



Origination 9/27/2006  
Effective 2/28/2022  
Last Revised 2/28/2022  
Next Review 2/28/2024

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## Doctor of Education Degree Programs

### I. Policy

This policy establishes minimum requirements, policies, and procedures that shall apply to all Doctor of Education degree programs offered solely by the California State University (CSU). This policy does not address requirements of Doctor of Education programs offered jointly with other institutions. Campuses may establish policies in addition to those stated herein.

### Article 1. Authorization

In accordance with Education Code Section 66040.3 and Title 5 of the *California Code of Regulations* Section 40050.1, the California State University is authorized to award the Doctor of Education (Ed.D.) degree in Educational Leadership. The degree shall be offered only in the discipline of education and shall focus on the knowledge and skills needed by administrative leaders for possible service in either California public elementary and secondary school (P-12) or community college settings.

### Article 2. Partnerships

CSU Ed.D. degree programs shall be offered through partnerships in which representatives from 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.

### Article 3. Program Governance

1. Each CSU Ed.D. degree program shall develop a governance structure, processes, and bylaws that comply with Education Code Section 66040.3 and that allow for substantial and meaningful participation by Pre-Kindergarten-Grade 12 (P-12) and community college partners as specified in Articles 2 and 12 of this policy.

2. Program bylaws shall include the qualifications, roles, and terms of appointment for core and affiliated doctoral faculty, as defined in Article 12.1. The bylaws shall also include provisions for allowing other individuals to undertake educational roles in the Ed.D. program, pursuant to Articles 12.2 and 12.3.
3. Program bylaws shall stipulate the appropriate campus authority required for actions specified in Articles 4.1.e, 4.3, 7.3.2.4, and 9.

## Article 4. Admission

1. In accordance with Title 5 of the *California Code of Regulations*, Section 41020, each campus offering a program leading to a Doctor of Education degree shall establish requirements for admission to the program. 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:
  - a. 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.
  - b. The applicant has attained a cumulative grade point average of at least 3.0 in upper-division and graduate study combined.
  - c. The applicant was in good standing at the last institution of higher education attended.
  - d. 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:
    1. Three letters of recommendation attesting to the leadership and scholarship potential of the applicant;
    2. a written statement of purpose reflecting an understanding of the challenges facing the public schools or community colleges in California;
    3. a personal interview; and either
      - i. a statement from the applicant's employer, indicating support for the applicant's doctoral studies; or
      - ii. a statement from the applicant, describing the applicant's plan for meeting professional responsibilities and the demands of the program.
  - e. The applicant shall meet any additional requirements prescribed by the appropriate campus authority identified in the program bylaws.

2. **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.

3. **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.

4. **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.

## Article 5. Curriculum

1. CSU Ed.D. degree programs shall enable professionals working full time to earn the degree within three calendar years (including fall through spring terms and summer study).
2. CSU Ed.D. programs shall have a cohort structure whose curriculum shall balance research, theory, and practice, including field experiences.
3. Student work in support of the dissertation shall be embedded throughout the Ed.D. curriculum.
4. All Ed.D. programs shall include a core curriculum providing professional preparation for leadership, including but not limited to theory and research methods, the structure and culture of educational institutions, leadership in curriculum and instruction, equity, and assessment. Campuses developing Ed.D. programs shall be expected to integrate core educational leadership program concepts when designing the curriculum. Core educational leadership concepts are identified in Addendum A.

## Article 6. Degree Requirements

1. **Program of Study**

To be eligible for the Doctor of Education degree, the candidate shall have completed a program of study, including examinations and a dissertation, that is both consistent with the requirements specified within this policy and approved by the appropriate campus authority. Examination and dissertation requirements are specified in Article 7. Each campus shall establish policies and procedures for creating and amending a student's plan of study and shall disseminate them in its Ed.D. program student handbook or manual, pursuant to subdivision j of Article 11.3.

1. **Grade Point Average**

A grade point average of 3.0 (grade of B) or better shall have been earned in the coursework taken to satisfy the requirements for the degree, except that a course for

which no letter grade is assigned shall not be used in computing the grade point average.

**2. Unit Requirements**

The program of study shall be composed of at least 60 semester units earned in graduate standing and is expected not to exceed 60 required semester units earned in graduate standing. At least 48 semester 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 master's and doctoral students. Not more than 12 semester dissertation credits shall be applied toward the degree program requirements.

