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Susannah Scott
Chair, Assembly of the Academic Senate
Faculty Representative, UC Board of Regents

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November 24, 2026

Ralph Hexter
Interim Provost and Executive Vice President, Academic Affairs

Re: Academic Council's Recommendations on CSU Doctoral Program Proposals

Dear Interim Provost Hexter,

On behalf of the Academic Council, I am forwarding the attached recommendations regarding six proposed doctoral programs submitted by the California State University (CSU) under Assembly Bill (AB) 656 (2023).

Pursuant to AB 656, the Coordinating Committee on Graduate Affairs (CCGA) conducted the Senate's review to assess whether the CSU proposals substantially duplicate existing or planned UC doctoral programs. CCGA unanimously recommended that UC raise no objection to two proposals and formally object to the remaining four on the grounds of substantial duplication. The Academic Council unanimously endorsed CCGA's findings and recommendations at its November 19 meeting. CCGA's full reviews are attached.

Council also heard concerns about the review process, in particular, that CCGA's detailed feedback from last year's review cycle was not fully conveyed to CSU proposers, limiting their ability to address identified concerns in resubmitted proposals. Council strongly supports CCGA's request that the complete substantive reviews be shared with the relevant CSU campuses to facilitate constructive feedback, improve subsequent proposals, and maintain positive engagement. We also encourage further discussion of CCGA's recommendations for improving the review process, as outlined in its attached November 20 letter.

Please do not hesitate to contact me if you have additional questions.

Sincerely,



Susannah Scott
Chair, Academic Senate

Attachments:
1. CCGA Recommendations on the CSU Doctoral Program Review Process (November 20, 2026)
2. CCGA Recommendations and Reviews of CSU Doctoral Program Proposals (November 12, 2026)

cc: Academic Council
CCGA
Director of Academic Planning and Policy Corona
Institutional Research and Academic Planning Analyst Wilson
Executive Advisor Greenspan
Senate Division Executive Directors
Senate Executive Director Lin

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COORDINATING COMMITTEE ON GRADUATE AFFAIRS
Eleonora Grandi, Chair
egrandi@ucdavis.edu

November 20, 2026

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Susannah Scott,
Chair, Academic Senate

Dear Chair Scott,

Following our review of the CSU professional and applied doctoral program proposals under AB 656, CCGA would like to offer several recommendations to improve the review process and facilitate more constructive engagement between UC and CSU.

We recognize the importance of ensuring that new CSU doctoral programs do not substantially duplicate existing or planned UC doctoral programs, while also supporting the development of educational opportunities that address California's workforce needs. Our experience over the past two review cycles has highlighted several opportunities to make the process more transparent, efficient, and collaborative.

1. Provide CSU campuses with the complete substantive feedback from CCGA reviews.
We recommend that CSU campuses receive the full written critiques prepared by CCGA reviewers, rather than only a summary of the committee's conclusions. These reviews often contain detailed comparisons with UC doctoral programs, identify specific areas of potential duplication, and suggest ways in which proposals could better establish their distinctiveness. Sharing this feedback would provide campuses with a clearer understanding of the concerns that informed CCGA's recommendations and enable CSU to address those concerns more effectively in subsequent submissions.

2. Require a structured response to previous reviews when proposals are resubmitted.
Two proposals reviewed this year were resubmissions from the previous cycle. It was difficult to determine precisely how the earlier concerns had been addressed or what substantive changes had been made. To improve the efficiency and consistency across review cycles, we recommend that resubmitted proposals include:

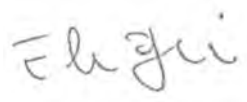
- A point-by-point response to all comments and concerns raised in the previous CCGA review, indicating how each issue has been addressed or explaining why no change was made.
- A redlined version of the revised proposal, in addition to a clean version of the revised proposal for review.

3. Create opportunities for consultation and informal review outside the formal annual review window.
The current timeline is highly compressed, with no opportunity for dialogue between UC and CSU or for substantive revisions in response to concerns identified during the review. Unresolved duplication questions cannot be adequately explored within the available time.

We recommend exploring a more iterative process that preserves the formal statutory review timeline while allowing additional, voluntary engagement throughout the year. For example, CSU campuses could be encouraged to work on revisions following receipt of CCGA feedback, with the possibility of an informal consultation or preliminary review in the spring. This would allow CCGA reviewers to provide feedback on whether the proposed revisions adequately address the previously identified duplication concerns before campuses submit their proposals in the next formal review cycle. While these consultations would be explicitly advisory, they could provide an opportunity to resolve concerns earlier and improve the quality and clarity of subsequent submissions.

Please let me know if I can answer any questions.

Sincerely,



Eleonora Grandi
Chair, CCGA

cc: Academic Senate Vice Chair Nuru-Jeter
Academic Senate Executive Director Lin
Academic Senate Assistant Director LaBriola
CCGA Members

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Eleonora Grandi, Chair
egrandi@ucdavis.edu

November 12, 2026

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Susannah Scott
Chair, Academic Senate

Dear Chair Scott,

Under Assembly Bill (AB) 656 (2023), CSU may offer "professional or applied doctoral degrees statewide that do not duplicate University of California doctoral degrees and satisfy certain requirements." This includes "UC doctoral degree programs that are offered or under review by the UC." At the November 4 CCGA meeting, the committee reviewed six proposed CSU doctoral programs to assess potential duplication with existing or planned UC doctoral programs. The Council of Graduate Deans also reviewed the proposals and submitted its report to CCGA prior to the meeting.

CCGA unanimously determined that four of the six proposals presented substantial duplication with existing UC doctoral programs and recommended that UC formally object to these proposals. For the remaining two proposals, CCGA found little to no substantive duplication and recommended that UC raise no objection.

I have attached the scoring rubrics, reviews, graduate dean feedback, and CSU proposals to this letter. I also am summarizing them in the table on the following page.

CSU Campus	Degree	CCGA Recommendation	Page
San Diego	DEng in Civil Engineering	Objection	1-17
San Marco	Doctor of Business Administration	No Objection	18 - 48
San Bernadino	Doctor of Public Administration	No Objection	49 - 63
San Diego	DSc in Chemical Biotechnology and Biopharmaceutical Sciences	Objection	64 - 92
Long Beach	Doctor in Translation and Interpreting	Objection	93 - 162
Long Beach	PsyD in Health Service Psychology	Objection	163 -186
COGD Review			187 -190

CCGA would also like to offer feedback on the review process itself, both to facilitate a more effective review by UC and to help CSU campuses address concerns and strengthen their proposals. The committee will share its recommendations in a separate letter to Academic Council.

CCGA is indebted to the six members who undertook this review process. It also would like to thank the graduate deans and IRAP staff Carmen Corona, Courtney Wilson, and Todd Greenspan for their assistance with this undertaking.

Please let me know if I can answer any questions for you regarding this matter.

Sincerely,

Eleonora Grandi
Chair, CCGA

cc: Academic Senate Vice Chair Nuru-Jeter
Academic Senate Executive Director Lin
Academic Senate Assistant Director LaBriola
CCGA Members
Institutional Research and Planning Analyst Wilson
Director of Academic Planning and Policy Corona
Executive Advisor, Academic Planning and Policy Greenspan

UC/CSU Program Duplication Review Rubric

Campus: California State University, San Diego (SDSU)

Reviewer: John Wawrzynek

Date: October 30, 2026

	Little to No Duplication (more dissimilar than not)	**Some or Substantial Duplication** (warrants closer review or more alike than different)	**Insufficient Information**
Title of Projected Doctoral Degree	Proposed: Doctor of Engineering in Civil Engineering. UC degrees in this field are Ph.D. degrees (e.g., Ph.D. in Civil and Environmental Engineering). No UC campus offers a D.Eng. in Civil Engineering.		
Degree Designation (e.g. EdD)		Proposed: Doctor of Engineering. Several UC campuses (Berkeley and Davis) offer a Doctor of Engineering, but in fields other than Civil Engineering.	
Program Description		The proposed D.Eng. covers core civil infrastructure tracks (Structural, Water Resources, Geotechnical, Construction, Environmental, and Transportation Engineering) that are directly served by existing UC engineering doctoral programs and the SDSU-UCSD Joint Doctoral Program (JDP) in Structural Engineering. The premise that UC Ph.D. programs focus exclusively on basic theoretical research for academic careers and careers in research is not entirely true; UC Ph.D. engineering programs routinely emphasize applied research. For instance, from the UC Berkeley Civil Eng webpage: (https://ce.berkeley.edu/grad/degrees/phd), "Our curriculum provides a strong basis for advanced professional practice, research, or teaching. "	
Program Learning Outcomes		PLOs emphasize conducting applied research, integrating theory with professional practice, applying advanced modeling/computational tools, collaborating with industry/government, and demonstrating leadership. These outcomes substantially duplicate the learning outcomes of UC Civil and Environmental Engineering Ph.D.	

		programs and the SDSU-UCSD JDP, which similarly train doctoral students for advanced technical leadership, complex system design, and applied R&D in industry and government.	
External Program Accreditation (where applicable)	N/A. Neither professional doctoral programs (D.Eng.) nor research doctoral programs (Ph.D.) in Civil Engineering have specialized programmatic accreditation from ABET (ABET accredits at the bachelor's degree level).		
Required Coursework/Program Structure		Coursework overlaps substantially with existing UC graduate civil engineering curricula. Although the program is pitched as preparing "engineering leaders," the roadmap includes no required courses in leadership or management. The Qualifying Assessment of combining a dissertation proposal and an oral presentation is virtually identical to that of a many UC Ph.D. programs. SDSU D.Eng. includes 9 units of mandatory internship/practicum (CIV E 897). The mandatory internship is a notable distinction from UC Ph.D. programs where internships are optional.	
Cumulating Experience/Research Orientation		The proposed culminating experience requires an "applied doctoral dissertation" involving systematic, rigorous research and an oral defense. In practice, this is structured nearly identically to a traditional UC Ph.D. dissertation. Although framed around applied problems, the requirement for an industry practitioner on the 5-member dissertation committee is merely optional ("may represent an industry or public-sector partner"), rendering the research defense and committee structure indistinguishable from a standard Ph.D. Ph.D. civil and structural engineering programs across UC campuses and generally allow outside members from industry on dissertation committees	
Intended occupation of graduates		Target occupations include senior technical, R&D, and leadership roles in public agencies (Caltrans, Water Boards), private engineering firms (AECOM, Jacobs, WSP), national laboratories (LLNL, Sandia), and consulting. UC Ph.D. graduates in Civil, Environmental, and Structural Engineering actively compete for and occupy these same industry and government positions.	

		Framing UC Ph.D. outcomes as limited to academic faculty tracks is overly narrow and unsupported by actual workforce data.	
Overall Assessment		Although the D.Eng. designation and required 9 units of internships attempt to establish a professional doctorate model, the proposal demonstrates substantial duplication with existing UC Ph.D. programs and the local SDSU-UCSD Joint Doctoral Program. The core curriculum, dissertation model, sub-disciplinary tracks, and target career fields mirror existing UC offerings without establishing a clear, differentiated doctoral standard.	

Relevant UC Campuses/Programs (please list):

UC Berkeley: Ph.D. in Civil and Environmental Engineering
UC Davis: Ph.D. in Civil and Environmental Engineering
UC Irvine: Ph.D. in Civil and Environmental Engineering
UC Los Angeles (UCLA): Ph.D. in Civil Engineering
UC San Diego (UCSD): Ph.D. in Structural Engineering (civil-adjacent; no standalone CE/CEE dept), SDSU-UCSD Joint Doctoral Program (JDP) in Structural Engineering
UC Merced: Ph.D. in Environmental Systems (related field)
UC Riverside: Ph.D. in Chemical and Environmental Engineering (related field)
UC Santa Barbara: No Civil Engineering doctoral program
UC Santa Cruz: No Civil Engineering doctoral program
UC San Francisco: Health sciences only (no engineering programs)

Comments regarding program similarities:

1. The proposed D.Eng. in Civil Engineering overlaps significantly in scope, core subject matter, and career outcomes with existing Ph.D. programs across UC campuses (UCB, UCD, UCI, UCLA, UCSD). Most notably, SDSU already co-hosts an active Joint Doctoral Program (JDP) in Structural Engineering with UC San Diego.
2. The proposal relies on the premise that UC Ph.D. programs are strictly theoretical and intended for academic careers, whereas the proposed D.Eng. is applied and industry focused. This distinction is inaccurate. UC engineering Ph.D. programs incorporate extensive applied research, advanced design optimization, and industry-sponsored project and internships. A large percentage of UC engineering Ph.D. graduates enter industry R&D, specialized consulting, national laboratories, and government agency leadership.

3. The proposal includes 9 units of mandatory internship/practicum. This requirement is a notable distinction from UC Ph.D. programs where internships are optional.
4. Despite claiming to offer a practice-oriented doctorate, the culminating dissertation requirement is described in a manner almost identical to a traditional Ph.D. dissertation (requiring original research, theoretical grounding, and a standard academic defense). Inclusion of an industry representative on the dissertation committee is strictly optional rather than mandatory.
5. While the proposal emphasizes training "engineering leaders" for executive and managerial roles in industry and government, the required curriculum consists entirely of technical modeling, AI, track electives, and technical seminars. No required coursework covers leadership, engineering management, public policy, organizational behavior, or project finance.

Questions of additional information needed (if any).

1. How specifically does the proposed D.Eng. distinguish its curriculum, research outcomes, and target audience from the existing SDSU-UC San Diego Joint Doctoral Program in Structural Engineering?
2. If the D.Eng. is designed as a practice-oriented doctorate, why is industry representation on the dissertation committee optional rather than mandatory?
3. If leadership in professional engineering practice is a core Program Learning Outcome, why are there no required courses covering engineering leadership, project management, or technical policy?
4. Could the objectives of this proposal be met by expanding the existing SDSU–UC San Diego Joint Doctoral Program in Structural Engineering to include *Water Resources, Geotechnical, Construction, Environmental, and Transportation Engineering*?
5. How will the required 9 units of summer internships (CIV E 897) be administered for practicing engineers who are already employed full-time in industry or government agencies? Will existing workplace projects qualify, and what formal supervision mechanisms will be established?

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DOCTORAL DEGREE PLANNING RESOURCES

CONCEPTUAL PROPOSAL FOR UC REVIEW OF CSU PROFESSIONAL AND APPLIED DOCTORAL PROGRAMS

CSU Proposed Degree Information, Campus Information, and Contact Information

Title of Projected Doctoral Degree	**Doctor of Engineering in Civil Engineering**
Degree Designation (e.g., EdD)	**D.Eng., CE**
Proposed CIP Code	14.0801
Projected Implementation Date (1st Cohort Enrolled)	**Fall 2029**
Campus	**San Diego**
College	**Engineering**
Department	Civil, Construction, and Environmental Engineering
Key person(s) who can respond promptly during the UC review process	Natalie Mladenov (nmladenov@sdsu.edu), Christy Dykstra (cdykstra@sdsu.edu), Althaf Shajihan (ashajihan@sdsu.edu)

Curricular and Academic Elements

1. **Provide a summary of the purpose for and a description of the proposed doctoral degree, including targeted audience(s).**

Purpose: The proposed Doctor of Engineering in Civil Engineering (D.Eng., CE) program fills the need for a professional doctoral degree that prepares civil engineering leaders for roles in industry and government. While PhD programs emphasize the creation of new scientific knowledge through original research, the D.Eng., CE emphasizes the integration and application of existing and emerging knowledge to solve complex civil engineering challenges. Additionally, the D.Eng., CE requires a professional practice experience integrated throughout the curriculum. Students complete supervised engineering practice, internships, or equivalent professional experiences that complement their academic studies and

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culminate in an applied doctoral dissertation addressing an engineering challenge with societal and/or industrial impact.

Description: The civil engineering discipline focuses on the planning, design, construction, operation, and maintenance of the built environment. It encompasses the physical infrastructure that supports society, including transportation systems, water resources, buildings, ports, airports, dams, levees, and public works. In the United States, much of the nation's infrastructure was built decades ago and now requires significant investment to repair, replace, or expand capacity. As U.S. infrastructure ages and climate-related hazards become more frequent, civil engineers play a critical role in addressing challenges such as: rehabilitating and modernizing aging roads, bridges, and transit systems, ensuring reliable access to clean drinking water and effective wastewater treatment, designing resilient infrastructure that can withstand floods, hurricanes, earthquakes, wildfires, and other natural hazards, and designing and integrating smart infrastructure, digital twins, and advanced sensing systems.

This program covers the fundamental and applied research/practice necessary to address current and future needs for civil infrastructure. The D.Eng., CE will provide a graduate curriculum for study, research, and practice in Civil Engineering, with tracks in: Structural Engineering, Water Resources Engineering, Geotechnical Engineering, Construction Engineering, Environmental Engineering, and Transportation Engineering that focus on the engineering, planning, and management of critical civil infrastructure.

The D.Eng., CE is a practice-oriented professional degree designed to prepare graduates for advanced technical and leadership roles in government and industry, rather than for research-intensive academic careers. Successful completion of the D.Eng., CE entails 9 units of CIV E 897 Internship/Practicum, during which students will work in an internship or equivalent practical experience. This requirement of supervised professional experience will provide industry experience and introduce the student to themes that may be suitable for applied research to be fulfilled through the doctoral dissertation. The internship will be a key experience that prepares graduates for advanced engineering practice.

Employers increasingly seek engineers who can integrate advanced technical expertise with the planning, design, delivery, and management of complex infrastructure projects. This advanced degree will meet those needs by providing both theoretical understanding and practical training needed to undertake advanced engineering projects and for advancement into leadership positions.

Target Audience: Students with BS degrees in Civil Engineering (and related fields) and practicing civil engineers from the local area who intend to pursue employment in industry or government; US and international students who intend to pursue employment in industry or government. The D.Eng., CE also targets regions, including but not limited to the counties of San Diego, Merced, and Santa Barbara (Appendix A), that do not currently offer any doctoral degrees in Civil Engineering at either UC or CSU institutions.

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2. Describe how the proposed doctoral curriculum is advanced beyond a master's degree to justify a new professional and/or applied doctorate, distinct from a UC doctoral program.

The D.Eng., CE is intended to prepare engineering leaders for advanced practice in industry and government, whereas the Ph.D. focuses on preparing research scholars and faculty (Table 1). The required minimum coursework for the D.Eng., CE degree is 60 units beyond the Bachelor's degree, including 36 units of 800-level courses as follows: 6 units of core courses, 6 units of CIV E 801 Civil Engineering Seminar (one unit per semester for 6 semesters), 9 units of CIV E 897 Internship/Practicum, and 15 units of CIV E 899 Dissertation. An additional 24 units of courses at the 700-level or 800-level are required as follows: 6 units of required track courses, and 18 units of electives. A student may transfer up to 9 units of relevant graduate coursework from an MS degree. By contrast, a MS degree in Civil Engineering requires only 30 units beyond the BS degree.

Students will develop the following competencies that prepare graduates to work at the highest levels of the engineering profession.

- *Systems thinking and infrastructure integration*
- *Artificial intelligence application*
- *Engineering design and technology application*
- *Advanced engineering analysis and decision-making*
- *Leadership in the field*
- *Infrastructure lifecycle management*

The D.Eng., CE degree is further advanced beyond a MS degree in its:

- *Required completion of supervised engineering practice, internships, or equivalent professional experiences,*
- *Dissertation, which integrates theoretical foundations with applied engineering practice to address a complex engineering challenge, and*
- *Advanced coursework at the 800-level that will enable students to develop the competencies listed above.*

Key differences between the professional doctorate and the UC doctoral degree are summarized below:

Table 1. Comparison between the professional D.Eng., CE and PhD in civil engineering.

Characteristic	***Proposed D.Eng., CE***	***Traditional UC PhD in Civil Engineering***
Primary purpose	*Prepare practitioners for advanced technical/leadership roles in industry and government*	*Train scholars to generate new knowledge, typically for academic or research careers*
Core emphasis	*Integration and application of existing/emerging knowledge to solve practice problems*	*Original, novel research contributing to the field's knowledge base*

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Characteristic	***Proposed D.Eng., CE***	***Traditional UC PhD in Civil Engineering***
Target audience	*Practicing engineers and BS/MS grads aiming for industry/government leadership*	*Students aiming for research positions and tenure track faculty*
Practicum/internship	*Required: 9 units (three internships) embedded across Years 1 - 3*	*Not typically required; some students do internships informally, but it's not a structural degree requirement*
Culminating project	*Applied doctoral dissertation emphasizing implementation of methods, design optimization, or practice-oriented solutions*	*Dissertation emphasizing original research and new theoretical/ empirical contributions to the discipline*
Qualifying process	*Single "qualifying assessment" combining proposal development and oral presentation, done in Year 2*	*Usually a separate written/oral qualifying exam (testing breadth) followed later by an advancement-to-candidacy proposal defense; often two distinct milestones*
Time to degree (beyond BS degree)	*4 years*	*Typically 5–6 years*

3. Describe the admission criteria for the proposed doctoral degree (including undergraduate preparation).

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 D.Eng., CE applicants and shall include, at minimum, the following:

a. *The applicant holds a Bachelor of Science or Master of Science degree in civil engineering, environmental engineering, other engineering discipline, or a related STEM field. Applicants without an engineering degree may be required to complete prerequisite coursework to ensure adequate preparation for doctoral study.*
b. *The applicant has attained a cumulative grade point average of at least 3.0 in an acceptable Bachelor of Science or Master of Science degree in civil engineering or related field (as specified in part a) as determined by the appropriate campus authority.*
c. *Evidence considered in the admission process shall include but not be limited to:*
    i. *letters of recommendation from professional persons knowledgeable about the applicant's potential for scholarship and leadership.*
    ii. *a written statement of purpose reflecting what the applicant expects to accomplish in the D.Eng., CE program and how the D.Eng., CE program will advance the applicant's engineering career and practice.*

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d. *Applicants whose native language is not English will be required to submit proof of English language proficiency to be eligible for review.*

4. List the proposed doctoral program course and culminating doctoral project descriptions including, as appropriate, a description of qualifying and/or comprehensive exams, professional and/or clinical experiences, practicums, projects, and research.

Students will advance to doctoral candidacy upon the development of an approved dissertation proposal, and the successful completion of a qualifying assessment. The culminating experience will consist of an applied doctoral dissertation and oral defense of the dissertation. Students shall be required to pass the qualifying assessment and dissertation defense within two attempts or be subject to disqualification.

a. *The qualifying assessment (QA) shall include the development of a dissertation proposal, informed from the student's internship or other practical experience, and the oral presentation of the proposal before the doctoral committee. The QA will evaluate the student's mastery of the theoretical foundations of the discipline and preparedness to undertake independent, applied research at the doctoral-level. The QA must be passed prior to the student's advancement to candidacy.*
b. *The dissertation shall be the written product of systematic, rigorous research and must demonstrate original, independent work that integrates theoretical foundations with applied engineering practice to address a complex engineering challenge. Consistent with the professional orientation of the D.Eng., CE, the dissertation will emphasize the implementation of innovative methods or technologies, engineering design optimization, infrastructure systems integration, or other practice-oriented solutions that advance the state of professional engineering practice.*
c. *The final assessment shall be an oral defense of the candidate's dissertation before the candidate's dissertation committee.*

5. Describe the proposed culminating doctoral experience (doctoral dissertation, doctoral project, or doctoral capstone).

Doctoral Dissertation Requirements

a. *The doctoral dissertation shall be the written product of a systematic, rigorous evidence-based endeavor focused on a significant engineering practice issue, informed by the student's internship or other practical experience. It shall evidence originality, critical and independent thinking, appropriate form and organization, and adequate rationale. The doctoral dissertation shall reflect a command of scholarly literature and shall demonstrate the student's mastery of evidence-based practice at the doctoral level.*

The doctoral dissertation format shall be approved by the dissertation committee during the qualifying assessment and shall conform to the following minimum criteria: The doctoral dissertation shall identify the problem statement and purpose, state the complex engineering challenge or problem being addressed, 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

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that summarizes the significance of the work, objectives, methodology, and a conclusion or recommendation.

b. *An oral presentation of the doctoral dissertation shall be the final process for the acceptance of the candidate's doctoral dissertation.*

c. *Dissertation Committee:*
   - *Function of the Dissertation Committee*
     The dissertation committee shall provide guidance and supervision for development and completion of the dissertation.
   - *Membership of the Dissertation Committee*
     The dissertation committee will consist of five members; three members from the D.Eng., CE program and two outside members. One of the outside members may represent an industry or public-sector partner relevant to the dissertation.
   - *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 D.Eng., CE program.
   - *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, whose role, term and scope are established by the campus, authorized to approve composition of the committee.
     The College of Engineering Faculty Doctoral 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.

6. List the program learning outcomes for the proposed doctoral degree.

D.Eng., CE is intended to prepare engineering leaders for advanced practice in industry and government. Upon completion of the D.Eng. CE program, graduates will be able to:

1. *Conduct applied research to address complex engineering challenges in industry, government, and the public sector.*
2. *Integrate engineering theory, research, and professional practice to develop innovative, practical solutions to real-world infrastructure problems.*
3. *Apply advanced analytical, computational, and statistical methods to support decision-making in professional engineering practice.*
4. *Collaborate effectively with industry, government, and multidisciplinary teams.*
5. *Communicate technical information and engineering solutions effectively to both technical and nontechnical audiences.*
6. *Demonstrate technical and organizational leadership in professional engineering practice.*

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7. *Practice engineering with integrity, ethical responsibility, and a commitment to public health, safety, and welfare.*

7. Describe the infrastructure required for this proposed doctoral program.

The D.Eng., CE program will leverage existing faculty expertise, facilities, instructional resources, and physical infrastructure, such as instructional and research laboratories and university computing resources.

Because the D.Eng., CE program is designed as a professional doctorate, it will also capitalize on established partnerships with industry (e.g., existing industry advisory boards), government agencies, and public-sector organizations to provide financial support, applied learning experiences, and doctoral research opportunities. Industry support includes the following activities:

- *hosting students for the internship and practicum requirement on active projects,*
- *sponsoring applied dissertation projects,*
- *providing guest speakers for the CIVE 801 professional seminar,*
- *serving on student dissertation committees, and*
- *offering input on the curriculum and program competencies.*

Support letters from Clark Construction, Pacific Legacy Homes, TYLin, and HTK are attached to this proposal. Existing university policies and procedures for doctoral admissions, student advising, dissertation oversight, and degree completion will be used to administer the program.

Appendix A

- **Doctoral Program Roadmap.** Provide a doctoral program roadmap serving as a visual representation of the pathway by term of program requirements, including the sequence of completing courses and any offsite, internship, and/or culminating requirements, and the total units per term and total overall units for the program.

This roadmap illustrates the term-by-term sequence of coursework, internships, dissertation research, and program milestones for the Professional Doctorate in Civil Engineering (D.Eng., CE). All tracks (environmental, construction, water resources, geotechnical, transportation, and structural engineering) follow the same core structure, seminar sequence, internship pattern, qualifying assessment timing, and dissertation requirements. Only the track-specific and elective courses differ.

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60	**4 years**	**3**	**5**	**2**
total program units	*Fall Yr 1 – Spring Yr 4*	*internships (897), 3 units each*	*dissertation (899), 3 units each*	*Milestones: QA (Yr 3) & defense (Yr 4)*

Term-by-term sequence

Term	Courses	Units	Term total	Milestones
Year 1 — Fall	Required Core: CIV E 822 — Civil Engineering Modeling (NEW)	3	**7**	
	Required Core: CIV E 833 — Artificial Intelligence in Civil Engineering Systems (NEW)	3		
	Required Core: CIV E 801 — Civil Engineering Seminar (industry speakers)	1		
Year 1 — Spring	Required track: CIV E, ENV E, or CON E, 700 or 800 level*	3	**7**	
	Required track: CIV E, ENV E, or CON E, 700 or 800 level*	3		
	Required Core: CIV E 801 — Civil Engineering Seminar (doctoral student / faculty speakers)	1		
Year 1 —	Required Core: CIV E 897 — Internship	3	**3**	
Year 2 — Fall	Elective: CIV E, ENV E, or CON E, 700 or 800 level	3	**7**	
	Elective: CIV E, ENV E, or CON E, 700 or 800 level	3		
	Required Core: CIV E 801 — Civil Engineering Seminar (industry speakers)	1		
Year 2 — Spring	Elective: CIV E, ENV E, or CON E, 700 or 800 level	3	**7**	**QUALIFYING ASSESSMENT (QA)**
	Elective: CIV E, ENV E, or CON E, 700 or 800 level	3		
	Required Core: CIV E 801 — Civil Engineering Seminar (doctoral student / faculty speakers)	1		
Year 2 —	Required Core: CIV E 897 — Internship	3	**3**	
Year 3 — Fall	Elective: CIV E, ENV E, or CON E, 700 or 800 level	3	**7**	**Eligible to begin 899 dissertation research (after passing QA)**
	Elective: CIV E, ENV E, or CON E, 700 or 800 level	3		
	Required Core: CIV E 801 — Civil Engineering Seminar (industry speakers)	1		
Year 3 — Spring	Required Core: CIV E 801 — Civil Engineering Seminar (doctoral student / faculty speakers)	1	**4**	
	CIV E 899 — Dissertation Research (applied)	3		
Year 3 —	Required Core: CIV E 897 — Internship	3	**3**	
Year 4 — Fall	CIV E 899 — Dissertation Research (applied)	3	**6**	
	CIV E 899 — Dissertation Research (applied)	3		
Year 4 —	CIV E 899 — Dissertation Research (applied)	3	**6**	**DISSERTATION DEFENSE**
	CIV E 899 — Dissertation Research (applied)	3		
Program total			**60 units**	**4-year program**

** The two required track courses are completed in Year 1 Spring. These differ by track: ENV E 737 and ENV E 745 for Environmental Engineering, CIV E 740 and CIV E 741 for Geotechnical Engineering, CIV E 708 and 710 for Structural Engineering, CIV E 720 and CIV E 721 for Transportation Engineering, CIV E 730 and CIV E 731 for Water Resources Engineering, and CON E 750 and CON E 751 for Construction Engineering.*

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Program Roadmap Notes

Sequencing logic

- *Both required core lecture courses (CIV E 822 and CIV E 833) are taken together in Year 1 Fall, alongside the seminar.*
- *The 1-unit professional seminar (CIV E 801) runs every fall and spring of Years 1–3 (six offerings, 6 units total). Fall sections have a management focus and feature industry guest speakers; spring sections feature doctoral student and faculty presenters.*
- *CIV E 897 Internships run every summer of Years 1–3 for 9 internship units total.*
- *The six electives are spread across Year 2 Fall, Year 2 Spring, and Year 3 Fall.*
- *The qualifying assessment/oral presentation is administered at the end of the Spring term of Year 2.*
- *CIV E 899 dissertation research cannot begin until the qualifying assessment is passed.*
- *The dissertation defense is the culminating requirement, scheduled in the Spring term of Year 4.*

Unit summary by year and category

- *The 60 units break down as follows: 17 units in Years 1-2, 14 units in Year 3, and 12 units in Year 4 (or 15 units per year on average)*
- *Required core courses: 800-level, 21 units (including 9 units of CIV E 897 Internship/Practicum)*
- *Required dissertation: CIV E 899, 15 units*
- *Required track courses: 6 units.*
- *Electives: 18 units from civil engineering (CIV E), environmental engineering (ENV E), construction engineering (CON E), business administration (B A), or communications (COMM).*
- *Program total: 60 units across 4 years (8 academic terms plus 3 summer terms).*

- **Postgraduate Professional Job Objectives**

a. Describe relevant statewide workforce demands for the proposed doctoral program.

California's infrastructure requires specialized leadership to manage a $216 billion transportation funding gap and a $295 billion maintenance shortfall over the next decade. While many entry-level roles are filled at the bachelor's and master's level, leadership roles and roles that directly manage the technical complexity of modern Civil Engineering systems prefer doctoral-level and applied expertise, which the D.Eng. in Civil Engineering degree provides. These roles require independent design of complex systems, integration of emerging technologies (e.g., AI), and leadership of large-scale infrastructure projects.

Although growth projections are not available for the professional doctorate degree, specifically, data from the California Employment Development Department (EDD) projects a 12.3% growth rate for Civil Engineers through 2032, with approximately 3,740 annual job openings statewide. Nationwide, the US Bureau of Labor Statistics states that employment for civil engineers is projected to grow 5% from 2024 to 2034, faster than the average for all occupations. Our curriculum includes coursework in artificial intelligence and modelling, which is critical for advanced positions in Civil Engineering. The American Society of Civil Engineers (ASCE) states that future civil engineers will increasingly need expertise in Artificial intelligence, Machine learning, Data analytics, Digital twins, and Computational modeling. ASCE notes that firms are shifting toward engineers who can act as technical translators between AI

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systems and engineering practice. Engineers with both civil engineering and computer science/AI knowledge are expected to be best positioned for leadership roles.

