be offered via distance education, describe how the student's ability to succeed in distance education programs will be addressed and linked to admissions and recruiting policies and decisions.

Recruitment materials will state that this is an online program, with specific skills required. It is students' responsibility to ensure that their skills are sufficient to allow them to be successful in an online environment. Admitted students are supported in developing information literacy skills through workshops during orientation and throughout the duration of the program. Additional skill development in the use of research tools is ongoing throughout the program. See attached Research Map (see **Attachment 26**).

Students attend a two day orientation that includes a variety of workshops related to information literacy, use of technology, and writing and research expectations. The Agenda for the two day orientation session is included in **Attachment 23**.

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

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

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, 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.

5. Attach a sample brochure or admissions material. (Note that this material must clearly state, "Pending WASC approval" prior to Commission approval.)

Program recruitment materials are currently under development.

Section IV: Educational Effectiveness

A. Plan for Evaluating Educational Effectiveness

Assessment should be described at three levels:

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

The Assessment Plan is currently called the “SOAP”, or Student Outcomes Assessment Plan and is included in **Attachment 27a and 27b**.

Student learning is assessed in a variety of ways – first annually by the faculty who have had them in class the past year. Students are assessed according to dispositions and the faculty meets to discuss each student. The student in turn receives a progress letter (see samples in **Attachment 28**). These annual letters are called, “Green Light, Yellow Light and Red Light letters and provide the student with an assessment of their strengths and opportunities as they continue through the program.

The qualifying examination is a measure of student learning because the exam is based on problems of practice related to core courses. The exam is scored blinded by two faculty members using a scoring rubric designed by the subject faculty member. Several examples of the Qualifying Exam with scoring rubrics can be found in **Attachment 29**.

There is a scoring rubric used for the dissertation (both written and oral – both included in the SOAP). These documents and the results from the annual town hall meeting are reported annually along with the changes that have been made as a result of the data. All of this information becomes part of the 5-year self-study review process, which was completed last year. A copy of the 5-year review for the program (less appendices and attachments included elsewhere in this document) is included in **Attachment 30**.

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, program review is already included in the regular university assessment and program review processes.

At CSU Channel Islands, program review and evaluation will be incorporated into regularly scheduled self study activities and program review processes.

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

The 5-year program review process calls for external reviewers. In addition, this past year the program was visited by 2 external reviewers from the Carnegie Project on the Education Doctorate. Their positive report of the program is included in **Attachment 31**.

If the program will be offered via distance education:

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

The following assessment data will inform evaluation of the educational effectiveness of the program. Taken as a whole, the following data will be used to compare educational effectiveness of this joint online program with Fresno State's campus-based doctoral program.

Student Learning Outcomes

- Letter grades demonstrate satisfactory completion of signature assignments
- Signature assignment alignment with SLO map (see Attachment X)
- Success rate on Qualifying Exam
- Dissertation rubric and collated results of success rates

Student Retention

- Annual program enrollment reports
- Annual graduation reports

Student Satisfaction

- Annual "town hall" meeting (during Summer Residency week): Program improvements will be made incorporating student feedback when needed
- Student course evaluations

5. Describe procedures to evaluate teaching effectiveness in the distance education modality.

The joint online Ed.D. in Educational Leadership Program will use the IDEA course evaluation product currently in use at Fresno State which can be used in online modalities. The evaluation instrument is very comprehensive and provides nationally normed comparative data.

Section V: Resources

A. Faculty

1. List the number and type (full-time, part-time, tenured, non-tenured) of faculty allocated to support the program in terms of developing the curriculum, delivering instruction to students, supervising internships and dissertations, and evaluating educational effectiveness.

At Fresno State, there have been 70 faculty members who have taught in CSUF doctoral programs to date and over 60 of those individuals will be involved in the proposed doctoral program. At CSU Channel Islands, 15 tenure-track faculty and administrators and 7 adjunct faculty will be involved in implementing the program. These 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 participate in program meetings related to curriculum and assessments. A complete listing of the faculty serving as Core and Affiliated faculty is included in **Attachment 16**.

