SENATE POLICY 23-01

Motion: to approve the Ed.D. in Educational Leadership

Passed at the August 28, 2023, meeting of the University Academic Senate
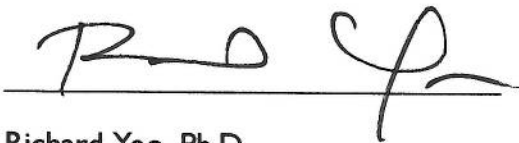
Approvals:

Jason E. Miller, Ph.D
Chair, Academic Senate

11/30/23

Date

Richard Yao, Ph.D.
President

1/26/2?

Date

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: <u>Develop a New Program</u>. **Submit documents by attaching in Proposal Toolbox (right area of form)** providing all information required by CSU Chancellor's Office. <u>**Your completed submission MUST include all documents below in addition to any letters and documents requested in the New Degree Proposal Template.**</u>

New Degree Proposal Template 2022

Assessment Plan Template

Curriculum Map Sample Template

Note: if program is planned to be offered through Extended University, contact <u>andrea.skinner@csuci.edu</u> for different document

For additional resources, you may access Chancellor's Office website here: 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 Curriculog 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 <u>CSU Executive Order 991</u>.

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 <u>CSU Executive Order 991</u>.

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 <u>CSU Executive Order 991</u>.

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 <u>California Code of Regulations, Title 5, Section 40511</u>.

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.

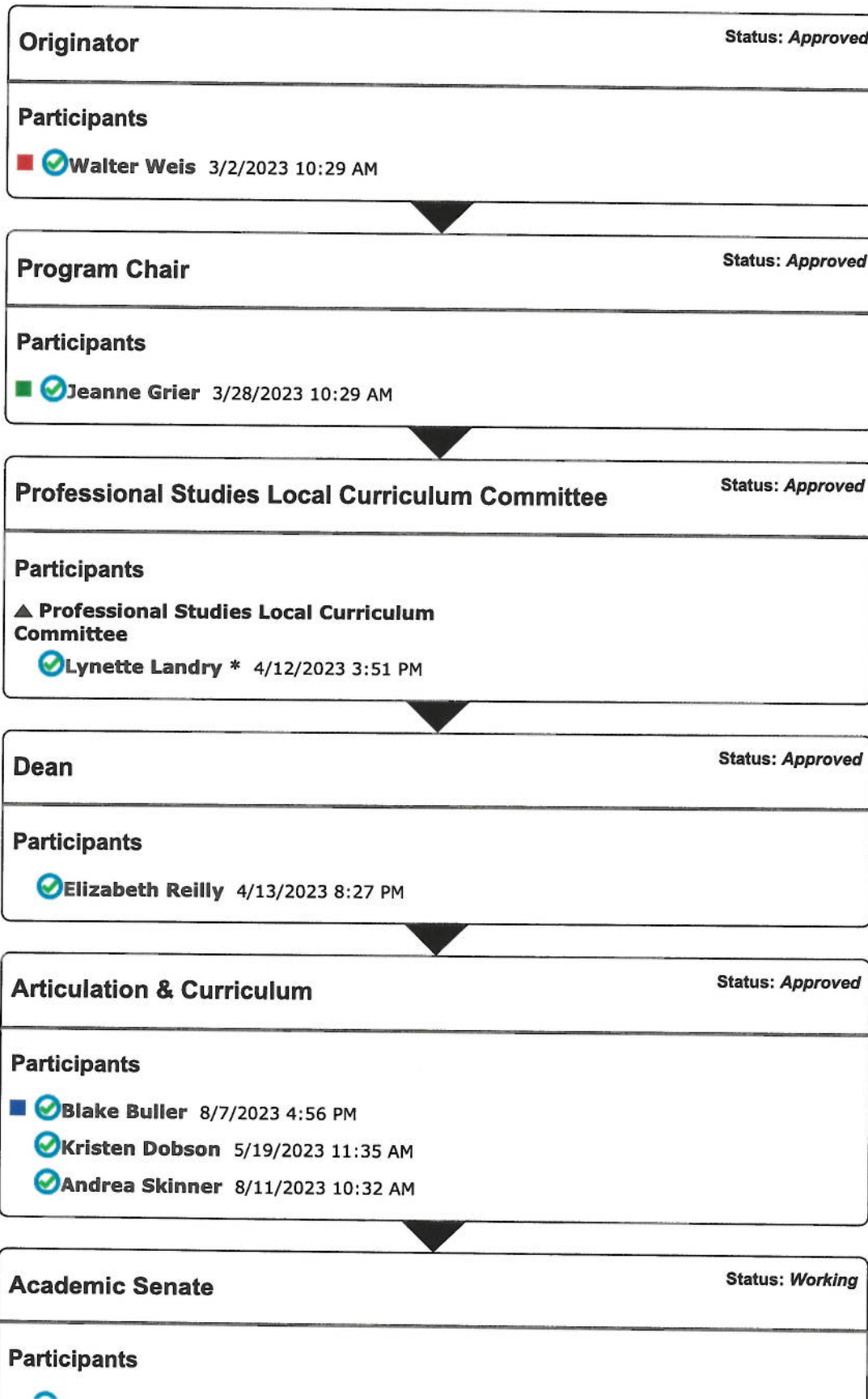**Will any component of this program contribute to studies related to: (choose as many as apply)**
- Mission Pillars
- Sustainability
- ✓ Justice, Diversity, Equity, Inclusion
- N/A