**2. Academic Residence**

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.

**3. Transfer of Units**

The Ed.D. program shall establish a policy allowing transfer of units earned in relevant graduate coursework. At a minimum the policy shall require that:

- a. the student was matriculated in the graduate program within which the coursework was completed, and
- b. the graduate program was appropriately accredited at the time the coursework was completed.

**4. Petitions for Variance in Academic Requirements**

Each Ed.D. degree program shall establish and implement policies regarding student petitions for variance in academic requirements. Student handbooks or manuals shall specify policies and procedures by which a student may petition for a variance in academic requirements.

## **Article 7. Ed.D. Program Student Examinations and Dissertation**

1. Ed.D. degree conferral shall require successful completion of three major examinations and a dissertation. Students shall be required to pass each major examination within two attempts.
  1. The *qualifying examination* shall include a rigorous written assessment of student knowledge; the examination must be passed prior to the student's advancement to candidacy. Policy governing qualifying examinations appears in Article 7.2.
  2. The *dissertation proposal examination* shall evaluate the candidate's readiness to proceed with the dissertation research. Passing this examination shall constitute formal approval for the candidate to proceed with the proposed dissertation research, subject to Institutional Review Board approval as necessary. Policies governing dissertation proposals and dissertation proposal examinations appear in Articles 7.3.4 and 7.3.5.
  3. The *dissertation* shall be the written product of systematic, rigorous research on a significant educational issue. Policy governing dissertations appears in Article 7.3.

4. The *final examination* shall be an oral defense of the candidate's dissertation.

## 2. **Qualifying Examination**

### 1. **Content**

The content of the qualifying examination shall be determined by the members of the Ed.D. program faculty.

### 2. **Timing**

The qualifying examination shall be administered at a time in the program sequence when the student's mastery of essential elements of the core leadership and methodological concepts can be fairly evaluated and when the student is considered ready to begin formal dissertation research.

### 3. **Function of the Qualifying Examination Committee**

A qualifying examination committee shall evaluate student performance on the examination. Unanimous agreement of the qualifying examination committee is required for the candidate to pass the examination.

### 4. **Membership of the Qualifying Examination Committee**

The qualifying examination committee shall have a minimum of three members, including the chair. The qualifying examination committee chair shall be a tenured or tenure-track faculty member of the campus administering the Ed.D. program and except in special cases shall be a member of the Ed.D. program faculty. Special cases shall be reviewed and decided by the core doctoral faculty. At least two members of the committee shall be members of the Ed.D. program faculty whose primary affiliation is with the CSU campus administering the Ed.D. program, at least one of whom shall be a member of the core doctoral faculty as defined in Article 12. The committee may include a member who holds an appropriate professional position in a P-12 institution, a community college, or another postsecondary educational institution.

## 3. **Dissertation Proposal Examination, Dissertation, and Final Examination**

### 1. **Dissertation Requirements**

In accordance with Section 40511 of Title 5 of the *California Code of Regulations*, CSU Ed.D. programs shall require the completion of a dissertation conforming to the following minimum criteria:

- a. The dissertation shall be the written product of systematic, rigorous research on a significant educational issue and in accordance with a proposal that has been approved pursuant to Articles 7.3.4 and 7.3.5. The dissertation is expected to contribute to an improvement in public P-12 or community college professional practices or policy, generally or in the context of a particular educational institution. It shall evidence originality, critical and independent thinking, appropriate form and organization, and a rationale for the research problem examined.
- 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. Opportunities for students to complete work in support of the dissertation shall be embedded throughout the Ed.D. curriculum.

## 2. **Dissertation Committee**

### 1. **Function of the Dissertation Committee**

The dissertation committee shall provide guidance and supervision for development and completion of the dissertation.

### 2. **Membership of the Dissertation Committee**

The dissertation committee shall have a minimum of three voting members, including the chair, and all committee members shall have appropriate expertise in educational practice or policy. The committee shall include at least two tenured or tenure-track faculty members of the CSU campus administering the Ed.D. program, and at least one member who is primarily affiliated with a California P-12 institution or community college. The tenured or tenure-track faculty members shall be drawn from the core doctoral faculty or affiliated doctoral faculty, as defined in Article 12.1, or shall meet the standards of Article 12.2.1. The campus program director may approve an exception to the membership criteria stated above, pursuant to Article 12.2.2 or Article 12.2.3, if the individual nominated has expertise particularly relevant to the candidate's dissertation research.