Public Sector Leadership: *The California State Civil Service Research Scientist and Principal Engineer classifications and similar positions in other states (see below) increasingly utilize doctoral degrees with substantial practical experience as a primary qualifying factor for senior-tier roles (Levels IV, V, and Manager) responsible for statewide technical policy and innovation. Caltrans and the California Water Boards are example agencies in the state of California.*
Industry R&D: *Leading California firms (e.g., AECOM, Jacobs, Black & Veatch, Exponent) explicitly recruit doctoral-level engineers for senior R&D and technical management roles to bridge the gap between academic theory and large-scale project deployment.*
National Labs: *For research scientists at national labs, a doctoral degree is generally required. Institutions such as Lawrence Livermore and Sandia National Laboratories demonstrate a consistent demand for Applied Research Engineers, a role for which the D.Eng. with practical and research experience will be well aligned.*

b. Describe employment opportunities for the proposed doctoral program.

There are substantial employment opportunities in different sectors.
Examples of job postings in the Public Sector are provided:

- *Research Scientist job posting at the Virginia Department of Transportation (accessed on 4 July 2026 on indeed.com) states in their job description that they are seeking someone with the ability to "conceive, plan, direct, and conduct highly complex research projects in a specialty area that provide a solution to problems or an improvement to technology, procedures, practices, processes or specifications in the area of **transportation engineering** and road safety." This position listed "experience in developing research including the publication and implementation of results," other practical experience with "hydraulic structures and Hydraulic Engineering Circulars (HEC), and Hydraulic Design Series (HDS), bridge inspection, testing, or repair," and a PhD in Civil Engineering, Transportation Engineering or related field as additional preferred considerations.*
- *General Engineer at the US Nuclear Regulatory Commission (accessed on 4 July 2026 on indeed.com) requires the following for a GG-11 position: Doctorate degree (PhD) in or related to an Engineering or Physical Science discipline OR Master's Degree and one year of post degree work experience.*

Examples of job postings in Industry R&D are provided:

- *Modelling Expert - Senior **Geotechnical** Engineer job posting at NonStop Consulting (accessed on 4 July 2026 on indeed.com) states that the requirements for applying are "Master's degree in Civil or Geotechnical Engineering (PhD Preferred)"*
- *Principle **Geotechnical** Engineer at AECOM (accessed on 4 July 2026 on indeed.com) has a Master's degree or PhD in Civil Engineering as "preferred qualifications."*

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- *Senior Principal **Design** Engineer position job posting at Northrop Grumman (accessed on 4 July 2026 on indeed.com) required a Bachelor's degree in Science, Technology, Engineering or Math (STEM) with 8 years experience; 6 years' experience with a Master's degree; or 4 years' experience with a PhD.*
- *Lead **Transportation** Engineer job posting at WSP Corp. (accessed on 4 July 2026 on indeed.com) listed "Masters and PhD" as "Preferred Qualifications".*

Examples of job posting at National Labs:

- *Waste and Transportation Oversight Senior Specialist at Argonne National Lab (accessed on their website on 4 July 2026) states that an "advanced degree in nuclear, chemical, **environmental engineering**, health physics, or a related technical field is preferred" along with 5+ years "of relevant experience in waste management and transportation operations…"*

c. If applicable, describe the national or state-wide professional accreditation/certified licensure(s) and how the accreditation/licensure(s) will be aligned to the proposed doctoral degree title.

N/A

- **Analysis of potential UC duplicate doctoral degree programs.** Complete the table below.

Title of CSU Proposed Doctoral Program: D.Eng. in Civil Engineering

UC Campus	***Degree Duplication (Yes/Potential/No)***	***UC Degree Title and Designation***	***UC Website(s) reviewed and date accessed***
Berkeley	*No*	*Ph.D. (Doctor of Philosophy) in Civil and Environmental Engineering*	*ce.berkeley.edu/grad/degrees (6 July 2026)*
Davis	*No*	*Ph.D. (Doctor of Philosophy) in Civil and Environmental Engineering*	*cee.engineering.ucdavis.edu/doctoral-degree (6 July 2026)*
Irvine	*No*	*Ph.D. (Doctor of Philosophy) in Civil and Environmental Engineering*	*https://catalogue.uci.edu/thehenrysamuelischoolofengineering/departmentofcivilandenvironmentalengineering/civilandenvironmentalengineering_phd/ (accessed 6 July 2026)*
Los Angeles	*No*	*Ph.D. (Doctor of Philosophy) in Civil Engineering*	*https://grad.ucla.edu/programs/school-of-engineering-and-applied-science/civil-environmental-engineering-*

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			department/civil-engineering/ (accessed 6 July 2026)
Merced	*No*	*No civil engineering doctorate. Closest is the Ph.D. in Environmental Systems*	*https://engineering.ucmerced.edu/graduate-studies (accessed 6 July 2026)*
Riverside	*No*	*No civil engineering doctorate. Closest is the Ph.D. in Chemical and Environmental Engineering*	*https://graduate.engr.ucr.edu/degree-programs (accessed 6 July 2026)*
Santa Barbara	*No*	*No civil or environmental engineering doctorate. Engineering departments are Bioengineering, Chemical, Computer Science, ECE, Materials, Mechanical, and Technology Management*	*https://engineering.ucsb.edu/about/departments (accessed 6 July 2026)*
Santa Cruz	*No*	*No civil or environmental engineering doctorate. Engineering doctorates are Computational Media, Computer Science and Engineering, Electrical and Computer Engineering, and Materials Science and Engineering*	*https://engineering.ucsc.edu/academics/degree-programs/ (accessed 6 July 2026)*
San Diego	*No*	*Ph.D. (Doctor of Philosophy) in Structural Engineering (civil-adjacent; no standalone civil engineering department)*	*https://structures.ucsd.edu/academics/graduate-program (accessed 6 July 2026)*
San Francisco	*No*	*No engineering doctorate. UCSF is the only UC campus dedicated solely to graduate study in the health sciences*	*https://graduate.ucsf.edu/admission/programs (accessed 6 July 2026)*

Provide a summary of your analysis.

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Summary:

A review of all ten University of California campuses confirms no duplication of the proposed Doctor of Engineering in Civil Engineering (D.Eng., CE). Five UC campuses (Berkeley, Davis, Irvine, Los Angeles) offer doctoral study relevant to civil engineering, but in every case the degree is a research-oriented Doctor of Philosophy (PhD) rather than a professional or applied doctorate. One campus (San Diego) offers Structural Engineering, which is a civil-adjacent program, but does not offer a civil engineering doctorate. Four campuses (Merced, Riverside, Santa Barbara, and Santa Cruz) do not offer a civil engineering doctorate at all, and San Francisco is a health sciences campus with no engineering programs. The proposed D.Eng., CE is therefore distinct from every existing UC doctoral program in both degree type and orientation, emphasizing the integration and application of engineering knowledge and professional practice rather than mainly focusing on the creation of new scientific knowledge through original research.

UC/CSU Program Duplication Review Rubric

Campus: CSU San Marcos

Reviewer: Min Hwan Lee

Date: October 30, 2026

	Little to No Duplication (more dissimilar than not)	**Some or Substantial Duplication** (warrants closer review or more alike than different)	**Insufficient Information**
Title of Projected Doctoral Degree	X		
Degree Designation (e.g. EdD)		X	
Program Description	X		
Program Learning Outcomes	X		
External Program Accreditation (where applicable)	X		
Required Coursework/Program Structure	X		
Cumulating Experience/Research Orientation	X		
Intended occupation of graduates	X		
Overall Assessment	X		

Relevant UC Campuses/Programs (please list):

- UC Berkeley (Haas): PhD in Business Administration
- UC Irvine (Merage): PhD in Management
- UC Los Angeles (Anderson): PhD in Management

- UC Merced: PhD in Management of Complex Systems
- UC Riverside: PhD in Business Administration
- UC San Diego (Rady): PhD in Management
- UC Santa Barbara: PhD in Technology Management
- None identified for UC Davis and UC Santa Cruz

Comments regarding program similarities:

- **Title and degree designation:** The proposed "Doctor of Business Administration" shares the disciplinary designation "Business Administration" with existing PhD programs at UC Berkeley and UC Riverside, although the title is broad and does not, by itself, establish substantive duplication. The proposed DBA is a professional doctorate, whereas all existing UC business and management doctoral programs identified in the proposal confer PhD degrees. However, UC San Diego appears to have a planned DBA program listed in UCOP's *2024–2029 Five-Year Planning Perspectives*, indicating potential overlap in degree designation.
- **Program description (Little to No)**: Existing UC business and management PhD programs generally emphasize full-time doctoral research training and preparation for academic or research careers, whereas the proposed CSUSM DBA targets experienced working professionals through a hybrid program focused on applied organizational problem-solving and executive leadership.
- **Program Learning Outcomes (Little to No):** The proposed DBA's PLOs are predominantly application-oriented, emphasizing organizational problem-solving, evidence-based decision-making, leadership, and practical impact. Although some research competencies overlap with existing UC PhD programs, their overall objectives appear distinct.
- **External Program Accreditation (Little to No):** The program is housed within CSUSM's College of Business Administration, which is accredited by AACSB International. AACSB accredits institutions as a whole rather than specific degree programs, and there are no external state licensure requirements or specialized board certifications mandated for a DBA.
- **Required Coursework/Program Structure (Some):** The curriculum requires 60 total units over a 3-year period, delivered via a hybrid cohort model combining online learning with periodic in-person residencies. While the methods core includes rigorous quantitative and qualitative coursework (such as applied econometrics and business analytics) that overlaps methodologically with foundational research training at UC, the courses are explicitly tailored to

professional application, systems thinking, and organizational problem-solving rather than pure disciplinary theory generation.

- **Culminating Experience/Research Orientation (Little to No):** Rather than a traditional, theory-advancing PhD dissertation, the CSUSM DBA culminates in a Dissertation-in-Practice and a Year-1 DBA Qualifying Project.
- **Intended Occupation of Graduates (Little to No)**: While graduates of both programs may pursue some overlapping career paths, particularly in higher education, consulting, and industry, the proposed DBA primarily targets experienced professionals seeking advancement in organizational leadership, executive management, and applied consulting roles. In contrast, UC business and management PhD programs generally emphasize preparation for original research and research-intensive academic careers.
- **Overall Assessment (Little to No)**: The proposed CSUSM DBA appears sufficiently differentiated from existing UC business and management PhD programs in its target student population, professional orientation, curricular emphasis, and applied culminating experience. However, the planned DBA at UC San Diego warrants further consideration to determine whether its academic objectives and curricular structure overlap with those of the proposed CSUSM program.

Questions of additional information needed (if any).

- Can we receive any available information on the DBA listed in UC San Diego's 2024–2029 Five-Year Planning Perspectives, particularly regarding program objectives, and curriculum?

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DOCTORAL DEGREE PLANNING RESOURCES

CONCEPTUAL PROPOSAL FOR UC REVIEW OF CSU PROFESSIONAL AND APPLIED DOCTORAL PROGRAMS

CSU Proposed Degree Information, Campus Information, and Contact Information

Title of Projected Doctoral Degree	Doctor of Business Administration
Degree Designation (e.g., EdD)	DBA
Proposed CIP Code	52.0201
Projected Implementation Date (1st Cohort Enrolled)	Fall 2029
Campus	San Marcos
College	College of Business Administration
Department	College-wide
Key person(s) who can respond promptly during the UC review process	Mohammad Oskoorouchi moskooro@csusm.edu 760-271-4697

Curricular and Academic Elements

1. **Provide a summary of the purpose for and a description of the proposed doctoral degree, including targeted audience(s).**

   The proposed Doctor of Business Administration (DBA) is a professional, applied doctoral degree designed to serve experienced business professionals, organizational leaders, entrepreneurs, public-sector managers, nonprofit executives, and business educators seeking to advance their leadership capabilities, applied research skills, and evidence-based decision-making competencies. Consistent with California State University San Marcos' mission of serving the region through educational excellence, innovation, and community engagement, the DBA is designed to prepare advanced practitioner-leaders who can address complex organizational challenges and contribute to the economic vitality of Southern California.

   The program is specifically intended for mid- to senior-career professionals who seek to strengthen their ability to identify, analyze, and solve significant organizational and industry challenges while remaining actively engaged in professional practice. Unlike traditional research doctorates that

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primarily prepare graduates for research-intensive academic careers, the CSUSM DBA emphasizes applying rigorous research methods, analytical tools, and established theoretical frameworks to real-world business and organizational problems. The program is designed to develop advanced practitioner-leaders who can generate actionable insights, implement evidence-based solutions, lead organizational transformation, and translate research into practice that creates measurable organizational and societal impact.

The CSUSM DBA will serve professionals across industries that are central to the Southern California economy, including technology, healthcare, life sciences, defense, hospitality, entrepreneurship, logistics and supply chain management, financial services, public administration, and nonprofit organizations. The program is particularly well aligned with the needs of San Diego County, one of the nation's most dynamic innovation economies, where organizations increasingly require leaders who can integrate data-driven decision-making, strategic thinking, organizational leadership, and applied research to navigate rapidly changing business environments.

The curriculum is designed to develop advanced competencies in applied research, strategic leadership, business analytics, systems thinking, and organizational problem-solving. Students will learn to critically evaluate evidence, understand complex organizational systems, identify causal relationships that influence organizational performance, and translate research findings into effective strategies and measurable organizational improvements. Graduates will be equipped to address challenges associated with technological disruption, artificial intelligence, workforce transformation, innovation management, and long-term organizational sustainability.

While the program prepares advanced practitioner-leaders who can translate research into action and create measurable impact within organizations, industries, and communities, it also addresses an important workforce need within higher education. Many experienced business professionals seek opportunities to contribute to teaching-focused institutions and workforce-oriented business programs. The CSUSM DBA will prepare graduates for practice-oriented instructional and leadership roles in higher education, including positions that support AACSB faculty qualification pathways such as Practice Academic (PA) status. The program will help develop a pipeline of experienced professionals who can bring current industry expertise, applied research capabilities, and evidence-based decision-making approaches into the classroom while maintaining active engagement with professional practice. In doing so, the program will strengthen connections between industry and higher education while expanding the pool of professionally qualified business educators available to serve California students.

The CSUSM DBA will be delivered through a cohort-based hybrid format that combines online instruction with periodic in-person residencies. This structure enables working professionals throughout Southern California to pursue doctoral education without interrupting their careers while immediately applying their learning and research within their organizations. The cohort model fosters collaboration, peer learning, professional networking, and the exchange of ideas among experienced leaders from diverse industries and sectors.

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The proposed DBA reflects CSUSM's commitment to regional engagement, workforce development, and societal impact. Through rigorous applied research and advanced professional education, the program will prepare graduates to improve organizational effectiveness, drive innovation, support regional economic growth, and contribute to the continued success of the businesses, public agencies, nonprofit organizations, and educational institutions that serve Southern California.

Alignment with the CSU Mission: The proposed DBA is strongly aligned with the CSU mission of access, workforce development, regional engagement, and applied education. The program prepares experienced professionals to address organizational and societal challenges facing California's businesses, public agencies, and nonprofit organizations while remaining employed in their communities. Through its applied orientation, regional partnerships, and focus on organizational impact, the program advances the CSU mission of supporting California's workforce and economic vitality.

2. **Describe how the proposed doctoral curriculum is advanced beyond a master's degree to justify a new professional and/or applied doctorate, distinct from a UC doctoral program.**

The proposed DBA curriculum advances substantially beyond master's level business education by preparing experienced professionals to conduct rigorous applied inquiry, evaluate complex organizational systems, generate evidence-based solutions, and lead organizational transformation through the disciplined application of research. While MBA and specialized master's programs primarily focus on acquiring and applying existing managerial knowledge, the CSUSM DBA develops advanced competencies in applied research, causal analysis, systems thinking, and organizational problem-solving, enabling graduates to address multifaceted challenges that cannot be solved through existing frameworks alone.

Distinctive features that advance the CSUSM DBA beyond the master's level include:

- Advanced Applied Research Training: Students complete doctoral-level coursework in quantitative and qualitative research methods, experimental and survey design, applied econometrics, business analytics, and research methodology. These courses prepare students to independently design and conduct rigorous applied research that meets doctoral standards and supports evidence-based decision-making in complex organizational settings.
- Organizational Complexity: The curriculum develops the ability to analyze organizations as interconnected systems influenced by multiple internal and external factors. Students learn to identify underlying drivers of organizational performance, evaluate causal relationships, and assess the intended and unintended consequences of strategic decisions. This level of inquiry extends well beyond the functional and operational focus typically found in master's level business programs.
- Evidence-Based Leadership and Decision-Making: Students develop the capacity to critically evaluate evidence, integrate information from multiple sources, and make strategic decisions in uncertain and rapidly changing environments. The curriculum emphasizes disciplined inquiry

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and analytical reasoning rather than reliance on intuition, anecdotal experience, or established best practices alone.

- Independent Doctoral Level Applied Research: The program culminates in a Dissertation-in-Practice that requires students to identify a significant organizational or industry challenge, conduct original applied research, and develop evidence-based recommendations with measurable organizational impact. Unlike capstone projects commonly found in MBA programs, the doctoral dissertation requires a sustained, multi-year investigation that demonstrates mastery of advanced research methodologies and the ability to generate evidence-based insights and actionable recommendations.
- Leadership of Organizational Transformation: The curriculum prepares graduates not only to analyze organizational problems but also to design, implement, and evaluate solutions that improve organizational effectiveness, innovation, competitiveness, and long-term sustainability. Students are expected to apply research findings to real organizational contexts and assess the effectiveness of resulting interventions.

The proposed DBA is also fundamentally distinct from UC doctoral programs in business. UC PhD programs are designed primarily to prepare researchers and future faculty for research-intensive academic careers by fostering the creation of new disciplinary theory and contributions to the scholarly literature. In contrast, the CSUSM DBA is a professional doctorate designed for experienced working professionals who seek to apply rigorous research methodologies to significant organizational challenges while remaining engaged in professional practice.

Although both programs require advanced study, methodological rigor, and a doctoral dissertation, they differ substantially in purpose, audience, and outcomes. The primary goal of the CSUSM DBA is not the advancement of academic theory but the application of research to improve organizational performance, strengthen leadership effectiveness, support innovation, and contribute to regional economic growth. The program prepares advanced practitioner-leaders who can translate research into action and create measurable impact within organizations, industries, and communities.

By integrating doctoral-level research training with professional relevance and organizational application, the CSUSM DBA fills a gap between master's level management education and research-oriented doctoral programs. The curriculum reflects national standards for professional doctorates while addressing workforce needs that are distinct from those served by existing UC PhD programs.

3. Describe the admission criteria for the proposed doctoral degree (including undergraduate preparation).

Admission to the CSUSM DBA program is selective and designed for experienced professionals who demonstrate the academic preparation, leadership experience, and professional maturity necessary for success in doctoral-level applied research and advanced professional practice.

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- Applicants must possess a bachelor's degree and a master's degree from regionally accredited institutions. Degrees in business or related disciplines are preferred; however, applicants from other academic backgrounds will be considered based on their professional experience, leadership accomplishments, and demonstrated potential for success in doctoral study.
- Undergraduate and graduate preparation in foundational business disciplines, including accounting, finance, management, marketing, economics, operations, or analytics, is desirable but not required. Applicants without prior academic exposure to key business disciplines may be required to complete preparatory coursework or otherwise demonstrate competency through professional experience and prior academic achievement.
- Applicants should possess a minimum of eight years of full-time professional experience, including substantial managerial, executive, entrepreneurial, military, public-sector, nonprofit, healthcare, or other leadership experience. Competitive applicants will demonstrate increasing levels of responsibility and a record of professional accomplishment consistent with the program's focus on advanced leadership and organizational impact.
- Because the CSUSM DBA is an applied doctoral program, applicants must demonstrate the capacity to engage in rigorous inquiry, critical thinking, evidence-based decision-making, and organizational problem-solving. Evidence may be demonstrated through professional accomplishments, prior academic work, publications, presentations, consulting engagements, major organizational initiatives, or other relevant experiences.

Required application materials will include:

- Curriculum vitae or Professional résumé
- Statement of purpose describing professional goals, leadership experience, and motivation for pursuing doctoral study
- Three letters of recommendation addressing the applicant's leadership potential, professional accomplishments, and readiness for doctoral-level study
- Official transcripts from all postsecondary institutions attended
- English language proficiency documentation, when required by university policy

Selected applicants may be invited to participate in an admission interview. The interview will assess the applicant's professional experience, leadership potential, readiness for doctoral study, commitment to completing an applied dissertation, and alignment with the program's mission and objectives of the program.

Admissions decisions will be based on a holistic review of academic preparation, professional experience, leadership accomplishments, demonstrated capacity for doctoral-level work, and potential to contribute meaningfully to the cohort learning environment. The program seeks experienced professionals who are committed to advancing organizational effectiveness, leadership practice, and regional economic development through applied research and evidence-based decision-making.

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4. List the proposed doctoral program course and culminating doctoral project descriptions including, as appropriate, a description of qualifying and/or comprehensive exams, professional and/or clinical experiences, practicums, projects, and research.

The proposed DBA is a 60-unit, cohort-based professional doctorate designed to be completed in three years by experienced working professionals. The curriculum consists of 45 units of doctoral coursework and 15 units of Dissertation-in-Practice research. The program will be delivered in a hybrid format combining online instruction with periodic in-person residencies, enabling students to remain professionally employed while immediately applying course concepts and research findings within their organizations.

The curriculum is organized into five components: (1) Executive Leadership and Organizational Effectiveness, (2) Doctoral Research Methods, (3) Doctoral Elective, (4) Applied Inquiry and Dissertation Preparation, and (5) Dissertation-in-Practice Research. Throughout the program, students engage in rigorous applied research, evidence-based decision-making, organizational analysis, and leadership development directed toward solving complex business and organizational challenges.

Executive Leadership and Organizational Effectiveness Core (15 Units)

- *Executive Decision-Making and Evidence-Based Leadership (3 units)*
  Develops the ability to critically evaluate evidence from multiple sources, assess competing alternatives, and make strategic decisions under conditions of uncertainty and organizational complexity.
- *Theories of Organization and Leadership (3 units)*
  Examines major theories of leadership, organizational behavior, organizational change, and executive leadership within dynamic, complex organizational environments.
- *Systems Thinking and Organizational Performance (3 units)*
  Introduces systems-thinking concepts and analytical frameworks that enable students to analyze organizations as interconnected systems, identify underlying drivers of performance, and evaluate the intended and unintended consequences of organizational actions.
- *Strategic Analysis, Innovation, and Corporate Policy (3 units)*
  Examines strategic decision-making, innovation management, organizational transformation, competitive advantage, and long-term organizational sustainability.
- *Contemporary Executive Issues in Applied Business Leadership (3 units)*
  Advanced doctoral seminar examining emerging issues affecting organizations and society, including artificial intelligence, digital transformation, sustainability, entrepreneurship, workforce transformation, supply chain resilience, healthcare leadership, and public-sector innovation.

Doctoral Research Methods Core (21 Units)

- *Philosophy and Process of Applied Business Research (3 units)*
  Introduces the philosophical foundations of applied inquiry, research design, theory application, ethics, and evidence-based decision-making in professional settings.

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- *Applied Quantitative Research Methods I (3 units)*
  Introduces statistical analysis, regression modeling, research design, and quantitative approaches used in applied business research.
- *Applied Quantitative Research Methods II (3 units)*
  Extends quantitative research competencies through advanced multivariate techniques, predictive modeling, and statistical applications for organizational decision-making.
- *Applied Qualitative Research Methods (3 units)*
  Develops competencies in interviewing, observation, case study design, content analysis, and qualitative inquiry methods for investigating organizational phenomena.
- *Measurement and Survey Design for Applied Research (3 units)*
  Focuses on instrument development, measurement validity and reliability, survey design, sampling procedures, and data collection methods appropriate for organizational research.
- *Experimental and Quasi-Experimental Design for Applied Research (3 units)*
  Examines experimental, quasi-experimental, and program evaluation methods for assessing interventions and establishing causal relationships in organizational settings.
- *Business Analytics and Applied Econometrics (3 units)*
  Applies advanced analytical techniques, predictive modeling, econometric analysis, and decision-support tools to complex business and organizational challenges.

Doctoral Elective (3 units)
Students complete one advanced doctoral elective aligned with their professional interests, career aspirations, organizational context, or anticipated Dissertation-in-Practice topic. The elective provides students with an opportunity to develop specialized expertise that complements their professional goals and dissertation research.

Elective offerings may include courses in college teaching and pedagogy, curriculum design and assessment, advanced topics in organizational leadership, entrepreneurship and innovation, business analytics, supply chain management, healthcare management, sustainability, public-sector leadership, or special topics seminars addressing emerging issues in business and society. Students may also complete a faculty-approved special topics course tailored to their area of professional or scholarly interest.

The elective is intended to provide curricular flexibility while enabling students to deepen expertise in an area directly relevant to their professional practice, instructional aspirations, or Dissertation-in-Practice research.

Applied Inquiry and Dissertation Preparation (6 Units)

- *DBA Qualifying Project (3 units)*
  Completed at the conclusion of the first year, the qualifying project requires students to identify a significant organizational challenge, conduct an applied research study, analyze evidence, and present actionable recommendations to faculty and practitioner audiences.

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Successful completion of the qualifying project demonstrates readiness for advanced doctoral study.

- *Dissertation Proposal Development Seminar (3 units)*
  Students identify a significant problem of practice and develop a formal dissertation proposal that includes a problem statement, literature review, conceptual framework, methodology, research plan, and anticipated organizational impact. Students must successfully defend the proposal before advancing to dissertation research.

Dissertation-in-Practice Sequence (15 Units)

Under faculty supervision, students conduct independent, doctoral-level applied research that addresses significant organizational, industry, or community challenges. Students may employ qualitative, quantitative, or mixed-methods approaches to investigate complex problems of practice, evaluate organizational interventions, and develop evidence-based recommendations.

The culminating Dissertation-in-Practice is intended to generate actionable knowledge and measurable organizational impact. Examples of dissertation topics may include evaluating artificial intelligence implementation strategies, improving healthcare workforce retention, strengthening supply chain resilience, assessing organizational change initiatives, enhancing nonprofit effectiveness, or evaluating leadership interventions.

Unlike traditional research dissertations that primarily emphasize theory generation, the Dissertation-in-Practice emphasizes methodological rigor, professional relevance, implementation feasibility, and measurable organizational impact.

Qualifying and Culminating Requirements

The program does not require a traditional comprehensive examination. Instead, students complete a sequence of milestone assessments designed to demonstrate doctoral-level competencies.

1. *DBA Qualifying Project:* Students complete an applied research project demonstrating competency in research design, data analysis, evidence-based decision-making, and professional communication.
2. *Dissertation Proposal Defense:* Students formally defend their dissertation proposal before a faculty committee and advance to candidacy upon successful completion.
3. *Dissertation-in-Practice Research:* Students conduct independent applied research under faculty supervision using qualitative, quantitative, or mixed-methods approaches.
4. *Final Dissertation Defense:* Students publicly present and defend their completed Dissertation-in-Practice before a faculty committee.

Consistent with the practice-oriented nature and mission of the professional doctorate, student competency will be assessed through a sequence of milestone-based evaluations, including the DBA Qualifying Project, Dissertation Proposal Defense, and Dissertation-in-Practice. Throughout the program, students will apply course concepts and research methodologies in their organizations and professional settings through organizational analyses, program evaluations, strategic initiatives,

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intervention assessments, consulting projects, and other applied research activities that address authentic organizational challenges. These integrated learning and assessment experiences ensure that doctoral learning remains directly connected to professional practice while demonstrating doctoral-level competencies and generating measurable organizational and societal impact.

5. Describe the proposed culminating doctoral experience (doctoral dissertation, doctoral project, or doctoral capstone).

The culminating experience for the CSUSM DBA is a Dissertation-in-Practice, an applied doctoral dissertation demonstrating a student's ability to conduct rigorous applied inquiry addressing a significant organizational, industry, or community challenge. The Dissertation-in-Practice serves as the capstone of the program and integrates the advanced research, analytical, leadership, and problem-solving competencies developed throughout the curriculum.

The Dissertation-in-Practice is designed to bridge rigorous inquiry and professional application. Students are expected to identify a complex problem of practice, investigate the issue using appropriate qualitative, quantitative, or mixed-methods research methodologies, and develop evidence-based recommendations that contribute to improved organizational performance, leadership effectiveness, innovation, workforce development, or regional economic growth.

Unlike a traditional PhD dissertation, which is primarily intended to advance disciplinary theory and contribute to the academic literature, the Dissertation-in-Practice emphasizes applying research to real-world organizational challenges. Existing theories, analytical frameworks, and empirical evidence serve as tools for understanding complex organizational systems, evaluating causal relationships, and informing effective interventions. The primary objective is to generate actionable knowledge that can be implemented within organizations and communities to create a measurable impact.

Students are expected to:

- Identify a significant organizational, industry, or community challenge with strategic importance.
- Conduct a comprehensive review of relevant literature, research findings, and professional practice.
- Develop a conceptual framework to guide the investigation and inform decision-making.
- Apply appropriate research methodologies and analytical techniques to collect, analyze, and interpret evidence.
- Evaluate underlying organizational drivers, systemic influences, and causal relationships affecting performance and outcomes.
- Develop evidence-based recommendations, interventions, or implementation strategies that address the identified challenge.
- Assess the feasibility, effectiveness, and potential organizational impact of proposed solutions.
- Communicate findings effectively to executive, practitioner, and professional audiences.

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Evaluation Criteria

The Dissertation-in-Practice will be evaluated using criteria that reflect the objectives of a professional doctorate:

- Significance and complexity of the problem addressed
- Quality and rigor of the research design and methodology
- Depth of analysis and integration of evidence
- Ability to identify root causes and systemic factors influencing outcomes
- Practical relevance and feasibility of proposed recommendations
- Potential for measurable organizational, workforce, or community impact
- Effectiveness of written and oral communication

The Dissertation-in-Practice must demonstrate doctoral-level mastery of applied research and evidence-based problem solving while maintaining a clear focus on professional relevance and implementation.

Process and Milestones

1. *DBA Qualifying Project (end of Year 1)* – Students complete an applied research project that demonstrates competency in research design, data analysis, evidence-based decision-making, and professional communication. Successful completion of the qualifying project confirms readiness for doctoral candidacy.
2. *Dissertation Proposal Development and Defense (end of Year 2)* – Students identify a significant problem of practice and prepare a formal dissertation proposal that includes the problem statement, literature review, conceptual framework, methodology, research plan, and anticipated organizational impact. The proposal must be successfully defended before the dissertation committee.
3. *Dissertation Research and Implementation Analysis (Year 3)* – Students conduct independent applied research under faculty supervision. The research may include organizational studies, program evaluations, policy analyses, intervention assessments, strategic initiatives, or other applied investigations relevant to the student's professional context.
4. *Final Dissertation Defense* – Students present and defend their completed dissertation before a faculty committee. The defense evaluates the quality of the research, the validity of the findings, the practicality of the recommendations, and the candidate's ability to translate evidence into actionable solutions.

Faculty Supervision

Each student is assigned a dissertation chair and committee composed of faculty members with expertise relevant to the student's topic area and methodology. Throughout the process, faculty mentors guide students in research design, analysis, implementation considerations, and professional dissemination of findings.

The Dissertation-in-Practice reflects the mission of California State University San Marcos and the College of Business Administration by preparing advanced practitioner-leaders who can apply rigorous research to improve organizational effectiveness, support innovation, strengthen leadership practice, and

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contribute to the economic vitality of Southern California. The culminating experience embodies the program's commitment to evidence-based decision-making, regional engagement, and measurable societal impact.

6. List the program learning outcomes for the proposed doctoral degree.

Graduates of the Doctor of Business Administration program at California State University San Marcos will be able to:

PSLO 1: Applied Research and Inquiry: Design and conduct rigorous applied research that integrates business theory, empirical evidence, and appropriate research methodologies to investigate complex organizational, industry, and community challenges.

PSLO 2: Evidence-Based Decision-Making: Critically evaluate evidence from multiple sources and apply advanced analytical frameworks to support strategic decision-making in dynamic, uncertain, and complex organizational environments.

PSLO 3: Organizational Analysis: Analyze organizations as interconnected systems, identify underlying drivers of performance, assess cause-and-effect relationships, and evaluate the potential consequences of strategic actions and organizational interventions.

PSLO 4: Leadership, Innovation, and Organizational Impact: Develop, implement, and evaluate evidence-based solutions that improve organizational effectiveness, strengthen leadership practice, foster innovation, and create measurable organizational and societal impact.

PSLO 5: Professional Communication and Knowledge Translation: Communicate research findings, analyses, and recommendations effectively to executive, professional, policy, and practitioner audiences through written, oral, and visual formats, translating research into actionable organizational strategies.

PSLO 6: Regional Economic and Societal Contribution: Apply advanced leadership, analytical, and research capabilities to address issues that contribute to organizational success, workforce development, and the economic vitality of Southern California.

