



CALIFORNIA **Memorandum**

STATE
UNIVERSITY,
FRESNO

Date: October 27, 2010

To: Michael Caldwell, Chair
Academic Senate

From: Marilyn Wilson, Chair
Graduate Committee

A handwritten signature in black ink, appearing to read "Marilyn Wilson", written over the printed name.

Re: Doctorate in Educational Leadership Program -Bakersfield
Campus

On September 19, 2010 the Graduate Committee approved the Doctorate in Educational Leadership Program-Bakersfield Campus. The following motion was made:

MSC to approve the Doctorate in Educational Leadership Program-Bakersfield Campus and forward to the Executive Committee for review.

Please do not hesitate to contact Chair Wilson at ext. #5129, if you have any questions.

MW/sh

Office of the
Academic Senate

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Appendix A
Transition Plan and Memorandum of Understanding
California State University, Fresno and California State University, Bakersfield

Doctoral Program in Educational Leadership

California State University, Fresno
and
California State University, Bakersfield

Doctoral Program Transition Plan Agreement

This agreement for a doctoral program transition plan between California State University, Fresno (herein Fresno State) and California State University, Bakersfield (herein CSUB) is a sign of a good faith commitment on behalf of both named universities to develop and offer a Doctoral Program in Educational Leadership at CSUB.

The Transitional Plan includes offering the Doctoral Program in Educational Leadership at Fresno State (herein DPELFS) as a wholly owned Fresno State program for two cohorts of doctoral students. Further, for cohorts 3 and 4 the doctoral program will transition to a joint doctoral program following the model the California State University has had with the University of California. A last program transition will take place with cohorts 5 and 6, which will be solely offered by CSUB (providing all appropriate accreditations have been granted).

The signing of this agreement signals that Fresno State will seek campus, CSU and WASC approval to offer the doctoral program as an "Off-campus" program beginning with the spring 2011 semester. At the same time, CSUB will be seeking needed campus approvals for Fresno State to offer the program on the CSUB campus also beginning spring 2011. During the years of the first two cohorts, the campuses will seek their campuses and WASC approval to transition to a "joint doctoral program": During the timeframe of the joint program, CSUB will seek their campus and WASC approval to offer the program as their "stand alone" doctoral program.

Dr. Sharon Brown-Welty, Director of the Doctoral Program in Educational Leadership will be the authorized liaison to CSUB in the development and offering of this program. Dr. Curt Guaglianone will be the authorized CSUB liaison for program development and subsequent offering of the program. Either of these individuals may be replaced by their respective campuses and will promptly notify the collaborating campus.

Marketing and advertising for this program will include qualification statements such as: "the Doctoral Program in Educational Leadership will be offered on the CSUB campus pending approval by both campuses governance processes." Further, as WASC accreditation most likely will not take place until sometime during the first year of the program, students will be admitted to the program stating that "they are being admitted to the program that is currently pending accreditation". During the first two years of the program, advertising will include a statement similar to, "California State University, Fresno in collaboration with California State University, Bakersfield...".

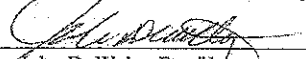
The program of study being offered is the Fresno State Doctoral Program curriculum. Should CSUB choose to revise the curriculum when it is offered by CSUB as their own independent doctorate, they are free to do so. Changes in the curriculum while the program is a Fresno State program must proceed through the normal procedures outlined in the DPELFS Bylaws and other governing documents. Other policy and procedural matters that may arise as the program is offered will be addressed through the Fresno State policies, procedures and guidelines until the program becomes an independently offered program by CSUB. Matters that may arise that are covered in this paragraph include but are not limited to staffing, budgets, equipment, supplies, purchasing, travel, governance, and curriculum.

Students who attend the program at CSUB will register for courses at Fresno State and pay all fees to Fresno State. CSUB will provide space to teach at no cost to Fresno State or the students and access to the library at no additional cost to the students.

Both parties to this agreement support the effort to offer the doctoral program in Bakersfield and will make every effort to resolve issues and conflicts with that goal in mind.