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

The faculty currently serving on the graduate group will teach only one course per cohort. This distribution of teaching allows for the maximum number of opportunities for students to meet potential dissertation committee members. Each 3 unit course taught in the CODEL program by a full-time, tenure track faculty will be funded, at the backfill rate, for 4.5 units. Additionally, faculty teaching a 3 unit course will be awarded 1.5 units of funding at the backfill rate to promote scholarly work (e.g., travel to a conference, hire a student assistant), and support development of the doctoral culture.

Part-time faculty who are qualified to teach in a doctoral program will sometimes be hired to teach the specialization courses and on rare occasions a core course. 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. Describe the plan to orient and mentor junior faculty to support their doctoral-level research, scholarship, and dissertation supervision responsibilities.

The Center for Research and Publications (CRP) at Fresno State was 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.

It is anticipated that during the first two years of the program, most courses will be team taught by a Fresno State and CSU Channel Islands faculty team. Faculty may choose to partner with experienced doctoral faculty by participating in delivery of the course without being listed as instructor of record; they will be compensated via "banking money" rather than receive unit load for the course.

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

Workload Implications

The impact of the new joint program on Fresno faculty will be minimal as the courses will be offered in different semesters than when the courses would normally be offered in the Fresno State program. The joint 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, Fresno faculty will be offered the opportunity to teach it twice - once during their normal semester and once during the joint program semester.

Impact on existing programs in the CI School of Education will be minimal. Courses currently taught by full-time faculty will be strategically assigned to qualified adjuncts; the School has a history of recruiting and retaining highly qualified adjunct faculty with current expertise in P-12 and other university systems. At CSU Channel Islands, tenure track faculty currently assigned to university development work (i.e., directing grants, coordinating university programs and CSU Chancellor's Office initiatives) will have an opportunity to restructure their assignments to make room for the one doctoral level course per three-year cohort they can teach in the doctoral program.

As noted above, CI faculty who have not previously taught at the doctoral level will have an opportunity to team-teach with experienced doctoral faculty before solo teaching a course.

See the faculty resource matrix on page 30-31 for more detailed information about workload implications when one cohort is in the dissertation phase and others are in the coursework phase of the program.

Dissertation Work

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.

Since no faculty member will be assigned as a dissertation advisor until Year 3 of the program, opportunity exists for CSU Channel Islands faculty during the first two years of the program to develop dissertation advisement expertise. This expertise can be cultivated for those faculty members who may be invited to serve on a committee for a current Fresno State doctoral student in one of Fresno State's existing doctoral programs. When students in the proposed joint program begin dissertation work in Year 3, faculty from both institutions will serve as members of dissertation committees, but only faculty with previous experience in serving on committees will have opportunity to serve as chair. The Graduate Group will provide ongoing mentorship and support for all dissertation chairs.

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

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

- 1) Awarded 4.5 units for teaching a 3.0 unit course
- 2) Awarded funding based on 1.5 units at the backfill rate (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 funding based on .5 units at the backfill rate 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

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

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

As noted above, a faculty member only teaches 1 course per cohort and they receive 4.5 units towards their load to teach the course.

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

The Guidelines for Appointment and Renewal in the Graduate Group (teaching faculty) are included in the CODEL Bylaws (see **Attachment 4b**). Most of the criteria were set at the System Level. Vitae for core and affiliated faculty are included in **Attachment 32**.

8. If the program will be offered via distance education, describe the preparedness of faculty to support the modality of instruction. What faculty development opportunities are available? Include any faculty guidelines for online instruction.

Continuing attention on both campuses to faculty development in online teaching and learning will be a key feature in assuring the immediate and long-term success of the program.

