

**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

AS-2746-06/AA/TEKR  
March 9-10, 2006

**Title 5 Language to Accommodate the Independent Doctorate  
of Education Within the CSU**

RESOLVED: That the Academic Senate of the California State University (CSU) endorse and recommend the attached Title 5 language for submission to the CSU Board of Trustees.

*RATIONALE: The appended language is congruent with the legislative intent and requirements of SB-724 (2005). Given faculty control of the curriculum it is imperative that the policies governing the curriculum of the Ed.D. be approved by the Academic Senate CSU prior to such changes to Title 5. This resolution documents such approval.*

*The development of the language represents an example of productive collaborative processes between the Chancellor's Office and the Academic Senate CSU. Of particular note is that the timeframe for feedback and revision was sufficient to both finesse the details as well as to ensure that the faculty on the local campuses as well as at the statewide level could consider the content.*

*The version sent out to campuses (April 2006) is a preliminary version of the proposed Title 5 language subject to modification prior to Senate action (May 2006) and the Board of Trustee's action (July 2006).*

**Approved Unanimously – May 4-5, 2006**

**DRAFT**  
5-2-06

**DRAFT**

**DRAFT** (2 May 2006)

**DRAFT TITLE 5 LANGUAGE**

*[Note: This format is intended to be easier to read than the format used in previous drafts, but the previous format—which is what’s used in printed copies of Title 5—will have to be restored when the language is submitted for formal approval. Substantive or substantial changes to the previous draft are highlighted.]*

**§ 40050.1 Function: Instruction Leading to the Doctor of Education Degree.**

Notwithstanding Section 40050, the Doctor of Education degree may be awarded independently of any other institution of higher education, provided that the program leading to the degree satisfies the criteria in Subdivision (b) of Section 40511.

**§ 40100. Authorization to Establish Curricula.**

A campus may be authorized by the Board of Trustees to establish and maintain curricula leading to the bachelor’s degree, ~~and~~ the master’s degree, and the doctoral degree; ~~provided, that~~ in the case of the doctoral degree, the requirements of Section 40050 or Section 40050.1 are satisfied.

**§ 40511. The Doctor of Education Degree.**

- (a) A California State University program leading to a Doctor of Education degree is distinguished from a University of California doctoral degree program by its conformity to the criteria in Subdivision (b).
- (b) A California State University program leading to a Doctor of Education degree shall:
  - (1) prepare administrative leaders for possible service in one or more of the following settings:
    - (A) public elementary schools,
    - (B) public secondary schools,
    - (C) community colleges;
  - (2) focus on the knowledge and skills needed by administrators to be effective leaders in California public schools and community colleges;
  - (3) be offered through partnerships in which California public elementary and secondary schools and community colleges, as appropriate, shall participate substantively in program design, candidate recruitment and admissions, teaching, dissertation development, and program assessment and evaluation;
  - (4) enable professionals to earn the degree while working full time.
- (c) Each campus offering a program leading to a Doctor of Education degree shall establish requirements for admission to the program.

**DRAFT**

**DRAFT**

**DRAFT**  
5-2-06

**DRAFT**

**DRAFT** (2 May 2006)

- (1) The requirements for admission shall include, at a minimum, the following:
    - (A) The applicant holds an acceptable baccalaureate degree earned at an institution accredited by a regional accrediting association, or the applicant has completed equivalent academic preparation as determined by the appropriate campus authority.
    - (B) The applicant holds an acceptable master's degree earned at an institution accredited by a regional accrediting association, or the applicant has completed equivalent academic preparation as determined by the appropriate campus authority.
    - (C) The applicant has attained a grade point average of at least 3.0 in upper-division and graduate study.
    - (D) The applicant was in good standing at the last institution of higher education attended.
    - (E) The applicant has demonstrated sufficient preparation and experience pertinent to educational leadership to benefit from the program.
    - (F) The applicant has met any additional requirements established by the Chancellor in consultation with the faculty.
  - (2) An applicant who does not qualify for admission under the provisions of subdivision (1) may be admitted by special action if, on the basis of acceptable evidence, the applicant is judged by the appropriate campus authority to possess sufficient academic and professional potential pertinent to educational leadership to merit such action.
- (d) Each campus shall create and distribute to each student enrolled in a program leading to the Doctor of Education degree a student manual or handbook detailing, at a minimum, the following:
- (1) requirements for admission with classified status;
  - (2) policy on the transfer of credit earned at other institutions;
  - (3) policy on professional ethics and academic integrity;
  - (4) policies on student fees;
  - (5) provisions for advising and mentoring;
  - (6) policy and procedures for petitioning for a variance in academic requirements;
  - (7) policy and procedures for obtaining a leave of absence or withdrawing from the university;
  - (8) policy and procedures regarding student grievances;
  - (9) policy on harassment and discrimination;
  - (10) policy and procedures for establishing and amending a plan of study;