Approval:

This agreement is enforce beginning September 22, 2010



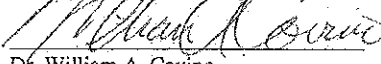
Dr. John D. Welty, President
California State University, Fresno

9/22/10
Date



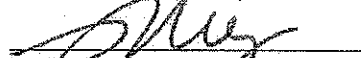
Dr. Horace Mitchell, President
California State University, Bakersfield

9/23/10
Date




Dr. William A. Covino
Provost and Vice President for
Academic Affairs
California State University, Fresno

9/28/10
Date



Dr. Soraya M. Coley, Provost
California State University, Bakersfield

9/22/10
Date



Dr. Paul Beare, Dean
Kremen School of Education and
Human Development
California State University, Fresno

9/27/10
Date

Kathleen Knutzen
Dr. Kathleen Knutzen, Dean
School of Social Sciences and Education
California State University, Bakersfield

9-23-10
Date

Appendix B
Bakersfield Off Campus Programs

CSU Bakersfield Off-campus Programs

Location Name	OPEID	Address	City	State	Zip	Code	Program Name	Deg.	Modality	Date	Stud FTE	Year
Antelope Valley	007993-01	43909 30th St. West 26455	Lancaster	CA	93536	105	Criminal Justice Communications	B	Off-Campus	1999	54.7	2000
College of the Canyons	007993-02	Rockwell Canyon Road	Santa Clarita	CA	91355	106	Communications	B	Off-Campus	2002	36.57	2002
Antelope Valley	007993-01	43909 30th St. West	Lancaster	CA	93536	107	Communications	B	Off-Campus	1999	53.1	1998
Antelope Valley	007993-01	43909 30th St. West	Lancaster	CA	93536	108	Economics	B	Off-Campus	1999	6	1995
Antelope Valley	007993-01	43909 30th St. West	Lancaster	CA	93536	109	English	B	Off-Campus	1999	83.2	1999
	007993-00	Online					Environmental Resource Management	B	Distance Educ		53	1998
Antelope Valley	007993-01	43909 30th St. West 26455	Lancaster	CA	93536	111	Liberal Studies	B	Off-Campus	1999	6	1995
College of the Canyons	007993-02	Rockwell Canyon Road	Santa Clarita	CA	91355	112	Liberal Studies	B	Off-Campus	2002	59.88	2000
Antelope Valley	007993-01	43909 30th St. West	Lancaster	CA	93536	113	Nursing	B	Blend	1999	1	2000
Antelope Valley	007993-01	43909 30th St. West	Lancaster	CA	93536	114	Psychology	B	Off-Campus	1999	61.2	1999
Antelope Valley	007993-01	43909 30th St. West	Lancaster	CA	93536	115	Sociology	B	Off-Campus	1999	29.7	2001
Antelope Valley	007993-01	43909 30th St. West 26455	Lancaster	CA	93536	116	Education	M	Off-Campus	1999	218.1	1995
College of the Canyons	007993-02	Rockwell Canyon Road	Santa Clarita	CA	91355	117	Education	M	Off-Campus	2002	119.91	2000
	007993-00	Online				118	Education	M	Distance Educ		58.05	2003
	007993-00	Online				119	Administration	M	Distance Educ		62.31	2002

Location Name	OPEID	Address	City	State	Zip	Code	Program Name	Deg.	Modality	Date	Stud FTE	Year
Antelope Valley	007993-01	43909 30th St. West	Lancaster	CA	93536	123	Social Work Child, Adolescent and Family Studies	M	Off-Campus	1999	51.3	2005
Antelope Valley	007993-01	43909 30th St. West	Lancaster	CA	93536	124	Business Administration	B	Off-Campus	1999	6.1	2006
Antelope Valley	007993-01	43909 30th St. West	Lancaster	CA	93536	125	Education: Educational Administration	M	Off-Campus	1999	22.7	2006
	007993-04	1150 W. Lacey Blvd.	Hanford	CA	93230	126	Child, Adolescent and Family Studies Degree Comp.	B	Off-Campus		24.2	2006
	007993-05	100 East College Avenue	Porterville	CA		127			Off-Campus		26.71	



2010 – 10

California State University, Fresno

Doctoral Program in Educational Leadership
(Off Campus)

Section I: Institutional and Program Overview

A. Program Overview

1. The Program Degree Official Name: Doctoral Program in Educational Leadership
2. Location of New Site: The new program will be offered in Bakersfield at California State University, Bakersfield. The specific address is: California State University, Bakersfield, 9001 Stockdale Highway, Bakersfield, CA 93311
3. Percent of Program Offered Off Campus: The entire program will be offered off-campus. Some of the courses are partially on line. It is anticipated that a small number of courses (no more than 25%) will be redesigned to be fully on-line courses.
4. Geographic Scope: The program will be marketed within the campus service region, which includes a satellite campus in the Antelope Valley and an extension program in Santa Clarita. CSU Bakersfield also serves a five-county region including (Kern, Inyo, North Los Angeles, Tulare, and Kings Counties) where information about this program will be distributed.
5. Projected Number of Students: The program will admit 18 – 20 students per year with a target enrollment of 18.
6. Type of Student: The program targets adult students who are in leadership positions or who have potential to be educational leaders. The students will be part-time for the majority of the program, however, there are several semesters in which they will be enrolled in 9 units per semester.
7. Initial Date of Offering: The program will begin spring, 2011.
8. Anticipated Life: The plan for this program is contained in the transitional program sequence in Figure 1 below. The first two cohorts (covered by this WASC proposal) will be California State University, Fresno students. Cohorts 3 and 4 will be admitted into a joint program between California State University, Fresno and California State University, Bakersfield (new WASC proposal will be submitted for this phase). Cohorts 5 and 6 will be offered entirely by California State University, Bakersfield (new WASC proposal will be submitted) with support from California State University, Fresno as needed.

