

DOCTORATE IN EDUCATION



SACRAMENTO STATE
Redefine the Possible

In Workflow

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Approval Path

1. Thu, 16 Sep 2021 16:12:46 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
2. Thu, 16 Sep 2021 16:22:05 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Chair
3. Fri, 01 Oct 2021 03:21:26 GMT
Bitá Rivas (b.rivas): Rollback to Initiator
4. Mon, 11 Oct 2021 16:58:45 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
5. Mon, 11 Oct 2021 17:02:44 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Chair
6. Thu, 14 Oct 2021 20:56:08 GMT
Karen O'Hara (kdohara): Approved for ED College Committee Chair
7. Fri, 22 Oct 2021 17:28:10 GMT
Karen O'Hara (kdohara): Approved for ED Dean

History

1. May 1, 2018 by clmig-jwehrheim
2. Jun 12, 2019 by Karen O'Hara (kdohara)

Date Submitted: Thu, 07 Oct 2021 23:36:42 GMT

Viewing: Doctorate in Education

Last approved: Wed, 12 Jun 2019 16:16:51 GMT

Last edit: Fri, 22 Oct 2021 17:28:03 GMT

Changes proposed by: Frank Adamson (219667852)

Academic Group: (College)

Education

Academic Organization: (Department)

Graduate Professional Studies in Education

Catalog Year Effective:

2022-2023 Catalog

Individual(s) primarily responsible for drafting the proposed degree major program:

Name (First Last)	Email	Phone 999-999-9999
Frank Adamson	adamson@csus.edu	916-278-4639

Type of Program Proposal:

Major

Program Change Type:

Substantive

Title of the Program:

Doctorate in Education

Designation: (degree terminology)

Doctorate of Education

Briefly describe the program proposal (new or change) and provide a justification:

The EDD program faculty reviewed and audited its curriculum and has approved multiple related curriculum changes to update and improve its course of study. In particular, we added a new 3-unit Educational Foundations course, deactivated a 2-unit Education Law course (EDD 611), and reduced the 3-unit Qualifying Exam course (EDD 614) to 2-units following a change to the qualifying exam format. We also updated prerequisites and the objectives of the degree program to better reflect current program practices.

Objectives of the degree program:

Students will know and be able to apply material from the three program themes, all with equity as cross-cutting analytical lens: leadership, policy, methods.

Education Leadership

Students will be able to:

1. Analyze personal leadership practices and cultural perspectives and recognize their impact and influence on school effectiveness.
2. Analyze, implement, and evaluate strategic practices based on various theories, models, and approaches for achieving organizational transformations.
3. Analyze and evaluate the role of the strategic leader in planning and guiding the change process.
4. Evaluate the dynamics of power and politics in organizational settings, with a focus on the interrelationships of leadership, human capital, vision, organizational culture, and privilege.
5. Lead skilled facilitation of the change process including means of initiation, implementation, sustainability, evaluation, and continuous improvement.
6. Develop methods and framework for building leadership capacity, coalitions and constituent support while working with resistance and conflict.
7. Build a solid foundation through the integration of theory and practice in order to implement a planned change process in their home institution.

Policy and Practice for Educational Leaders

Students will be able to:

1. Explain and evaluate the evolution of federal education policy and theories of public and private benefits of education.
2. Explain and evaluate the respective federal, state, and local roles in policy making for education in view of theories of governmental intervention in society.
3. Describe the relationship between policy and organizational capacity for implementation of policies.
4. Analyze the education policy in California with specific consideration of educational agencies, coordinating boards, lobbying organizations, legislative bodies, executive agencies, and other that constitute the policy community.
5. Identify the major policy issues impacting education today and develop and defend positions on them using a clear theoretical framework.
6. Explain educational policy characteristics unique to California.
7. Analyze and explain the key issues of equity and social justice in relationship to policymaking.
8. Analyze proposed legislation affecting California education.
9. Communicate effectively in writing and orally in a public policy environment.