7. Describe the infrastructure required for this proposed doctoral program.

California State University San Marcos possesses the academic, technological, administrative, and professional infrastructure necessary to support the successful implementation and long-term sustainability of the proposed DBA program. The program will be housed within the College of Business Administration, an AACSB-accredited business school with established graduate programs,

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experienced faculty, and a demonstrated commitment to applied business education, regional engagement, and workforce development.

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Appendix A

1. **Doctoral Program Roadmap.** Provide a doctoral program roadmap serving as a visual representation of the pathway by term of program requirements, including the sequence of completing courses and any offsite, internship, and/or culminating requirements, and the total units per term and total overall units for the program.

   The proposed CSUSM DBA will be a 60-unit, three-year, cohort-based doctoral program designed for experienced working professionals. The program will be delivered in a hybrid format that combines online instruction with periodic in-person residencies, enabling students to remain employed while completing the degree and immediately apply course concepts and research findings to their professional environments. The curriculum is organized into three integrated components: doctoral research foundations, leadership and organizational effectiveness, and dissertation preparation and research.

Term	Courses	Units
Fall Year 1	Philosophy and Process of Applied Business Research; Executive Decision-Making and Evidence-Based Leadership	6
Spring Year 1	Applied Quantitative Research Methods I; Theories of Organization and Leadership	6
Summer Year 1	Applied Qualitative Research Methods; DBA Qualifying Project	6
Fall Year 2	Applied Quantitative Research Methods II; Systems Thinking and Organizational Performance	6
Spring Year 2	Measurement and Survey Design for Applied Research; Strategic Analysis, Innovation, and Corporate Policy Contemporary Executive Issues in Applied Business Leadership	9
Summer Year 2	Experimental and Survey Design for Applied Research; Dissertation Proposal Development Seminar	6
Fall Year 3	Business Analytics and Applied Econometrics DBA Elective; Dissertation-in-Practice Research I;	9
Spring Year 3	Dissertation-in-Practice Research II Dissertation-in-Practice Research III;	6
Summer Year 3	Dissertation-in-Practice Research IV; Dissertation Completion and Final Defense	6
Total		**60**

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2. **Postgraduate Professional Job Objectives**
   a. Describe relevant statewide workforce demands for the proposed doctoral program.

California's economy increasingly requires advanced practitioner-leaders who can integrate evidence-based decision-making, organizational leadership, business analytics, and applied research to address complex organizational and societal challenges. The proposed DBA responds to demonstrable statewide workforce demands that cannot be fully met at the master's level by developing doctoral-level competencies in applied inquiry, organizational diagnosis, systems thinking, implementation, and organizational transformation.

According to the California Employment Development Department (EDD), California's economy is projected to continue growing through 2033, with particularly strong expansion occurring in sectors such as Education and Health Services, Professional and Business Services, Information, and Leisure and Hospitality. These sectors require leaders capable of managing increasingly complex organizations, leading organizational change, and making strategic decisions in rapidly evolving environments (California Employment Development Department Labor Market Information Division).

California labor market projections further indicate sustained, growing demand for management occupations requiring advanced analytical, leadership, and problem-solving capabilities. EDD projects approximately 1.5 million job openings in management occupations between 2023 and 2033, with employment in management occupations expected to grow by 10.3 percent, exceeding the projected growth rate for all occupations combined (8.8 percent). In addition, occupations such as Data Scientists are projected to grow by 34.6 percent, reflecting the increasing importance of analytics and data-informed decision-making across organizations (California Employment Projections, 2023–2033).

While the proposed DBA is not intended to prepare graduates for a single occupational classification or licensure pathway, California workforce projections clearly demonstrate increasing demand for professionals capable of performing advanced leadership, organizational analysis, strategic planning, and evidence-based decision-making functions. Occupations such as General and Operations Managers, Management Analysts, and Operations Research Analysts exemplify the types of leadership and analytical roles for which the proposed degree is designed to prepare experienced professionals.

The need for advanced practitioner-leaders is particularly acute in industries that are central to California's economy, including technology, healthcare, life sciences, biotechnology, logistics and supply chain management, financial services, defense, hospitality, public administration, entrepreneurship, and nonprofit organizations. Organizations in these sectors increasingly require leaders who can identify root causes of organizational challenges, evaluate the effectiveness of interventions, analyze complex organizational systems, and translate evidence into actionable solutions (California Occupational Data). As organizations respond to artificial intelligence, digital transformation, workforce disruption, cybersecurity concerns, global competition, and increasing

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pressure to improve productivity and resilience, employers require capabilities that extend beyond the application of existing managerial frameworks typically emphasized in MBA and specialized master's programs.

The San Diego region, which serves as CSUSM's primary service area, further demonstrates the need for this degree. The Business Talent Demand Report 2024, developed through the Advancing San Diego initiative, reports continued employer demand for executive-level talent in strategy, analytics, operations, and organizational transformation, while emphasizing the need for stronger talent pipelines connecting higher education and industry (San Diego Regional Economic Development Corporation, Advancing San Diego). The report also highlights the growing need for professionals capable of integrating academic knowledge with organizational application in consulting, entrepreneurship, public-sector leadership, and innovation-driven industries.

Importantly, the workforce needs addressed by the proposed DBA cannot be adequately met at the master's level. MBA and specialized master's programs primarily prepare students to apply existing business knowledge, managerial tools, and established best practices. In contrast, the proposed DBA prepares experienced professionals to

- Independently design and conduct rigorous applied research.
- Assess and implement organizational interventions.
- Lead enterprise-wide transformation initiatives.
- Generate evidence-based solutions to multifaceted organizational problems.

The proposed DBA also addresses an important workforce need within higher education. California's teaching-focused colleges and universities, including CSU campuses and California Community Colleges, require terminally qualified faculty who combine advanced academic preparation with substantial professional experience. Business schools accredited by AACSB increasingly rely on faculty who possess both doctoral qualifications and sustained professional engagement. The proposed DBA will help expand the pool of experienced professionals prepared for practice-oriented instructional and leadership roles while supporting AACSB Practice Academic qualification pathways (AACSB International Interpretive Guidance and Resource Center).

In addition, no California public university currently offers a DBA degree. Existing DBA programs available to California residents are offered primarily by private institutions at substantially higher tuition levels, creating a gap in access to affordable, high-quality professional doctoral education.

Additional evidence supporting program demand is provided by a market demand and benchmarking analysis conducted by a CSUSM MBA Master's Experience team. A summary of the report is provided as a supplemental appendix, and the full report is available upon request. The study identified strong interest among CSUSM MBA alumni, confirmed an unmet need for an affordable, AACSB-accredited public DBA program in Southern California, and found that existing DBA offerings in the region are offered primarily by private institutions at substantially higher tuition levels. Benchmarking of national DBA programs further confirmed that the proposed three-year hybrid cohort model aligns with prevailing practices in professional doctoral education and serves

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experienced professionals who are unlikely to leave employment to pursue traditional full-time research doctorates.

Collectively, statewide labor market projections, regional workforce analyses, higher education workforce needs, and market demand studies demonstrate a clear and compelling need for a professional and applied doctoral degree in business that prepares advanced practitioner-leaders to strengthen organizational performance, support workforce development, foster innovation, and contribute to California's long-term economic vitality.

b. Describe employment opportunities for the proposed doctoral program.

Graduates of the proposed DBA program will be prepared for advanced leadership, consulting, entrepreneurial, and organizational change roles across a broad range of industries and sectors. The program is designed primarily for experienced professionals seeking to advance into senior leadership positions, increase their organizational impact, lead strategic transformation initiatives, or launch new ventures by leveraging doctoral-level competencies in applied research, evidence-based decision-making, organizational analysis, and strategic leadership.

Employment opportunities for DBA graduates are expected to be particularly strong in sectors central to California's economy, including technology, healthcare, life sciences, biotechnology, logistics and supply chain management, financial services, defense, hospitality, public administration, entrepreneurship, and nonprofit organizations. California labor market projections indicate sustained demand for management occupations requiring advanced analytical, leadership, and problem-solving capabilities, including General and Operations Managers, Management Analysts, Operations Research Analysts, Administrative Services Managers, and Chief Executives.

The California Employment Development Department projects approximately 1.5 million job openings in management occupations between 2023 and 2033, reflecting continued demand for professionals capable of leading increasingly complex organizations and organizational transformations (California Employment Development Department Labor Market Information Division). In addition, California is projected to have approximately 12,080 annual openings for Management Analysts alone between 2022 and 2032, further demonstrating the need for professionals possessing advanced analytical and organizational capabilities (O*NET California Employment Trends).

The DBA is specifically designed to strengthen graduates' ability to lead organizational transformation, evaluate strategic initiatives, implement evidence-based interventions, and improve organizational performance. Through the Dissertation-in-Practice and other applied learning experiences, graduates will be prepared to diagnose complex organizational challenges, assess organizational systems, evaluate the effectiveness of interventions, and develop actionable solutions that generate measurable organizational and societal impact. These competencies will position graduates for executive leadership, internal and external consulting, organizational development, business strategy, innovation management, and other high-impact professional roles.

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Although the primary purpose of the program is to prepare advanced practitioner-leaders for industry and professional practice, graduates may also pursue practice-oriented instructional and leadership positions in higher education, including lecturer, clinical faculty, executive-in-residence, program director, academic administrator, and other workforce-oriented instructional roles. The proposed DBA will also support AACSB Practice Academic (PA) qualification pathways and help address the growing need for business educators who possess both advanced academic preparation and substantial professional experience.

Overall, the proposed DBA prepares graduates to advance within their existing professions while expanding opportunities for executive leadership, consulting, entrepreneurship, and organizational transformation. Through the integration of advanced business knowledge, rigorous applied research, and evidence-based leadership, graduates will be equipped to create value for organizations, industries, and communities throughout Southern California and beyond.

c. If applicable, describe the national or state-wide professional accreditation/certified licensure(s) and how the accreditation/licensure(s) will be aligned to the proposed doctoral degree title.

There are currently no professional licensure requirements associated with the DBA. However, the program will be:

- Offered within an AACSB-accredited college (CoBA at CSUSM), ensuring alignment with global standards for academic rigor and continuous improvement.
- Structured to support future AACSB lecturer qualification for graduates seeking practice academic roles, through its emphasis on applied research and teaching preparation.
- Designed to meet CSU standards for doctoral education as authorized by California Education Code Section 66040.5 and Assembly Bill 656, ensuring a clear distinction from UC doctoral programs.

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3. **Analysis of potential UC duplicate doctoral degree programs.** Complete the table below.

Title of CSU Proposed Doctoral Program:

UC Campus	Degree Duplication (Yes/Potential /No)	UC Degree Title and Designation	UC Website(s) reviewed and date accessed
Berkeley	Potential	PhD in Business Administration	6/19/26 https://grad.berkeley.edu/program/business-administration-ph-d-program/
Davis	No	No UC Davis business doctoral program identified.	6/19/26 https://gsm.ucdavis.edu/graduate-degrees
Irvine	Potential	PhD in Management	6/19/26 https://merage.uci.edu/programs/phd/index.html
Los Angeles	Potential	PhD Program in Management	6/19/26 https://www.anderson.ucla.edu/degrees/phd-program
Merced	Potential	PhD in Management of Complex Systems	6/19/26 https://www.ucmerced.edu/academics/graduate-programs
Riverside	Potential	PhD in Business Administration	6/19/26 https://business.ucr.edu/phd
Santa Barbara	Potential	PhD in Technology Management	6/19/26 https://www.graddiv.ucsb.edu/graduate-programs/departments
Santa Cruz	No	No UCSB business doctoral program identified.	6/19/26 http://graduateadmissions.ucsc.edu/graduate-programs/
San Diego	Potential	PhD in Management	6/19/26 https://rady.ucsd.edu/programs/index.html
San Francisco	No	No UCSF business doctoral program identified.	6/19/26 https://graduate.ucsf.edu/academics/professional-doctorates

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Provide a summary of your analysis. If there is a potential for duplication, please contact app@calstate.edu for advice.

California State University San Marcos has conducted a preliminary review of doctoral programs offered across the University of California system and concludes that the proposed DBA does not duplicate existing UC doctoral programs. While several UC campuses offer PhD programs in business, management, and related fields, no UC campus currently offers a Doctor of Business Administration or a comparable professional and applied doctorate in business, specifically designed for experienced working professionals.

Potential areas of thematic overlap may exist with research-oriented doctoral programs such as the PhD in Business Administration offered at the University of California, Berkeley and the University of California, Riverside; the PhD in Management offered at the University of California, Irvine, University of California, Los Angeles, and University of California, San Diego; the PhD in Technology Management offered at the University of California, Santa Barbara; and the PhD in Management of Complex Systems offered at the University of California, Merced.

However, the proposed CSUSM DBA differs substantially from these programs in program purpose, target population, delivery model, curriculum design, culminating experience, and intended career outcomes. First, the proposed DBA is designed specifically for mid- to senior-career professionals who remain employed while pursuing doctoral education. The program targets experienced executives, managers, entrepreneurs, consultants, public-sector leaders, nonprofit executives, and other professionals seeking advanced leadership and organizational capabilities. In contrast, UC business and management PhD programs primarily enroll full-time doctoral students preparing for research-intensive academic careers.

Second, the proposed DBA is a professional, applied doctorate designed to strengthen organizational effectiveness, support evidence-based leadership, and address complex organizational challenges. The curriculum emphasizes the application of rigorous research methods to real-world business problems, organizational diagnosis, systems thinking, implementation, and organizational transformation. UC doctoral programs, by contrast, are primarily designed to prepare scholars to develop disciplinary theory and pursue careers as research faculty at research-intensive institutions.

Third, the proposed DBA will be delivered in a hybrid, cohort-based format specifically designed to accommodate working professionals. Students will progress through the program as a cohort while continuing full-time employment and immediately applying concepts and research findings within their organizations. UC doctoral programs generally follow traditional full-time, campus-based models requiring significant residency and immersion in academic research.

Fourth, although the proposed DBA includes rigorous research preparation through coursework in quantitative methods, qualitative methods, business analytics, and applied econometrics, the culminating experience is intentionally distinct from a traditional PhD dissertation. Students will complete a *Dissertation-in-Practice* that addresses a significant organizational, industry, or community challenge and produces evidence-based, implementable solutions with measurable organizational impact. The dissertation

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will be evaluated based on methodological rigor, professional relevance, implementation feasibility, and organizational impact, rather than on its contribution to disciplinary theory.

The proposed DBA also serves workforce needs that differ from those addressed by UC doctoral programs. Graduates will be prepared primarily for advanced leadership, consulting, organizational transformation, entrepreneurship, public-sector leadership, and practice-oriented instructional roles. The degree is not intended to prepare graduates for research-intensive academic careers.

The proposed DBA will be housed within the College of Business Administration at California State University San Marcos, which is accredited by the Association to Advance Collegiate Schools of Business (AACSB) International. The College intends for the DBA program to operate consistently with AACSB accreditation standards governing academic quality, faculty qualifications, assurance of learning, and continuous improvement. AACSB accredits universities rather than individual degree programs.

Accordingly, while several UC doctoral programs share broad thematic content areas related to management, leadership, analytics, and organizational studies, the proposed CSUSM DBA is clearly differentiated by its professional and applied orientation, target population of experienced working professionals, hybrid cohort delivery model, Dissertation-in-Practice culminating experience, and emphasis on organizational impact rather than theory generation.

The proposed degree, therefore, addresses a distinct workforce need that is not currently met by existing UC doctoral offerings.

The table below provides a comparison between the proposed DBA program and the existing UC PhD programs:

Comparison of the Proposed CSUSM DBA and Existing UC Business PhD Programs

Criteria	Proposed CSUSM DBA	UC PhD in Business
Degree Purpose	Prepare advanced practitioner-leaders to address complex organizational challenges through applied research, evidence-based decision-making, and organizational innovation.	Prepare academic researchers to advance disciplinary knowledge and contribute to scholarly theory development.
Mission Alignment	Supports CSUSM's mission of regional engagement, workforce development, and societal impact.	Supports UC's research mission through the creation of new theoretical and disciplinary knowledge.
Target Student Population	Mid- to senior-career professionals, executives, entrepreneurs, public-sector leaders, nonprofit executives, military leaders, healthcare administrators, and experienced business educators.	Individuals seeking careers as research faculty and academic scholars, typically early in their professional careers.

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Admissions Emphasis	Significant professional and leadership experience required (typically 8+ years).	Professional experience is generally not required.
Enrollment status	Remain employed while enrolled	Full-time residency
Program Structure	Hybrid cohort model combining online instruction with periodic in-person residencies.	Primarily full-time, campus-based doctoral study.
Purpose	Organizational improvement	Theory development
Curricular Focus	Leadership, strategy, evidence-based decision-making, systems thinking, organizational effectiveness, applied research, and organizational impact.	Advanced disciplinary theory, research methodology, and preparation for academic research careers.
Role of Research	Applied research focused on addressing significant organizational, industry, and community challenges.	Research focused on developing and testing theory and contributing to academic literature.
Research Questions	Addresses practical organizational problems and opportunities with direct implications for professional practice.	Addresses theoretical questions designed to advance academic knowledge within a discipline.
Use of Theory	Applies existing theories and frameworks to understand and solve organizational challenges.	Develops, refines, extends, and tests theories.
Systems Perspective	Focuses on understanding organizations as complex systems and identifying underlying drivers of performance and change.	Focuses primarily on theory development within specific academic disciplines.
Culminating Experience	Dissertation-in-Practice addressing a significant organizational or industry challenge with measurable impact.	Traditional dissertation designed to make an original contribution to academic literature and theory.
Evaluation Criteria for Culminating Work	Generates actionable knowledge, evidence-based solutions, and organizational innovations.	Generates theoretical and scholarly contributions to business disciplines.
Career Outcomes	Senior leadership positions, executive roles, consulting, organizational transformation leadership, Practice Academic faculty positions, and higher education leadership.	Research faculty positions at universities and research institutions.
Geographic and Economic Focus	Strong emphasis on addressing challenges relevant to Southern California organizations, industries, and communities.	Research agenda driven primarily by disciplinary interests rather than regional workforce needs.

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Supplemental Appendix

Supplemental Market Demand and Benchmarking Analysis
Proposed Doctor of Business Administration (DBA)
California State University San Marcos

Summary of Findings from a Master's Experience Project

Prepared for:
College of Business Administration
California State University San Marcos

Prepared by:
MBA Master's Experience Team
Fully Employed MBA Program
College of Business Administration
California State University San Marcos

Faculty Advisor:
Dr. Mohammad Oskoorouchi
Professor and Director of Graduate Programs, Accreditation, and Self-Support Programs

This appendix summarizes the principal findings and recommendations from a Master's Experience project completed by MBA students in the College of Business Administration. The project examined market demand, benchmarked AACSB-accredited Doctor of Business Administration (DBA) programs, evaluated regional workforce needs, and assessed the feasibility of establishing a DBA program at California State University San Marcos.

The findings presented herein are intended to provide supplemental evidence supporting the feasibility and market demand for the proposed Doctor of Business Administration program.

Fall 2025

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Introduction

To assess the feasibility and market demand for a Doctor of Business Administration (DBA) program at California State University San Marcos (CSUSM), the College of Business Administration commissioned a market analysis conducted by a team of graduate students enrolled in the Fully Employed MBA (FEMBA) program as part of their Master's Experience project during Fall 2025. The study examined national trends in DBA education, benchmarked AACSB-accredited DBA programs, surveyed CSUSM MBA alumni, and evaluated market demand within Southern California.

The findings indicate that CSUSM is well-positioned to offer a professional, applied doctoral program that addresses the needs of experienced working professionals while supporting regional workforce and economic development.

Benchmarking of AACSB-Accredited DBA Programs

Key findings include:

- Most DBA programs are designed for experienced working professionals and utilize part-time cohort models.
- Most programs require between 48 and 72 units, with 54 to 60 units being most common.
- Program duration typically ranges from three to four years.
- Hybrid delivery formats have become the predominant model.
- DBA curricula emphasize applied research methods, leadership, strategy, analytics, and evidence-based decision-making.
- Culminating experiences commonly consist of applied dissertations focused on organizational challenges.

These findings informed the proposed CSUSM DBA structure.

Southern California Market Analysis

The analysis identified a limited number of AACSB-accredited DBA programs in Southern California, primarily offered by private institutions and typically priced substantially above anticipated CSUSM tuition levels.

The study concluded that CSUSM is well-positioned to address an unmet market need through an affordable, high-quality, AACSB-aligned professional doctorate.

MBA Alumni Survey

Survey invitations were distributed electronically to approximately 2,000 MBA alumni.
Major findings:

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- More than 90% of respondents reported considering additional advanced education.
- A substantial majority expressed interest in practical organizational research.
- Flexible and hybrid delivery formats were strongly preferred.
- Cost, time commitment, and work-life balance were identified as major barriers.
- Respondents expressed strong interest in a professional doctorate that combines rigor with direct organizational application.

Enrollment and Cohort Expectations

Benchmarking analyses indicated typical cohort sizes of 10–20 students. Initial CSUSM cohorts are expected to enroll approximately 10 to 20 students annually. The cohort model is expected to support student engagement, faculty mentoring, timely completion, retention, and program quality.

Conclusions

1. Southern California contains a significant population of professionals seeking practice-oriented doctoral education.
2. Existing doctoral offerings do not fully address the needs of working professionals.
3. CSUSM's AACSB accreditation, graduate programs, and regional partnerships provide a strong foundation.
4. Benchmarking supports the proposed three-year hybrid cohort model and Dissertation-in-Practice.
5. The proposed DBA aligns with regional workforce needs and will strengthen organizational leadership and innovation.

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UC/CSU Program Duplication Review Rubric

Campus: CSU San Bernadino

Reviewer: Mathew Potoski

Date: 10/29/2026

	Little to No Duplication (more dissimilar than not)	**Some or Substantial Duplication** (warrants closer review or more alike than different)	**Insufficient Information**
Title of Projected Doctoral Degree	Does not appear in UC system		
Degree Designation (e.g. EdD)	DPA		
Program Description	There is no public administration PhD program in the UC		
Program Learning Outcomes	The DPA covers a broad range of topics relevant for senior leaders in government and non profits		
External Program Accreditation (where applicable)	There is no accreditation for DPA degree. CSUSB has an accredited MPA degree		
Required Coursework/Program Structure	Does not exist in UC		
Cumulating Experience/Research Orientation	Applied research on public administration topic (can include public policy)	Goldman PhD dissertation on public policy	

Intended occupation of graduates	Working in governments, nonprofits, etc.	The Goldman PhD is more of an academic/research degree, although 35% of Goldman PhD grads work in government and nonprofits.	
Overall Assessment	No significant overlap with UC degree programs		

Relevant UC Campuses/Programs (please list):

UCB Goldman School of Public Policy. This is the only PhD program with potential overlap in the UC. The Goldman PhD is more research and academic focused. A portion of CSU SB's DPA degree covers public policy, which is the focus of the Goldman PhD.

Comments regarding program similarities:

The CSU SB DPA is substantively distinct from degrees offered at UC campuses.

Questions of additional information needed (if any).

None

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DOCTORAL DEGREE PLANNING RESOURCES

CONCEPTUAL PROPOSAL FOR UC REVIEW OF CSU PROFESSIONAL AND APPLIED DOCTORAL PROGRAMS

CSU Proposed Degree Information, Campus Information, and Contact Information

Title of Projected Doctoral Degree	Doctor of Public Administration
Degree Designation (e.g., EdD)	DPA
Proposed CIP Code	44.0401 - Public Administration
Projected Implementation Date (1st Cohort Enrolled)	Fall 2029
Campus	California State University, San Bernardino
College	Jack H. Brown College of Business and Public Administration
Department	Department of Public Administration
Key person(s) who can respond promptly during the UC review process	Robert Stokes, PhD – robert.stokes@csusb.edu Tomás Gomez-Arias – tomas.gomez-arias@csusb.edu

Curricular and Academic Elements

1. **Provide a summary of the purpose for and a description of the proposed doctoral degree, including targeted audience(s).**

The proposed Doctor of Public Administration (DPA) program at California State University, San Bernardino is designed to prepare experienced public service professionals to apply advanced administrative knowledge, leadership skills, and applied research methods to address complex governance, organizational, and community challenges.

Grounded in the mission of the California State University system and CSUSB's regional public service mission, the program emphasizes applied public leadership, evidence-based decision-making, organizational improvement, ethical governance, and measurable public impact across government, nonprofit, and public-serving institutions.

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The program is specifically aligned with the workforce and civic needs of the state of California, where local governments, counties, state agencies, special districts, nonprofit organizations, and community-serving institutions face sustained pressure to modernize services, strengthen leadership pipelines, improve organizational performance, and respond to increasingly complex policy and implementation environments.

The proposed program targets:

- Mid- to senior-level professionals seeking advancement into executive, administrative, and policy implementation leadership roles
- Graduates of MPA and related master's programs seeking advanced applied doctoral education in public administration
- Working professionals in local government, county government, state agencies, nonprofit organizations, higher education, and other public-serving institutions
- Public service leaders in California seeking a place-bound doctoral pathway that supports career advancement while remaining employed in their professional roles

The proposed DPA differs from traditional PhD programs by emphasizing applied professional practice, organizational problem-solving, public-sector leadership, and implementation rather than primarily theoretical research or preparation for academic careers. Designed for working professionals, the program is expected to utilize a flexible cohort-based format that expands access to advanced doctoral education for practitioners.

The culminating doctoral experience will focus on an Applied Doctoral Project in public administration and professional practice, enabling students to develop evidence-informed solutions to real-world public and nonprofit sector challenges with measurable organizational and community impact.

2. Describe how the proposed doctoral curriculum is advanced beyond a master's degree to justify a new professional and/or applied doctorate, distinct from a UC doctoral program.

The proposed Doctor of Public Administration (DPA) curriculum is designed to advance beyond traditional master's-level public administration education through the integration of executive leadership, systems-level analysis, applied research, implementation strategy, and evidence-based problem-solving within complex public and nonprofit environments.

While master's programs such as the MPA emphasize managerial knowledge, public service competencies, and applied administration, the proposed DPA extends learning to the doctoral level by requiring students to critically evaluate institutions and intergovernmental systems, synthesize cross-sector perspectives, apply advanced research and analytic methods, and lead organizational change initiatives with measurable public value.

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The curriculum emphasizes:

- Advanced integration of governance, public management, finance, analytics, workforce leadership, and organizational change
- Doctoral-level applied research and professional inquiry in public administration
- Systems thinking and evidence-based decision-making in complex public institutions
- Applied organizational problem-solving across government, nonprofit, and intergovernmental settings
- Leadership of large-scale public, community, administrative, and workforce initiatives

The proposed DPA differs from traditional UC doctoral programs in public policy or related fields by emphasizing advanced professional practice rather than primarily academic research preparation. The program is designed specifically for working professionals seeking to strengthen public-sector effectiveness, implementation capacity, and community impact within regional and statewide contexts.

The curriculum includes:

- Advanced doctoral seminars in public leadership, governance, and organizational strategy
- A structured sequence in qualitative, quantitative, and mixed-methods research
- Applied public-sector analysis, program evaluation, and evidence-based decision-making
- Doctoral-level assignments and applied research components embedded within selected graduate coursework
- A culminating Applied Doctoral Project focused on real-world public and nonprofit sector impact

The culminating doctoral experience is designed as a practice-based, applied project rather than a traditional theory-driven dissertation. Students will identify significant public or nonprofit organizational challenges, apply appropriate research methodologies, analyze organizational or program data, and develop evidence-informed solutions with practical and measurable outcomes.

The proposed DPA is therefore distinct from both master's-level public administration education and traditional research-oriented doctoral programs by combining doctoral rigor with applied public leadership, professional practice, and regional workforce engagement.

3. **Describe the admission criteria for the proposed doctoral degree (including undergraduate preparation).**

Admission to the proposed Doctor of Public Administration (DPA) program will be based on a holistic review of academic preparation, professional experience, leadership potential, and readiness for doctoral-level applied study.

Applicants will normally be expected to possess:

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- A completed master's degree from an accredited institution in public administration, public policy, nonprofit management, criminal justice, business administration, education, or a related field
- Demonstrated capacity for advanced analytical thinking, professional leadership, and applied organizational problem-solving in public or nonprofit settings

Preferred admission criteria include:

- A graduate GPA of 3.0 or higher
- Professional experience within local government, county government, state agencies, special districts, nonprofit organizations, higher education, political management, healthcare administration, or related public-serving environments

Application materials will include:

- Official transcripts
- Resume or curriculum vitae
- Statement of purpose describing professional goals and interest in doctoral study
- Letters of recommendation
- Interview with program faculty and/or admissions committee

The proposed DPA is designed for experienced working professionals seeking advanced applied doctoral education rather than entry-level graduate preparation. As such, the curriculum assumes prior graduate-level preparation in management, policy, administration, or organizational analysis and builds toward doctoral-level public leadership, applied research, and systems-level decision-making.

The program is not expected to require GRE scores for admission. Applicants without conventional public administration preparation may be considered for conditional admission and may be required to complete preparatory coursework prior to beginning doctoral study.

4. List the proposed doctoral program course and culminating doctoral project descriptions including, as appropriate, a description of qualifying and/or comprehensive exams, professional and/or clinical experiences, practicums, projects, and research.

The proposed DPA program will follow a cohort-based, structured curriculum designed to support working professionals through a sequence of advanced coursework and applied research experiences.

The curriculum will be organized in three primary phases:

Phase 1: Advanced Public Administration Foundations
Students will complete advanced doctoral-level coursework in:

- Public leadership, governance, and democratic institutions
- Public management, budgeting, and organizational systems
- Analytics, program evaluation, and evidence-based decision-making

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- Workforce leadership, equity, ethics, and organizational effectiveness

Where appropriate, the program will leverage and extend existing graduate-level coursework within the department and college, while elevating content to the doctoral level through additional applied research expectations, systems-level analysis, implementation design, and doctoral-level assignments.

Phase 2: Applied Research Methods and Analytical Tools
Students will complete a structured sequence of applied research methods courses, including:

- Applied public administration research methods
- Quantitative analysis for public decision-making
- Qualitative and mixed-methods inquiry for public affairs

Courses are designed to support doctoral-level organizational analysis, evidence-based decision-making, and applied professional research within complex government and nonprofit environments.

Phase 3: Doctoral Seminars and Specialization
Students will engage in advanced doctoral seminars and elective coursework aligned with their professional interests and organizational contexts, including areas such as:

- Local government and county administration
- Public finance and performance management
- Workforce leadership, succession planning, and human capital strategy
- Nonprofit leadership and cross-sector collaboration
- Emergency management, resilience, and implementation
- Regional governance and community-serving institutional leadership

Applied Doctoral Project
The culminating doctoral experience will consist of a multi-stage Applied Doctoral Project (practice-based dissertation). Students will identify significant organizational, administrative, or policy implementation problems, apply appropriate research methodologies, analyze relevant data, and develop evidence-based recommendations with measurable public impact.

The Applied Doctoral Project sequence will include:

- Organizational or policy problem identification
- Proposal development
- Applied research and analysis
- Implementation and evaluation
- Final doctoral presentation and defense

The program will not utilize a traditional qualifying or comprehensive examination model. Instead, students will demonstrate doctoral competency through successful completion of doctoral coursework, applied organizational research, and the Applied Doctoral Project.

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Because the proposed DPA is designed for experienced working professionals, organizational research and applied projects will be integrated directly into professional practice environments rather than through traditional internships or clinical placements.

This structure is designed to ensure both academic rigor and practical relevance, distinguishing the proposed DPA from traditional research-focused doctoral models.

Proposed Program Structure

- Total Units: 48
  - Core DPA Coursework (6 courses - 18 units)
  - Shared Graduate Elective Coursework (3 courses - 9 units)
  - Research Methods Sequence (3 courses - 9 units)
  - Applied Doctoral Project (12 units)

Proposed Timeline

- Three-year cohort-based program structure

Where appropriate, DPA students enrolled in shared graduate coursework will complete additional doctoral-level assignments, applied research components, and integrative public-sector analyses to ensure appropriate rigor and differentiation.

5. Describe the proposed culminating doctoral experience (doctoral dissertation, doctoral project, or doctoral capstone).

The proposed culminating doctoral experience will consist of an Applied Doctoral Project (practice-based dissertation) designed to integrate doctoral-level applied research, public leadership, and professional practice.

The Applied Doctoral Project will require students to identify a significant organizational, administrative, service delivery, or policy implementation challenge within a government, nonprofit, higher education, healthcare administration, public safety, or related public-serving environment. Students will apply advanced organizational analysis, evidence-based decision-making, and appropriate qualitative and/or quantitative research methodologies to develop actionable solutions with measurable organizational and community impact.

