Substantive Change: Doctoral Programs

Please read these instructions carefully before beginning your proposal. Proposals filled out incorrectly will not be forwarded to a Substantive Change panel.

INSTRUCTIONS:

- Please answer each question. If a question is not applicable, enter "N/A" in the appropriate section. Incomplete proposals will not be forwarded to the Substantive Change committee for review. Do not delete the questions.
- We **strongly recommend** that you review the document [Common Issues in Substantive Change Proposals](#) which identifies common areas of weakness in proposals and can be a useful tool as you draft your proposal.
- The proposal should be **no more than 10,000 words**, not including attachments.
- The proposal must be saved as a Microsoft Word document. Attachments are preferred as PDF.

NAMING YOUR PROPOSAL AND ATTACHMENTS
Use the following naming convention for your document. Incorrectly named documents will not be reviewed.

> **[Review Year-Month], [Institution Name]: [Degree/Program Name]**
> Example: 2005_Sunshine University_PhD in Engineering

Please make sure that **all attachments are named consistently** and referenced with the same name in the appropriate place in the narrative. The name of the attachment should begin with the Section number and question to which it is referring. For example, "Attachment III.A.7: Curriculum Map", would reference the curriculum map requirement in Section III, question A.7. Attachments are preferred as PDFs.

REVIEWING YOUR PROPOSAL

Before submitting your proposal, the Accreditation Liaison Officer (ALO) should conduct a review of the draft to ensure that the proposal is clear and complete. This review should ensure that:
- The proposal uses the appropriate form and is named correctly.
- All questions in the proposal are answered completely and directly, or marked as "N/A".
- The narrative is clear and understandable to someone outside of the department or institution.
- All attachments open.
- All attachments are referenced in the narrative in the appropriate section.
- All hyperlinks function appropriately. Hyperlinks should be used sparingly. As much as possible, please summarize the information requested or copy the appropriate information in an attachment to the proposal. Hyperlinks should directly take the reviewer to the specific information being referenced. (Don't include a link to the entire catalog, for instance, when referencing only one program described in it.)
- There are no font or formatting inconsistencies that might distract the readers.

SUBMITTING YOUR PROPOSAL

- Refer to the "READ ME FIRST Sub Change Proposal Submission Instructions" document in the Box.com folder for this proposal.
- Please have your institution's Accreditation Liaison Officer notify Konami Chisholm (kchisholm@wascsenior.org) once the proposal is complete and has been uploaded to Box.com.

RESOURCES

- For more information on substantive change policy and procedures, please refer to the Substantive Change Manual.
- Guidelines for the Review of Graduate Programs
- The rubric used by the panel for scoring the proposal can be found in the Box.com folder for this review.
- Additional resources and documents may be found on the Substantive Change page or in the Document Library on the WSCUC website.

NEXT STEPS

WSCUC staff will conduct a preliminary review of the proposal to determine if additional information is needed before forwarding the proposal to the Substantive Change review panel. Approximately one month prior to the conference call date, the ALO will receive an email notification requesting response to these questions with detailed information about how to revise the proposal. You will have one week to respond. After the revised proposal is submitted, it will be forwarded to the Substantive Change panel for review.

Degree or Program Name: Ed.D. in Educational Leadership

Section I: Institutional and Program Overview

A. Program Overview

1. Name of proposed degree program.

Ed.D. in Educational Leadership

2. Initial date of offering.

June 2024

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

100% distance education for course work, with a one week on-campus residency each summer that will occur in the last week of June, during school leaders' breaks. During the first one-week summer residency, students will be orientated to the program and CSUCI, build digital skills needed for coursework, build cohort community, work with faculty, and get started on coursework.

B. Descriptive Background, History, and Context (CFRs 1.1, 1.2, 2.2, 2.2b, 4.6, 4.7)

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

California State University Channel Islands (CSUCI) is a designated Hispanic-Serving Institution (HSI) that has long been a leader in developing initiatives that serve Latinx and low-income students. Through a series of interventions that have improved retention, graduation rates, and student success, CSUCI has implemented evidence-based practices that have led to recognition nationwide. CSUCI is one of only five California State University campuses to be recognized by *Excelencia* in Education with its Seal of Excelencia, established for institutions that strive to go beyond enrollment and *intentionally serve* Latinx students.
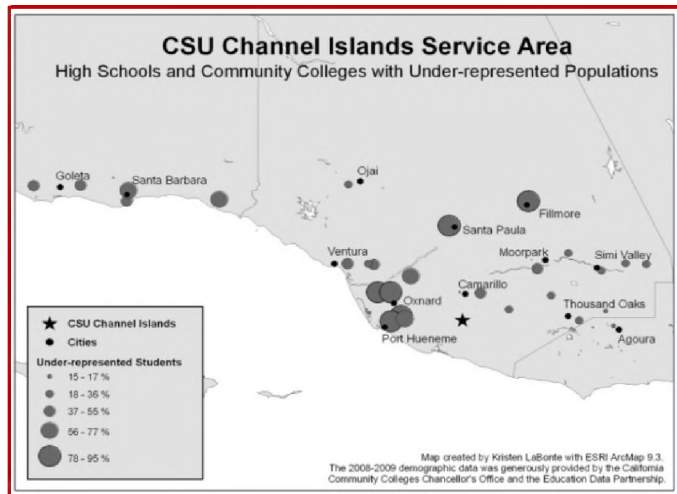
California State University Channel Islands became the newest institution in the 23-campus California State University system in 2002. CSUCI is located in Camarillo, a rural suburb 60 miles northwest of Los Angeles situated in Ventura County. Born of a community-led effort to bring a comprehensive public university to the region to meet the need for accessible higher education, CSUCI is founded on a

student-centered mission emphasizing learning within and across disciplines through integrative approaches and community service, with multicultural and international perspectives.

CSUCI offers a range of educational programs: 57 bachelor's degrees, 10 master's degrees, 6 teaching credentials, and 8 certificates in specialized areas. The university is projected to grow to 15,000 students at full capacity, serving a diverse, regional population of undergraduate and post-baccalaureate students. In Fall 2022, CSUCI had 173 post-baccalaureate students, 51% of whom identified as Latinx, and 30% of whom identified as White.

CSUCI works collaboratively with students, faculty, administrators, and staff to facilitate student success initiatives that promote a culture of inclusivity and academic achievement. The university is committed to fostering a culture where all students belong by connecting them and their families to culturally relevant support services.

The Ed.D. in Educational Leadership aligns with Governor and CSU systemwide priorities to support P-12 education. Further, it supports CSUCI President Yao's vision of global imagination and creative collaboration. This degree will: 1). Provide greater access to CSUCI and will provide an opportunity to strengthen our outreach and partnerships to assist educational leaders in their attempt "to solve seemingly intractable problems" which plague the field of education; 2). Make possible a greater "inclusivity and openness" by providing access to students across the region; 3). "Explore the frontiers of interdisciplinarity, to break down inherited and self-imposed barriers to intellectual exploration" by inviting students from all contexts and geographical locations to share themselves and their passions; 4). Create a bridge between "substantive academic and public discourse and the substance of things hoped for" by transforming educational leaders into action-oriented advocates with the research skills, content knowledge, and dispositions to dream of the change our schools need, and to have the skills to make these hopes a reality; and 5). Enhance the reputation of CSUCI by elevating the University's presence on the national stage through affiliation with organizations such as Carnegie Project on the Education Doctorate (CPED). Finally, leadership in academics, student services, student affairs, and disability services at the community college level from leaders educated at CI will strengthen partnerships between CI and the community colleges in the region and beyond, and increase transfer students referred to CI.

CSU Channel Islands fulfills a critical leadership role in the socio-economic and educational development of the region. Establishing the ED.D. program supports the regional need for culturally responsive, highly qualified PK-12 and community college educational leaders.

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

N/A

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

CSUCI does not currently offer any doctoral degrees. CSUCI's School of Education operated a joint Ed.D. with Fresno State University for three academic years from 2015-2016 through 2020-2021. As a collaborative with Fresno State, CSUCI admitted and graduated three cohorts of doctoral students before ending the relationship with Fresno State. This was the only doctoral degree that CSUCI has offered.

The Joint Ed.D. First Year Retention Rates were as follows:

Fall 2016: 95% (N=80)
Fall 2017: 85.7% (N=72)
Fall 2018: 95.2% (N=46)
Fall 2019: 100% (N=39)

4. If 50% or more of the program will be offered via distance education, describe the institution's prior experience offering distance education. For joint programs, provide this information for each institution.

CSUCI has extensive experience in distance education. CSUCI's prior joint Ed.D. program with Fresno State was offered via distance education. Additionally, beginning in March 2020, due to the global pandemic, the entire institution's programs were offered via distance education. CSUCI has no online academic programs stateside, but has three fully online degree programs through Extended University (EU). At the undergraduate level, EU offers a BS in Business and a BA in Psychology online, and a hybrid BS in Nursing degree and a fully online Masters in Nursing which includes two embedded certificates. Faculty have extensive experience and success in executing and supporting all aspects of distance learning programs.

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

N/A

C. Institutional Accrediting History Relevant to Substantive Change (CFR 1.8)

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

None Noted

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

CSUCI received a commendation: Transparency about the status of Graduate Studies growth, development and assessment. WSCUC recommended that CSUCI establish and implement a comprehensive strategic plan for Graduate Studies that identifies structure, accountable leadership, development and assessment. This has been partly accomplished through the approval of CSUCI's Academic Map Plan by the CSU Board.

