Code: AA-2006-36

Date: September 5, 2006

To: Presidents

From: Gary W. Reichard

        Executive Vice Chancellor and Chief Academic Officer

Re: **Doctor of Education Degree Proposal Process**

Policy within this coded memo describes degree proposal procedures for campuses authorized to offer a Doctor of Education (Ed.D.) degree independently of partnerships with the UC or other institutions. The proposal format for implementing independent CSU Ed.D. degree programs has been created specifically for these degree programs, having been produced in compliance with SB 724 (now codified as Education Code Sections 66040 through 66040.7), Title 5 Sections 40050.1, 40100, 40511, 40512, 41020, and through extensive consultation among faculty, the Academic Senate CSU, the Chancellor's Office, and WASC. Proposal-related forms and information are available at **http://www.calstate.edu/app/EdD/**.

If your campus has already prepared a proposal that follows an earlier version of the enclosed format, please contact Christine Hanson, Interim Dean, Academic Program Planning, at (562) 951-4672 or by e-mail to APP@calstate.edu.

I. Proposal Process

   A. Each CSU campus is asked to engage in the systemwide CSU Ed.D. program review process as detailed in the attached flowchart (Attachment A).

   B. Please ensure that degree program proposals conform to the requirements specified in Education Code Sections 66040 through 66040.7, Title 5 Sections 40050.1, 40100,

40511, 40512, 41020, as detailed in the forthcoming Ed.D. executive order and all subsequently issued pertinent policies.

C. In accordance with Coded Memorandum AA-2006-09, campuses intending to propose an independent Ed.D. degree program and planning to discontinue their participation in joint doctoral programs will submit to the Chancellor a Proposal for Discontinuation of a Joint Doctoral Degree Program.

D. Campuses are reminded to submit their WASC Substantive Change application early in the planning process, an action that is required in order to secure a place on the crowded WASC Substantive Change review docket. Please be aware that WASC expects to conduct site visits *after* the program proposals have received CSU system-level approval.

As part of the Substantive Change proposal, WASC will require CSU campuses to submit information regarding specific elements of these new proposed doctoral programs. For the convenience of the campuses, the Chancellor's Office will provide a system-level response for those elements of the WASC Substantive Change Proposal process that apply to all CSU Doctor of Education degree programs. Those system-level responses are forthcoming and will be e-mailed to campus program planners, including associate vice presidents for academic affairs, graduate deans, and education deans. Campuses may use the systemwide responses as appropriate and will add information that is specific to their own programs.

E. Campuses will submit to Academic Program Planning (APP) in the Office of the Chancellor two types of proposals—*preliminary* and *campus-approved*—each following the enclosed Ed.D. proposal format (Attachment B), which is also available at http://www.calstate.edu/app/EdD/. This format was designed to streamline WASC and CSU proposal review processes as much as possible. Where CSU proposal sections coincide with elements of the WASC Substantive Change Proposal, we have marked the section with the symbol **W** .

F. Upon receiving Chancellor's Office approval, the campus will submit a final draft of the Ed.D. implementation proposal to WASC according to that agency's requirements.