CSU Fresno/Bakersfield Doctoral Program in Educational Leadership Cohort/CSU Sequence

	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015
2011	Cohort 1 Year 1	Cohort 1 Year 2			
2012	Cohort 1 Year 3	Cohort 2 Year 1			
2013	Cohort 2 Year 2	Cohort 2 Year 3	Cohort 3 Year 1		
2014		Cohort 2 Year 1	Cohort 3 Year 2	Cohort 4 Year 1	
2015			Cohort 3 Year 3	Cohort 4 Year 2	Cohort 5 Year 1
2016				Cohort 4 Year 3	Cohort 5 Year 2
2017					Cohort 5 Year 3

Figure 1. Transitional Program Sequence

Key:

CSU Fresno

Joint

CSU Bakersfield

9. Describe the External or Internal Partners Participating in the Program: California State University, Fresno and California State University, Bakersfield are the two major parties for this program. A Transitional Plan and Memorandum of Understanding has been signed by all parties and is included in Appendix A. In addition, there is a Regional Partnership Advisory Board established at California State University, Fresno 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). A similar advisory board will be convened in Bakersfield during the first year of the doctoral program.

Table 1

Regional Partnership Advisory Board

Group	Last Name	First Name	Title	Org
RPAB	Carlson	Rosa	President	Porterville College
RPAB	Cash	David	Superintendent	Clovis Unified School District
RPAB	Blue	Deborah	Chancellor	State Center Community College District
RPAB	Duran	Ben	President	Merced College
RPAB	Ford	Mark	Superintendent	Kingsburg Elementary Charter School District
RPAB	Frazier	Sally	County Superintendent	Madera County Office of Education
RPAB	Goodyear	Donald	Retired Superintendent Retired President	College of the Sequoias
RPAB	Gornick	Frank	Chancellor	West Hills Community College District
RPAB	Hanson	Michael	Superintendent	Fresno Unified School District
RPAB	Hioco	Barbara	President	Reedley College
RPAB	Johnson	Marcus	Superintendent	Sanger Unified School District
RPAB	Powell	Larry	Superintendent	Fresno County Office of Education
RPAB	Terry	Paul	Superintendent	Hanford Elementary School District
RPAB	Wamhof	Lloyd	Professional Standards Advocate	Association of California School Administrators

B. Descriptive Background, History, and Context

1. Institutional Background, History, Mission, Vision, and Relationship to Strategic Plans:

California State University, Fresno

California State University, Fresno (Fresno State) was founded as Fresno State Normal School in 1911, became a teacher's college in 1921, and has offered advanced degrees since 1949. The university's popular nickname is "Fresno State." Fresno is one of the 23 campuses of the California State University, one of the largest systems of higher education in the world. There are approximately 1,100 full- and part-time faculty; 96 percent of the tenured faculty hold doctoral or other terminal degrees in their areas of study.

The university is accredited by the California Board of Education and the Western Association of Schools and Colleges. It has 26 nationally accredited departmental programs, among the highest number within the CSU system.

The university enrolled more than 21,500 students, and approximately 4,400 students completed work for bachelors, masters and doctoral degrees by Commencement 2009. (Information provided by the Office of Institutional Research, Assessment and Planning.)

Fresno State's 388-acre main campus and its 1,011-acre University Farm are located at the northeast edge of Fresno, California, at the foot of the majestic Sierra Nevada mountain range. The surrounding San Joaquin Valley is one of the richest agricultural areas in the world, and Fresno is the sixth largest city in California.

Academic Schools and Divisions that are part of California State University, Fresno include, Agricultural Sciences and Technology; Arts and Humanities; Craig School of Business; Kremen School of Education and Human Development; Engineering; Health and Human Services; Science and Math; Social Sciences. Graduate Studies; Continuing and Global Education.

California State University, Bakersfield

California State University, Bakersfield (CSUB) is a regional university serving agriculturally rich southern San Joaquin Valley. CSUB was first established in 1965 as a residence center for Fresno State College. The growth of the Bakersfield campus led to its change of status, and in September 1970, Bakersfield became the 19th member of the 23-campus California State University.

