

## **Meeting Agenda Academic Senate**

Martin V. Smith Decision Center  
Tuesday, 29 August 2023; 2:30-4:30pm

This meeting offers a virtual option for members and visitors through Zoom meeting software:  
<https://csuci.zoom.us/j/83715994872>

1. Opening the Meeting
2. Approval of the Agenda
3. Approval of the Minutes from Tuesday, 18 April 2023, and Tuesday, 2 May 2023
4. Report from the Chair
5. New Business
  - a. First Reading: New Program “Long Forms” (Second readings expected 9/12/23)
    - i. Ed.D. in Educational Leadership
    - ii. Masters in Public Administration
  - b. Senate meeting day and time for Spring 2023 (Miller)
6. Informational
  - a. Accreditation Report from Vice Provost Lavariega Monforti
  - b. Call for faculty on Dean of Library and Learning Resource Center search committee
7. Report from President Yao
8. Report from Provost Avila
9. Report from Statewide Senators
10. Report from CFA President
11. Reports from Standing Committee Chairs
  - a. Faculty Affairs (Dixon)
  - b. Appointments, Elections, and Bylaws (Smith)
  - c. Academic Policies and Procedures (TBD)
  - d. Equity and Anti-Racism (Francois)
  - e. Budget (Kaltman)
12. Intent to Raise Questions
13. Announcements
14. Adjourn

# Educational Leadership for Equity and Justice, Ed.D. - 60 units

## 2b. Long Form - New Program Curriculum Proposal

### General Catalog Information


Select "**Program**" below and not "Shared Core."

Program Type (select "Program"):  
☒ Program  
☐ Shared Core

Choose which **Local Curriculum Committee** program will be reviewed by. If unsure, click [HERE](#) for list of Local Curriculum Committees and which Programs they review.

Local Curriculum Committee: **\*** Professional Studies Local Curriculum Committee

## **\*\* Instructions: read before beginning \*\***

1. TURN ON help text before starting proposal by clicking on  icon in top right corner of heading
2. FILL IN all required fields marked with an \*. You will not be able to launch proposal without completing required fields

**Note:** information provided through this proposal is vital for the entire campus to be able to effectively implement it; thus, all fields must be completed before you approve proposal; if this does not happen, be aware proposal may be returned to you for completion from any step in approval process, before it's allowed to move forward

3. LAUNCH proposal by clicking on  icon in top left corner

### Long Form

Complete documents below, they can be found at the CSU site at this link: [Develop a New Program](#). **Submit documents by attaching in Proposal Toolbox (right area of form)** providing all information required by CSU Chancellor's Office. **Your completed submission MUST include all documents below in addition to any letters and documents requested in the New Degree Proposal Template.**

**New Degree Proposal Template 2022**

**Assessment Plan Template**

**Curriculum Map Sample Template**

**Note: if program is planned to be offered through Extended University, contact [andrea.skinner@csuci.edu](mailto:andrea.skinner@csuci.edu) for different document**

For additional resources, you may access Chancellor's Office website here:  
[https://www.calstate.edu/app/program\\_dev.shtml](https://www.calstate.edu/app/program_dev.shtml)

**Department: \***

Graduate Program

**Where is this program being housed? \*** ☒ State Side  
☐ Self Supported = Extended University

**Program level: \*** ☐ Undergraduate ☒ Graduate

**Title: \*** Educational Leadership for Equity and Justice, Ed.D. - 60 units

**Program Description:**\* The Doctorate in Educational Leadership for Equity and Justice (DELEJ) creates educational leaders in both P-12 and higher education that can use their critical lenses to bring about equity- and justice-focused transformative change in educational communities. As members of the Carnegie Project on the Education Doctorate (CPED), our program adheres to CPED's guiding principles that invite questions of inclusion, diversity, and multiculturalism to deepen understandings of how inequality is perpetuated for historically marginalized groups. The program emphasizes theory, research, and practice, including field experiences, and provides opportunities for students to work within active learning communities designed to build and maintain relationships with other cohort members and faculty. The accelerated three-year timeline with one-week summer residencies on campus and an online course structure with practice-based assignments provides flexibility for working professionals. Completing the dissertation-in-practice culminating experience can launch transformation in your work setting.

#### Admissions Requirements

In compliance with Title 5 of the California Code of Regulations sec. 41020, an applicant will be admitted with classified graduate standing to the DELEJ program leading to a Doctor of Education degree established pursuant to Section 40511, if the applicant satisfies the requirements of each of the following numbered criteria:

- (1) The applicant holds an acceptable baccalaureate degree earned at an institution accredited by a regional accrediting association, or the applicant has completed equivalent academic preparation as determined by the appropriate campus authority.
- (2) The applicant holds an acceptable master's degree earned at an institution accredited by a regional accrediting association, or the applicant has completed equivalent academic preparation as determined by the appropriate campus authority.
- (3) The applicant has attained a cumulative grade point average of at least 3.0 in upper-division undergraduate and graduate study combined; and a 3.5 grade point average in graduate study.
- (4) The applicant is in good standing at the last institution of higher education attended.
- (5) The applicant has demonstrated sufficient preparation and experience pertinent to educational leadership to benefit from the program according to the admissions committee.
- (6) The applicant has met any additional requirements established by the Chancellor in consultation with the faculty and any additional requirements prescribed by the appropriate campus authority.

An applicant who does not qualify for admission under the provisions above may be admitted with classified graduate standing by special action, if on the basis of acceptable evidence the applicant is judged by the appropriate campus authority to possess sufficient academic and professional potential pertinent to educational leadership to merit such action.

An applicant who is ineligible for admission under the either provision above because of deficiencies in prerequisite preparation that in the opinion of the appropriate campus authority can be rectified by specified additional preparation, including examinations, may be admitted with conditionally classified graduate standing. The student shall be granted classified graduate standing upon rectification of the deficiencies.

Only students who continue to demonstrate a satisfactory level of scholastic competence and fitness shall be eligible to continue in Doctor of Education programs.

Find info regarding Transfer Model Curricula (TMC) here: <https://www.c-id.net/tmc>

Find general info regarding California Senate Bill 1440 & Associate Degrees for Transfer (ADTs) here: <http://sb1440.org/>, or here: <https://adegreewithaguarantee.com/en-us/>

Major could be  
similar to a Transfer  
Model Curriculum  
(TMC): ☐ Yes  
☒ No  
☐ Unsure

If answer to above is  
yes, list TMC title:

### Desired Term and Year of Implementation:

Term:\*

Summer

Year:\*

2024



Follow steps below to create Curriculum Schema found in Prospective Curriculum section:

First, ALL courses involved in New Program Proposal must be added (new courses) and/or imported (existing), Second, Curriculum Schema must be created by adding Cores (e.g.: Requirements, Required Core, Electives, Pre-requisites, etc.) and populating with added or imported courses.

#### Step 1. Adding and/or Importing Courses

Click on  "View Curriculum Schema" icon. There are two options to add courses to New Program: "Add Course" and "Import Course." For new courses in Curriculum Approval Process, click on "Add Course." A dialog box will open asking for Prefix, Course Number, and Course Title. All new courses must have New Course Proposal Form submitted prior to completing this step. For courses already in Catalog, click on "Import Course" and find needed courses.

#### Step 2. Creating Curriculum Schema

Click on  "View Curriculum Schema" icon. Then, click on "Add Core" or "Import Core." Next, click on "New Core," complete "Title" field for core (e.g.: Electives), and "Description" field if applicable. Click on "Add Courses." This will bring up course list created in Step 1. Select courses you wish to add and click "Add Course." To remove courses, click on  icon and proceed.

## **Leadership Foundations Core - 18 units**

Courses designed to provide the program concepts of Leadership Foundations described in [CSU Executive Order 991](#).

**EDD 701 Diversity, Equity, Inclusion, Accessibility, and Justice in Education**

**EDD 702 Educational Leadership for Transformation and Change**

**EDD 703 Complex Organizations Designed for Diversity, Equity, Inclusion, and Accessibility**

**EDD 704 Leading Equitable Assessments and Program Evaluation for Accountability**

**EDD 705 Policy and Practice for Educational Leaders**

**EDD 706 Educational Reforms Designed for Equity**

## **Research Methodology Core - 21 units**

Courses designed to provide the program concepts of Research Methodology and Advancement to Candidacy described in [CSU Executive Order 991](#).

**EDD 711 Applied/Field-based Research for Equity**

**EDD 712 Applied Qualitative Research Methods**

**EDD 713 Applied Quantitative and Data Analysis Research Methods**

**EDD 714 Data Collection, Visualization, and Analysis**

**EDD 715 Writing and Presenting a Dissertation**

**EDD 716 Writing for Publication: Getting Started**

**EDD 717 Writing for Publication: Advanced**

**EDD 720 Qualifying Examination and Dissertation Proposal Defense**

## **Leadership Specialization - 9 units**

Students select three courses with content determined by student's area of specialization. Candidates may choose a Leadership Specialization, or series of special topics in Educational Leadership to explore current and relevant issues to take advantage of faculty expertise in education-related disciplines. Courses are designed to provide the program concepts of Leadership Specialization described in [CSU Executive Order 991](#).

**EDD 780T Topics in Educational Leadership**

[Right] (*taken three times*)

## Dissertation - 12 units

Courses designed to provide support for designing, conducting, writing, defending, and publishing the dissertation as described in the California Code of Regulations, Title 5, Section 40511.

**EDD 731 Dissertation Research I**

**EDD 732 Dissertation Research II**

**EDD 733 Dissertation Research III**

**EDD 734 Dissertation Research IV**

**List all courses & their units that are prerequisite to major:\***

Pre-requisites for these required courses only include admission to the Doctorate in Educational Leadership for Equity and Justice program.

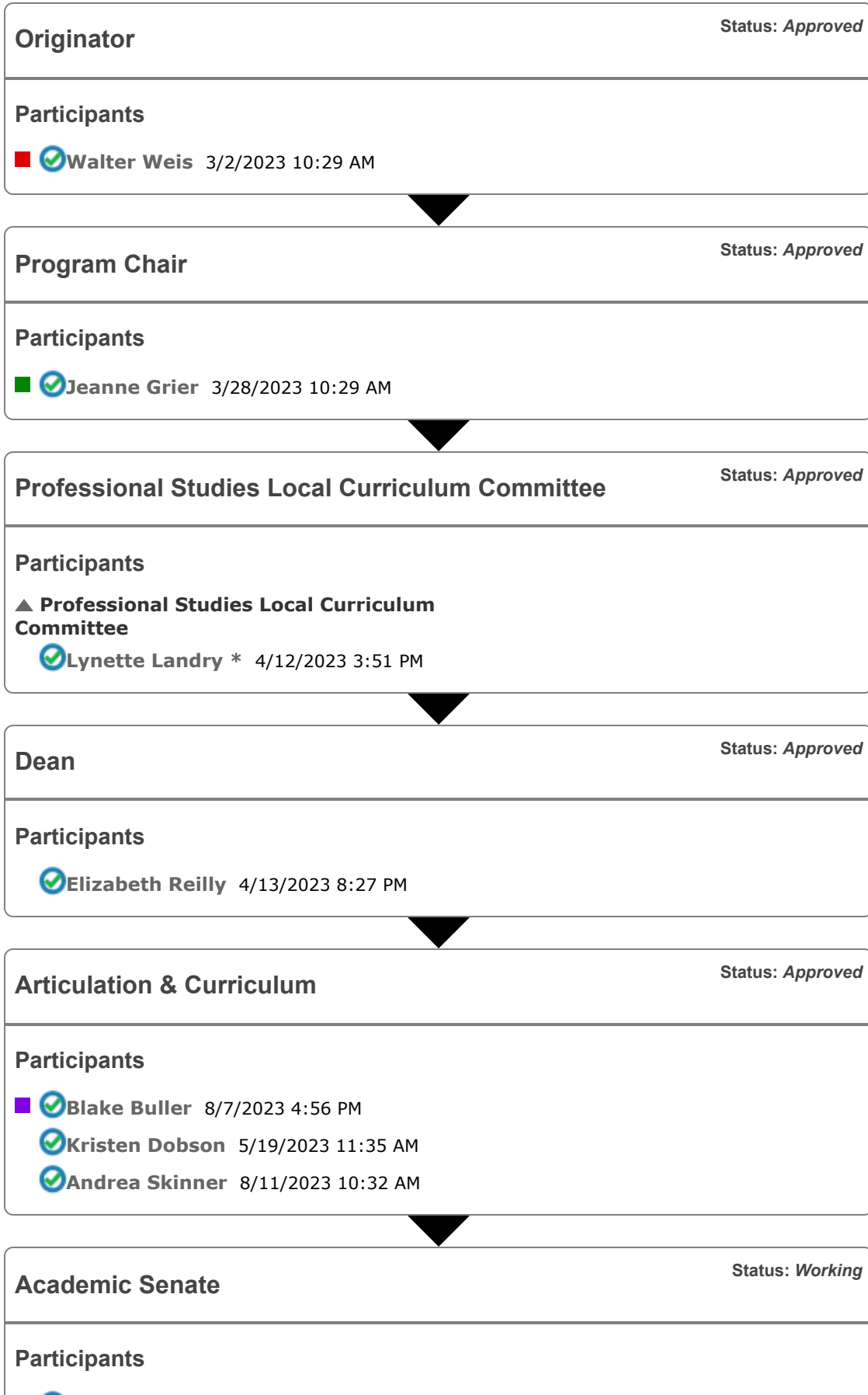
**Will any component of this program contribute to studies related to: (choose as many as apply)\***

- ☐ Mission Pillars
- ☐ Sustainability
- ☒ Justice, Diversity, Equity, Inclusion
- ☐ N/A

**Notes (optional):**

**DO NOT USE** No DO NOT USE

## Steps for Educational Leadership for Equity and Justice, Ed.D. - 60 units







**Provost**

Status: *Incomplete*

**Participants**

**Mitch Avila**



**President**

Status: *Incomplete*

**Participants**

**Richard Yao**

# Master of Public Administration - 36 units


## A. 2017-2018 New Program Proposal Long Form

### General Catalog Information

Select **Program** below. Do not check Shared Core.

Type of Program \* ☒ Program  
☐ Shared Core

### **\*\* Read before you begin \*\***

1. Please turn on the help text before starting this proposal by clicking on the  icon in the top right corner of the heading.
2. All fields with an \* are required. You will not be able to launch the proposal without completing required fields.

### Long Form

Complete the documents found through the "Proposal Template", "Assessment Plan Template", "Curriculum Map Samples Template" and "Revenue and Enrollment Projections spreadsheet" links below. **Submit the documents as an attachment in the Proposal Toolbox (top right area of the form)** providing all information required by the Chancellor's Office. **Your completed submission MUST include all of the documents below.**

**Program Proposal Template**

**Assessment Plan Template**

**Curriculum Map Samples Template**

**Revenue and Enrollment Projections spreadsheet**

The instructions below are needed to complete the Proposal Template:

### **Instructions for Completing a Successful Program Proposal**

Department: \*

Political Science

Indicate level: \* ☐ Undergraduate ☒ Graduate

**Title\*** Master of Public Administration - 36 units

**Program Description\*** The Master of Public Administration (M.P.A.) at CSUCI prepares students for thriving careers in public service. Coursework focuses on knowledge, skills, and expertise key to lifelong professional development in local, county, state, and federal agencies, as well as nonprofit organizations and the public sector components of for-profit entities. The M.P.A. program emphasizes high quality, professional approaches to addressing real world problems using multiple and diverse perspectives. Graduates of the program understand how to tackle public challenges in the 21st Century and beyond through committed and professional public service.

Students who meet the university's general graduate admissions requirements and who have demonstrated interest in public sector work will be accepted into the program. Interest may be demonstrated through a variety of ways such as a personal statement, a work sample portfolio, an interview with the program admissions committee, letters of recommendation, or some combination of these and other artifacts. This approach to admissions was strongly recommended in sessions focused on augmenting student diversity at recent Network of Schools of Public Policy, Affairs, and Administration (NASPAA) conferences and seminars. Students must complete a bachelor's degree prior to starting the program.

The Graduate Record Examination (GRE) will not be required for admission. There is no prerequisite coursework, however, students who have yet to take courses in basic statistics or American Government will be strongly encouraged to complete these prior to starting the program. Students without significant professional experience in a public or nonprofit agency will be required to enroll in the MPA 692 - Public Internship course. If students do not complete an internship due to in-service status, then they will complete an additional elective course with program director approval.

### Desired Term and Year of Implementation:

**Term:\***

Fall


**Year\***

2020


Follow these steps to create the New Program Curriculum Schema under Prospective Curriculum:

First, ALL needed courses must be added (new courses) and/or imported (existing courses) = **Step 1.** below. Second, the New Program Curriculum schema will be created by adding cores (e.g.: Requirements, Required Core, Electives, Pre-requisites, etc.) and populating with added or imported courses = **Step 2.** below.

### Step 1. Adding and /or Importing Courses

Click on . There are two options to add courses to the New Program: "Add Course" and "Import Course." For courses that already are in the catalog, click on "Import Course" and find the courses needed. For new courses that are in the Curriculum Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title. All new courses must have a New Course Proposal Form submitted in addition to this form.

### Step 2. Creating Curriculum Schema

To create the New Program Curriculum Schema, Cores will need to be created and the courses above will need to be added. Click on  "View Curriculum Schema." Click on "Add Core" or "Import Core". Click on "New Core", complete the "Title" field for your core (e.g.: Electives), and the "Description" field if applicable. Click on "Add Courses". When you click on "Add Courses" it will bring up the list of courses available from **Step 1.** Select the

courses you wish to add and click "Add Course". For removing courses click on the  and proceed.

**Prospective Curriculum\***

**Core Courses - 30 units**

Complete the following common set of core courses focused on theory, analysis, and management and leadership skills:

- MPA 500 Mission Based Organizations in the Public Sector
- MPA 501 Public Management and Organizational Behavior
- MPA 502 Public Policy Making Process
- MPA 503 Policy Analysis and Program Evaluation
- MPA 504 Analytical Methods in the Public Sector
- MPA 505 Administrative Law and Ethics
- MPA 506 Public Budgeting
- MPA 507 Public Human Resource Administration
- MPA 692 Public Internship
- MPA 699 MPA Professional Paper

**Elective Courses - 6 units**

**Note:** Select elective courses based on policy/administrative area interests. Courses may be drawn from any relevant coursework with permission from the program director and offering department. Up to two elective courses may be taken at the 400-level. Permission to enroll students has been secured from multiple departments at CI.

Specify the total number of prerequisite units required for the major. All prerequisites must be included in the total program unit count.

List all courses and unit counts that are prerequisite to the major:\*

Completion of a Bachelor's degree.

**Notes (not required):**


Students are required to complete 36 units to graduate. If they have no prior public sector or not for profit experience, they will be required to complete a three unit internship as part of their coursework.


Students will complete six units of electives in addition to the core coursework. If not completing an internship due to in-service status, then students will complete an additional elective to complete the 36 units required for graduation. Electives selection reflects student area interests. For example, a student interested in immigration policy or program administration might enroll in *CHS 425: Contemporary Immigration Issues* as one of their elective courses. Such enrollments would, of course, happen only with permission of the program chairs and the MPA program director or advisor. Advance permission for student enrollment is being secured from chairs of departments anticipated to experience higher levels of such enrollments given likely student interests.



As program FTE grows, judicious addition of prefix electives will be added. The first such anticipated course is entitled "Faces of Public Policy" and focuses on street-level bureaucratic culture and policy framing. Dr. Tiina Itkonen will be submitting the proposal for this course.



**DO NOT USE** No DO NOT USE


## Steps for Master of Public Administration - 36 units

Originator	Status: <i>Approved</i>
Participants	
 Dana Baker 10/9/2018 12:36 PM	

Program Chair	Status: <i>Approved</i>
Participants	
 Sean Kelly 10/16/2018 8:11 AM	

Dean	Status: <i>Restarted</i>
Participants	
 Mary Adler 12/3/2018 11:55 AM	
Vandana Kohli	
 Andrea Skinner (System Administrator) 12/18/2018 1:58 PM	

Dean	Status: <i>Restarted</i>
Participants	
Philip Hampton	
 Cynthia Wyels 11/21/2019 5:18 PM	
 Andrea Skinner (System Administrator) 9/14/2020 9:53 AM	

Dean	Status: <i>Approved</i>
Participants	
 Philip Hampton 10/14/2020 10:50 PM	

Custom Route	Status: <i>Force Approved</i>
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## Participants

Vandana Kohli

 **Andrea Skinner (System Administrator)**  
11/2/2020 9:00 AM

## AVP for Academic Planning and Undergraduate Initiative

Status: *Approved*

## Participants

 **Jennifer Perry** 11/3/2020 9:12 AM

## Curriculum Coordinator

Status: *Approved*






## Participants

 **Andrea Skinner** 1/26/2023 10:21 AM

## Articulation Officers

Status: *Routed*

## Participants

  **Blake Buller** 4/10/2023 5:19 PM  
  **Kristen Dobson** 3/7/2023 1:43 PM  
 **Andrea Skinner (System Administrator)**  
4/10/2023 6:47 PM

## Custom Route

Status: *Approved*

## Participants




### ▲ Behavioral & Social Sciences Local Curriculum Committee

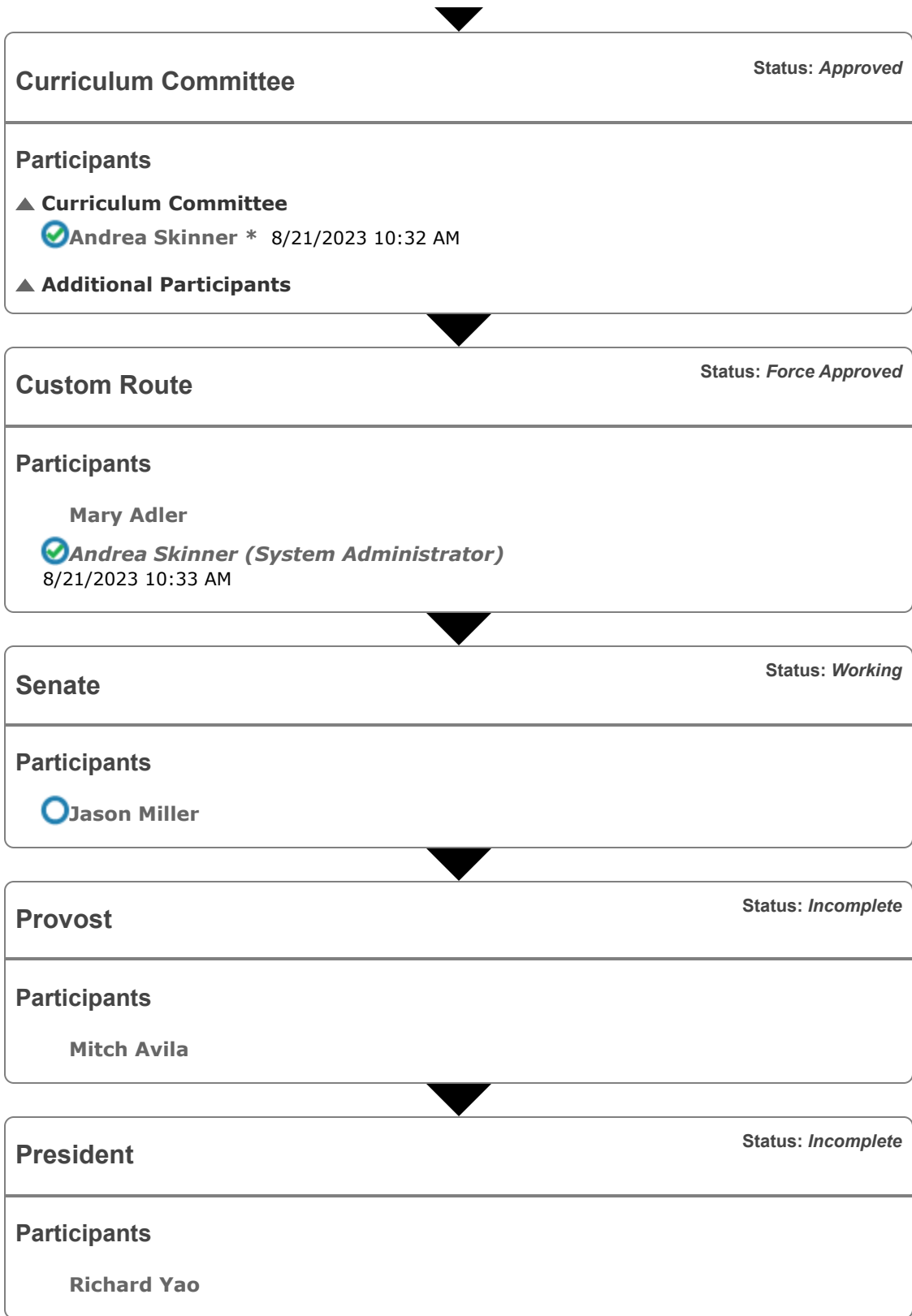
 **Monica Pereira \*** 4/26/2023 12:27 PM  
 **Beatrice de Oca \*** 4/26/2023 12:20 PM

## Articulation Officers

Status: *Approved*

## Participants

  **Blake Buller** 5/10/2023 11:37 AM  
 **Kristen Dobson** 5/10/2023 12:09 PM





Decision Summary for Master of Public Administration - 36 units

Senate		Status: <i>Working</i>
<b>Step Summary</b> This step requires <b>100%</b> approval from all participants to move forward.		
<b>Participants</b>		<b>Totals</b>
 Jason Miller		<b>Users Approved: 0</b> <b>Users Rejected: 0</b>

## Form for Chancellor's Office Approval of Program

### **Educational Leadership for Equity and Justice, EdD**

Follow these links to sections.