3. If the proposed program is within a school accredited by a professional accrediting agency, or is related to a program that is accredited by a professional accrediting agency, list the agency, year

accredited, and attach a copy of the most recent team evaluation report and agency action. Also, indicate whether the specialized agency needs to review and approve the proposed program prior to implementation and when the review will be completed.

CSUCI's School of Education (SOE) is accredited by the Commission on Teacher Credentialing (CTC) with the most recent commission review and approval for reaffirmation in 2019. See Attachment I.C.3: CTC Reaffirmation Letter. This degree will include the option for students to complete their Administrative Services Credential, which is already approved by the CTC. The next review from the CTC will take place in October 2024.

The Ed.D. program itself will not require review and approval through CTC.

Section II: Program Need and Approval

A. Program Need (CFRs 1.1, 1.7, 1.8, 2.1, 2.12, 4.1 – 4.3, 4.6, 4.7)

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

CSUCI's mission places students at the center of the educational experience, 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 studying abroad opportunities
- Multicultural — a campus that reflects the real world; a curriculum that prepares students for it

Consistent with the CSUCI mission, the Ed.D. program embraces its role of supporting the educational community in its service area as well as in the State of California. "Placing students at the center of the educational experience" leads us to recognize the leadership needs of the P-12 schools and community colleges. The School of Education's mission is to serve students, families, and communities by effectively preparing culturally competent teachers and leaders who work collaboratively to inspire learning and promote equity in and through education. In the Ed.D. program, we will deliver a quality online Ed.D. program that supports working professionals, guides the development of culturally competent, and equity- and justice-focused leaders, and offers signature field experiences that provide students with experiential learning and which provide professional service to schools and community agencies, along with the opportunity for Ed.D. students to enact transformative change in their own contexts. The Ed.D. will expand opportunities for educators to further their career goals as leaders prepared to transform the quality of education in the institutions that they serve.

CSUCI's rationale for offering this online doctoral program stems from the university's four pillars, CSUCI's mission, and SOE's mission. In addition to serving the need for advanced leadership studies for the region at large, this program will serve the additional essential purpose of providing a pathway to terminal degree specifically for the region's Latinx population. As a Hispanic Serving Institution (HSI),

CSUCI has the opportunity with this Ed.D. program to take significant strides toward ensuring that the population of school leaders in California looks more like the communities they serve.

CSUCI routinely engages in an integrated, institution-wide, and research-based planning and evaluation process that incorporates a systematic review of programs and services. This process is designed to result in continuous improvement and demonstrates that the institution is effectively accomplishing its mission Currently, our [WSCUC Thematic Pathways to Reaffirmation Self-Study](#) is underway.

The Ed.D. program was 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 SOE's other graduate degree programs as a logical next step for our candidates who seek a terminal professional degree; the degree complements our current programs. The Ed.D. program has the enthusiastic endorsement of educational and community leaders throughout our region.

Addressing Student Demand. The four pillars of the CSUCI mission, along with the SOE's mission of preparing culturally competent leaders who can lead for equity, provide the foundation for addressing the student demand for educational leadership doctoral level programs. As a field, Education comprises 18% of all Master's degrees conferred, with the number of Master's degrees in Education conferred having increased 5% since 2019 (NCES). Across all academic fields, in the last 10 years, doctoral awards grew by 18%. Doctoral degrees in the field of education increased 42% from 2010-2011 to 2020-2021. The rising number of Master's degrees in Education, along with the rise in doctoral degrees in Education suggests a strong and growing market. Online doctorate level programs have grown 3x faster than traditional face-to-face programs, contributing to 33% of additional average completions. The highest number of programs available via distance education is in the field of educational leadership, suggesting a strong market interest.

The Ed.D. program will expand access to the highest degree in the field of education for practitioners seeking a degree from a public institution but residing in a geographical region where no California State University campus provides the degree. CSUCI serves the counties of Santa Barbara, Ventura, and North Los Angeles, and the closest campuses that currently provide the doctorate are in Kern County and Los Angeles County.

Benefits to the Education Discipline. The field of education continues to be plagued by inequities and by persistent racial and socioeconomic disparities in educational achievement. To address this, the field of education demands leaders who are formed in the qualities of social justice leadership. Our program will produce culturally responsive leaders with knowledge, skills, and dispositions to transform their educational contexts for greater access and equity. Our partnership with the Carnegie Project on the Education Doctorate (CPED) infuses the Ed.D. program with a focus on equity, justice, and transformative change in local contexts. The program will further contribute educational leaders to a field currently afflicted with a shortage of personnel. These will be leaders who can learn in a digital setting showcasing their technological skills, a requirement to be an effective 21st-century leader.

Benefits to CSUCI. This program aligns with CSUCI President Yao's vision of global imagination and creative collaboration. The online Ed.D. will: 1). *Provide greater access to CSUCI*, by strengthening our outreach and partnerships to assist educational leaders in their attempt "to solve seemingly intractable problems" in the field of education; 2). *Make possible a greater "inclusivity and openness"* by providing access to a greater number of students, catering to working professionals, and focusing explicitly on diversity, equity, inclusion, and access; 3). *"Explore the frontiers of interdisciplinarity,* to break down inherited and self-imposed barriers to intellectual exploration" by inviting students from a variety of contexts and geographical locations; 4). *"Try something new!"* by being the first online doctoral program at CSUCI and by being the first online Ed.D. in the region explicitly focused on equity and justice-oriented educational leadership; *5). Create a bridge* between "substantive academic and public discourse and the

substance of things hoped for..." by transforming educational leaders into action-oriented advocates with the research skills, content knowledge, and dispositions to enact equity- and justice-oriented change; and 6). *Enhance the reputation of CSUCI* by elevating the University's presence on the national stage through affiliation with organizations such as Carnegie Project on the Education Doctorate (CPED).

Benefits to the Scholarly Community and Broader Constituencies. The Ed.D. program will produce scholarly practitioners with research skills enabling them to analyze data and assess the effectiveness of educational policies and practices affecting students in their contexts. The dissemination of student research work will expand as students participate in local, national, and global conferences. By tapping into our pre-existing memberships, greater and more diverse participation in educational networks is also expected (CPED and AERA).

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

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 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 grads 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 EDD 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 EDD degree completions across Ventura, Los Angeles and Santa Barbara counties. The data shows that 3 private schools capture the entire market share for the region: University of Southern California, Azusa Pacific University, and Loyola Marymount University. This makes an excellent entry point for a public university like CSUCI with an online program.

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 (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 (Fall 2022). In addition, 100% of 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).

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

Statewide data from the fourteen CSU campuses who 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, Dr. Susan Castillo, 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. Partners in the region have already reached out to help spread the word about the program.

Interest has been very high as we've begun recruitment as well. In the information sessions held for the Ed.D. program, 151 individuals have registered for information sessions, and 85 individuals have already attended information sessions. Invited to these sessions were alumni, CSUCI employees, current MA students, local school districts, and community colleges.

Finally, based on the success of three Ed.D. cohorts of 20 students each that CSUCI co-led with Fresno State University from 2018-2021, we believe this past record suggests great interest for our region and beyond and a successful program moving forward. As a Hispanic-serving institution, we expect to enroll a large number of Latinx students.

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

CSUCI's Accreditation Liaison Officer will work with CSU to determine increased options for marketing and recruitment. All marketing and recruiting materials will prominently indicate the program is "Pending WSCUC approval" until we receive Commission approval. See Attachment II.A.4: Recruitment and Marketing Plan, Attachment II.A.4: UCEA Marketing Toolkit, and Attachment II.A.4: Flyer.

The geographic scope of the recruitment will be principally regional and statewide. We may expand nationally and internationally over time, and will seek any State Authorization Reciprocity Agreements (SARA) necessary before doing so.

B. Planning/Approval Process (CFRs 1.8, 4.1, 4.2)

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

The Ed.D. planning process commenced in academic year 2021-2022 among the President, Provost, SOE Interim Dean and faculty, and regional superintendents. Upon positive interest from all we conducted a market research scan and report, detailed in Section II.A.2.

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 Ed.D. program and recommendations for how to meet the leadership needs in our area. At the Ed.D. Advisory Committee 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, support for completing the dissertation-in-practice, and program assessment and evaluation strategies used to apply improvement science to the program were attractive features of the program.