### 3. **Dissertation Committee Chair**

The dissertation committee chair shall provide primary supervision for dissertation research. The chair shall be a tenured or tenure-track faculty member on the campus administering the Ed.D. program, and in most cases shall be a member of the core doctoral faculty, as defined in Article 12.1.1. Special circumstances may arise in which a tenured or tenure-track faculty member who is from the campus but who is not a member of the core doctoral faculty may serve as the dissertation committee chair if such service is approved by the core doctoral faculty in accordance with program procedures.

### 4. **Appointment of Dissertation Committee**

The student and advisor together shall propose the membership of the student's dissertation committee. The proposed membership shall be forwarded to and determined by the campus official authorized to approve composition of the committee.

The Ed.D. program director may allow the replacement of a committee member, based on the evaluation of a rationale provided by the student or committee member making the request.

## 3. **Institutional Review Board Approval**

Appropriate Institutional Review Board (IRB) approval shall be obtained to conduct

any research involving human subjects. Failure to obtain required IRB approval prior to collection of data on human subjects may disqualify a student from further use of those data. The dissertation committee chair shall advise the student regarding human subjects review requirements and compliance with IRB regulations.

#### 4. **Dissertation Proposal**

A student shall submit a dissertation proposal for approval, following the procedures and format established by the Ed.D. program faculty and the campus. The dissertation proposal shall contain, at a minimum, a description of the problem, a review of the relevant literature, a statement of the research question, and a description of the research methodology. The proposal shall contain either:

- a. human subjects research documents that have been submitted to the Institutional Review Board regarding the proposed dissertation research or
- b. required materials pertaining to human subjects research that have been completed but not yet submitted to the Institutional Review Board.

#### 5. **Dissertation Proposal Examination**

##### 1. **Function and Membership of the Dissertation Proposal Committee**

The dissertation proposal examination shall be conducted by a three-member dissertation proposal committee, all of whom shall have appropriate expertise in educational practice or policy. The membership shall include two tenured or tenure-track faculty members from the CSU campus administering the Ed.D. program and at least one member who is primarily affiliated with a California P-12 institution or community college. The dissertation proposal committee shall review the dissertation proposal. The committee may require that the student present the proposal orally to the committee and respond to committee members' questions about the proposal.

##### 2. **Decision of the Dissertation Proposal Committee**

The dissertation proposal committee shall communicate formally its decision in writing to the student, indicating approval, approval with modifications, or lack of approval. In order for the student to proceed with the formal conduct of the dissertation research, the student shall have received written approval of the proposal by the dissertation proposal committee and written Institutional Review Board notification that human subjects review requirements have been met.

##### 3. **Resubmission of a Dissertation Proposal**

If the dissertation proposal committee decision is "approval with modifications" or "lack of approval," the committee shall communicate to the student in writing the process and expectations for resubmission. The committee shall review the revised and resubmitted proposal and communicate to the student in writing the committee's decision.

#### 6. **Final Examination: Oral Defense of Dissertation**

The final examination shall be an oral defense of the dissertation, administered by the dissertation committee. Approval of the dissertation and recommendation that the Ed.D. degree be conferred shall require unanimous agreement of the dissertation

committee. In the event that the committee requires substantive changes to the dissertation, the final vote of the committee will be postponed until the changes are completed.

**7. Submission of the Approved Dissertation**

The student shall be required, after successful completion of the final examination and approval of the dissertation, to submit the approved dissertation to the appropriate campus entity in conformity with campus policy. The dissertation format shall conform to campus requirements for dissertation manuscripts. For the degree to be conferred in a particular term, the dissertation shall be submitted by the deadline specified by the program and campus.

## **Article 8. Satisfactory Progress**

**1. Requirement for Satisfactory Progress**

Each Ed.D. student shall be required to maintain satisfactory progress toward degree conferral. Consistent with the cohort structure of the program, the student shall be expected to complete satisfactorily all courses and examinations and shall be expected to advance to candidacy within the time frame specified by the Ed.D. program faculty.

**2. Criteria for Satisfactory Progress**

In accordance with campus policy, the Ed.D. program faculty and the campus shall establish criteria for satisfactory progress in the program. The criteria shall include, at a minimum, the following:

- a. The student shall maintain at least a 3.0 cumulative grade point average in the program.
- b. The student shall not have earned a grade point average below 3.0 in any two successive terms.