- 1 – Proposal Proposal
- 2 – Course Sequence
- 3 – Assessment Plan
- 4 – Curriculum Map Matrix
- 5 – Faculty List

**Academic Programs, Innovations and Faculty Development**

401 Golden Shore, 6th Floor  
Long Beach, CA 90802-4210

[www.calstate.edu/app](http://www.calstate.edu/app)

Phone 562-951-4677  
Fax 562-951-4982  
Email [degrees@calstate.edu](mailto:degrees@calstate.edu)

**California State University  
Degree Program Proposal Template  
Revised April 2022**

**Please note:**

- Campuses may mention proposed degree programs in recruitment material if it is specified that enrollment in the proposed program is contingent on final program authorization from the CSU Chancellor's Office.
- Approved degree programs will be subject to campus program review within five years after implementation. Program review should follow system and Board of Trustee guidelines (including engaging outside evaluators) and should not rely solely on accreditation review.
- *Please refer to the document "Tips for Completing a Successful Program Proposal" before completing the Program Proposal Template.*

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**1. Program Type (Select all that apply)**

- a. New Program (previously authorized as a projection by the BOT) ☒
- b. Fast Track (bachelor's or master's only; not already on Campus Academic Plan) ☐
- c. State-Support ☒
- d. [Self-Support](#) ☐
- e. Delivery Format:
  - Fully face to face ☐
  - Hybrid ☐
  - Fully online ☒

**Note:** For new Pilots and Pilot Conversions use:

[Pilot Proposal template](#)

[Pilot Conversion template](#)

**2. Program Identification**

- a. Campus: **CSU Channel Islands**

- b. Full and exact degree designation and title (e.g., Master of Science in Genetic Counseling, Bachelor of Arts in History).

Degree: **Educational Doctorate in Educational Leadership**

Title: **Doctorate in Educational Leadership for Equity and Justice**

- c. Date the Board of Trustees approved adding this program projection to the Campus Academic Plan. **March 2023**
- d. Term and academic year of intended implementation (e.g., fall 2024). **Summer 2024**
- e. Total number of units required for graduation. This will include all requirements (General Education and campus-specific graduation requirements), not just major requirements.

**60 program-approved semester units**

- f. Name of the department(s), division, or other unit of the campus that would offer the proposed degree program. Please identify the unit that will have primary responsibility.

**School of Education, Department of Educational Leadership and School Counseling and Psychology**

Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree program.

**Walter Charles Weis, Associate Professor, Educational Leadership and Chair, Department of Educational Leadership and School Counseling and Psychology**

- g. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs.

### **School of Education Dean's Statement in Support of the Doctorate in Educational Leadership for Equity and Justice**

*CSU Channel Islands' mission places students at the center of the educational experience [and] 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. The four pillars of our mission include*

- [Community engagement](#) — valuable experience students need and a chance to make the world better
- [Integrative](#) — CSUCI's signature interdisciplinary approach
- [International](#) — an internationalized curriculum, a diverse campus community, and study abroad opportunities
- [Multicultural](#) — a campus that reflects the real world; a curriculum that prepares students for it

*Our Ed.D. in Educational Leadership has been designed with the mission and four pillars as integral to its delivery, and will meet the needs for high quality, culturally responsive educational leaders for our region. The program builds on the School of Education's other graduate degree programs as a logical next step for our candidates who seek a terminal professional degree; thus, the degree complements, rather than detracts from our current programs. We believe offering the Ed.D. will serve to attract more candidates to our other programs—undergraduate, credentials, and Master's—since students will see clearer career pathways where many options lead to this degree. The new program will not therefore impede the successful operation and growth of existing programs. We have the enthusiastic*

*endorsement of educational and community leaders throughout our region to offer this degree.*

- h. Any other campus approval documents that may apply (e.g., curriculum committee approvals).

**Approved by the Academic Policy & Planning Committee on November 16, 2022.**

**Approved to be added to the Academic Master Plan by the Academic Senate on December 6, 2022.**

**Recommendations accepted by the Dean, Provost, and President following the action of the Academic Senate.**

- i. Substantive Change Screening Form:
  - i. The [WASC Senior College and University Commission \(WSCUC\)](#) requires that the campus Accreditation Liaison Officer submit a Substantive Change Screening Form via the Accreditation Management portal for any proposed degree program. If it is determined that no substantive change review is required, please attach a separate document containing the email response from WSCUC.
  - ii. If the proposed program is subject to WSCUC substantive change review, the campus shall submit a copy of the WSCUC Substantive Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WSCUC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template.

**The WSCUC Substantive Change form** will be submitted by May 9, 2023.

- j. Proposed Classification of Instructional Programs (CIP) and CSU Degree Program Code.

**The proposed CIP code is 13.0401. The proposed CSU Degree Program Code for the EdD Educational Leadership for P-12 is 08272.**

Using a master list of degree programs and reporting codes, campuses report data to the Chancellor's Office on applications, enrollments, and degrees granted. To ensure consistent record keeping, campuses use the same pairings of generic systemwide degree program titles and corresponding reporting codes. The required curriculum for each CSU degree program title (and level) is roughly comparable across the system and reflects the Classification of Instructional Programs ([CIP](#)) program definition for each CIP code. Campuses are allowed to use a slightly different campus-specific title, as long as it is reasonably similar to the official title. The program codes, however, remain the same across the system. The CSU Degrees Database has fields for the official "generic" CSU title and a campus-specific title.

Campuses should suggest one CSU degree program code and one corresponding CIP code. The official list of approved systemwide degree titles and their assigned CSU and CIP reporting codes may be found in the [CSU Program Codes and Corresponding CIP](#)

Codes. If an appropriate CSU code does not appear on the system-wide list, you can search CIP 2020 <https://nces.ed.gov/ipeds/cipcode/default.aspx?y=56> to identify the code that best matches the proposed degree program. The CSU degree program code and CIP code will be assigned when the program is approved by the Chancellor.

### 3. Program Overview and Rationale

- a. Provide a brief descriptive overview of the program citing its 1) purpose and strengths, 2) fit with the institutional mission or institutional learning outcomes and 3) the compelling reasons for offering the program at this time.

#### 1) Purpose and strengths:

The goal of the **Doctorate in Educational Leadership for Equity and Justice (DELEJ)** is to create educational leaders that can use their critical lenses to bring about equity and justice-focused transformative change throughout educational communities. As a member of the Carnegie Project on the Education Doctorate (CPED), our program aims to adhere to CPED's guiding principles that invite questions of inclusion, diversity, and multiculturalism to deepen understandings of how inequality is perpetuated for historically marginalized groups. These six principles guiding the program design are as follows.

The Professional Doctorate in Education:

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

#### 4. Fit with the institutional mission or institutional learning outcomes:

The Doctorate in Educational Leadership for Equity and Justice fits perfectly with the **CSUCI mission** of *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 graduate students with multicultural and international perspectives.*

Its' **Institutional Learning Outcomes** ensure graduates will possess an education of sufficient breadth and depth to appreciate and interpret the natural, social, and aesthetic worlds and to address the highly complex issues facing societies by:

- a. *Identifying and describing the modern world and issues facing societies from multiple perspectives including those within and across disciplines, cultures and nations (when appropriate).*
- b. *Analyzing issues and developing and conveying to others solutions to problems using the methodologies, tools and techniques of an academic discipline.*

#### 5. Compelling reasons for offering the program at this time:

**Issues of equity and justice in American education** have not been more at the forefront of leadership decisions since the 1950-60's civil rights movement. Diversity, equity, inclusion, and accessibility are critical elements of a high-quality education that serves each and every student. Equity gaps have widened in recent years and analyses of root causes for these gaps are necessary. Public challenges to equitable treatment and services for students, intolerance of diversity in our society, and increased marginalization of students are on the rise. More than ever before, we need to produce leaders that can bring about equity and justice-focused transformative change throughout educational communities.

a. Provide the proposed catalog description. The description should include:

i. **Narrative description of the program:**

The **Doctorate in Educational Leadership for Equity and Justice** creates educational leaders in both P-12 and higher education that can use their critical lenses to bring about equity and justice-focused transformative change in educational communities. As a member of the Carnegie Project on the Education Doctorate (CPED), our program adheres to CPED's guiding principles that invite questions of inclusion, diversity, and multiculturalism to deepen understandings of how inequality is perpetuated for historically marginalized groups. The program emphasizes theory, research, and practice, including field experiences, and provides opportunities for students to work within active learning communities designed to build and maintain relationships with other cohort members and faculty. The accelerated three-year timeline with one-week summer residencies on campus and an online course structure with practice-based assignments provides flexibility for working professionals. Completing the dissertation-in-practice culminating experience can launch transformation in your work setting.

ii. **Admission requirements:**

**In compliance with Title 5 of the California Code of Regulations sec. 41020**, an applicant will be admitted with classified graduate standing to the DELEJ program leading to a Doctor of Education degree established pursuant to Section 40511, if the applicant satisfies the requirements of each of the following numbered criteria:

- (1) The applicant holds an acceptable baccalaureate degree earned at an institution accredited by a regional accrediting association, or the applicant has completed equivalent academic preparation as determined by the appropriate campus authority.
- (2) The applicant holds an acceptable master's degree earned at an institution accredited by a regional accrediting association, or the applicant has completed equivalent academic preparation as determined by the appropriate campus authority.
- (3) The applicant has attained a cumulative grade point average of at least 3.0 in upper-division undergraduate and graduate study combined, and a 3.5 grade point average in graduate study.
- (4) The applicant is in good standing at the last institution of higher education attended.
- (5) The applicant has demonstrated sufficient preparation and experience pertinent to educational leadership to benefit from the program according to the admissions committee.
- (6) The applicant has met any additional requirements established by the Chancellor in consultation with the faculty and any additional requirements prescribed by the appropriate campus authority.

An applicant who does not qualify for admission under the provisions above may be admitted with **classified graduate standing** by special action if on the basis of acceptable evidence the applicant is judged by the appropriate campus authority to possess sufficient academic and professional potential pertinent to educational leadership to merit such action.

An applicant who is ineligible for admission under the either provision above because of deficiencies in prerequisite preparation that in the opinion of the appropriate campus authority can be rectified by

specified additional preparation, including examinations, may be admitted with **conditionally classified graduate standing**. The student shall be granted classified graduate standing upon rectification of the deficiencies.

Only students who continue to demonstrate a satisfactory level of scholastic competence and fitness shall be eligible to continue in Doctor of Education programs.

- iii. **A list of all required courses for graduation** including electives, specifying course numbers, course titles, prerequisites or co-requisites (ensuring there are no “hidden prerequisites” that would drive the total units required to graduate beyond the total reported in 2e above), course unit requirements, and any units associated with demonstration of proficiency beyond what is included in university admission criteria.

### **DELEJ Required Courses**

**Pre-requisites for all courses below include admission to the program.**

#### **Leadership Foundations Core (18 units)**

EDD 701 Diversity, Equity, Inclusion, Accessibility, and Justice in Education (3 credits)  
EDD 702 Educational Leadership for Transformation and Change (3 credits)  
EDD 703 Complex Organizations Designed for Diversity, Equity, Inclusion, and Accessibility (3)  
EDD 704 Leading Equitable Assessments and Program Evaluation for Accountability (3)  
EDD 705 Policy and Practice for Educational Leaders (3)  
EDD 706 Educational Reforms Designed for Equity (3)

#### **Research Methodology Core (19 units)**

EDD 711 Applied/Field-based Research for Equity (3)  
EDD 712 Applied Qualitative Research Methods (3)  
EDD 713 Applied Quantitative and Data Analysis Research Methods (3)  
EDD 714 Data Collection, Visualization, and Analysis (3)  
EDD 715 Writing and Presenting a Dissertation (3)  
EDD 716 Writing for Publication: Getting Started (2)  
EDD 717 Writing for Publication: Advanced (2)

#### **Advancement to Candidacy (2 units)**

EDD 720 Qualifying Examination and Dissertation Proposal Defense (2)

#### **Leadership Specialization (9 units)**

EDD 780T Topics in Educational Leadership (3)

Students select three 3-unit courses with content determined by student’s area of specialization. Courses offered may be different from cohort to cohort. Upon establishment, each course will be prefixed with EDD 780T. Following is a partial listing of courses that may be offered indicating what educational level will be emphasized:

##### **Sample Specialization courses for P-12 Leadership**

Advanced Curriculum (P-12)  
Disabilities Studies Leadership (P-12)  
Early Childhood Education (P-12)  
Human Resource Administrations (P-12)  
Leadership for Reading Instruction (P-12)  
Resource Management and Fiscal Planning (P-12)



School Law (P-12)  
Special Education Leadership (P-12)

**Sample Specialization courses for P-12 and Community College Leadership**

Critical Friends Groups as Communities of Practice (P-12 & CC)  
Interpersonal Leadership and Conflict Resolution (P-12 & CC)  
Leaders and Leadership (P-12 & CC)  
Organizational Development for High-Performing Organizations (P-12 & CC)  
Professional Ethics and Moral Issues in Education (P-12 & CC)  
Special Education and Disability Law (P-12 and CC)  
Technology in Education (P-12 & CC)

**Sample Specialization courses for Community College Leadership**

Community College Administration (CC)  
Contemporary Issues in Post-Secondary Education (CC)  
Post-Secondary Legal Aspects (CC)  
Higher Education Resource and Fiscal Planning (CC)

**Dissertation (12 units)**

EDD 731 Dissertation Research I (3)  
EDD 732 Dissertation Research II (3)  
EDD 733 Dissertation Research III (3)  
EDD 734 Dissertation Research IV (3)

**iv. Total units required to complete the degree:**

**60 semester units** (up to 12 units can be from courses organized primarily for doctoral students or courses organized primarily for master's and doctoral students [5 CCR 40511(c) (2)(3)]).

**v. if a master's degree, catalog copy describing the culminating experience requirement(s)**

**The Doctorate in Educational Leadership for Equity and Justice's (DELEJ) culminating experiences** include those required by Title 5 of the California Code of Regulations, Section 40511:

- (1) Passage of a **qualifying examination** by the end of the Fall semester of the second year. The qualifying exam will consist of an e-portfolio in which students demonstrate acquisition of program learning outcomes by documenting their scholar-practitioner performance on courses in the program that demonstrate equity and justice-focused leadership. Through reflection and self-assessment of growth in performances during the doctoral program, students will demonstrate acquisition of knowledge and preparedness to design research based on an existing problem of practice in equity or justice and conduct and produce a dissertation-in-practice. A committee of DELEJ core faculty will score the e-portfolio based on a task-specific, analytically scored rubric that will be provided to the students with the qualifying examination.
- (2) Approval of a **proposal defense** before a committee of a dissertation chair and professors and/or other scholar-practitioners.
- (3) Approval, by a dissertation committee, of a **written dissertation** that is a product of systematic, rigorous research on a significant professional issue. The dissertation is expected to contribute to an improvement in professional practices or policy. It shall evidence originality, critical and independent thinking, appropriate form and organization, and a rationale. The dissertation shall identify the research problem and question(s), state the major theoretical perspectives, explain the significance of the undertaking, relate it to the relevant scholarly and professional literature, set forth the appropriate sources

for and methods of gathering and analyzing the data, and offer a conclusion or recommendation. The dissertation shall directly, or through explicit recommendations to practitioners or policymakers, impact a problem of practice toward more equitable and just outcomes. It shall include a written abstract that summarizes the significance of the work, objectives, methodology, and a conclusion or recommendation.

(4) Approval of an **oral defense of the dissertation**. A dissertation-in-practice studying an equity and/or social justice issue in education will be encouraged.

**6. Curriculum** – *(These requirements conform to the WSCUC 2013 Handbook of Accreditation)*

a. These program proposal elements are required:

- Institutional learning outcomes (ILOs)
- Program learning outcomes (PLOs)
- Student learning outcomes (SLOs)

Describe outcomes for the 1) institution, 2) program and for 3) student learning. Institutional learning outcomes (ILOs) typically highlight the general knowledge, skills, and dispositions all students are expected to have upon graduating from an institution of higher learning. Program learning outcomes (PLOs) highlight the knowledge, skills, and dispositions students are expected to know as graduates from a specific program. PLOs are more narrowly focused than ILOs. Student learning outcomes (SLOs) clearly convey the specific and measurable knowledge, skills, and/or behaviors expected and guide the type of assessments to be used to determine if the desired the level of learning has been achieved.

(WASC 2013 CFR: 1.1, 1.2, 2.3)

**Institutional Mission-Based Learning Outcomes**

CSUCI graduates will possess an education of sufficient breadth and depth to appreciate and interpret the natural, social, and aesthetic worlds and to address the highly complex issues facing societies. Graduates will be able to:

- a. Identify and describe the modern world and issues facing societies from multiple perspectives including those within and across disciplines, cultures and nations (when appropriate).
- b. Analyze issues and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline.

**DELEJ Program Learning Outcomes**

1. Apply knowledge of equity, ethics, and social justice to bring about solutions to complex problems of practice by addressing issues of diversity, equity, and opportunity, including attention to special populations.
2. Apply modern theories of management of complex organizations to education by constructing and applying knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Develop and demonstrate effective collaboration and communication skills to work with diverse communities and to build partnerships, by demonstrating leadership based on a shared vision of learning grounded in moral principles and ethical decision-making.
4. Navigate political, legal, and historical contexts affecting local, state, and federal educational policy and decision-making by utilizing field-based opportunities to analyze problems of practice and using multiple frames to develop meaningful solutions.

5. Develop a professional knowledge base that integrates both practical and research, which links theory with systemic and systematic inquiry for achieving reform and improvement within California's P-12 or community college/post-secondary education institutions.
6. Generate, transform, and utilize professional knowledge and practice by demonstrating leadership based on a shared vision of learning grounded in moral principles and ethical decision-making.
7. Design internal and external accountability processes and use them in data-driven planning by conducting research in relevant field settings, including collection, analysis, and use of original data as well as institutional research and other existing data to improve educational outcomes.
8. Assess learning outcomes and use data for student interventions and program decision-making and improvement, by formulating researchable questions, collecting quantitative and qualitative data, designing statistical and qualitative analyses, and interpreting results to make equity-focused decisions.

**Selected Student Learning Outcomes for course signature assignments that will be used to evaluate program impact (see [DELEJ Comprehensive Program Assessment Plan 2.22.23.xlsx](#) in attachments)**

PLO 1: EDD 701 DEIAJ: SLO 4. Analyze and demonstrate knowledge of the relationship between theory and practice to promote equitable and just outcomes.

PLO 2: EDD 702 Transformational Leadership: SLO 6. Lead a collaborative team, with diverse perspectives, to positively affect student learning at either the P-12 or higher education level.

PLO 3: EDD 702 Transformational Leadership: SLO 7. Use the concepts of transformational and change leadership to analyze and implement meaningful solutions to complex problems of practice around questions of equity, ethics, and social justice.

PLO 4: EDD 703 Organizations: SLO 7. Create an action plan of goals, strategies, interventions, and recommendations tied to, and developed from students' own case study findings, to move the problem of practice toward equitable, socially just outcomes.

PLO 5: EDD 704 Evaluation: SLO 7. Develop a program evaluation report with recommendations, an executive summary of the report, and a presentation of the report to community partners.

PLO 6: EDD 705 Policy: SLO 6. Apply conceptual frameworks regarding the links between policy and educational practice to own research.

PLO 7: EDD 706 Reform: SLO 7. Use the concepts of Adaptive, Transformational and/or Change Leadership to analyze and implement reform to accommodate local needs and resources.

PLO 8: EDD 711 Applied Research: SLO 6. Design a research study on an equity-based problem of practice that could result in a dissertation-in-practice.

b. These program proposal elements are required:

- [Comprehensive Assessment Plan](#) addressing all assessment elements
- [Matrix](#) showing where student learning outcomes are introduced (I), developed (D), and mastered (M)

Key to program planning is creating a comprehensive assessment plan addressing multiple elements, including a strategy and tool to assess each student learning outcome. SLOs

operationalize the PLOs and serve as the basis for assessing student learning in the major. Constructing an assessment matrix, showing the relationship between all assessment elements, is an efficient and clear method of displaying all assessment plan components.

**The DELEJ Comprehensive Assessment Plan can be found in attached files.**

**Entitled: DELEJ Comprehensive Program Assessment Plan 2.22.23.xlsx**

Creating a curriculum map matrix, identifying the student learning outcomes, the courses where they are found, and where content is “introduced,” “developed,” and “mastered” ensures that all student learning outcomes are directly related to overall program goals and represented across the curriculum at the appropriate times. Assessment of outcomes is expected to be carried out systematically according to an established schedule, generally every five years.

**The DELEJ Curriculum Mapping Matrix can be found in attached files entitled:**

**DELEJ Curriculum Mapping Matrix 2.22.23.xlsx**

- c. Indicate total number of units required for graduation.

**60 semester units are required for graduation.**

- d. Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units. Programs proposed at more than 120 semester units will have to provide either a Title 5 justification for the higher units or a campus-approved request for an exception to the Title 5 unit limit for this kind of baccalaureate program.

**Not Applicable**

- e. If any formal options, emphases or concentrations are planned under the proposed major, identify and list the required courses. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program.

**No options, emphases, or concentrations are proposed.**

- f. **List any new courses that are: (1) needed to initiate the program or (2) needed during the first two years after implementation.** Include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each new course would be at the graduate- or undergraduate-level.

**The following new courses are needed to initiate the program for the first two years. All courses are at the graduate level.**

**1<sup>st</sup> Year - 18 units**

**Summer 1 (2 five-week courses) 6 units [Advisors assigned here]**

**EDD 701 Diversity, Equity, Inclusion, Accessibility, and Justice in Education (3)**

Designed to engage students in reflection and critique of theoretical approaches dealing with cross-cultural education that promote equity and social justice within educational settings and society. Using diverse and conflicting perspectives, students will gain a greater understanding of challenges and opportunities that align theory and practice with a focus on diversity, equity, inclusion, accessibility, and justice. Students will engage in personal examination of the complexity of views and perceptions as educational leaders in super diverse societies.

### **EDD 711 Applied/Field-based Research for Equity (3)**

Engages students in concepts and skills related to educational measurement, research design, basic statistics, and program/policy evaluation, including: quantitative/qualitative/mixed-methods, action research, equity gap and root-cause analysis. Students will apply these concepts and skills to be able to design and conduct applied research that contributes to important educational equity issues.

#### **Fall 1 (2 eight-week courses) 6 units**

### **EDD 702 Educational Leadership for Transformation and Change (3)**

Focuses on understanding, implementing, and evaluating strategic leadership practices based on various theories, models, and approaches for achieving organizational transformation and change. Students will become skilled facilitators of the organizational transformation process by involving educational partners collectively through authentic shared leadership to initiate, implement, sustain, and evaluate meaningful transformation/change efforts framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice. Students will integrate theory and practice to design a planned change process at their home institution.

### **EDD 712 Applied Qualitative Research Methods (3)**

Students will learn the characteristics of various qualitative research traditions, including case study, phenomenology, narrative inquiry, ethnography, grounded theory, and participatory action research. Students will explore major paradigms that inform many qualitative research traditions and their implications for the conduct of qualitative inquiry, specifically addressing the various approaches and assumptions about reality, knowledge, and values. Students will also gain an introductory understanding of theoretical frameworks and their use in research, and examine issues of positionality, reflexivity, and reciprocity.