II. Proposal Types

A. *Preliminary Implementation Proposals:* These drafts-in-progress will be submitted by the campus to Academic Program Planning and then sent by APP to the CSU Faculty Ed.D. Consultation Group. That faculty committee reviews the preliminary proposal and provides collegial feedback during the campus curriculum review process. This allows the campus to revise the proposal before submitting the formal campus-approved proposal to the Chancellor's Office for system-level review and approval.
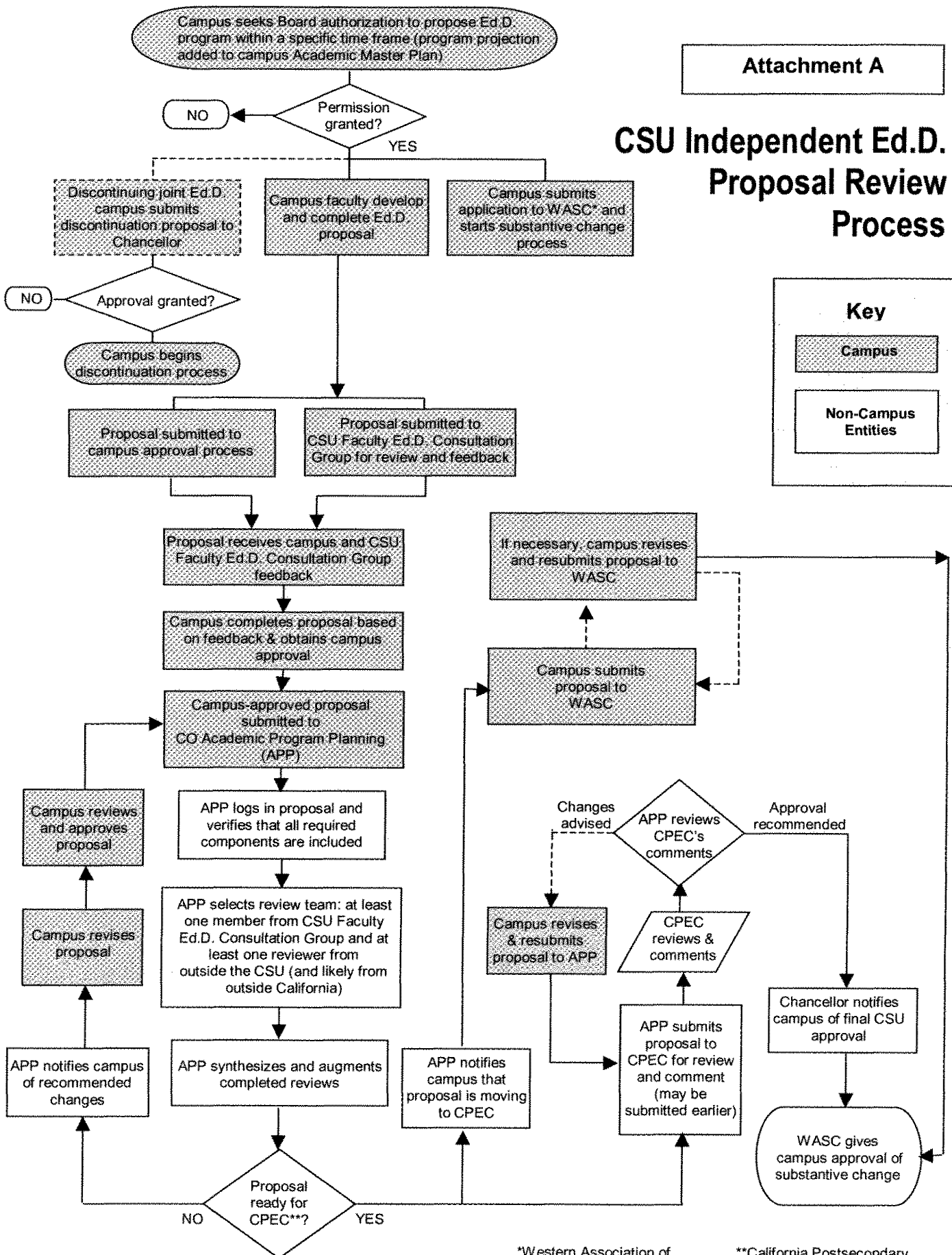
1. For this purpose, please submit **four** complete hard copies of the draft proposal to Academic Program Planning, CSU Office of the Chancellor, 401 Golden Shore, Long Beach, California 90802-4210. Additionally, campuses are requested to send an electronic copy to APP@calstate.edu.

2. The appropriate campus academic programs official should submit the draft copies to APP following the approval of the offering academic unit (department, school, or college) *but before the draft undergoes subsequent campus levels of review.*

3. Academic Program Planning will forward the recommendations of the CSU Faculty Ed.D. Consultation Group to the campus academic programs official for distribution to the appropriate department, school, or college.

B. ***Campus-Approved Implementation Proposals:*** As are all other program proposals, the completed, campus-approved Ed.D. proposal will be submitted to Academic Program Planning for system-level review and approval. The campus academic programs official will submit **four** complete copies of the formal implementation proposal, including documentation of campus approval, to Academic Program Planning, CSU Office of the Chancellor, 401 Golden Shore, Long Beach, California 90802-4210. In addition, the campus is requested to send an electronic copy to APP@calstate.edu.

Campuses are encouraged to continue the collegial consultation and sharing of information, including draft proposals. Thank you for your commitment to creating rigorous, high quality doctor of education programs, which has produced an unprecedented creative momentum.

Please direct any questions to Dr. Christine Hanson, Interim Dean, Academic Program Planning, at (562) 951-4672 or by e-mail to APP@calstate.edu.