Fresno State:

A consultant has been hired at Fresno State for the past two years who works individually with doctoral faculty in setting up any online portion of their course. Fresno State faculty members have access to this individual any time they need assistance. In addition, the university has an entire department that provides training and support for online course development; Technology Innovations for Learning and Teaching (TILT). The link to view their webpage and services can be found at <http://www.fresnostate.edu/academics/tilt/>

CSU Channel Islands

Strong campus resources are in place to support faculty learning and development necessary for teaching rigorous, engaging online courses. As noted in CI's current IT Strategic Plan (see <http://www.csuci.edu/tc/strategy/>), "The Division has the following unique skills, resources, capabilities and assets which provide a competitive advantage over other academic and information technology organizations" including being centralized, small, new, having staff capable of extreme service, being good at "web stuff," having good tools, being good at collaborating, caring deeply about standards, and having infrastructure that is generally solid and up-to-date. The IT team has been engaged for the past two years in offering extensive faculty development opportunities for improving capacity to use technology effectively in teaching blended and online courses. In Fall 2013 a Director of Teaching and Learning with Technology was formally appointed to lead this effort at CI.

B. Student Support Services

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

The collaborative online Ed.D. program will have two full-time Student Coordinators (Research Analysts 2) located at Fresno State who assist students with scheduling, filing paperwork, and other miscellaneous activities. One student coordinator will work with Fresno students and the second coordinator with CI students. In addition, students will be assigned a faculty advisor and a peer mentor during the first week of the program. The faculty advisor will remain their advisor until the student selects a dissertation chair. A technology consultant will be available to assist students with accessing and using needed technologies related to course involvement, completion of assignments, conducting research and working collaboratively with cohort members and instructors. Academic writing support (e.g., APA issues, dissertation proposal development, developing research findings) is available online via Graduate Writing Studio instructors; face to face support is also available through the Graduate Writing Studios at both campuses.

A faculty member will be released from one course per semester to advise students on their research designs and data analysis. Four dissertation seminars will be held each year so that students get assistance in thinking through their problem of study, theoretical frameworks and methodology. The program Co-Directors will be available to meet with students on any program issues and advise students on potential dissertation committee members.

Financial Aid will be available to qualified students through the Financial Aid Office at the Fresno State campus. In addition, a percentage of program revenue will be earmarked for providing financial awards to students through an application and approval process to support their dissertation research and participation in research conferences. Ten percent of student fees will be set aside for financial aid for participating students.

Research opportunities will be developed through embedded fieldwork and signature assignments in each course. These will be coordinated by program Co-Directors and course faculty.

As members of the CODEL, students will be issued email addresses from both campuses, have student ID's from both campuses, and have access to and support from both institution's library resources.

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

See above.

C. Information Literacy and Resources

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

The joint Ed.D. program adopts the definition of information literacy offered by the Association of College and Resource Libraries, as "a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (ALA, 2013, para. 1). As noted by the ALA:

Information literacy also is increasingly important in the contemporary environment of rapid technological change and proliferating information resources. Because of the escalating complexity of this environment, individuals are faced with diverse, abundant information choices—in their academic studies, in the workplace, and in their personal lives. Information is available through libraries, community resources, special interest organizations, media, and the Internet—and increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability. In addition, information is available through multiple media, including graphical, aural, and textual, and these pose new challenges for individuals in evaluating and understanding it. The uncertain quality and expanding quantity of information pose large challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively.

An information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally. (ALA, 2013, para. 1-2)

Students are responsible for demonstrating proficiency with the above information literacy skills throughout the program. Proficiency in these abilities is particularly essential and relevant to success in an online program and will be evaluated through each student's ability to complete coursework. Workshops and individual technical support will be provided for students on an as needed basis; it is the student's responsibility to access these supports and remediate any gaps.

2. Describe the staffing and instructional services that have been put in place, as well as the library and informational resources available to students and faculty in support of the new degree program.

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.

CSU Channel Islands Library

Library Mission

The John Spoor Broome Library enhances the university's mission through active collaboration with students, faculty, and staff in developing collections, services, information and computer literacy skills.

Overview

The John Spoor Broome Library is housed in an architecturally stunning building designed by the world famous British architect Lord Norman Foster. The library merges the campus mission architecture with a modern glass structure, combining both styles into a student-centered digital teaching library. The library's mission is to enhance CI's mission through active collaboration with students, faculty, and staff in developing collections, services, information and computer literacy skills.