#### **Spring 1 (2 eight-week courses) 6 units**

### **EDD 703 Complex Organizations Designed for Diversity, Equity, Inclusion, and Accessibility (3)**

Examines modern theories of complex organizations and applies them to educational institutions in diverse communities. Theories of classic management, bureaucracy, psychology of organizations, politics of internal and external organizational spaces, the culture of organizations, and organizational change processes will be examined. Students apply the theories to their own problem-of-practice to be able to design and facilitate equity-minded, transformational systemic changes.

### **EDD 713 Applied Quantitative and Data Analysis Research Methods (3)**

Examines advanced research methodologies and data analysis techniques applicable to education and social science settings. Topics include experimental and quasi-experimental design, data collection procedures, sampling distributions, statistical analysis for practical significance, nonparametric statistics, inference decisions, and hypothesis testing with applications to the work of education leaders.

#### **2nd Year - 20 units**

#### **Summer 2 (2 five-week courses) – 6 units**

### **EDD 704 Leading Equitable Assessments and Program Evaluation for Accountability (3)**

Examines problems of practice in education from the perspective of equitable assessments and program evaluations. Assessment practices, planning strategies, and evaluation processes in P-12 and higher education settings are reviewed along with current issues and trends in the field of education related to school assessment, accountability, and program evaluation. Students will analyze current research and policy regarding Federal, State, and local systems of accountability and assessment to determine the degree to which they are equitable. Students will apply accessible and useable data-management systems that create a culture of personal responsibility and inform instruction and organizations. Students will engage in cycles of program evaluation that assess how teachers/faculty and programs impact student learning and well-being.

**EDD 780T Topics in Educational Leadership (3;** Designed based on majority student need in P-12, Higher Education, Curriculum & Instruction, Early Childhood Studies, or Special Education)

Will explore current and relevant issues to take advantage of faculty expertise in education-related disciplines, and course will be used to meet the Leadership Specialization requirements in the Educational Leadership for Equity and Justice, Ed.D. Program.

Students will be polled to determine which specialization courses will be requested. Descriptions will vary by content of each specialization course. See a list of potential specialization courses that faculty can propose, and from which students may select, below.

### **Fall 2 (2 eight-week courses) - 8 units**

**EDD 705 Policy and Practice for Educational Leaders (3)**

Examines political, legal, and historical contexts affecting local, state, and federal educational decision making. Grounded on theories on how ideas become policy, including the roles that political institutions play and the political factors that shape policy formulation and implementation at all levels. Critically examines the values and assumptions that underlie educational policy formulation, including the social construction of policy targets and instruments used in implementation. A variety of frameworks are explored to develop skills in both traditional and critical policy analysis. Students apply the course's frameworks to their own research around the problems of practice.

**EDD 780T Topics in Educational Leadership (3;** Designed based on majority student need in P-12, Higher Education, Curriculum & Instruction, Early Childhood Studies, or Special Education)

Will explore current and relevant issues to take advantage of faculty expertise in education-related disciplines, and course will be used to meet the Leadership Specialization requirements in the EdD. Students will be polled to determine which specialization courses will be requested. Descriptions will vary by content of each specialization course. See a list of potential specialization courses that faculty can propose, and from which students may select, below.

**EDD 720 Qualifying Examination and Dissertation Proposal Defense (2)**

Supports students in preparing an e-portfolio/qualifying exam that documents equity and justice-focused leadership for reflection and self-assessment of their growth. Students will defend their research-based problem of practice in equity and/or justice proposal.

### **Spring 2 (2 eight-week courses) – 6 units**

**EDD 706 Educational Reforms Designed for Equity (3)**

Examines the knowledge base of theories and grounded research that critique past and current educational reforms in the United States. Special attention will be paid to the theoretical frameworks that guided

reforms, the work of professional practitioners, and the intended and unintended impacts on minoritized students, families, organizations, and communities. Knowledge acquired will be a basis for designing meaningful solutions to complex problems of practice that align theory and practice to focus on achieving social equity.

**EDD 780T Topics in Educational Leadership** (3; Designed based on majority student need in P-12, Higher Education, Curriculum & Instruction, Early Childhood Studies, or Special Education)

Will explore current and relevant issues to take advantage of faculty expertise in education-related disciplines, and course will be used to meet the Leadership Specialization requirements in the EdD. Students will be polled to determine which specialization courses will be requested. Descriptions will vary by content of each specialization course. See a list of potential specialization courses that faculty can propose, and from which students may select, below.

**Potential Specialization Courses** May differ from cohort to cohort. A partial listing of courses that may be offered are below:

**Leadership in P-12 Schools**

- Advanced Curriculum (P-12)
- Disabilities Studies Leadership (P-12)
- Early Childhood Education (P-12)
- Human Resource Administrations (P-12)
- Leadership for Reading Instruction (P-12)
- Resource Management and Fiscal Planning (P-12)
- School Law (P-12)
- Special Education Leadership (P-12)

**Leadership in P-12 or Community Colleges**

- Critical Friends Groups as Communities of Practice (P-12 & CC)
- Interpersonal Leadership and Conflict Resolution (P-12 & CC)
- Leaders and Leadership (P-12 & CC)
- Organizational Development for High-Performing Organizations (P-12 & CC)
- Professional Ethics and Moral Issues in Education (P-12 & CC)
- Special Education and Disability Law (P-12 and CC)
- Technology in Education (P-12 & CC)

**Leadership in Community Colleges**

- Community College Administration (CC)
- Contemporary Issues in Post-Secondary Education (CC)
- Post-Secondary Legal Aspects (CC)
- Resource and Fiscal Planning (CC)

- g. Attach a proposed course-offering plan for the first three years of program implementation, indicating likely faculty teaching assignments.

(WASC 2013 CFR: 2.2b)

**DELEJ Course Sequence for 3 years with proposed faculty as of 2/25/23 can be found in attached file entitled [DELEJ Course Sequence for Three Years with Proposed Faculty 2.25.23.xlsx](#).**

- h. For master's degree proposals, include **evidence that program requirements conform** to the minimum requirements for the culminating experience, as specified in Section 40510 of Title 5 of the California Code of Regulations.

**Title 5 of the California Code of Regulations Section 40511 applies to Ed.D. programs. It states the following criteria:**

- (a) A California State University program leading to a Doctor of Education degree shall be distinguished from a University of California doctoral degree program by its conformity with the following criteria:*
  - (1) the program shall prepare administrative leaders for possible service in one of the following settings:*
    - (A) public elementary and secondary schools, or*
    - (B) community colleges;*
  - (2) the program shall focus on the knowledge and skills needed by administrators to be effective leaders in California public schools and community colleges;*
  - (3) the program shall be offered through partnerships in which California public elementary and secondary schools and community colleges, as appropriate, shall participate substantively in program design, candidate recruitment and admissions, teaching, dissertation development, and program assessment and evaluation; and*
  - (4) the program shall enable professionals to earn the degree while working full time*

**The DELEJ program**, designed to prepare leaders in P-12 public schools and community colleges, was designed and will be offered in partnership with Advisory Committee members from local institutions and focuses on the knowledge and skills needed by administrators in those organizations. The three year, three-semester-per-year design with two 3-unit, 8-week non-overlapping online courses per semester, is designed for full-time working professionals. The annual week-long on-campus summer residency will allow the cohort to bond together in-person during the working professional's vacation.

- (b) Each campus offering a program leading to a Doctor of Education degree shall establish requirements for admission to the program. The requirements for admission shall include, at a minimum, the requirements stated in Section 41020.*

**In compliance with Title 5 of the California Code of Regulations sec. 41020**, an applicant will be admitted with classified graduate standing to the DELEJ program leading to a Doctor of Educational Leadership degree established pursuant to Section 40511 if the applicant satisfies the requirements of each of the following numbered criteria:

- (1) The applicant holds an acceptable baccalaureate degree earned at an institution accredited by a regional accrediting association, or the applicant has completed equivalent academic preparation as determined by the appropriate campus authority.
- (2) The applicant holds an acceptable master's degree earned at an institution accredited by a regional accrediting association, or the applicant has completed equivalent academic preparation as determined by the appropriate campus authority.
- (3) The applicant has attained a cumulative grade point average of at least 3.0 in upper-division and graduate study combined and a 3.5 grade point average in graduate study.
- (4) The applicant is in good standing at the last institution of higher education attended.
- (5) The applicant has demonstrated sufficient preparation and experience pertinent to educational leadership to benefit from the program.
- (6) The applicant has met any additional requirements established by the Chancellor in consultation with the faculty and any additional requirements prescribed by the appropriate campus authority.



An applicant who does not qualify for admission under the provisions above may be admitted with **classified graduate standing** by special action if, on the basis of acceptable evidence, the applicant is judged by the appropriate campus authority to possess sufficient academic and professional potential pertinent to educational leadership to merit such action.

An applicant who is ineligible for admission under the either provision above because of deficiencies in prerequisite preparation that in the opinion of the appropriate campus authority can be rectified by specified additional preparation, including examinations, may be admitted with **conditionally classified graduate standing**. The student shall be granted classified graduate standing upon rectification of the deficiencies.

Only those students who continue to demonstrate a satisfactory level of scholastic competence and fitness shall be eligible to continue in Doctor of Education programs.

*(c) The program leading to the Doctor of Education degree shall conform to the following specifications:*

*(1) The curriculum shall be organized as a cohort-based program and shall include learning experiences that balance research, theory, and practice, including field experiences. The core curriculum shall provide professional preparation for leadership, including but not limited to theory and research methods, the structure and culture of education, and leadership in curriculum and instruction, equity, and assessment.*

**The DELEJ program will admit** students on a cohort basis each summer. Their first task will be completing a Pre-residency course on the use of Canvas and other tools necessary to online learning. They will next attend their first one-week summer residency on-campus where they will upload all necessary software to their computers, experience bonding and rapport building exercises, receive an orientation to the program course work ending in dissertation completion, meet professors and program advisors in-person, and begin work on their first course **EDD 701 Diversity, Equity, Inclusion, Accessibility, and Justice in Education**. The program and course work emphasize applied research, theory, and especially practice in the field. The courses cover all the leadership core content, research methodology, and specialization options described in Executive Order 991 (see page 21).

*(2) The pattern of study shall be composed of at least 60 semester units earned in graduate standing. At least 48 semester units required for the degree shall be in courses organized primarily for doctoral students, and the remaining units required for the degree shall be in courses organized primarily for doctoral students or courses organized primarily for master's and doctoral students.*

*(3) At least 42 semester units shall be completed in residence at the campus or campuses awarding the degree. The appropriate campus authority may authorize the substitution of credit earned by alternate means for part of this residence requirement. The campus may establish a transfer policy allowing application to degree requirements of relevant coursework and credits completed as a matriculated student in another graduate program, on the condition that the other program is appropriately accredited.*

**The DELEJ program requires 60 earned semester units in program courses** with not more than 12 credits transferred, with administrator approval, from prior completed courses organized primarily for graduate students in master's or other doctoral programs. Per Title 5 of the California Code of Regulations, sec. 40511:

*(4) A qualifying examination shall be required.*

*(5) The pattern of study shall include completion of a dissertation.*

*(A) The dissertation shall be the written product of systematic, rigorous research on a significant professional issue. The dissertation is expected to contribute to an improvement*

*in professional practices or policy. It shall evidence originality, critical and independent thinking, appropriate form and organization, and a rationale.*

*(B) The dissertation shall identify the research problem and question(s), state the major theoretical perspectives, explain the significance of the undertaking, relate it to the relevant scholarly and professional literature, set forth the appropriate sources for and methods of gathering and analyzing the data, and offer a conclusion or recommendation. It shall include a written abstract that summarizes the significance of the work, objectives, methodology, and a conclusion or recommendation.*

*(C) No more than 12 semester units shall be allowed for a dissertation.*

*(D) An oral defense of the dissertation shall be required.*

**The DELEJ program requires a qualifying examination** (see page 7) and **a written and orally defended dissertation** that demonstrates systematic, rigorous research on an equity or justice-based problem of practice that needs improvement. The dissertation will identify the research problem and question(s), state the major theoretical perspectives, explain the significance of the undertaking, relate it to the relevant scholarly and professional literature, set forth the appropriate sources for and methods of gathering and analyzing the data, and offer a conclusion or recommendation. It shall include a written abstract that summarizes the significance of the work, objectives, methodology, and a conclusion or recommendation.

- i. For graduate degree proposals, cite the corresponding bachelor's program and specify whether it is (a) subject to accreditation and (b) currently accredited.

**CSUCI has graduated 298 students** from CSUCI's four accredited programs with Master of Arts in Education or Educational Leadership since 2006, when the programs began, according to the office of Institutional Research at CSUCI.

(WASC 2013 CFR: 2.2b)

- j. For graduate degree programs, specify admission criteria, including any prerequisite coursework.

**In compliance with Title 5 of the California Code of Regulations sec. 41020**, an applicant will be **admitted with classified graduate standing to the DELEJ program** leading to a Doctor of Educational Leadership degree established pursuant to Section 40511 if the applicant satisfies the requirements of each of the following numbered criteria:

- (1) The applicant holds an acceptable baccalaureate degree earned at an institution accredited by a regional accrediting association, or the applicant has completed equivalent academic preparation as determined by the DELEJ leadership team.
- (2) The applicant holds an acceptable master's degree earned at an institution accredited by a regional accrediting association, or the applicant has completed equivalent academic preparation as determined by the appropriate campus authority.
- (3) The applicant has attained a cumulative grade point average of at least 3.0 in upper-division undergraduate and graduate study combined; and a 3.5 grade point average in graduate study.
- (4) The applicant is in good standing at the last institution of higher education attended.
- (5) The applicant has demonstrated sufficient preparation and experience pertinent to educational leadership to benefit from the program.
- (6) The applicant has met any additional requirements established by the Chancellor in consultation with the faculty and any additional requirements prescribed by the appropriate campus authority.

An applicant who does not qualify for admission under the provisions above may be admitted with **classified graduate standing** by special action if on the basis of acceptable evidence the applicant is judged by the appropriate campus authority to possess sufficient academic and professional potential pertinent to educational leadership to merit such action.

An applicant who is ineligible for admission under either provision above because of deficiencies in prerequisite preparation that in the opinion of the appropriate campus authority can be rectified by specified additional preparation, including examinations, may be admitted with **conditionally classified graduate standing**. The student shall be granted classified graduate standing upon rectification of the deficiencies.

Only those students who continue to demonstrate a satisfactory level of scholastic competence and fitness shall be eligible to continue in Doctor of Education programs.

(WASC 2013 CFR: 2.2b)

- k. For graduate degree programs, specify criteria for **student continuation** in the program.

**Students will continue** in the DELEJ program based on earning a minimum grade of B in every course and maintaining a grade point average of 3.25 or higher (A=4.0, B=3.0, C=2.0, D=1.0, F=0). All university and department policies on assigning incomplete grades, approving withdrawal from a class, and requesting a leave of absence will be followed.

- l. For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs.

**Not Applicable**

- m. Roadmaps. Provide a 4-year major and subprogram roadmap and a 2-year transfer roadmap for bachelor's degree programs or an appropriate year major roadmap for master's degree programs that outlines the suggested coursework students should complete each semester.

CSU Channel Islands

Doctorate in Educational Leadership for Equity and Justice

### Course Sequence

#### 1<sup>st</sup> YEAR - 18 UNITS

Summer 1 (2 five-week courses) 6 units [Advisees assigned to all core faculty]

EDD 701 Diversity, Equity, Inclusion, Accessibility, and Justice in Education (3)

EDD 711 Applied/Field-based Research for Equity (3)

Fall 1 (2 eight-week courses) 6 units

EDD 702 Educational Leadership for Transformation and Change (3)

EDD 712 Applied Qualitative Research Methods (3)

Spring 1 (2 eight-week courses) 6 units

EDD 703 Complex Organizations Designed for Diversity, Equity, Inclusion, and Accessibility (3)

EDD 713 Applied Quantitative and Data Analysis Research Methods (3)

## **2ND YEAR - 20 UNITS**

### Summer 2 (2 five-week courses) – 6 units

EDD 704 Leading Equitable Assessments and Program Evaluation for Accountability (3)  
EDD 780T Topics in Educational Leadership (3; P-12, Higher Education, Curriculum & Instruction, Early Childhood Studies, or Special Education)

### Fall 2 (3 eight-week courses) - 8 units.

EDD 705 Policy and Practice for Educational Leaders (3)  
EDD 780T Topics in Educational Leadership (3; P-12, Higher Education, Curriculum & Instruction, Early Childhood Studies, or Special Education)  
EDD 720 Qualifying Examination and Dissertation Proposal Defense (2)

### Spring 2 (2 eight-week courses) – 6 units

EDD 706 Educational Reforms Designed for Equity (3)  
EDD 780T Topics in Educational Leadership (3; P-12, Higher Education, Curriculum & Instruction, Early Childhood Studies, or Special Education)

## **3RD YEAR – 22 UNITS**

### Summer 3 (3 five-week courses) 8 units

EDD 714-Data Collection, Visualization, and Analysis (3)  
EDD 715 Writing and Presenting a Dissertation (3)  
EDD 716 Writing for Publication: Getting Started (2)

### Fall 3 (2 eight-week courses) 6 units

EDD 731 Dissertation Research I (3)  
EDD 732 Dissertation Research II (3)

### Spring 3 (3 eight-week courses) 8 units

EDD 733 Dissertation Research III (3)  
EDD 734 Dissertation Research IV (3)  
EDD 717 Writing for Publication: Advanced (2)

### **Executive Order No. 991:**

Leadership Core Concepts (20 units required)

1. Systemic Educational Reform [EDD 706]
2. Visionary Educational leadership [EDD 702]
3. Complexity and Organizations [EDD 703]
4. Collaborative Management [EDD 702]
5. Diversity and Equity [EDD 701]
6. Educational Policy Environments [EDD 705]
7. Educational Accountability [EDD 704]
8. Advancement to Candidacy [EDD 720]

Research Methodologies (19 units required plus 12-unit Dissertation phase)

9. Assessment and Evaluation [EDD 704]
10. Applied Quantitative Inquiry [EDD 713]

11. Applied Qualitative Inquiry [EDD 712]
12. Field-based Research [EDD 711]
13. Data-Driven Decision-Making [EDD 714]
14. Writing for Publication [EDD 715, 716, 717]
15. Dissertation phase [EDD 731, 732, 733, 734]

Leadership - Specialization courses (9 units required)

16. Topics in Educational Leadership [EDD 780T]

**Potential Specialization Courses** May differ from cohort to cohort. A partial listing of courses that may be offered are below.

#### Leadership in P-12 Schools

- Advanced Curriculum (P-12)
- Disabilities Studies Leadership (P-12)
- Early Childhood Education (P-12)
- Human Resource Administrations (P-12)
- Leadership for Reading Instruction (P-12)
- Resource Management and Fiscal Planning (P-12)
- School Law (P-12)
- Special Education Leadership (P-12)

#### Leadership in P-12 or Community Colleges

- Critical Friends Groups as Communities of Practice (P-12 & CC)
- Interpersonal Leadership and Conflict Resolution (P-12 & CC)
- Leaders and Leadership (P-12 & CC)
- Organizational Development for High-Performing Organizations (P-12 & CC)
- Professional Ethics and Moral Issues in Education (P-12 & CC)
- Special Education and Disability Law (P-12 and CC)
- Technology in Education (P-12 & CC)

#### Leadership in Community Colleges

- Community College Administration (CC)
- Contemporary Issues in Post-Secondary Education (CC)
- Post-Secondary Legal Aspects (CC)
- Resource and Fiscal Planning (CC)

- n. Describe how accreditation requirements will be met, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

**The past WASC Senior College and University Commission accreditation** for CSUCI was completed July 15, 2015. The WASCUC Substantive Change: Doctoral Programs proposal will be submitted by May 19, 2023.

(WASC 2013 CFR: 1.8)

#### **Accreditation Note:**

*Master's degree program proposals*

If subject to accreditation, establishment of a master's degree program should be preceded by national professional accreditation of the corresponding bachelor's degree program.

#### *Fast-track proposals*

Fast-track proposals cannot be subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors unless the proposed program is already offered as an authorized option, emphasis or concentration that is accredited by an appropriate specialized accrediting agency.

### **7. Societal and Public Need for the Proposed Degree Program**

- a. List other California State University campuses currently offering or projecting the proposed degree program; list neighboring institutions, public and private, currently offering the proposed degree program.

**The following neighboring CSU's offer Ed.D. degrees:**

#### Local CSU campuses:

1. CSU Northridge: <https://catalog.csun.edu/academics/elps/programs/edd-educational-leadership/>
2. CSU Los Angeles: <https://www.calstatela.edu/edd>
3. CSU Bakersfield: <https://www.csub.edu/edd/>

#### Private Universities in our area:

1. California Lutheran University: <https://www.callutheran.edu/academics/graduate/edd-educational-leadership/> (hybrid)
2. Pepperdine University: <https://gsep.pepperdine.edu/doctorate-educational-leadership-pre-k-12/> (hybrid)
3. Loyola Marymount University: <https://soe.lmu.edu/academics/doctoral/> (online)

- b. Describe differences between the proposed program and programs listed in Section 5a above.

**The three CSUs in our area**, shown above, do not offer online courses.

Only one of the private universities appears to offer an online Ed.D. program and all are more expensive than our program. In some cases, the tuition is double that of our tuition of \$3,946.00 per semester for three semesters per year plus student fees.

- c. List other curricula currently offered by the campus that are closely related to the proposed program.

**CSUCI's Master of Arts in Educational Leadership** program offers both P-12 and Higher Education emphases. Similar course topics to those proposed in the DELEJ exist in that program. These programs will be excellent feeder programs for the Ed.D. program.

- d. Describe community participation, if any, in the planning process. This may include prospective employers of graduates.

**Over the last several years**, the School of Education held several advisory committee meetings with community and educational leaders. At each meeting we have received significant support for the Doctorate in Educational Leadership degree program and multiple recommendations for how to help the program meet the leadership needs in our area. **At our most recent DELEJ Advisory Committee meeting on March 1, 2023**, members provided feedback that the focus on equity and justice was

appreciated. Additionally, members commented that the scholar-practitioner emphasis, cohort structure, progressive course sequence, online instruction, summer residency, affordable tuition, candidate support for completing the dissertation-in-practice, and program assessment and evaluation strategies used to apply improvement science to the program were very attractive features of the DELEJ program.

- e. Provide applicable workforce demand projections and other relevant data.

The process we used to establish need involved gathering data of two principal types: Statistics on workforce need in the region and qualitative data from educators whom we serve.

**Quantitative Data on Future Workforce Needs.** This data was drawn by CSUCI's office of Institutional Research from CI's data vendor, Lightcast. Among many other online sources, Lightcast's methodology includes program completion data from the National Center for Education Statistics and market data from the Bureau of Labor Statistics.

**CSUCI National Student Clearinghouse Data.** From all CSUCI alumni spanning back to 2003, 29 CI graduates went on to complete an Ed.D. by Spring of 2021. During this same period, 780 CI alumni went on to complete a master's degree in the field of Education. While 29 of these alumni successfully completed an Ed.D., it is likely that many more have already entered or will enter an Ed.D. program at some point in their career.

This analysis of the historical demand for an Ed.D. program among CI alumni was provided by the office of Institutional Research using data from CI and the National Student Clearinghouse.

**Lightcast Regional Market Data.** When we look at job growth in Ventura County from 2019 to 2022, we see that the number of available jobs for post-secondary administrators has increased by 7%. While this is less than California (+16%), Los Angeles (+14%) and Santa Barbara (+46%); it illustrates increasing market demand for Ed.D. graduates in the region. Projected job openings are further projected to grow 7% from 2021 to 2026 in Ventura County.

**Lightcast Regional Program Completion Data.** We can then look at Ed.D. program degree completions to get an estimate of local market supply. We see that there is only a single institution in Ventura County that offers an Ed.D. degree. There were 14 degree completions in 2019; in contrast to 31 post-secondary administrator job openings, 40 K-12 education administration job openings, and 41 other education administrator openings in 2021.

When we include Los Angeles and Santa Barbara along with Ventura County, we see 908 Ed.D. completions in 2019. In the same counties in 2021, we see 2,413 education administrator openings. Only 15.4% of the market share belongs to public institutions making a competitive niche opening for CSUCI.

**Lightcast Regional Online Program Completion Data.** Finally, when looking just at online completions, we see that 2019 had 556 Ed.D. degree completions across Ventura, Los Angeles, and Santa Barbara counties. The data shows that three private schools capture the entire market share for the region: University of Southern California, Azusa Pacific University, and Loyola Marymount University (making an excellent entry point for an online program at a public school like CSUCI).