Enclosures

cc: Provosts / Vice Presidents, Academic Affairs
       Associate Vice Presidents/Deans of Graduate Studies
       Deans of Education
       Chair, Academic Senate CSU
       Associate Vice Chancellor Keith O. Boyum
       Dr. Robert Maxson

Attachment A

CSU Independent Ed.D. Proposal Review Process

Key

Campus	(shaded)
Non-Campus Entities	(unshaded)

Campus seeks Board authorization to propose Ed.D program within a specific time frame (program projection added to campus Academic Master Plan)

Permission granted? — NO

YES

Discontinuing joint Ed.D campus submits discontinuation proposal to Chancellor

Campus faculty develop and complete Ed.D. proposal

Campus submits application to WASC* and starts substantive change process

Approval granted? — NO

Campus begins discontinuation process

Proposal submitted to campus approval process

Proposal submitted to CSU Faculty Ed.D. Consultation Group for review and feedback

Proposal receives campus and CSU Faculty Ed.D. Consultation Group feedback

Campus completes proposal based on feedback & obtains campus approval

Campus-approved proposal submitted to CO Academic Program Planning (APP)

If necessary, campus revises and resubmits proposal to WASC

Campus submits proposal to WASC

Campus reviews and approves proposal

APP logs in proposal and verifies that all required components are included

Campus revises proposal

APP selects review team: at least one member from CSU Faculty Ed.D. Consultation Group and at least one reviewer from outside the CSU (and likely from outside California)

Changes advised

APP reviews CPEC's comments

Approval recommended

Campus revises & resubmits proposal to APP

CPEC reviews & comments

Chancellor notifies campus of final CSU approval

APP notifies campus of recommended changes

APP synthesizes and augments completed reviews

APP notifies campus that proposal is moving to CPEC

APP submits proposal to CPEC for review and comment (may be submitted earlier)

Proposal ready for CPEC**? — NO / YES

WASC gives campus approval of substantive change

APP 7/6/06

*Western Association of Schools and Colleges

**California Postsecondary Education Commission

Please follow this format in preparing implementation proposals for Ed.D. in Educational Leadership degree programs. This form is to be used only for programs that are to be offered solely by a CSU campus or CSU campuses jointly. Ed.D. program planning resources are available at http://www.calstate.edu/app/Ed.D./. Questions may be directed to: Christine Hanson, Interim Dean, Academic Program Planning, at (562) 951-4672 or APP@calstate.edu

Campuses are asked to submit to Academic Program Planning (APP) two types of proposals—*preliminary* and *campus-approved*—each following this Ed.D. proposal format, which is also available at **http://www.calstate.edu/app/Ed.D./**. This format was designed to streamline WASC and CSU proposal review processes as much as possible. Where CSU proposal sections coincide with elements of the WASC Substantive Change Proposal, we have marked the section with the symbol W . This is intended to facilitate the process of submitting your electronic responses to the WASC Substantive Change Proposal, which will be carried out using Smart Text software. You will find that your entries for the elements marked with the "W" symbol will fit well into a corresponding element of WASC's Smart Text proposal format.

I.   **Overview**

A. W   The full and exact designation of the degree to be awarded—"Ed.D. in Educational Leadership"

B.   The names of the CSU campus(es) that will be awarding the degree

C. W   The anticipated date of initial date of offering

D.   The names of the departments, divisions, or other units of the campus(es) that will have primary responsibility for administering the program

E.   The names and titles of the individuals primarily responsible for drafting the proposal

II.   **Program Rationale**

A.   The rationale for proposing the program, including:

B.   A brief description of the discipline

C. W   Relationship among the program philosophy, design, pedagogical methods, and target population

D.   Justification for introducing the program at this time

III. Need for Program

A. ☒ Fit with the campus' mission and strategic goals

B. ☒ A summary of the evidence of student demand for the proposed program— summary only, not the full study

C. A list of similar doctoral programs offered or projected by California institutions (state clearly how the proposed program differs from the existing programs listed)

D. A summary of the employment prospects for graduates of the proposed program and the professional uses of the proposed program

IV. Program Context and History

A. A description of how the proposed program relates to existing programs on the participating campuses, especially to closely related master's and doctoral programs

B. ☒ The number, variety, and longevity of the doctoral programs currently being offered, including student enrollment data and degree completion and non-completion rates for previous or current joint doctoral program—Three to five years of data should be provided

C. If the campus is a partner in an existing joint Ed.D. program:

    1. Indicate whether the joint doctoral program(s) will continue;

    2. ☒ Provide details on how the proposed program fits into the strategic plan of the institution;

    3. ☒ Submit a copy of the proposal to discontinue the joint Ed.D. program, including provisions for teaching out the program;

    4. Submit a copy of the Chancellor's permission to discontinue the joint Ed.D. program.

V. Enrollment Projections

A. Timetable for the development of the program, including enrollment projections for the first five years

B. ☒ Evidence used to support enrollment projections and to support the conclusion that interest in the program is sufficient to sustain it at expected levels.