The program proposal process that the Ed.D. Program is following is:

Proposal Process Step 1: Project a Degree Proposal
1. Author(s) proposes a degree and discusses it with program faculty, Chair
2. If supported, Chair and/or author(s) present it to School Dean
3. If Dean supports, author(s) submit to Curriculog, for campus process
4. Academic Programs checks for completeness of requirements, as requested by the Chancellor's Office (CO) and campus
5. Notification is sent to Schools and Provost of the received proposal for new degree, and asked to be reviewed
6. The proposal is reviewed by the Academic Programs and Planning Committee (APPC)
7. The proposal is reviewed and commented by the campus faculty. In most instances, open forums are held by the author(s)
8. APPC recommends the proposal for new degree for the Academic Master Plan to the Academic Senate
9. The Academic Senate deliberates and sends recommendation of approval to campus Provost and President
10. The President and Provost send a memo to the Associate Vice President of Academic programs to submit the new program proposal to the CO

Proposal Process Step 2: Inclusion in the CSU Academic Master Plan (AMP)
1. The CO's Academic Programs staff check the proposal for completeness and requirements
2. The campus new program proposal is placed in the agenda of the Board of Trustees (BOT)
3. After approval by the Board of Trustees, a letter is sent to the campus President approving the proposal
4. The new degree projection is added to the campus Academic Master Plan (AMP)

Proposal Process Step 3: Curriculum development and campus approval
1. Faculty develop the curriculum for the new degree
2. The Academic Programs Office supports the faculty and checks for compliance with State, CSU and campus policies and educational requirements
3. The curriculum (including courses, program course spreadsheet, assessment plans, budget, enrollment management plan, alignment with mission and workforce needs, etc.) is submitted in Curriculog
4. The School Dean reviews and comments on the proposal

5. The curriculum proposal is reviewed by a campus curriculum Committee specific to the area of expertise of the new program (CSUCI has 4 Committees for different expertise)
6. Upon approval by the Curriculum Committee, the Academic Programs Office reviews the proposal again for completeness and compliance
7. A WSCUC Substantive Change Screening is sent to WSCUC
8. The curriculum proposal is presented to the Academic Senate
9. The Academic Senate deliberates and sends recommendation of approval to campus Provost and President
10. The President and Provost send a memo to the Associate Vice President of Academic programs to submit the new program proposal to the CO
11. The proposal is submitted to the CO with the response received from WSCUC

The full process for Program and Curriculum Development can be found in Attachment II.B.1: CSUCI Program and Curriculum Development Process.

Date	Review and Approving Body	Attachment
June 2022 through March 2023	SOE Ed.D. Advisory Committee	Attachment II.B.1: Advisory Committee Minutes
November 16, 2022	Approved by the Academic Planning Policy Committee	Attachment II.B.1: Proposal Approval Workflow
March 2023	Approved to be added to the Academic Master Plan by the Academic Senate	Attachment II.B.1: Proposal Approval Workflow
April 12, 2023	Approved by Professional Studies Local Curriculum Committee	Attachment II.B.1: Proposal Approval Workflow
August 2023	Approved by Articulation & Curriculum	Attachment II.B.1: Proposal Approval Workflow
August 30, 2023	Approved by CSUCI Faculty Senate	Attachment II.B.2: Senate Minutes
September 6, 2023	Ed.D. Curriculum Proposal Approved by the Provost	Attachment II.B.2: Provost Approval Memo
September 13, 2023	Approved by President Yao	Attachment II.B.1: Proposal Approval Workflow
July 2023	CSU Chancellor's Office Academic Program Planning	Attachment II.B.2: Campus-Approved Proposal
	WSCUC	N/A

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

Attachment II.B.2: CSU Degree Program Approval Process and Attachment II.B.2: CSU Ed.D. Proposal Process for the system level review process and requirements.

3. For international programs <u>ONLY</u>: N/A

a.) Attach evidence that any necessary governmental licensure or approvals required to operate in the host country have been attained.

N/A

b.) Is the institution recognized by an accrediting agency or the Ministry of Education in the proposed country? Describe the due diligence conducted to qualify the partner and what criteria were used.

N/A

c.) Describe the nature of the relationship with the partner institution in terms of admissions, faculty, governance, finances, and support services.

N/A

4. Describe the institution's plan for obtaining State Authorizations for distance education delivery. List current authorizations, applications in process, and future applications and the timeline they are expected.

We intend to recruit principally regionally and statewide. Over time we may recruit nationally and internationally and will make certain we have State Authorization Reciprocity Agreement (SARA) and any other required authorizations to do so. To date and adhering to state authorization requirements for an institution in a non-SARA state, CSUCI is not currently authorized or received exemption from any states to offer online programs. We have reached out to fellow CSU campuses to learn how they achieved SARA authorizations and exemptions. California is the only state which is not a member of NC-SARA.

C. Collaborative/Cooperative Agreements (CFRs 1.8, 4.1, 4.2)

1. If the proposed program includes collaboration or cooperation with outside agencies, institutions or other entities, please describe the purpose and nature of the relationships. Attach relevant signed Memoranda of Agreement or other documentation. If this is the first program to be offered 50% or more online, or if the LMS provider has recently changed, please attach the contract with the provider. Please see WSCUC's Agreements with Unaccredited Entities Policy and Guidelines.

N/A

Section III: Program Description

(For more information see Program Description in the [Guidelines for the Review of Graduate Programs](#))

A. Curriculum (CFRs 2.1 – 2.5, 2.8, 3.5, 4.1, 4.4, 4.7)

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

Degree Nomenclature: Ed.D. in Educational Leadership; **Program Emphasis:** Applied - Professional Practice; IPEDS allows for Ed.D. degrees to be classified by the institution as Research Doctorates.

The goal of the Ed.D. in Educational Leadership is to create educational leaders that can use their critical lenses to bring about equity and justice focused transformative change throughout educational communities. 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 cohort members and faculty. The 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 help students launch transformation in their work settings.

As members 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.

Design-Concepts That Frame the Ed.D.
To build an Ed.D. program on these program principles, these design concepts informed our work:
   Scholarly Practitioner. Scholarly Practitioners blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice. They use practical research and applied theories as tools for change because they understand the importance of equity and social justice. They disseminate their work in multiple ways, and they have an obligation to resolve problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals.

Signature Pedagogy. Signature Pedagogy is the pervasive set of practices used to prepare scholarly practitioners for all aspects of their professional work: "to think, to perform, and to act with integrity" (Shulman, 2005, p.52). Signature pedagogy includes three dimensions, as articulated by Lee Shulman (2005):

1. Teaching is deliberate, pervasive, and persistent. It challenges assumptions, engages in action, and requires ongoing assessment and accountability.
2. Teaching and learning are grounded in theory, research, and in problems of practice. It leads to habits of mind, hand, and heart that can and will be applied to authentic professional settings.
3. Teaching helps students develop a critical and professional stance with a moral and ethical imperative for equity and social justice.

Inquiry as Practice. Inquiry as Practice is the process of posing significant questions that focus on complex problems of practice. By using various research, theories, and professional wisdom, scholarly practitioners design innovative solutions to address the problems of practice. At the center of Inquiry of Practice is the ability to use data to understand the effects of innovation. As such, Inquiry of Practice requires the ability to gather, organize, judge, aggregate, and analyze situations, literature, and data with a critical lens.

Laboratories of Practice. Laboratories of Practice are settings where theory and practice inform and enrich each other. They address complex problems of practice where ideas—formed by the intersection of theory, inquiry, and practice—can be implemented, measured, and analyzed for the impact made. Laboratories of Practice facilitate transformative and generative learning that is measured by the development of scholarly expertise and implementation of practice.

Dissertation in Practice. EO 991 requires that Ed.D. programs include a dissertation. The Dissertation in Practice is a scholarly endeavor that impacts a complex problem of practice. The unique nature of the Ed.D. will also determine the nature of the dissertation. The student will be expected to construct a document with a clear theoretical framework, an adequate collection of empirical, philosophical, evaluative, historical, ethnographic and/or intervention data, a critical analysis of the data collected, and a direct and specific discussion of the implications of theory and data for educational policy and/or practice. The dissertation research will be conducted under the supervision of the dissertation chair and the dissertation committee. Publication rights of the dissertation belong solely to the student. Any co-authoring agreements between the student and their chair must comport with APA guidelines on the ethics of publication.

Problem of Practice. A Problem of Practice is as a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes.

Mentoring and Advising. Mentoring and Advising in EdD programs should be guided by:
- Equity and justice that fosters responsive mentoring regardless of age, ability, ethnicity, culture, race, religion, gender, or identity;
- Mutual respect that ensures students, advisers, and mentors are respected for their practical knowledge and understanding of research and inquiry; each capable of providing guidance and support to advance everyone's ability to apply mutually constructed knowledge across a variety of practical and theoretical contexts;
- Dynamic learning that provides open communication, critical friendships, and peer-to-peer support with reciprocal interactions and responsibilities that form a community of learners inclusive of adviser, mentor, and peer relationships;
- Flexibility that allows mentoring/advising to occur by all program faculty, in students' work contexts, and in their available time;
- Intellectual space that supports students' professional passions and needs by expanding their use of scholarship, inquiry, professional knowledge, and technology (when appropriate) to address problems;
- Supportive and safe learning environments that are developmental, directed, growth-oriented, team-oriented and scaffolded so students are mentored/advised from the

beginning of to the end of their programs while demonstrating an understanding of the needs of the adult learner;

- Cohort and Individualized attention that centralizes students' needs and problems of practice in learning while valuing the practitioner student as unique;
- Rigorous practices that set high expectations through a shared sense of responsibility and accountability and offer challenges for students to conduct inquiry as practice aimed at improvement and the development of new knowledge; and
- Integration that aligns with adult learner needs while reflecting a program's values, norms, and the CPED Framework.

Curricular Design

The ED.D. degree is a 60-unit degree that can be completed in 3 years, with cohorts completing 3 semesters annually. No more than 12 credits may be transferred, with director approval, from prior completed courses organized primarily for graduate students in master's or other doctoral programs. The *Doctoral Program Phases* (Core – 27 units, Specialization – 9 units, and Dissertation – 24 units) will provide a learning experience designed to give students knowledge about scholarly investigation and application in practice. Fieldwork components are embedded in many Core and Specialization Courses. The specialization courses will be offered based on cohort interest, but may include P-12, higher education, community college, early childhood studies, and special education. The final phase (i.e., the dissertation) must address specific, well-defined, and important questions or problems of practice which merit investigation. Dissertation topics must relate to some existing body of theoretical or empirical knowledge in the chosen field of study. The student will work closely with the professor they select as dissertation chair to develop the topic question(s). The Ed.D. program policy will invite a wide range of investigations in both subject matter and research perspectives. No constraint is placed upon the topic to be chosen, except those inherent in proper scholarship and within the purview of the dissertation chair and committee.