There are 1,000 school districts, and nearly that many Charter Schools, in California. Anecdotal and media reports suggest that turnover of upper-level leadership positions are on the increase in recent years, as leaders are exhausted following the pandemic.

## 8. Student Demand

- a. Provide compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs.

**Qualitative Data from Regional Educators and Partners.** Commencing in Spring 2022, CSUCI leadership and faculty engaged in conversations with regional educational leaders and teachers who expressed the importance of CI providing the Ed.D. in Educational leadership as the terminal degree option to meet the urgent demand for highly qualified culturally and linguistically prepared educational leaders to meet growing demands (Superintendents' Dialogue Event, March 2022). In Fall 2022, leadership from the Ventura County P-20 Council, which consists of county elected officials, P-20 leaders, and non-profit leaders, affirmed the support of and need for the Ed.D. to meet the future needs for educational leaders in the region. In addition, the School of Education faculty queried support the addition of the Ed.D. as a schoolwide opportunity to build an even more robust graduate culture, which includes doctoral-level teaching and advising, expanded scholarship agendas, and increased opportunities to engage on the national stage with organizations such as Carnegie Project on the Education Doctorate (CPED) and University Council for Educational Administration (UCEA).

Statewide data from the fourteen CSU campuses that offer the Ed.D. include these compelling facts:

- Students have a 92.5% completion rate
- 80% of Ed.D. graduates are promoted during or after degree completion.
- Students are diverse: 31.1% Latinx; 26.7% White; 15.5% African American; 14.8% Other/Unknown; 11.9% Asian

Numerous regional educational leaders, including Santa Barbara County Superintendent of Schools, Dr. Susan Salcido, and Ventura County Superintendent of Schools, Dr. Cesar Morales, affirm in their conversations with school district-level administrators throughout both counties, that they are prepared to recruit students for each cohort immediately and into the future (Summer, Fall 2022-2023).

Finally, based on the success of three Ed.D. cohorts averaging 20 students each that CSUCI co-led with Fresno State University from 2016-17 to 2019-20, we believe this past record suggests great interest from our region and beyond and a successful program moving forward. As a Hispanic-serving institution, we expect to enroll a significant percentage of Latinx students.

As stated before, there are 1,000 public school districts, and nearly that many Charter Schools, in California. Again, anecdotal and media reports suggest that turnover of upper-level educational leadership positions is on the increase in recent years, as leaders are exhausted following the pandemic.

- Identify how issues of diversity and access** to the university were considered when planning this program. Describe what steps the program will take to ensure all prospective candidates have equitable access to the program. This description may include recruitment strategies and any other techniques to ensure a diverse and qualified candidate pool.

**CSUCI is a Hispanic Serving Institution (HSI)** as we serve a diverse student population: 31.1% are Latinx; 26.7% White; 15.5% African American; 14.8% Other/Unknown; 11.9% Asian. We have numerous effective relationships with community organizations that encourage professional educators to join our student body. We host an annual Social Justice in Education Conference on campus every Spring that attracts marginalized populations to campus and will significantly help recruitment. In addition, our faculty work with the California Association of Bilingual Educators, National Association of Bilingual Educators, and Californians Together in support of multilingual/multicultural education. The 298 diverse students who have earned Master of Arts degrees in Educational Leadership and Education at CSU Channel Islands will be invited to apply to this DELEJ program. Additional recruitment for this program will take place through electronic and in-person information sessions held at school districts throughout Ventura and Santa Barbara counties.



- c. For master's degree proposals, cite the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.

**Not Applicable**, however, CSUCI has graduated over 298 students from CSUCI's four emphasis areas within the Master of Arts in Education and Master of Arts in Educational Leadership since their original launch date in 2006.

- d. **Describe professional uses** of the proposed degree program.

**Advancement to higher levels of leadership** in Community Colleges (Deans, Associate Vice Presidents, Provosts, and Presidents), in P-12 Public school organizations (Principals, Directors, Assistant or Associate Superintendents, Chief Academic, Human Resource/Personnel, or Business Officers, and Superintendents), Early Childhood Center or Head Start Directors, and non-profit educational program Directors often list a doctorate in educational leadership as a desired or required qualification to be considered for these positions.

- e. **Specify the expected number of majors** in the initial year, and three years and five years thereafter. Specify the expected number of graduates in the initial year, and three years and five years thereafter.

At the minimum, we expect 25 to 30 doctoral students in the initial year, 50 to 60 in the second year, and 75 to 90 in the third year.

Dr. Elizabeth Orozco Reilly, Dean of the School of Education has been intimately involved with the development of this proposal. She has been consulted, has reviewed, and has approved all aspects of this proposal. See Dean's statement of support here: <https://docs.google.com/document/d/1iM3-uSUmNNcTFY6W3HqlzRgEYmOYnHH9/edit> (see statement on page 2).

**Note:** Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. **A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.**

## 9. Existing Support Resources for the Proposed Degree Program

- a. **List faculty** who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. **Note:** For all proposed graduate degree programs, there must be a minimum of five full-time faculty members with the appropriate terminal degree. (Coded Memo EP&R 85-20)

**The following nine full-time, tenured or tenure track faculty** have expressed interest in teaching courses or have developed course content included in this proposal:

1. Andrea Bingham, Ph.D.
2. Bob Bleicher, Ph.D.
3. Carolee Hurtado, Ph.D.
4. Michelle Dean, Ph.D.
5. Tiina Itkonen, Ph.D.

6. Aura Perez-Gonzalez, Ed.D..
7. Mari Riojas-Cortez, Ph.D.
8. Charles Weis, Ph.D.
9. Annie White, Ed.D.

See the attached file which provides requested background information on each DELEJ faculty member:  
[DELEJ Faculty List 2.28.23.xlsx](#)

b. **Describe facilities** that would be used in support of the proposed program.

**During the Summer, Fall, and Spring semesters**, no classroom spaces will be used because courses will be delivered online. The library will be accessed through a robust online search capability and knowledgeable librarians. In addition, students who live within traveling distance to the campus can visit the library for on-site librarian assistance. **The week-long summer residency** will utilize one to three classroom spaces, residency hall rooms, dining facilities, and indoor and outside common spaces. The library is home to the Writing and Multiliteracy Center, and the Learning Resource Center, both integral parts of the library administrative structure. Broome Library also houses the Information Technology Help Desk, the campus art gallery, and the Student Research Space. There are 130 hardwired computers with additional laptop computers, hotspots, and Go Pro cameras. The library also provides robust reference service that includes both virtual and in-person research assistance, provided by a librarian, to teach students necessary search skills at their point of need. Lastly, the School of Education has a designated research librarian, who can provide individualized support to the doctoral students.

c. **Provide evidence** that the institution offers adequate access to both electronic and physical library and learning resources.

**The following was extracted from the John Spoor Broome Library website:** The Library gives students access to a robust collection of over 100,000 bound books and more than 400,000 electronic books, over 20,000 electronic journals and newspapers, numerous databases, a comprehensive digital image collection, best sellers, CDs, DVDs, access to 70,000 streaming movies, and children's books. The library has an active course reserves service that engages with faculty to promote the use of library collection for course materials, both print and electronic, to reduce the cost of required texts and course materials for students. The library is home to the Writing and Multiliteracy Center, and the Learning Resource Center, both integral parts of the library administrative structure. Broome Library also houses the Information Technology Help Desk, the campus art gallery, and the Student Research Space. There are 130 hardwired computers with additional laptop computers, hotspots, and Go Pro cameras. The library also provides robust reference service that includes both virtual and in-person research assistance, provided by a librarian, to teach students necessary research skills at their point of need.

d. **Describe available academic technology**, equipment, and other specialized materials

**In addition to the specialized services and materials described in response to 9.c. above, the Broome Library houses** the Information Technology Help Desk, the campus art gallery, and the Student Research Space. There are 130 hardwired computers with additional laptop computers, hotspots, and Go Pro cameras. All faculty are provided with a desktop or laptop computer of their choice and specialized information technology services at their offices upon request. High resolution cameras, microphones, and speakers are provided to faculty teaching in the program.

## 10. Additional Support Resources Required

***Note:** If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.*

- a. Describe additional faculty or staff support positions needed to implement the proposed program.

**The DELEJ program will fund a program director** with 6 WTUs of reassigned time. An **administrative support coordinator** will also be employed to manage student records, liaison with other university services, and communications. An **instructional technology specialist** will be contracted from the Technology Learning Innovation Center to provide training to faculty who will teach in the program, provide access and guidance with specialized technology equipment in the Center, and assist faculty with improving online instructional techniques.

- b. Describe the amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy. Major capital outlay construction projects are those projects whose total cost is \$610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code §§ 10705(a); 10105 and 10108).

**No additional lecture or laboratory space will be required over the next five years.**

- c. Include a report written in consultation with the campus librarian which indicates any necessary library resources not available through the CSU library system. Indicate the commitment of the campus to purchase these additional resources.

**No additional library resources will be required.**

- d. Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program, and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

**No additional academic technology, equipment, or specialized materials will be needed, however, the purchase of additional software has been included in the program budget.**

## **11. Self-Support Programs –**

**The DELEJ program is not a self-support program.**

- a. Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs.
- b. Explain how state-support funding is either unavailable or inappropriate.
- c. Explain how at least one of the following additional criteria shall be met:
  - i. The courses or program are primarily designed for career enrichment or retraining;
  - ii. The location of the courses or program is significantly removed from permanent, state-supported campus facilities;

- iii. The course or program is offered through a distinct technology, such as online delivery;
  - iv. For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU Operating Funds;
  - v. For existing programs, there has been a cessation of non-state funding that previously provided for educational or other services costing beyond what could be reasonably provided within CSU Operating Funds.
- d. For self-support programs, please provide information on the per-unit cost to students and the total cost to complete the program (in addition to the required cost recovery budget elements listed in the CSU degree proposal faculty check list found earlier in this document and listed below):

\* Basic Cost Recovery Budget Elements  
(Three to five year budget projection)

Student per-unit cost

Number of units producing revenue each academic year

Total cost a student will pay to complete the program

Revenue - (yearly projection over three years for a two-year program; five years for a four-year program)

Student fees

Include projected attrition numbers each year

Any additional revenue sources (e.g., grants)

Direct Expenses

Instructional costs – faculty salaries and benefits

Operational costs – (e.g., facility rental)

Extended Education costs – staff, recruitment, marketing, etc.

Technology development and ongoing support (online programs)

Indirect Expenses

Campus partners

Campus reimbursement general fund

Extended Education overhead

Chancellor's Office overhead

\*Additional line items may be added based on program characteristics and needs.

**Submit completed proposal packages to:**

**[degrees@calstate.edu](mailto:degrees@calstate.edu)**

Academic Programs, Innovation and Faculty Development  
CSU Office of the Chancellor  
401 Golden Shore, 6<sup>th</sup> Floor  
Long Beach, CA 90802-4210

### **Contact Us**

#### **Academic Programs, Innovation and Faculty Development**

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**<http://www.calstate.edu/APP/>**

#### **Extended Education (Professional and International Education)**

Mr. Leo Van Cleve

Assistant Vice Chancellor, Professional and International Education

Phone (562) 951-4790

**[lvancleve@calstate.edu](mailto:lvancleve@calstate.edu)**

## Doctorate in Educational Leadership for Equity and Justice Course Sequence for Three Years wi

**Year**                      **Course**                                      **Units**   **Proposed Faculty**

### **First Year**

#### **Summer**

Cohort 1	EDD 701 Diversity, Equity, Inclusion, Accessibility, and Justice in Education	3	White, A.
	EDD 711 Applied/Field-based Research for Equity	3	Weis, C.

#### **Fall**

Cohort 1	EDD 702 Educational Leadership for Transformation and Change	3	Weis, C.
	EDD 712 Applied Qualitative Research Methods	3	Bingham, A.

#### **Spring**

Cohort 1	EDD 703 Complex Organizations Designed for Diversity, Equity, Inclusion, and Accessibility	3	Itkonen, T.
	EDD 713 Applied Quantitative and Data Analysis Research Methods	3	Bleicher, R.

### **Second**

### **Year**

#### **Summer**

Cohort 1	EDD 704 Leading Equitable Assessments and Program Evaluation for Accountability	3	Weis, C.
	EDD 780T Topics in Educational Leadership	3	???

Cohort 2	EDD 701 Diversity, Equity, Inclusion, Accessibility, and Justice in Education	3	White, A.
	EDD 711 Applied/Field-based Research for Equity	3	Weis, C.

#### **Fall**

Cohort 1	EDD 705 Policy and Practice for Educational Leaders	3	Itkonen, T.
	EDD 780T Topics in Educational Leadership	3	???
	EDD 720 Qualifying Examination and Dissertation Proposal Defense	2	Bingham, A.

Cohort 2	EDD 702 Educational Leadership for Transformation and Change	3	Weis, C.
	EDD 712 Applied Qualitative Research Methods	3	Bingham, A.

### Spring

Cohort 1	EDD 706 Educational Reforms Designed for Equity	3	Weis, C.
	EDD 780T Topics in Educational Leadership	3	???

Cohort 2	EDD 703 Complex Organizations Designed for Diversity, Equity, Inclusion, and Accessibility	3	Itkonen, T.
	EDD 713 Applied Quantitative and Data Analysis Research Methods	3	Bleicher, R.

### Third Year

#### Summer

Cohort 1	EDD 714 Data Collection, Visualization, and Analysis	3	Perez-Gonzalez, A.
	EDD 715 Writing and Presenting a Dissertation	3	Dean, M.
	EDD 716 Writing for Publication: Getting Started	2	Riojas-Cortez, M.

Cohort 2	EDD 704 Leading Equitable Assessments and Program Evaluation for Accountability	3	Weis, C.
	EDD 780T Topics in Educational Leadership	3	???

Cohort 3	EDD 701 Diversity, Equity, Inclusion, Accessibility, and Justice in Education	3	White, A.
	EDD 711 Applied/Field-based Research for Equity	3	Weis, C.

#### Fall

Cohort 1	EDD 731 Dissertation Research I	3	Dissertation Advisor
	EDD 732 Dissertation Research II	3	Dissertation Advisor

Cohort 2	EDD 705 Policy and Practice for Educational Leaders	3	Itkonen, T.
	EDD 780T Topics in Educational Leadership	3	???
	EDD 720 Qualifying Examination and Dissertation Proposal Defense	2	Bingham, A.

Cohort 3	EDD 702 Educational Leadership for Transformation and Change	3	Weis, C.
	EDD 712 Applied Qualitative Research Methods	3	Bingham, A.

### Spring

Cohort 1	EDD 733 Dissertation Research III	3	Dissertation Advisor
	EDD 734 Dissertation Research IV	3	Dissertation Advisor
	EDD 717 Writing for Publication: Advanced	2	???

Cohort 2	EDD 706 Educational Reforms Designed for Equity	3	Weis, C.
	EDD 780T Topics in Educational Leadership	3	Dean, M. (SPED); Perez-Gonzalez, A. (ECE)

Cohort 3	EDD 703 Complex Organizations Designed for Diversity, Equity, Inclusion, and Accessibility	3	Itkonen, T.
	EDD 713 Applied Quantitative and Data Analysis Research Methods	3	Bleicher, R.



th Faculty

Interested Faculty

Hurtado, C.; Perez-Gonzalez, A.

Bleicher, B., Dean, M., Riojas-Cortez, M.


Dean, M. (SPED); Riojas-Cortez, M. & Perez-Gonzalez, A. (ECE)


Dean, M. (SPED); Perez-Gonzalez, A. (ECE)
Dean, M.


Dean, M. (SPED); Perez-Gonzalez, A. (ECE)


Itkonen, T.; Perez-Gonzalez, A.
Itkonen, T.; Dean, M.
Dean, M., Riojas-Cortez, M.

Dean, M. (SPED); Perez-Gonzalez, A. (ECE)


Dean, M.
Dean, M.

Dean, M. (SPED); Perez-Gonzalez, A. (ECE)


Dean, M.
Dean, M.
Dean, M.; Riojas-Cortez, M.



# DELEJ Comprehensive Program Assessment Plan

Institutional Learning Outcomes	Program Learning Outcomes	Student Learning Outcomes	Course where SLO(s) are assessed	Assessment Schedule - How often SLO assessed?	Assessment Tool used to measure outcome success	How data findings will be reported	Designated personnel to collect, analyze, and interpret data	Closing the loop strategies	Program findings dissemination schedule
<i>a. Identify and describe the modern world and issues facing societies from multiple perspectives including those within and across disciplines, cultures and nations (when appropriate).</i>	1. Apply knowledge of equity, ethics, and social justice to bring about solutions to complex problems of practice by addressing issues of diversity, equity, and opportunity, including attention to special populations.	4. Analyze and demonstrate knowledge of the relationship between theory and practice to promote equitable and just outcomes.	EDD 701 DEIAJ	At the end of each course in the signature assignment	Task-specific, analytic scored rubric on a signature assignment submission	Mean score on the rubric from Watermark LSS platform	Collected by Director. Analyzed and interpreted by the Director, Chair, and Dean	The assessment committee will review the data and identify where improvement is needed	Assessment data will be reported to the Chair, Dean, DELEJ assessment committee, DELEJ Advisory Committee, and APPC to generate feedback to improve assessment plans for future years
<i>a. Identify and describe the modern world and issues facing societies from multiple perspectives including those within and across disciplines, cultures and nations (when appropriate).</i>	2. Apply modern theories of management of complex organizations to education by constructing and applying knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.	7. Create an action plan of goals, strategies, interventions, and recommendations tied to, and developed from students' own case study findings, to move the problem of practice toward equitable, socially just outcomes.	EDD 703 Organizations	At the end of each course in the signature assignment	Task-specific, analytic scored rubric on a signature assignment submission	Mean score on the rubric from Watermark LSS platform	Collected by Director. Analyzed and interpreted by the Director, Chair, and Dean	The assessment committee will review the data and identify where improvement is needed	Assessment data will be reported to the Chair, Dean, DELEJ assessment committee, DELEJ Advisory Committee, and APPC to generate feedback to improve assessment plans for future years
<i>a. Identify and describe the modern world and issues facing societies from multiple perspectives including those within and across disciplines, cultures and nations (when appropriate).</i>	3. Develop and demonstrate effective collaboration and communication skills to work with diverse communities and to build partnerships, by demonstrating leadership based on a shared vision of learning grounded in moral principles and ethical decision-making.	6. Lead a collaborative team, with diverse perspectives, to positively affect student learning at either the P-12 or higher education level.	EDD 702 Leadership	At the end of each course in the signature assignment	Task-specific, analytic scored rubric on a signature assignment submission	Mean score on the rubric from Watermark LSS platform	Collected by Director. Analyzed and interpreted by the Director, Chair, and Dean	The assessment committee will review the data and identify where improvement is needed	Assessment data will be reported to the Chair, Dean, DELEJ assessment committee, DELEJ Advisory Committee, and APPC to generate feedback to improve assessment plans for future years

<i>b. Analyze issues and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline.</i>	4. Navigate political, legal, and historical contexts affecting local, state, and federal educational policy and decision-making by utilizing field-based opportunities to analyze problems of practice and using multiple frames to develop meaningful solutions.	6. Apply conceptual frameworks regarding the links between policy and educational practice to own research.	EDD 705 Policy	At the end of each course in the signature assignment	Task-specific, analytic scored rubric on a signature assignment submission	Mean score on the rubric from Watermark LSS platform	Collected by Director. Analyzed and interpreted by the Director, Chair, and Dean	The assessment committee will review the data and identify where improvement is needed	Assessment data will be reported to the Chair, Dean, DELEJ assessment committee, DELEJ Advisory Committee, and APPC to generate feedback to improve assessment plans for future years
<i>b. Analyze issues and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline.</i>	5. Develop a professional knowledge base that integrates both practice and research, which links theory with systemic and systematic inquiry for achieving reform and improvement within California's P-12 or community college/post-secondary education institutions.	7. Use the concepts of Adaptive, Transformational and/or Change Leadership to analyze and implement reform to accommodate local needs and resources.	EDD 706 Reform	At the end of each course in the signature assignment	Task-specific, analytic scored rubric on a signature assignment submission	Mean score on the rubric from Watermark LSS platform	Collected by Director. Analyzed and interpreted by the Director, Chair, and Dean	The assessment committee will review the data and identify where improvement is needed	Assessment data will be reported to the Chair, Dean, DELEJ assessment committee, DELEJ Advisory Committee, and APPC to generate feedback to improve assessment plans for future years
<i>a. Identify and describe the modern world and issues facing societies from multiple perspectives including those within and across disciplines, cultures and nations (when appropriate).</i>	6. Generate, transform, and utilize professional knowledge and practice by demonstrating leadership based on a shared vision of learning grounded in moral principles and ethical decision-making.	7. Use the concepts of transformational and change leadership to analyze and implement meaningful solutions to complex problems of practice around questions of equity, ethics, and social justice.	EDD 702 Leadership	At the end of each course in the signature assignment	Task-specific, analytic scored rubric on a signature assignment submission	Mean score on the rubric from Watermark LSS platform	Collected by Director. Analyzed and interpreted by the Director, Chair, and Dean	The assessment committee will review the data and identify where improvement is needed	Assessment data will be reported to the Chair, Dean, DELEJ assessment committee, DELEJ Advisory Committee, and APPC to generate feedback to improve assessment plans for future years

<i>b. Analyze issues and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline.</i>	7. Design internal and external accountability processes and use them in data-driven planning by conducting research in relevant field settings, including collection, analysis, and use of original data as well as institutional research and other existing data to improve educational outcomes.	7. Develop a program evaluation report with recommendations, an executive summary of the report, and a presentation of the report to community partners.	EDD 704 Evaluation	At the end of each course in the signature assignment	Task-specific, analytic scored rubric on a signature assignment submission	Mean score on the rubric from Watermark LSS platform	Collected by Director. Analyzed and interpreted by the Director, Chair, and Dean	The assessment committee will review the data and identify where improvement is needed	Assessment data will be reported to the Chair, Dean, DELEJ assessment committee, DELEJ Advisory Committee, and APPC to generate feedback to improve assessment plans for future years
<i>b. Analyze issues and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline.</i>	8. Assess learning outcomes and use data for student interventions and program decision-making and improvement, by formulating researchable questions, collecting quantitative and qualitative data, designing statistical and qualitative analyses, and interpreting results to make equity-focused decisions.	6. Design a research study on an equity-based problem of practice that could result in a dissertation-in-practice.	EDD 711 Applied Research	At the end of each course in the signature assignment	Task-specific, analytic scored rubric on a signature assignment submission	Mean score on the rubric from Watermark LSS platform	Collected by Director. Analyzed and interpreted by the Director, Chair, and Dean	The assessment committee will review the data and identify where improvement is needed	Assessment data will be reported to the Chair, Dean, DELEJ assessment committee, DELEJ Advisory Committee, and APPC to generate feedback to improve assessment plans for future years



5. Develop a professional knowledge base that integrates both practice and research, which links theory with systemic and systematic inquiry for achieving reform and improvement within California's P-12 or community college/post-secondary education institutions.	I/P	P	P/A				P	P	P/A	A		A
6. Generate, transform, and utilize professional knowledge and practice by demonstrating leadership based on a shared vision of learning grounded in moral principles and ethical decision-making.	P/A						P/A	P/A	P	A		A
7. Design internal and external accountability processes and use them in data-driven planning by conducting research in relevant field settings, including collection, analysis, and use of original data as well as institutional research and other existing data to improve educational outcomes.	I/P/A			P	P/A	P/A	P			A		A
8. Assess learning outcomes and use data for student interventions and program decision-making and improvement, by formulating researchable questions, collecting quantitative and qualitative data, designing statistical and qualitative analyses, and interpreting results to make equity-focused decisions.	I/P			P/A	P/A	P/A	P/A			A		A



**List of Faculty who have expressed interest in Teaching in the DELEJ Program**

Name	Degree	Year Earned	Field	Rank	Appointment Status	Professional Experience	Affiliations with other campus programs
Andrea Bingham	Ph.D.	2015	Urban Education Policy	Associate Professor	Tenured	8 years university professor, Ph.D. Program Director Univ. of Colorado, secondary English teacher	None, new to campus
Bob Bleicher	Ph.D.	1997?	Educational Psychology	Professor	Tenured	23 years professor, chair, liberal studies	Liberal Studies, Integrated Teacher Education Program
Michelle Dean	Ph.D.	2013	Special Education	Associate Professor	Tenured	9 years professor, liberal studies chair	Master's in Disabilities Studies, Teacher credentials, Presidential Fellow
Carolee Hurtado	Ph.D.	2017?	Urban Schooling, Diversity in Mathematics Education	Assistant Professor	Tenure track	4 years professor, 2 years high school math teacher, 8 years director math and parent projects, 7 years professional development facilitator and field work supervisor	Secondary Teacher education
Tiina Itkonen	Ph.D.	2004	Educational Leadership & Political Science	Professor	Tenured	18 years professor, 9 years county office behavior specialist, federal statewide project coordinator, 3 years school district program specialist, 3 years special education teacher	Master's in Disabilities Studies, P-12 and Higher Education Leadership, Curriculum and Instruction Teacher credential
Aura Perez-Gonzalez	Ph.D.	2020	Early Childhood Studies	Assistant Professor	Tenure track	2 years professor	Early Childhood Studies
Mari Riojas-Cortez	Ph.D.	1994	Curriculum & Instruction (Early Childhood Education & Multilingual Studies/Bilingual Education)	Professor	Tenured	29 years professor, 12 years department chair, 6 years bilingual teacher	Early Childhood Studies
Charles Weis	Ph.D.	1991	Educational Policy and Organizational Studies	Associate Professor	Tenured	8 years university professor (4 years Ed.D. program and 6 years university CalAPA coordinator), 39 years, public school principal through superintendent, 8 years school board member, 3 years school board governance facilitator	Administrative Services credential and Teacher credential programs
Annie White	Ed.D.	2015	Leadership in Education	Associate Professor	Tenured	8 years professor (3 years Ed.D. professor), 18 years child development specialist & adjunct college faculty	Early Childhood Studies



## ACADEMIC SENATE

C H A N N E L  
I S L A N D S

# Minutes of the Academic Senate

02 May 2023

2:30pm

Present: Anderson, Centino, Clark, Clobes, Jiménez, Matera, Miller, O'Connor, Profant, C. Smith, W. Smith, Weis, Wood, Wyels, Zerr, Forest, Rivas, Andrzejewski, Hasendonckx, Leafstedt, Neto, Yao, Abbasi, T. Avila, Balén, Berkowski, Bueno, Chavarria, Chamarchy, Cook, Correia, Davis, Deans, Delgado Helleseter, Grier, Grzegorzczuk, Kaltman, Kenny Feister, Klompien, Lee, McColpin, McGrath, Nam, Ornelas-Higdon, Pehlivan, Pereira, Scholl, Sherman, Tapia, Veldman, White, Estrada, County, Fuentes, Baker, DeGraftenreid, Folk-Farber, Grove, Guerrero, Guzman, Hampton, LeRoy, Lavariega Monforti

Absent: Caravello, DeHart

### 1. Opening the Meeting

Called to order at 2:40PM by the Chair

### 2. Approval of the Agenda

Weis made a motion to approve agenda and Wyels seconded. Adopted by unanimous consent.