The library gives students access to a robust collection of 235,000 bound and digital books, over 20,000 electronic journals and newspapers, numerous databases, a comprehensive digital image collection, DVD's/VHS's, CD's, best sellers, and children's books and K-8 curriculum materials. In addition, the library houses a number of interesting archival and special collections that can be used for original research. The Robert J. Lagomarsino Collection contains papers, photographs, furniture, and memorabilia relating to Lagomarsino's years of political service as a California Senate member from 1961-1974 and as a United States Congressman from 1974-1992. Other archival and special collections include the University Archives, Jack O'Connell, Camarillo State Hospital, Elmer "Gene" Lore, Sr. Collection, Irene and Jorge Garcia Chicano Studies Collection, Jean M. Harris Papers, and Bottle Village.

The library provides students with opportunities to engage and create. The building is home to the University Writing Center, the Learning Resource Center, and the Information Technology Help Desk. The building provides attractive and enticing spaces for inquiry and study for both individuals and small groups. There are 130 hardwired computers with additional laptop computers available for check out. The library also circulates digital cameras, digital video cameras, flip video cameras, digital tape recorders, and projection units. Each year the library sponsors a number of events including the Children's Reading Celebrations and Young Authors Fair, Artwalk, and the library's traditional 24 hour final exam schedule where snacks and beverages are served at midnight.

The Library offers classes and services that help students develop life-long information and computer skills. Librarians collaborate with faculty in all disciplines to provide information literacy sessions, resource specific

instruction, reference service, and instruction on digital equipment. The entire library staff works to insure that the John Spoor Broome Library is a helpful, comfortable, and welcoming place.

Library Resources and Services

As noted in the budget which follows, funds from the CODEL program will be allocated to expand library resources in support of the Ed.D. students and faculty. A description of current library holdings and services follows.

CSU Channel Islands has a book/manuscript acquisition budget that is supported by the University and undergoes the budget review process annually. These funds have been used to purchase a multitude of library services such as several wireless classrooms where librarians provide instructional support for classes. The library includes an array of holdings including books, journals, periodicals and reference materials (75,000 bound volumes); however, in keeping with 21st century technology, digital collections are its centerpiece. The digital library includes more than 180,000 electronic books along with CDs, DVDs, and VHS; 32,000 digital images of art history, biology, environmental science, and current and historic campus photographs. This digital collection allows students, faculty, and community members to borrow texts, journals, periodicals from other libraries in California and around the world. Digital holdings also include a large variety of educational and discipline-based databases used for research in every field.

The library, media center, and computer labs offer extended hours to meet the needs of all students. Additionally, the library maintains digital equipment available for checkout by students and faculty (e.g., laptops, digital cameras, video cameras). Library staff members are available to help students and faculty in accessing information and using technology. Librarians offer formal information literacy classes, library instruction, and reference consultations on finding, evaluating, and using information to produce quality research papers and projects. They have been especially helpful in coaching School of Education students in the processes of videotaping lessons for their teacher performance assessment, editing, compressing files, and uploading them to *TaskStream*.

The library's support of the School of Education is further demonstrated by the participation of library staff on the SOE Advisory Committee.

Collections Supporting Education Candidates and Faculty

Current holdings in the library support all education programs. Education faculty members are active in working with the University library to order readings, texts, titles, journals, film, software, compact discs and other instructional support materials. All relevant journals in the field of Elementary, Secondary, Special Education, and Administrative Services and Foundations and Theory of Educational Research are available through ProQuest, one of the premier academic research resources. In conjunction with the Ventura County Superintendent of Education, the John Spoor Broome Library at CI houses a complete set of all California State adopted textbooks for use by our candidates and faculty. The 3,865 plus library holdings include titles in reading, critical pedagogy, culture, educational psychology, pre-school education, social studies, ability grouping, mainstreaming, socialization, politics in education, education law, testing and assessment, curriculum and planning, parent participation, education administration, educational research, foundations of education and all of the California State Subject Matter Frameworks as resources for students and faculty. More materials are being added as requested or identified by library staff and faculty.