Educational Research Methods

Students will be able to:

1. Analyze, implement and interpret the results of major qualitative, quantitative, and mixed methods research techniques;
2. Critically analyze key concepts in research design, such as populations/samples, major sampling procedures (e.g. random, stratified, purposeful, snowball), research purposes and claims (e.g. causality, generalizability, etc.), types of bias (e.g. self-selection, non-random missing), Hawthorne and interviewer effects, validity (e.g. construct, measurement, external), reliability, controls, etc.;
3. Master skills in the utilization of instruments and software necessary for data collection and analysis in the research process;
4. Critically assess the utility and appropriateness of different research methods and techniques for the study of relevant research issues in education;
5. Master skills in research methods in relation to contemporary issues in education.

University Learning Goals

Doctorate Learning Goal(s):

Critical thinking/analysis
 Communication
 Information literacy
 Disciplinary knowledge
 Intercultural/Global perspectives
 Professionalism
 Research

Will this program be required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

Please attach a Comprehensive Program Assessment Plan (required)

Assessment Plan - EDD 10 21 21.docx.docx

Please attach a Curriculum Map Matrix (required)

EDD Curriculum map 10 21 21.docx

Please attach a five-year budget projection (required)

5 year budget projection.docx

Catalog Description:

Total units required for Doctorate: 60

Program Description

California legislation (SB 724) authored by Senator Jack Scott and signed into law in 2005 authorized the California State University to offer the doctorate (Ed.D.) in Educational Leadership. The Doctor of Education degree offered by the California State University shall be focused on preparing administrative leaders for California public elementary and secondary schools and community colleges and on the knowledge and skills needed by administrators to be effective leaders in California public schools and community colleges. The Doctor of Education degree offered by the California State University in partnership through with the California public elementary and secondary schools and community colleges shall participate substantively in program design, candidate recruitment and admissions, teaching, and program assessment and evaluation. This degree shall enable professionals to earn the degree while working full time.

The California State University, Sacramento doctoral program represents a collaborative effort between the Educational Leadership & Policy Studies Program and Department of Public Policy and Administration. This program provides an interdisciplinary program of study. It also represents a partnership with area public schools and community colleges to develop a meaningful course of study and graduate experience.

The program is planned to meet the needs of working professionals who are engaged in the profession of education. Accordingly, the program will incorporate a variety of innovative measures to facilitate student access. These consist of scheduling courses on a year-round basis, utilizing alternative course formats, including intensive, Friday evening, all-day Saturday, and "in-residence" summer seminars on-campus meeting times, and encouraging students to use their job-related problems as topics for research assignments.

The majority of the program classes will be held on the campus of California State University, Sacramento. However, there may be sessions held with partner institutions in public schools and community colleges to host classes as appropriate.

The California State University, Sacramento doctoral program is organized as a cohort-based program. Groups of students admitted each year will take courses together. This creates several distinct advantages of group membership during graduate study which are intentionally fostered in the program:

- Cohorts offer support to candidates and provide opportunities for members to learn from one another.
- Cohorts establish professional ties that often last beyond the doctoral program itself; such networks are valuable in terms of continued professional support and growth.
- Fostering and monitoring candidates' progress is enhanced in cohorts. The group carries with it the expectation that all but the occasional candidate will complete the program successfully, including such standard benchmarks as the qualifying examination, advancement to candidacy, and completion of the dissertation.
- Scheduling an outstanding program of doctoral study can be accomplished more readily for cohorts that have courses in common. Enrollments are predictable, and a course of study can be planned in advance in relation to the availability of highly qualified faculty.

Admission Requirements: Course prerequisites and other criteria for admission of students to the degree major program, and for their continuation in it.

Admission Requirements

The Ed.D. Program admits candidates who meet the academic requirements for the Ed.D. degree program and who possess personal qualities and professional experiences that suggest a strong potential for success as doctoral candidates and as educational leaders in pre K-12 or community colleges.

The Ed.D. Program requires the following of applicants for admission to the doctoral program:

- an earned baccalaureate degree and master's degree or the equivalent from an accredited institution of higher education with a grade point average in upper division and graduate study of 3.0 or above;
- sufficient preparation and experience pertinent to educational leadership to benefit from the program;
- submission of Graduate Record Examination (GRE) scores- from the three sections of the General Test taken within five years of applying to the Ed.D. program;
- demonstrated educational leadership potential and skills including successful experience in school, postsecondary, community, and/or policy leadership;
- demonstrated academic excellence, problem-solving ability, and an interest in critically assessing and bringing about improvements within current educational policies and practices;
- three letters of recommendation attesting to the leadership ability and scholarship of the candidate;
- a written statement of purpose reflecting an understanding of the challenges facing the public schools or community colleges/ institutions of higher education in California;
- a personal interview; and
- a statement of support for the candidate's doctoral studies from his/her employer or, in cases where this is not provided, an indication of the candidate's plan for meeting the demands of the program and his/her professional responsibilities.