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

The university meets the workforce needs of this southern region of the San Joaquin valley and reflects the region's cultural, social, and human diversity. Some 7,700 undergraduate and graduate students attend CSUB at either the main campus in Bakersfield or the off-campus center in Antelope Valley, three quarters of them full-time and the rest on a part-time basis. The student body of California State University, Bakersfield, is comprised of 35.5% Hispanic, 36.3% Caucasian, 7.8% African-American, and 6.3% Asian/pacific Islander. As a regional comprehensive university, 69.9% of the student body is drawn from schools in Kern High School District with 16.8% drawn from the rest of the state of California. Since 1976 the university's School of Education has granted 3844 graduate and 1287 undergraduate degrees, with 3576 of these being master's-level graduates.

Meeting the Mission and Vision: California State University, Fresno

The vision and mission for California State University, Fresno is provided below as it appears on the official website. The areas of priority that relate particularly to the offering of the doctoral program at California State University, Bakersfield are highlighted.

Vision for California State University, Fresno

We will become New California's premier engaged university, nationally recognized for our teaching, learning, transformational scholarship, and dynamic leadership which engages faculty,

students, staff, and community in mutually beneficial and respectful collaboration benefiting the region and society as a whole.

Priorities

To realize this vision, the university will adopt the following priorities:

- **Develop an engaged and diverse student learning community** with graduates who value lifelong learning, possess a broad general education, communicate effectively, are mathematically literate, appreciate the fine arts, are committed to the principles of tolerance and freedom, and are concerned about the welfare of others and society.
- **Recruit and retain high quality, diverse faculty**, dedicated to teaching, research, creative activity and service, and are recognized for their active involvement in the application of knowledge.
- **Recruit and retain high quality, diverse staff and administrators** dedicated to the support of the academic mission of the university.
- **Engage in high quality research**, with particular emphasis on applications that support the region.
- **Build upon existing academic programs and create new academic programs** to help transform and develop the region.
- **Support and develop high quality graduate programs** appropriate to the needs of the region, and achieve the Carnegie classification of "Doctoral/Research University-Intensive" (for Carnegie classification information see www.carnegiefoundation.org).
- **Play a major role in transforming our region** by employing the university's resources for the solution of problems and improvement of the lives and livelihoods of its citizens.
- **Establish partnerships and alliances that serve the region** and work with educational institutions to improve the commitment, quality and value of education.
- **Establish a positive and productive working environment** for the entire university community, which values the individual; supports teamwork and cooperation; requires honesty, integrity and civility; and inspires enthusiasm and pride.
- **Commit to continuous improvement** by planning, implementing, and evaluating new strategies and improving the university's operational and technological infrastructure to enhance instruction; support scholarship, research, creative activity and service; and facilitate the delivery of support services for students, staff, faculty and alumni.
- **Search effectively for resources from a wide range of sources** to support all members of the university community in their quest for innovation and excellence.
- **Demonstrate and communicate the quality of the university's programs**, students, faculty, staff and alumni and its many and diverse centers of excellence.

Meeting the Mission and Vision: California State University, Bakersfield

Mission

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

Vision

By 2014-15, CSU Bakersfield will be the leading campus in the CSU system in terms of faculty and academic excellence and diversity, quality of the student experience, and community engagement. Realization of our vision will be advanced by recruitment, development and promotion of excellent and diverse staff within an organizational culture committed to excellence in all areas.

2. WASC Annual Reports:
WASC Annual Reports for both institutions are included through the LiveText Link button.
3. Off-campus Experience:

Off-Campus Experience – California State University, Fresno

Not Applicable

Off-Campus Experience – California State University, Bakersfield

CSUB has extensive experience dealing with off campus programs, both as the receiving institution and the delivery institution. California State University, Bakersfield was started as an extension campus to California State University, Fresno. During the incubation period infrastructures were developed to allow CSUB to function as an independent campus, which is became in 1970. This doctoral program will be similar.

As a receiving institution, CSUB has hosted a cooperative Ed.D. Program with University of the Pacific and has graduated four cohorts of candidates with an average cohort size of eighteen members. This was conducted with only word of mouth advertisement. Faculty, facilities, community engagement, and sustainable candidate pools were part of the successful delivery and implementation of the program. Fresno State also cooperated with CSUB to offer a successful engineering program at the CSUB Antelope Valley campus, but this program was recently discontinued due lack of sustainable interest in the AV Area.

