DOCTORATE IN EDUCATION

In Workflow

1. GPSE Committee Chair (GPSE Committee Chair@csus.edu)
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11. Registrar's Office (wlindsey@csus.edu)

Approval Path

1. Mon, 15 Aug 2022 21:30:20 GMT
   Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Committee Chair
2. Mon, 15 Aug 2022 21:43:38 GMT
   Sarah Jouganatos (sarah.jouganatos): Rollback to GPSE Committee Chair for GPSE Chair
3. Mon, 15 Aug 2022 21:44:56 GMT
   Sarah Jouganatos (sarah.jouganatos): Rollback to Initiator
4. Mon, 15 Aug 2022 22:20:13 GMT
   Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Committee Chair
5. Mon, 15 Aug 2022 22:22:31 GMT
   Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Chair
6. Thu, 08 Sep 2022 22:24:05 GMT
   Bita Rivas (b.rivas): Approved for ED College Committee Chair
7. Thu, 08 Sep 2022 22:53:11 GMT
   Deidre Sessoms (dsessoms): Approved for ED Dean
8. Fri, 30 Sep 2022 15:07:36 GMT
   Janett Torset (torsetj): Rollback to ED Dean for Academic Services
9. Sat, 15 Oct 2022 19:53:36 GMT
   Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. May 1, 2018 by clmig-jwehrheim
2. Jun 12, 2019 by Karen O'Hara (kdohara)
3. Apr 11, 2022 by Frank Adamson (adamson)
4. Aug 4, 2022 by Ishita Dey (idey)
5. Aug 10, 2022 by Ishita Dey (idey)

Date Submitted: Mon, 15 Aug 2022 22:07:05 GMT

Viewing: Doctorate in Education

Last approved: Wed, 10 Aug 2022 18:54:20 GMT

Last edit: Wed, 05 Oct 2022 17:52:20 GMT

Changes proposed by: Vajra Watson (211366832)

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
Vajra Watson	v.watson@csus.edu	510-610-4809

Type of Program Proposal:

Major

Program Change Type:

Non-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:

Worked with OGS to clean our Application Webpage to delete some information that is already available elsewhere (applies to all EdD programs), and correct and clarify other application requirements, and procedures. For instance, we no longer use the GRE for admissions.

Also added information to the Program Description that will make the program clearer to potential students.

Update Form B course list to align with new program requirements - EDD 613 is changing to add one unit (to become a 3 unit course) - the course units will update once the Form A is approved - it is currently in workflow. EDD 611 and EDD 612 will be deactivated next year after we are sure all students have been "taught out" of those two courses. Since we recently added EDD 623 (last year), the total number of units required in the degree has not changed.

The Doctoral Core Requirements in the course list below will add up to 48 units once two things are fixed: first, EDD 613 is moving to 3 units (as described above); second, EDD 614 will be fixed by Janett so that it shows as a 3 unit course, which is what it currently is. We couldn't figure out how to fix this in the course listing below.

University Learning Goals

Doctorate Learning Goal(s):

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

Program Learning Outcomes

Learning Outcome
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.

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

Catalog Description:

Total units required for Doctorate: 60

Program Description

The Doctoral Program in Transformational Leadership is an award-winning Ed.D. program that represents a dynamic collaborative effort between the Educational Leadership and Policy Studies Program in the College of Education and the Department of Public Policy and Administration in Social Sciences and Interdisciplinary Studies. This program connects theory to practice for the purposes of impacting educational systems.

Our degree focuses 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.

Our Cohort-based program is designed for working professionals, and classes are offered on Friday nights and Saturdays. Groups of students are admitted each year and 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.

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 preK-12, community colleges, and higher education.

Applicants must have:

- 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 and a commitment to educational equity and racial justice;
- Demonstrated educational leadership potential and skills including successful experience in school, postsecondary, community, and/or policy leadership;
- Advanced writing and criticality to analyze literature and formulate a research agenda;
- Demonstrated academic excellence, problem-solving ability, and an interest in assessing and bringing about improvements within current educational policies and practices.

Admission Procedure

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:

Please note: The GRE requirement is suspended. If applicants send in GRE scores, the scores cannot be taken into consideration when making admissions decisions.

A complete application includes:

- An online application that can be accessed at Cal State Apply **(**https://www2.calstate.edu/apply/**)**
- **Statement of Purpose**
- **Essay Responses**
- **Writing Sample**
  - Important Note: Your writing in all cases should be your own original work and may not be written, in part or in whole, by a third party. The admissions committee will carefully consider both the content and the writing in its assessment of your candidacy for graduate study at Sacramento State University.
- **Resume or CV** detailing education and professional experience
- **Statement of Support**: A brief statement of support for your doctoral studies from your employer.
- **Unofficial Transcripts:** Upload one set of unofficial transcripts from all colleges and universities attended
- **Letters of Recommendation**: Three letters of recommendation attesting to the leadership ability and scholarship of the candidate
- **Official Transcripts**: Send one set of official transcripts from all colleges and universities attended, other than Sacramento State; official electronic transcripts sent directly from colleges/universities to **gradtranscripts@csus.edu** or sealed official hard copy transcripts sent to:

Office of Graduate Studies
California State University, Sacramento
Riverfront Center, Room 215, MS 6112
6000 J Street
Sacramento, CA 95819

After an initial review of completed application, viable candidates will be contacted for an interview.

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 take a leave of absence 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. If a student goes on an approved leave of absence and a course is not offered upon their return, a modified version of the course can be offered as a substitute through independent study or a course substitution may be made, depending on the course requirement.

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/umanual/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 (46-47 Units)		
EDD 600	Transformational Leadership [1]	3
EDD 602	Policy and Practice for Educational Leaders I [1]	3
EDD 623	Educational Foundations	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
EDD 609	Human Resource Management for Educational Leaders [1]	3
EDD 605	Qualitative Research Methods [1]	3
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 613	Finance and Budget for Educational Leaders [1]	2
EDD 615	Dissertation Proposal Seminar	6
EDD 614	Issues in Educational Leadership: Synthesis and Application	2,2 - 3
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		**58-59**

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:

There is no foreseeable fiscal impact.

Provide a fiscal analysis of the proposed changes:

N/A

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

N/A

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.

Estimate the cost and indicate how these resource needs will be accommodated:

None.

Reviewer Comments:

Vajra Watson (v.watson) (Mon, 15 Aug 2022 20:16:20 GMT): This one line needs to be added below to Satisfactory Degree Completion: "If a student goes on an approved leave of absence and a course is not offered upon their return, a modified version of the course can be offered as a substitute through independent study."

Sarah Jouganatos (sarah.jouganatos) (Mon, 15 Aug 2022 21:43:38 GMT): Rollback: Under program requirements "summer school" needs to be deleted

Sarah Jouganatos (sarah.jouganatos) (Mon, 15 Aug 2022 21:44:56 GMT): Rollback: delete summer school

Janett Torset (torsetj) (Fri, 30 Sep 2022 15:07:36 GMT): Rollback: Rolled back for further editing at the request of the college.

Key: 92