ED.D. IN EDUCATIONAL LEADERSHIP
PROGRAM IMPLEMENTATION PROPOSAL FORMAT
The California State University

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

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

**Preliminary Implementation Proposals:** These drafts-in-progress are submitted by the campus academic programs official to APP, then sent by APP to the CSU Faculty Ed.D. Consultation Group. The consultation group reviews the preliminary proposal and provides collegial feedback while the campus curriculum review is in process. This allows the campus to revise the proposal before submitting it to the Chancellor’s Office for formal system-level review and approval.

1. For this purpose, please submit four complete hard copies of the draft proposal to Academic Program Planning, CSU Office of the Chancellor, 401 Golden Shore, Long Beach, California 90802-4210. Additionally, campuses are requested send an electronic copy to APP@calstate.edu.

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

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

**Campus-Approved Implementation Proposals:** As are all other program proposals, the formal, completed, campus-approved Ed.D. proposal will be submitted to Academic Program Planning for system-level review and approval. Please submit four complete copies of the implementation proposal, including documentation of campus approval, to Academic Program Planning, CSU Office of the Chancellor, 401 Golden Shore, Long Beach, California 90802-4210. Additionally, campuses are requested to send an electronic copy to APP@calstate.edu.
I. Overview
A. The full and exact designation of the degree to be awarded—“Ed.D. in Educational Leadership”
B. The names of the CSU campus(es) that will be awarding the degree
C. The anticipated date of initial date of offering
D. The names of the departments, divisions, or other units of the campus(es) that will have primary responsibility for administering the program
E. The names and titles of the individuals primarily responsible for drafting the proposal

II. Program Rationale
A. The rationale for proposing the program, including:
B. A brief description of the discipline
C. Relationship among the program philosophy, design, pedagogical methods, and target population
D. Justification for introducing the program at this time

III. Need for Program
A. Fit with the campus’ mission and strategic goals
B. A summary of the evidence of student demand for the proposed program—summary only, not the full study
C. A list of similar doctoral programs offered or projected by California institutions (state clearly how the proposed program differs from the existing programs listed)
D. A summary of the employment prospects for graduates of the proposed program and the professional uses of the proposed program

IV. Program Context and History
A. A description of how the proposed program relates to existing programs on the participating campuses, especially to closely related master’s and doctoral programs
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B. The number, variety, and longevity of the doctoral programs currently being offered, including student enrollment data and degree completion and non-completion rates for previous or current joint doctoral program—Three to five years of data should be provided

C. If the campus is a partner in an existing joint Ed.D. program:
   1. Indicate whether the joint doctoral program(s) will continue;
   2. Provide details on how the proposed program fits into the strategic plan of the institution;
   3. Submit a copy of the proposal to discontinue the joint Ed.D. program, including provisions for teaching out the program;
   4. Submit a copy of the Chancellor’s permission to discontinue the joint Ed.D. program.

V. Enrollment Projections
   A. Timetable for the development of the program, including enrollment projections for the first five years
   B. Evidence used to support enrollment projections and to support the conclusion that interest in the program is sufficient to sustain it at expected levels.

VI. Partnership with Public Elementary and Secondary Schools and/or Community Colleges
   A. A list of public school districts, schools and/or community colleges that are partnering with the campus(es) in the development and operation of the proposed program
   B. Consistent with California Education Code Sections 66040 ff., the role of school district, school, and/or college partners in program design, candidate recruitment and admissions, teaching, and program assessment and evaluation
   C. Other involvement of school districts, schools and/or colleges in the program

VII. Information About Participating CSU Campus(es) and Department(s)
   A. A description of how the proposed program is expected to draw support from existing programs, departments, and faculty
   B. Provisions for partnership among participating departments

VIII. Governance Structure for the Program (consistent with systemwide requirements as detailed in California Education Code Sections 66040 ff and EO ##)
   A. Membership and responsibilities of groups, boards, and committees
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B. Participation, as appropriate, by program faculty; other faculty; administrators at
the department, college, and university levels; regional public school and college
educators; students in the program; and alumni of the program

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

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

IX. Faculty

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

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

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

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

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

X. Information About Resources

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

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

1 The criteria must incorporate pertinent systemwide standards. The criteria applicable to a full-time faculty
member whose primary affiliation is with the university may differ from the criteria applicable to a part-time faculty
member whose primary affiliation is with a P-12 institution or a community college. The criteria may also vary
with the type of participation in the program.
2. library acquisitions
3. computing costs
4. equipment
5. space and other capital facilities (including rented facilities, where applicable)
6. other operating costs

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

XI. Student Support Services

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

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

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

XII. Detailed Statement of Requirements for the Degree

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

A. Student Learning Outcomes for the proposed program
B. Curricular map articulating the alignment between program learning outcomes and course learning outcomes
C. Criteria for continuation in the program
D. Criteria for satisfactory progress
E. Academic disqualification
F. Specific fields of specialization (formerly referred to as “strands”)

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2 All requirements must incorporate pertinent systemwide standards. Please see http://www.calstate.edu/APP/Ed.D/.
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G. Unit requirements
H. Listing of courses, identifying those that are required and those that are recommended
I. Catalog descriptions of present and proposed courses
J. For each Ed.D. specialization, a matrix demonstrating how the courses ensure inclusion of core curricular elements. Please use the matrix template enclosed at the end of this packet.

K. Foreign language requirements, if any
L. Field experiences, if any
M. Internships and monitoring procedures—if internships are required
N. Field examinations, written and/or oral, if any
O. Written qualifying examinations
P. Dissertation proposal
Q. Dissertation examination
R. Dissertation
S. Final examination oral defense of dissertation
T. Other demonstration of student competence, if any
U. Special requirements for graduation or distinctive elements of the program

XIII. Schedule/Format Requirements
A. Length of the program for the typical student to complete all degree requirements

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

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

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

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

XIV. Admission Requirements

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

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

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

D. Academic residence requirements

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

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

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

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

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

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

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

XVI. Student Learning Outcomes for the Program
A. Identification of the performance criteria used to assess the effectiveness of the program.

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

C. Assessment matrix describing the achievement of the program’s student learning outcomes.

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

XVII. Accreditation

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

XVIII. Draft Catalog Copy
# Core Concepts and Curriculum Matrix

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

*Please submit one form each Ed.D. specialization*

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

Please indicate:  
I = Element is Introduced  
R = Element is Reinforced  
A = Element is addressed at an advanced level