The unique nature of the Ed.D. will also determine the nature of the dissertation. The student will be expected to construct a document with a clear theoretical framework, an adequate collection of empirical, philosophical, evaluative, historical, ethnographic and/or intervention data, a critical analysis of the data collected, and a direct and specific discussion of the implications of theory and data for educational policy and/or problem of practice. The dissertation research will be conducted under the supervision of the dissertation chair and the dissertation committee and will be supported by the dissertation series coursework in the 3rd year of the program.

Program Sequence

The ED.D. curriculum is intentionally designed to scaffold students' independent research skills to investigate a problem of practice related to being an educational leader for equity and justice. In the first year, students will take foundational courses, pairing a leadership for equity and justice core content course with a foundational research methods course (e.g., quantitative methods, qualitative methods). In the second year, students will continue to learn about educational leadership for equity and justice in their coursework paired with specialization courses, and courses supporting their work on their qualifying exam and dissertation proposal. The third year of the program is designed to assist students with the completion of the dissertation. Three benchmarks in the program provide opportunities to check on student progress toward program learning outcomes: Qualifying Exam, Dissertation Proposal, and Dissertation Defense.

Detailed program course sequencing can be found in Attachment III.A.1: Course Sequence.

Pedagogical Methods

Our faculty utilize a variety of pedagogical techniques to encourage independent learning: small group work, inquiry-based learning, discussions, and graduate-level reading and writing. This aligns with the philosophy and curriculum by being research- and practice-focused, and intentionally providing space for collaboration and conversation around issues of practice and research related to equity and justice in educational leadership. Software/online platforms utilized in our online classes will include Canvas as the learning management system, Discussion Boards, Zoom, Hypothesis, LinkedIn, PowerPoint, PlayPosit, Video/VoiceThreads, and other video capture techniques and digital applications.

2.a If 50% or more of the program will be offered via distance education, provide a detailed description of the modality and format being proposed (i.e., synchronous, asynchronous, online, correspondence, teleconference, video on demand, etc.). Provide guest log-in access to the learning management system for this program for at least one course for which a syllabus is provided. The course must be part of the proposed program, not from another program.

With the exception of the annual one-week summer residencies, the Ed.D. program is offered 100% online and asynchronous. The program will include a combination of synchronous and asynchronous modalities to foster student/student and student/faculty interaction in each course. Students will communicate asynchronously, using Canvas discussion boards and other relevant digital applications. All courses will have a synchronous instructor/student component where students will be able to access professors live via Zoom for group teaching and personal consultation and guidance. Both the Dissertation Proposal Defense and the Dissertation Final Defense will be conducted synchronously.

The Ed.D. program has been designed according to best practices and standards for effective and accessible online courses and teaching. All students will be able to engage with the method of access that is most appropriate for their learning. All videos will have audio and text availability, and all audios will be transcribed. Further, students will be able to demonstrate their knowledge in a variety of ways: in writing, in speaking and presenting, in activities with peers, in summative assessments, and in discussion boards.

The pedagogical design and approach to the online program includes frequent communication and high-touch experience by utilizing software and video modalities to draw students together, providing a variety of methods of communication, and plentiful opportunities to interface with the professors. There will be required office hours with faculty in every course.

Guest access to has been requested for WSCUC Reviewers for: EDD 701, EDD 703, EDD 706, and EDD 734 (Dissertation Research IV)

2.b If this proposal involves distance delivery of any portion of the curriculum, describe how the program meets expectations for "Academic Engagement" and "Faculty-Initiated Regular and Substantive Interaction" as defined by the federal regulations (see Code of Federal Regulations *§600.2 Academic Engagement & Distance Education*). Identify where/how these required elements are incorporated into the proposed program.

The Ed.D. program will use a variety of asynchronous online experiences and activities to facilitate academic engagement and faculty-initiated regular and substantive interaction. Students will be engaged in teaching, learning, and assessment, consistent with the content under discussion, through recorded direct instruction (powerpoints, Video and VoiceThreads, Zoom, etc.), regular assessment and feedback on a student's coursework, student presentations, peer review and feedback, resources and discussions dedicated to student questions, group discussions of course content, and competencies facilitated through Canvas (e.g., discussion boards, VoiceThreads, PlayPosit activities, etc.). Opportunities for synchronous meetings/consultations with faculty and synchronous work with cohort

members will also be available. Canvas provides the capability to monitor and document the amount of time students participate in course activities.

2.c Describe the institution's process for disclosing to students how state licensure requirements are met by the proposed program, whether licensure requirements are not met by the proposed program, or whether the institution has not determined where licensure requirements are met by the proposed program.

All marketing and recruitment materials, including our website, will state that this program does not provide authorization for any type of California Commission on Teacher Credentialing credential or any national licensure. This information will be reinforced in the Doctoral Handbook and other relevant program materials.

3. If 50% or more of the program will be offered via distance education, describe how the curricular design and pedagogical approach has been adapted to the modality of the program.

The program has been designed according to The CSU Quality Learning and Teaching (QLT) evaluation rubric and the Quality Matters rubric (standards for ensuring effective online courses), as well as with best practices for distance education. All faculty engaged in program development have had extensive training in distance learning. The Ed.D. program has been designed to ensure that all students can engage with the method of access that is most appropriate for their learning. All videos will have audio and text availability, and all audios will be transcribed. Additionally, syllabi and written course materials are developed with accessibility in mind, and can be read by screenreaders. Further, students will be able to demonstrate their knowledge and attainment of program- and student learning outcomes through a variety of ways: in writing, in speaking and presenting, in activities with peers, in summative assessments, in discussion boards, VoiceThreads, PlayPosit activities, and presentations, among many others.

At CSUCI, online courses and academic programs are approved the same way that in-person courses and programs (i.e. by the program/department, curriculum committees, and ultimately the Academic Senate). Syllabi for online courses offered in stateside academic programs are reviewed at the same time and using the same process as those for in person and hybrid courses (see Senate Policy 7.16, the Syllabus Policy and Senate policy on Listing of Online Course Offerings). Copies of the Required Language and templates compatible with the policy are available on the Faculty Development Canvas page, which all CSCI faculty have access to.

CSUCI's Teaching and Learning Innovations unit (TLi) has two learning designers who specialize in course design, working with faculty via workshops, individual consultation, and design support to create online courses of exceptionally high quality, using the CSU Quality Online Teaching and Learning Rubric. TLi also offers a voluntary course feedback option for online course peer review. Tli also has facilitated training to teach online through the Chancellor's Office Online Course Services Professional Development Courses. Further Tli offers access to OneHE.

We intend to replicate to the degree practicable, and with digital learning enhancements, a pedagogical design and approach of a program that is community-oriented and high-touch through a cohort model that requires extensive student and faculty engagement. The design and approach to the online program will replicate the frequent communication and high-touch experience by utilizing software and video modalities to draw students together, providing a variety of methods of communication, and extensive and ongoing opportunities to interface with the professors and relevant support staff. Digital

tools like VoiceThread allow for students to interact with each other's ideas asynchronously. There will be required office hours with faculty in every course.

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

N/A

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

CSUCI's Ed.D. doctoral culture will include rigorous admissions standards, core and specialization curriculum, benchmarks, and a culminating dissertation as part of the program. The prerequisite for admission to the online Ed.D. program is a master's degree, requiring students to enter with a high level of expertise in a particular field. Throughout the program, students will be required to engage in their own research agenda, working alongside faculty who have an expertise in their area of their interest. In addition, students will have opportunities to present at conferences and/or publish their research to further enhance their research resumes. The culminating experience will be an independent dissertation, with two preliminary benchmarks, the Qualifying Examination and the Proposal Defense. Five courses in the Ed.D. program are focused specifically on research, and the dissertation course series guides students through the process of dissertating.

The Ed.D. Program is organized into a cohort structure allowing students to enter together as a group and to move through the program, including milestones (e.g., qualifying exams), together. A cohort structure is best practice for graduate education and helps to support a doctoral culture for students. The Program design lends itself to providing a support group for students. The size of the cohort should allow for group members to interact and learn from each other's different experiences and work settings, while simultaneously allowing for smaller study groups to emerge that will provide more intense support when needed. This program is offered only for full time enrollment because it is based on a cohort model of instruction.

Programmatically, the Ed.D. program embraces the following elements of doctoral culture:

1. Intellectual rigor. The program is intellectually rigorous and application oriented. Topics that may have been introduced at the master's level now include a stronger theoretical and research-based underpinning, with more complex texts and in-depth discussions and assignments.
2. Diverse and multigenerational. The program promotes and expects students to engage themselves and others in intellectual exchanges on a wide range of opinions that challenge and inform thinking. Program efforts will focus on integrating students to a vibrant intellectual community in which they are integrated as junior colleagues and their experiences and values guides and improves programmatic processes (Walker, Golde, Jones, Conklin-Gueschel, & Hutchings, 2008).