The culminating experience is intended to demonstrate doctoral-level competency in:

- Applied public service administration research
- Systems-level analysis and evidence-informed decision-making

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- Integration of governance, finance, analytics, public service workforce leadership, and organizational change
- Professional communication, implementation planning, and citizen engagement strategies
- Evidence-based problem-solving within complex public and nonprofit environments

The Applied Doctoral Project sequence will include:

- Case and problem identification
- Literature and public service practice review
- Professional project proposal development and approval
- Applied data collection and analysis
- Development of evidence-based recommendations
- Final doctoral presentation and defense

Unlike a traditional research-oriented PhD dissertation, the proposed Applied Doctoral Project emphasizes organizational relevance, implementation, and measurable professional impact rather than theoretical contribution to academic literature.

Because the proposed DPA is designed for experienced working professionals, students will typically conduct research and applied analysis within their own or partner professional contexts, allowing direct integration of doctoral study with workforce and organizational needs.

6. List the program learning outcomes for the proposed doctoral degree.

Graduates of the proposed Doctor of Public Administration (DPA) program will be able to:

1. Apply advanced public leadership and systems thinking to analyze and address complex governance, organizational, and community challenges within dynamic public-sector environments.
2. Integrate public management, finance, analytics, workforce leadership, and ethics to support evidence-based decision-making and institutional effectiveness.
3. Conduct doctoral-level applied public administration research using appropriate qualitative, quantitative, and mixed-methods approaches to address real-world problems of practice.
4. Evaluate organizational data, programs, processes, and systems to develop actionable recommendations with measurable public and organizational impact.
5. Communicate complex administrative analyses and evidence-based solutions effectively to executive, policy, practitioner, and community stakeholder audiences through written, oral, and applied professional presentations.
6. Demonstrate ethical, socially responsible, and culturally responsive leadership within diverse public, nonprofit, and regional community contexts.
7. Lead organizational change, innovation, and strategic initiatives within complex and evolving government and nonprofit institutions.

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7. Describe the infrastructure required for this proposed doctoral program.

The Department of Public Administration at CSUSB, located with the Jack H. Brown College of Business and Public Administration, already maintains meaningful graduate education infrastructure through its NASPAA-accredited Master of Public Administration program, established online and working-professional delivery capacity, faculty expertise in applied public affairs, and sustained engagement with government and nonprofit partners. The MPA program at CSUSB currently has a statewide reach, given its established online delivery model and affordable, stateside tuition model. The college also possesses significant support infrastructure through its Office of Graduate Studies. The college also possesses a strong leadership that emphasizes the spirit of cooperation and collaboration between academic departments and faculty across the college, with this proving both administrative support, as well as faculty throughout the college who are experts on leadership, management, human resources, public communication, social entrepreneurship, workforce development, cybersecurity and data science, public service accounting, etc. -- all areas of interest for an applied doctoral program in public administration.

This proposed DPA program will leverage existing graduate program infrastructure in the public administration department, as well as college-wide, where appropriate, while looking to add enhancements to support doctoral-level instruction, applied research, student success, and long-term program sustainability.

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Appendix A

1. **Doctoral Program Roadmap.** Provide a doctoral program roadmap serving as a visual representation of the pathway by term of program requirements, including the sequence of completing courses and culminating requirements, and the total units per term (6) and total overall units for the program (48).

Year	Fall (6 units per term)	Spring (6 units per term)	Summer (6 units per term)
1	Core class (3); Applied research methods (3)	Core Class (3); Quantitative methods for Public Decision Making (3)	Core class (3); Concept development for applied doctoral project (3)
2	Core class (3); Mixed methods (3)	Core class (3); Shared elective (3)	Core class (3) Applied doctoral project data collection and analysis (3)
3	Shared electives (6)	Applied doctoral Project (6)	

2. **Postgraduate Professional Job Objectives**

   a. Describe relevant statewide workforce demands for the proposed doctoral program.

   California continues to experience sustained demand for advanced public-sector and nonprofit leadership across local government, county government, state agencies, special districts, public safety, healthcare administration, higher education, and community-based organizations.

   California is experiencing significant governance and administrative complexity associated with:

   - Local government modernization and service delivery transformation
   - County administration, health and human services, and interagency coordination
   - Public-sector workforce shortages, succession planning, and leadership development
   - Data-informed management, accountability, and performance improvement
   - Regional growth, infrastructure demands, and community resilience
   - Cross-sector collaboration among government, nonprofit, and community institutions

   Organizations within these sectors increasingly require leaders capable of integrating governance, analytics, budgeting, workforce leadership, implementation strategy, and evidence-based decision-making within rapidly evolving public and nonprofit environments.

   The proposed DPA is designed to address this workforce demand by preparing experienced professionals to lead complex organizations, manage institutional transformation, apply advanced administrative analytics, and develop evidence-based solutions with measurable public and organizational impact.

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The program also supports CSU workforce and leadership development objectives by expanding doctoral-level educational access for working professionals seeking advanced public service leadership preparation outside the limited opportunities present in traditional research-focused doctoral pathways.

b. Describe employment opportunities for the proposed doctoral program.

Graduates of the proposed DPA program will be prepared for advanced public leadership and executive-level positions across government, nonprofit, higher education, healthcare administration, and other public-serving organizations.

Potential employment outcomes include:

- Executive and senior administrative leadership roles
- City, county, and special district management leadership
- Program evaluation and performance management leadership
- Workforce development and organizational effectiveness leadership
- Public finance, budgeting, and strategic planning leadership
- Nonprofit executive and community-serving institutional leadership
- Consulting, organizational transformation, and implementation management
- Community college and professional practice instructional roles

The proposed DPA is designed primarily for experienced professionals seeking advancement within existing public-service and organizational contexts rather than traditional academic research careers.

c. If applicable, describe the national or state-wide professional accreditation/certified licensure(s) and how the accreditation/licensure(s) will be aligned to the proposed doctoral degree title.

The proposed DPA program will be developed within a department that already offers a NASPAA-accredited Master of Public Administration program. NASPAA accreditation applies to professional master's degree programs in public and nonprofit policy, affairs, and administration rather than doctoral programs. The JHBC is also separately accredited by the Association to Advance Collegiate Schools of Business (AACSB International), and thus has significant infrastructure related to assessment and evaluation of programmatic quality, equity and workforce applications for professionally-oriented academic programming.

Accordingly, the proposed DPA curriculum, learning outcomes, assessment processes, and Applied Doctoral Project structure will be informed by the quality expectations associated with

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accredited professional master's education while remaining clearly distinct from research-oriented UC doctoral programs.

While the proposed DPA does not lead directly to state licensure, the program is intended to support advanced professional leadership, organizational effectiveness, and applied research competencies across multiple public and nonprofit sectors.

3. **Analysis of potential UC duplicate doctoral degree programs.** Complete the table below.

Title of CSU Proposed Doctoral Program: Doctor of Public Administration (DPA)

UC Campus	Degree Duplication	UC Degree Title and Designation	UC Website(s) Reviewed and Date Accessed
Berkeley	Potential	PhD in Public Policy	Berkeley Graduate Division Public Policy PhD website (accessed May 2026)
Davis	No	No directly comparable doctoral public administration program identified	UC graduate degree search / UC Davis graduate websites (accessed May 2026)
Irvine	No	No directly comparable doctoral public administration program identified	UC graduate degree search / UC Irvine graduate websites (accessed May 2026)
Los Angeles	No	No directly comparable doctoral public administration program identified	UCLA Graduate Programs Public Policy and campus websites (accessed May 2026)
Merced	No	No directly comparable doctoral public administration program identified	UC graduate degree search / UC Merced websites (accessed May 2026)
Riverside	No	No directly comparable doctoral public administration program identified	UCR School of Public Policy and campus websites (accessed May 2026)

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UC Campus	Degree Duplication	UC Degree Title and Designation	UC Website(s) Reviewed and Date Accessed
Santa Barbara	No	No directly comparable doctoral public administration program identified	UC graduate degree search / UCSB websites (accessed May 2026)
Santa Cruz	No	No directly comparable doctoral public administration program identified	UC graduate degree search / UCSC websites (accessed May 2026)
San Diego	No	No directly comparable doctoral public administration program identified	UC graduate degree search / UC San Diego websites (accessed May 2026)
San Francisco	No	No directly comparable doctoral public administration program identified	UC graduate degree search / UCSF websites (accessed May 2026)

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Provide a summary of your analysis.

The proposed Doctor of Public Administration (DPA) program differs substantially from existing UC doctoral programs in public policy or related fields, which are primarily research-focused doctorates designed to prepare students for academic research and university faculty careers.

The proposed DPA is designed as an applied professional doctorate focused on public leadership, evidence-based decision-making, organizational improvement, and measurable public impact within government, nonprofit, and public-serving institutional settings.

Key distinctions include:

- A target audience of experienced working professionals rather than full-time academic researchers
- A cohort-based format designed for established working professionals who cannot complete a residence-based doctoral program due to professional and personal obligations.
- Emphasis on applied administrative problem-solving, implementation, and professional practice
- A culminating Applied Doctoral Project focused on real-world organizational and community impact rather than theoretical contribution to academic literature
- Alignment with regional workforce and public leadership needs within the state of California

The proposed DPA is therefore intended to complement, rather than duplicate, existing UC doctoral offerings in public policy and related fields.

UC/CSU Program Duplication Review Rubric

Campus: CSU SDSU

Reviewer: Hyle Park

Date: 10/29/2026

	Little to No Duplication (more dissimilar than not)	**Some or Substantial Duplication** (warrants closer review or more alike than different)	**Insufficient Information**
Title of Projected Doctoral Degree		X	
Degree Designation (e.g. EdD)	X		
Program Description		X	
Program Learning Outcomes		X	
External Program Accreditation (where applicable)			X
Required Coursework/Program Structure		X	
Cumulating Experience/Research Orientation		X	
Intended occupation of graduates		X	
Overall Assessment		X	

Relevant UC Campuses/Programs (please list):

Listed in the descriptions below.

Comments regarding program similarities:

- From the proposal, "The proposed Doctor of Science (DSc) in Chemical Biotechnology and Biopharmaceutical Sciences is a professional and applied doctoral program designed to prepare graduates for project leadership roles in California's life sciences and biopharmaceutical industries … These design elements directly respond to employer-identified gaps in doctoral-level workforce preparation, specifically with regards to the increasing need for doctoral-level scientists who can integrate advanced scientific expertise with translational, regulatory, and project management competencies."
    - Much of the current proposal overlaps with the following existing UC doctoral programs:
        - UCLA Molecular and Medical Pharmacology program
        - UCSF PharmD / PhD degree program

- The first target population for the proposed program are "Early-career or mid-career professionals in biotechnology seeking advancement into leadership roles."
    - This bears significant overlap with the Advanced Degree Program for Corporate Employees from the UC Davis Biotechnology program (https://biotech.ucdavis.edu/adp-program). The Corporate Scientist Mentoring portion of this program is particularly relevant: "Corporate scientists mentoring ADP students will interact closely with the students' UC Davis PI's and other faculty, including members of dissertation committees, in order to guide ADP students' doctoral research and acquisition of professional skills needed to succeed in their chosen career paths. Corporate mentor(s) will facilitate the ADP student research project on-site and ensure that sensitive IP does not prevent the student from publishing and communicating about their dissertation work, as needed, for normal degree progress and CV-building. Effort should be made to provide stable, transparent guidance to each ADP student on this shareable dissertation project where the IP confidentiality is manageable."

- The proposers state, "We note that the Designated Emphasis in Biotechnology program at UC Davis is NOT a stand-alone biotechnology PhD program. It is an emphasis applied to a standard PhD program and its internship may be substituted with a variety of non-internship options (see appendix A)."
    - From their website (https://biotech.ucdavis.edu/), the Designated Emphasis in Biotechnology program "utilizes an experiential learning model to help doctoral students from 29 STEM disciplines develop an understanding of the "business of biotech"

and acquire transferable professional skills in entrepreneurship, leadership, team science, project management and science communication. … The cornerstone of our DEB program is a professional internship, typically lasting 3 to 6 months that takes place within the biotech industry, research institute or other cross-disciplinary setting."

- The similarity in the breadth of transferable professional skills should be noted as being substantially similar to the coursework in the proposed program.
- While it is true that the internship can be substituted, it should be noted that the specific course number governing internships, DEB 282 Biotechnology Internship, has been continuously offered and the program lists an impressive list of past and current internship locations (https://biotech.ucdavis.edu/internships) that implies that such a substitution is likely not typical.

- The proposers state that "Other UC programs related to drug development or biotechnology (e.g. UC Irvine Biotechnology and Biotechnology Management MS, Biomedical and Translational Science M.S., M.S. Pharmacology or UCSD Drug Development and Product Management, a fully self-funded degree) are master's degree programs focused on course work. They do not develop the applied research capability, project leadership, and translational judgment required to lead R&D programs, which this doctorate is designed to build."
  - The UC Berkeley Professional Masters Degree in Product Development (https://chemistry.berkeley.edu/grad/cbe/pdp) does active development outside of just coursework through a project with a local company.
    From the description on their website: The central objective of the PDP is to fulfill the unmet need at the national and international levels for professionals with chemical engineering and related backgrounds in the chemical sciences who have knowledge and field experience in the complex process of transforming innovations into commercially successful products.
    Within 9 months (with optional extensions), PDP graduates will gain exposure to real-world product development practices in a range of chemical process-intensive industries such as alternative energy, **biotechnology**, consumer products, microelectronics, nanoscience, and new ventures. As a professional degree program aimed at preparing its graduates for their careers, the PDP does not require a research thesis, but students find completing the extensive coursework and **team-based field-project study assignment** with a local company challenging. Students who successfully complete the program's graduation requirements will be awarded a Master of Science degree in Chemical Engineering.
    By combining elements of advanced technical knowledge with focused business-related training, the PDP aims to fill a specific niche in the "choice space" of graduate education options for engineering graduates.

Questions of additional information needed (if any).

- The proposers state on page 23 "These examples illustrate an important distinction. Individual University of California programs may include professional development courses, optional internships, or entrepreneurship experiences. The distinction of the proposed DSc is therefore not the existence of isolated overlapping components, but their intentional integration as mandatory elements of a cohesive professional doctorate. In every example above, the professional elements supplement a traditional research doctorate or exist outside the doctoral curriculum altogether."
    - Such options exist as described across the UC system specifically because there is a demand for them and students do take advantage of their existence in order to fit their career goals. Whether some or all of these components are mandatory is secondary to the fact that the options exist for UC students to obtain the very same combination of training within the pursuit of a single degree as that proposed here.
    - The value from an industry perspective over, for example, a PhD student that enrolled in a dedicated professional Masters degree program or certificate program, is not entirely clear. While the proposed program does include a wide range of complementary experiences (in depth research with industry specific professional development), the added value of having them combined in a single experience over separate ones should be clarified (how do courses in project management impact the industry-facing research project?).

- While the following was not used to evaluate for the question of duplication, it is worth noting that
    - Internships are a common enough occurrence during a student's PhD research for a common code to exist: 298i: Individual Graduate Internships. While overall numbers are difficult to collate systemwide, it is particularly used in engineering (which includes chemical and biomedical engineering programs that often house translational biotechnology efforts).
    - A similarly not-uncommon pathway exists for inclusion of qualified, doctoral-degree holding experts from industry to serve on student advisory and dissertation committees across the UC system.

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DOCTORAL DEGREE PLANNING RESOURCES

CONCEPTUAL PROPOSAL FOR UC REVIEW OF CSU PROFESSIONAL AND APPLIED DOCTORAL PROGRAMS

CSU Proposed Degree Information, Campus Information, and Contact Information

Title of Projected Doctoral Degree	Chemical biotechnology and biopharmaceutical sciences
Degree Designation (e.g., EdD)	Doctor of Science (DSc)
Proposed CIP Code	Biotech: 26.1201 (selected for its applied biotechnology focus rather than a basic-science classification (e.g., 26.0202 Biochemistry), consistent with the professional orientation of the degree)
Projected Implementation Date (1st Cohort Enrolled)	Fall 2029
Campus	San Diego State University
College	Sciences
Department	Chemistry and biochemistry, biology
Key person(s) who can respond promptly during the UC review process	Prof. Byron Purse & Prof. Laura-Isobel McCall bpurse@sdsu.edu; lmccall@sdsu.edu

Curricular and Academic Elements

1. **Provide a summary of the purpose for and a description of the proposed doctoral degree, including targeted audience(s).**

The proposed Doctor of Science (DSc) in Chemical Biotechnology and Biopharmaceutical Sciences is a professional and applied doctoral program designed to prepare graduates for project leadership roles in California's life sciences and biopharmaceutical industries, which is expected to grow at a faster rate than the size of graduate program cohorts in the State over the next decade. These design elements directly respond to employer-identified gaps in doctoral-level workforce preparation, specifically with

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regards to the increasing need for doctoral-level scientists who can integrate advanced scientific expertise with translational, regulatory, and project management competencies.

The target population includes:

- Early-career or mid-career professionals in biotechnology seeking advancement into leadership roles
- Students seeking doctoral-level training aligned with industry careers and applied research environments, for whom an academically-focused traditional PhD is misaligned with career goals
- Graduates with BS or MS degrees in chemistry, biochemistry, biology, engineering, or related fields

Doctoral students will receive strong training in disciplines that form the core of cross-disciplinary industrial applications of chemistry, biology and biomedical engineering, including an individualized curriculum of synthetic organic chemistry, biochemistry, cell biology, microbiology, pharmacology, toxicology, bioinformatics, and separation science, integrated with training in entrepreneurial skills and professionalization. This training is intentionally designed for real-world implementation and impact. Consequently, research projects will emphasize academic–industrial collaborations on applied chemical biotechnology and biopharmaceutical sciences, and industrial internships will be a degree requirement. The external member of each thesis committee will be a qualified, doctoral degree-holding scientist from industry. Program evaluation and milestones are intentionally designed to meet industry expectations and "soft skills" training needs. The program will be interdepartmental and interdisciplinary to prepare graduates to think cross-functionally while having strong foundational skills in their core discipline.

2. Describe how the proposed doctoral curriculum is advanced beyond a master's degree to justify a new professional and/or applied doctorate, distinct from a UC doctoral program.

The program is intentionally designed as distinct from traditional doctoral training models by integrating:

- Formal training in project management, regulatory affairs, intellectual property, and entrepreneurship
- Industry-based evaluation formats (e.g., project pitches, internal proposals)
- Required industry internships (two placements)
- Mandatory participation of industry scientists on dissertation committees
- Academic–industry collaborative research

While traditional PhD and MS programs produce highly skilled scientists, they are not systematically designed to prepare graduates for industry roles. PhD training is primarily oriented toward academic research, emphasizing individual scholarship and theoretical depth, while Master's programs typically lack the duration and scope needed to develop independent leadership in complex, translational environments. As a result, many graduates entering industry must acquire key competencies—such as

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project management, regulatory awareness, and cross-functional collaboration—after hiring. This leads to delays in career progression on the student side, and delays in productivity on the employer side. This is noted in several of our industry letters of support (see attachments). In contrast, our program is intentionally designed to address these gaps by including curriculum in project management, regulatory affairs, and science communication to complement deep training in relevant chemical and biological theory, industry-style internal pitches and project proposals in the 2nd year and candidacy exams, respectively, and industry internships with optional entrepreneurial training (NSF I-Corps) as required program elements. The level of research productivity expected of program graduates is similar to PhD degrees, but with this program's unique focus on academic–industrial collaboration and applied, translational research. Accordingly, the program is distinct from Master's programs in its extensive training in project ideation and leadership, project management, and associated industry business skills and its expectations for more advanced, complex, and comprehensive applied research projects.

Industry partners supporting this proposal consistently emphasize the importance of practical research experience, interdisciplinary training, and understanding of translational science, highlighting a gap between traditional academic preparation and workforce expectations. Rather than adapting an existing research doctorate, this program is structured from the outset to produce industry-ready scientific leaders capable of translating research into real-world applications (see attached letters of support).

The program is distinct from any University of California doctoral program because of its unique curriculum, its integrated academic–industrial partnerships, its dedicated training for transversal skill development (see <https://www.nature.com/articles/s41599-024-04257-x>), and its focus on applied science. Traditional PhD programs package their coursework into the first year and focus on chemical/biochemical/biological theory. The present DSc program spreads coursework over multiple years such that training in business skills including project management and regulatory affairs can begin in the first semester and deep disciplinary training in scientific theory takes place after a lab has been selected. Further coursework includes entrepreneurship and intellectual property training, research translation and commercialization courses. Industry internships (two; NSF I-Corps or comparable entrepreneurial training can optionally substitute for the second) are core curriculum elements. Formal presentation requirements in traditional PhD programs have been replaced with presentations that prepare students for project milestone reviews and pitching new project ideas within a business setting. Unlike traditional PhD programs, all thesis committees in this program must include one industry mentor with at least 5 years of experience and holding a PhD, DSc, or comparable degree. We note that the Designated Emphasis in Biotechnology program at UC Davis is NOT a stand-alone biotechnology PhD program. It is an emphasis applied to a standard PhD program and its internship may be substituted with a variety of non-internship options (see appendix A). Other UC programs related to drug development or biotechnology (e.g. UC Irvine Biotechnology and Biotechnology Management MS, Biomedical and Translational Science M.S., M.S. Pharmacology or UCSD Drug Development and Product Management, a fully self-funded degree) are master's degree programs

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focused on course work. They do not develop the applied research capability, project leadership, and translational judgment required to lead R&D programs, which this doctorate is designed to build.

Summary table:

Criteria	**Proposed CSU Professional Doctorate**	**UC PhD**
Purpose	Prepare doctoral-level practitioners to lead product development, regulatory advancement, and technology translation in industry settings	Advance disciplinary knowledge through original scientific research
Mission Alignment	California workforce development, regional economic sustainability, industry partnership	Knowledge creation and academic scholarship
Audience	Students pursuing industry R&D careers who seek explicit, structured preparation in project leadership, regulatory science, and commercialization alongside doctoral research training. Includes students entering from the BS as well as practicing industry scientists returning for doctoral credentials.	Students seeking research-intensive doctoral education for academic or research careers, who typically develop professional and leadership skills through post-doctoral experience and on-the-job training.
Structure	Professional coursework in project management, regulatory affairs, and IP/commercialization required from year one; two industry internships embedded as degree requirements; applied research aligned with or conducted in partnership with industry	Individual research apprenticeship under a faculty advisor; coursework concentrated in disciplinary foundations; industry engagement is rare and at the advisor's discretion.
Industry Integration	Structural and mandatory: industry scientist serves on every dissertation committee; internships and employer partnerships are degree requirements	Discretionary: depends on individual advisor's collaborations and funding
Research Orientation	Problem-driven: technology translation and implementation toward defined industry/translational outcomes	Question-driven: hypothesis testing to advance scientific understanding

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Milestone Assessment & Culminating Experience	Early-stage project pitch modeled on industrial R&D decision-making; mid-program milestone review assessing progress against project plans and timelines; culminating project review, evaluated by a committee including an industry scientist against the program's applied learning outcomes as well as scientific quality	Second-year examination; qualifying examination for advancement to candidacy; dissertation defense
Career Outcomes	R&D program lead, regulatory science lead, technical/program director, CSO-track leadership in biotechnology and pharmaceutical companies	Faculty, principal investigator, independent research scientist in academia, government, or industry

3. Describe the admission criteria for the proposed doctoral degree (including undergraduate preparation).

- Undergraduate degree in chemistry and biochemistry, engineering, physical or biological sciences, earned at an institutionally accredited college or university.
- GPA > 3.5 in an acceptable earned baccalaureate or post-baccalaureate degree. GPA ≥ 3.0 may be accepted with strong justification. GPA < 3.0 will not be accepted.
- The applicant was in good standing at the last institution of higher education attended.
- 3 letters of recommendation supporting student's application.
- Research experience or prior industry experience. Applicants with professional experience in biotechnology or pharmaceutical R&D are explicitly encouraged; documented industry experience may substitute for academic research experience.
- Statement of purpose clearly presenting motivation for this program.

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4. **List the proposed doctoral program course and culminating doctoral project descriptions including, as appropriate, a description of qualifying and/or comprehensive exams, professional and/or clinical experiences, practicums, projects, and research.**

   Total: 70 units

The program consists of approximately 70 units over five years, combining advanced interdisciplinary coursework, applied research, and structured industry engagement.

Key curricular elements include:

- Advanced coursework in chemical biology, bioanalysis, pharmacology, and computational methods (eg . CHEM 881: Advances in Bioanalytical Chemistry, CHEM 882: Biophysical chemistry, CHEM 883: Synthetic Organic Chemistry, CHEM 884: Separation Sciences, MBIOL 881: Advanced Topics in Molecular and Cellular Biology, BIOL 882: Advanced Biological Data Analysis, CHEM 870: Translational chemical biology). While these courses may represent partial overlap with traditional PhD programs, some foundational knowledge is necessary to fill any gaps in the students' prior training and to provide a robust conceptual base for subsequent applied research.
- Integrated professional training in project management, regulatory science, and science communication (e.g. CHEM 800: Fundamentals of scientific research, CHEM 810: Introduction to Project Management, RA 881: Pharmaceutical, Biotechnology, and Medical Device Industries Units, RA 882: Food and Drug Law Units, RA 883- Current Good Manufacturing Practices - General Concepts Units, CHEM 830 Advanced topics in scientific project management, CHEM 790: Science Communication and professional interviewing 1, CHEM 791: Science Communication and professional interviewing 2)
- Milestone assessments aligned with industry practice (e.g., second-year "pitch" qualifying proposal modeled on internal R&D project pitch processes; student oral presentation milestones matching industry interview practices rather than academic seminar format)
- Two required industry internships integral to the program

The culminating doctoral experience is a dissertation based on original applied research, distinct from traditional PhD models:

- Research is applied and translational, often conducted in collaboration with industry partners
- Evaluation emphasizes practical impact, feasibility, innovation and real-world impact
- Dissertation committees include mandatory industry representation, ensuring alignment with workforce expectations

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Year / Semester	Coursework	Other Degree Activities & Milestones
Year 1 Fall	9 units total • 3 units of CHEM 800: Fundamentals of scientific research • 3 units of CHEM 810: Introduction to Project Management • 3 units of CHEM 820: Rotations	Selection of research group
Year 1 Spring	9 units total • 3 units of core course relevant to the student's research emphasis. Selected from: o CHEM 881: Advances in Bioanalytical Chemistry o CHEM 882: Biophysical chemistry o CHEM 883: Synthetic Organic Chemistry o CHEM 884: Separation Sciences o MBIOL 881: Advanced Topics in Molecular and Cellular Biology o BIOL 882: Advanced Biological Data Analysis o RA 881: Pharmaceutical, Biotechnology, and Medical Device Industries Units o RA 882: Food and Drug Law Units o RA 883- Current Good Manufacturing Practices - General Concepts Units • Depending on student's strength on the theory relevant to their research project: o 3 units supplemental / reinforcement (filling disciplinary gaps), selected from approved 600 or 700-level courses in CHEM, BIOL, MBIOL, MATH, ENG or similar o If no gaps, supervised research CHEM 897, 3 units	Begin research

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	• 3 units of CHEM 870: Translational chemical biology	
Year 2 Fall	6 units • 3 units of electives, from classes focused on scientific theory and its applications to industry. Selected from an approved list (see list above) • 3 units CHEM 830 Advanced topics in scientific project management	Continue research
Year 2 Spring	6 units • 3 units of electives, from classes focused on scientific theory and its applications to industry (list above). • 1 unit CHEM 840: Second-year Exam. o Appropriateness of research topic o Adequacy of scientific background and preparation o Format: industry "pitch" • 2 units CHEM 790: Science Communication and professional interviewing I o Finding an internship o Setting up an informational interview for industry positions o Interview prep for internship o Patent and literature search - focused on papers by industry authors	Second-year exam for credit; see central column. Continue research
Year 3 Fall	6 units • 6 units CHEM 897: Research in Chemistry	Continue research
Year 3 Spring	6 units • 1 unit CHEM 850: Doctoral Qualifying Examination o Research momentum, progress, understanding of current state-of-the-art	Candidacy exam for credit Continue research

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	○ Format: formal industry internal proposal; not NSF or NIH format ● 5 units CHEM 897: Research in Chemistry	
Year 3 Summer	2 units ● CHEM 860: Internship in Industry #1	none
Year 4 Fall	6 units ● 6 units CHEM 897: Research in Chemistry	Continue research
Year 4 Spring	6 units ● 2 units CHEM 791: Science Communication and professional interviewing 2 ○ Panel interview preparation ○ Preparation for HR questions ○ Elevator pitch ○ Culminating evaluation is students giving their interview talk ● 4 units CHEM 897: Research in Chemistry	Continue research
Year 4 Summer	2 units ● CHEM 861: Internship in Industry #2	none
Year 5 Fall	6 units ● 6 units CHEM 897: Research in Chemistry	Continue research
Year 5 Spring	6 units ● 6 units CHEM 899: Doctoral Dissertation	Dissertation defense

5. Describe the proposed culminating doctoral experience (doctoral dissertation, doctoral project, or doctoral capstone).

The culminating doctoral experience is a dissertation documenting a substantial body of applied, translational research, defended before a committee that includes at least one industry scientist. Consistent with the applied purpose of this degree, the dissertation is evaluated against the program's applied learning outcomes and on scientific soundness, translational feasibility, and demonstrated professional impact, rather than on theoretical contribution to the discipline.

● Research is applied and translational, often conducted in collaboration with industry partners

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- Evaluation emphasizes professional and translational impact
- Dissertation committees include mandatory industry representation, ensuring alignment with workforce expectations.

6. List the program learning outcomes for the proposed doctoral degree.

1. **Research Team Leadership.** Lead a research project team, mentoring junior lab members while coordinating with the faculty advisor and collaborating scientists to keep the project aligned with agreed goals and timelines.
2. **Strategic Project Planning.** Prioritize project goals against the goals of the research group and any collaborating partners, and construct milestone-based plans (e.g., Gantt chart timelines) to operationalize them.
3. **Timeline Negotiation.** Design research plans using state of the art disciplinary knowledge and negotiate plan revisions with the research advisor and collaborators when timelines prove infeasible.
4. **Cross-Functional Collaboration.** Coordinate a project collaboration through active communication on status, timelines, and each contributor's role.
5. **Value Proposition Validation.** Test hypotheses, using conferences, professional networks, and other direct outreach, about whether and how intended beneficiaries (e.g., patients, clinicians, industry partners, end users) would adopt or benefit from the research's outcomes.
6. **Translational Evaluation.** Evaluate discoveries in biotechnology or pharmaceutical sciences for feasibility, scalability, and translational potential.
7. **Industry-Aligned Communication.** Compose project proposals and pitches in formats used for internal R&D decision making (e.g., stage gate reviews), suited to both expert scientific audiences and industry collaborators.
8. **Rigor and Reproducibility in a Regulated Environment.** Design research protocols for rigor and reproducibility consistent with industry data integrity and quality system standards (e.g., GMP adjacent practices), and report reproducibility metrics alongside results.
9. **Responsible Conduct in an Applied Setting.** Apply RCR principles, including data integrity, authorship, and conflict of interest management, to project planning and execution involving industry partners, intellectual property, and confidentiality obligations.
10. **Doctoral Research Contribution.** Complete and defend, before a committee including mandatory industry representation, an original body of research addressing an applied, translational problem.

7. Describe the infrastructure required for this proposed doctoral program.

No additional infrastructure needed - will use existing classrooms and research facilities. This program will also benefit from existing infrastructure investments, including the new SDSU biology building and the Mission Valley Innovation District.

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Appendix A

1. **Doctoral Program Roadmap.** Provide a doctoral program roadmap serving as a visual representation of the pathway by term of program requirements, including the sequence of completing courses and any offsite, internship, and/or culminating requirements, and the total units per term and total overall units for the program.