**DRAFT**

**DRAFT**

**DRAFT**  
5-2-06

**DRAFT**

**DRAFT** (2 May 2006)

- (11) requirements for satisfactory progress in the program;
- (12) policy on academic probation;
- (13) requirements for field experience embedded in the program;
- (14) requirements for advancement to candidacy;
- (15) policies and procedures for the formation of a committee for administering a qualifying examination (if the qualifying examination is unique to the individual student);
- (16) dissertation requirements;
- (17) policies and procedures for the formation of a committee for supervising a dissertation;
- (18) forms to be completed by students in the course of the degree program;
- (19) the names and areas of expertise of faculty members affiliated with the degree program.

**§ 40512. The Doctor of Education Degree: Requirements.**

- (a) Advancement to Candidacy. For advancement to candidacy for the Doctor of Education degree, the student shall meet the requirements of Section 41011 and such particular requirements as the chancellor and the campus may prescribe. The requirements shall include a qualifying examination.
- (b) To be eligible for the Doctor of Education degree, the candidate shall have completed the following minimum requirements:
  - (1) The completion of a specified pattern of study approved by the appropriate campus authority.
    - (A) The curriculum shall be organized as a cohort-based program and shall include learning experiences that balance research, theory, and practice, including field experiences. The core curriculum shall provide professional preparation for leadership, including theory and research methods, the structure and culture of education, and leadership in curriculum and instruction, equity, and assessment.
    - (B) The pattern of study shall be composed of at least 60 semester units earned in graduate status. At least 48 units required for the degree shall be in courses organized primarily for doctoral students, and the remaining units required for the degree shall be in courses organized primarily for doctoral students or courses organized primarily for master's and doctoral students.
    - (C) At least 42 semester units shall be completed in residence at the campus or campuses awarding the degree. The appropriate campus authority may authorize the substitution of credit earned by alternate means for part of this residence requirement. The campus may establish a transfer policy allowing application to

**DRAFT**

**DRAFT**

**DRAFT**  
5-2-06

**DRAFT**

**DRAFT** (2 May 2006)

degree requirements of relevant coursework and credits completed as a matriculated student in another graduate program, on the condition that the other program is appropriately accredited.

- (D) A grade point average of 3.0 (grade of B) or better shall be earned in coursework taken to satisfy the requirements for the degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average.
- (2) The completion of a dissertation.
  - (A) The dissertation shall be the written product of systematic, rigorous research on a significant professional issue. The dissertation is expected to contribute to an improvement in professional practices or policy. It shall evidence originality, critical and independent thinking, appropriate form and organization, and a rationale.
  - (B) The dissertation shall identify the research problem and question(s), state the major theoretical perspectives, explain the significance of the undertaking, relate it to the relevant scholarly and professional literature, set forth the appropriate sources for and methods of gathering and analyzing the data, and offer a conclusion or recommendation. It shall include a written abstract that summarizes the significance of the work, objectives, methodology, and a conclusion or recommendation.
  - (C) No more than 12 semester units shall be allowed for a dissertation.
  - (D) An oral defense of the dissertation shall be required.
- (c) The student shall complete all requirements for the degree within five years of achieving classified status in the doctoral program. The appropriate campus authority may extend the time for completion of the requirements if:
  - (1) the extension is warranted by individual circumstances,
  - (2) the student demonstrates current knowledge of research and practice in educational leadership, as required by the campus.

**DRAFT**

**DRAFT**