3. High expectations of students. Doctoral candidates are expected to perform at a more advanced level than what is required for the master's degree, in preparation for their leadership positions as scholars-practitioners. For example, they are expected to read beyond the required texts and materials, engage in original data collection, exercise significant initiative in terms of assignments, and complete a variety of written assignments that differ in terms of expectations. In addition, a high degree of writing activity and proficiency is a must that all students exhibit in order to hold a doctorate.
4. Criticism and revision. Constructive feedback is offered by professors, mentors, and fellow students in the spirit of collegiality and ongoing professional growth. Students are often expected to revise their written work in response to feedback. Such revisions are especially characteristic of the dissertation stage, and thus students receive practice during their regular course work.
5. Participation in the intellectual life of the program. Beyond work for particular classes and dissertation projects, Ed.D. students are expected to participate in the intellectual life of the program. This includes attending seminars and colloquia, responding to surveys and request for program feedback, and the like.
6. Scholarly dissemination. In the course of dissertation research or at other times, students are likely to generate ideas and scholarly findings that would be of interest to a wider audience. The program aims to ensure sharing such ideas at academic conferences, professional meetings, and in other venues. While this is not expected of every student, the faculty would support student efforts to have their research published in academic journals.
7. Doctoral level writing. Student writing should meet high standards of organization, clarity, argument development, and use of evidence to support claims. Students are also expected to avoid common errors in paragraph and sentence structure, grammar, usage, and spelling. Excessive verbiage and jargon are to be avoided. Students should aim to produce written products that are "reader friendly."

Many of the core faculty have written at least 1 academic book, all have published extensively in peer-reviewed publications, and have been awarded millions of dollars in grants. Two faculty have directed doctoral programs in the past, and all have experience advising students research and dissertations.

Another key contributor to doctoral culture in the SOE is the Conference for Social Justice in Education which the School of Education hosts every year. At this conference, faculty present with or encourage students and alumni to present their research and/or praxis. The March 2023 conference featured Dolores Huerta and the March 2024 conference will feature Gloria Ladson-Billings.

The current plans for faculty hires are included in the budget and include the recently hired Associate Professor with tenure/Director, who will lead the program as well as the current search for a tenure line professor with expertise in higher education. While SOE faculty teach across all programs, full-time tenure line faculty will make up most of the instructors in the Ed.D. program with support from affiliated faculty such as superintendents who demonstrate excellence in leadership from throughout the region.

The CSUCI library has been a close collaborator in this proposal for the ED.D. Program. The library currently offers over 95% of its collection fully online, along with a dedicated librarian for SOE. Further, 24/7 online help from the library will be available to online students.

Intentional efforts to orient online students to the CSUCI and SOE missions will be included during the one-week summer residency. The focus on equity and justice, intellectual pursuit, community, and service to others is woven through the program's curriculum and in program-specific and campus-wide

opportunities that students will be encouraged to attend virtually. Students will receive an online Orientation before the program begins, which will include an online tutorial for Canvas and an introduction to the online class format. Support is provided for students through IT Services.

Overall, CSUCI's School of Education faculty embrace and enact a scholar-teacher model, through which tenure line faculty engage in ongoing scholarship. Doctoral faculty are expected to maintain a robust scholarly agenda in support of the teacher-scholar model. Tenure and promotion include strong focus on a professor's scholarship. Faculty research is supported by the University in their own personal area of interest.

Also see Attachment III.A.5: Student Handbook for more on doctoral culture and student integration in the program.

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

Ed.D. 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 can be found in Attachment III.A.6: Comprehensive Assessment Plan

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

Attachment III.A.7: Curriculum Mapping Matrix

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

Required:

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

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

EDD 702 Educational Leadership for Transformation and Change (3)

EDD 712 Applied Qualitative Research Methods (3)

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

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

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

EDD 705 Policy and Practice for Educational Leaders (3)

EDD 720 Qualifying Examination and Dissertation Proposal preparation and defense (2)

EDD 706 Educational Reforms Designed for Equity (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)

EDD 731 Dissertation Research I (3)

EDD 732 Dissertation Research II (3)

EDD 733 Dissertation Research III (3)

EDD 734 Dissertation Research IV (3)

Specialization:

EDD 780T Specialization Courses (Designed based on majority student need in P-12, Higher Education, Curriculum & Instruction, Early Childhood, or Special Education) (3 units each, total of 9 units). EDD 780T Specialization Courses may differ from cohort to cohort.

Attachment III.A.1 Course Sequence

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

The Curriculum Approval Process for CSUCI is detailed [here.](here)

ED.D. course syllabi are submitted to the Director each semester for review. Syllabi are reviewed for Program Learning Outcomes (PLOs). Faculty members develop their syllabi to include the associated PLOs and Student Learning Outcomes (SLOs).

Course instructors will receive training and continuous support for the Ed.D. program's online modality. CSUCI provides IT support personnel and experts from Teaching and Learning Innovations who work with professors to design appropriate content delivery in the online modality. TLI also provides on-demand and scheduled support for all aspects of online teaching, blended, and in-person teaching, including Canvas support, administering learning technologies (VoiceThread, PlayPosit, Zoom, and many others), designing accessible courses, and syllabi development. Teaching and Learning Innovations upcoming workshops can be found [here.](here)

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

Syllabi must include:

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

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

Attachment III.A.10: EDD 701 Diversity, Equity, Inclusion, Accessibility, and Justice in Education

Attachment III.A.10: EDD 703 Complex Organizations Designed for Diversity, Equity, Inclusions, and Accessibility

Attachment III.A.10: EDD 706 Educational Reforms Designed for Equity

Attachment III.A.10: EDD 712 Applied Qualitative Research Methods

Attachment III.A.10: EDD 734 Dissertation Research IV

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

N/A

12. List any special requirements for graduation.

Students must pass all required coursework (Core – 27 units, Specialization – 9 units, and Dissertation – 24 units) for a total of 60 units. In addition, students must pass all program benchmarks.

Three Required Benchmarks
- Benchmark 1: Qualifying Exam
- Benchmark 2: Dissertation Proposal Defense, Institutional Review Board Approval (as needed), and Advancement to Candidacy
- Benchmark 3: Dissertation Defense

B. Schedule/Format Requirements (CFRs 1.6 – 1.8, 2.1 – 2.3, 2.5, 2.10, 2.12, 3.1, 4.1)

(For more information see Schedule/Format Requirements in the Guidelines for the Review of Graduate Programs)

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

The Ed.D. program can be completed in 3 years. The 60-unit program is designed for full-time practitioners. Students taking 6-9 units per semester can anticipate completing the program in three years commencing in Year 1, Summer 1 and concluding in Year 3, Spring 3.

Consistent with CSU Executive Order 991, while the Ed.D. program shall be designed to allow completion of all requirements within three years, the student shall have completed all requirements for the degree within five years of achieving classified standing in the doctoral program. The appropriate campus authority, consistent with campus policy, may extend by up to two years the time allowed for completion of the requirements under the following circumstances: the student is in good standing, the extension is warranted by compelling individual circumstances, and the student demonstrates current knowledge of research and practice in educational leadership, as required by the campus.

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

The online Ed.D. will admit 20-25 students a year to a single cohort. Students will be required to complete the online course work in a timely fashion, but will be given opportunities for make-up work, if the circumstances require deadline extensions. These decisions will be made by the individual faculty, in consultation with the Ed.D. Director. For a 3-unit course in a traditional 15-16 week semester, students are expected to devote a minimum of 9 hours a week in online course related activities. For a 3-unit course in an 8-week period, students are expected to devote approximately 18 hours. Student activity in Canvas can be tracked, and faculty will use this tool to monitor student use. For admitted students who are unable to continue in the program due to life circumstances, the doctoral handbook (See Attachment III.A.5 Student Handbook) has detailed information about the Leave of Absence Policy. (See Attachment III.B.2: Leave of Absence Policy)

The budget shows the first five years of the program and the faculty resources to support enrollment estimates. (See Attachment III.B.2: Budget)

3. Describe the typical class size throughout the program.

Typical class size will be 20-25 students. Specialization courses may be smaller.

4. Describe how timely and appropriate interactions between students and faculty, and among students will be assured, including detailed information for online courses. For programs being offered via distance education, describe the provisions available to faculty to ensure that the enrolled student is the student completing the coursework.

Timely and Appropriate Interactions. Expectations for timely interactions and responsiveness will be outlined in the faculty handbook. Faculty will be requested to respond to student queries within 24 hours excluding weekends. Faculty will be expected to provide assignment feedback by the end of each module or within one week. Expectations of this interaction will be required in course syllabi.

Provisions to ensure completion of work of enrolled students. Included in the CSUCI Community Standards document are the Student Conduct Code and Academic Honesty Policy and Procedures, which do not allow others to complete coursework for the student. From a technical perspective, a CSUCI student is assigned on enrollment an email address and unique single sign on portal credentials, tied to their unique individual university identification number. The single sign-on portal and all associated student systems are available online for all CSUCI students. Allowing another person to login to the CSUCI system is a violation of the university's Acceptable Use Policy (see Attachment III.B.4: CSUCI Responsible Use Policy).

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

Courses in the Ed.D. program fall within the traditional 15-16-week semesters and standard 10 week summer sessions. The CSU's credit hour policy outlines that 1 unit equates to one hour of direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester.

6. Attach the institution's Credit Hour Policy, in compliance with WSCUC's Credit Hour Policy. For programs that contain courses that include requirements other than traditional seat time (i.e., laboratory work, internships, practica, studio work, hybrid courses, online courses, and other academic work leading to the award of credit hours), please identify these courses and explain how the time requirements are equivalent to the credit hour requirements as described in WSCUC's Credit Hour Policy.

Attachment III.B.6: CSUCI Credit Hour Policy.

All courses are delivered online and will adhere to the credit hour policy through the asynchronous delivery of instructor material, along with readings, required assignments, cohort small group work, and discussions.