As a delivery site, CSUB offers programs in several locations besides Bakersfield's main campus. The College of the Canyons in Valencia, CA is site of many CSUB post-baccalaureate and masters

programs. CSUB also has offered courses and programs at various centers or locations around the southern valley to meet the needs of the region. The largest off-site option is a satellite campus at the Antelope Valley College Campus in Lancaster, California. The AV campus offers a wide variety of Baccalaureate and Masters level programs. In addition to the programs, AV campus students enjoy the same services available to on-campus students including but not limited to: Advising, ASI, Bookstore options, Computer Labs, financial aid advising, health services, veterans benefits, and others. The Programs at the Antelope Valley Site include:

- Administration (MS)
- Business (BS) - Economics
- Business (BS) - General Business
- Business (BS) - General Management
- Child, Adolescent, & Family Studies
- Communications (BA)
- Criminal Justice (BA)
- Educational Administration (MA)
- Edu. Curriculum & Instruction (MA)
- Elementary Education (Credential)
- Special Education (Credential)
- Secondary Education Program (Credential)
- English (BA, MA)
- Environmental Resource Mgmt. (BS)
- Liberal Studies (BA)
- Nursing (BS)
- Public Administration (MPA)
- Social Work (MS)
- Sociology (BA)

See Appendix B

C. Institutional Accrediting History Relevant to Substantive Change

1. Brief Response to Issues Noted in Prior Committee Action Letters Since Last Comprehensive Review:

The only response to issues raised since the last Comprehensive review is included in the Annual Report that is submitted through the LiveText Link. The response is to address #7.b.1 found on pages 43-45.

2. Institutional Response to Issues Noted in Prior Committee Action Letters Related to the Doctoral Program Since Last Review:

A response was issued to WASC in December, 2009 related to faculty hiring and faculty scholarship. Specifically, the program reported the hiring of two addition full-time, tenure-track faculty in the Higher Education (Community College) track and how the program would monitor the quality of faculty on the Graduate Group. That WASC response is included in Appendix C.

3. School Accreditation Agency:

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

Section II: Program Need and Approval

A. Program Need

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

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

The proposed doctorate meets the following University Strategic Goals:

Goal 1: Extend Faculty and Academic Excellence and Diversity

Goal 2: Enhance the Quality of the Student Experience

Goal 3: Strengthen Community Engagement

Goal 4: Develop an Excellent and Diverse Staff

Goal 5: Develop a Campus Culture with a Sense of Community Commitment to Organizational Excellence

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

2. Process and Results Used to Establish the Need:

CSU Bakersfield fulfills a critical leadership role in the socio-economic and educational development of the region. In this regard, since the baccalaureate degree is the key to development of the State's future business, government, and community employees, graduate programs at CSUB develop responsible leaders in this diverse service region. The CSU, Fresno doctoral degree in educational leadership will provide another means to support and encourage increasing the college attendance rate within the region.

The designated service region for CSUB consists of five San Joaquin Valley counties covering nearly 25,000 square miles. According to recent census figures, Kern County is the heaviest populated county in the service region and includes a highly diverse population in excess of 687,600 residents, including 38% of Hispanic origin. Further, CSUB serves a large service area, which includes nine feeder community colleges that had a combined fall, 2006 enrollment of 76,214 students.

Bakersfield College	Bakersfield, CA	14,838
Antelope Valley College	Palmdale, CA	10,420
Cerro Coso College	Ridgecrest, CA	4,565
College of the Canyons	Valencia, CA	16,504
College of the Sequoias	Visalia, CA	15,100
Porterville College	Porterville, CA	3,887
Taft College	Taft, CA	3,000
West Hills	Coalinga and Lemoore, CA	7,900

Local educational leaders have explained that the declining workforce numbers in educational leadership positions is quite typical of the picture in the San Joaquin Valley.

Without advertising, marketing or promotion, and without a program such as the one proposed here, CSUB produced and was able to sustain for four consecutive 15 graduates (on average) per year under the doctoral collaborative with the University of the Pacific. This collaborative partnership was discontinued with the completion of the 2008 cohort.

Further, a survey distributed within the region during summer 2007 to assess the need for a doctoral program for the 47-PreK-12 school districts found that 66% of the pre-qualified respondents were interested in earning an Ed.D. A subsequent online survey in the same region carried out in 2009 yielded a clearer prospect for future and sustainable enrollments. Of the 78 educators responding to the survey, 35.9% were teachers, 32.2% administrators, and the remaining respondents held a variety of jobs in the county's educational system. The respondents reflected the diversity of CSUB's own demographics and included 72.2 % White, 22.2% Hispanics/Latina(os), 8.3% African American, and 2.8% American Indian/Alaska native. Seventy-eight potential candidates completed the 39-question survey. Seventy-five percent indicated they had previously explored the possible options for attaining a doctoral degree. Eighty-five percent indicated they were likely to remain within the region after securing a doctorate. Nearly 60 percent indicated an interest in applying for the first cohort and 34 percent indicate their application was somewhat likely in the future. Overwhelmingly, the respondents indicated they plan to be part of the Ed.D. and plan to apply within the first three-years of the program. The respondents were nearly evenly distributed between males and females. The largest group (35%) of the respondents was in the 31 to 40 age range. On the open-ended questions, many potential candidates provided direct and important comments, further indicating their strong interest in the program. The positive responses to the survey underscore evidence from past reports and surveys supporting the need for a doctoral program at CSUB.