Reference and Electronic Resources

References and electronic resources include standard works that support research in education. Representative titles include ERIC, Pro Quest, California Department of Education, Chronicle of Higher Education, Education Codes, Education Week, Statistical Abstract of the United States, U.S. Department of Education Information, Reference Resources for Children's Literature, Young Adult Reading List, ERIC Clearinghouse on Assessment and Evaluation – Test Locator, ERIC Clearinghouse on Reading, English and Communication and JSTOR. Data-bases that are provided by the digital library are listed at http://www.library.csuci.edu/articles/db_az.htm.

Periodicals and Journals

CI students have access to a variety of on-line curriculum materials, including Education Connection, Environmental Resources (P-12), History Resources, Institutes for Learning Technologies (P-12), MathMagic (P-12 math problem

solving strategies), NASA Spacelink, Native American Indians, Parents and Children Together Online, Quest, NASA's Technology and Literacy Page, Teachnet, and TEAMS Distance Learning-Resources for P-12 teachers.

Examples of web databases available for students and faculty include Britannica Online, CARL (from 1988) Education Index (from 1983) ERIC (Educational Resources Information Center), Education Abstracts, InfoTrac (from 1980), Lexis Nexis (current resources and full-text journals), Academic Univers, Full Text, Literature Resource Center, PsychInfo (1987- present), via WebSpirs, ERIC via First Search (education 1984-present) Social Sciences Abstracts, Exceptional Child Education Resources, Child Development Abstracts and Bibliography, Physical Education Index and Sociofile via WebSpirs. Other general databases useful to education include CARL UnCover which indexes approximately 19,000 journals across all disciplines.

Databases

Some of the library subscriptions include: Information Sources, Government Publications: U.S. Bureau of the Census, Latest Federal Government Statistics/FEDSTATS, official California home page, FirstSearch 2 (includes access to the FirstSearch databases for which the Library pays a per search charge and includes Dissertation Abstracts, Index to Legal Periodicals, Books, and PAAIS International). Librarians provide support for students and faculty researching specific topics by identifying helping to identify the resources that will provide the needed information.

First Search is an extensive collection of indexing databases across the curriculum with document delivery available. The base subscription includes access to general periodical literature, periodical literature in the humanities, sciences, and social sciences, government documents, tables of contents for over 12,500 journals, and conference papers and proceedings.

Also available through the Library's Public Access Catalog (PAC) are links to online databases for full text access, and all full text journals accessed electronically have been added to the periodicals list. This, coupled with various enhancements in document delivery services, has resulted in providing efficient journal research. CI is also linked with the entire CSU library system and can provide research materials through inter-library loan from other CSU campuses as well as from other libraries around the world.

Additional Library Resources/Information

The Ventura County Superintendent's Office operates the Professional Library collection, County publications reference collection, and the Learning Resource Display Center. These collections are available to all CI students in the same way that they are available to local educators. The Professional Library collection focuses on P-12 education materials and includes the following resources: over 1500 books and other media covering all aspects of teaching and staff development. A journal collection that offers 25 in-house periodicals and a large database of online full-text journal articles, a SELPA Collection that offers resources in all areas of special education, the United Parent Collection that provides information on childhood disorders and support for family members, the Health Programs Collection that enhances support for health education and training, and the classroom video collection that supports curriculum in grades P-12 are also available.

County Publications Reference Collection offers documents created by local districts, counties, and the California Department of Education.

The Learning Resource Display Center (LRDC) includes instructional materials approved for adoption by the State of California in grades K-8 that are on display for the public to view. Materials currently under review by the state are also displayed. Materials provided by educational publishers include: pupil and teacher editions, teachers' supplementary resources, plus software and video support. Online resources of over 300 education journals round out the collection.

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

Students and faculty in the doctoral program have access to a multitude of services, both local and worldwide, through the library systems on both campuses. Each 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. Each 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 local collections, faculty and staff can gain access to any book that libraries will lend through the libraries' automated consortial borrowing and interlibrary loan programs. In addition to materials available through local online library catalogs, 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 of the appropriate library.