Meeting these minimum requirements qualifies an individual for admissions consideration but does not guarantee admission to the Program. Admission will be granted on a competitive basis.

In any one academic year, a limited number of students may be admitted on an exception basis without meeting one or more of the requirements established for the Ed.D. program. The number of exceptional admissions shall not exceed 15 percent of those students regularly admitted to the campus' Ed.D. program. The intent of this exception provision is to provide for students who demonstrate particular strength in the qualities and characteristics sought for public school or community college leadership and who, at the time of seeking admission to the Ed.D. program, do not meet all the specified requirements.

Admission Procedures

Applicants must complete a university application by the posted application deadline date for the term applying. *For more admissions information and application deadlines, please visit the Office of Graduate Studies website (<http://www.csus.edu/gradstudies/>).*

Prospective doctoral students must file the following with the Office of Graduate Studies, Riverfront Center 215, (916) 278-6470:

- an online application that can be accessed at Cal State Apply (<https://www2.calstate.edu/apply/>);
- one set of official transcripts from all colleges and universities attended, other than Sacramento State.

Applicants who file with the Office of Graduate Studies will receive a confirmation email, including a Sac State ID number and instructions to establish a SacLink Account. Prospective doctoral students must sign in to <https://gradsup.webapps.csus.edu/> with their SacLink login to upload the following documents or forward them to the Ed.D. Program Office in the College of Education

- the Ed.D. program supplemental application;
- GRE results no older than 5 years from date of application;
- written statement of purpose;
- resume detailing education and professional experience;
- one set of transcripts, including Sacramento State;
- three letters of reference (forms attached to the supplemental application).

Unit Requirements

Each candidate will be required to successfully complete 60 semester units of coursework. Each of the first two years call for completion of 18 units during the regular academic year and 6 units during each summer session. The third year of the program calls for completion of the dissertation which will entail 12 units.

The Ed.D. program is designed for completion of the degree requirements within three (3) calendar years (two semesters per academic year and summer study). The California State University, Sacramento Educational Leadership doctoral program is designed to allow completion of degree requirements within three (3) calendar years and four and a half calendar years (four years and one semester) will normally be acceptable.

Total time to qualifying examination and advancement to candidacy will not exceed three (3) years unless there are mitigating circumstances and the Ed.D. Program faculty has approved the extension; such extension normally may not exceed one year.

Total registered time is not expected to exceed five (5) years, and extension beyond this period requires approval by the Ed.D. Program faculty.

Extension of the period for degree completion beyond the period of five (5) years is normally granted to students in good academic standing, not exceed a two (2) year period. Continuation each term after the extension is granted requires determination of satisfactory progress by the Ed.D. Program faculty.

Extension of the period by more than two years can be granted only under special circumstances and based upon criteria established by the Ed.D. Program faculty. Such extension requires (a) special approval in accordance with the procedures established by the campus and (b) evidence that the student has maintained currency in the field, including demonstrated currency in literature, coursework, and research.

Satisfactory Progress Toward Degree

Each Ed.D. student is expected to maintain satisfactory progress toward the approved academic objectives as defined by the Ed.D. Program faculty and the University. The student is expected to make satisfactory progress in accordance with the Ed.D. cohort structure and program of study through the time of Advancement to Candidacy. This requires that the student complete all courses and examinations satisfactorily and Advance to Candidacy within the period for each specified by the Ed.D. Program faculty. Satisfactory progress further requires that the student pass all required examinations within two attempts.

The normal expectation is that students will attend and participate in all required program components. Students who need to make-up assignments are normally given the opportunity to do so. In the event that a student's lack of attendance/participation would cause him/her to fail to maintain a grade point average of 3.0, the student would be notified and counseled regarding requirements for satisfactory progress toward the degree. Systemwide criteria of satisfactory academic progress are provided in Appendix 5, Title 5 of California Code of Regulations: The Doctor of Education Degree §40512(c).