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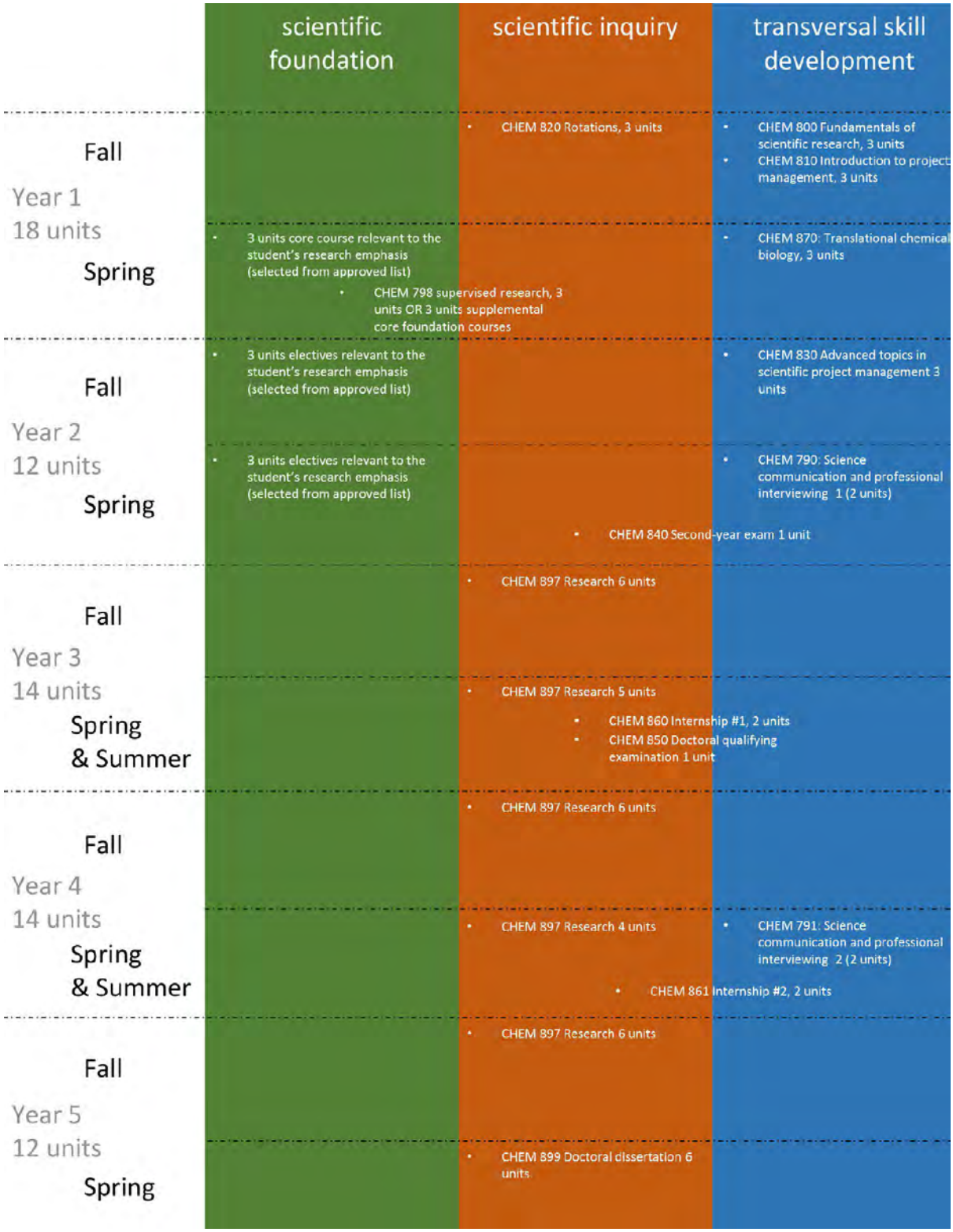

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2. Postgraduate Professional Job Objectives

a. Describe relevant statewide workforce demands for the proposed doctoral program.

Despite strong and growing demand for doctoral-level talent, existing graduate training pathways are not fully aligned with industry needs. Employers seek scientists who can operate effectively in team-based, interdisciplinary, and translational environments, yet these competencies are not the primary focus of traditional academic degree structures. Industry letters of support for this program underscore the need for candidates with applied research experience and the ability to translate scientific discoveries into practical applications, reinforcing the importance of a purpose-built, industry-oriented doctoral training model.

California's life sciences sector is experiencing rapid and sustained growth, with strong demand for doctoral-level talent in biotechnology, pharmaceuticals, and related fields. This workforce currently employs >1.15 million people (https://cabiotech.org/biotech-impact/workforce-education/).

Key indicators of workforce demand include:

- Projected employment growth of approximately 17–23% in chemistry, biochemistry, and biological sciences occupations (https://edd.ca.gov/).
- Continued expansion of the San Diego life sciences cluster, a major economic driver for the state
- Declining admission rates at the University of California, even though absolute applicant numbers have soared (e.g. UCSD 2025 Biomedical sciences applicant numbers for Fall 2025 increased 1.5 fold over 2024 numbers, but admissions rate decreased more than 3-fold; chemistry admission proportions has been dropping steadily since 2022; https://grad.ucsd.edu/about/grad-data/admissions.html). This indicates that the declining enrollment reflects a mismatch between available doctoral training spots and student and workforce interest, rather than a decline in the need for doctoral programs.
- This is compounded by a nation-wide decrease in doctoral admissions, for example in chemistry programs. Again, this reflects a contraction in available spots by ~37%, leading to many highly qualified and motivated applicants being denied a spot (see https://cen.acs.org/education/graduate-education/chemistry-graduate-programs-scale-back/104/web/2026/06 ; https://www.the-scientist.com/us-universities-reduce-phd-admissions-in-response-to-federal-funding-cuts-72734). This is something that California in general and the CSU in particular can and should capitalize on, including through the creation of this independent doctoral program.

Importantly, while graduates of existing PhD programs do enter industry roles in significant numbers, current doctoral training models are not systematically designed to prepare students for these careers. This misalignment is reflected in employer expectations for interdisciplinary knowledge, practical

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research experience, and familiarity with translational science workflows, skills that industry partners identify as essential but not consistently developed through traditional academic training pathways.

National and UC data indicate that:

- Training in areas such as project management, regulatory science, and entrepreneurship is limited
- Exposure to industry workflows, team structures, and translational research environments is rare and incidental
- Current training and evaluations are focused on outcomes and assessments primarily relevant to academia (e.g. traditional research seminars; qualifying exams in the format of an NIH or NSF grant application)
- Many doctoral graduates must acquire key professional competencies after entering the workforce

Industry partners consistently report a need for candidates who combine:

- Deep scientific expertise
- Practical experience in applied research environments
- Understanding of regulatory, operational, and business aspects of biotechnology
- Professionalism: the "soft skills" expected by industry to address complex teaming requirements, organizational hierarchy, and workplace politics

The proposed program directly addresses this gap by embedding these competencies into the doctoral curriculum itself. As such, it responds to a statewide workforce need that is not fully met by existing doctoral training pathways. These roles require the ability to independently design and lead complex scientific investigations, evaluate regulatory pathways, and translate research into products, competencies not developed at the master's level.

Support letters included in our proposal package, which we have received from prospective industry partners that include leading biotech and pharma companies, support this justification. Philippe Cronet, PhD General Manager at Wacker Biotech US Inc writes: "this proposed D.Sc. program addresses an important gap between traditional doctoral education and the evolving needs of the biotechnology workforce." Steven Barnard, PhD, Chief Technology Officer, Head of Research & Product Development at Illumina concurs, "We believe this proposed Doctor of Science addresses an important workforce need by intentionally integrating these experiences into doctoral education. In our view, it complements rather than replaces the traditional research PhD by preparing doctoral scientists for career paths in which scientific excellence must be combined with multidisciplinary collaboration, technology development, and effective engagement with industry". Paul Richardson, Director, Analytical and Synthetic Technologies at Pfizer-La Jolla states, "the proposed Doctor of Science appears to address a complementary workforce need by incorporating project leadership, translational research, regulatory awareness, industry engagement, and professional communication alongside rigorous doctoral-level

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scientific training. From an employer perspective, this broader preparation is well aligned with the collaborative nature of modern biotechnology and pharmaceutical research."

b. Describe employment opportunities for the proposed doctoral program.

We anticipate that program graduates will fill key roles in the biotechnology and pharmaceutical sciences fields in California, for example initially as Scientist I or Scientist II, with strong preparation for subsequent promotion to Senior Scientist, group leader, head of research and development, chief scientific officer, etc. Several graduates may do so in their own start-up company, developed through the skills acquired in this program.

c. If applicable, describe the national or state-wide professional accreditation/certified licensure(s) and how the accreditation/licensure(s) will be aligned to the proposed doctoral degree title.

Not applicable, no such licensures for Doctor of Science.

3. **Analysis of potential UC duplicate doctoral degree programs.** Complete the table below.

Title of CSU Proposed Doctoral Program: Chemical biotechnology and biopharmaceutical sciences

UC Campus	Degree Duplication (Yes/Potential/No)	UC Degree Title and Designation	UC Website(s) reviewed and date accessed
Berkeley	No	Existing PhDs in: ● Applied Science & Technology ● Chemical and Biomolecular Engineering ● Chemistry ● Chemical Biology ● Computational Biology ● Infectious Diseases & Immunity ● Metabolic Biology ● Plant Biology and Microbiology	https://grad.berkeley.edu/admissions/our-programs/?degrees=doctoral-phd (full list) https://ast.berkeley.edu/sample-programs/ https://chemistry.berkeley.edu/grad/cbe/phd https://chemistry.berkeley.edu/grad/chem/ and https://guide.berkeley.edu/graduate/degree-

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		● Molecular & Cell Biology	programs/chemistry/#doctoraldegreerequirementstext https://chembio.berkeley.edu/ https://ccb.berkeley.edu/academics/computational-biology-phd/phd-requirements https://publichealth.berkeley.edu/academics/programs/infectious-diseases-and-immunity-phd/current-students https://mbn.berkeley.edu/graduate-programs/metabolic-biology https://plantandmicrobiology.berkeley.edu/graduate-programs/microbiology https://mcb.berkeley.edu/grad/academic-milestones
Davis	No	Existing PhDs in: ● Biochemistry, Molecular, Cellular and Developmental Biology ● Chemistry and Chemical Biology ● Immunology ● Microbiology ● Pharmaceutical chemistry (MS only)	https://www.ucdavis.edu/academics/graduate (full list) and https://grad.ucdavis.edu/designated-emphases and https://gradstudies.ucdavis.edu/programs/designated-emphases/gdtr https://grad.ucdavis.edu/programs/gbcb

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		• Pharmacology & Toxicology In addition, students can add a "Designated Emphasis in Biotechnology" Or in Translational Research	https://www.ucdavis.edu/graduate-programs/chemistry https://grad.ucdavis.edu/programs/gimm https://mgg.ucdavis.edu https://ptx.ucdavis.edu/program https://gradstudies.ucdavis.edu/programs/designated-emphases/gdtr
Irvine	No	Existing PhDs in: • Cellular & Molecular Biosciences Gateway • Mathematical, Computational and Systems Biology • Pharmacological Sciences • Chemistry There are also Biotechnology and Biotechnology Management MS, Biomedical and Translational Science M.S., M.S. Pharmacology	https://grad.uci.edu/admissions/degree-programs/ (full list) https://cmb.uci.edu https://ccbs.uci.edu/education/mcsb/ https://pharmsci.uci.edu/degrees-programs/doctoral-programs/phd-pharmacological-sciences/curriculum/ https://www.chem.uci.edu/graduate/current-students/phd-requirements
Los Angeles	No	Existing PhDs in: • Biochemistry, Molecular and Structural Biology • Bioinformatics	https://grad.ucla.edu/ (full list) https://grad.ucla.edu/program-

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		• Biology • Chemistry • Environmental and Molecular Toxicology • Molecular & Medical Pharmacology • Molecular Biology • Molecular, Cell, & Developmental Biology	requirements/?major=009O&academicyear= and https://bmsb.chem.ucla.edu/detailed-phd-degree-requirements https://grad.ucla.edu/program-requirements/?major=025F&academicyear= and https://bioinformatics.ucla.edu/phd-graduate-courses/ https://grad.ucla.edu/programs/life-sciences/ecology-and-evolutionary-biology-department/biology/ https://grad.ucla.edu/programs/physical-sciences/chemistry-and-biochemistry-department/chemistry/ https://grad.ucla.edu/programs/school-of-public-health/environmental-and-molecular-toxicology/ and https://moltox.ph.ucla.edu/curriculum.html https://grad.ucla.edu/programs/david-geffen-school-of-medicine/molecular-and-medical-pharmacology/

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			https://grad.ucla.edu/programs/life-sciences/molecular-biology/ https://grad.ucla.edu/programs/life-sciences/molecular-cell-developmental-biology/
Merced	No	Existing PhDs in: ● Chemistry and Biochemistry ● Quantitative and Systems Biology	https://www.ucmerced.edu/academics/graduate-programs (full list) https://uc-merced.foleon.com/grad-division/cbc/graduate-studies and https://chemistry.ucmerced.edu/node/1951 https://qsb.ucmerced.edu/current-students/phd-program
Riverside	No	Existing PhDs in: ● Chemistry ● Microbiology ● Plant pathology ● Cell, Molecular and Developmental Biology ● Biochemistry and Molecular Biology ● Biomedical science	https://graduate.ucr.edu/programs (full list) and https://biomed.ucr.edu/designated-emphasis https://chem.ucr.edu/applying-graduate-program/phd-program https://microbiology.ucr.edu/curriculum https://microplantpath.ucr.edu/department-programs/plant-pathology-

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			graduate-program#phd-in-plant-pathology https://cmdb.ucr.edu/programs/phd-degree https://biochem.ucr.edu/biochemistry-and-molecular-biology-graduate-program https://biomed.ucr.edu/phd-program
Santa Barbara	No	Existing PhDs in: ● Biochemistry/Molecular Biology ● Interdisciplinary Program in Quantitative Biosciences / Biomolecular Science and Engineering ● Chemistry ● Molecular, Cellular, & Develop. Biology	https://catalog.ucsb.edu/programs?type=Doctorate&page=1&pq= (full list) https://catalog.ucsb.edu/programs/PHDBMB https://catalog.ucsb.edu/departments/BMSE/overview and https://www.bmse.ucsb.edu/courses https://catalog.ucsb.edu/programs/PHDCHEM https://catalog.ucsb.edu/programs/PHDMCDB and https://www.mcdb.ucsb.edu/academics/graduate
Santa Cruz	No	Existing PhDs in: ● Chemistry ● Microbiology & Environmental Toxicology	https://graduateadmissions.ucsc.edu/graduate-programs/ (full list) and https://catalog.ucsc.edu/en/current/general-catalog/academic-

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		• Program in Biomedical Science and Engineering (PBSE), has subsections in Molecular, Cell and Developmental Biology (MCD), Biomolecular Engineering and Bioinformatics (BMEB), Chemical Biology, Biochemistry and Biophysics (CB3), Microbial Biology and Pathogenesis (MICRO)	programs/designated-emphases/ https://chemistry.ucsc.edu/academics/graduate/ https://science.ucsc.edu/department/metx/graduate-programs/#grad-prog-anchor https://mcd.ucsc.edu/academics/graduate/ https://pbse.ucsc.edu/about/
San Diego	No	Existing PhDs in: • Bioinformatics & Systems Biology • Biological Sciences • Biomedical sciences • Chemistry and Biochemistry	https://grad.ucsd.edu/admissions/programs.html#all-programs (full list) https://bioinformatics.ucsd.edu/grad/curriculum/curriculum-overview https://biology.ucsd.edu/education/grad/phd/curricular-requirements/course-requirements-and-specializations/index.html#specialization-in-immunology https://biomedsci.ucsd.edu/curriculum/index.html https://chemistry.ucsd.edu/graduate-program/doctoral-program/index.html

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San Francisco	No	Existing PhDs in: ● Biochemistry and Molecular Biology (Tetrad) ● Biomedical Sciences ● Cell Biology (Tetrad) ● Chemistry and Chemical Biology ● Pharmaceutical Sciences and Pharmacogenomics Designated emphasis in Complex Biological Systems	https://graduate.ucsf.edu/admission/programs (full list) https://tetrad.ucsf.edu/curriculum https://bms.ucsf.edu/course-list https://ccb.ucsf.edu/degree-program/courses https://pspg.ucsf.edu/degree-program/curriculum https://pharm.ucsf.edu/cbs

Provide a summary of your analysis.

The proposed DSc is distinct from University of California doctoral programs in its educational mission, degree structure, and intended workforce outcomes. While graduates of UC PhD programs frequently pursue successful careers in industry, those programs are not intentionally designed around industry-centered professional preparation. For example, the mission of the UC San Diego PhD in Chemistry is "*to prepare students for careers in science as researchers and educators by expanding their knowledge of chemistry while developing their ability for critical analysis, creativity, and independent study*" <https://www-chem.ucsd.edu/graduate-program/doctoral-program/index.html>. This mission reflects the traditional objectives of a research doctorate: advancing disciplinary knowledge through independent scientific inquiry while preparing graduates for research careers in academia, government, and industry.

By contrast, the proposed Doctor of Science in Chemical Biotechnology and Biopharmaceutical Sciences is intentionally designed around a different educational mission. Its purpose is to prepare scientific leaders for California's biotechnology and pharmaceutical industries by integrating rigorous doctoral research with structured preparation in project leadership, regulatory science, intellectual property, commercialization, translational science, and academic-industry collaboration from the first semester onward. This mission directly advances the CSU's commitment to workforce development, regional economic sustainability, and sustained partnership with California's biotechnology sector.

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As described above, these objectives are embedded throughout the program rather than offered as optional enrichment activities. Professional training in project management, regulatory affairs, intellectual property, commercialization, and science communication is integrated with disciplinary coursework and research. Two industry internships are required, every dissertation committee includes an experienced industry scientist, and student progress is assessed using milestone evaluations modeled on industrial R&D decision-making. The culminating dissertation is evaluated not only for scientific quality, but also for translational feasibility, professional impact, and achievement of the program's applied learning outcomes.

As expected for doctoral programs in overlapping scientific disciplines, some curricular overlap exists in foundational scientific theory and selected professional experiences. Such overlap is both unavoidable and appropriate. Consistent with the intent of AB 656, however, the relevant question is not whether isolated program components overlap, but whether the proposed degree duplicates the purpose, audience, structure, and educational mission of an existing University of California doctorate. It does not. We therefore identify the most relevant UC program elements below and address each directly rather than relying on a general claim of dissimilarity.

UC San Diego. The Biological Sciences PhD now includes a required professional development course (BGGN 292, *Professional Pathways*) for students entering Fall 2025 and later. Doctoral students also have access to internships with nearby biotechnology companies. Separately, the Skaggs School of Pharmacy offers the Master of Science in Drug Development and Product Management (DDPM), a 36-unit, self-supporting professional master's degree covering regulatory strategy, clinical development, and product life-cycle management. DDPM provides valuable professional education but is not a doctoral degree and does not include the original doctoral research that is central to the proposed DSc.

UCLA. Graduate students may participate in the Technology Development Group internship program to gain experience in technology transfer, intellectual property, startup formation, and commercialization.

UC Davis. The Designated Emphasis in Biotechnology is an optional emphasis added to a traditional research PhD rather than a stand-alone biotechnology doctorate. Its internship requirement may also be satisfied through several non-internship alternatives (Appendix A).

These examples illustrate an important distinction. Individual University of California programs may include professional development courses, optional internships, or entrepreneurship experiences. The distinction of the proposed DSc is therefore **not** the existence of isolated overlapping components, but their intentional integration as mandatory elements of a cohesive professional doctorate. In every example above, the professional elements supplement a traditional research doctorate or exist outside the doctoral curriculum altogether.

No University of California doctoral program integrates, as required elements of a single professional doctorate, structured instruction in project management, regulatory affairs, intellectual property, and commercialization beginning in the first semester; two required industry internships; industry-based

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milestone evaluations; mandatory industry representation on every dissertation committee; and a culminating doctoral experience evaluated for professional and translational impact in addition to scientific quality. Collectively, these features define a fundamentally different educational model rather than simply a different curriculum. This integrated training model directly addresses employer-identified gaps between traditional doctoral preparation and the competencies needed to lead multidisciplinary biotechnology and pharmaceutical R&D programs, consistent with recent analyses of doctoral workforce preparation (Nature 625, 22 June 2025; https://www.nature.com/articles/d41586-025-01855-w).

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UC/CSU Program Duplication Review Rubric

Campus: CSU ____Long Beach_____

Reviewer:_Igor Mitrovic_____

Date: _____ 10/27/2026_____

	Little to No Duplication (more dissimilar than not)	**Some or Substantial Duplication** (warrants closer review or more alike than different)	**Comments**
Title of Projected Doctoral Degree	X		
Degree Designation (e.g. EdD)	X		
Program Description		X	No single UC program duplicates the DTI, but current UC programs collectively cover Translation Studies, interpreting, multilingualism, cognition, linguistics, corpora, NLP, machine translation, AI, and professional language services. The DTI is distinguished principally by integrating these into a single professional applied doctorate that emphasizes leadership, industry practice, and language services.
Program Learning Outcomes		X	UC programs substantially overlap with DTI outcomes in multilingualism, translation theory, intercultural analysis, empirical research, cognition, corpus methods, computational language research, NLP, and translation technology. DTI adds applied multilingual problem-solving and professional practice, but interpreting-specific and leadership outcomes remain insufficiently explicit.
External Program Accreditation (where applicable)	NA		
Required Coursework/Program Structure		X	There is a significant cumulative curricular overlap. However, no UC program fully recapitulates the

			proposed DTI structure. The DTI's internship and professional/applied orientation are distinguishing elements. A concern remains that many of the domains claimed as distinctive (interpreting, localization, accessibility, audiovisual translation, terminology, AI, and leadership) do not appear as named and required courses.
Cumulating Experience/Research Orientation		X	UC doctoral programs offer dissertation-based research, including doctoral-level programs in Translation Studies at several campuses. DTI is differentiated by an explicitly applied dissertation or professional project, with practice-based solutions and professional implementation. More examples were provided in the second submission, thus decreasing the perceived overlap to some/moderate.
Intended occupation of graduates		X	UC programs prepare academics, researchers, computational-language specialists, educators, and some industry professionals. UC professional/Extension programs prepare practicing translators/interpreters. While DTI is more explicitly directed toward senior language-services leadership, language-access administration, localization management, technology implementation, consulting, and practitioner-scholar roles, there is still some potential overlap/competition for the same positions between graduates of the UC programs and the DIT program. This may be (in part) a consequence of some lack of specificity in the proposal.
Overall Assessment		X	The information presented, and the response to the previous review, are incomplete. While no direct duplicate is identified, the duplication issue is primarily cumulative (and, in that context, significant) across multiple UC programs and levels, rather than a

			specific duplication within a single UC doctorate.

This is the second review of the CSU Long Beach proposal. In response to the initial review, the proposal has improved in several important areas:

Purpose/scope insufficiently defined:

- Much more complete definition of professional/applied DTI

"Non-literary" translation undefined:

- Replaced by specific professional domains

Only one example of culminating project:

- Many new examples added in narrative

Need for doctoral-level/professional workforce case:

- Major new data and letters

The proposal partially addressed the following areas:

Program Learning Outcomes not discipline-specific:

- One new applied research PLO
- The PLO is still translation-only (No Interpreting PLOs)

Dissertation vs. professional project unclear:

- Better narrative distinction
- Formal requirements still vague

The revised proposal still did not address:

Nature of internship unclear:

- Professional settings described, but internship structure still unspecified

UC comparison omits important programs:

- UC table and analysis essentially carried forward

Linguistics overlap omitted:

- **Still not analyzed**

AI/machine-translation overlap omitted

- DTI emphasizes AI more strongly, but UC overlap still not analyzed, raising the concern

UC professional certificates/professional schools not adequately compared/addressed

- Certificates named but outcomes not compared

Current Review:

The proposed DTI program claims two critical differences compared with the existing UC doctoral programs:

1) Translational practice has reached the level where a doctoral degree professional program (similar to medical or nursing doctoral degrees) is needed in the field. This is not offered at any UC.

2) The coursework differences: the proposal states: "Coursework spans interpreting, localization, audiovisual translation, accessibility, terminology management, language technologies, corpus methods, cognitive approaches, translation pedagogy, artificial intelligence, and multilingual communication management—areas largely absent from existing UC doctoral offerings."

It is a fact that no UC offers a professional doctoral program in translation, and the revised proposal provides relevant and substantial data and letters that address and sufficiently justify the need for such a program.

As the applicants state, most UC doctoral programs focused on translation are in comparative literature. However, UC offers other doctoral studies, primarily Linguistics (some explicitly include translation studies in addition to the significant coursework/program outcome overlap), European Language and Transcultural Studies (UCLA), as well as MS (UCSC - Natural Language Processing MS) and certificate programs that are very relevant to the translation practice and the coursework that covers most of the course topics listed in the proposal (and quoted above in #2).

Therefore, this review focuses on individual (relevant) programs and coursework overlap and the cumulative overlap in program and course offerings at individual UC campuses with the proposed CSU LB Doctorate in Translation and Interpretation.

The following is a detailed analysis of the resubmitted proposal:

Relevant UC Campuses/Programs (please list):

CAMPUS	Programs	Duplication Evaluation	Comments
UCB	Romance Languages & Literatures PhD, Linguistics PhD; Computation graduate courses	Significant cumulative overlap	As noted above, no UC Program offers a doctorate equivalent to the proposed CSU LB professional doctorate in Translation and Interpretation. The strongest doctoral comparison is the PhD in Romance Languages and Literatures, particularly its Linguistics track. The current program requires advanced multilingual study across Romance languages and permits students to specialize in general or applied linguistics; Translation Studies is expressly identified as an allowable field for the applied linguistics qualifying examination. Berkeley's Linguistics PhD adds substantial doctoral preparation in psycholinguistics, cognition, speech production and perception, language contact, corpus-based research, computational modeling, and computational linguistics. The Hispanic Languages and Literatures PhD also offers a current Hispanic Linguistics track that incorporates sociolinguistics, psycholinguistics, second-language acquisition, quantitative/qualitative methods, data science, and language pedagogy, while Italian Studies explicitly identifies multilingualism and Translation Studies as areas of graduate specialization. Berkeley also has exceptionally strong current language-technology capacity. Graduate offerings include Advanced Natural Language Processing in Computer Science, Applied Natural Language Processing and Natural Language Processing in the School of Information, and Natural Language Processing with Deep Learning in the Master of Information and Data Science curriculum. Current INFO 259 and DATASCI 266 coursework explicitly includes machine translation, while CS 288 covers transformers, modern language models, retrieval-augmented systems, AI agents, and evaluation. The active Berkeley Translation Initiative and Berkeley Language Center's Language and AI work provide additional institutional infrastructure for translation, machine translation, multimodality, and critical AI literacy. These offerings collectively cover a significant portion of the proposed DTI's domains: Translation Studies, multilingualism, cognition, corpus, empirical research, computational linguistics, machine translation, and AI. Thus, UCB offerings have significant cumulative academic/research and technology overlap, but only some/moderate duplication in doctoral programs and low duplication in professional practice.

UCD	Comparative Literature PhD; Linguistics PhD; English graduate "Reading in Translation"	Moderate cumulative overlap	Comp Lit PhD has moderate overlap with the CSU LB DIT program in multilingualism and translation studies (as the doctoral thesis project). The Linguistics PhD overlaps with language science and with the research focus of the proposed program. That said, these programs do not significantly overlap with or duplicate the proposed professional doctorate program. UC Davis also provides significant current technology overlap through its graduate Computer Science program. ECS 282, Advanced Natural Language Processing, addresses deep learning methods and large language models, while ECS 283, Generative AI and Large Language Models (effective Fall 2026), covers transformers, LLM training and alignment, dialogue, retrieval-augmented generation, evaluation, and responsible AI. However, UC Davis does not currently appear to offer a dedicated graduate NLP degree or a current Continuing and Professional Education certificate in translation or interpreting.
UCI	Comparative Literature PhD with Translation Studies emphasis; Language Science PhD Computer Science PhD	Significant cumulative overlap	There is a significant coursework content overlap in the Comp Lit PhD with Translation Studies Emphasis (COM LIT 200B – Topics in Theories of Translation, COM LIT 220 – Translation workshops in translation and methodology practice, COM LIT 290 – Independent Project in Translation). Further, the program is multilingual and interdisciplinary. The Language Science PhD is an explicitly interdisciplinary program that encompasses linguistics, cognitive science, psychology, computer science, neuroscience, speech/hearing, education, and engineering. The courses in this program have substantial overlap with the Comp Lit PhD. For example, LSCI 202A -Skills for Language Science covers programming, databases, statistics, and data visualization; LSCI 206C covers probabilistic/computational language models; LSCI 250 covers real-time language processing and its representation in the brain, LSCI 250B language representation, use, and development in bilinguals, LSCI 251C – cognitive models of language acquisition, LSCI 253M – Experimental methods for language research, LSCI 281 – Language learning with digital media, LSC I281S Adult second-language acquisition. UCI also offers a Computer Science PhD and an NLP program that covers natural language processing and artificial intelligence. There is a strong overlap between the UCI doctoral translation studies and language science. However, these are academic doctoral degrees rather than professional ones, as proposed in the DIT program. That said, graduates of these programs could be competing for the same jobs.

UCLA	Comparative Literature PhD; European Languages and Transcultural Studies (ELTS) PhD; Linguistics PhD; Extension Certificate program in Legal Translation and Interpretation	Moderate program overlap and significant cumulative overlap	A Comparative Literature PhD is significantly overlapping in structure with the core competencies of multilingual studies and translation. Some of the courses (COM LIT 284 — Theories of Translation, and COM LIT 285 – Translation Workshop) could fit very well in the CSU LB program (with the caveat of insufficient information provided by the CSU). Overall, the cumulative overlap is moderate. The ELTS PhD includes a significant core component (e.g., ELTS 204 – Studies in Translation: Theory, Methods, Practice) that is also covered in the CSU LB program (principles of translation, translation to and from English, media, technology). That said, this program is also intended as a scholarly rather than a professional doctorate. The Linguistics program and PhD also has significant overlap in some core aspects of translation (LING 132 – Language Processing, LING 144 – Fundamentals of Translation and Interpreting) and research domain overlap with the CSU's program (LING 209A — Computational Linguistics I, LING 209C — Computational Semantics, LING 213C — Linguistic Processing, LING 239 — Research Design and Statistical Methods, LING C244 Bilingualism and Second Language Acquisition) in the research methods and language science foundation. UCLA Extension – Legal Interpretation and Translation is a certificate program with significant overlap in coursework but without a capstone/research component. Overall, there is significant cumulative overlap across all UCLA course offerings, moderate duplication with doctoral programs, and no direct professional-doctoral duplication.
UCM	Interdisciplinary Humanities PhD with a Spanish Linguistics research area	Moderate to significant overlap	Graduate Spanish Linguistics covers multilingual/cultural competence, heritage/second-language acquisition, and sociolinguistics. No dedicated translation/interpreting doctorate identified.
UCR	Comparative Literature PhD, Languages PhD, Interdisciplinary Studies; Spanish PhD/Hispanic Studies; English-Spanish Interpretation Certificate	Moderate program overlap/significant cumulative overlap	UCR has moderate programmatic duplication at the doctoral level. However, there is a very significant cumulative overlap. In addition to a comparative literature and language PhD and the offerings in NLP, AI, and data science in the Computer Science programs (similar to other UCs), UCR offers a PhD in Spanish/Hispanic Studies and an (18 months) English-Spanish Interpretation Certificate program.

UCSB	Comparative Literature PhD/ Translation Studies emphasis; Spanish interpreting; Linguistics PhD emphases	Significant cumulative overlap and some program overlap with Linguistics PhD	Significant overlap in translation theory (UCSB C LIT 260). Significant overlap in interpreting: SPAN 116 - interpretation to and from Spanish; 118A – medical interpreting, 118B – legal/court interpreting. Significant overlap in translation and cognition: SPAN 291- translation and cognition (older catalog), CLIT260 Literary Translation: Theory and Practice, SPAN 594F Special Topics: Translation and cognition. There is substantial cumulative overlap across the domains of translation theory, cognition, interpreting, empirical research, multilingualism, and language technology.
UCSC	Literature PhD with Translation and Translingual Practice; Linguistics PhD; Natural Language Processing MS	Moderate program overlap and significant cumulative overlap	The Literature PhD is multilingual and multidisciplinary, and it requires coursework (LIT 202 – translation and translingual practice, Lit 102) that overlaps with the proposed PhD program. Also, a PhD in linguistics has significant overlap with CSE/LING/CMPM 245 – Computational Models of Discourse and Dialogue, particularly in the proposed program's Technology, AI, and multilingual communication. Similar overlap in LING 258 – Advanced Psycholinguistics. LING 282 – Field Methods… NLP Master's is a professional degree that includes machine translation, integrates data science and linguistics theory, uses industry mentors, and has an applied (industry) project capstone. The coursework in this program has moderate-to-significant overlap with the CSU LB proposal. While there is a significant cumulative overlap between the CSU LB proposal and UCSC's programs and courses, the overlap of individual programs is moderate.

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DOCTORAL DEGREE PLANNING RESOURCES

CONCEPTUAL PROPOSAL FOR UC REVIEW OF CSU PROFESSIONAL AND APPLIED DOCTORAL PROGRAMS

CSU Proposed Degree Information, Campus Information, and Contact Information

Title of Projected Doctoral Degree	**Doctor in Translation and Interpreting**
Degree Designation (e.g., EdD)	**DTI**
Proposed CIP Code	**16.0103 (Title: Language Interpretation and Translation)**
Projected Implementation Date (1st Cohort Enrolled)	**Fall 2029**
Campus	**California State University, Long Beach**
College	**College of Liberal Arts**
Department	**Department of Romance, German, Russian Languages and Literatures (RGRLL)**
Key person(s) who can respond promptly during the UC review process	**Pei-Fang Hung (Pei-Fang.Hung@csulb.edu)** **Robert Moushon (Robert.Moushon@csulb.edu)** **Clorinda Donato (Clorinda.Donato@csulb.edu)**

Curricular and Academic Elements

1. **Provide a summary of the purpose for and a description of the proposed doctoral degree, including targeted audience(s).**

The proposed Doctor in Translation and Interpreting (DTI) at California State University, Long Beach is a professional applied doctorate designed to prepare experienced language professionals to become leaders, innovators, educators, and practitioner-scholars in the rapidly evolving language services industry. Unlike traditional research doctorates that primarily prepare academic researchers, the DTI integrates applied research, professional practice, emerging language technologies, and leadership development to address complex multilingual communication challenges across healthcare, legal services, government, international business, education, accessibility, artificial intelligence, and localization (the process of adapting a product or content to a specific location or market).