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

Staff and services available on both campuses are described above, in the following categories:

- Technology consultants (see pp. 19, 31 and 37)
- Information Technology and Help Desk services (see pp. 37 and 41)
- Director of Teaching and Learning with Technology (see p. 37)
- Graduate Writing Studio instructional support (see pp. 20, 38 and 47)
- See also Attachment 38, Revenue and Expenditures Budget, for details regarding support for instructional technology

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

The Henry Madden Library and the John Spoor Broome Library provide reference librarians that are available every hour each 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 from the Henry Madden Library. This 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 Ed.D. program 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, face to face and online, 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 John Madden 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.

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

See above.

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

Not applicable.

D. Technology

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

Fresno State

Fresno State 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.. 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.

CSU Channel Islands

Information technology services at CSU Channel Islands are provided by the Division of Technology & Communication (T&C), which is responsible for all aspects of information technology including network services, servers, student labs, web services, instructional technology, classroom support, and a help desk. The services and structure of T&C can be referenced at <http://www.csuci.edu/tc>. The overall strategic direction of technology at the university is guided by the Information Technology Planning and Policy Committee, appointed by the President and consisting of representatives from all areas on campus, including two faculty members and a student. Priorities for IT investment are guided by the Information Technology Strategic plan <http://www.csuci.edu/tc/strategy> .

All students and faculty are provided a full set of IT services via the campus single-sign-on portal, myci (<http://myci.csuci.edu>). Services include email, file storage, access to library resources, access to student records (CI Records, powered by Oracle PeopleSoft) and access to Google Apps. The campus Learning Management System, CI Learn, is implemented using Blackboard enhanced by a number of third-party tools such as Respondus, Turnitin, and NBC Learn. In late 2013, a new video streaming server (based on Sharestream) will replace an older system that has been in use for some years. Mobile access is provided to CI Learn via Blackboard Mobile. The university is currently in the process of a complete redesign of CI's web presence; the new site will be fully accessible in all mobile formats, using a strategy called responsive webpage design. In addition, a mobile app for the campus is scheduled to go live in early 2014.

CI places an emphasis on supporting faculty in the use of technology in the classroom and online. Every CI classroom has a basic setup that includes an online instructor computer and a projector; the systems are continuously updated on a five-year cycle to avoid obsolescence. The help desk prioritizes classroom needs to assure that classroom technology meets faculty and student needs. The Academic Technology Services department works hand-in-hand with the Center for Innovation in Teaching and Learning to give faculty the tools and training they need to develop new pedagogy that leverages modern technology and reaches today's students. Services are provided to assist faculty in using CI Learn (Blackboard) as well as to assist them in creating audio and video materials for their courses. In addition, ATS provides consulting and technical assistance to enable faculty to provide online materials that are fully compliant with Section 508 accessibility requirements.

CI strives to provide systems that are highly available and reliable. Significant portions of CI's infrastructure has been migrated to off-campus providers to assure that, in the event of a major campus or regional emergency, we could continue to provide online instruction. The CI Learn environment has had only 1 hour of unscheduled downtime in the last 2 years. It is a core part of our strategic planning and investment to assure that faculty and students can count on IT services being available whenever and wherever they choose to access them.

Summary

CI continues to be a developing and growing university. The leadership of the University understands the need to continue to provide adequate resources in technology, library, media resources, computer facilities, full-time and part-

time instructional faculty as well as support personnel to meet the needs of candidates in all of the Education programs. These resources are required to accomplish the mission to which we have committed.

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

Students will be required to be able to use email, word processing software, spreadsheet software, access and interact with the Blackboard platform, be able to access electronic resources (library), use SPSS and NVIVO software, and other similar programs as needed. Students will receive training on all platforms and software mentioned above. Initially, they will receive the training at the first summer residency, and additional workshops and webinars will be available throughout the program.

If any part of the program will be offered via distance education:

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

The platform for online courses used in this program is Blackboard. The most recent version that meets Federal and State standards for access is the version being used by students in the program.

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

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

E. Physical Resources

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

Physical resources will be required only for the program's week-long summer residencies. Facility needs include classroom space (i.e., smart classrooms), dining facilities and residence hall facilities. In the first year, only one classroom and hospitality accommodations are needed for one cohort; in year two, two classrooms and two cohorts. In year three and beyond, three classrooms and hospitality accommodations will be needed for three cohorts.