The CSUB School of Social Sciences and Education's own sources suggest that yearly fifteen or more of the best M.A. students from Curriculum and Instruction and Educational Administration inquire and follow up about the status of offering an Ed.D. Over 100 individuals, without any advertisement, currently reside on a list to receive information and applications for a doctoral program once it is approved. This number of prospective students is likely to increase after the formation of an active web site and the approval and announcement of the degree to the 115 to 120 Educational Administration and Curriculum and Instruction MA graduates.

CSUB offers a Master's Degree in Education with five concentrations and a Master's Degree in School Counseling and Student Affairs as well as a Master's Degree in Special Education. The concentrations include Educational Administration, Curriculum and Instruction, Early Childhood Education, Reading /Literacy, Bilingual/Multicultural Education. These programs will serve as feeders for the new doctoral program.

Four private universities in the greater Kern County region contribute to the doctoral pool of applicants by preparing educators at the master's level. Graduates from these programs have expressed interest in a doctorate in education and have no other options in the region to further their education.

3. Projected Enrollments:

The program will recruit and admit between 18 – 20 students. The Budget that has been formulated for this program reflects 18 students for each cohort. Table 2 shows the enrollment projections by year for the first 3 years.

Table 2
Enrollment Projections 2011 – 2014

Cohort #	2011 – 2012	2012 – 2013	2013 - 2014
Cohort 1	18	18	18
Cohort 2		18	18
Cohort 3			18
Totals	18	36	54

Note: During the 2013-2014 the program will transition to a “Joint Doctoral Program”.

4. Recruitment Materials:

Materials for recruitment to the program have been developed and are included in Appendix E. In addition, a link to the Bakersfield program is being added to the Fresno State website.

The first information session for the Bakersfield doctoral program was held on September 27, 2010 at which 50 interested individuals attended. Several other information sessions are being planned to be held in districts and at community colleges.

B. Planning/Approval Process

1. Description of Approval Process:

This proposal has been reviewed and approved by the following university units:

- Doctoral Program Graduate Group
- Kremen School of Education and Human Development Graduate Committee
- Dean, School of Education
- University-wide Academic Senate Graduate Committee

- University wide Academic Senate Executive Committee
- Provost and Vice President for Academic Affairs
- University President
- CSU Chancellor's Office
- CSU Bakersfield Academic Senate

Section III: Program Description and Evaluation

A. Curriculum

1. Overall Description of the Program, Program Philosophy, Curricular Design and Pedagogical Methods:

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

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

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

2. Method of Design:

The program was designed to be a professional doctoral program with a focus on practice and the scholarly practitioner. As a result, our courses blend research and practice so that graduates of program can assess the research and literature to find quality best practices they can use in the leadership positions.

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

California State University, Fresno has been selected as the CSU system representative to CPED. This group of prestigious universities (Vanderbilt, Duquesne University, USC and 17 others) has been meeting twice annually to discuss and design programs that will prepared education leaders and bases their work on the "professional practices" aspects of the program. As a result, Fresno

State has aligned the program within the CPED framework and, for example, has adopted a Signature Pedagogy of “embedded fieldwork”. Laboratories of practice include these embedded fieldwork projects in classes as well as the use of case methodologies across courses. At the June, 2009 convening the following principles were adopted by CPED members that are indicative of Ed.D. programs:

We, the members of CPED, believe:

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

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

The Professional doctorate in education:

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

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

The following figure (Figure 2) outlines the course sequence of the doctoral program.

Bakersfield Doctoral Program Course Sequence (with Summer School)

Note: All courses are 3 units. Students must pass the Qualifying Exam before the Summer 2013 courses begin. **Core = 27 units Specialization = 21 units Dissertation = 12 units Total = 60 units**

Year 1	Spring 2011 6 Units Total	Summer 2011 6 Units Total	Fall 2011 6 Units Total
	EDL 201 Organizational Theory in Complex Organizations	EDL 206* Conceptual Curriculum Perspectives for Educational Leadership	EDL 202* Educational Reform
EDL 209 Advanced Applied Research and Measurement in Education	EDL 204* Advanced Applied Quantitative Methods	EDL 208* Theories of Cross-cultural Education	

Year 2	Spring 2012 9 Units Total	Summer 2012 6 Units Total	Fall 2012 9 Units Total
	EDL 207* Applied Qualitative Research Methods	EDL 280T Specialization Courses Pre-K-12 course #1	EDL 280T Specialization Courses Pre-K-12 course #1
EDL 211* Educational Evaluation, Assessment and Planning	EDL 280T Specialization Courses Post-secondary course #1	EDL 280T Specialization Courses Post-secondary course #1	
EDL 203 Educational Policy Environments	EDL 280T Specialization Courses Post-secondary course #2	EDL 280T Specialization Courses Post-secondary course #2	
	1st Mandatory dissertation lab (no units given)	EDL 299 Dissertation Units (Includes 2nd mandatory dissertation lab)	