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Translation and interpreting have evolved far beyond linguistic transfer to encompass multilingual communication management, localization, language access, audiovisual translation, terminology management, intercultural mediation, and the responsible integration of AI into professional practice. As globalization and multilingual communication become increasingly central to commerce, healthcare, education, diplomacy, and public policy, organizations require professionals capable not only of translating and interpreting, but also of leading multilingual initiatives, evaluating emerging technologies, conducting applied research, and developing evidence-based solutions.

California's linguistic diversity, global economy, and extensive language-access needs create exceptional demand for leaders in the language services profession. At the same time, advances in artificial intelligence have transformed professional practice, increasing the need for experts who can evaluate, implement, and improve language technologies responsibly.

Like education, nursing, pharmacy, and other applied professions, translation and interpreting have reached a stage of professional development that requires doctoral-level leadership. The DTI prepares graduates to combine advanced scholarly inquiry with professional expertise through applied research, industry engagement, internships, and practice-based dissertation or project work.

Graduates will be prepared for leadership positions as language access directors, localization managers, translation technology specialists, educators, researchers, multilingual communication consultants, and executives across public agencies, healthcare systems, educational institutions, international organizations, language service providers, and technology companies. The DTI fills a critical gap in California by preparing practitioner-leaders who will advance multilingual communication through innovation, applied research, and professional leadership.

Program characteristics include:

- A cohort-based doctoral program designed for completion in four years.
- Financial support through scholarships and graduate teaching opportunities.
- Applied internships connecting doctoral research to authentic professional settings.
- Integration of artificial intelligence, localization, language technologies, and multilingual communication throughout the curriculum.
- Faculty mentorship emphasizing evidence-based problem solving and interdisciplinary collaboration.
- A culminating applied dissertation or professional project addressing significant challenges facing the language services profession.
- Preparation for leadership across professional practice, higher education, government, healthcare, international organizations, and the private sector.

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2. **Describe how the proposed doctoral curriculum is advanced beyond a master's degree to justify a new professional and/or applied doctorate, distinct from a UC doctoral program.**

The proposed Doctor in Translation and Interpreting advances beyond the master's degree by preparing professionals not simply to practice translation and interpreting at an advanced level, but to lead the profession itself. Whereas master's programs emphasize the acquisition of professional competencies, the DTI develops practitioner-scholars capable of generating new knowledge through applied research, evaluating emerging technologies, designing innovative multilingual communication systems, educating future professionals, and leading organizational change across the language services industry.

This distinction is particularly important in light of the rapid transformation of professional practice. Artificial intelligence, neural machine translation, localization platforms, multilingual content management, accessibility requirements, and language-access legislation have fundamentally changed the knowledge and skills required of senior professionals. Organizations increasingly require leaders who understand both the theoretical foundations of multilingual communication and the practical realities of implementing evidence-based solutions in complex organizational environments.

The curriculum reflects this professional orientation through coursework integrating empirical research methods, language technologies, industry practice, professional leadership, and applied inquiry. Doctoral candidates investigate authentic problems encountered within translation and interpreting while developing solutions that can be implemented within healthcare systems, courts, educational institutions, government agencies, technology companies, localization firms, and language service providers.

Unlike traditional research doctorates in Comparative Literature, where translation is primarily examined as an object of literary and cultural inquiry, the DTI positions translation and interpreting as professional practices requiring advanced leadership, technological expertise, interdisciplinary collaboration, and organizational innovation. Coursework spans interpreting, localization, audiovisual translation, accessibility, terminology management, language technologies, corpus methods, cognitive approaches, translation pedagogy, artificial intelligence, and multilingual communication management—areas largely absent from existing UC doctoral offerings.

The culminating dissertation or professional project likewise reflects the applied nature of the degree. Rather than producing scholarship intended primarily for academic audiences, doctoral candidates will conduct rigorous research that generates practical solutions to significant professional challenges. Projects may include the design of innovative language-access systems, evaluation of AI-assisted translation workflows, localization strategies, multilingual communication policies, accessibility initiatives, technology implementation models, or evidence-based interventions capable of improving professional practice across the language services sector.

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In this way, the proposed DTI aligns with the mission of the California State University by emphasizing professional preparation, workforce development, applied research, and community engagement while remaining clearly distinct from existing UC doctoral programs.

3. **Describe the admission criteria for the proposed doctoral degree (including undergraduate preparation).**
   - Master's degree in translation, a world language and literature, computational linguistics, or in any other relevant discipline
   - Prior experience or training in translation or interpreting (2 years minimum)
   - 3.0 minimum GPA at the master's level
   - Official transcript(s) (undergraduate and graduate programs)
   - Advanced proficiency in one world language (C1 or C2 level) and intermediate proficiency in another world language (B1 or B2 level)
   - All international students must provide proof of English language proficiency in accordance with CSULB Graduate Studies admission requirements
   - Personal statement
   - A brief (500 words) statement of research interests
   - Three letters of recommendation (a combination of academic and professional is desirable)

4. **List the proposed doctoral program course and culminating doctoral project descriptions including, as appropriate, a description of qualifying and/or comprehensive exams, professional and/or clinical experiences, practicums, projects, and research.**

   The proposed curriculum integrates applied research, industry-relevant methodologies, professional practice, industry engagement, and technological competency at every phase of the program. The required number of units for a Doctor in Translation and Interpreting (DTI) is 60 units.

60 Units	
Core Courses (18 units)	
3 units	**Research paper analysis and bibliographical search**
3 units	**Academic writing**
3 units	**Technology for research**
3 units	**The language industry**
3 units	**Empirical methods, quantitative and qualitative analysis, surveys**
3 units	**Conference paper preparation**
Electives Courses (9 units)	
3 units	**Translation pedagogy**
3 units	**Translation and cognition**
3 units	**Corpora in translation**
3 units	**Independent study**

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3 units	**Internship**
Culminating Activities (33 units)	
9 units	**Preparation for comprehensive exams**
9 units	**Research for dissertation/project prospectus**
15 units	**Dissertation/project**

5. **Describe the proposed culminating doctoral experience (doctoral dissertation, doctoral project, or doctoral capstone).**

The program's culminating experience will consist of a doctoral dissertation or project, and will demonstrate the candidate's ability to conduct systematic, rigorous research that addresses significant professional challenges in the fields of translation or interpreting. The culminating work must reflect an original contribution to the profession. Both the dissertation and the project will be applied in nature and grounded in evidence-based practice. However, the dissertation will emphasize systematic research grounded in relevant theories, while the project will focus on designing and implementing practical solutions to real-world problems. Alternatively, the project may consist of a translated product, such as a video game, supported by quantitative and qualitative data that reflects appropriate marketplace trends and projections.

Per Article 5 of the CSU Applied and Professional Doctoral Programs Policy, the written product of the dissertation or project will include the following core components:

1. A clear articulation of the research problem or purpose, framed by relevant theoretical perspectives.
2. A discussion of the significance of the topic in both scholarly and professional contexts.
3. A comprehensive review of relevant scholarly and professional literature.
4. A detailed description of the research methodology and data analysis process.
5. A presentation of findings, arguments, and evidence-based conclusions or recommendations.
6. A succinct abstract summarizing the purpose, significance, methods, and key conclusions of the work.

The culminating experience will explore new ideas and approaches in the fields of translation and interpreting and will offer innovative solutions to real-world challenges in the language services industry. Following the completion of the written component, the candidate will participate in an oral defense of the dissertation or project administered by their doctoral committee. This presentation will allow the candidate to further articulate the rationale, methods, findings, and implications of their work and to engage in scholarly dialogue with committee members. Unanimous approval by the committee is required for the award of the doctoral degree.

6. **List the program learning outcomes for the proposed doctoral degree.**

Upon completion of the Doctor in Translation and Interpreting, graduates will be able to:

- Demonstrate expertise in their working languages in the practice of translation at the Superior level on the American Council on the Teaching of Foreign Languages (ACTFL) scale or C2 level on the Common European Framework of Reference for Languages (CEFR) scale in their first language (L1); and at the

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Advanced-Mid to Advanced High on the ACTFL scale or B2/C1 on the CEFR scale in their second language (L2). (Linguistic Proficiency)

- Demonstrate in-depth knowledge of the cultures of each of their working languages, including social, artistic, historical, legal, economic, and geopolitical aspects. (Cultural and Intercultural Competency)
- Situate theories, approaches, and methodologies in their socio-cultural and historical contexts, evaluate them critically in relation to their practice of translation. (Theory)
- Demonstrate in-depth understanding of the practice of translation across cultures, media, and genre, taking into account questions of agency, power, and ethics. (Language and Theory)
- Utilize translation tools (including translation memories and other computer assisted translation tools) appropriately and effectively. (Technology)
- Utilize advanced bibliographical techniques (including text based and media documentation) and identify appropriate tools, techniques, and resources for theoretical, documentary, or terminological research. (Research Tools)
- Define a research problem; situate it in the field of translation or interpreting; create and realize original research using a scientific approach and rigorous methodology. (Research / Dissertation)
- Develop, implement, and evaluate solutions to complex multilingual communication challenges using appropriate research methodologies, translation or interpreting technologies, and professional best practices. (Applied Research)
- Apply the legal frameworks and ethical principles governing the translation profession, paying particular attention to questions of confidentiality. (Professional Ethics)
- Independently put in place methods and opportunities to improve their knowledge and skills as part of a program of continuing education / development in order to keep abreast of developments in the field of translation studies and technology. (Lifelong Learning)

7. **Describe the infrastructure required for this proposed doctoral program.**

Thanks to donor support, the Translation Studies Program at CSULB already possesses the essential infrastructure for the proposed Doctor in Translation and Interpreting. This infrastructure includes a translation and interpreting lab with twenty computer stations and four soundproof booths for simultaneous interpreting, and a smaller eight-station production lab conceived as a place where students can work on translation projects outside of class. Licenses for media localization platforms and computer assisted translation (CAT) tools will be covered by the Donato Center endowment which contains ample funds for purchasing licenses for a growing doctoral student population. The donor, Mario Giannini, who has provided the funding for this infrastructure has been involved with the Translation Studies program since its inception in 2017, when his first, foundational gift established the Clorinda Donato Center for Global Romance Languages and Translation Studies. Since his initial gift in 2017, he has made a series of additional contributions to the University to ensure the viability of post-graduate study in the field of Translation and Interpreting. Mr. Giannini fully supports the establishment of the CSULB Doctor of Traslation and Interpreting, should it be approved.

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Appendix A

1. **Doctoral Program Roadmap.** Provide a doctoral program roadmap serving as a visual representation of the pathway by term of program requirements, including the sequence of completing courses and any offsite, internship, and/or culminating requirements, and the total units per term and total overall units for the program.

Year	Term	Courses / Milestones	Units
1	Fall	• Research paper analysis and bibliographical search • Academic writing • Elective 1	9
	Spring	• Technology for research • The language industry • Elective 2	9
2	Fall	• Empirical methods • Conference paper preparation • Elective 3	9
	Spring	• Preparation for comprehensive exams • Doctoral qualifying exam (milestone)	9
3	Fall	• Advancement to candidacy (milestone) • Research for dissertation/project prospectus	9
	Spring	• Dissertation/project proposal and defense (milestone) • Dissertation/project	6
4	Fall	• Dissertation/project	6
	Spring	• Dissertation/project • Dissertation/project submitted and oral defense (milestone)	3
			Total: 60

2. **Postgraduate Professional Job Objectives**
   a. Describe relevant statewide workforce demands for the proposed doctoral program.
   According to a Lightcast report looking at job postings over a six year period from January 2020 to February 2026, there were 2,011 unique job postings for 'interpreters and translators. The median advertised salary for these postings was $88,400, which is $30,000 above the government recorded median salary for interpreters and translators in our region. The top job five posting states in order are Virginia, California, Maryland, New York and the District of Columbia. Job postings for 2026 look like they will exceed postings from 2024 and 2025:
   2026: in the first six months of this year, there have been 227 unique jobs posted; in 2025: 257; and in 2024: 214.

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Top areas of employment include: colleges, universities and professional schools, national security, translation and interpretation services, public finance, individual and family services. They are hiring language instructors, captioners, interpreters, linguists, and language analysts. The top 10 cities where these jobs were posted included two in California: Los Angeles ranked 7th and San Diego ranked 10th.

Top employers include the National Security Agency, Yorktown Systems Group, U.S. Department of Treasury and ICA Language Services. This data was culled from the report in **Appendix B.**

Leaders in the fields of finance, AI, and translation and interpreting have all made the case for training professionals at the doctoral level in the State of California for the future of the growing and evolving language services industry and for the research needs of the State in this sector. Their letters were included in our request to the State of California to proceed with the development of doctoral degrees. They underscored the need to harness the expert research output of faculty in the field of translation and interpreting to train doctoral students in the interest of providing the State of California with a stable of skilled research and industry-oriented professionals in a field that is increasingly diversifying and relevant in civic, social, entertainment, technological, and trade domains. To this end, we have collected a set of nine letters from leaders in academia, education, legal services, translation professionals, audiovisual experts, and translator/interpreters seeking doctoral degrees in support of the establishment of a Doctor in Translation and Interpreting in the State of California (**see Appendix C**).These letters underscore the need for **a professional applied doctorate** in the State of California and in the United States as well. In **Appendix D**, the relevant data from CIP Code 16.0103 - Language Interpretation and Translation Completions *(broken down by institution location and award level)* shows that **not one** doctoral degree was awarded in Translation and Interpreting in the State of California over the five-year period from 2019-2024. California increasingly requires professionals capable of directing multilingual communication systems that integrate language technologies, artificial intelligence, evidence-based practice, and culturally responsive language access. The proposed DTI prepares those professionals.

b. Describe employment opportunities for the proposed doctoral program.

According to Statista,[1] the U.S. language services industry has experienced rapid growth over the last several years and continues to play a key role in facilitating communication across the globe and in linguistically diverse communities here at home. This industry encompasses a wide range of activities, including translation, interpretation, localization, transcription, and subtitling, just to name a few. The global industry was valued at nearly $60 billion in 2022, with increasing wages for translators and interpreters in the U.S. since 2015. California leads the nation in both employment in language services and the proportion of residents who speak a language other than English at home. These trends all point to a growing demand for language professionals with the specialized skillset that this doctoral program would provide.

c. If applicable, describe the national or state-wide professional accreditation/certified licensure(s) and how the accreditation/licensure(s) will be aligned to the proposed doctoral degree title.

[1] https://www-statista-com.csulb.idm.oclc.org/topics/2152/language-services-industry-in-the-us/.

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Not applicable

3. **Analysis of potential UC duplicate doctoral degree programs. Complete the table below.**

Title of CSU Proposed Doctoral Program: **Doctor in Translation and Interpreting**

UC Campus	Degree Duplication (Yes/Potential/No)	UC Degree Title and Designation	UC Website(s) reviewed and date accessed
Berkeley	No	No relevant degrees, but a project called the Berkeley Translation Initiative	• Berkeley Translation Initiative Website (date accessed: 09/05/25)
Davis	No	• English/Literature, Ph.D., Literature Emphasis with Translation Topics • Graduate Studies Second Language Acquisition Program	• UCD Literature Website • UCD Graduate Studies Second Language Acquisition (date accessed: 09/05/25)
Irvine	No	• Comparative Literature, Ph.D. • Language Sciences, Ph.D.	• UCI Comparative Literature Website • UCI Language Science Website (date accessed: 09/05/25)
Los Angeles	No	• Comparative Literature, Ph.D. • Ph.D. degrees (French and Francophone Studies, Germanic, Italian) in Department of European Languages and Transcultural Studies (ELTS)	• Department of Comparative Literature Website • ELTS Website (date accessed: 09/05/25)
Merced	No	No relevant degrees	• Academic Programs (Grad Division) (date accessed: 09/05/25)
Riverside	No	• Spanish/English Professional Interpretation and Translation Certificate in School of Professional Studies	• UCR Translation Program (date accessed: 09/05/25)

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Santa Barbara	No	• Ph.D. in Comparative Literature, Emphasis in Translation studies	• UCSB Comparative Literature (date accessed: 08/28/25)
Santa Cruz	No	• Ph.D. in Literature	• UCSC Literature Website (date accessed: 09/05/25)
San Diego	No	• Translation and Interpretation (Spanish/English) Certificate	• Certificate Website (Extension) (date accessed: 09/05/25)
San Francisco	No	No relevant degrees	• Graduate Programs Website (date accessed: 09/05/25)

Provide a summary of your analysis. If there is a potential for duplication, please contact app@calstate.edu for advice.

THE CSULB PROPOSAL FOR THE DOCTOR IN TRANSLATION AND INTERPRETING IN COMPARISON WITH PROGRAMS OFFERINGS AT UNIVERSITY OF CALIFORNIA CAMPUSES

The CSULB Proposal outlined above is positioned to prepare future leaders in the multifaceted field of Translation and Interpreting, with a significant emphasis on the technologies driving work across every sector of the industry.

No University of California (UC) campus currently offers degree programs or courses that mirror the scope or orientation of this proposal. Translation-related offerings at UC doctoral programs are limited to Departments of Comparative Literature at UCSB, and, at UCLA, to the Departments of Comparative Literature and European Languages and Transcultural Studies (ELTS). Only a limited number of courses include the term "translation" in their titles, and those that do are focused exclusively on literature translation.

To make this comparison as transparent as possible, translation offerings at UC campuses are reviewed below, presented on a campus-by-campus basis in order of relevance:

University of California, Santa Barbara (UCSB)

Comparative Literature

The only program explicitly referencing translation studies is an "emphasis" in the Comparative Literature PhD at UCSB. However, the emphasis contains only one course with the term translation in its title; the

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rest of the emphasis is made up of unspecified courses as indicated below (this wording comes from the UCSB website):

"*Completion of 16 units, to include Comparative Literature 260: Literary Translation: Theory and Practice, which is offered at least every other year, or an equivalent course covering some aspect of translation theory and practice approved by the Translation Studies faculty advisor in consultation with the advisory committee.*

The four courses (16 units) may be fulfilled in a number of ways:

- *Students must take at least two courses which cover some aspect of critical, theoretical and/or historical approaches to translation.*
- *At least one of the four courses should be taken outside the student's home department.*

At least four of the 16 units can be taken as an independent study/practicum, in the event a course does not have a sister graduate-level course."

We wish to underscore the limited scope of coursework formally designated as "Translation Studies" beyond *Comparative Literature 260*, as well as the irregularity of its offerings and the vague language used to describe other courses that may count toward the emphasis (e.g., "some aspect"). Reliance on independent study and coursework outside of the department reflects the limited availability of designated courses. While the emphasis highlights literary translation, knowledge that is useful for a doctoral candidate in Comparative Literature, its ultimate aim is to prepare future professors of Comparative Literature, not professionals working as interpreters, audiovisual translators, localization managers, educational, legal, or medical terminologists, translators, interpreters, or adaptive specialists.

University of California, Los Angeles (UCLA)

Comparative Literature

The UCLA Comparative Literature Department offers the following two classes:

284. Theories of Translation
Units: 4.0
Seminar, three hours. Examination of various approaches to concept of translation and to its significance for literary studies. Readings include authors such as Matthew Arnold, Walter Benjamin, George Steiner, and Susan Bassnett. S/U or letter grading.

285. Translation Workshop
Units: 4.0
Seminar, three hours. Preparation: solid reading knowledge of at least one foreign language. Open to qualified undergraduates with proper language preparation. Introduction to principles of literary translation heuristically, that is, on basis of texts participating students translate, and presentation of student work for discussion. Opportunity for students to determine whether they have desire and talent to pursue literary translation as part of their professional lives. S/U or letter grading.

The UCLA European Languages and Transcultural Studies Department (ELTS) offers one class in literary translation:

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204. Studies in Translation: Theory, Method, Practice
Units: 4.0
Seminar, three hours. Introduction to principles of literary translation and techniques of literary analysis; practice of translation (to and from English); readings and research in translation studies, philology, linguistics, cultural studies, media, and technology. Taught in English. May be repeated for credit. S/U or letter grading.

All three of these courses offered by UCLA are focused on literary translation.

University of California, Davis (UCD)

The UC Davis Comparative Literature Department has taught one class related to literary translation over the past five years.

University of California, Berkeley (UC Berkeley)

There is no graduate coursework but there is a gathering of those interested in translation called the Berkeley Translation Initiative, listed as follows on the UC Berkeley Website:

"*The Berkeley Translation Initiative brings together students, faculty, and researchers who are interested in the study, practice, and theory of translation. In our modern globalized and technologically interconnected world, translation is at once ubiquitous and invisible. The initiative therefore seeks to visibilize translation as at once a practice and an object of intellectual inquiry at UC Berkeley. It brings together scholars from across fields and disciplines to further understanding of translation in its broadest possible sense as the movement of written, spoken, or multimodal texts between different languages, varieties, codes, media, and cultures.*"

University of California, Irvine (UCI)

UCI contains the following Center, but does not offer coursework:

International Center for Writing & Translation

UCI's International Center for Writing and Translation, founded in 2002, has for more than 20 years served as an important space for the promotion of literary, creative, linguistic, and philosophical translation. We believe that translation is capable of forging new bonds and awakening new understandings; it is also capable of inciting critical social change. Join us in celebrating the promise of writing and thinking across languages. We encourage you to learn more about the ICWT's various initiatives, events, and fellowship opportunities.

University of California, Riverside (UCR)

UCR offers a certificate program in Translation Studies through Extension

University of California, San Diego (UCSD)

UCSD offers a certificate program in Spanish-English translation and interpreting through Extension

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In sum, our review of UC coursework confirms that no UC campus offers a doctoral degree in translation and interpreting comparable to the one we are proposing. Notably, there is no coursework in interpreting, and the translation coursework at the doctoral level are limited to the literary domain, serving primarily to enhance students' skills in literary analysis.
With regard to language technologies, a limited number of courses exist within UCI's doctoral program in Language Science and UC Santa Cruz's Natural Language Processing MS Program, housed within the Computer Science Engineering Department. However, these programs are oriented toward linguistics theory and computational method rather than the preparation of leaders in the field of translation and interpreting. The CSULB proposal directly addresses this gap by integrating interpreting, applied translation across professional domains, and language technologies, positioning the program as the first in the region to prepare graduates for leadership in today's rapidly evolving translation and interpreting industry. Professions do not become professions because doctoral programs exist; professions create doctoral programs because they have matured to the point where leadership, innovation, and evidence-based practice require doctoral preparation.

The following table summarizes the differences between the goals of the PhD in Comparative Literature and the CSULB Doctor of Translation and Interpreting:

	Traditional Ph.D. in Translation Studies	**Doctor of Translation and Interpreting (DTI)**
Primary Goal	Training academic researchers and tenure-track faculty.	Training senior industry executives, clinical directors, and expert consultants.
Core Method	Textual analysis, literary history, and critical theory.	Applied operational research, language data governance, and workflow design.
Culmination	A 300-page monograph/dissertation based on original theory.	A **Practice-Based Thesis**, applied dissertation or professional project
Funding Model	University-funded via highly competitive graduate stipends.	Often self-funded or corporate-sponsored via an executive hybrid model.

Deadline to submit to the CSU Chancellor's Office: **August 1**
Deadline to submit to the UC Office of President: **September 15 (submitted by CSUCO)**

Job Posting Analytics

Lightcast Q3 2026 Data Set

July 2026

California

Parameters

Select Timeframe: Jan 2020 - Feb 2026

Occupations:

Results should include

Code	Description
27-3091	Interpreters and Translators

Regions:
51 items selected. See Appendix A for details.

Company Type:

Non-Staffing Companies

Advertised Salary: Include all postings regardless

Minimum Experience Required: Any

STARs Relevant: Include all postings regardless

Education Level:

Description
Ph.D. or professional degree

Job Type: Include Internships

Keyword Search:

Posting Type: Newly Posted

Job Postings Overview

2,011 **Unique Postings** 4,354 Total Postings	**372** **Companies Posting** 2.31M Total Companies
27 Days **Median Posting Duration** Regional Average: 27 Days	**2 : 1** **Posting Intensity** Regional Average: 3 : 1

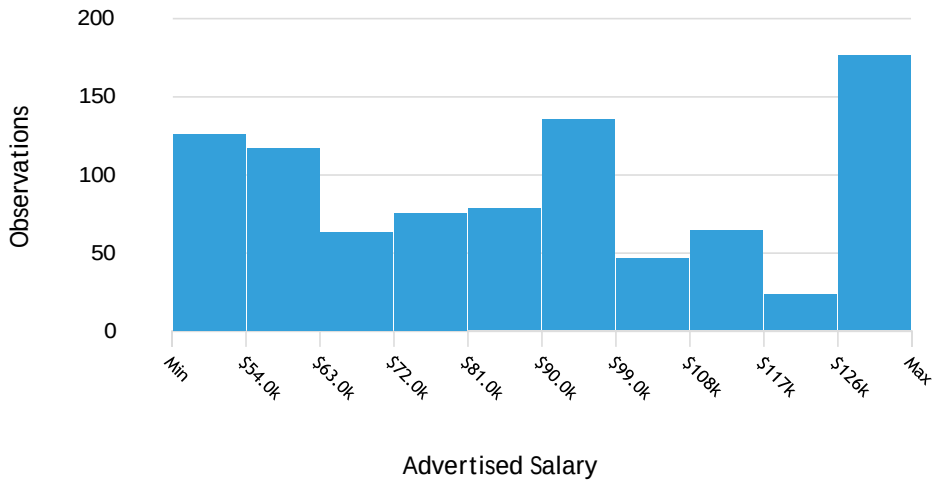
Advertised Salary

*There are **903** advertised salary observations (45% of the 2,011 matching postings).*

$88.4K

Median Advertised Salary

This is $30.0K above the government recorded median salary for Interpreters and Translators in your region.



Advertised Salary Trend

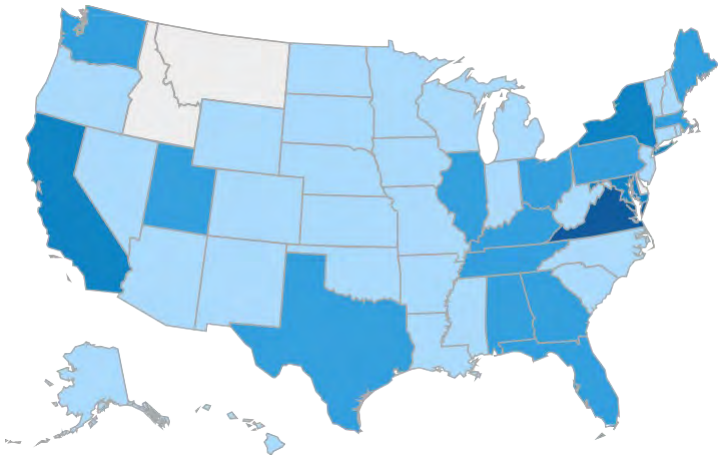
25.4% Jan 2020 – Feb 2026

$88.4k **Median**



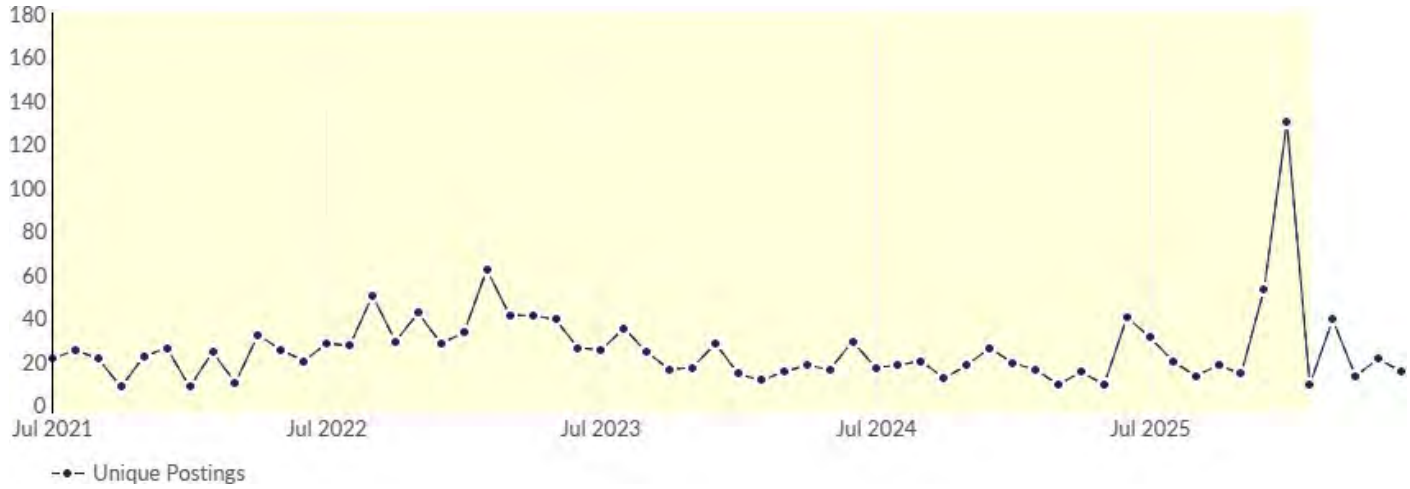
904 Job Postings

Job Postings Regional Breakdown



State	Unique Postngs (Jan 2020 - Feb 2026)
Virginia	375
California	274
Maryland	197
New York	189
District of Columbia	90

Unique Postings Trend



Month	Unique Postings	Posting Intensity
Jun 2026	15	3 : 1
May 2026	21	2 : 1
Apr 2026	13	2 : 1
Mar 2026	39	2 : 1
Feb 2026	9	3 : 1
Jan 2026	130	2 : 1
Dec 2025	53	2 : 1
Nov 2025	14	2 : 1
Oct 2025	18	3 : 1
Sep 2025	13	2 : 1
Aug 2025	20	2 : 1
Jul 2025	31	2 : 1
Jun 2025	40	3 : 1
May 2025	9	2 : 1
Apr 2025	15	2 : 1
Mar 2025	9	7 : 1
Feb 2025	16	1 : 1
Jan 2025	19	3 : 1
Dec 2024	26	2 : 1
Nov 2024	18	2 : 1

Oct 2024	12	6 : 1
Sep 2024	20	3 : 1
Aug 2024	18	2 : 1
Jul 2024	17	2 : 1
Jun 2024	29	3 : 1
May 2024	16	2 : 1
Apr 2024	18	3 : 1
Mar 2024	15	2 : 1
Feb 2024	11	3 : 1
Jan 2024	14	2 : 1
Dec 2023	28	3 : 1
Nov 2023	17	2 : 1
Oct 2023	16	3 : 1
Sep 2023	24	2 : 1
Aug 2023	35	3 : 1
Jul 2023	25	2 : 1
Jun 2023	26	3 : 1
May 2023	39	2 : 1
Apr 2023	41	2 : 1
Mar 2023	41	2 : 1
Feb 2023	62	2 : 1
Jan 2023	33	3 : 1
Dec 2022	28	2 : 1
Nov 2022	42	2 : 1
Oct 2022	29	2 : 1
Sep 2022	50	1 : 1
Aug 2022	27	2 : 1
Jul 2022	28	2 : 1
Jun 2022	20	2 : 1
May 2022	25	5 : 1
Apr 2022	32	2 : 1

Mar 2022	10	3 : 1
Feb 2022	24	2 : 1
Jan 2022	8	2 : 1
Dec 2021	26	2 : 1
Nov 2021	22	2 : 1
Oct 2021	8	2 : 1
Sep 2021	21	3 : 1
Aug 2021	25	1 : 1
Jul 2021	21	2 : 1

Education Breakdown

Education Level	Unique Postings	% of Total
No Education Listed	0	0%
High school or GED	580	29%
Associate's degree	430	21%
Bachelor's degree	1,403	70%
Master's degree	1,263	63%
Ph.D. or professional degree	2,011	100%

Minimum Education Breakdown

Minimum Education Level	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	580	0	29%
Associate's degree	73	0	4%
Bachelor's degree	866	0	43%
Master's degree	229	0	11%
Ph.D. or professional degree	263	1,748	13%

Experience Breakdown

Minimum Experience	Unique Postings	% of Total
No Experience Listed	833	41%
0 - 1 Years	327	16%
2 - 3 Years	390	19%
4 - 6 Years	116	6%
7 - 9 Years	126	6%
10+ Years	219	11%