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

Attachment III.B.7: Course Sequence

Attachment III.B.7: Full Program Cycle

Attachment III.B.7: Program Learning Outcomes by Course Matrix

C. Admissions Requirements (CFRs 1.1, 1.6, 2.1, 2.2, 2.10, 2.12, 2.14)

(For more information see Admissions Requirements in the Guidelines for the Review of Graduate Programs)

1. List the admissions requirements.

The ED.D. program follows the admissions requirements set by the CSU system in EO 991:

Admission shall be granted on a competitive basis; meeting the minimum requirements qualifies an individual for but does not guarantee admission to the program. Requirements for admission shall apply to all Ed.D. applicants and shall include, at minimum, the following:

1. The applicant holds an acceptable baccalaureate and master's degree earned at a regionally accredited institution or institutions, or the applicant has completed equivalent academic preparation as determined by the appropriate campus authority.
2. The applicant has attained a cumulative grade point average of at least 3.0 in upper-division and graduate study combined.
3. The applicant was in good standing at the last institution of higher education attended.
4. The applicant has demonstrated sufficient preparation for, experience in, and potential for educational leadership, including: successful experience in leadership in school, postsecondary, or community contexts, and/or policy leadership; academic excellence; problem-solving ability; technological proficiency; interest in critically assessing current educational policies and practices; and interest in improving current educational policies and practices. Evidence considered in the admission process shall include but not be limited to:
5. Three letters of recommendation attesting to the leadership and scholarship potential of the applicant;
6. a written statement of purpose reflecting an understanding of the challenges facing the public schools or community colleges in California;
7. a personal interview; and either
8. a statement from the applicant's employer, indicating support for the applicant's doctoral studies; or a statement from the applicant, describing the applicant's plan for meeting professional responsibilities and the demands of the program.

The applicant shall meet any additional requirements prescribed by the appropriate campus authority identified in the program bylaws.

Classified Standing: Applicants who have met all admission criteria and who have been recommended by the program for admission shall be placed in classified graduate standing.

Admission by Special Action: An applicant who does not qualify for admission under the provisions of Article 4.1 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. The number of applicants admitted by special action shall not exceed fifteen percent of the applicants regularly admitted to the program in any one academic year.

Admission with Conditionally Classified Graduate Standing: An applicant who is ineligible under the provisions in Article 4.1 because of deficiencies in prerequisite preparation that in the opinion of the program faculty 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.

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

The program seeks practicing or potential educational leaders from P-12 and post-secondary institutions (including community college and higher education). The qualifications are outlined in the admissions requirements above. Students whose profile meets the focus of this program will have at least two years of experience as a leader in an educational setting/context, an earned MA degree from an accredited institution, and a GPA of at least 3.5 for graduate and 3.0 for undergraduate studies. Ideal candidates must also submit high-quality responses to the statement of purpose essay prompts, as well as three letters of recommendation affirming strengths and qualifications for admission. Ideal candidates for the Ed.D. program will be those highly qualified individuals whose geographic location mirrors our regional service area (North Los Angeles County, Santa Barbara County, and Ventura County) or whose life circumstances invite engagement in a distance education Ed.D. program.

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

Admitted students are supported in developing information literacy skills through workshops during orientation and throughout the duration of the program. Additional skill development in the use of research tools is ongoing throughout the program.

Students will determine their "online readiness" through an online readiness self-assessment tool, currently offered by the CSUCI ITS department, available before the start of their program. Any readiness needs will be addressed during the first summer residency/orientation. Further, student admissions interviews will be conducted online, as will the entirety of the admissions process, which will further indicate student facility with distance education. Any students requiring technological help once admitted, may receive assistance from CSUCI ITS. Students will receive an online Orientation before the program begins, which will include an online tutorial for Canvas and an introduction to the online class format. Students will also receive orientation and development during the one-week summer residency at the beginning of the program. Finally, students have access to ITS, the Learning Resource Center, which offers Zoom tutoring, and the Writing and Multiliteracy Center, which offers a variety of services that can be accessed online.

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

The following is the current policy on transfer of credits into the program: The Ed.D. 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. Transfer credits will be evaluated on a case-by-case basis by the Ed.D. Director and relevant course faculty, based on transcripts and supporting materials. Any transfer courses must meet Ed.D. program learning outcomes/SLOs for course.

5. Attach a sample brochure or admissions material for this program that will be made available to prospective students. (Note that this material must clearly state, "Pending WSCUC approval" prior to Commission approval.)

See Attachment III.C.5: Flyer

Section IV: Educational Effectiveness

(For more information see Educational Effectiveness in the [Guidelines for the Review of Graduate Programs](#))

A. Plan for Evaluating Educational Effectiveness (CFRs 1.2, 2.1, 2.2b, 2.3 – 2.9, 3.2, 3.3, 4.1 – 4.7)

Assessment should be described at three levels:

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

There are two levels of evaluation for educational effectiveness in the ED.D. program. The first layer of assessment is a sequenced student and faculty participation in whole program assessment where students are queried, dissertations undergo internal and external evaluation, and program-aligned rubrics are used to evaluate dissertation benchmarks, which are required for program completion. The second level is the detailed review of each course and its assignments and the degree to which the Program Learning Outcomes are introduced, developed, and/or mastered. Both the Program Assessment Plan and the Course Assessment Plan will work together to provide a robust evaluation of educational effectiveness in the online Ed.D. and provide evidence of achievement of the Program Learning Outcomes.

Attachment IV.A.1: Comprehensive Assessment Plan

Attachment IV.A.1: Qualifying Exam Rubric

Attachment IV.A.1: Dissertation Proposal Rubric

Attachment IV.A.1: Dissertation Rubric

Level 1: *Program Assessment Plan:* The Program Assessment Plan details annual assessment for year one. Including the summer residency, and subsequent years leading to the overall program review. At each assessment point in the attached plan, there is alignment with the Program Learning Outcomes, and a specific rubric (embedded in attached plan) which provide direct evidence of this alignment. See Attachment IV.A.1: Comprehensive Assessment Plan

Level 2: *The Course Assessment Plan*: The Course Assessment Plan details the degree to which each specific course aligns with the Program Learning Outcomes and provides clear alignment with the Curriculum Map. See Attachment IV.A.1: Comprehensive Assessment Plan

2. Program review: Describe how and when this program will be incorporated into the department, school and institution's regular assessment and program review processes.

All academic programs at CSUCI, which will include the Ed.D. program, undergo [cyclical academic program reviews.](#) The Ed.D. program will be added to the master calendar for review once it is approved. The Academic Program Review flows from the annual assessment and is broken down into components to be completed through a self-study. Once the self-study report is completed, an external

review will be conducted to provide an outside disciplinary expert to evaluate the program. The program faculty will have an opportunity to respond to the external reviewer's evaluation and report prior to submitting their Action Plan.

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

There are two methods of external review in which the program will engage. The Carnegie Project on the Education Doctorate (CPED), of which we are members, provides an opportunity to engage in a self-study of our Ed.D. and to receive external evaluation for our program.

Second, the ED.D. program will undergo periodic External Dissertation Review when we have sufficient data to be measured. Up to six faculty members outside CSUCI with relevant experience and affiliation with the 135 CPED member institutions will be invited to participate in the dissertation review and will be matched with an online Ed.D. program graduate's dissertation. External reviewers will then be asked to read their assigned dissertation and score it based on a provided rubric. Feedback from the external reviews will then be tabulated and analyzed to aid program assessment and improvement practices.

If the program will be offered via distance education:

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

Assessment of PLOs will be conducted yearly by examination of student and cohort progress through each of the benchmarks which include qualifying exam, proposal defense, and final dissertation defense. Effectiveness of student learning outcomes in individual classes will be monitored with monthly doctoral meetings and director oversight. Student retention and student satisfaction will also be closely monitored by the director. Student program satisfaction will be assessed through year 1 reflections and year 3 exit interviews/surveys. Throughout the program, indirect evidence will be collected and compared across programs through course evaluations. We are working with campus Culture of Assessment support to design assessment for post-graduation outcomes, including impact in the community and job outcomes.

5. Describe how "Regular and Substantive Interaction" is monitored, by whom, and how often?
We will evaluate teaching effectiveness in the online modality, before, during, and after all courses. During the online course building phase, faculty created courses will be peer-reviewed by SOE faculty.

Reviewers will provide feedback about clarity and presentation of content to ensure stronger teaching effectiveness. During the first year of the program, and then as needed, courses will be peer-observed by SOE faculty, who offer support related to pedagogy and student engagement. Finally, students complete a course evaluation, standardized by the University, assessing faculty effectiveness in meeting course outcomes at the end of the course. This student feedback, gathered anonymously, will be reviewed by faculty and the Director to inform decisions about needed changes to teaching. Student Rating of Teaching responses will be reviewed by the department Chair and Dean following the Collective Bargaining Agreement Article 15 Evaluation. In addition, focus group discussions will be conducted by the Director/Chair/or Dean at summer residencies. Finally, faculty will develop an anonymous student feedback survey regarding course content, instructional methodology, and other

input to guide course revisions. Focus group and anonymous student feedback will not be used in faculty evaluation.

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

Evaluation criteria for online teaching shall be made available to all faculty teaching in the program within 14 days of the beginning of each semester. Faculty members teaching online are subject to all the rights and conditions set out in Article 15 and applicable campus evaluation policies. The collection and use of online course quantitative data for evaluation purposes shall only occur when required in campus evaluation policies and procedures.