Students who need to stop-out are typically provided two options. One is to take extra coursework to make up courses missed and return to their original cohort. The second is to join a later cohort that, at the time they return, is taking the classes that they missed.

Criteria for Continuation in the Program

Students must maintain at least a 3.0 cumulative grade point average in the program and not have a grade point average below 3.0 in any two successive terms to be considered in good academic standing. They must also meet all the requirements of graduate students outlined in the University Catalog.

Students who fall below a 3.0 grade point average in any one term will be placed on academic probation and notified of this in writing. Students who fail to make satisfactory academic progress may be officially disqualified from the program in writing in accordance with policies established by the campus and based upon the recommendation of the Ed.D. Program faculty.

To ensure that a decision to disqualify a student because of unsatisfactory academic progress is just, basic due process requirements will be met. Faculty will conduct a thorough review and consultation and will provide a written recommendation by the Ed.D. Program Director to the Graduate Division. The student may appeal the decision. A student who has been disqualified from the program will not be allowed to continue in the Ed.D. Program, enroll in doctoral level courses in the program, or register again in the Ed.D. Program without a formal application and re-admission to the University.

As defined by policy <http://www.csus.edu/umannual/acadaff/fsm00010.htm>, a change in units constitutes a substantive change to the program. If your changes constitute a substantive change, please refer back to the "Program Change Type" field above to ensure that "Substantive" is selected.

Program Requirements: (If new courses are being created as part of a new program, it will be useful to propose courses first.)

Program Requirements

Code	Title	Units
Doctoral Core Requirements (48 Units)		
<i>Year 1</i>		
EDD 600	Transformational Leadership ¹	3
EDD 602	Policy and Practice for Educational Leaders I ¹	3
EDD623	Course EDD623 Not Found (New Course Proposed)	3
EDD 604	Introduction to Educational Research ¹	3
EDD 607	Community and Communication in Educational Leadership ¹	3
EDD 608	Diversity and Equity in Complex Organizations ¹	3
<i>Summer Session</i>		
<i>Year 1</i>		
EDD 609	Human Resource Management for Educational Leaders ¹	3
EDD 605	Qualitative Research Methods ¹	3
<i>Year 2</i>		
EDD 610	Curriculum and Instruction Issues for Educational Leaders ¹	3
EDD 601	Organizational Leadership ¹	3
EDD 603	Policy and Practice for Educational Leaders II ¹	3
EDD 606	Quantitative Research Methods ¹	3
EDD 612	Student Services in Education ¹	2
EDD 613	Finance and Budget for Educational Leaders ¹	2
EDD 614	Issues in Educational Leadership: Synthesis and Application (Units reduced) ¹	2
<i>Summer Session</i>		
<i>Year 2</i>		

EDD 615	Dissertation Proposal Seminar	6
Culminating Requirements (12 Units)²		
EDD 616A	Dissertation I - Seminar	3
EDD 616B	Dissertation I - Research and Writing	3
EDD 617A	Dissertation II - Seminar	3
EDD 617B	Dissertation II - Research and Writing	3
Total Units		60

¹ Admission into the Ed.D. in Educational Leadership Program and instructor permission.

² Passage of Qualifying Examination before the start of the dissertation and successful dissertation proposal defense.

Fiscal Impact to Change an Existing Program

Indicate programmatic or fiscal impact which this change will have on other academic units' programs, and describe the consultation that has occurred with affected units:

No fiscal impacts.

Provide a fiscal analysis of the proposed changes:

NA

How will the above changes be accommodated within the department/College existing fiscal resources?

NA

Will the proposed changes require additional resources?

No

What additional space, equipment, operating expenses, library, computer, or media resources, clerical/technical support, or other resources will be needed?

None

Reviewer Comments:

Bita Rivas (b.rivas) (Fri, 01 Oct 2021 03:21:26 GMT): Rollback: Please see the following comments and items needed: • Curriculum matrix, Assessment Plan, & Budget projection not attached but required. • In course list, the total units is 57, but Admission Requirements says 60 units. Justification says they added a 3 unit course- Ed Foundations, but I don't see it on the course list (which would bring units up to 60). • Form B is incomplete and needs to be sent back so they can add the missing (required) docs

Key: 92