### 3. Approval of the Minutes from 18 April 2023\*

No minutes provided.

### 4. Report from the Chair

Chair calls a 5 minute recess to address audio issues. Meeting called back to order at 2:59pm.

### 5. Returning Business (Second Reading)

#### a. (SP 22-07) Policy on Priority and Scheduling of Registration (Ornelas-Higdon)

Ornelas-Higdon: SAP is recommending that accept this policy now knowing it needs improvement. Recommend review in 3 years.

Motion to adopt the policy: Weis, 2nd Pereira

## Minutes of the Executive Committee of the Academic Senate

- Comment Pereria: We should approve this policy, if its the law then we should approve this.
- There is a way to confirm and hold seats for students. Work with us and our team beyond priority registration.

Policy Adopted by Unanimous Consent

### **b. (SP 22-11) University Retention, Tenure, and Promotion Policy (Faculty Affairs, Clark)**

For tenure there's several factors at play, and for early tenure there's even more. Standard across the CSU system. Two areas must surpass, and two areas must at least meet standards. Language adjusted per feedback from readings.

- We're going to need the officers to start writing service letters for committee chairs, since we write them for members, but get nothing of our own.

Motion to Adopt the Policy: C. Smith, 2nd by Weis

- Can we add the word "clear" in there. It has been an issue in the past wherein it was not clearly delineated.
- Addressing chat comments - those 3 units are largely undefined in order to help new faculty to establish across all areas

Jimenez: Thank you to FACE, work is appreciated. Proposed motion to amend. Concerned about timing of implementation, Right now its at 2025 and CEAR, URTP, and provost will have to review....do not feel like it is feasible. Proposing a change to the timeline. Can I share screen?

Jimenez now sharing screen: Page 7 paragraph 6 original language for 2025-2026. Proposed: see screen See this as a 5 year process but programs can do that prior to if desired. If we do this we would redistribute the work in a more doable way. The fear is that we wont be able to approve all 22 PPS on time, this will prevent that from happening.

Motion to amend: Jimenz, 2nd Wood.

- Wyles comment: Thank you and will speak against it. We don't really get a good chance to see and amend. Really the senior faculty would need to revise. Concerned about consequences that are not obvious so I am going to vote against it.
- Providing a buffer. This is time sensitive. Would like to 2nd Wyles concern about a 50 page document on the floor, this is not the place to do that though.
- Support Jimenez amendment because I don't think it will be realistic. I would like it to be reviewed every 5 years.

Roll call vote on the amendment. With 15 Yes votes, 21 No votes, and 14 abstentions, the motion fails.

Yes: Abbasi, Anderson, Berkowski, Clobes, Deans, Delgado Hellester, Jimenez, McColpin, McGrath, Pehlivan, Scholl, Sherman, W. Smith, Zerr

Jason E. Miller, Ph.D., Chair senate@csuci.edu

## Minutes of the Executive Committee of the Academic Senate

No: Avila, Bueno, Caravello, Centino, Chavarria, Clark, Cook, Correia, Davis, Estrada, Grier, Kaltman, O'Connor, Ornelas-Higdon, Pereira, C. Smith, Veldman, Weis, White, Wood, Wyels

Abstain: Balen, Grzegorzczuk, Kenny Feister, Klompier, Lee, Matera, Nam, Profant, Tapia, Forest, Fuentes, Rivas, Krueger, Couty

Vote on the motion to adopt the policy.

Roll call vote on the motion to adopt. With 38 Yes votes, 4 No votes, and 7 abstentions, the motion passes.

Yes: Abbasi, Anderson, Avila, Balen, Berkowski, Bueno, Caravello, Centino, Chavarria, Clark, Clobes, Correia, Davis, Deans, Estrada, Grier, Jimenez, Kaltman, Kenny Feister, Klompier, Lee, Matera, McColpin, McGrath, Nam, O'Connor, Pereira, Scholl, C. Smith, W. Smith, Tapia, Veldman, Weis, White, Wood, Wyels, Zerr

No: Cook, Delgado Hellester, Pehlivan, Sherman

Abstain: Grzegorzczuk, Profant, Forest, Fuentes, Rivas, Krueger, Cynthia

### **c. (SR 22-08) Resolution on The Creation of a Non-Tenure Track Faculty Council (Non-Tenure Track Faculty Task Force)**

Motion to adopt the resolution: Wood, 2nd Pereria

- in full support just need clarification. Current bylaws state that there are 4 ... second part is the member on exec? Would this replace?
- not indicating only 3 lecturers, in addition to the 4 lecturers, we have at least 3 lecturers voted by their department to be senators, trying to be more inclusive. What we want is to have the lecture voice heard on senate exec. Hoping to work in concert with exec, hoping the lecturer person on exec would be on the council to have seamless reporting.
- we currently have 1 representative. Does that person need to be on the council or.. We need to clarify for by-laws
- We would ask the senate exec person sit on the council, no change to the bylaws.

Motion adopted by unanimous consent.

### **d. (SP 22-12) Policy on Unit Bylaws (Non-Tenure Track Faculty Task Force)**

- procedural comment and then a motion. In reviewing these policies, they're not coming from an existing committee.

Motion to refer to FAC or CEAR: Ornelas-Higdon, 2nd by C. Smith

- support for 2 reasons, in our by-laws it should be coming from a senate committee, it also allows others to review it and get feedback, 3rd I believe some of our (rushing) coming to end in spring, unanimously approved extension for NTTF through fall. Wasn't brought up in the first reading.

Jason E. Miller, Ph.D., Chair [senate@csuci.edu](mailto:senate@csuci.edu)

## Minutes of the Executive Committee of the Academic Senate

- 2nd C. Smith. We have standing committees. FAC submitted to CEAR and that took time, but I think it was made stronger because of that.
- Our concerns about this going to committee. We have no other group on campus that will look at this through the lens. To me this is more of that systemic inequity that we are trying to fight against, we have had some great conversations. So I do not support the amendment.
- Having been on CEAR, there are 2 lecturer positions on CEAR that are not filled. I'm not adverse for having this go to CEAR but would want both of these positions to be filled. How are we going to ensure CEAR has the bandwidth to do this work.
- not objecting at all, I think they are really important and warrant more than the 12 minutes left in the year. It feels like performative allyship. We're not giving these policies the time. It indicates that these policies are under review under this motion. Should this land with CEAR or FAC. Again, true allyship means ... If we truly want to support our lecturers, we need more money and time
- If this is under active revision, I don't understand how we can't have these discussions, I understand this idea that maybe ...our lecture colleges might not have the time. But we don't have the provost here to give that ear.
- We don't know if there will be ongoing support for the NTTF. To Nancy Dean's comment, this won't achieve better equity. Absolutely we have bylaws and we are already changing them to address what we did not foresee.
- This work originated 1 year ago, longer than that, contacted the lecture chair on senate with so many heartbreaking stories. This came to us late last spring and this task force was the response. Disappointed this taskforce did not organize quicker, I really believe we should listen to our lecturer colleges if we want this administration if we want ... I see this as adding a bit of a lane from a NTT point of view. I would like this to get a good hearing in senate whenever that happens.
- coming from a place of respect for everyone in here. When we say that this policy needs to go to committees, it devalues the work the NTTF and prioritizes the TT faculty. Saying this policy needs more work devalues the work NTTF has done, To address the .. I'm hearing cringy things from our lecturers. We have tenured faculty who are crushed with work, and we have lecturers who are dying for community and are trying to find their place on campus. These are emerging findings from our focus group

Roll call vote on the motion to refer to FAC or CEAR. With 12 Yes votes, 18 No votes, and 12 abstentions, the motion fails.

Yes: Anderson, Avila, Centino, Chamarthy, Chavarria, Clark, Davis, Jimenez, McGrath, O'Connor, Sherman, C. Smith, Weis

No: Cook, Deans, Estrada, Grzegorzczuk, Kaltman, Kenny Feister, Klompfen, Matera, McColpin, Nam, O'Connor, Pereira, Profant, Scholl, Veldman, Weis, Wyels, Zerr

Abstain: Abbasi, Balen, Berkowski, Clobes, Delgado Hellesester, W. Smith, Zerr, Forest, Fuentes, Rivas, Krueger, Cynthia

At [time], the meeting loses quorum. Chair adjourns.

## **Academic Senate Zoom Only Meeting**

18 April 2023

Present: Abbasi, S. Anderson, T. Avila, Balén, Berkowski, Bueno, Caravello, Centino, Chavarria, Chamorthy, Clark, Clobes, Cook, Correia, Davis, Deans, Delgado Hellester, Grier, Grzegorzcyk, Jiménez, Kaltman, Kenny Feister, Klompien, Lee, Matera, McColpin, Miller, Nam, O'Connor, Ornelas-Higdon, Pehlivan, Pereira, Profant, Scholl, Sherman, W. Smith, C. Smith, Tapia, Veldman, Weis, White, Wood, Wyels, Zerr, Estrada, County, Forest, Rivas, Andrzejewski, Baker, DeGraftenreid, Folk-Farber, Grove, Guerrero, Guzman, Hampton, Hasendonckx, Kohli, Neto, Reilly, Teranishi Martinez, Virtue

Absent: McGrath, DeHart, Fuentes, Krueger, M. Avila, DeBoni, Ford Turnbow, Howard, Leafstedt, LeRoy, Reineman, Rex, Yao, Lavariega Monforti

Guests: Mary Adler, Lydia Dixon, Colleen Harris, Tabitha Swan Wood, Phillipa Moguel, Blake Buller, Maria Ballesteros Sola, Katie Elder, Sunshine Garcia, Veronica Guerrero, Elena Jaloma, Simon Quiroz, Lorna Gonzales, Pilar Pacheco, Jennifer Raymond, Angie Stamos, Stacey Anderson, Josselyne Rivas, Doreen Hatcher, Mark Patterson, Alison Perchuk, James Meriwether, Peter Krause, Susan Lefevre, Ernesto Guerro, Monica Ocampo, Judi Le

### **1. Opening of the Meeting**

Meeting called to order by the Chair at 2:37pm.

### **2. Approval of the Agenda**

Motion to approve agenda: S. Anderson, 2nd by Periera. Approved by unanimous consent.

### **3. Approval of the Minutes from 4 April 2023\***

Motion to approve minutes: Grzegorzcyk, 2nd by Grier. Approved by unanimous consent.

### **4. Report from the Chair**

### **5. Returning Business (Second Reading)**

#### **5a. (SP 22-06) Policy on Student Participation in Commencement Exercises (Ornelas-Higdon)**

Motion to accept as 2nd reading item: Balen 2nd by Klompien.

Motion to approve by Wyels, 2nd by Pereira. Approved by unanimous consent.

**5b. (SP 22-07) Policy on Priority and Scheduling of Registration (Ornelas-Higdon)**

[No record of who moved adoption and who second.]

Policy adopted by unanimous consent

**5c. (SP 22-08) Academic Master Plan (Adler)**

Motion to approve these 5 items to AMP: Grier, 2nd by McColpin.

**5d. (SR 22-07) Resolution in Support of (Re) Establishing a Graduate Council (Ornelas-Higdon)**

Motion to approve: Grier, 2nd by Grzegorzczuk. Approved by unanimous consent.

(SP 22-09) Urgent Updates to the Bylaws of the Academic Senate (Grier)

Motion to accept all proposed changes: Deans, 2nd by Weis.

After a roll call vote, the motion passes with 45 Yes votes, 2 No votes, and no abstentions.

Yes: Abbasi, Anderson, Avila, Balen, Berkowski, Caravello, Centino, Chamarthy, Chavarria, Clark, Clobes, Correia, Dvis, Deans, Delgado Helleseer, Estrada, Grier, Jimenez, Kaltman, Kenny Feister, Klmopien, Lee, Matera, McColpin, McGrath, Nam, O'Connor, Ornelas-Higdon, Pehlivan, Pereira, Profant, Scholl, Sherman, C. Smith, W. Smith, Tapia, Veldman, Weis, White, Wood, Wyels, Zerr, Forest, Fuentes, Rivas, Cynthia

No: Cook, Grzegorzczuk

**5f. (SP 22-10) Political Science Minor in Public Policy (Baker)**

[Motion and second to approve not recorded.] Approved by unanimous consent.

**6. New Business (First Reading)**

**6a. (SP 22-11) University Retention, Tenure, and Promotion Policy (Faculty Affairs, Clark)**

Motion to discuss by Wood, 2nd by Balen.

- Dean delegation: Flexibility may be appropriate. Perhaps the Dean could only delegate under specific circumstances, which would be listed out, including the workload and expertise points. In addition, the document could specify that in the situation of an adverse review (not recommending retention, tenure, or promotion), that the Dean go back and review the file and provide their own evaluation if it was delegated.”
- anti bias training needs to include discrimination protection for language and barriers for international faculty
- if you are compensated for work, it's no longer considered service. Has the committee addressed this?
- should Senate Chair, Program Chair, Committee Chair or other similar activities be discounted in the “Service” profile because their workload is such that they are supported with an additional 3 WTUs of release time? This seems perverse to me.

- Its comparing apples to oranges, comparing teaching to service. Concerned about PPS review time. URTTP Already tracked 129 hours on PPS review this semester, where would we find the time to review 20 new PPS?
- Service is difficult to measure for those who encounter cultural taxation...many students of color go to a particular faculty for mentoring/mental health issues because they are the only person they relate to. Also some are chosen to serve on many committees being the only one they think has the expertise or experience in that area.
- Need better definitions. Example: what is excellence defined as? On #5, what is the criteria for approving tenure? What other criteria can be considered for early tenure?
- Feels like we are punishing productivity.
- Concern is the opposite, it's rewarding people who traditionally don't take on those roles.
- It seems that to get early tenure, service must be exceptional. Not sure what the issue is with rewarding exceptional service. Earning early tenure is something different than traditional service. Haven't heard of anyone being denied tenure due to lack of service.
- It is hard to find time to publish when you are doing a lot of service.
- Idea behind language is to identify where WTUs are going and what faculty are doing with that time. Will be overwhelmingly better than what we have now, this will be a huge upgrade on that point.
- I am puzzled by how meeting set expectations in a shorter amount of time than expected does not indicate an extra effort. If the issue is with service not having the value that it should, PPS's would address what the expectations are for service. Having an overall expectation of sustained excellence seems more of an incentive to go slower on what we are expected to do. And it is confusing. Is that the message we want to give our colleagues?
- (AVP FA) 3 Wtu roughly 8 hrs/week during the semester
- The way I think about it is to think that our standard TT break out is effectively 4 days a week for teaching 4 classes and one day a week for service. As Brittnee noted, what is not funded is our research. What needs particular clarification is when we are reassigned to specific work. Evidence of the nature of that work and how it is comparable to a days work.
- Document how you're using your basic WTUs and reassigned time. Research is not explicitly in contract. Needs to be resolved at the URTCP level not the PPS level.
- We need to address the word limit if we are going to be required to explain our duties related to release time.
- Several CSU campuses TT folks have 9 teaching, 3 service and 3 research units as standard

Clark: Grateful for the feedback. Please submit to FASE via email.

#### **6b. (SR 22-08) Resolution on The Creation of a Non-Tenure Track Faculty Council (Non-Tenure Track Faculty Task Force)**

Presentation from Nancy Deans

Comments and questions should be directed to Nancy Deans directly for time.



**6c. (SP 22-12) Policy on Unit Bylaws (Non-Tenure Track Faculty Task Force)**

Presentation from Tabitha Swan-Wood

Send questions and comments directly via email due to time.

**6d. (SP 22-13) Policy on Chair Evaluations (Non-Tenure Track Faculty Task Force)**

Presentation from Tabitha Swan-Wood

Send questions and comments directly via email due to time.

- Needs to be added, Chairs deserve time to get feedback before they finish as Chair so they can adapt and implement feedback.

At 4:35pm, without a motion to extend the meeting, Sherman moved to adjourn, which was seconded by Deans. Without objection, the meeting adjourned.

Form for Chancellor's Office Approval of Program  
(updates for legacy forms)

## **Masters of Public Administration**

Follow these links to sections.

- 1 – Proposal Proposal
- 2 – Assessment Plan
- 3 – Curriculum Map Matrix

**Academic Programs, Innovations and Faculty Development**

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Long Beach, CA 90802-4210

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Fax 562-951-4982  
Email [degrees@calstate.edu](mailto:degrees@calstate.edu)

**California State University  
Degree Program Proposal Template  
Revised April 2022**

**Please note:**

- Campuses may mention proposed degree programs in recruitment material if it is specified that enrollment in the proposed program is contingent on final program authorization from the CSU Chancellor's Office.
- Approved degree programs will be subject to campus program review within five years after implementation. Program review should follow system and Board of Trustee guidelines (including engaging outside evaluators) and should not rely solely on accreditation review.
- *Please refer to the document "Tips for Completing a Successful Program Proposal" before completing the Program Proposal Template.*

---

**1. Program Type (Select all that apply)**

- a. New Program (previously authorized as a projection by the BOT) ☐
- b. Fast Track (bachelor's or master's only; not already on Campus Academic Plan) ☐
- c. State-Support ☒
- d. [Self-Support](#) ☐
- e. Delivery Format:
  - Fully face to face ☒
  - Hybrid ☒ Some courses will be offered in blended format
  - Fully online ☐

**Note:** For new Pilots and Pilot Conversions use: N/A

[Pilot Proposal template](#)

[Pilot Conversion template](#)

**2. Program Identification**

- a. Campus:  
California State University Channel Islands

- b. Full and exact degree designation and title (e.g., Master of Science in Genetic Counseling, Bachelor of Arts in History).

Master of Public Administration

- c. Date the Board of Trustees approved adding this program projection to the Campus Academic Plan.

Re-approved March 2023

- d. Term and academic year of intended implementation (e.g., fall 2024).

Fall 2024

- e. Total number of units required for graduation. This will include all requirements (General Education and campus-specific graduation requirements), not just major requirements.

36 units

- f. Name of the department(s), division, or other unit of the campus that would offer the proposed degree program. Please identify the unit that will have primary responsibility.

Programs of Political Science and Global Studies

- g. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree program.

Dr. Dana Lee Baker, Professor and Chair, Political Science and Global Studies

- h. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs.

Request for letter of support submitted to Provost Mitch Avila on 15 February 2023.

- i. Any other campus approval documents that may apply (e.g., curriculum committee approvals).

Materials were submitted to curriculum committee to commence approval process on 9 October 2018. The courses included in the program have already been approved for inclusion in the campus course catalog. Per Associate Vice President for Academic Programs & Continuous Improvement, Dr. Francelina Neto, the MPA curriculum form will be able to proceed through the approval process initiated in the Fall 2018. As of March 2023, the remaining approval steps include: Articulation Officers, Curriculum Committee, Senate, Provost, and President.

j. Substantive Change Screening Form:

- i. The [WASC Senior College and University Commission \(WSCUC\)](#) requires that the campus Accreditation Liaison Officer submit a Substantive Change Screening Form via the Accreditation Management portal for any proposed degree program. If it is determined that no substantive change review is required, please attach a separate document containing the email response from WSCUC.
- ii. If the proposed program is subject to WSCUC substantive change review, the campus shall submit a copy of the WSCUC Substantive Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WSCUC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template.

CSUCI Accreditation Liaison Officer and Vice Provost, Dr. Jessica Lavariega-Monforti, will submit WSCUC Substantive Change Screening Form on behalf of this proposed program

k. Proposed Classification of Instructional Programs (CIP) and CSU Degree Program Code.

CIP code: 44.0401

CSU Degree Program Code: 21021

Using a master list of degree programs and reporting codes, campuses report data to the Chancellor's Office on applications, enrollments, and degrees granted. To ensure consistent record keeping, campuses use the same pairings of generic systemwide degree program titles and corresponding reporting codes. The required curriculum for each CSU degree program title (and level) is roughly comparable across the system and reflects the Classification of Instructional Programs ([CIP](#)) program definition for each CIP code. Campuses are allowed to use a slightly different campus-specific title, as long as it is reasonably similar to the official title. The program codes, however, remain the same across the system. The CSU Degrees Database has fields for the official "generic" CSU title and a campus-specific title.

Campuses should suggest one CSU degree program code and one corresponding CIP code. The official list of approved systemwide degree titles and their assigned CSU and CIP reporting codes may be found in the [CSU Program Codes and Corresponding CIP Codes](#). If an appropriate CSU code does not appear on the system-wide list, you can search CIP 2020 <https://nces.ed.gov/ipeds/cipcode/default.aspx?y=56> to identify the code that best matches the proposed degree program. The CSU degree program code and CIP code will be assigned when the program is approved by the Chancellor.

### 3. Program Overview and Rationale

- a. Provide a brief descriptive overview of the program citing its 1) purpose and strengths, 2) fit with the institutional mission or institutional learning outcomes and 3) the compelling reasons for offering the program at this time.

1. Purpose and Strengths

The mission of the Master of Public Administration (MPA) at CI states:

*The MPA Program at CSUCI provides a diverse body of students from Ventura County, California, the nation, and the world with unparalleled student-centered graduate education. Faculty instill leadership, management, and innovative problem-solving skills in public administration and policy analysis grounded in the values of quality, ethical behavior, teamwork, inclusion, diversity, and belonging. The MPA program uses integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives. Course work focuses on mission-based organizations, outcomes assessment, and continual improvement. Graduates demonstrate responsibility to society and commitment to service, education, and of life-long learning.*

This mission was revised and updated through an iterative process involving program faculty, a student research team, students interested in applying to MPA programs, and the program community advisory board. The mission speaks to the programs cornerstone strengths of fostering a public service ethos, professional skill development, and a commitment to enhancing public good.

MPA programs serve students either already engaged in public service or actively interested in public service. Careers in public service exist in all levels of governments, in not-for-profit organizations, in private businesses conducting contract-based public works and in some cases, in the regulatory affairs or community outreach arms of larger, for-profit organizations. Three common themes of these careers in the 21<sup>st</sup> century include that the organizations tend to be increasingly mission driven, that the challenges addressed tend to involve wicked problems, and that employees working in the public sector are less likely to spend their entire careers at a single public agency than in the past. Given these themes, a demanding, skilled generalist program focused on leadership, public service ethics, and administrative skills such as budgeting and analysis serves students and the community best.