Reviewers will provide feedback about clarity and presentation of content to ensure stronger teaching effectiveness. During the first year of the program, and then as needed, courses will be peer-observed by SOE faculty, who offer support related to pedagogy and student engagement. Finally, students complete a course evaluation, standardized by the University, assessing faculty effectiveness in meeting course outcomes at the end of the course. This student feedback, gathered anonymously, will be reviewed by faculty and the Director to inform decisions about needed changes to teaching. Student Rating of Teaching responses will be reviewed by the department Chair and Dean following the Collective Bargaining Agreement Article 15 Evaluation. In addition, focus group discussions will be conducted by the Director/Chair/or Dean at summer residencies. Finally, faculty will develop an anonymous student feedback survey regarding course content, instructional methodology, and other input to guide course revisions. Focus group and anonymous student feedback will not be used in faculty evaluation.

Section V: Resources

(For more information see Resources/Faculty and Resources/Infrastructure in the [Guidelines for the Review of Graduate Programs](#))

A. Faculty (CFRs 2.1, 2.2b, 2.8, 3.1 – 3.5, 3.7)

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

As of Fall 2023, there are 20 full-time tenure line faculty members within SOE who are eligible to teach in the ED.D. program if they desire to do so. The SOE also has 2 full-time lecturers (non-tenure line) and other part-time faculty members who may be eligible to teach in the ED.D. program. Seven core faculty will be eligible to serve as dissertation chairs, and on qualifying exam and dissertation committees. The 20 full-time faculty will also be eligible to serve on dissertation and qualifying exam committees.

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

[The CSU Chancellor's Office has provisions for teaching and advising eligibility in doctoral programs](#). The majority of courses will be taught by full-time tenure line faculty and only full-time faculty tenure line faculty will be chairing dissertations.

3. Describe the plan to orient and mentor junior faculty to support their doctoral-level research, scholarship, and dissertation supervision responsibilities.

CSUCI offers a [faculty orientation program](#), where newly hired faculty receive support upon arrival, including advice on scholarship productivity. CSUCI also has a Faculty Mentoring Network to support faculty at various levels of their careers and with various needs. The Center for Faculty Support provides ongoing workshops to support all faculty, and specialized support for new faculty. CSUCI also provides new faculty with reduced teaching load in their first two years of teaching. Travel funds are provided to participate in at least two national or international conferences per year. Additionally, academic chairs meet monthly to offer support with research initiatives, including pairing faculty with a mentor and presentations by the [Office of Research and Sponsored Programs](#) for assistance with grant-related work. Faculty also have access to [Pivot-RP and Hanover](#). Within the doctoral program, faculty will receive a handbook and dissertation guide and training on how to supervise dissertation work. Finally, CSUCI has a membership to the National Center for Faculty Development and Diversity (NCFDD), which supports faculty research and teaching development. Annual doctoral program retreats will be held to assist faculty with dissertation advisement, including presentations by CSUCI's IRB on how to supervise student research.

Attachment V.A.3. Student Handbook

Attachment V.A.3. Dissertation Guide

4. Provide an analysis of the impact that the proposed program will have on overall faculty workload, including teaching, research, and scholarship. Who will teach courses no longer being taught by the faculty reassigned to this doctoral program? How will units be assigned for dissertation work (i.e., how many for serving as the chair as opposed to serving on the committee)? What will be the maximum

number of students that each faculty member can advise? Discuss the implication of the faculty resource matrix included in the program description section, particularly to show the workload implications when one cohort is in the dissertation phase and others are in the coursework phase of the program.

The impact of the online program on overall faculty workload is anticipated to be as follows:

- It is currently anticipated that six full-time tenure-line SOE faculty will teach in the ED.D. Program.

- Faculty who teach a doctoral level course will carry reduced teaching loads because a 3-unit course is considered 4.5 units per the CSU Collective Bargaining Agreement. For example, if a professor teaches two, 3-unit doctoral courses and one, 3-unit non-doctoral course, their workload would be 12 units, which is the required full-time teaching load per term.

- Faculty receive 1 course remission for every 4 dissertations chaired. Dissertation committee members will not be financially compensated but can consider committee work as part of their service commitment to the university.

- Faculty will be encouraged not to chair more than four students at the same time.

- Faculty will be encouraged to avail themselves of the ways to reduce teaching load to increase scholarly productivity. For example, faculty may apply through the Provost's Office for course buy-outs for scholarly activity each year.

- The implications of doctoral student workload on faculty are as follows. When one cohort is completing the qualifying exam and others are completing their final dissertation defense, faculty orient their schedules to provide the necessary time for each phase of the program, understanding that the final goal is to have students successfully complete coursework and the dissertation. The doctoral course schedule scaffolds this work both for students and faculty.

- As we have hired one new tenure-track faculty member and are in the process of hiring another, faculty reassignment may not be necessary. If necessary, current practitioners will serve courses for reassigned faculty as non-tenure-track faculty.

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

As SOE has previously had the joint Ed.D. degree, graduate and doctoral-level culture is currently in place and faculty leadership and the dean will continue to foster support for scholarly agendas for each professor.

Faculty scholarship at CSUCI and in the SOE is directly fostered and supported in the following ways:
1. **CSUCI Rank, Tenure, & Promotion.** The university fosters the teacher-scholar model through its tenure/promotion process. CSUCI RTP guidelines require progressively rigorous scholarly activities through clearly articulated research agendas.
2. **Promoting Scholarly Culture In SOE.** A review of School of Education faculty CVs demonstrates long-term, consistent scholarly activity with national and international impact.
3. **CSUCI Faculty-Student Research.** We promote the teacher-scholar model of faculty development. This includes engaging students in faculty-driven research projects that promote faculty research, scholarship, and creative activity. Students benefit from working with faculty-mentors to gain skills, apply classroom knowledge, and engage in professional development. Student research assistant grants are available to faculty each year.
4. **CSUCI Academic Affairs Support of Professors' Development and Dissemination of Scholarship.**

a. Academic Affairs provides broad-reaching support for faculty scholarship including Instructionally Related Activities Grants program, Mini-Grants program, and Research, Scholarship & Creative Grants that provide faculty course buy-out and additional compensation.
b. The university financially supports faculty attendance at two conferences each year, either domestic or international for professors with accepted papers.

5. **SOE Grants Support.** The SOE Dean provides grant-writing assistance to faculty engaged in writing large-scale grants that benefit scholarship.

All new dissertation chairs will receive an orientation to the procedures for chairing a dissertation and will be given a Handbook and Dissertation Guide for reference. Ongoing professional development, including year-round engagement with CPED, will ensure continual development as teacher-scholars. Finally, structures will be built to foster student research and scholarship among each other and with the doctoral faculty.

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

Core faculty are required to teach 12 units per semester and contribute 3 units (8 hours per week for 15 weeks) to service (support of the program, department, school, and university). Faculty are expected to maintain a scholarly agenda per retention, promotion, and tenure requirements. Numerous opportunities are available through Academic Affairs to support course buy-outs to provide time for research, writing, presenting, and publishing.

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

The coursework for the ED.D. program will be designed and taught by faculty who are leaders in their fields and who represent diverse research interests and experiences in educational leadership and numerous other disciplines, using a variety of theoretical constructs and methodologies. Among the possible instructors and dissertation chairs will be tenure line, full-time faculty whose CVs appear in Attachments V.A.7. The program will also be comprised of practitioner-lecturer faculty such as regional principals and superintendents who will provide the daily, real-world context for the subject matter they teach. The diversity in the ED.D. program's faculty will be one of its greatest strengths, as it affords a broad and deep knowledge base to address the critical issues in education and school leadership that our students encounter daily.

Core faculty are highly research active and have extensive experience chairing and serving on dissertations. Collectively, core faculty have more than 75 years of experience teaching graduate and doctoral students and have chaired and served on dozens of dissertations. Many of the core faculty have written at least 1 academic book, all have published extensively in peer-reviewed publications, and have been awarded millions of dollars in grants. Two faculty have directed doctoral programs in the past.

Attachments V.A.7: Bingham CV, Bleicher CV, Dean CV, Itkonen CV, Orozco Reilly CV, Weis CV, White CV

8. If the program will be offered via distance education, describe the preparedness of faculty to support the modality of instruction, including how and when faculty in the proposed program are trained to understand and implement "regular and substantive interaction" in their course delivery. What faculty development opportunities are available? Include any faculty guidelines for online instruction.

All faculty have been engaging in digital learning and teaching for years due to the global pandemic. The university provides an instructional technology unit with systematic training for faculty and many ongoing workshops around online pedagogy and instructional technologies throughout the year.

Course instructors receive training and continuous support for the ED.D. program's online modality. CSUCI provides IT support personnel and experts from [Teaching and Learning Innovations](#) (TLI) who work with professors to design appropriate content delivery in the online modality. TLI also provides on-demand and scheduled support for all aspects of online teaching, blended, and in-person teaching, including Canvas support, administering learning technologies (VoiceThread, PlayPosit, Zoom, and many others), designing accessible courses, and syllabi development. TLI also provides The Faculty Innovations in Teaching (FIT) Studio is a space for faculty to design, create, discuss and innovate. The studio features a recording booth, a live action studio, video editing stations, a living room with a large screen TV configured for hybrid gatherings and meetings, and much more. Teaching and Learning Innovations upcoming workshops can be found [here.](#)

B. Student Support Services (CFRs 2.3, 2.11 - 2.14, 3.1, 3.5, 3.7, 4.7)

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

For U.S. residents, financial aid in the form of Federal Stafford Loans and Graduate Plus loans will be available to eligible students. As a Hispanic-Serving Institution, SOE is also seeking external grants and funding to support tuition and fees for eligible students. Further, approximately $50K is earmarked for the AY 2024-2025 through 2027-2028 for scholarships for the Ed.D. students from a Title V federal grant that SOE received in 2022-2023 to support post-baccalaureate students.