VI.   Partnership with Public Elementary and Secondary Schools and/or Community Colleges

   A.   A list of public school districts, schools and/or community colleges that are partnering with the campus(es) in the development and operation of the proposed program

   B.   Consistent with California Education Code Sections 66040 ff., the role of school district, school, and/or college partners in program design, candidate recruitment and admissions, teaching, and program assessment and evaluation

   C.   Other involvement of school districts, schools and/or colleges in the program

VII.   Information About Participating CSU Campus(es) and Department(s)

   A.   A description of how the proposed program is expected to draw support from existing programs, departments, and faculty

   B.   Provisions for partnership among participating departments

VIII.   Governance Structure for the Program (consistent with systemwide requirements as detailed in California Education Code Sections 66040 ff and EO ##)

   A.   Membership and responsibilities of groups, boards, and committees

   B.   Participation, as appropriate, by program faculty; other faculty; administrators at the department, college, and university levels; regional public school and college educators; students in the program; and alumni of the program

   C.   Program by-laws or a statement affirming that by-laws are being developed

   D.   A description of how the governance structure complies with the provisions of California Education Code Sections 66040 ff. and allows for substantial and meaningful participation by P-12 and community college partners.

IX.   Faculty

   A.   A description of the relationship of the program to the research and professional interests of the faculty

   B.   The criteria for choosing core doctoral faculty, affiliated doctoral faculty, and other faculty members for participation in the program[1]

   C.   [w] Number and type of faculty allocated to support the program in terms of developing the curriculum, delivering instruction to students, supervising internships and dissertations, and evaluating educational effectiveness

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[1] The criteria must incorporate pertinent systemwide standards. The criteria applicable to a full-time faculty member whose primary affiliation is with the university may differ from the criteria applicable to a part-time faculty member whose primary affiliation is with a P-12 institution or a community college. The criteria may also vary with the type of participation in the program.

D. | w | Copies of faculty vitae, including rank, appointment status, highest degree earned, date and field of highest degree, professional experience, publications, and other information demonstrating faculty commitment to research and ability to chair dissertation committees (Unlike the CSU, WASC requires only abbreviated vitae—no more than 5 pages—not entire documents)

E. If more than one campus is participating, a description of how the faculty expertise and resources at one participating campus complement the faculty expertise and resources at the other participating campus(es) and create synergies

X. Information About Resources

A. A brief review of existing financial, physical and information resources supporting the program, including research support within the institution, library support appropriate for doctoral degree work, physical facilities, and stability and sufficiency of financial resources

B. A summary of resource requirements for each participating institution by year for the first five years, including:

1. FTE faculty
2. library acquisitions
3. computing costs
4. equipment
5. space and other capital facilities (including rented facilities, where applicable)
6. other operating costs

C. A description of the intended method of funding the additional costs (including fee structures, internal reallocation, and external resources) and effects of the method of funding on existing programs *(Note: Section 66040.5(a) of the California Education Code states, "Enrollment in these [Ed.D.] programs shall not alter the California State University's ratio of graduate instruction to total enrollment, and shall not come at the expense of enrollment growth in university undergraduate programs.")*

XI. Student Support Services

A. | w | A description of the ability of the institutions to provide graduate student support, including teaching or research assistantships, fellowship eligibility, financial aid, and research funding, if any

B. | w | Ongoing advising and academic support, including access to facilities and resources, as well as meeting the needs of working adults and students with difficulties in making satisfactory progress—also appears in section XI.B of this proposal

C. Ed.D. program student handbook or a plan to create and distribute a program student handbook, as required by Title 5, California Code of Regulations, Section 40511

XII. Detailed Statement of Requirements for the Degree[2]

The statement should include all of the following elements that are applicable:

A. [w] Student Learning Outcomes for the proposed program

B. [w] Curricular map articulating the alignment between program learning outcomes and course learning outcomes

C. Criteria for continuation in the program

D. Criteria for satisfactory progress

E. Academic disqualification

F. Specific fields of specialization (formerly referred to as "strands")

G. Unit requirements

H. Listing of courses, identifying those that are required and those that are recommended

I. Catalog descriptions of present and proposed courses

J. For each Ed.D. specialization, a matrix demonstrating how the courses ensure inclusion of core curricular elements. Please use the matrix template enclosed at the end of this packet.