Finally, the national accreditation standards and practices are being woven into the MPA at CSUCI program from the get-go. Program management practices key to successful accreditation have been initiated and are being documented with an eye toward completing the process once the required period of operation has been completed. A successful application for affiliate program membership in the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) was completed in the fall of 2017. Program faculty (including but not limited to the future director) have attended professional meetings, focusing in particular on those oriented toward diversity in public service. While the hope and expectation of CSUCI's program is that a fair number of students will serve in Ventura and neighboring counties, the program will prepare students for service in local, state, federal, and international careers. Given this, we have adopted NASPAA's Universal Competencies as our Program Learning Outcomes (please see section 4 of this application for more information).

## 2. Fit with Institutional Mission or Institutional Learning Outcomes

CSUCI's mission is:

*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.*

A Master of Public Administration program fits perfectly in this mission, as it teaches students the practice of public service with an inherently multidisciplinary lens and must include both multicultural and international perspectives.

The education provided by the program encompasses all of CSUCI's Four Pillars (Integrative, Multicultural, International, and Community Engagement). Public administration is inherently interdisciplinary. While naturally including core disciplinary theories, skills, professional ethics, and abilities, the discipline of public administration recognizes the value of thinking across paradigms and the ability to work with others representing a variety of fields. Furthermore, contemporary training in public administration includes a strong focus on wicked problems. These kinds of public challenges involve contested problem definitions, unclear or incomplete options for solutions, and high probability of unanticipated consequences of public efforts. Public service should always be oriented toward integrative interdisciplinary work.

Interactions between various governments, sectors, community stakeholders, and individuals rest at the center of public administration as the discipline depends on expertise in diversity and inclusion. As such the program serves the pillar of multiculturalism by deliberately attending to cultural dexterity and the effective practice of diversity foundational to success in the 21st century public sector. For example, documented student development in the ability to "communicate and interact productively with a diverse and changing workforce and citizenry" is one of the universally required competencies for programs accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA).

While many of the students will pursue more local careers, at a minimum all students will be exposed to international concerns, practices, and governmental relations. It is, after all, impossible to consider any aspect of contemporary public administration independent of some potential for an international aspect of the work.

Finally, community engagement rests at the core of the Master of Public Administration. Most obviously, public administration exists to make the world better. Public administration theory is infused with thinking about how to effectively engage community in all forms. Students enrolled in the program will not only be directly engaged in meaningful public work, but will learn about enhancement of community engagement throughout their coursework.

## 3. Compelling Reasons for Offering the Program at this Time

Good governance exists in broad diversity of participants and the commitment of a broad spectrum of professionals to public service. The MPA at CSUCI exists to enhance the diversity and increase the number of individuals with graduate level preparation to participate in public sector work. Challenges in effective public discourse, the ongoing retirement of the Baby Boom Generation, and the dynamic conditions in Ventura County and beyond combine to make the presence of an MPA program at CSUCI an especially urgent need.

Given the diverse nature of public sector employment and the fact that public sector work includes employment in governments, not for profit entities, and the public sector, measures of the proportion of the workforce engaged in public sector work vary. Regardless of the measurement, however, the proportion remains substantial. For example, according to *Governing*, approximately 23 out of every 1,000 people in California [worked for the state or local governments in 2014](#). This was equivalent to the median rate of sub-national government employment nationwide, with these employment rates ranging from approximately 18 to 45 per thousand people. Furthermore, an examination of 2017 employment figures from the [Bureau of Labor Statistics found that in California government employees account for 15.2% of the workforce](#). This figure was even higher when federal, contract, not-for-profit, and government relations employees are counted among those in public service in our state. Although public sector employment was affected by the Covid-19 global pandemic, as reported in February 2023, [California employed more people in public sector than any other state](#).

While many jobs in governance do not require graduate level training, positions beyond entry level ones tend to. Governments have long made efforts to be model employers in diversity and inclusion. Even so, this work is far, far from over. In particular, both representation and inclusion decrease as positions and ranks require (or prefer) graduate level training. In contemporary governments, homogeneity increases alongside rank, position, and authority in far too many organizations to this day. Former CSUCI President Erika Beck forcefully articulated the goal of changing the trajectory of family trees. Graduate training works against formation or maintenance of glass ceilings in organizations. The MPA at CSUCI will exist to enhance opportunities for students from all backgrounds to thrive in public service through enhanced preparation for, and access to, leadership positions.

- b. Provide the proposed catalog description. The description should include:
  - i. a narrative description of the program
  - ii. admission requirements
  - iii. a list of all required courses for graduation including electives, specifying course numbers, course titles, prerequisites or co-requisites (ensuring there are no “hidden prerequisites” that would drive the total units required to graduate beyond the total reported in 2e above), course unit requirements, and any units associated with demonstration of proficiency beyond what is included in university admission criteria.
  - iv. total units required to complete the degree
  - v. if a master’s degree, catalog copy describing the culminating experience requirement(s)



The Master of Public Administration (M.P.A.) at CSUCI prepares students for thriving careers in public service. Coursework focuses on knowledge, skills, and expertise key to lifelong professional development in local, county, state, and federal agencies, as well as nonprofit organizations and the public sector components of for-profit entities. The M.P.A. program emphasizes high quality, professional approaches to addressing real world problems using multiple and diverse perspectives. Graduates of the program understand how to tackle public challenges in the 21st Century and beyond through committed and professional public service.

Students who meet the university's general graduate admissions requirements and who have demonstrated interest in public sector work will be accepted into the program. Interest may be demonstrated through a variety of ways such as a personal statement, a work sample portfolio, an interview with the program admissions committee, letters of recommendation, or some combination of these and other artifacts. This approach to admissions was strongly recommended in sessions focused on augmenting student diversity at recent Network of Schools of Public Policy, Affairs, and Administration (NASPAA) conferences and seminars. Students must complete a bachelor's degree prior to starting the program.

The Graduate Record Examination (GRE) will not be required for admission. There is no prerequisite coursework, however, students who have yet to take courses in basic statistics or American Government will be strongly encouraged to complete these prior to starting the program. Students without significant professional experience in a public or nonprofit agency will be required to enroll in the MPA 692 - Public Internship course. If students do not complete an internship due to in-service status, then they will complete an additional elective course with program director approval.

Students are required to complete 36 units to graduate with a Master of Public Administration. The list of required courses includes:

MPA 500 Mission Based Organizations in the Public Sector (3 units)

MPA 501 Public Management and Organizational Behavior (3 units)

MPA 502 Public Policymaking Process (3 units)

MPA 503 Policy Analysis and Program Evaluation (3 units)

MPA 504 Analytical Methods in the Public Sector (3 units)

MPA 505 Administrative Law and Ethics (3 units)

MPA 506 Public Budgeting (3 units)

MPA 507 Public Human Resource Administration (3 units)

MPA 692 Internship (3 units, required for in-service students may waive in favor of an additional elective course with program director approval)

MPA 699 MPA Professional Paper (3 units)

Two elective courses (6 units total)

Please note: Students select courses based on policy/administrative area interests. Courses may be drawn from any relevant coursework with permission from the program director and offering department. Up to two elective courses may be taken at the 400-level. Permission to enroll students has been secured from multiple departments at CI.

The catalog copy for the culminating experience requirement is:

MPA 699 - MPA Professional Paper (3 units) Independent applied research project on a public sector topic. Fulfills the Title V requirement as the culminating activity for all MPA students.

**4. Curriculum** – *(These requirements conform to the WSCUC 2013 Handbook of Accreditation)*

a. These program proposal elements are required:

- Institutional learning outcomes (ILOs)
- Program learning outcomes (PLOs)
- Student learning outcomes (SLOs)

Describe outcomes for the 1) institution, 2) program and for 3) student learning. Institutional learning outcomes (ILOs) typically highlight the general knowledge, skills, and dispositions all students are expected to have upon graduating from an institution of higher learning. Program learning outcomes (PLOs) highlight the knowledge, skills, and dispositions students are expected to know as graduates from a specific program. PLOs are more narrowly focused than ILOs. Student learning outcomes (SLOs) clearly convey the specific and measurable knowledge, skills, and/or behaviors expected and guide the type of assessments to be used to determine if the desired the level of learning has been achieved.

(WASC 2013 CFR: 1.1, 1.2, 2.3)

**Institutional Mission-Based Learning Outcomes**

CSUCI graduates will possess an education of sufficient breadth and depth to appreciate and interpret the natural, social and aesthetic worlds and to address the highly complex issues facing societies. Graduates will be able to:

- Identify and describe the modern world and issues facing societies from multiple perspectives including those within and across disciplines, cultures and nations (when appropriate).
- Analyze issues, and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline.

The Master of Public Administration Program (MPA) is located on the Channel Islands campus and contributes to the manifestation of these learning outcomes in students and graduates by being focused on public service, committed to diversity and inclusion, global in focus, and interdisciplinary at its core. The MPA Program Learning Outcomes are the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) Universal

Competencies. These competencies serve as guideposts for all member programs and are key to program accreditation. These Program Learning outcomes are:

- 1) to lead and manage in public governance;
- 2) to participate in and contribute to the policy process;
- 3) to analyze, synthesize, think critically, solve problems, and make decisions;
- 4) to articulate and apply a public service perspective; and
- 5) to communicate and interact productively with a diverse and changing workforce and citizenry.

Completion of each of the program courses brings students closer to mastery of these Program Learning Outcomes. The degree to which each course addresses each learning outcome is outlined on the MPA Assessment Plan matrix submitted with this program package in a separate document.

Core MPA courses include a total of 51 student learning outcomes specified in approved course proposals. These SLOs are as follows:

MPA 500 Mission Based Organizations in the Public Sector

1. Develop performance indicators for public programs based on best practices
2. Design and execute a strategic planning process of a mission-based organization
3. Develop rubrics for evaluating performance of public programs
4. Assess the performance of government programs and agencies
5. Identify areas for improvement and make concrete recommendations for correcting deficiencies in public programs

MPA 501 Public Management and Organizational Behavior

6. Describe motivational process in public organizations and apply motivational theories to organizational scenarios
7. Explain group types, group development, group norms, and group decision making techniques
8. Discuss the major theories of organizational behavior from the various social and behavioral science disciplines
9. Analyze a local public organization based on a framework discussed in the course
10. Present findings of the analysis clearly in writing and through a professional presentation

MPA 502 Public Policy Making Process

11. Evaluate the successes and failures of government policy at all levels of government
12. Describe and critique the American policy making process and identify barriers to policy change
13. Discuss the theoretical models of policy making in the U.S. and critique the various theories
14. Prepare a policy memo analyzing the costs and benefits of a proposed policy
15. Formulate cogent policy recommendations
16. Compare and contrast policy making in the United States with the policy process used in other countries

MPA 503 Policy Analysis and Program Evaluation

17. Design a research strategy for evaluating a public program

18. Conduct a cost benefit analysis of a public decision
19. Evaluate the performance of a public program
20. Present research findings to a diverse audience both orally and in writing
21. Use qualitative techniques to evaluate public agency performance

#### MPA 504 Analytical Methods in the Public Sector

22. Read and critique current public administration research
23. Design a research project for a public administration topic
24. Identify and collect data appropriate to a research question
25. Formulate testable hypotheses
26. Describe the ethical and legal responsibilities of the research process
27. Apply proper statistical techniques to address research problems in public administration
28. Use statistical software to analyze quantitative data

#### MPA 505 Administrative Law and Ethics

29. Explore and evaluate alternative solutions to ethical problems
30. Discuss the principles of administrative law and their practical application in a modern public sector context
31. Describe the administrative process including the constitutional and statutory requirements for agency rule making and adjudication
32. Engage in group discussion and case analysis of important legal and constitutional issues concerning the public sector
33. Communicate an understanding of fundamental ethical theories and principles

#### MPA 506 Public Budgeting

34. Use spreadsheet software to forecast anticipated revenue based on revenue history
35. Create a capital budget for a hypothetical governmental jurisdiction
36. Describe and critique the budget cycles at the federal and state levels
37. Create a balanced budget through negotiations
38. Describe budgetary reforms that have been attempted, as well as those that are actively being considered, by policy makers

#### MPA 507 Public Human Resource Administration

39. Analyze the strengths and weaknesses of an organization or jurisdictions' human resource management policies and practices
40. Develop specific recommendations for moving an organization toward more strategic human resource management (SHRM)
41. Create a valid performance criteria as part of a comprehensive performance evaluation system
42. Communicate ideas professionally and effectively in class discussions, written assignments, and formal presentations
43. Apply course content to real world cases to make decisions regarding employee recruitment, selection, accommodation, training, promotion, compensation, discipline, evaluation, and termination in the context of legal, political, and value considerations.

#### MPA 692 Public Internship

44. Perform satisfactory work in a public or nonprofit organization at a position of responsibility
45. Reflect upon professional experience in the context of classroom learning
46. Compare professional experience with public administration theory

MPA 699 MPA Professional Paper

47. Formulate a research question and hypothesis
48. Identify and collect data relevant to addressing the individual question
49. Write a literature review on a topic of importance to the public sector
50. Use qualitative and/or quantitative research methods to analyze a research question
51. Produce a thorough and well written professional paper demonstrating mastery of key MPA learning outcomes

Please see attached assessment plan documents for additional assessment details including where learning outcomes are introduced, developed, and mastered.

b. These program proposal elements are required:

- [Comprehensive Assessment Plan](#) addressing all assessment elements
- [Matrix](#) showing where student learning outcomes are introduced (I), developed (D), and mastered (M)

Key to program planning is creating a comprehensive assessment plan addressing multiple elements, including a strategy and tool to assess each student learning outcome. SLOs operationalize the PLOs and serve as the basis for assessing student learning in the major. Constructing an assessment matrix, showing the relationship between all assessment elements, is an efficient and clear method of displaying all assessment plan components.

Creating a curriculum map matrix, identifying the student learning outcomes, the courses where they are found, and where content is “introduced,” “developed,” and “mastered” ensures that all student learning outcomes are directly related to overall program goals and represented across the curriculum at the appropriate times. Assessment of outcomes is expected to be carried out systematically according to an established schedule, generally every five years.

Please see Master of Public Administration assessment documents submitted as separate attachments to the program application in Curriculog.

c. Indicate total number of units required for graduation.

36

- d. Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units. Programs proposed at more than 120 semester units will have to provide either a Title 5 justification for the higher units or a campus-approved request for an exception to the Title 5 unit limit for this kind of baccalaureate program.

N/A

- e. If any formal options, emphases or concentrations are planned under the proposed major, identify and list the required courses. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program.

N/A

- f. List any new courses that are: (1) needed to initiate the program or (2) needed during the first two years after implementation. Include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each new course would be at the graduate- or undergraduate-level.

The Master of Public Administration program could be run for the first two years with no additional courses other than delivery of courses already in the university's catalog system, Acalog, (MPA 500, MPA 501, MPA 502, MPA 503, MPA 504, MPA 505, MPA 506, MPA 507, MPA 692 and MPA 699). Please see pages 9 to 11 of this document for the names and student learning outcomes of each of these courses.

Judicious addition of a sustainable number of graduate-level program electives will enrich the program over time. Two such electives already in the university course catalog are POLS 432 - Faces of Policy: Civil Servants in Public Organizations and POLS 332 - Politics of Neurodiversity.

MPA students also take graduate and 400-level courses in disciplines with expertise in their substantive area of interest. Taking such courses is common practice in MPA programs and also serves students well in their efforts to deepen their understanding of the areas of public service in which they are interested. Selection of these electives requires director approval, permission from the relevant program chair(s), and, in some cases, permission from the instructor of the specific course.

- g. Attach a proposed course-offering plan for the first three years of program implementation, indicating likely faculty teaching assignments.

Below is a schedule of initially planned course offering with available faculty qualified to teach the courses. Per the advice of CSUCI's Associate Vice President for Academic Programs and Continuous Improvement, multiple qualified faculty are listed for each course. This is not intended to communicate either multiple sections or team teaching.

Fall 2024

MPA 500: Baker; Frisch; Grove; Harris; Itkonen; Pément

MPA 501: Allison; Baker; Harris; Itkonen

MPA 692: All program faculty

Spring 2025

MPA 500: Baker; Frisch; Grove; Harris; Itkonen; Pément

MPA 502: Baker; Frisch; Kelly; Soule; Wagner

MPA 503: Baker; Clarke

MPA 692: All program faculty

Fall 2025

MPA 500: Baker; Frisch; Grove; Harris; Itkonen; Pément

MPA 501: Allison; Baker; Harris; Itkonen

MPA 504: Acuña; Baker; Clarke; Kelly; Sanchez; Soule; Wagner

MPA 505: Acuña; Allison

MPA 692: All program faculty

#### Spring 2026

MPA 500: Baker; Frisch; Grove; Harris; Itkonen; Pément

MPA 502: Baker; Frisch; Kelly; Soule; Wagner

MPA 503: Baker; Clarke

MPA 506: Baker; Frisch; Harris

MPA 507: Baker; Pément

MPA 692: All program faculty

MPA 699: All program faculty

#### Fall 2026

MPA 500: Baker; Frisch; Grove; Harris; Itkonen; Pément

MPA 501: Allison; Baker; Harris; Itkonen

MPA 504: Acuña; Baker; Clarke; Kelly; Sanchez; Soule; Wagner

MPA 505: Acuña; Allison

MPA 5XX: All program faculty

MPA 692: (internship with faculty advisor; not a lecture course)

MPA 699: All program faculty

#### Spring 2027

MPA 500: Baker; Frisch; Grove; Harris; Itkonen; Pément

MPA 502: Baker; Frisch; Kelly; Soule; Wagner

MPA 503: Baker; Clarke

MPA 506: Baker; Frisch; Harris

MPA 507: Baker; Pément

MPA 5XX: All program faculty

MPA 692: All program faculty

MPA 699: All program faculty

- h. For master's degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Section 40510 of Title 5 of the California Code of Regulations.

The culminating experience for the Master of Public Administration is the MPA 699 MPA Professional Paper (3 units). The catalog course description for this course is: Independent applied research project on a public sector topic. Fulfills the Title V requirement as the culminating activity for all MPA students.

- i. For graduate degree proposals, cite the corresponding bachelor's program and specify whether it is (a) subject to accreditation and (b) currently accredited.

(WASC 2013 CFR: 2.2b)

Students enter Master of Public Administration programs having completed a broad spectrum of undergraduate degrees. This is highly desirable given the scope of professions and substantive foci in public service. The percentage of students entering MPA programs with bachelor's degrees in public administration represent a small percentage of students entering such programs.

The Network of Schools of Public Policy, Affairs, and Administration (NASPAA, located online at: [www.naspaa.org](http://www.naspaa.org)) is the globally-recognized accreditation body for programs in



Public Administration. As NASPAA explains, “NASPAA accreditation is awarded at the master’s degree program level only, not at the school or institutional level” (<https://accreditation.naspaa.org/considering-accreditation/>).

- j. For graduate degree programs, specify admission criteria, including any prerequisite coursework.

(WASC 2013 CFR: 2.2b)

Students who meet the university’s general graduate admissions requirements and who have demonstrated interest in public sector work will be accepted into the program. Interest may be demonstrated through a variety of ways such as a personal statement, a work sample portfolio, an interview with the program admissions committee, letters of recommendation, or some combination of these and other artifacts. Students must complete a bachelor’s degree prior to starting the program.

The Graduate Record Examination (GRE) will not be required for admission. There is no prerequisite coursework, however, students who have yet to take courses in basic statistics or American Government will be strongly encouraged to complete these prior to starting the program. Students without significant professional experience in a public or nonprofit agency will be required to enroll in the MPA 692 - Public Internship course. If students do not complete an internship due to in-service status, then they will complete an additional elective course with program director approval.

- k. For graduate degree programs, specify criteria for student continuation in the program.

Continuous enrollment (barring approved leave of absence)  
Overall GPA of 2.6 or above

- l. For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs.

N/A

- m. Roadmaps. Provide a 4-year major and subprogram roadmap and a 2-year transfer roadmap for bachelor’s degree programs or an appropriate year major roadmap for master’s degree programs that outlines the suggested coursework students should complete each semester.

<b><i>Master of Public Administration - Advising Roadmap Recommended Course Sequence (full time students starting fall semesters)</i></b>					
<b><i>First Year (18 units)</i></b>					
<i>Fall</i>	<i>Units</i>	<i>Summer</i>	<i>Units</i>	<i>Spring</i>	<i>Units</i>
MPA 500	3			MPA 502	3
MPA 501	3			MPA 503	3
MPA 692 or Elective	3			MPA 692 or Elective	3



	Total: 9		Total: 0		Total: 9
<b>Second Year (18 units)</b>					
<i>Fall</i>	<i>Units</i>	<i>Summer</i>	<i>Units</i>	<i>Spring</i>	<i>Units</i>
MPA 504	3			MPA 506	3
MPA 505	3			MPA 507	3
Elective	3			MPA 699	3
	Total:9		Total: 0		Total:9
				Total Units:	36
<b>Master of Public Administration - Advising Roadmap Recommended Course Sequence (full time students starting spring semesters)</b>					
<b>First Year (18 units)</b>					
<i>Spring</i>	<i>Units</i>	<i>Summer</i>	<i>Units</i>	<i>Fall</i>	<i>Units</i>
MPA 500	3			MPA 501	3
MPA 502	3			MPA 504	3
MPA 692 or Elective	3			MPA 692 or Elective	3
	Total:9		Total:0		Total:9
<b>Second Year (18 units)</b>					
<i>Spring</i>	<i>Units</i>	<i>Summer</i>	<i>Units</i>	<i>Fall</i>	<i>Units</i>
MPA 503	3			MPA 505	3
MPA 506	3			MPA 699	3
MPA 507	3			MPA 692 or Elective	3
	Total:9		Total:0		Total:9
				Total Units:	36

- n. Describe how accreditation requirements will be met, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

(WASC 2013 CFR: 1.8)

The globally recognized accrediting body for Master of Public Administration (MPA) programs is the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). Accreditation protocols are managed by NASPAA's Commission on Peer Review and Accreditation (COPRA). In order to initiate the process of applying for accreditation, programs must be a member of NASPAA, be part of a university in good standing with its own accrediting body, and have been in operation for at least four years during which accreditation data has been systematically collected. Assuming the MPA program starts at CSUCI in the fall of 2024, the anticipated date of the accreditation initial request will be in 2029.

During her service at Washington State University, Dr. Dana Lee Baker was responsible for initiating and bringing to first time approval the accreditation of WSU's Master of Public Affairs program. Dr. Baker is leveraging this previous experience to serve the Master of Public Administration program at CI by already maintaining relevant records and building the

program around NASPAA accreditation requirements. Once the program is underway, records requirements will increase, and day-to-day collection and maintenance of records will be completed by the staff member described below.

**Accreditation Note:**

*Master's degree program proposals*

If subject to accreditation, establishment of a master's degree program should be preceded by national professional accreditation of the corresponding bachelor's degree program.

National professional accreditation through NASPAA exists only at the graduate level in public administration.

*Fast-track proposals*

Fast-track proposals cannot be subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors unless the proposed program is already offered as an authorized option, emphasis or concentration that is accredited by an appropriate specialized accrediting agency.

**5. Societal and Public Need for the Proposed Degree Program**

- a. List other California State University campuses currently offering or projecting the proposed degree program; list neighboring institutions, public and private, currently offering the proposed degree program.

As of 2018, a total of 32 universities in California offer graduate programs in Public Administration, Public Policy, or Public Affairs.

California State University:

Bakersfield (Campus)  
Chico (Campus)  
Dominguez Hills (Campus and Extension)  
East Bay (Campus)  
Fresno (Campus and Extension)  
Fullerton (Campus)  
Long Beach (Campus and Extension)  
Los Angeles (Campus)  
Northridge (Extension)  
Pomona (Campus)  
Sacramento (Campus)  
San Bernardino (Campus)  
San Diego (Campus and Extension)  
San Francisco (Campus)  
San Jose (Campus)  
San Luis Obispo (Master of Public Policy, Campus)  
Sonoma (Campus)  
Stanislaus (Campus)

Other Neighboring Institutions:

California Lutheran University (Master of Public Policy and Administration)  
Pepperdine University (Master of Public Policy)

- b. Describe differences between the proposed program and programs listed in Section 5a above.

Most MPA programs are similar in curriculum due to requirements imposed by NASPAA accreditation. The CSUCI program will be unique in its emphasis on mission-based organizations and its dedication to high impact teaching practices at a Hispanic Serving Institution focused on diversity, equity, inclusion, and belonging.