Notes (optional):

DO NOT USE No DO NOT USE

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

Originator	Status: *Approved*
Participants	
■ ✅ Walter Weis 3/2/2023 10:29 AM	

▼

Program Chair	Status: *Approved*
Participants	
■ ✅ Jeanne Grier 3/28/2023 10:29 AM	

▼

Professional Studies Local Curriculum Committee	Status: *Approved*
Participants	
▲ Professional Studies Local Curriculum Committee	
✅ Lynette Landry * 4/12/2023 3:51 PM	

▼

Dean	Status: *Approved*
Participants	
✅ Elizabeth Reilly 4/13/2023 8:27 PM	

▼

Articulation & Curriculum	Status: *Approved*
Participants	
■ ✅ Blake Buller 8/7/2023 4:56 PM	
✅ Kristen Dobson 5/19/2023 11:35 AM	
✅ Andrea Skinner 8/11/2023 10:32 AM	

▼

Academic Senate	Status: *Working*
Participants	

⟲ Jason Miller

Provost   Status: *Incomplete*

Participants

   Mitch Avila

President   Status: *Incomplete*

Participants

   Richard Yao

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

<div style="border:1px solid red">

California State University
Degree Program Proposal Template
Revised April 2022

</div>

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   ☐

      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: <u>DELEJ Comprehensive Program Assessment Plan 2.22.23.xlsx</u>

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: <u>DELEJ Curriculum Mapping Matrix 2.22.23.xlsx</u>

    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 <u>first two years</u>. All courses are at the graduate level.

<u>1st Year - 18 units</u>
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.

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

<u>Leadership in P-12 Schools</u>
- 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)

<u>Leadership in P-12 or Community Colleges</u>
- 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)

<u>Leadership in Community Colleges</u>
- 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 <u>DELEJ Course Sequence for Three Years with Proposed Faculty 2.25.23.xlsx</u>**.**

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-semesters-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.

<div align="center">

CSU Channel Islands
Doctorate in Educational Leadership for Equity and Justice
Course Sequence

</div>

1st 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
o   Advanced Curriculum (P-12)
o   Disabilities Studies Leadership (P-12)
o   Early Childhood Education (P-12)
o   Human Resource Administrations (P-12)
o   Leadership for Reading Instruction (P-12)
o   Resource Management and Fiscal Planning (P-12)
o   School Law (P-12)
o   Special Education Leadership (P-12)

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

Leadership in Community Colleges
o   Community College Administration (CC)
o   Contemporary Issues in Post-Secondary Education (CC)
o   Post-Secondary Legal Aspects (CC)
o   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.

  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.

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):

<p align="center">* Basic Cost Recovery Budget Elements
(Three to five year budget projection)</p>

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

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

Contact Us

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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

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.

DELEI Comprehensive Program Assessment Plan

Institutional Learning Outcomes	Program Learning Outcomes	Student Learning Outcomes	Course where SLO(s) are assessed	Assessment Schedule - How often is 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.
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).	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, DELEI assessment committee, DELEI Advisory Committee, and APPC to generate feedback to improve assessment plans for future years
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).	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, DELEI assessment committee, DELEI Advisory Committee, and APPC to generate feedback to improve assessment plans for future years
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).	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, DELEI assessment committee, DELEI Advisory Committee, and APPC to generate feedback to improve assessment plans for future years

Learning Outcome	Program Outcome	Course	Course Outcome	Timing	Measure	Mean Score	Collected/Analyzed By	Review	Reporting
b. Analyze issues and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline.	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.	EDD 705 Policy	6. Apply conceptual frameworks regarding the links between policy and educational practice to own 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
b. Analyze issues and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline.	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.	EDD 706 Reform	7. Use the concepts of Adaptive, Transformational and/or Change Leadership to analyze and implement reform to accommodate local needs and resources.	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
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).	5. 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.	EDD 702 Leadership	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.	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

Outcome	Signature Assignment	Course	Timing	Method	Measure	Data Collection/Analysis	Review	Reporting
b. Analyze issues and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline.	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.	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
b. Analyze issues and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline.	6. Design a research study on an equity-based problem of practice that could result in a dissertation-in-practice. 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.	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

DELEJ Curriculum Map Matrix [I=Introduced, P=Practiced, A=Assessed]

Program Student Learning Outcomes — Students who successfully complete the course will be able to:	LEADERSHIP CORE CONCEPTS						RESEARCH METHODOLOGIES							ADVANCEMENT	SPECIALIZATION	DISSERTATION
	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	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 Seminar: Qualifying Examination and Dissertation Proposal Defense	EDD 780T	EDD 731-734 Dissertation Research I - IV
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.	I/P/A	P	P	P	P	P	P	P	P		P	P	P	A		A
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.	I/P		P/A											A		A
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.	I/P	P/A												A		A
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.	I/P		I/P		P/A	P								A		A

Outcome										
5. Develop a professional knowledge base that integrates both practice and research, which links theory with systematic 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
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		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		A		A

List of Faculty who have expressed interest in Teaching in the DELEI 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