Top Companies Posting

	Total/Unique (Jan 2020 - Feb 2026)	Posting Intensity	Median Posting Duration
National Security Agency	390 / 202	2 : 1	32 days
Yorktown Systems Group	187 / 105	2 : 1	28 days
United States Department of the Treasury	212 / 85	2 : 1	23 days
Ica Language Services	129 / 81	2 : 1	18 days
Vocalink Global	135 / 76	2 : 1	n/a
United Nations	224 / 67	3 : 1	34 days
Liberty Language Services	108 / 57	2 : 1	28 days
Peraton	167 / 43	4 : 1	34 days
Rochester Institute of Technology	141 / 43	3 : 1	27 days
Huntington Ingalls Industries	70 / 37	2 : 1	24 days

Top Cities Posting

City	Total/Unique (Jan 2020 - Feb 2026)	Posting Intensity	Median Posting Duration
Arlington, VA	505 / 296	2 : 1	17 days
New York, NY	322 / 124	3 : 1	34 days
Washington, DC	165 / 90	2 : 1	26 days
Fort Meade, MD	127 / 60	2 : 1	20 days
Rochester, NY	146 / 47	3 : 1	20 days
Portland, ME	60 / 40	2 : 1	25 days
Los Angeles, CA	83 / 34	2 : 1	33 days
Augusta, GA	95 / 28	3 : 1	15 days
Austin, TX	58 / 28	2 : 1	31 days
San Diego, CA	51 / 26	2 : 1	28 days

Top Posted Occupations

	Total/Unique (Jan 2020 - Feb 2026)	Posting Intensity	Median Posting Duration
Interpreters and Translators	4,354 / 2,011	2 : 1	27 days

Top Posted Occupations

Occupation (O*NET)	Total/Unique (Jan 2020 - Feb 2026)	Posting Intensity	Median Posting Duration
Interpreters and Translators	4,354 / 2,011	2 : 1	27 days

Top Posted Occupations

Occupation	Total/Unique (Jan 2020 - Feb 2026)	Posting Intensity	Median Posting Duration
Interpreter / Translator	4,354 / 2,011	2 : 1 	27 days

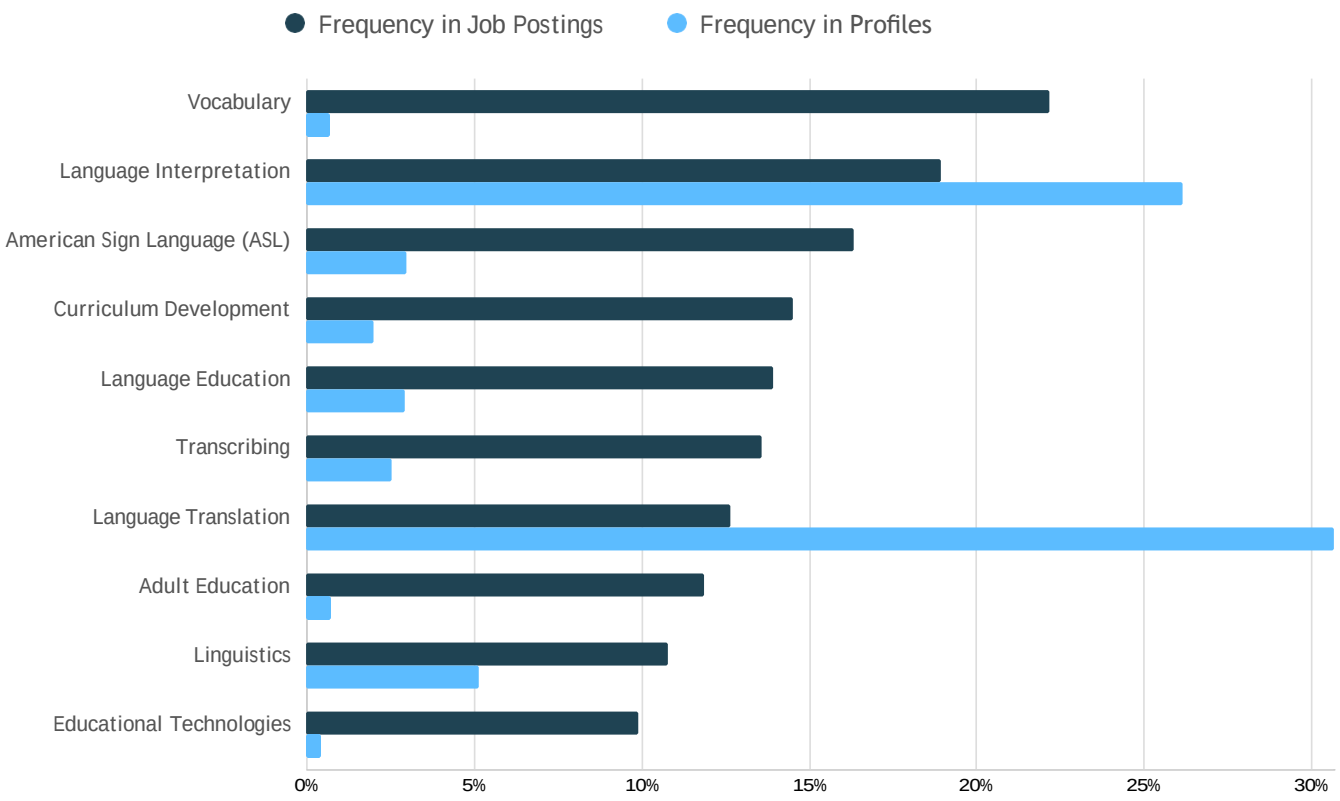
Top Posted Job Titles

	Total/Unique (Jan 2020 - Feb 2026)	Posting Intensity	Median Posting Duration
Language Instructors	304 / 150	2 : 1 	27 days
Captioners	253 / 139	2 : 1 	32 days
Sign Language Interpreters	273 / 122	2 : 1 	25 days
Interpreters	264 / 121	2 : 1 	26 days
Linguists	247 / 97	3 : 1 	22 days
Language Analysts	184 / 95	2 : 1 	17 days
Foreign Language Instructors	109 / 65	2 : 1 	15 days
American Sign Language Interpreters	98 / 47	2 : 1 	40 days
Translators	77 / 35	2 : 1 	30 days
Language Specialists	90 / 34	3 : 1 	28 days

Top Industries

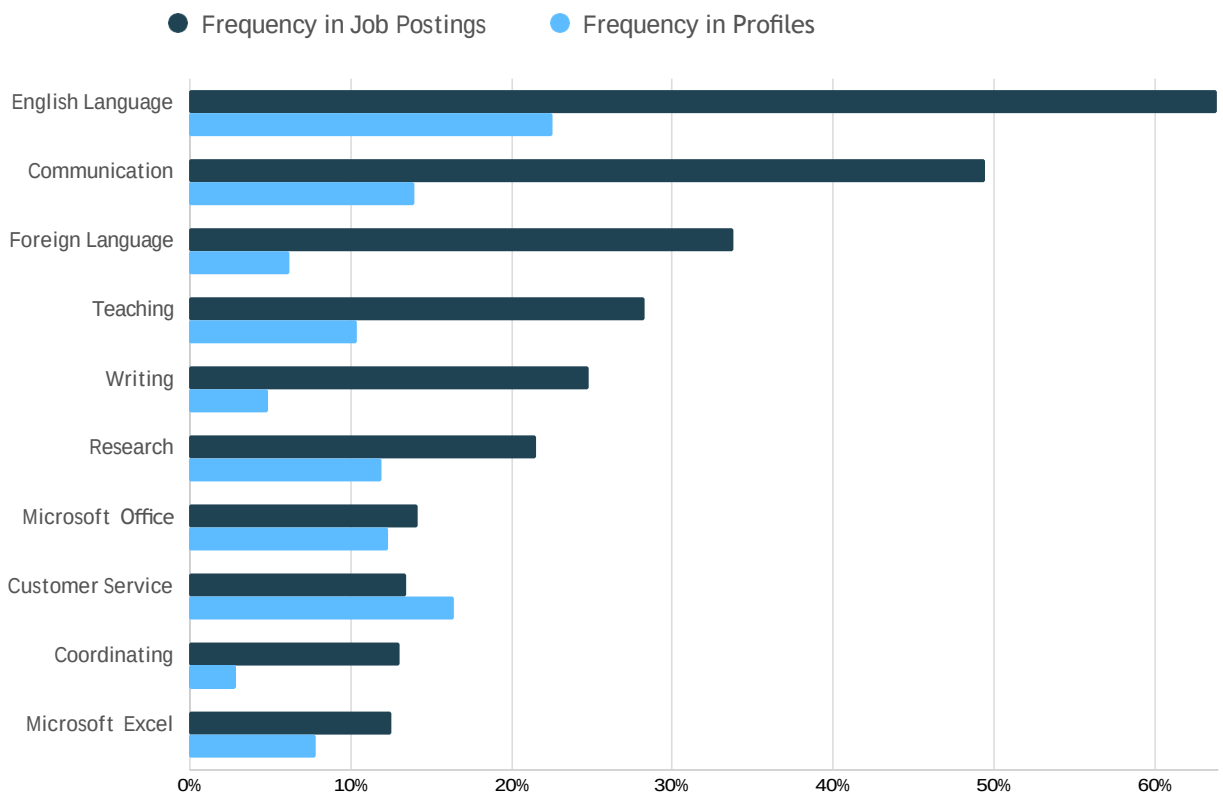
	Total/Unique (Jan 2020 - Feb 2026)	Posting Intensity	Median Posting Duration
Colleges, Universities, and Professional Schools	747 / 266	3 : 1	31 days
National Security	492 / 239	2 : 1	32 days
Translation and Interpretation Services	365 / 212	2 : 1	27 days
Other Scientific and Technical Consulting Services	229 / 131	2 : 1	28 days
Public Finance Activities	212 / 85	2 : 1	23 days
Other Individual and Family Services	232 / 71	3 : 1	35 days
Computing Infrastructure Providers, Data Processing, Web Hosting, and Related Services	233 / 68	3 : 1	33 days
Junior Colleges	112 / 48	2 : 1	35 days
Elementary and Secondary Schools	81 / 44	2 : 1	25 days
General Medical and Surgical Hospitals	70 / 41	2 : 1	20 days

Top Specialized Skills



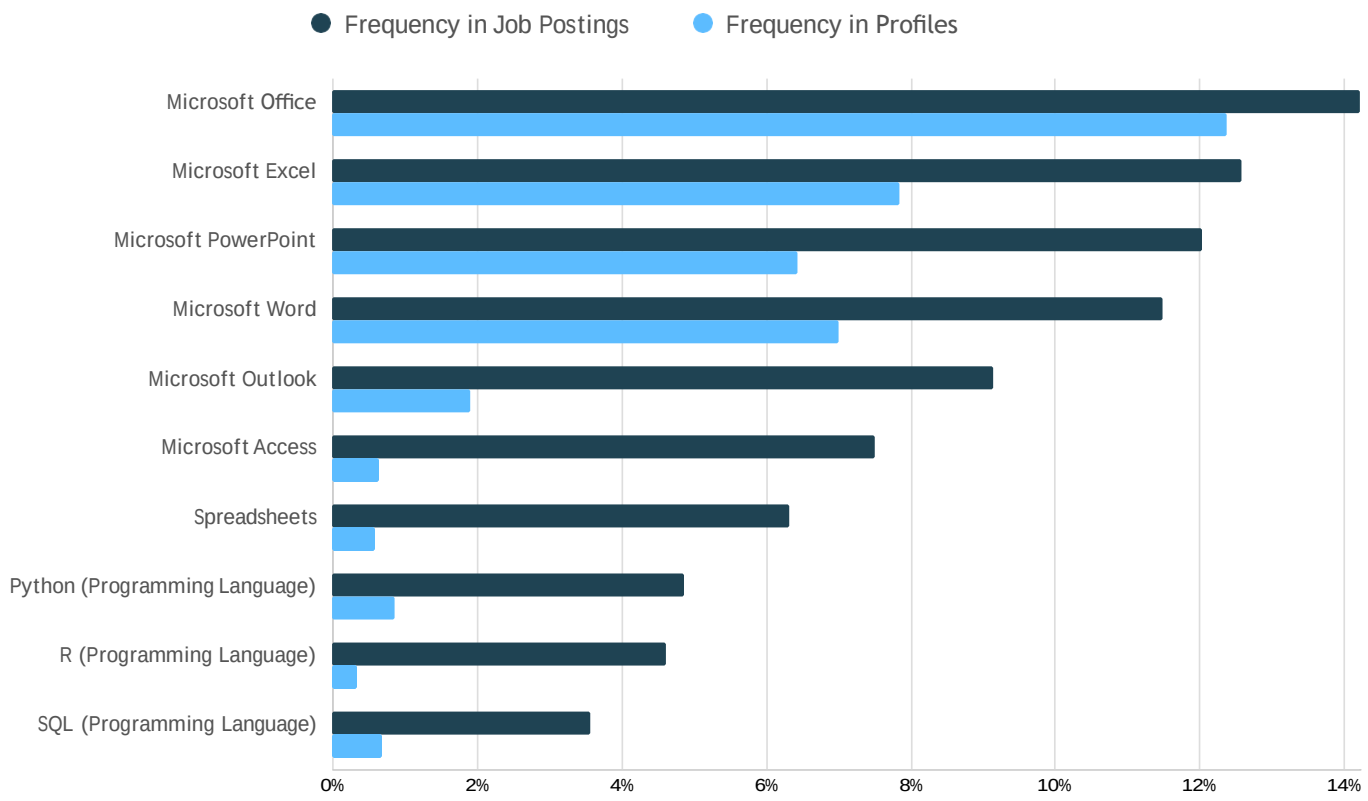
	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Vocabulary	446	22%	653	1%	+6.3%	Stable
Language Interpretation	381	19%	25,557	26%	+13.7%	Growing
American Sign Language (ASL)	329	16%	2,938	3%	+25.0%	Rapidly Growing
Curriculum Development	292	15%	1,967	2%	+13.9%	Growing
Language Education	280	14%	2,860	3%	+17.9%	Rapidly Growing
Transcribing	273	14%	2,498	3%	+9.3%	Growing
Language Translation	255	13%	29,957	31%	+14.2%	Growing
Adult Education	239	12%	714	1%	+9.2%	Growing
Linguistics	217	11%	5,039	5%	+10.5%	Growing
Educational Technologies	199	10%	420	0%	+7.6%	Stable

Top Common Skills



	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
English Language	1,285	64%	22,053	23%	+13.0%	Growing
Communication	995	49%	13,691	14%	+8.5%	Stable
Foreign Language	681	34%	6,076	6%	+9.3%	Growing
Teaching	569	28%	10,156	10%	+15.4%	Growing
Writing	499	25%	4,820	5%	+9.7%	Growing
Research	433	22%	11,722	12%	+14.3%	Growing
Microsoft Office	286	14%	12,087	12%	+16.9%	Growing
Customer Service	271	13%	16,081	16%	+5.0%	Stable
Coordinating	264	13%	2,748	3%	+12.8%	Growing
Microsoft Excel	253	13%	7,665	8%	+14.8%	Growing

Top Software Skills



	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Microsoft Office	286	14%	12,087	12%	+16.9%	Growing
Microsoft Excel	253	13%	7,665	8%	+14.8%	Growing
Microsoft PowerPoint	242	12%	6,293	6%	+19.9%	Rapidly Growing
Microsoft Word	231	11%	6,846	7%	+6.8%	Stable
Microsoft Outlook	184	9%	1,874	2%	+22.2%	Rapidly Growing
Microsoft Access	151	8%	617	1%	+3.4%	Lagging
Spreadsheets	127	6%	582	1%	+15.6%	Growing
Python (Programming Language)	98	5%	853	1%	+20.2%	Rapidly Growing
R (Programming Language)	93	5%	338	0%	+18.0%	Rapidly Growing
SQL (Programming Language)	72	4%	659	1%	+5.9%	Stable

Top Qualifications

	Postings with Qualification
Top Secret-Sensitive Compartmented Information (TS/SCI Clearance)	169
Nationally Certified School Psychologist	133
Security Clearance	119
Test Of English As A Foreign Language (TOEFL)	94
Valid Driver's License	86
National Interpreter Certification (NIC)	59
Top Secret Clearance	29
Nurse Practitioner (APRN-CNP)	23
Medical License	18
Counter Intelligence Polygraph (CI Clearance)	18

Top Advertised Benefits

	Total/Unique (Jan 2020 - Feb 2026)	Posting Intensity	Median Posting Duration
Insurance	777 / 345	2 : 1	24 days
Paid Leave	706 / 316	2 : 1	26 days
Education and Career Development	683 / 291	2 : 1	27 days
Retirement and Savings	535 / 257	2 : 1	24 days
Work-Life Balance	482 / 242	2 : 1	26 days
Health and Wellness Benefits	226 / 93	2 : 1	28 days
Supplemental Pay	156 / 66	2 : 1	25 days
Other Benefits	41 / 21	2 : 1	17 days

Appendix A - Regions

Code	Description	Code	Description
1	Alabama	30	Montana
2	Alaska	31	Nebraska
4	Arizona	32	Nevada
5	Arkansas	33	New Hampshire
6	California	34	New Jersey
8	Colorado	35	New Mexico
9	Connecticut	36	New York
10	Delaware	37	North Carolina
11	District of Columbia	38	North Dakota
12	Florida	39	Ohio
13	Georgia	40	Oklahoma
15	Hawaii	41	Oregon
16	Idaho	42	Pennsylvania
17	Illinois	44	Rhode Island
18	Indiana	45	South Carolina
19	Iowa	46	South Dakota
20	Kansas	47	Tennessee
21	Kentucky	48	Texas
22	Louisiana	49	Utah
23	Maine	50	Vermont
24	Maryland	51	Virginia
25	Massachusetts	53	Washington
26	Michigan	54	West Virginia
27	Minnesota	55	Wisconsin
28	Mississippi	56	Wyoming
29	Missouri		

Appendix B

Top Posting Sources

Website	Postings on Website (Jan 2020 - Feb 2026)
simplyhired.com	566
indeed.com	526
dejobs.org	204
glassdoor.com	119
clearancejobs.com	112
usajobs.gov	100
higheredjobs.com	86
belairsouthrecruiter.com	72
bowierecruiter.com	68
hercjobs.org	61
federalgovernmentjobs.us	44
jobsinrockville.com	43
recruiternetworks.com	43
dice.com	35
scholarshipdb.net	35
untalent.org	35
virginia.gov	34
disabledperson.com	33
unjobnet.org	31
edjoin.org	29
icims.com	27
myworkdayjobs.com	27
latpro.com	26
potomacmdrecruiter.com	24
jobsinalexandria.com	22

Appendix C

Sample Postings

Italian Linguist II

Link to Live Job Posting: Posting is no longer active

Location: Burlingame, CA	**O*NET:** 27-3091.00
Company: Pinnacle Group	**Job Title:** Linguists

Italian Linguist IIProfessional(Other) | Professional(Other)

BURLINGAME , CALIFORNIA CONTRACT OCT 30, 2024

On-site in

Redmond, Washington OR Sunnyvale, CA Job Description:

Linguist II - ItalianClient is looking for a Linguist to help us develop language components for a variety of voice-enabled technologies and products.Client is seeking candidates with native or near-native fluency in French and/or Italian with strong linguistic data analysis and language technology experience to manage data collection, data synthesis and data annotation tasks, translation-localization and ML model improvements.

Job Responsibilities:

Provide linguistic expertise in the areas of syntax, semantics, pragmatics and sociolinguistics.Provide linguistic expertise in the areas of phonetics, phonology, lexicography, dialectology, and NLP.Build datasets, run and modify data pipelines, and train, analyze, evaluate machine learning models.Build rules in rule-based systems, and improve data quality/coverage with scripts when needed to improve ML models.Clearly communicate with project stakeholders.Identify best practices and improve procedures across data systems.Collaborate seamlessly with cross-functional teams, conversation designers, researchers, engineers, and product managers to improve a digital assistant.Share work and give feedback to teammates.Collaborate with other linguists and data operations teams in data collection, data curation, translation, localization and annotation effortsCreate annotation systems and guidelinesEvaluate and curate data sets for ML modelsAssess model and data qualityCollaboratively develop complex and consistent linguistic analyses

Required Qualifications:

Master's degree in general Linguistics or Linguistics with an emphasis on Romance languages, Computational Linguistics, Speech Science, or related fieldNative or near-native fluency in French and/or ItalianAwareness of Italian and/or French linguistic, cultural, local normsKnowledge of syntax, semantics, pragmatics, sociolinguistics, corpus linguistics, and other areas of linguisticsExperience working with speech and text data in multiple languagesFamiliar with Large Language Models (LLMs) and their applicationsComfortable working in a fast paced, highly collaborative, dynamic work environmentStrong organizational skills and detail orientedExcellent communication skills both verbal and writtenPreferred (additional)

Qualifications:

PhD in Linguistics or Romance languages, language technologies, computational linguistics, speech science, or related fieldExperience with database queries and data analysis processes (i.e. SQL, spreadsheets, R, Unix, or others)intermediate or above skills in PythonExperience with machine learning frameworks, NLP Libraries and Tools.

Summary:

The main function of a Linguist is to determine Assistant data needs and setting strategic vision for data based model and product improvements.

Skills:

Knowledge of phonetics, phonology, sociolinguistics, dialectology and other areas of linguistics.Experience of analyzing language data, solving language issues.Intermediate Python, SQL skills and solid Regex knowledge.Self-motivated and stay on top of owned areas proactively.Excellent communication skills both verbal and written.Team player and comfortable with fast-paced work flow.Take responsibility for task completion and schedule and be diligent to achieve the goals.Able to work in not-fully-defined projects/space and proactively debug and seek out solutions.

Education/Experience:

Bachelor's degree in linguistics, language technologies, computational linguistics, speech science, or related field.Native or advanced language skills in French or Italian is a must.Native Spanish with advanced French or Italian can be considered.Intermediate/advanced language skills on Spanish, India languages, Korean, Japanese, Portuguese, German is a plus.

Pay Range:

$40/hr The specific compensation for this position will be determined by a number of factors, including the scope, complexity and location of the role as well as the cost of labor in the market; the skills, education, training, credentials and experience of the candidate; and other conditions of employment. Our full-time consultants have access to benefits including medical, dental, vision and 401K contributions as well as any other PTO, sick leave, and other benefits mandated by appliable state or localities where you reside or work. #LI-AP3

Adjunct - Interpreter Training

Link to Live Job Posting: Posting is no longer active

Location: Cincinnati, OH	**O*NET:** 27-3091.00
Company: Cincinnati State Technical and Community College	**Job Title:** Adjuncts

Adjunct - Interpreter Training 3.9 out of 5 3520 Central Parkway, Cincinnati, OH 45223 Part-time Cincinnati State Technical & Community College 98 reviews Profile insights Find out how your skills align with the job description Skills Do you have experience in Time management ? Yes No Education Do you have a Master's degree ? Yes No Job details Here's how the job details align with your . Job type Part-time Shift and schedule Weekends as needed Nights as needed Location 3520 Central Parkway, Cincinnati, OH 45223 Full job description Adjunct -

Interpreter Training Overview:

Adjunct faculty members are employed to provide specific courses on an as-needed basis in the Interpreter Training Program. Classes taught may include American Sign Language classes, other skill based classes, and lecture base classes related to the Deaf Community, Deaf Culture and Interpreting. Contracts for adjunct faculty members are issued on a semester basis.

Essential Duties:

Deliver learning-centered instruction by establishing a classroom environment conducive to learning and student involvement as well as effectively planning and preparing for classes and student success. Adequately prepare all course materials and lessons. Note preparation time will vary based on instructor experience in teaching that course Provide each student with clear course expectations, evaluations and timelines through carefully written topical outlines and approved, standardized syllabus Provide Interesting and relevant assignments for students that demonstrate learning outcomes in a real-life setting Suitably challenge, engage, serve and communicate with students to encourage their participation and learning while maintaining mutual value and respect Complete grade books, final grade sheets, learning assessments and final exam assessments on a timely basis Ensure course and program learning outcomes are delivered as defined by the syllabus. Maintain a paper or electronic record (i.e., spreadsheet or grade book) of each student's progress and has it available upon request by students and/or appropriate College personnel. Facilitates meaningful learning of the course competencies in the curriculum and proactively supports all facets of the learning environment. . Promote student success by showing flexibility in style and work schedule as well as exhibiting a passion for teaching and students and engaging students in the learning process. Design, administer, and grade examinations to assess achievement of course objectives as identified in the syllabus and as approved by the Academic Dean. Complete as directed all end of term responsibilities, including submission of final grades, copies of exams, attendance records, and all other designated materials to the Academic Office. Consult with the academic area chair or other appropriate College personnel on questions or issues involving course curricula, instructional strategies, and College policies and procedures. Respond to requests (e.g., from students, academic area chairs, department heads, committee chairs, Records Office) in a timely and thorough manner.

Minimum Qualifications:

Bachelor's degree or native ASL signer with earned college credit Experience teaching ASL and/or Interpreting in an education/community/agency setting. Experience in the use of educational technology and/or distance learning. Experience in implementing curriculum in the fulfillment of courses. Demonstrated evidence of successful collaboration with one of the following: school systems, community agencies, and other organizations. Demonstrated evidence of professional involvement in the field. Excellent oral and written communication skills. Strong interpersonal skills with the ability to act effectively as a member of a team. Ability to interact successfully with academic as well as business and regulatory personnel. Some night or weekend hours may be required.

Preferred Qualifications:

An earned masters or doctorate in interpreter education or related field If an interpreter, national interpreter certification. Demonstrated leadership and membership in national professional organizations such as RID, NAD, ASLTA, NAD and CIT Previous teaching experience in an academic environment. 5 years' industry or business applied experience in the teaching subject area. Experience with on-line teaching and/or instruction in higher education. Experience working with students from diverse academic backgrounds and life experiences. Ability to build or enhance proficiency in the use of diverse methods of classroom technology, and innovative instructional/academic support systems and programs.

Desired Competencies:

Exhibits strong communication skills and serves as a role model for students in this area. Is fully committed to the mission and values of Cincinnati State Technical and Community College. Demonstrates success and commitment as a team player. Utilizes constructive feedback as an opportunity for growth and handles conflict and criticism effectively. Ability to create a positive learning environment that is respectful and promotes the interests of students first, while setting appropriate expectations for student growth and success. Demonstrated time management and detail-oriented skills. Computer based software, analytical, and report writing skills. Ability to work effectively under pressure and to meet frequently occurring deadlines. Ability to develop a professional rapport with diverse school/campus constituents. Ability to develop and complete projects without continued direct supervision. Ability to learn from students' participation, demonstrates fair and consistent behavior in all matters, and shows compassion without being ineffectual.

Details:

Position available: Varies by semester

Compensation:

$640.00 per lecture hour

Contractual Affiliation:

N/A Exempt Classification:

Non-Exempt Status:

Part time Candidate notification : Please note that due to the high volume of candidates applying for adjunct positions, we will only follow up with candidates who are being considered for an interview. Please be assured that we will keep your resume on file. Equal Opportunity Employer Committed to Creating a Diverse and Inclusive Work Environment, Cincinnati State Technical and Community College, as well as its individual academic divisions, is committed to a policy of equal opportunity in all its activities and programs, including employment and promotion. It does not discriminate on the basis of race, color, national or ethnic origin, citizenship status, religion, sex, sexual-orientation, age, physical disabilities, veteran or marital. If you require alternative methods of application or screening, you must approach the employer directly to request this as Indeed is not responsible for the employer's application process.

OIEE Workshop Leader

Link to Live Job Posting: Posting is no longer active

Location: Charlotte, NC	**O*NET:** 27-3091.00
Company: University of North Carolina	**Job Title:** Workshop Leaders

OIEE Workshop Leader 4.0 out of 5 Charlotte, NC 28223 Part-time, Temp-to-hire UNC Charlotte 5 reviews Profile insights Find out how your skills align with the job description Education Do you have a Master's degree ? Yes No Job details Here's how the job details align with your . Job type Part-time Temp-to-hire Shift and schedule Weekends as needed Monday to Friday Location Charlotte, NC 28223 Benefits Pulled from the full job description Health insurance Full job description General Information Position Number STMP18 Working Title OIEE Workshop Leader Division Academic Affairs Department International Programs (Adm) Work Unit Office of Intercultural and Educational Experiences Work Location

CHHS 246

Vacancy Open To All Candidates Position Designation Non-Student Temporary Employment Type Temporary - Part-time Hours per week varies per course and program Work Schedule Monday through Friday. Exact dates and times vary. Some after-hours/weekend shifts may be requested. Pay Rate varies per course and program Minimum Experience/Education Master's Degree or higher

Departmental Preferred Experience, Skills, Training/Education:

Expertise in respective field(s) needed for program topic Duties and Responsibilities OIEE delivers intensive, short-courses and training programs to groups of students/professionals on specific topics for a limited timeframe throughout the calendar year. The typical program length is one to six weeks in duration and topics vary from English language immersion courses offered to non-native speakers of English, to an array of course topics offered to native English speaking students. Courses can be delivered virtually, face-to-face, or a hybrid of the two. Qualified individuals are hired to work with OIEE to develop and deliver custom courses/workshops and are chosen for their expertise in their respective field(s) and level of enthusiasm to assist us in overall program success. Other Work/Responsibilities Necessary Licenses or Certifications Proposed Hire Date 07/11/2024 Expected Length of Assignment 1 to 3 months Posting Open Date 06/24/2024 Posting Close Date 07/10/2024 Special Notes to Applicants Temporary staff employees are ineligible to receive benefits (leave, health coverage, State service credit, etc.). They are, however, covered by Worker's Compensation provisions. However, any non-permanent employee hired to work 30 or more hours per week for three months or more (cumulative of all positions, and not designated as variable hour worker), must be offered the chance to enroll in the High Deductible Health Plan, within 30 days of their eligibility. Any non-permanent employee hired to work less than 30 hours per week (cumulative of all positions, or designated as variable hour worker - i.e. student workers) are measured during designated measurement periods. If they average 30 or more hours per week over a designated measurement period, they will be offered the chance to enroll in the High Deductible Health Plan, and will be notified of instructions. •Special Notes Regarding Eligibility for the High Deductible Health Plan Temporary hourly workers (eligibility based on FTE, duration of more than 30 days) FTE .75+ (cumulative of all jobs) or measured full-time, offered the high deductible health insurance Temporary salaried workers (regardless of the FTE, duration of more than 30 days) Reported as full-time & offered the high deductible health insurance https: /hr.charlotte.edu/benefits/benefit-plans/health-insurance

Spanish Speaking Research Language Evaluator

Link to Live Job Posting: Posting is no longer active

Location: [Unknown City],	**O*NET:** 27-3091.00
Company: Ann & Robert H. Lurie Children's Hospital Of Chicago	**Job Title:** Search Engine Evaluators

Spanish Speaking Research Language Evaluator locationsStreeterville, Chicago, ILWestchester, ILNorthbrook, ILtime typePart timeposted onPosted 3 Days Agojob requisition id

JR2024-1969

Ann & Robert H. Lurie Children's Hospital of Chicago provides superior pediatric care in a setting that offers the latest benefits and innovations in medical technology, research and family-friendly design. As the largest pediatric provider in the region with a 140-year legacy of excellence, kids and their families are at the center of all we do. Ann & Robert H. Lurie Children's Hospital of Chicago is ranked in all 10 specialties by the U.S. News & World Report. Day (United States of America) Location Ann & Robert H. Lurie Children's Hospital of Chicago Job Description We are seeking individuals with or who are enrolled in a master's degree, PhD, or pre-doctoral program in speech-language pathology, psychology, or related fields and who have experience administering the Preschool Language Scales Fifth Edition (PLS-5) to English or Spanish-speaking children.

Essential Job Functions:

Administration of in-person language evaluation of English-speaking or Spanish-speaking children enrolled in an NIH-funded study of cochlear implant outcomes. Scoring of evaluations. Individuals should have excellent communication skills, enabling clear and efficient communication with the research team regarding appointment scheduling and score submission. Must be bilingual in

Spanish Knowledge, Skills, and Abilities:

Master's or PhD candidates in Speech-Language Pathology, Psychology, or related fields. Licensure is not required. Competence in the administration of the Preschool Language Scales to children who speak English or Spanish. Fluency in English or bilingual in English & Spanish. Basic computer skills. Training in human subject protection and good clinical practice for clinical trials is preferred but not required. Willingness to evaluate children at one or more of Lurie Children's outpatient sites in Westchester, Northbrook, Arlington Heights, or Chicago. Education Reference job description Pay Range $48.08-$480.77 Hourly At Lurie Children's, we are committed to competitive and fair compensation aligned with market rates and internal equity, reflecting individual contributions, experience, and expertise. The pay range for this job indicates minimum and maximum targets for the position. Ranges are regularly reviewed to stay aligned with market conditions. In addition to base salary, Lurie Children's offer a comprehensive rewards package that may include differentials for some hourly employees, leadership incentives for select roles, health and retirement benefits, and wellbeing programs. For more details on other compensation, consult your recruiter or click the following link to learn more about our benefits. Benefit Statement For full time and part time employees who work 20 or more hours per week we offer a generous benefits package that includes: Medical, dental and vision insurance Employer paid group term life and disability Employer contribution toward Health Savings Account Flexible Spending Accounts Paid Time Off (PTO), Paid Holidays and Paid Parental Leave 403(b) with a 5% employer match Various voluntary benefits: Supplemental Life, AD&D and Disability Critical Illness, Accident and Hospital Indemnity coverage Tuition assistance Student loan servicing and support Adoption benefits Backup Childcare and Eldercare Employee Assistance Program, and other specialized behavioral health services and resources for employees and family members Discount on services at Lurie Children's facilities Discount purchasing program There's a Place for You with Us At Lurie Children's we embrace and celebrate diversity and equity in a serious way. We are committed to building a team with a variety of backgrounds, skills, and viewpoints — recognizing that diverse identities strengthen our workplace and the care we can provide to the Chicago community and beyond. We treat everyone fairly, appreciate differences, and make meaningful connections that foster belonging and allyship. This is a place where you can be your best, so we can give our best to the patients and families who trust us with their care. Lurie Children's and its affiliates are equal employment opportunity employers. We value diversity and are committed to creating an inclusive environment for all employees. All qualified applicants will receive consideration for employment without regard to race, color, sex, sexual orientation, gender identity or expression, religion, national origin, ancestry, age, disability, marital status, pregnancy, protected veteran status, order of protection status, protected genetic information, or any other characteristic protected by law.