At each institution, physical facilities are available for student use based on individual student interest and need. At each campus, these include Graduate Studies Center, Graduate Writing Studio, library and access to technology.

F. Financial Resources

See **Attachment 33** for detailed revenue and expenditures.

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

Total Cost of CODEL Program

The current doctoral fee for students is \$5,559 per semester, per CSU directive. This comes to an annual total of \$14,824 and an eight-semester total of \$44,472. When students enroll in the CODEL courses, they will pay the established student campus fees at the time of enrollment each semester (\$373 per semester). In addition, the annual cost for summer residencies is estimated to be \$450 per summer, for a three-year total of \$1350, bringing the total program cost to \$48,806. A comparison of Educational Leadership doctoral program costs for other universities in the CSU Channel Islands is included in the appendices (See **Attachment 34**). Additionally, this comparison includes the Fresno State on-ground program that they will continue to offer.

Services of financial aid office personnel from both campuses will be available to CODEL students. Additionally, ten percent of student fees are set aside for financial aid for participating students. (See **Attachments 17 and 18** for a summary of financial aid awards and expenditures to support students enrolled in Fresno State's current doctoral programs.)

2. Provide a narrative describing all start-up costs for the institution(s) and how the costs will be covered. For distance education programs, include costs for licensing, hardware, software, technical support, training for faculty and students, and instructional design, as appropriate.

Startup costs for the 2012-2013 and 2013-2014 academic years included faculty planning time and travel for joint meetings. Each institution contributed funds necessary for participation in these activities. Once the program is approved, Fresno State will assume the majority share of covering startup costs; CI will repay its share of those expenses to Fresno State when the program becomes revenue generating. This agreement will be described in an MOU between institutions defining program startup. Licensing, hardware or software expenses are not anticipated beyond what is noted in the budget below.

Use of Funds	Start-up Costs
Salaries	
Course Development	30,000
Program CoDirector*	6,000
Technical Support*	12,000
Sub-total Salaries	48,000
*Benefits 44.3%	7,974
Total HR and Benefits	55,974
Operational	
Supplies and Services	5000
Postage	500
Phones	500
Copy Machines	576
Equipment and Technical	4000
Travel	10000
Orientation	3000
Planning Retreat	10000
Sub-total Operational	33,576
Indirect Costs	
School of Ed of Overhead	20000
Sub-total Indirect Costs	20,000
Total Startup Costs	109,550

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

This degree program has the advantage of shared resources between two CSU campuses. Fresno State is providing the primary resources for initial start-up of the joint doctorate from revenues they have generated from their current Educational Leadership doctoral programs, which has an average budget carry forward each year of \$300,000. The funding generated from the current doctoral program at Fresno State also creates revenue to annually support the Library, a Central Valley Educational Leadership Institute that has existed for several years (it serves area school districts and community colleges), as well as other financial support to academic entities/programs on that campus. It is anticipated that the proposed program will become self-sustaining in its third year of operation, at which time it is also anticipated that CI will begin to repay Fresno State for its share of startup costs.

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

At full capacity, which is 72 students, the program becomes financially viable during the second year, which breaks down to 23-24 students per cohort. Projections for actual admissions is 23 students per cohort with an attrition of 1 per cohort. These figures are based on experience at Fresno State with the current doctoral program.

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

See **Attachment 33** for the budget projections (includes FTES and headcount projections, revenue projections and expenditure projections).

Budget Assumptions:

1. Faculty from CI who assist with classes will receive \$1,500 banking money.
2. One or two graduate assistants can be hired at each campus and paid for by the joint online program budget.
3. CSU Channel Islands will provide the space and a program CoDirector at no cost to the program (stipulated in the MOU).
4. Each campus will provide clerical support to facilitate the admissions process.
5. 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).
6. The fiscal year begins with the summer semester.
7. Marginal Cost per FTES is \$7583 with a small increase over the next 5 years.
8. Doc fee is \$5,559 with no increase each academic year

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

Not applicable.

Section VI: Teach-out

A. Plan for Teach-out Provisions

1. Provide a teach-out plan detailing how students who begin this program will finish if the institution(s) determines that the program is to be closed. Please see WASC's [Policy on Teach-Out Plans and Teach-Out Agreements](#).