**3. Credit/No Credit**

The Ed.D. program shall establish a policy regarding credit/no credit in graduate work conducted toward satisfaction of degree requirements.

**4. Probation**

A student who falls below a 3.0 grade point average in any one term shall be placed on academic probation and notified of this placement in writing.

**5. Disqualification**

A student who fails to make satisfactory progress may be officially disqualified from the program based on the recommendation of the Ed.D. program faculty, in accordance with policies and procedures established by the campus.

1. A student may be disqualified only after a thorough review of the case, including appropriate consultation and submission of a written recommendation by the Ed.D. program faculty. The student shall be notified in writing of the disqualification. The student shall have the opportunity to appeal the decision.
2. A student who has been disqualified from the Ed.D. program shall not be allowed to enroll in doctoral-level courses in the program or otherwise continue in the Ed.D. program without formal re-application and re-admission.



# Article 9. Advancement to Candidacy

For advancement to candidacy for the Ed.D. the student shall have achieved classified graduate standing, successfully completed a qualifying examination pursuant to Article 7, and met such particular requirements as the appropriate campus authority may prescribe. The total time from achievement of classified standing to qualifying examination and advancement to candidacy shall not exceed three years unless there are mitigating circumstances and the program faculty members have approved the extension. An extension shall not exceed one year.

# Article 10. Time To Degree

1. 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:
  - a. the student is in good standing,
  - b. the extension is warranted by compelling individual circumstances, and
  - c. the student demonstrates current knowledge of research and practice in educational leadership, as required by the campus.
2. Ed.D. program faculty shall establish, in conformity with campus policy, criteria for granting further extension, which may be granted under special circumstances. The criteria shall include, at a minimum, the conditions (a), (b), and (c) in the paragraph above.
3. During a period of extension, the Ed.D. program faculty shall determine at the conclusion of each term in which a student is enrolled whether the student has made satisfactory progress.

# Article 11. Doctoral Advising and Mentoring

## 1. Definitions

Objectives appear below for advising, which is primarily an academic activity, and mentoring, for which the focus is on professional development.

1. **Ed.D. Advising** shall be arranged by the Ed.D. program and conducted by campus faculty members to address:
  - a. promoting a well-planned and efficient Ed.D. course of study that can be completed within three years by a working professional; and
  - b. creating a doctoral culture typified by:
    1. scholarly discussion and dialogue that fosters embedding of dissertation research within each component of the curriculum,
    2. expert supervision of Ed.D. candidates in the conduct of rigorous dissertation research,
    3. guidance and information that foster professional development, and

4. advocacy on behalf of students and their academic needs.
2. **Ed.D. Mentoring** shall be arranged by the Ed.D. program to facilitate:
    - a. supporting and enhancing professional experiences that foster leadership knowledge and skills,
    - b. providing guidance and modeling to assist students as they apply what is learned in coursework toward improving public schools or community colleges, and
    - c. fostering informal assessment and feedback designed to enhance student reflection on educational leadership and reform.
2. Each campus offering a Doctor of Education degree program shall establish and implement advising policies and mentoring policies designed to enhance the academic and professional development of students in the program. Policies shall address but are not limited to:
    - a. objectives of advising, roles of faculty advisors, assignment of faculty advisors (including the student role in assigning faculty advisors), and advising responsibilities of dissertation committee chairs; and
    - b. objectives of mentoring, roles and qualifications of mentors, orientation and training of mentors, and assigning mentors.
3. Each campus offering an Ed.D. program shall create and provide to all students enrolled in that program a student manual or handbook detailing, at a minimum, the following:
    - a. Policies on professional ethics and academic integrity;
    - b. Forms to be completed by students in the course of the degree program;
    - c. The program of study required for the degree (see Article 5.2);
    - d. Requirements for admission with classified standing (see Article 4.24);
    - e. Academic residence requirements (see Article 6.2);
    - f. Policies on student fees and financial aid;
    - g. Provisions for advising and mentoring (see Article 11);
    - h. Policies and procedures for establishing and amending a plan of study (see Article 6.1);
    - i. Policies on the transfer of credit earned at other institutions (see Article 6.3);
    - j. Policies and procedures for the formation of a committee for administering a qualifying examination (if the qualifying examination is unique to the individual student) (see Articles 7.2.3 to 7.2.4);
    - k. Requirements for advancement to candidacy (see Article 9);
    - l. Policies and procedures for the formation of a committee for supervising a dissertation (see Article 7.3.2);
    - m. Dissertation requirements (see Article 7.3.1 and Articles 7.3.3 through 7.3.7);
    - n. Requirements for field experience embedded in the program, if applicable (see Article 5.2);