- c. List other curricula currently offered by the campus that are closely related to the proposed program.

No similar programs are currently offered at CSUCI. Elective courses will be drawn from programs delivered by specialists in the substantive (topical) areas of interest to MPA students.

- d. Describe community participation, if any, in the planning process. This may include prospective employers of graduates.

Numerous public sector stakeholders were consulted during the planning process since at least 2011. An inaugural MPA advisory board was formed during the 2017-2018 academic year. These board members were invited to participate in components of the planning process and will be involved in program planning process in perpetuity. While the group's efforts are currently suspended, they will resume upon approval of this proposal.

- e. Provide applicable workforce demand projections and other relevant data.

***Note:** Data Sources for Demonstrating Evidence of Need*

[US Department of Labor, Bureau of Labor Statistics](#)

[California Labor Market Information](#)

As a new university, the need for a Master of Public Administration was determined early on in the history of CI. In fact, the program was scheduled for implementation in 2005 in early versions of our academic master plan which were approved by the Board of Trustees. Although implementation of the degree has been delayed due to the slower than anticipated funding for growth of the campus and its academic offerings, the need for an MPA program continues to grow.

In April 2007, the Dean of Extended Education at CI (Dr. Gary Berg) commissioned a report on regional trends and program opportunities which was conducted by the firm Eduventures. The report found that there are currently 89,300 people employed in the government sector in Ventura County with approximately 1,230 job openings created each year. In addition, the report indicated that the government sector is experiencing considerable growth at the management level, and that "many current employees are reaching retirement age."

Eduventures identified "Master of Public Administration with specializations related to fastest growing industry occupations" as a program opportunity for CI. There is also strong anecdotal evidence of demand for this program from members of the surrounding community, including public sector employers such as the County of Ventura and its ten incorporated areas.

Little has changed in the intervening fifteen years. Public service remains a thriving concern in Ventura County, California, the nation, and globally. According to the Bureau of Labor Statistics, in California the percentage of the workforce that are government employees increased 2.4 percent between 2007 and 2017

(<https://www.usatoday.com/story/money/economy/2018/06/01/states-where-the-most-people-work-for-government/35302753/>). The U.S. Census Bureau Census of Governments Report issued on March 4, 2014 showed that even during a period of contraction following the economic crisis at the end of the first decade of the 21<sup>st</sup> century, the majority of government jobs were at the state (22.8%) or local (77.2%) levels in California ([https://www2.census.gov/govs/apes/2012\\_summary\\_report.pdf](https://www2.census.gov/govs/apes/2012_summary_report.pdf)). According to the County of Ventura Human Resources, 956 positions were filled in 2017 for County governance alone (<https://hr.ventura.org/>). Of course, this number does not include other government entities, not for profit organizations, and positions in the private sector focused on public work.

Perhaps more importantly, declining faith in all levels of government lessens overall confidence in our ability to self-govern and reduces diversity in governance. Now more than ever, there is a need for highly qualified professional public servants who are educated in ways to improve the quality and effectiveness of public services and to demonstrate improvement to the public. With the large turnover that is anticipated in the middle and upper ranks of many organizations, we as a society need to educate a generation of ethical and competent administrators who understand how to demonstrate that programs are working and fix those that are not. A high quality MPA program at CSUCI focused on high impact teaching practices will be one step in this direction.

## **6. Student Demand**

- a. Provide compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs.

Master of Public Administration (MPA) degrees are among the most popular master's degrees offered by the California State University system. According to data provided on the California State University "Choosing a Graduate Program" website, 7% of all master's and doctoral degrees awarded by CSU are in Public Affairs & Service. There are currently many more students enrolled in MPA programs throughout the system than any other master's degree currently being considered by CI. Many of the smaller CSU Campuses are able to maintain viable MPA Programs. For example, CSU Stanislaus reports approximately 60 MPA students each year.

The MPA degree is commonly offered at comprehensive universities throughout the country. The Network of Schools of Public Policy, Affairs, and Administration reports that there were more than 23,000 students enrolled in the 221 member programs as of the fall of 2017. More

than 30 percent of the students enrolled in these programs identified as persons of diversity. The size of the programs ranged from 17 to 1,070 students, with a mean of 116 and median of 85. Graduation rates for programs were healthy, with a mean number of graduates of 48 students in the 2015-2016 academic year, totaling more than 10,000 degrees awarded.

- b. Identify how issues of diversity and access to the university were considered when planning this program. Describe what steps the program will take to ensure all prospective candidates have equitable access to the program. This description may include recruitment strategies and any other techniques to ensure a diverse and qualified candidate pool.

The MPA at CSUCI exists to enhance diversity in public service. NASPAA accreditation requires active attention to diversity. Without proper attention to the Universal Learning Outcome #5, “to communicate and interact productively with a diverse and changing workforce and citizenry” the MPA at CSUCI will simply never become accredited as a program in public administration. Without diversity, democracy in public administration withers and dies. The MPA at CSUCI contributes to the flourishing of public administration through equity, diversity, inclusion, and social justice.

MPA faculty have been selected in consideration of their commitment to diversity, equity, inclusion, and belonging. Five of the core and affiliated faculty members have received professional awards for their diversity-oriented work in recent years. Numerous faculty publications focus on diversity and equitable access, including publications focused specifically on enhancing diversity in higher education. This shared and deep commitment to professional commitment includes a focus on ongoing professional development in equity, access, diversity, and inclusion. This professional practice includes participation in programs specific to public administration programs. For example, during the 2017-2018 academic year, Dr. Dana Lee Baker attended the diversity focused sessions of the 2017 NASPAA Annual Conference in Washington, D.C. and Dr. Matthew Mendez attended Conference of Minority Public Administrators hosted by the American Society for Public Administration in Los Angeles.

The MPA advisory board is similarly committed to equitable access to the program, in both professional orientation and in the service asked of the board. Topics focused on diversity, access, and inclusion will consistently appear on advisory board meeting agendas.

In summary, steps the program will take to ensure ALL prospective candidates have equitable access to the program include (,but are by no means limited to):

1. Unwavering focus on NASPAA accrediting standards, which emphasize diversity and inclusion.
2. Use of a student-curated approach to admission portfolios (as recommended at the 2017 NASPAA Conference diversity sessions).
3. Ongoing faculty professional development in access, diversity, inclusion, and belonging.
4. All faculty position applicants will be required to articulate how their service at CI will contribute to diversity and inclusion. For example, in the current request for a position focused on sub-national governance, the draft position request includes as a required position

qualification, “demonstrated record of academic (teaching, research, or service) or professional work focused on enhancing diversity and inclusion in the public sector.”

5. Broad based, diversity-oriented student recruitment efforts led in partnership with the MPA recruitment committee and the advisory board.
  6. Program faculty will actively attend to representation and diversity in authorship of texts and other materials assigned in coursework.
  7. Program faculty will continue to work closely with diversity and inclusion-oriented campus entities.
  8. Initiation of an alumni-student peer mentor program starting in year 3 of the program with CI alumni and begun immediately with other local alumni such as those of programs for which Dr. Baker previously worked.
  9. Starting in the second semester of operation, assessment and accreditation data will be collected from students. This data will include questions focused on diversity (including both successful efforts and areas of improvement). Primary data collection strategies will include (short) surveys, exit interviews, and annual student focus groups.
- c. For master’s degree proposals, cite the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.

There is not a Bachelor’s in Public Administration at CSUCI. This is true for the majority of universities offering Master of Public Administration Programs and a feature, rather than a bug, of Public Administration programs. Students enter Master of Public Administration programs having completed a broad spectrum of undergraduate degrees. This is highly desirable given the scope of professions and substantive foci in public service. The percentage of students entering MPA programs with bachelor’s degrees in Public Administration represent a small percentage of students entering such programs.

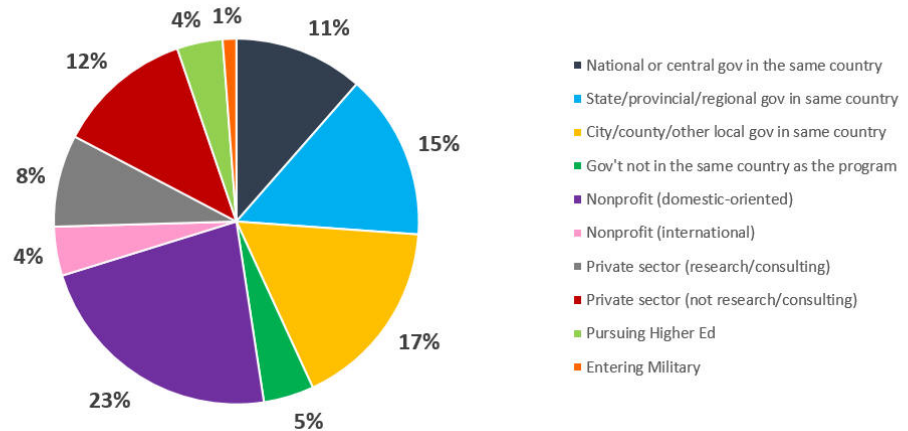
The Network of Schools of Public Policy, Affairs, and Administration (NASPAA, located online at: [www.naspaa.org](http://www.naspaa.org)) is the globally-recognized accreditation body for programs in Public Administration. As NASPAA explains, “NASPAA accreditation is awarded at the master’s degree program level only, not at the school or institutional level” (<https://accreditation.naspaa.org/considering-accreditation/>).

- d. Describe professional uses of the proposed degree program.

Graduates of Master of Public Administration (MPA) programs work in public service, both in the public sector and beyond. These positions are located in all levels of government (local, state, and national), in not-for-profit organizations (in particular those funded substantially or exclusively by public funds), and in private sector entities (commonly in consulting or in the regulatory or public affairs units). Employment of recent graduates of MPA students six months after graduation is shown in the image below:



Employment by Sector of Alumni 6 Months After Graduation  
(4 Year Total: AY 11-12 thru AY 14-15)



NASPAA 2011-2012 thru 2014-2015 Annual Data Reports

N=235 programs, 30,996 Known Graduates

Located online at: <http://www.naspaa.org/DataCenter/NASPAA5.jpg>.

Students of MPA programs, often, but not always, aspire to supervisory, lead, or analyst positions, as opposed to front-line service providers. In some cases, students enter MPA programs because the positions to which they hope to be, or recently have been, promoted to require graduate training. Other students complete MPA programs prior to employment in the public sector for reasons including transition out of other careers, a desire to work at programming, leadership, or policy issues in public service, or with the goal of building a career in upwardly mobile public service. Finally, a small proportion of students (4% in AY 11-12 through AY 14-15) complete MPA programs prior to completing a PhD or law degree. PhD programs in Public Policy and Public Administration tend to include an expectation of completion of a professional master's degree prior to enrollment.

- e. Specify the expected number of majors in the initial year, and three years and five years thereafter. Specify the expected number of graduates in the initial year, and three years and five years thereafter.

The Master of Public Administration Program will be open to both full-time and part-time enrollment. Expected full time equivalent (FTE) student enrollment is provided in the chart below. Numbers also take into account the 10% student attrition rate described in the Revenue and Enrollments Projections spreadsheet attached to this proposal Student headcounts are anticipated to be higher than the more conservative FTE numbers. Furthermore, the MPA program will aim for higher student retention rates than assumed in the budget document, in part by allowing students to move between part- and full-time status in accordance with their individual academic, professional, and life needs. The program student body will stabilize at approximately 50-60 FTE to support offering six program graduate courses a semester.

Year	Number of Students (AY FTE)	Number of Graduates (AY)	Number of Alumni (Running Total)
Initial Year	12	0	0
Three Years After	35	11	23
Five Years After	51	20	63

**Note:** Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

## 7. Existing Support Resources for the Proposed Degree Program

- a. List faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. **Note:** For all proposed graduate degree programs, there must be a minimum of five full-time faculty members with the appropriate terminal degree. (Coded Memo EP&R 85-20)

### *Program Director and Faculty Member*

Dana Lee Baker, Professor and Chair of Political Science and Global Studies, Ph.D. in Public Policy, University of Texas at Austin 2001 (previous director of a Master of Public Affairs; previous faculty member on an MPA; lead of a NASPAA accreditation team; Public Administration theory; Program Evaluation; Policy Analysis; Methods in Public Administration; Public Budgeting; Public Human Resources; Intergovernmental Relations)

### *Program Faculty*

Samantha Acuña, Assistant Professor of Political Science, Ph.D., University of California Los Angeles, 2022 (Analytical Methods; Constitutional Law; Gender and Political Science; Human and Civil Rights; Anti-discrimination in Public Administration and Public Policy)

Tim Allison, Lecturer, J.D. University of Minnesota Law School, 1995. (Law, Public Management, Administrative Ethics)

Tracylee Clarke, Professor of Communication, Ph.D. University of Utah 2006. (Collaborative Policy Development, Environmental Conflict Resolution, Policy Analysis, and Cultural Communication)

Scott Frisch, Professor of Political Science, Ph.D. Claremont Graduate University 1997 (Previous director of a Master of Public Administration; Public Policy, Public Budgeting and Finance).

Andrea Grove, Professor of Political Science, Ph.D. The Ohio State University 1999 (Leadership, Foreign Policy and International Relations).



Colleen Harris, Librarian, Ph.D. Education Learning and Leadership 2015, MPA expected Spring 2024, M.S. Library and Information Sciences (Mission Centered Organizations, nonprofit leadership and management, public financial management).

Tiina Itkonen, Professor of Education and Political Science, Ph.D. University of California Santa Barbara, 2004 (Education Policy, Organizational Behavior, Leadership and Public Policy).

Sean Q Kelly, Professor of Political Science, Ph.D. University of Colorado, 1992 (Research Methods, Health Policy, Public Administration).

Nancy-Jean Pément, Lecturer in Higher Education Leadership, School of Education, Ed.D., California Lutheran University 2013 (Public Administration, Public Leadership, Mission Centered Organizations, Criminology and Criminal Justice)

Luis Sanchez, Assistant Professor of Sociology, Ph.D. Pennsylvania State University (Demography, Immigration, Sociology, Assimilation, and Quantitative Research Methods).

Suzanne Soule, Lecturer, Ph.D. in Political Science, University of California Santa Barbara 2013 (Public Policy, Program Evaluation, and Research Methods)

William E. Wagner III, Professor of Sociology, Ph.D. University of Illinois-Chicago (Research Methods, Social Policy)

Faculty in other programs with disciplinary expertise relevant to individual MPA students' substantive area interests will teach courses taken as electives. Such faculty are chosen by the programs offering the degrees/prefixes housing these courses for their preparative and expertise in the topics.

In addition, MPA degrees typically employ practitioners in the public sector who have advanced degrees and expertise in a given subfield (e.g., budgeting, human resources) of public administration. There are numerous qualified instructors in the Ventura County service region.

b. Describe facilities that would be used in support of the proposed program.

Four to seven classrooms per semester, scheduled during an on-template class period. Most semesters a computer lab would be required for one of the courses.

The program will be implemented to allow students to start in either the fall or spring semester. This means that the gateway course (MPA 500) and the culminating course (MPA 699) should be offered each semester (assuming sufficient students matriculate or are expected to graduate in that semester).

c. Provide evidence that the institution offers adequate access to both electronic and physical library and learning resources.

Please see attached memo from Monica Pereira, who serves as an associate librarian at CI. Adequate access to electronic learning resources exists for successful completion of an MPA at CI. For example, the library has 110 lab computers available which provide free access to computers equipped with software typically necessary for completion of MPA requirements

such as Microsoft Office, Adobe Creative Suite, and SPSS (located online at: <https://www.csuci.edu/its/labs/>). Printing and software installation services are also available at free or low cost to students.

- d. Describe available academic technology, equipment, and other specialized materials.

No such specialized materials are required.

## 8. Additional Support Resources Required

***Note:** If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.*

- a. Describe additional faculty or staff support positions needed to implement the proposed program.

The program requires a 0.5 FTE staff support position to operate efficiently and effectively. NASPAA monitors staff support in accreditation records and processes in recognition of the central role appropriate staffing plays in student success, program operations, and alumni communications. The staff support position would be best constituted as a full-time position shared with another graduate program given the unique needs and processes surrounding graduate students.

- b. Describe the amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy. Major capital outlay construction projects are those projects whose total cost is \$610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code §§ 10705(a); 10105 and 10108).

N/A

- c. Include a report written in consultation with the campus librarian which indicates any necessary library resources not available through the CSU library system. Indicate the commitment of the campus to purchase these additional resources.

Please see attached report prepared by campus associate librarian, Monica Pereira.

- d. Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program, and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

N/A

## 9. Self-Support Programs **N/A**

- a. Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs.

- b. Explain how state-support funding is either unavailable or inappropriate.
- c. Explain how at least one of the following additional criteria shall be met:
  - i. The courses or program are primarily designed for career enrichment or retraining;
  - ii. The location of the courses or program is significantly removed from permanent, state-supported campus facilities;
  - iii. The course or program is offered through a distinct technology, such as online delivery;
  - iv. For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU Operating Funds;
  - v. For existing programs, there has been a cessation of non-state funding that previously provided for educational or other services costing beyond what could be reasonably provided within CSU Operating Funds.
- d. For self-support programs, please provide information on the per-unit cost to students and the total cost to complete the program (in addition to the required cost recovery budget elements listed in the CSU degree proposal faculty check list found earlier in this document and listed below):

\* Basic Cost Recovery Budget Elements  
(Three to five year budget projection)

Student per-unit cost

Number of units producing revenue each academic year

Total cost a student will pay to complete the program

Revenue - (yearly projection over three years for a two-year program; five years for a four-year program)

Student fees

Include projected attrition numbers each year

Any additional revenue sources (e.g., grants)

Direct Expenses

Instructional costs – faculty salaries and benefits

Operational costs – (e.g., facility rental)

Extended Education costs – staff, recruitment, marketing, etc.

Technology development and ongoing support (online programs)

Indirect Expenses

Campus partners

Campus reimbursement general fund

Extended Education overhead

Chancellor's Office overhead

\*Additional line items may be added based on program characteristics and needs.

**Submit completed proposal packages to:**

[degrees@calstate.edu](mailto:degrees@calstate.edu)

Academic Programs, Innovation and Faculty Development  
CSU Office of the Chancellor  
401 Golden Shore, 6<sup>th</sup> Floor  
Long Beach, CA 90802-4210

#### **Contact Us**

##### **Academic Programs, Innovation and Faculty Development**

Brent M. Foster, Ph.D.

Assistant Vice Chancellor and State University Dean, Academic Programs

Phone (562) 951-4149

[bfoster@calstate.edu](mailto:bfoster@calstate.edu)

Academic Programs, Innovation and Faculty Development is on the Web: <http://www.calstate.edu/APP/>

##### **Extended Education (Professional and International Education)**

Mr. Leo Van Cleve

Assistant Vice Chancellor, Professional and International Education

Phone (562) 951-4790

[lvancleve@calstate.edu](mailto:lvancleve@calstate.edu)

## Master of Public Administration at CSUCI: Comprehensive Assessment Plan

<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>g</i>	<i>h</i>	<i>i</i>	<i>j</i>	<i>k</i>
<i>ILOs</i>	<i>PLOs</i>	<i>SLOs</i> (please see descriptions following table)	<i>Course</i> where each <i>SLO</i> is assessed	<i>Assessment</i> activity/ assignment used to measure each <i>SLO</i>	<i>Assessment</i> tool used to measure outcome success	<i>Assessment</i> schedule – how often <i>SLOs</i> will be assessed	<i>How data/ findings will be quantitatively or qualitatively reported</i>	<i>Designated personnel to collect, analyze, and interpret student learning outcome data</i>	<i>Program data/ findings dissemination schedule</i>	<i>Closing the loop strategies</i>
Identify and describe the modern world and issues facing societies from multiple perspectives including those within and across disciplines, cultures and nations (when appropriate).	To lead and manage in public governance	4	MPA 500	Program Initiation focus group led by alum or advisory board member	Structured leader response sheet and participant self-assessment inventory	Every semester	Qualitative	<u>Collect</u> : course professor and focus group leader  <u>Analyze</u> : administrative assistant and program director  <u>Interpret</u> : program faculty and advisory board	Annually	Assessment data will be presented in an annual report to faculty and program advisory board and discussed with other relevant stakeholders, including accreditation mentors assigned by NASPAA. Faculty will adjust coursework in response to course-specific data using their best professional judgement and in consultation with colleagues as necessary and appropriate. Ad-hoc committees composed of faculty, alumni, and other stakeholders will form on an as needed basis to discuss any identified areas of potential improvement or growth.
		6, 7, 8	MPA 501	Class Presentations	Rubric	Every semester	Quantitative	<u>Collect</u> : course professor  <u>Analyze</u> : administrative assistant and program director  <u>Interpret</u> : course professor and program director	Annually	
		29	MPA 505	Case analysis	Rubric	Every semester	Quantitative	<u>Collect</u> : course professor  <u>Analyze</u> : administrative assistant and program director  <u>Interpret</u> : course professor and program director	Annually	

Analyze issues, and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline.		35	MPA 506	Pre-/mid-/post-knowledge Inventory	Self-assessment form	Class weeks: 1, 8, last	Quantitative (mean, standard deviations, deltas, ranges, correlations)	<u>Collect</u> : course professor  <u>Analyze</u> : administrative assistant and program director  <u>Interpret</u> : course professor and program director	Annually	Assessment data will be presented in an annual report to faculty and program advisory board and discussed with other relevant stakeholders, including accreditation mentors assigned by NASPAA. Faculty will adjust coursework in response to course-specific data using their best professional judgement and in consultation with colleagues as necessary and appropriate. Ad-hoc committees composed of faculty, alumni, and other stakeholders will form on an as needed basis to discuss any identified areas of potential improvement or growth.
		39, 40, 43	MPA 507	Case analysis	Rubric	Every semester	Quantitative	<u>Collect</u> : course professor  <u>Analyze</u> : administrative assistant and program director  <u>Interpret</u> : course professor and program director	Annually	
		44	MPA 692	On-site supervisor Evaluation	Survey	Completion of internship	Aggregated quantitative results and coded qualitative analysis	<u>Collect</u> : administrative assistant  <u>Analyze</u> : administrative assistant and program director  <u>Interpret</u> : program faculty and advisory board	Annually	
		47	MPA 699	Title V assignment (final draft)	Project Evaluation Rubric	Every semester	Aggregated quantitative results and coded qualitative analysis; compared to data collected in MPA 500.	<u>Collect</u> : course professor  <u>Analyze</u> : administrative assistant and program director  <u>Interpret</u> : program faculty and advisory board	Annually	

Identify and describe the modern world and issues facing societies from multiple perspectives including those within and across disciplines, cultures and nations (when appropriate).	To participate in and contribute to the policy process	3	MPA 500	Program Initiation focus group led by alum or advisory board member	Structured leader response sheet and participant self-assessment inventory	Every semester	Qualitative	<u>Collect:</u> course professor and focus group leader  <u>Analyze:</u> administrative assistant and program director  <u>Interpret:</u> program faculty and advisory board	Annually	Assessment data will be presented in an annual report to faculty and program advisory board and discussed with other relevant stakeholders, including accreditation mentors assigned by NASPAA. Faculty will adjust coursework in response to course-specific data using their best professional judgement and in consultation with colleagues as necessary and appropriate. Ad-hoc committees composed of faculty, alumni, and other stakeholders will form on an as needed basis to discuss any identified areas of potential improvement or growth.
		11, 12, 13	MPA 502	Policy Memo	Rubric	Every semester	Quantitative	<u>Collect:</u> course professor  <u>Analyze:</u> administrative assistant and program director  <u>Interpret:</u> course professor and program director	Annually	
		36, 38	MPA 506	Pre-/mid-/post-knowledge Inventory	Self-assessment form	Class weeks: 1, 8, last	Quantitative (mean, standard deviations, deltas, ranges, correlations)	<u>Collect:</u> course professor  <u>Analyze:</u> administrative assistant and program director  <u>Interpret:</u> course professor and program director	Annually	
		50	MPA 699	Title V assignment (final draft)	Project Evaluation Rubric	Every Semester	Aggregated quantitative results and coded qualitative analysis; compared to data collected in MPA 500.	<u>Collect:</u> course professor  <u>Analyze:</u> administrative assistant and program director  <u>Interpret:</u> program faculty and advisory board	Annually	