Year 3	Spring 2013 9 Units Total	Fall 2013 9 Units Total
	EDL 280T Specialization Courses Pre-K-12 course #1	EDL 280T Specialization Courses Pre-K-12 course
Pre-K-12 course #2	Post-secondary course	
EDL 280T Specialization Courses Post-secondary course #1)	EDL 299 Dissertation Units	
Post-secondary course #2		
EDL 299 Dissertation Units		

Core Courses	Specialization Courses	Dissertation Units
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*Indicates Fieldwork in Course

Qualifying Exam and Advancement to Candidacy: Summer 2012; Preliminary Defense: Late Fall 2012 – Early Spring 2013; Final Defense: Fall 2013

Figure 2. Course Sequence

This course sequence is the same course sequence that is used for our on-campus doctoral program. Through program assessments, several changes were made to the sequence of courses. Specifically, several courses were moved from the summer session to the regular session so that students could be a school sites while they were in session. All students are required to take the Core courses. During the specialization phase, students select courses that are offered the most fit the needs of their individual professional goals.

3. Program Learning Outcomes:

Student Learning and Program Outcomes

The student and program outcomes assessments are driven by evaluation/assessment questions and are tied directly to the programs mission and goals. Table 3 below demonstrates these questions, measurements and collection frequency. Following the table is a more detailed outcomes assessment plan.

Table 3

Student Outcomes Assessment Questions, Measures, and Collection Frequency

Evaluation/Assessment Questions	Measurement	Collection Frequency
1. Are students able to provide visionary leadership in educational reform, for building effective schools and colleges, and for implementing instructional strategies so that all students can learn?	a. Qualifying Exam (Rubric) b. Embedded Fieldwork Evals c. 360 Degree Dispositions Survey d. Annual Student Assessment by Core Faculty	End of 2 nd year Semester Beginning and End of Program for each cohort Annual
2. Are students able to design, interpret and implement assessments and evaluations?	a. Embedded Fieldwork Evals	Semester
3. Do students know research-based best practices and how to implement them?	a. Embedded Fieldwork Evals. b. Qualifying Exam (Rubric)	Semester End of 2 nd Year
4. Are students able to access recent literature and correctly interpret the findings?	a. Embedded Fieldwork Evals B. Dissertation (Rubric)	Semester End of Program
5. Are students able to clearly communicate through researching and writing about educational issues?	a. Embedded Fieldwork Evals. b. Qualifying Exam (Rubric) C. Dissertation (Rubric)	Semester End of 2 nd Year End of Program
6. Can students translate research on best practice into practice?	a. Qualifying Exam (Rubric) b. Embedded Fieldwork Evals	End of 2 nd year Semester
7. Are students able to undertake and carry out an applied study on educational practice?	a. Dissertation (Rubric)	End of 2nd year

Assessment of program outcomes for the purpose of ongoing program improvement takes place annually. Program assessment questions that drive the annual review process, the measurement process and the frequency of the data collection are outlined in Table 4 below. A description of all measurement instruments used for both program and student outcomes is on page six of this document.

Table 4
Program Outcomes Assessment Questions, Measures, and Collection Frequency

Evaluation/Assessment Questions	Measurement	Collection Frequency
1. Is the program providing a practice-based curriculum that ties theory to practice?	a. Embedded Fieldwork Assessment	Semester
	b. Portfolio Review of Course Assignmnts.	Annual
	c. Qualifying Exam (Review of Rubrics)	Annual
	d. Town Hall Meetings (Inquiry Questions)	Annual
	e. Graduate Survey	After Graduation
	f. Employer Survey	After Graduation
2. Are courses aligned and coupled in a way that facilitates student learning and achievement?	a. Portfolio Review of Course Assignmnts.	Annual
	b. Town Hall Meetings (Inquiry Questions)	Annual
	c. Course Evaluations	Semester
3. Has the program provided students with the ability to interpret the current literature on best practices and the ability to implement best practices in educational settings?	a. Embedded Fieldwork Assessments	Annual
	b. Portfolio Review of Course Assignmnts.	Annual
	c. Qualifying Exam (Review of Rubrics)	Annual
	d. Dissertation (Review of Rubrics)	End of Program for each Cohort
4. Has the program produced professionals who are able to lead educational reform so that education sites provide best practices?	a. Employer Survey	After Graduation
	b. Graduate Survey	After Graduation
	c. Portfolio Review of Course Assignmnts.	Annual
	d. Qualifying Exam (Review of Rubrics)	Annual
	e. Dissertation (Review of Rubrics)	End of Program for each cohort
	f. 360 Degree Disposition Survey (review of results)	Beginning and end of Program for each cohort

California State University, Fresno requires all programs to complete a program review every five years. Within that program review, a Student Outcomes Assessment Plan (SOAP) is required. The data are collected for both the program outcomes and the student outcomes on an annual basis. The data collected is reported biannually to NCATE. Our biannual report for the year ending 2010 is included in Appendix F.