K. Foreign language requirements, if any

L. Field experiences, if any

M. [w] Internships and monitoring procedures—if internships are required

N. Field examinations, written and/or oral, if any

O. Written qualifying examinations

P. Dissertation proposal

Q. Dissertation examination

R. Dissertation

S. Final examination oral defense of dissertation

T. Other demonstration of student competence, if any

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[2] All requirements must incorporate pertinent systemwide standards. Please see http://www.calstate.edu/APP/Ed.D./.

U. [w] Special requirements for graduation or distinctive elements of the program

XIII. Schedule/Format Requirements

A. [w] Length of the program for the typical student to complete all degree requirements

B. [w] Advising, mentoring, and cohort interaction, including a description of how timely and appropriate interactions between students and faculty, and among students will be assured. This is especially relevant for online programs.

C. Provisions for accommodating the enrollment of professionals who are working full time

D. [w] Time frame of courses, i.e. accelerated, weekend, traditional, etc. If the course time frame is abbreviated, an institution must allow adequate time for students to reflect on the material presented in class. Faculty using the accelerated course format should be expected to require pre- and post-course assignments, as appropriate. Although the CSU Academic Program Planning proposal does not require it, the WASC Substantive Change Committee will expect course syllabi for accelerated courses to be adjusted accordingly to reflect the pre-and post-course assignments, and the accelerated nature of the curriculum.

E. [w] Sample schedule of courses for a full cycle of the program.

F. Provisions, as appropriate, for students in the program to complete requirements for the Professional Clear Administrative Services Credential (Tier II)

XIV. Admission Requirements

A. [w] Admission criteria, including: undergraduate, master's-level, and, if appropriate, other postbaccalaureate preparation for admission; other admission requirements; and provisions, if any, for conditional admission of selected applicants who do not meet all the requirements for admission

B. [w] Identify the type of student targeted and qualifications required for the program.

C. Credit policies, including:
   1. [w] The number of credits that students may transfer in
   2. The distribution of credits allowed or required at the master's, doctoral, and combined doctoral and master's levels.

D. [w] Academic residence requirements

XV. Special Provisions for Administration of a Multi-Campus Program (if applicable)

A. Administrative support at each participating campus and mechanisms for program coordination

B. Assistance for faculty, staff and students in meeting the unique demands of the proposed joint program (e.g., travel among participating campuses, distance learning expenses, relocation expenses)

C. Rules for determining registration and fee payment obligations, especially when students are receiving instructional services simultaneously from more than one participating campus

D. Comprehensive support services for students (e.g., child care, access to information resources) at multiple campuses

E. Mechanisms to ensure the involvement of each participating campus in admission decisions, curricular coordination and modification, advisory committees, and dissertation committees

F. Any other relevant features of the relationship between the partnering campuses in the development and implementation of the proposed degree program

XVI. Student Learning Outcomes for the Program

A. [w] Identification of the performance criteria used to assess the effectiveness of the program.

B. [w] Description of the systems in place for tracking and reviewing quality indicators, both for the independent doctoral program separately, and as a part of the institution's or school's ongoing quality assurance process

C. [w] Assessment matrix describing the achievement of the program's student learning outcomes

D. Provisions for participating in systemwide Ed.D. program evaluation and for reporting the information required by Education Code Section 66040.7 for evaluation of the program

XVII. Accreditation

[w] If the proposed program is within a school or related to other programs accredited by a professional accrediting agency, please list the agency, the year accredited, and include in the appendix a copy of the most recent accreditation evaluation. This pertains only to those participating departments that have relevant accreditation.

XVIII. Draft Catalog Copy

Core Concepts and Curriculum Matrix

Indicating Inclusion of Core Curricular Elements in Proposed Ed.D. Program in Educational Leadership

Please submit one form each Ed.D. specialization

Course Number and Title		
Leadership	Systemic educational reform	
	Visionary educational leadership	
	Complexity and organizations	
	Collaborative management	
	Diversity and equity	
	Educational policy environments	
	Educational accountability	
	School and campus cultures	
	Curriculum & instructional reforms	
	Human resource development	
	Student development and learning	
	Community & governmental relations	
	Resources and fiscal planning	
Research Methods	Assessment and evaluation	
	Applied quantitative inquiry	
	Applied qualitative inquiry	
	Data-driven decision-making	
Field-Based Study	Research	
	Professional practice	

Please indicate: I = Element is introduced   R = Element is reinforced   A = Element is addressed at an advanced level