- o. Requirements for satisfactory progress in the program (see Article 8);
- p. Policies and procedures for petitioning for a variance in academic requirements (see Article 6.4);
- q. Policies on extension of time for completion of degree requirements (see Article 10);
- r. Policies on academic probation and disqualification (see Articles 8.3 and 8.4);
- s. Policies and procedures for obtaining a leave of absence or for withdrawing from the university;
- t. Policies and procedures regarding student grievances;
- u. Policies on harassment and discrimination;
- v. The names and areas of expertise of faculty members affiliated with the degree program.

## Article 12. Faculty

### 1. Core Doctoral Faculty and Affiliated Doctoral Faculty

Ed.D. programs shall include *core doctoral faculty* and *affiliated doctoral faculty*. Core doctoral and affiliated doctoral faculty shall have distinct qualifications, roles, and responsibilities, as specified below and in the program bylaws.

#### 1. Core Doctoral Faculty

##### 1. Definition and Roles

The term *core doctoral faculty* refers only to those campus faculty members who have disciplinary expertise and a scholarly record relevant to leadership in P-12 or community college education. They are eligible to serve in all of the Ed.D. faculty roles: as primary doctoral course instructors, members of qualifying examination committees and dissertation committees, advisors and mentors to doctoral students, chairs of examination and dissertation committees, and members of Doctor of Education degree program governance groups. Core doctoral faculty members are expected to teach courses on a regular basis, serve on and chair student examination and dissertation committees, be available to act as faculty advisors, and be willing to participate in the governance of the program. This group shall include individuals from a number of relevant academic units on the campus administering the program.

##### 2. Appointment

Core doctoral faculty members shall be appointed in accordance with procedures specified in the program bylaws. The procedures shall include submission and review of academic and professional qualifications.

##### 3. Qualifications

Appointment and renewal of appointment as a core doctoral faculty member are dependent upon demonstrated currency in the area of scholarship related to the program. To be appointed to the core doctoral faculty, a faculty member shall in most cases meet the following criteria:

- a. have expertise in theory, research, policy, or practice related to P-12 or community college educational leadership;
- b. exhibit a strong professional record of scholarly publication pertinent to educational leadership or to the theoretical or methodological underpinnings thereof;
- c. have earned a doctoral degree in an appropriate discipline from an accredited institution of higher education;
- d. be tenured or have a tenure-track appointment;
- e. have teaching experience at the graduate level; and
- f. have demonstrated ability to direct others in research activities, including master's theses or doctoral dissertations.

#### 4. Term of Appointment

Appointment as a core doctoral faculty member in the Ed.D. program shall be for a term that conforms to appointment and reappointment procedures for tenure-track faculty at the campus. A term of appointment shall not exceed five years. The program bylaws shall specify procedures for renewing appointments to the core doctoral faculty.

## 2. Affiliated Doctoral Faculty

### 1. Definition and Roles

The term *affiliated doctoral faculty* refers to additional faculty members who have disciplinary expertise or significant experience related to the Ed.D. program and leadership in P-12 or community college education. The affiliated doctoral faculty is comprised of:

- a. tenured or tenure-track faculty members on the campus who are not members of the core doctoral faculty and
- b. other faculty members with specific expertise pertinent to educational leadership, including individuals who have expertise and experience relevant to issues of educational leadership addressed in the Ed.D. program and who are currently or who have recently been employed by a P-12 or community college partner.

Affiliated doctoral faculty members may teach in the doctoral program and serve as mentors and members of student examination and dissertation committees. They are expected to be willing to participate in the governance of the program as specified in the program bylaws.

Affiliated doctoral faculty members are not ordinarily the primary instructors within the core of the Ed.D. program of study. However, those affiliated doctoral faculty who are tenured or on the tenure track may teach graduate courses relevant to educational leadership in which Ed.D. students may enroll as approved by the Ed.D. program faculty. Affiliated

doctoral faculty members may also propose specialized courses in which Ed.D. students and other graduate students may enroll.