4. Curricular Map and Assessment Plan:

The following is the curricular assessment map that is included in the approved Student Outcomes Assessment Plan (SOAP) for the Doctoral Program. The entire SOAP is included in Appendix G.

Table 5

Course Objective Matrix for Core Courses

(I = Introduced R = Reinforced A = Advanced)

	Obj. 1.1	Obj. 1.2	Obj. 1.3	Obj. 2.1	Obj. 2.2	Obj. 2.3	Obj. 3.1	Obj. 3.2	Obj. 3.3	Obj. 3.4	Obj. 4.1
EDL 201	I	I	I		I	I	I	I			
EDL 202	R	R	I	I	R		R	R			
EDL 203	R	I	I		A		A	A			
EDL 204				R		R	R		I & A		I
EDL 206	R	R	R	R	R					I	
EDL 207	A			A		R	R	R	A		R
EDL 208	R	A	A	R			R			A	
EDL 209	R			R		R	R		A		
EDL 211	R	R	A	R	A	R	R			R	
Dissert											A

EDL 201 Organizational Theory

EDL 202 Educational Reform

EDL 203 Ed. Policy Environ.

EDL 204 Advanced Applied Quantitative Methods

EDL 206 Conceptual Curriculum Perspectives for Ed. Leadership

EDL 207 Applied Qualitative Research Methods

EDL 208 Theories of Cross-Cultural Education

EDL 209 Adv. Applied Research and Measurement in Education

EDL 211 Educational Eval., Assessment, and Planning

5. List of Courses Identifying which Courses are Required:

Core:

EDL 201 Organizational Theory for Complex Organizations (Required)

EDL 202 Educational Reform (Required)

EDL 203 Educational Policy Environments (Required)

EDL 204 Advanced Applied Quantitative Methods (Required)

EDL 206 Conceptual Curriculum Perspectives for Ed. Leadership (Required)

EDL 207 Applied Qualitative Research Methods (Required)
EDL 208 Theories of Cross-Cultural Education (Required)
EDL 209 Advanced Applied Research and Measurement in Education (Required)
EDL 211 Educational Evaluation, Assessment, and Planning (Required)

Specialization (these courses are selected by the student and are not required unless indicated). All of the courses below have been offered at least one time during the previous four years of the program:

Leadership for Reading Instruction (PreK-12)
Human Resource Administration (PreK-12; Required for Professional Credential)
Organizational Development for High Performing Organizations (PreK-12 and HE/CC)
Advanced Curriculum (PreK-12)
Resource, Fiscal Planning and Budgeting (PreK-12; Required for Professional Credential)
Data Driven Decision Making (PreK-12)
School Law (PreK-12; Required for Professional Credential)
Student Development in Post-Secondary Education (HE/CC)
Resource and Fiscal Planning (HE/CC)
Community College Administration (HE/CC)
Contemporary Issues in Post-Secondary Education (HE/CC)
Professional Ethics and Moral Issues in Education (PreK-12 and HE/CC)
Post-Secondary Legal Aspects (HE/CC)
Leaders and Leadership (PreK-12 and HE/CC)
Interpersonal Leadership and Conflict Resolution (PreK-12 and HE/CC; Required for Professional Credential)
Writing for Publications (PreK-12 and HE/CC)
Practicum in Program Evaluation (PreK-12 and HE/CC)
Hierarchical Linear Modeling (PreK-12 and HE/CC)

6. Process of Reviewing Syllabi:

A doctoral program syllabus template has been designed and is distributed to all faculty the first time they teach a course in the program. In addition, a copy of all syllabi each semester is sent to the program director. At the end of each course, there is a course evaluation that asks the students to not only rate the instructor, but the material that was covered in the course. Appendix H includes a copy of the syllabus template and a copy of the course evaluation form can be found in Appendix I.

7. Sample Syllabi:

Following are 3 syllabi (2 core courses and 1 specialization course) that are representative of the doctoral program syllabi. In addition, "The Guidelines for the Dissertation" (equivalent to the syllabus) including scoring rubrics is included in Appendix J. This document is available to students on doctoral program website under "Student Corner" at <http://www.csufresno.edu/dpelfs/documents/DissertationGuidelinesFall2010.pdf>