Placement: Students are connected to the CSUCI Career Placement Center in their first year of the program. Activities and services continue throughout the three years.

Research Opportunities: Doctoral students will eventually be able to apply for Research Assistant (RA) and Teaching Assistant (TA) positions where they can work alongside faculty and assist them with work. Also, we have a Student Research Office on campus.

Academic Coaching and Mentoring: Numerous coaching and mentoring services are available across campus, including the [Graduate Writing Studio](#) and the [Writing and Multiliteracy Center.](#)

Physical and Mental Health Support Services: CSUCI offers an array of health services to its students, including [Counseling and Psychological Services.](#)

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

Each student will be assigned a faculty advisor to support them through the first two years of the program until a dissertation chair is selected by the student. Students will work one-on-one with their dissertation chairs, as well as with their dissertation committees, during the dissertation phase. Class sizes will be kept small (<25 students) to ensure that each student receives the care, advisement, and support that they need from their faculty to succeed in the program. Students will also have access to CSUCI reference librarians for assistance with research.

C. Information Literacy and Resources (CFRs 2.3, 2.13, 3.4, 3.5)

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

The Reference and Instruction Department of the Broome Library utilizes the Association of College and Research Library's (ACRL) Framework for Information Literacy for Higher Education to create and evaluate information literacy learning objectives in library instruction and in library research guides. The ACRL Framework has six frames; Authority Is Constructed and Contextual, Information Creation as a Process, Information Has Value, Research as Inquiry, Scholarship as Conversation and Searching as Strategic Exploration. ED.D. faculty will evaluate competencies of expected graduates in the program through course assignments, research methodology courses, and finally in the dissertation. The library also provides subject expert librarians to assist with the development of information literacy learning objectives and assessment.

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

The Reference and Instruction department within the library employs a Dean of Libraries, several librarians who also hold faculty appointments, and many support staff who offer an array of services, including research support, and archives. One librarian is dedicated specifically to supporting the instruction, research, and collection development needs of our School of Education. One librarian is dedicated to online instructional design. CSUCI research lib-guides and handouts for education students are available online. The library also employs a digital scholarship librarian teaching student to work with digital resources.

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

The library's web site offers a single search box that allows researchers to look for books, articles, primary and secondary resources and relevant collections at the same time. It does this by accessing an index of a majority the library's collections and holdings. LINK+ is a union catalog of contributed holdings from participating libraries in California and Nevada. Patrons from member libraries electronically request print monographs not available in their own library for deliver to them for checkout. ILLiad is an online system by which students and faculty can request delivery from around the world of print or electronic articles not available from the library, and request dissertations.

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

The library provides expert assistance navigating the wide range of resources available in the library through a variety of mediums, including zoom consultations and a 24/7 chat service. Librarians develop online tutorials to support distance learners.

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

The Reference and Instruction Department offers comprehensive research support that empowers students to question, learn, and grow in confidence and academic success. Librarians are also committed to supporting the work of faculty and graduate students as teachers and researchers through

collaborations that enhance access to high quality resources for scholarly inquiry and investigation. Research consultations with librarians are available to faculty and students. This support is available virtually, including zoom consultations and a 24/7 chat service.

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

Current collections, services, and resources support both faculty and doctoral-level research, especially in the social sciences, humanities, and sciences. University administration's ongoing strong support for the library ensures adequate funding to support a state-of-the-art library.

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

We do not expect additional cooperative resources will be required beyond our existing borrowing networks and consortium e-resources leasing/purchasing arrangements.

D. Technology (CFRs 2.1, 2.13, 3.1, 3.3 – 3.5, 4.7)

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

CSUCI offers an array of Information Technology Services for students and faculty including accounts and passwords; mobile and wireless help; MYCI, which links to Canvas and all institutional services, communication and collaboration support; instructional support; and computer support.

Due in part to CSUCI's longstanding, progressive approach to digital learning and distance education, the global pandemic that required all IHE's to pivot and teach all programs fully online for over two years, and SOE's three-years of experience in developing and delivering its previous online joint doctoral program, the institutional infrastructure and support is robust for faculty, staff, and students. Teaching and Learning Innovations (TLI) is a division of Academic Affairs and provides support for academic media, academic technology, learning design, and accessibility and inclusive design. Faculty have access to CSUCI Digital Learning Mentors, who are faculty who have extensive training and experience in the design and facilitation of the virtual course environment. Refer to the CSUCI Teaching and Learning Innovations website for more information. The ED.D. program has budgeted funds each year to provide this instructional design support.

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

Students are expected to be proficient with general web application knowledge and web conferencing tools. ITS provides a host of self-service resources as well. Training is available to "level set" all students and additional advanced trainings as needed. All program software is provided free of charge to faculty and students.

If 50% or more of the program will be offered via distance education:

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

Once students have matriculated, an automated process begins which provides account provisioning that includes a username, user ID, email address, and automatically creates accounts for all major university systems including MyCI and Canvas LMS. After that, students are provided instructions on how to enroll in courses, which then automatically enrolls the students in their Canvas LMS course(s) as a real-time event. Course material will be housed in Canvas and courses are set by default to open up to students on the first day of a given semester.

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

The majority of course interactions will occur using Canvas and Zoom, both products which contractually guarantee 99.99% uptime and are hosted using Amazon Web Services, the industry leader in providing cloud solutions. Email is hosted in the cloud via Microsoft's Outlook service, which guarantees 99.99% uptime. The university has also invested heavily in backing up and creating fail-over for critical systems including Banner SIS and Single Sign On in the cloud in case of a power outage or natural disaster on campus. Canvas, Zoom, and Outlook work on a 'continuous delivery' model where there is no scheduled down time for maintenance. If another system will be down for scheduled maintenance, ITS provides prior messaging, including information of when and for how long, through appropriate channels including the university's weekly update email message to campus constituents.

5. Describe precautions taken by the institution to protect technology from cyber security intrusions. If the institution has outsourced the LMS for a distance education program, describe the precautions taken by that provider.

CSUCI has extensive [ITS policies and procedures](#) in place to protect all technology from cyber security intrusions.

E. Physical Resources (CFRs 3.4, 3.5)

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

Students enrolled in the Ed.D. program will have access to the same physical resources as students who would enroll in place-based programs, but in virtual form. These resources include access to all faculty and staff who support the program, Broome Library, the Writing and Multiliteracy Center, and the Office of Career and Professional Development. Since all coursework for the Ed.D. program will be completed virtually, there will be no change in the physical resource capacity of the institution as students will not require physical classrooms, study spaces, or student support areas.

F. Financial Resources (CFRs 3.4, 3.5, 4.2, 4.3, 4.6, 4.7)

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

The California State University system sets the [yearly tuition rates](#). For the Doctorate in Education, the 2023-2024 tuition is $11,838 per academic year plus campus student fees of $530.00. Students will be able to help finance their education with the federal Stafford loan and the Graduate Plus loan, and receive additional support from CSUCI's Financial Aid Office. Additionally, $50K is earmarked for the AY 2024-2025 through 2027-2028 for scholarships for the Ed.D. students from a Title V federal grant that SOE received in 2022-2023 to support post-baccalaureate students.

2. Provide a narrative describing all start-up costs for the institution(s) and how the costs will be covered, including direct program cost and institutional indirect cost. Explain how the institution ensures that the impact of additional services and support for a new program will be adequately supported as the program grows (i.e, are indirect costs charged on a program basis). For distance education programs, costs for licensing, hardware, software, technical support, training for faculty and students, and instructional design should be included.

The CSU system provides a separate funding line for the Ed.D. Start-up costs for the Ed.D. program will be covered primarily by this budget. The bulk start-up costs are directly associated with marketing and recruitment expenses and initial course development. The institution will provide indirect cost support in relation to student support services. The office of student accounts, library resources, financial aid office, information technology are all offices supported by CSUCI and will provide ongoing support for the program. Specifically, IT will continue to provide support for software licensing, hardware, software, and technical support. The budget for this program projects it to be financially self-sustaining beginning in Year 3 of the program.

Attachment V.F.2: Budget

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

Under all scenarios we've forecasted, and on a pro forma basis, we will operate on a net positive. Having developed a pro forma (5 year), we have determined that conservatively (base case scenario), the net operating position will be positive over the course of the next five years, culminating with $290,000 in year 5 in the Base Case scenario. CSUCI has not sustained a deficit in the past 3 years. The ED.D. program will be funded through the general fund and through existing program allocation, and a portion of earned tuition. See the "Sources" section in the Attachment V.F.2: Budget.

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

We will admit 20-25 students per year. By year two, there will be at least 40 students and by year three, at least 60 students will be enrolled. Each subsequent year will have no fewer than 60 students at a time.

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

Attached V.F.5 Budget

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

N/A

Section VI: Teach Out or Program Discontinuation

A. Plan for Teach-out Provisions (CFRs 1.6 – 1.8)

1. Please attach the institution's program discontinuation policy or teach-out policy to account for how enrolled students will be accommodated if the program is discontinued.

Attachment VI.A.1: Academic Program Discontinuance Policy

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

N/A