Affiliated doctoral faculty who are experienced practitioners in P-12 or community college education will typically be appointed as lecturers. Affiliated doctoral faculty may teach or co-teach program courses. Service as members of Ed.D. examination or dissertation committees shall require special approval as specified in the program bylaws.

## 2. **Appointment**

Affiliated doctoral faculty members shall be appointed in accordance with procedures specified in the program bylaws. The procedures shall include submission and review of qualifications. Appointment and renewal of appointment as an affiliated doctoral faculty member is dependent upon demonstrated currency in the areas of expertise and experience related to the program.

## 3. **Qualifications**

To be appointed to the affiliated doctoral faculty, a faculty member shall in all but exceptional cases meet the following criteria:

- a. have expertise relevant to the program,
- b. have earned a relevant doctoral degree from an accredited institution of higher education, and
- c. be a tenured or tenure-track campus faculty member or be recommended by a P-12 or community college partner in the program.

## 4. **Term of Appointment**

Appointment as an affiliated doctoral faculty member in the Ed.D. program shall be for a term that conforms with appointment and reappointment procedures for lecturers. A term of appointment shall not exceed three years. The program bylaws shall specify procedures for renewing appointments to the affiliated doctoral faculty.

Appointment and renewal of appointment as a core doctoral faculty member are dependent upon demonstrated currency in the area of scholarship related to the program.

## 2. **Other Faculty**

### 1. **Other Faculty from the Campus Offering the Program**

Faculty members who are not core or affiliated doctoral faculty but who hold tenured or tenure-track appointments on the campus may teach or co-teach Ed.D. courses or may serve as members of Ed.D. dissertation committees. Such individuals must have earned a relevant doctoral degree and have pertinent scholarly expertise. Service as a member of an Ed.D. dissertation committee must be recommended by the Ed.D. core doctoral faculty and be approved in accordance with campus policy and procedures governing graduate study.

## 2. **Faculty from Other California State University Campuses**

Faculty members affiliated primarily with other California State University campuses may teach or otherwise serve in the program, subject to rules and regulations governing such activity. These faculty members may serve as members of Ed.D. examination or dissertation committees under the following conditions:

- a. the faculty member meets the criteria for committee membership, and is approved in accordance with campus policy and procedures governing graduate study; and
- b. the faculty member's participation has been requested by the candidate and the candidate's advisor, or the faculty member has been recommended by the Ed.D. program faculty.

## 3. **Educational Researchers and Faculty from Other Institutions**

Educational researchers who are affiliated with centers or institutes and who have particular expertise in educational leadership, and faculty members affiliated primarily with the University of California or independent universities may be invited to teach or otherwise serve in the Ed.D. program. Those individuals who meet the criteria for committee membership may serve on Ed.D. examination or dissertation committees if recommended by the program faculty and approved in accordance with campus policy and procedures governing graduate study.

## 3. **Procedures To Allow for Additional Faculty Roles Under Special Circumstances**

There may arise special circumstances in which the Ed.D. program faculty determine that it would benefit the program for an exceptionally qualified individual to undertake a role for which the foregoing articles do not provide. The Ed.D. program bylaws shall specify conditions under which such appointments may be made, the procedures for making such appointments, and the formal approval mechanisms that shall govern them.

# II. Authority

This policy is issued pursuant to Sections 66040 through 66040.7 of the California Education Code, Sections 40050.1, 40100, 40511, and 40512 of Title 5 of the California Code of Regulations, and [Section II of the Standing Orders of the Board of Trustees of the California State University](#), as further delegated by the [Standing Delegations of Administrative Authority](#). The president may delegate authority and responsibility described in this policy to other campus officials pursuant to [Section VI of the Standing Orders of the Board of Trustees of the California State University](#).

## All Revision Dates

2/28/2022, 5/19/2021, 9/27/2006

## Attachments

[A: CSU Doctor of Education in Leadership Core Curricular Concepts](#)

## Approval Signatures

Step Description	Approver	Date
EVC	Sylvia Alva: EVC Acad/Stdnt Affairs [NE]	2/28/2022
Area Manager/Owner	Alison Wrynn: Assoc VC Acd Prg,Innov&Fac Dev	2/28/2022
Area Manager/Owner	Christina Gutierrez: Comm Spclst, Acad & Sdnt Affrs	2/28/2022

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