Should the Joint Fresno State/Channel Islands program be discontinued, the remaining students will complete their degree through the independent Fresno State Doctoral Program. Course content, course numbers, and program requirements are the same for both programs. Students will register at Fresno State for their remaining courses, pay the Fresno State fees (same as for the joint program) and will be deemed graduates of the Fresno State program.

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

Not applicable.

References

- American Library Association (ALA) Association of College & Research Libraries. (2013). Information literacy competency standards for higher education. Retrieved from <http://www.ala.org/acrl/standards/informationliteracycompetency> on September 9, 2013.
- Best practice strategies to promote academic integrity in online education. (2009, June). WCET, UT TeleCampus, and Instructional Technology Council. Retrieved from http://www.wascsenior.org/files/Best_Practices_for_Academic_Integrity_in_Online_Education.pdf on September 7, 2013.
- Brown-Welty, S., Brogan, A., & Harmon, T. (2013). In Their Own Voice: Changed Educational Leaders Leading Educational Change. In J. A. Perry & D.L. Carlson (Eds.), *In their own words: A journey to the stewardship of the practice in education* (pp. 89 – 106). Charlotte, NC: Information Age Publishing, Inc.
- California Public K-12 Graded Enrollment and High School Graduate Projections by County, 2012 Series. (2012, November). State of California, Department of Finance, Sacramento, California. Retrieved from <http://www.dof.ca.gov/research/demographic/reports/projections/k-12/> on September 4, 2013.
- Collier, Peter J. and Morgan, David L. (2008). "Is that paper really due today?": Differences in first-generation and traditional college students' understandings of faculty expectations. *Higher Education*, 55: 425-446.
- Gandara, P. (2012, Feb 9). The current state of higher education for Latinos/as and recommendations for reform. CSU Channel Islands, El Dorado Hall, Camarillo, CA. February 9, 2012. Guest lecture.
- Garces, Liliانا M. (2012). Necessary but not sufficient: The impact of Grutter v. Bollinger on student of color enrollment in graduate and professional schools in Texas. *The Journal of Higher Education*, 83(4): 497-534.
- Magdaleno, K. (2011). Mentoring Latina and Latino leaders. In Cooper, B. S. and Conley, S., *Keeping and improving tomorrow's school leaders*, Lanham, MD: Rowman & Littlefield.
- McMurray, A. J. and Sorrells, D. (2009, Sept 1). Bridging the gap: Reading first-generation students in the classroom. *Journal of Instructional Psychology*. Retrieved from <http://www.thefreelibrary.com/Bridging+the+gap%3A+reaching+first-generation+students+in+the+classroom.-a0211235543> on 8/25/2010.
- Ortega-Villalobos, L. (2009). Understanding and supporting the learning process for first generation college students at CSUN. Retrieved from www.csun.edu/afye/Teaching-First-Generation-Students.html on 8/25/2010.
- Walpole, M. (2003). Socioeconomic status and college: How SES affects college experiences and outcomes. *The Review of Higher Education*, Volume 27, Number 1, Fall 2003, pp. 45-73.
- Shulman, L. S., Golde, C.M., Bueschel, A.C., & Garabedian, K.J. (2006). Reclaiming education's doctorates: A critique and a proposal. *Educational Researcher* 35(3), 25-32. <http://cpedinitiative.org/historical-literature#sthash.AaHq3sb3.dpuf>
- WestEd. (2010). Projecting the Need for California School Administrators Over 2010/11-2017/18: The Effects of Projected Retirement and Projected Changes in Student Enrollment Over Two-Year Increments. Retrieved from http://www.wested.org/research_study/projecting-the-need-for-california-school-administrators-over-2010-11dash2017-18-the-effects-of-projected-retirement-and-projected-changes-in-student-enrollment-over-two-year-increments/ on September 5, 2013.
- Williams, C. R. and Butler, S. K. (2010). *A new retention variable: Hope and first generation college students*. Retrieved from http://counselingoutfitters.com/vistas/vistas10/Article_11.pdf on 8/25/2010.