Analyze issues, and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline.	To analyze, synthesize, think critically, solve problems, and make decisions	1	MPA 500	Program Initiation focus group led by alum or advisory board member	Structured leader response sheet and participant self-assessment inventory	Every semester	Qualitative	<u>Collect</u> : course professor and focus group leader  <u>Analyze</u> : administrative assistant and program director  <u>Interpret</u> : program faculty and advisory board	Annually	Orientation to teaching MPA 500 for any new faculty; coordination with lead on advisory board.
		9	MPA 501	Class Presentations	Rubric	Every semester	Quantitative	<u>Collect</u> : course professor  <u>Analyze</u> : administrative assistant and program director  <u>Interpret</u> : course professor and program director	Annually	E-mail reminder to course instructor from administrative assistant
		15, 16	MPA 502	Policy Memo	Rubric	Every semester	Quantitative	<u>Collect</u> : course professor  <u>Analyze</u> : administrative assistant and program director  <u>Interpret</u> : course professor and program director	Annually	E-mail reminder to course instructor from administrative assistant
		17, 18, 21	MPA 503	Final Project	Checklist	End of course offering	Quantitative (percent met)	<u>Collect</u> : course professor  <u>Analyze</u> : administrative assistant and program director  <u>Interpret</u> : course professor and program director	Annually	E-mail reminder to course instructor from administrative assistant



Analyze issues, and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline.		23, 24, 25, 27, 28	MPA 504	Pre-/mid-/post-knowledge Inventory	Self-assessment form	Class weeks: 1, 8, last	Quantitative (mean, standard deviations, deltas, ranges, correlations)	<u>Collect:</u> course professor  <u>Analyze:</u> administrative assistant and program director  <u>Interpret:</u> course professor and program director	Annually	Assessment data will be presented in an annual report to faculty and program advisory board and discussed with other relevant stakeholders, including accreditation mentors assigned by NASPAA. Faculty will adjust coursework in response to course-specific data using their best professional judgement and in consultation with colleagues as necessary and appropriate. Ad-hoc committees composed of faculty, alumni, and other stakeholders will form on an as needed basis to discuss any identified areas of potential improvement or growth.
		34	MPA 506	Pre-/mid-/post-knowledge Inventory	Self-assessment form	Class weeks: 1, 8, last	Quantitative (mean, standard deviations, deltas, ranges, correlations)	<u>Collect:</u> course professor  <u>Analyze:</u> administrative assistant and program director  <u>Interpret:</u> course professor and program director	Annually	
		48	MPA 699	Title V assignment (final draft)	Project Evaluation Rubric	Every semester	Aggregated quantitative results and coded qualitative analysis; compared to data collected in MPA 500	<u>Collect:</u> course professor  <u>Analyze:</u> administrative assistant and program director  <u>Interpret:</u> program faculty and advisory board	Annually	
Identify and describe the modern world and issues facing societies from multiple perspectives including those within and across disciplines, cultures and nations (when appropriate).	To articulate and apply a public service perspective	2	MPA 500	Program Initiation focus group led by alum or advisory board member	Structured leader response sheet and participant self-assessment inventory	Every semester	Qualitative	<u>Collect:</u> course professor and focus group leader  <u>Analyze:</u> administrative assistant and program director  <u>Interpret:</u> program faculty and advisory board	Annually	

Analyze issues, and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline.		19	MPA 503	Final Project	Checklist	End of course offering	Quantitative (percent met)	<u>Collect:</u> course professor <u>Analyze:</u> administrative assistant and program director <u>Interpret:</u> course professor and program director	Annually	Assessment data will be presented in an annual report to faculty and program advisory board and discussed with other relevant stakeholders, including accreditation mentors assigned by NASPAA. Faculty will adjust coursework in response to course-specific data using their best professional judgement and in consultation with colleagues as necessary and appropriate. Ad-hoc committees composed of faculty, alumni, and other stakeholders will form on an as needed basis to discuss any identified areas of potential improvement or growth.
		22, 26	MPA 504	Pre-/mid-/post-knowledge Inventory	Self-assessment form	Class weeks: 1, 8, last	Quantitative (mean, standard deviations, deltas, ranges, correlations)	<u>Collect:</u> course professor <u>Analyze:</u> administrative assistant and program director <u>Interpret:</u> course professor and program director	Annually	
		30, 31	MPA 505	Case analysis	Rubric	Every semester	Quantitative	<u>Collect:</u> course professor <u>Analyze:</u> administrative assistant and program director <u>Interpret:</u> course professor and program director	Annually	
		41	MPA 507	Case analysis	Rubric	Every semester	Quantitative	<u>Collect:</u> course professor <u>Analyze:</u> administrative assistant and program director <u>Interpret:</u> course professor and program director	Annually	

		45, 46	MPA 692	On-site supervisor Evaluation	Survey	Completion of internship	Aggregated quantitative results and code qualitative analysis	<u>Collect:</u> administrative assistant <u>Analyze:</u> administrative assistant and program director <u>Interpret:</u> program faculty and advisory board	Annually	Assessment data will be presented in an annual report to faculty and program advisory board and discussed with other relevant stakeholders, including accreditation mentors assigned by NASPAA. Faculty will adjust coursework in response to course-specific data using their best professional judgement and in consultation with colleagues as necessary and appropriate. Ad-hoc committees composed of faculty, alumni, and other stakeholders will form on an as needed basis to discuss any identified areas of potential improvement or growth.
		49	MPA 699	Title V assignment (final draft)	Project Evaluation Rubric	Every semester	Aggregated quantitative results and code qualitative analysis; compared to data collected in MPA 500	<u>Collect:</u> course professor <u>Analyze:</u> administrative assistant and program director <u>Interpret:</u> program faculty and advisory board	Annually	
Identify and describe the modern world and issues facing societies from multiple perspectives including those within and across disciplines, cultures and nations (when appropriate).	To communicate and interact productively with a diverse and changing workforce and citizenry	5	MPA 500	Program Initiation focus group led by alum or advisory board member	Structured leader response sheet and participant self-assessment inventory	Every semester	Qualitative	<u>Collect:</u> course professor and focus group leader <u>Analyze:</u> administrative assistant and program director <u>Interpret:</u> program faculty and advisory board	Annually	
		10	MPA 501	Class Presentations	Rubric	Every semester	Quantitative	<u>Collect:</u> course professor <u>Analyze:</u> administrative assistant and program director <u>Interpret:</u> course professor and program director	Annually	

Identify and describe the modern world and issues facing societies from multiple perspectives including those within and across disciplines, cultures and nations (when appropriate).		14	MPA 502	Policy Memo	Rubric	Every semester	Quantitative	<u>Collect:</u> course professor <u>Analyze:</u> administrative assistant and program director <u>Interpret:</u> course professor and program director	Annually	Assessment data will be presented in an annual report to faculty and program advisory board and discussed with other relevant stakeholders, including accreditation mentors assigned by NASPAA. Faculty will adjust coursework in response to course-specific data using their best professional judgement and in consultation with colleagues as necessary and appropriate. Ad-hoc committees composed of faculty, alumni, and other stakeholders will form on an as needed basis to discuss any identified areas of potential improvement or growth.
		20	MPA 503	Final Project	Checklist	End of course offering	Quantitative (percent met)	<u>Collect:</u> course professor <u>Analyze:</u> administrative assistant and program director <u>Interpret:</u> course professor and program director	Annually	
		32, 33	MPA 505	Case analysis	Rubric	Every semester	Quantitative	<u>Collect:</u> course professor <u>Analyze:</u> administrative assistant and program director <u>Interpret:</u> course professor and program director	Annually	
		37	MPA 506	Pre-/mid-/post-knowledge Inventory	Self-assessment form	Class weeks: 1, 8, last	Quantitative (mean, standard deviations, deltas, ranges, correlations)	<u>Collect:</u> course professor <u>Analyze:</u> administrative assistant and program director <u>Interpret:</u> course professor and program director	Annually	

Analyze issues, and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline		42	MPA 507	Case analysis	Rubric	Every semester	Quantitative	<u>Collect:</u> course professor <u>Analyze:</u> administrative assistant and program director <u>Interpret:</u> course professor and program director	Annually	Assessment data will be presented in an annual report to faculty and program advisory board and discussed with other relevant stakeholders, including accreditation mentors assigned by NASPAA. Faculty will adjust coursework in response to course-specific data using their best professional judgement and in consultation with colleagues as necessary and appropriate. Ad-hoc committees composed of faculty, alumni, and other stakeholders will form on an as needed basis to discuss any identified areas of potential improvement or growth.
		51	MPA 699	Title V assignment (final draft)	Project Evaluation Rubric	Every semester	Aggregated quantitative results and code qualitative analysis; compared to data collected in MPA 500	<u>Collect:</u> course professor <u>Analyze:</u> administrative assistant and program director <u>Interpret:</u> program faculty and advisory board	Annually	

Examples of assessment activities: final exam, presentation, project, performance, observations, classroom response systems, computer simulated tasks, analytical paper, case study, portfolio, critique, policy paper, comparative analysis project, qualifying or comprehensive examination, project, thesis, dissertation, and many others.

Examples of Assessment Tools (an instrument used to score or evaluate an assessment activity/assignment): Rubrics (that produce scores based on established criteria – can be used with most activities listed above), observational checklists, etc.

Examples of ways to report assessment data: number/percentage of those scoring at or above 4.0 on a 5.0 point scale on the assessment used to measure mastery of a specific SLO; number/percentage of students scoring at the highly proficient level; instructor observational narrative that includes analysis and findings to qualitatively show trends and patterns; mean scores of all who exhibited desired traits or behaviors on an observational checklist. Other examples?

# **MPA Core Curriculum**

## **Course Descriptions and Learning Outcomes**

### **MPA 500 Mission Based Organizations in the Public Sector (3)**

#### *Course Description*

Analysis of mission-based organizations in the public and nonprofit sector. Examination of the role of planning, performance evaluation, assessment, and continuous improvement as the hallmarks of a mission driven organization.

#### *Course Student Learning Outcomes*

1. Develop performance indicators for public programs based on best practices
2. Design and execute a strategic planning process of a mission-based organization
3. Develop rubrics for evaluating performance of public programs
4. Assess the performance of government programs and agencies
5. Identify areas for improvement and make concrete recommendations for correcting deficiencies in public programs

### **MPA 501 Public Management and Organizational Behavior (3)**

#### *Course Description*

Theories and concepts of organizational behavior and public management from an interdisciplinary perspective (including economics, psychology, sociology, and political science). Organizational decision making, bureaucracy, organizational change and learning, public versus private organizations, leadership, and organizational culture.

#### *Course Student Learning Outcomes*

6. Describe motivational process in public organizations and apply motivational theories to organizational scenarios
7. Explain group types, group development, group norms, and group decision making techniques
8. Discuss the major theories of organizational behavior from the various social and behavioral science disciplines
9. Analyze a local public organization based on a framework discussed in the course
10. Present findings of the analysis clearly in writing and through a professional presentation

## **MPA 502 Public Policy Making Process (3)**

### *Course Description*

Examines the public policy making process in the United States at the national, state, and local levels.

### *Course Student Learning Outcomes*

11. Evaluate the successes and failures of government policy at all levels of government
12. Describe and critique the American policy making process and identify barriers to policy change
13. Discuss the theoretical models of policy making in the U.S. and critique the various theories
14. Prepare a policy memo analyzing the costs and benefits of a proposed policy
15. Formulate cogent policy recommendations
16. Compare and contrast policy making in the United States with the policy process used in other countries

## **MPA 503 Policy Analysis and Program Evaluation (3)**

### *Course Description*

Introduces public policy analysis tools and methods. Focus is on both prescriptive analysis to help decide between policy options, and program evaluation to determine how well a program is working.

### *Course Student Learning Outcomes*

17. Design a research strategy for evaluating a public program
18. Conduct a cost benefit analysis of a public decision
19. Evaluate the performance of a public program
20. Present research findings to a diverse audience both orally and in writing
21. Use qualitative techniques to evaluate public agency performance

### **MPA 504 Analytical Methods in the Public Sector (3)**

#### *Course Description*

Research methods course tailored to students of public administration. Quantitative, qualitative, and mixed method approaches are presented.

#### *Course Student Learning Outcomes*

22. Read and critique current public administration research
23. Design a research project for a public administration topic
24. Identify and collect data appropriate to a research question
25. Formulate testable hypotheses
26. Describe the ethical and legal responsibilities of the research process
27. Apply proper statistical techniques to address research problems in public administration
28. Use statistical software to analyze quantitative data

### **MPA 505 Administrative Law and Ethics (3)**

#### *Course Description*

Examines the legal foundation and environment of public administration in the United States. Also introduces key concepts of public sector ethics.

#### *Course Student Learning Outcomes*

29. Explore and evaluate alternative solutions to ethical problems
30. Discuss the principles of administrative law and their practical application in a modern public sector context
31. Describe the administrative process including the constitutional and statutory requirements for agency rule making and adjudication
32. Engage in group discussion and case analysis of important legal and constitutional issues concerning the public sector
33. Communicate an understanding of fundamental ethical theories and principles



## **MPA 506 Public Budgeting (3)**

### *Course Description*

Survey of current theory and practice of budgeting and financial management in the public sector. Topics include: revenue forecasting, expenditure estimation, and budget balancing.

### *Course Student Learning Outcomes*

- 34. Use spreadsheet software to forecast anticipated revenue based on revenue history
- 35. Create a capital budget for a hypothetical governmental jurisdiction
- 36. Describe and critique the budget cycles at the federal and state levels
- 37. Create a balanced budget through negotiations
- 38. Describe budgetary reforms that have been attempted, as well as those that are actively being considered, by policy makers

## **MPA 507 Public Human Resource Administration (3)**

### *Course Description*

Examination of the fundamentals of Human Resources Administration including recruitment, selection, training, motivation, compensation, evaluation, discipline, and separation of employees.

### *Course Student Learning Outcomes*

- 39. Analyze the strengths and weaknesses of an organization or jurisdictions' human resource management policies and practices
- 40. Develop specific recommendations for moving an organization toward more strategic human resource management (SHRM)
- 41. Create a valid performance criteria as part of a comprehensive performance evaluation system
- 42. Communicate ideas professionally and effectively in class discussions, written assignments, and formal presentations
- 43. Apply course content to real world cases to make decisions regarding employee recruitment, selection, accommodation, training, promotion, compensation, discipline, evaluation, and termination in the context of legal, political, and value considerations.

## **MPA 692 Public Internship**

### *Course Description*

Internship in an approved public sector organization.

### *Course Student Learning Outcomes*

- 44. Perform satisfactory work in a public or nonprofit organization at a position of responsibility
- 45. Reflect upon professional experience in the context of classroom learning
- 46. Compare professional experience with public administration theory

## **MPA 699 MPA Professional Paper (3)**

### *Course Description*

Independent applied research project on a public sector topic. Fulfills the Title V requirement as the culminating activity for all MPA students.

### *Course Student Learning Outcomes*

- 47. Formulate a research question and hypothesis
- 48. Identify and collect data relevant to addressing the individual question
- 49. Write a literature review on a topic of importance to the public sector
- 50. Use qualitative and/or quantitative research methods to analyze a research question
- 51. Produce a thorough and well written professional paper demonstrating mastery of key MPA learning outcomes

## *Curriculum Map Matrix (Master of Public Affairs)*

	<i>MPA 500: Mission Based Organizations in the Public Sector</i>	<i>MPA 501: Public Management and Organizational Behavior</i>	<i>MPA 502: Public Policy Making Process</i>	<i>MPA 503: Policy Analysis and Program Evaluation</i>	<i>MPA 504: Analytic Methods in the Public Sector</i>	<i>MPA 505: Administrative Law and Ethics</i>	<i>MPA 506: Public Budgeting</i>	<i>MPA 507: Public Human Resource Administration</i>	<i>MPA 692: Public Internship</i>	<i>MPA 699: MPA Professional Paper</i>
<i>SLO 1: Develop performance indicators for public programs based on best practices</i>	I, D, M									
<i>SLO 2: Design and execute a strategic planning process of a mission-based organization</i>	I, D, M									
<i>SLO 3: Develop rubrics for evaluating performance of public programs</i>	I, D, M									
<i>SLO 4: Assess the performance of government programs and agencies</i>	I, D, M									
<i>SLO 5: Identify areas for improvement and make concrete recommendations for correcting deficiencies in public programs</i>	I, D, M									

Place an I, D, or M in each cell above to indicate where the program content related to each SLO is introduced (I), developed (D), and/or mastered (M). SLO content may be delivered in more than just six courses as indicated in the above table. **Please note: For several MPA SLOs, I, D, and M occur in one class. This approach is also seen in the example provided in The California State University Office of the Chancellor, Program Planning Resource Guide: Academic Program and Faculty Development 2017-2018. Available online at: <https://senate.csuci.edu/comm/curriculum/documents/prgplresguide2017.pdf>. Relevant example appears on page 153.**

	<i>MPA 500: Mission Based Organizations in the Public Sector</i>	<i>MPA 501: Public Management and Organizational Behavior</i>	<i>MPA 502: Public Policy Making Process</i>	<i>MPA 503: Policy Analysis and Program Evaluation</i>	<i>MPA 504: Analytic Methods in the Public Sector</i>	<i>MPA 505: Administrative Law and Ethics</i>	<i>MPA 506: Public Budgeting</i>	<i>MPA 507: Public Human Resource Administration</i>	<i>MPA 692: Public Internship</i>	<i>MPA 699: MPA Professional Paper</i>
<i>SLO 6: Describe motivational process in public organizations and apply motivational theories to organizational scenarios</i>	I	D, M								
<i>SLO 7: Explain group types, group development, group norms, and group decision making techniques</i>		I, D, M								
<i>SLO 8: Discuss the major theories of organizational behavior from the various social and behavioral science disciplines</i>		I, D, M								
<i>SLO 9: Analyze a local public organization based on a framework discussed in the course</i>		I, D, M								
<i>SLO 10: Present findings of the analysis clearly in writing and through a professional presentation</i>	I	D								M

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	<i>MPA 500: Mission Based Organizations in the Public Sector</i>	<i>MPA 501: Public Management and Organizational Behavior</i>	<i>MPA 502: Public Policy Making Process</i>	<i>MPA 503: Policy Analysis and Program Evaluation</i>	<i>MPA 504: Analytic Methods in the Public Sector</i>	<i>MPA 505: Administrative Law and Ethics</i>	<i>MPA 506: Public Budgeting</i>	<i>MPA 507: Public Human Resource Administration</i>	<i>MPA 692: Public Internship</i>	<i>MPA 699: MPA Professional Paper</i>
<i>SLO 11: Evaluate the successes and failures of government policy at all levels of government</i>	I		I, D							M
<i>SLO 12: Describe and critique the American policy making process and identify barriers to policy change</i>			I, D, M							
<i>SLO 13: Discuss the theoretical models of policy making in the U.S. and critique the various theories</i>			I, D	M						
<i>SLO 14: Prepare a policy memo analyzing the costs and benefits of a proposed policy</i>			I, D, M							
<i>SLO 15: Formulate cogent policy recommendations</i>	I		I, D							M
<i>SLO 16: Compare and contrast policy making in the United States with the policy process used in other countries</i>			I, D, M							

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<i>SLO 17: Design a research strategy for evaluating a public program</i>	I			D, M						
<i>SLO 18: Conduct a cost benefit analysis of a public decision</i>				I, D			M			
<i>SLO 19: Evaluate the performance of a public program</i>	I	I		D, M						
<i>SLO 20: Present research findings to a diverse audience both orally and in writing</i>				I, D						M
<i>SLO 21: Use qualitative techniques to evaluate public agency performance</i>				I,D,M						
<i>SLO 22: Read and critique current public administration research</i>	I				D, M					
<i>SLO 23: Design a research project for a public administration topic</i>					I, D					M

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	<i>MPA 500: Mission Based Organizations in the Public Sector</i>	<i>MPA 501: Public Management and Organizational Behavior</i>	<i>MPA 502: Public Policy Making Process</i>	<i>MPA 503: Policy Analysis and Program Evaluation</i>	<i>MPA 504: Analytic Methods in the Public Sector</i>	<i>MPA 505: Administrative Law and Ethics</i>	<i>MPA 506: Public Budgeting</i>	<i>MPA 507: Public Human Resource Administration</i>	<i>MPA 692: Public Internship</i>	<i>MPA 699: MPA Professional Paper</i>
<i>SLO 24: Identify and collect data appropriate to a research question</i>					I, D					M
<i>SLO 25: Formulate testable hypotheses</i>					I, D, M					
<i>SLO 26: Describe the ethical and legal responsibilities of the research process</i>					I, D, M					
<i>SLO 27: Apply proper statistical techniques to address research problems in public administration</i>					I, D, M					
<i>SLO 28: Use statistical software to analyze quantitative data</i>					I, D, M					
<i>SLO 29: Explore and evaluate alternative solutions to ethical problems</i>						I, D, M				
<i>SLO 30: Discuss the principles of administrative law and their practical application in a modern public sector context</i>						I, D		M		

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<i>SLO 31: Describe the administrative process including the constitutional and statutory requirements for agency rule making and adjudication</i>						I, D, M				
<i>SLO 32: Engage in group discussion and case analysis of important legal and constitutional issues concerning the public sector</i>			I			D, M				
<i>SLO 33: Communicate an understanding of fundamental ethical theories and principles</i>	I	D	D	D		M				
<i>SLO 34: Use spreadsheet software to forecast anticipated revenue based on revenue history</i>							I, D, M			
<i>SLO 35: Create a capital budget for a hypothetical governmental jurisdiction</i>							I, D, M			
<i>SLO 36: Describe and critique the budget cycles at the federal and state levels</i>							I, D, M			

Please note: For several MPA SLOs, I, D, and M occur in one class. This approach is also seen in the example provided in The California State University Office of the Chancellor, *Program Planning Resource Guide: Academic Program and Faculty Development 2017-2018*. Available online at: <https://senate.csuci.edu/comm/curriculum/documents/prgplresguide2017.pdf>. Relevant example appears on page 153.



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<i>SLO 37: Create a balanced budget through negotiations</i>	I	I					D, M			
<i>SLO 38: Describe budgetary reforms that have been attempted, as well as those that are actively being considered, by policy makers</i>							I, D, M			
<i>SLO 39: Analyze the strengths and weaknesses of an organization or jurisdictions' human resource management policies and practices</i>				I				D, M		
<i>SLO 40: Develop specific recommendations for moving an organization toward more strategic human resource management (SHRM)</i>	I	I						D, M		
<i>SLO 41: Create a valid performance criteria as part of a comprehensive performance evaluation system</i>				I				D, M		

Please note: For several MPA SLOs, I, D, and M occur in one class. This approach is also seen in the example provided in The California State University Office of the Chancellor, *Program Planning Resource Guide: Academic Program and Faculty Development 2017-2018*. Available online at: <https://senate.csuci.edu/comm/curriculum/documents/prgplresguide2017.pdf>. Relevant example appears on page 153.

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<i>SLO 42: Communicate ideas professionally and effectively in class discussions, written assignments, and formal presentations</i>	I	I	I	I	I	D	D	M		
<i>SLO 43: Apply course content to real world cases to make decisions regarding employee recruitment, selection, accommodation, training, promotion, compensation, discipline, evaluation, and termination in the context of legal, political, and value considerations.</i>	I	I	I	I	I	D	D	M		
<i>SLO 44: Perform satisfactory work in a public or nonprofit organization at a position of responsibility</i>									I, D, M	
<i>SLO 45: Reflect upon professional experience in the context of classroom learning</i>									I, D, M	
<i>SLO 46: Compare professional experience with public administration theory</i>									I, D, M	

Please note: For several MPA SLOs, I, D, and M occur in one class. This approach is also seen in the example provided in The California State University Office of the Chancellor, *Program Planning Resource Guide: Academic Program and Faculty Development 2017-2018*. Available online at: <https://senate.csuci.edu/comm/curriculum/documents/prgplresguide2017.pdf>. Relevant example appears on page 153.

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<i>SLO 47: Formulate a research question and hypothesis</i>		I	I	I	D					M
<i>SLO 48: Identify and collect data relevant to addressing the individual question</i>			I	I	D					M
<i>SLO 49: Write a literature review on a topic of importance to the public sector</i>		I				D		D		M
<i>SLO 50: Use qualitative and/or quantitative research methods to analyze a research question</i>			I	I	D		D			M
<i>SLO 51: Produce a thorough and well written professional paper demonstrating mastery of key MPA learning outcomes</i>										I, D, M

Please note: For several MPA SLOs, I, D, and M occur in one class. This approach is also seen in the example provided in The California State University Office of the Chancellor, *Program Planning Resource Guide: Academic Program and Faculty Development 2017-2018*. Available online at: <https://senate.csuci.edu/comm/curriculum/documents/prgplresguide2017.pdf>. Relevant example appears on page 153