Academic English/ESL Composition Assessment Coordinator

Link to Live Job Posting: Posting is no longer active

Location: [Unknown City],	**O*NET:** 27-3091.00
Company: Ohio State University	**Job Title:** Assessment Coordinators

Screen reader users may encounter difficulty with this site. For assistance with applying, please contact hr-accessibleapplication@osu.edu. If you have questions while submitting an application, please review these frequently asked questions.

Current Employees and Students:

If you are currently employed or enrolled as a student at The Ohio State University, please log in to Workday to use the internal application process. Welcome to The Ohio State University's career site. We invite you to apply to positions of interest. In order to ensure your application is complete, you must complete the following: Ensure you have all necessary documents available when starting the application process. You can review the additional job description section on postings for documents that may be required. Prior to submitting your application, please review and update (if necessary) the information in your candidate profile as it will transfer to your application.

Job Title:

Academic English/ESL Composition Assessment Coordinator Department:

EHE | Intercultural English Language Programs This position works in the Intercultural English Language Programs (IELP) within the Department of Teaching and Learning, College of Education and Human Ecology. The Academic English Writing (ESL Composition) Assessment Coordinator is a team member in the Intercultural English Language Programs and works closely with the IELP Director; the IELP Curriculum Team; and the IELP support staff and senior lecturers to develop and implement Academic English Writing Assessment for English Language Learners. The Coordinator should have considerable experience working with multilingual writers, deep understanding of the second language writing principles, pedagogy, and assessment

Duties:

Coordinate the Academic English Writing Assessment, including rater training, calibration sessions, quality control, data analysis and score reporting. Develop, design, and improve the Academic English Writing Assessment materials, documentations, and other resources for raters and test takers in the AEWP. Maintain and update the Academic English Writing Assessment administrative process, including developing, designing, and enhancing the policy and workflow of the rating and score reporting process. Assure and maintain the Assessment reliability and validity. Provide Assessment reports to stakeholders within the university. Create and maintain Assessment shells in Canvas. Collaborate with the IELP Director and AEWP Curriculum Coordinator on the alignment of the AEWP curriculum and the AEWP assessment. Teach AEWP courses in Autumn, Spring and Summer semesters. Provide resources related to second language writing assessment for instructors and raters in the program. Serve as a rater for AEWP tests. Participate in the creation and implementation of our international special programs as needed. Other duties as assigned. Required Qualifications Master's Degree in TESOL, educational assessment, or a field closely related to foreign/second language testing (e.g. educational measurement, psychometrics, TESOL with a focus in language testing, or applied linguistics) Training and expertise in language assessment including but not limited to psychometric knowledge of test and scale development, examination of qualified test specifications, qualitative and statistical analyses for assessment reliability and construct validation Knowledge of computer-based testing and ability to design computer-based testing specifications or website for large-scale assessment (i.e., efficient assessment layout planning for testing, rating, proctoring, administration, and item/response databank managing purposes) Prior university-level teaching experience to multilingual writers Extensive experience with university-level second language writing assessment and

curriculum design Knowledge of different genres and styles for graduate and undergraduate writing Proficiency with educational technology and course management system (e.g. Canvas) Experience in program planning and administration Evidence of current professional activities in the field of TESOL Familiarity with technologies for assessment purposes Preferred Qualifications Doctoral Degree in TESOL, educational assessment, or a field closely related to foreign/second language testing (e.g. educational measurement, psychometrics, TESOL with a focus in language testing, or applied linguistics) Knowledge of large-scale writing assessments such as TOEFL and IELTS. Experience working with multimodal forms of writing Knowledge of another language or experience living/teaching abroad

Additional Information:

The Target Hiring Range for this position is $55,000-$70,000 To be considered, please submit a resume and cover letter with the names and contact information of three professional references.

Location:

Arps Hall (0011)

Position Type:

Regular Scheduled Hours:

40

Shift:

First Shift Final candidates are subject to successful completion of a background check. A drug screen or physical may be required during the post offer process. Thank you for your interest in positions at The Ohio State University and Wexner Medical Center. Once you have applied, the most updated information on the status of your application can be found by visiting the Candidate Home section of this site. Please view your submitted applications by logging in and reviewing your status. For answers to additional questions please review the frequently asked questions. The Ohio State University is an equal opportunity employer. All qualified applicants will receive consideration for employment without regard to age, ancestry, color, disability, ethnicity, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other basis under the law. Applicants are encouraged to complete and submit the Equal Employment Identification form. Each day, Buckeyes across the state and around the world make a lasting impact. The Ohio State University sets the stage for academic achievement and innovation. It's where friendships are forged, tradition is brought to life and a better global community is built. Our mission is as clear today as it was 150 years ago: to illuminate a pathway to education, research and health care that creates vibrant futures. Faculty and staff build the incomparable Buckeye spirit through collaboration, a strong sense of community and an unwavering commitment to excellence. Our strength comes from our ability to bring out the best in people and learn from Buckeyes of all backgrounds, passions and talents. Ohio State is a dynamic community where opportunity thrives and individuals transform themselves and their world. Positions are available in countless fields and specialties. Ohio State is a top-20 public university, and its Ohio State Wexner Medical Center is one of America's leading academic health centers and recently ranked No. 4 on Forbes' list of best U.S. employers for diversity. Eligible Ohio State employees receive comprehensive benefits packages, including medical, dental and vision insurance, tuition assistance for employees and their dependents, and state or alternative retirement options with competitive employer contributions. Become a Buckeye and contribute to an incredible legacy that serves to guide our future and shape a better tomorrow.

Appendix D - Data Sources and Calculations

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

Letters of Support:

1. Natalia Abarca, Coordinator, Language Services, The Community Interpreter International ® Licensed Trainer Educational Services Division, Orange County Department of Education
2. Andy Benzo, President, American Translators Association
3. Laura Burian, Professor of Interpretation, Monterey Institute of International Studies
4. Jorge Diaz Cintas, Professor of Translation Studies and the founding director (2013-2016) of the Centre for Translation Studies (CenTraS) at University College London
5. Milly Golia, Ph.D. Candidate - Universitat Jaume I – Spain, Master's in Translation - Certified Translator & Conference Interpreter
6. Julia Graves, Chief, Translation Services Section, Civil Rights, Accessibility, & Resource Equity (CARE) Branch, Office of Equity Division, State of California
7. Diana Roig Sanz, Professor, ICREA Full Professor, Universitat Oberta de Catalunya
8. Elaine Sfeir-Markus, NAJIT (National Association of Judiciary Interpreters and Translators)
9. Brett Wiltshire, Senior Research Program Manager (Google DeepMind)

July 29, 2026

Dear Doctoral Proposal Program Review Committee:

My name is Natalia Abarca, and I am the Coordinator for Language Services for the Orange County Department of Education.

I am pleased to write this letter in strong support of California State University, Long Beach's proposal to establish a Doctor of Translation and Interpreting (DTI) program. This program represents an important advancement for the field by preparing future scholars, educators, and leaders who can strengthen language access and serve California's diverse multilingual communities.

California's schools rely on highly qualified translators and interpreters to ensure that families can fully participate in educational processes. These professionals require specialized expertise in educational terminology, ethics, cultural mediation, and effective communication practices beyond bilingual ability alone.

As the demand for skilled language professionals continues to grow, doctoral-level opportunities in translation and interpreting remain limited. The proposed DTI program would address this need by combining research and practice to prepare graduates who can advance educational language-access policies, develop innovative training programs, evaluate emerging technologies, and contribute to the future of the profession.

California State University, Long Beach is uniquely positioned to lead this effort through its strong foundation in translation and interpreting education, commitment to community engagement, and location within one of the nation's most linguistically diverse regions.

I offer my strongest endorsement of this proposal and believe the Doctor of Translation and Interpreting program will make a significant contribution to the field, higher education, and the communities that depend on equitable language access.

Sincerely,

Natalia Abarca

Natalia Abarca

ata American Translators Association
The Voice of Interpreters and Translators

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Alexandria, VA 22314 USA
Phone: +1-703-683-6100
Fax: +1-703-778-7222
ata@atanet.org
www.atanet.org

July 14, 2026

Dear Doctoral Proposal Program Review Committee,

On behalf of the American Translators Association (ATA), I am pleased to offer my strongest support for California State University, Long Beach's proposal to establish a Doctor of Philosophy (Ph.D.) in Translation and Interpreting.

Founded in 1959, the American Translators Association is the largest professional association dedicated to translators and interpreters in the United States. With more than 5,000 members representing over 100 languages and specialties, ATA serves as the leading voice of the translation and interpreting profession in the United States. Our membership includes professional translators and interpreters, educators, researchers, language company executives, government linguists, and students, providing the Association with a comprehensive perspective on the profession's current needs and future direction. ATA's mission is to advance the translation and interpreting professions through education, professional standards, certification, advocacy, research, and collaboration.

For more than six decades, ATA has worked to elevate the profession by promoting excellence in language services, supporting continuing professional development, fostering research, and strengthening partnerships between academia and industry. ATA's certification program is the most widely recognized professional credential for translators in the United States and serves as an important benchmark of professional competence. In addition to its certification program, ATA provides year-round continuing education, publishes professional resources, convenes one of the world's largest annual conferences for language professionals, and advocates for policies that expand access to high-quality language services. Through these efforts, ATA has developed a unique understanding of workforce trends, educational needs, and the evolving competencies required for success in the language professions.

From this vantage point, we recognize that the need for advanced education and research in translation and interpreting has never been greater. The United States is experiencing profound demographic, economic, and technological changes that require highly trained experts capable of advancing the profession through scholarship, teaching, innovation, and leadership.

California is uniquely positioned to benefit from such a program. It is home to the nation's largest Limited English Proficient (LEP) population, with approximately 6.8 million LEP residents, and nearly 68 million people nationwide speak a language other than English at home. These demographic realities create sustained demand for language access across healthcare, legal services, education, government, emergency management, and the private sector. California consistently ranks among the states with the highest employment of interpreters and translators, reflecting both the size and diversity of its population and economy.

Demand for language professionals also extends well beyond domestic needs. International trade, global supply chains, diplomacy, localization, and cultural exchange continue to drive

demand for highly qualified translators and interpreters. California's extensive economic ties with Asia, Europe, Canada, Mexico, and the Indo-Pacific region further underscore the need for professionals with advanced expertise in multilingual communication and intercultural competence.

Although the U.S. Bureau of Labor Statistics projects modest employment growth of 2 percent for interpreters and translators between 2024 and 2034, the profession is expected to generate approximately 6,900 job openings each year due to replacement needs and ongoing demand across multiple sectors. Importantly, federal labor statistics do not fully capture the profession. The Bureau of Labor Statistics reports only traditional wage-and-salary employment, while approximately half of ATA's members are self-employed independent professionals whose work is largely absent from these estimates. Consequently, official employment figures significantly understate the true size of the profession and the demand for highly qualified practitioners.

The language services industry continues to expand. Independent market research by Nimdzi estimates that the global language services industry reached approximately $71.7 billion in 2024 and is projected to grow to $75.7 billion in 2025, reflecting sustained demand for specialized language expertise in an increasingly interconnected world.

While advances in artificial intelligence have transformed aspects of translation and interpreting, they have also increased the need for professionals with advanced expertise in quality assurance, multilingual communication technologies, post-editing, terminology management, ethics, research, and the preparation of future practitioners. Rather than diminishing the value of doctoral education, these technological advances underscore the importance of research and innovation led by experts who can evaluate, improve, and responsibly integrate emerging technologies into professional practice. Doctoral education is essential to developing the next generation of scholars, educators, and industry leaders who will guide the profession through this period of rapid technological change.

Equally important, a doctoral program would address a significant workforce need within higher education. Universities require doctoral-trained faculty to educate future translators and interpreters, conduct original research, develop evidence-based practices, and collaborate across disciplines including healthcare, law, public policy, linguistics, artificial intelligence, international business, and computer science. As translation and interpreting programs continue to expand across the United States, so too does the need for qualified faculty with doctoral credentials. Establishing a doctoral program at California State University, Long Beach would help address this need while creating opportunities for interdisciplinary research and innovation.

Beyond preparing future faculty, doctoral education serves as the primary engine through which academic disciplines evolve and remain relevant in periods of rapid technological and societal change. Disciplines that sustain doctoral programs develop research laboratories, attract competitive external funding, foster partnerships between universities and industry, and create environments where faculty, students, and practitioners collaborate to solve emerging challenges. Translation and interpreting require precisely this kind of research infrastructure as artificial intelligence, language technologies, multilingual communication, accessibility, and global commerce continue to transform professional practice. Without doctoral-level research programs, opportunities to secure research funding, develop innovative methodologies, train future scholars, and advance evidence-based practices remain limited, leaving the profession at a disadvantage compared with other fields that benefit from sustained academic investment. Establishing a doctoral program at California State University, Long Beach would help create the institutional capacity necessary not only to educate future professionals, but also to

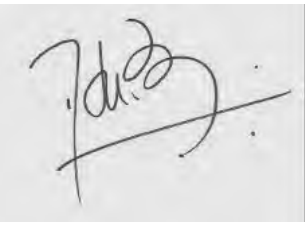
generate the research, innovation, and interdisciplinary collaboration that will shape the future of translation and interpreting in the United States.

The profession also faces persistent shortages of highly qualified language professionals in specialized areas. As one California language service provider executive recently remarked, "I could hire 100 Spanish interpreters today if I could find them." While this observation speaks to interpreter demand rather than doctoral qualifications specifically, it underscores the broader workforce challenges that require stronger educational pathways, advanced research, and academic leadership. Doctoral graduates will play an essential role in preparing future professionals, conducting research that improves language access, and leading innovation in an increasingly multilingual society.

California State University, Long Beach is exceptionally well positioned to meet this need. Establishing a doctoral program in Translation and Interpreting would strengthen California's capacity to educate future scholars, faculty members, researchers, and industry leaders while supporting language access, fostering innovation, and advancing research in a profession that serves millions of individuals, businesses, healthcare providers, courts, educational institutions, and government agencies every day.

On behalf of the American Translators Association, I enthusiastically endorse the establishment of the Doctor of Philosophy in Translation and Interpreting at California State University, Long Beach. This program represents an important investment in California's future workforce and in the advancement of a profession that is indispensable to equitable access, global commerce, public service, and international engagement. I am confident that it will become a nationally recognized center of excellence, preparing the next generation of scholars and professionals while strengthening the language services ecosystem throughout California and the United States.

Sincerely,



Andy Benzo
andy@andybenzo.com

President
American Translators Association

Middlebury Institute *of*
International Studies at Monterey

Laura Burian,
Professor of Translation & Interpretation
460 Pierce St., Monterey, CA 93940
Email: lburian@middlebury.edu
Tel: 831-647-3554

July 16, 2026

To the Doctoral Proposal Program Review Committee,

I am very pleased to have the opportunity to write a letter of support for the proposed Doctor in Translation and Interpreting (DTI) program at California State University, Long Beach.

I am a professor of translation and interpretation at the Middlebury Institute of International Studies at Monterey ("MIIS"), where I formerly served as Dean at the Graduate School of Translation, Interpretation, and Language Education, for decades the home of the leading professional MA programs in translation and interpretation in the US. Our graduates provide high-level translation and interpretation services and leadership in the private sector (at consulting firms, multi-national corporations, leading law firms, language service providers, tech firms, etc.), the public sector (in hospitals, schools, court rooms, the US State Department, the White House, ministries of foreign affairs, etc.), and intergovernmental organizations (such as the UN, the EU, NATO, and more).

Unfortunately, despite the very important role our graduates play in facilitating communication and providing leadership across linguistic and cultural divides, Middlebury College has decided to close MIIS, leaving behind a gap in the US. Thus, the establishment of a professional applied doctorate designed to prepare industry leaders, advanced practitioners, educators, and research professionals in the language services industry is well-timed and much needed. It is important to have a program in the US for the training and advancement of experienced translation and interpretation practitioners that will integrate applied research, professional practice, language technologies, and industry engagement to address workforce and societal needs in translation, interpreting, localization, and language access services.

Theoretical programs that perpetuate ivory-tower separation from the needs of the market abound; practical training for professionals to fulfill the needs to the evolving multi-billion-dollar language industry are few and far between. Thus, I was pleased to learn that the DTI program proposed for CSULB emphasizes evidence-based problem solving, professional application, and leadership development in real-world translation and interpreting contexts, and believe that such an emphasis would indeed address growing workforce demand for translation and interpretation professionals.

In short, I hope you will look favorably upon the DTI proposal.

Please feel free to contact me if you have any questions about the information provided in this letter.

Sincerely,

Laura D. Burian

Laura Burian
Professor

University College London

Prof. Jorge Díaz-Cintas BA PhD DPSI
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London, 8th July 2026

To Whom It May Concern

Letter of Support for the Proposed Doctor in Translation and Interpreting (DTI) Program at California State University, Long Beach

I am writing to express my strongest possible support for the proposed Doctor in Translation and Interpreting (DTI) program at California State University, Long Beach. As a scholar in Translation Studies with extensive experience in research, academic and professional training, and doctoral education, I have supervised and examined numerous doctoral candidates around the world and regularly contribute to doctoral schools and research training initiatives both within my own institution and at universities beyond it, including La Sapienza University of Rome, University of Vigo and Universitat Jaume I in Castellón. This breadth of experience has given me a deep understanding of doctoral education and the skills required to prepare the next generation of researchers and professionals. I therefore believe this program fills a critical gap in higher education and professional workforce development in California and the USA more generally.

The language services industry is undergoing a period of profound transformation. Globalization, the widespread adoption of multilingual streaming services, media accessibility requirements, growing multilingual communication needs, and the rapid integration of artificial intelligence and language technologies have significantly expanded the scope and complexity of translation and interpreting practice. Organizations across the public, private, healthcare, legal, educational, entertainment and technology sectors increasingly require highly trained professionals capable not only of performing translation and interpreting tasks, but also of leading multilingual communication initiatives, managing technological innovation, designing language-access solutions, and conducting applied research that informs professional practice.

The proposed DTI is uniquely positioned to respond to these emerging needs. Unlike traditional research doctorates, which are primarily designed to prepare academic researchers, this degree is conceived as a professional applied doctorate that integrates advanced scholarly inquiry with direct engagement in real-world challenges. This orientation is particularly appropriate for experienced practitioners seeking to advance into leadership, management, policy, educational, and innovation-focused roles within the language services sector. The significance of this proposal is further enhanced by the rarity of professional applied doctorates in Translation and Interpreting. Most doctoral programs in the field are traditional PhDs focused on academic research, whereas professional doctorates aimed at developing industry leaders, practitioner-scholars, and innovation specialists remain exceedingly rare. The proposed DTI fills this gap by aligning doctoral education with the evolving needs of professional practice, technology, and multilingual communication, positioning CSULB at the forefront of applied doctoral training in the language services sector.

The program is distinguished by its emphasis on experiential learning and industry engagement. Through internships, applied research projects, and dissertation grounded in authentic professional contexts, students will be equipped to address complex challenges affecting multilingual communication. This practical dimension ensures that graduates will be able to generate solutions with immediate relevance to industry, government agencies, educational institutions, healthcare providers, and community organizations.

Equally important is the program's forward-looking approach to language technologies. Current and future professionals must understand how artificial intelligence, computer-assisted translation tools, localization platforms, terminology management systems, and emerging language technologies can be implemented responsibly and effectively. By embedding these competencies within the doctoral curriculum, the proposed DTI prepares graduates not only to adapt to industry changes but also to shape the future direction of the profession.

A significant strength of the proposal is its distinctiveness within California's higher education landscape. The program does not duplicate existing doctoral offerings within the University of California system. As the proposal demonstrates, current UC translation-related coursework is largely confined to literary translation within comparative literature contexts. The CSULB DTI, by contrast, addresses interpreting, localization, accessibility services, audiovisual translation, language technologies, specialized translation, and industry leadership. It therefore occupies a unique and much-needed position within the state's educational ecosystem.

Finally, the existing infrastructure and strong institutional commitment provide compelling evidence that CSULB is well prepared to sustain a doctoral program of this calibre. The availability of specialized laboratories, interpreting facilities, professional software, and funding opportunities will ensure that students receive training aligned with the highest academic and professional standards.

For all these reasons, I wholeheartedly recommend approval of the proposed Doctor in Translation and Interpreting program. I am confident that it will become a flagship program, producing highly qualified leaders whose expertise will benefit California, the language services industry, and the broader multilingual society we serve.

Yours sincerely,





Prof. Jorge Díaz-Cintas
Professor of Translation Studies

July 5, 2026

To the California State University Doctoral Review Committee:

I am writing to express my enthusiastic support for the proposed Doctorate in Translation and Interpreting (DTI) at California State University, Long Beach. As a professional translator, conference interpreter, educator, entrepreneur, and current doctoral candidate at Universitat Jaume I in Spain, I believe this program addresses a longstanding and significant gap in graduate education in California and throughout the United States.

For more than twenty years, I have worked in the language services profession as a translator, interpreter, trainer, consultant, and educator. I have served as the developer and instructor of the Spanish Legal Interpreting Certificate Program at the University of California, Irvine, founded my own language services company, Bureaucom LLC, and created Take5steps©, a professional training program designed to prepare translators and interpreters working in educational, medical, and public-service settings. Throughout my career, I have trained bilingual professionals, collaborated with school districts, hospitals, and public agencies, and spoken at national and international conferences on translation, interpreting, localization, artificial intelligence, and professional education.

Ironically, despite California's position as the most linguistically diverse state in the nation and one of the world's largest economies, I was unable to pursue doctoral education in my own profession here. Although California offers certificate programs and master's degrees in related areas, there is no doctoral program that combines translation, interpreting, applied research, technology, and professional practice in the way that contemporary language professionals require. For that reason, I enrolled in the doctoral program at Universitat Jaume I in Spain, one of the few universities offering the type of advanced education that reflects the current realities of our profession.

My doctoral research focuses on public service translation and interpreting in the United States and addresses a critical issue that I have witnessed throughout my professional career: millions of individuals with limited English proficiency continue to encounter barriers to healthcare, education, legal services, and other essential public services because qualified translators and interpreters remain in short supply. Federal law requires meaningful language access, yet many institutions continue to rely on untrained bilingual personnel rather than professionals with specialized expertise in translation and interpreting. My research demonstrates that improving professional education is one of the most effective ways to strengthen language access, protect individual rights, and improve the quality of public services.

These experiences have convinced me that California urgently needs a professional doctoral program like the one proposed at California State University, Long Beach. The U.S. Bureau of Labor Statistics projects approximately 7,500 openings for interpreters and translators each year over the coming decade, while California consistently employs more translators and interpreters than any other state.

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At the same time, the global language-services industry has grown into a market valued at more than $70 billion annually, driven by globalization, localization, artificial intelligence, multilingual digital communication, healthcare, legal services, and education. The proposed DTI would prepare experienced translators and interpreters to become educators, researchers, administrators, language-access specialists, and industry leaders capable of responding to these rapidly evolving professional demands. Its emphasis on applied research, artificial intelligence, localization, multilingual communication, healthcare, legal and educational interpreting, and language technologies reflects precisely the direction in which our profession is evolving.

The proposed program would also create opportunities for professionals like myself who wish to continue serving California while pursuing advanced research without leaving the state or the country. I know firsthand what it means to seek doctoral education abroad because no comparable opportunity exists at home. Establishing the DTI would ensure that future generations of California language professionals can pursue doctoral-level education while remaining connected to the communities, institutions, and industries they serve.

California has long been recognized as a global leader in innovation, higher education, and international commerce. Given its unparalleled linguistic diversity and its central role in the language-services economy, it should also become the national leader in doctoral education for translation and interpreting. The proposed DTI represents an investment not only in higher education but also in healthcare, education, justice, government, and every public institution that depends on accurate, ethical, and culturally appropriate multilingual communication. As someone who was compelled to pursue doctoral education overseas because no such opportunity existed in California, I sincerely hope future professionals will be able to remain here and contribute their expertise to the communities they serve.

I offer my strongest endorsement of this proposal and respectfully urge the Committee to approve the Doctorate in Translation and Interpreting at California State University, Long Beach.

Sincerely,



Milly Golia
Ph.D. Candidate, Universitat Jaume I (Spain)
Developer and Instructor, Spanish Legal Interpreting Certificate Program
University of California, Irvine
Founder and CEO, Bureaucom LLC & Take5steps©
Certified Translator and Conference Interpreter

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bureaucom@bureaucom.com www.bureaucom.com

I write to express my personal support for the proposal to create the Doctorate in Translation and Interpreting at California State University, Long Beach (CSULB).

I currently work for the California Department of Social Services, where I supervise a team of 13 in-house linguists who collectively translate a variety of materials into 10 languages so that California's diverse LEP communities can have equitable access to vital programs, benefits, and services. To this end, I also work directly with vendors to receive services for other languages not covered by our team of State employees.

Over the past seven months, Clorinda's team has given us 40 hours of personalized group training designed to provide a practical foundation in translating for government entities and explore essential topics, including—but not limited to—translation theory, intercultural communication, terminology research, professional standards and ethics, localization, computer-assisted translation tools, and artificial intelligence.

Before selecting CSULB for this opportunity, we struggled to find teams within California who could provide such services. I was struck by how limited our options were. For example, the Monterey Institute was in the process of shutting down its internationally recognized program. One University of California program was uncertain about developing a "language agnostic" training series (i.e., one that would be equally relevant for all language pairs, not just Spanish<>English). After these disappointments, we were doubly impressed by the breadth of the CSULB team's proposal, not to mention the fact that they already had extensive experience teaching diverse groups of students with different language pairs.

Based on my time collaborating with Clorinda's team and my observations from five years of working on translation teams in State government, I believe that the proposal to create the Doctorate in Translation and Interpreting in CSULB meets a crucial need in the industry at a critical moment in its history.

While concerns about the rise of generative AI and its potential implications for a variety of sectors are understandable, they are misplaced. Recent advances in technology will not render translators and interpreters obsolete; rather, linguists working in these areas will need to reshape their role in current models and diversify their skillsets to remain relevant in an ever-changing field. While a good translator must always have exceptional language and writing skills, great attention to detail, sound decision-making ability, and a healthy level of skepticism, the most sought-after translators will now also be well-versed in localization; machine translation and generative AI; accessibility best practices; language attitudes, language change, and linguistic corpora; and terminology management.

Any educational institution that adopts this comprehensive and multidisciplinary approach will be well-placed to meet the needs of the translation industry and establish itself as a pragmatic, forward-thinking leader in the field. Speaking from my personal experience working with individual linguists and translation agencies, those that fail to adapt to the shifting landscape will continue to fall short of meeting their clients' expectations and the needs of the communities they serve.

For these reasons, I am excited by this proposal and what it represents for the translators and interpreters of tomorrow.

Barcelona, 4th of July 2026

To the California State University Doctoral Review Committee:

I am pleased to write in my strongest support of the proposal to establish the Doctorate in Translation and Interpreting (DTI) at California State University, Long Beach. As and ICREA Full Professor, and an international researcher in Translation Studies, Global Comparative Literature and Digital Humanities at the Universitat Oberta de Catalunya, in Barcelona, my work has focused on the transformation of translation studies through digital humanities, computational methods, and what my collaborators and I have termed Big Translation History. I have worked on an expanding cultural analytics perspective applying AI and machine learning concepts and methods (NLP or SNA) to translation studies and translation history, more specifically. My research has applied data-driven approaches to global and Latin America translation history and has examined historical patterns, reframed actors and influence, and analyzed the circulation of texts at large scale. Also, I have proposed several theoretical contributions related to the notions of global translation history and translation and soft power, as well as recent developments in terms of translation and ecology.

From this international perspective, I believe this proposed doctorate represents an innovative and much-needed contribution to graduate education in California and the United States. My research has demonstrated that translation studies has evolved well beyond its traditional linguistic and prescriptive orientation. Today, the discipline encompasses artificial intelligence, language technologies, localization, multilingual communication, data science, digital humanities, as well as ecology and climate change. Throughout Europe, doctoral programs increasingly prepare researchers and professionals to work across these emerging areas using advanced computational methods and interdisciplinary research. The proposed DTI at California State University, Long Beach reflects these international and so needed developments and will position California at the forefront of professional doctoral education in translation and interpreting in the US and North America, more generally.

What makes this proposal especially unique is that it fills a clear gap in graduate education in the United States. While some American universities offer coursework in literary translation within comparative literature programs, there is no doctoral program comparable to the one proposed at California State University, Long Beach. This DTI is not a traditional Ph.D. in literary studies. Rather, it is an applied professional doctorate integrating rigorous research with professional practice to prepare leaders for today's multilingual and technology-driven language services sector.

The curriculum appropriately emphasizes applied research in localization, medical and legal translation, community and conference interpreting, audiovisual translation, accessibility services, terminology management, artificial intelligence, language technologies, and multilingual communication. These are precisely the areas in which the profession is expanding internationally and in which doctoral-level leadership is increasingly needed.

From my own experience collaborating with Professor Clorinda Donato, I have had the extraordinary opportunity to observe firsthand the quality of the faculty and students associated with the Center for Global Romance Languages and Translation Studies. Professor Donato and I currently co-supervise a brilliant doctoral researcher whose work employs digital technologies to analyze Italian postcolonial translated texts into English and French. This collaboration illustrates the interdisciplinary and technologically sophisticated research that increasingly defines our field and demonstrates the level of expertise that requires doctoral-level preparation.

The need for such preparation is supported by workforce trends as well as disciplinary developments. California employs more translators and interpreters than any other state, reflecting its linguistic diversity, global economy, and extensive language-access needs across healthcare, education, government, legal services, and international commerce. Nationally, the U.S. Bureau of Labor Statistics projects approximately 7,500 openings for interpreters and translators annually, while the global language-services industry now exceeds $70 billion and continues to grow through advances in localization, artificial intelligence, multilingual communication technologies, and digital content management. These developments increasingly require professionals capable of combining advanced research with technological expertise and professional leadership.

As someone who has participated in the development of doctoral education in Translation Studies across Europe and Asia (last year I started collaborating with the Chinese University of Hong Kong to give seminars and a plenary lecture on a conference on translation and digital humanities), I can state with confidence that programs integrating translation, interpreting, artificial humanities, computational methods, and applied professional research have become hallmarks of leading European and Asian universities. My own work on Big Translation History (Roig-Sanz 2021; Roig-Sanz and Hofeneder 2026) has shown how computational methods and data science are transforming both research and professional practice, moving the discipline well beyond its traditional association with literary translation. Without a doubt, the proposed DTI reflects these international developments and brings graduate education in California into alignment with contemporary international standards.

California is uniquely positioned to benefit from such a program. As one of the world's most linguistically and culturally diverse regions, it requires experts capable of advancing research, innovation, and professional practice in multilingual communication. The proposed DTI responds directly to these needs while preparing graduates for leadership positions in higher education, government, healthcare, international organizations, the language-services industry, and technology companies.

Equally important, this doctorate is clearly distinguishable from existing doctoral offerings within the University of California system. Rather than duplicating programs centered on comparative literature or literary translation, the proposed DTI establishes a distinctive model of applied doctoral education integrating professional practice, technological innovation, interdisciplinary research, and industry engagement. Knowing myself the programs already offered in California and the US, I am fully convinced that the proposed DTI fills an important educational need that is currently unmet within California's public higher education system.

The proposed Doctorate in Translation and Interpreting represents an important milestone for higher education in California and the United States. It reflects the international evolution of Translation Studies as an interdisciplinary field integrating advanced research,

digital technologies, artificial intelligence, and professional practice. By preparing the next generation of scholars, educators, researchers, and industry leaders, this program will strengthen California's capacity to meet the multilingual communication needs of its diverse population and globally connected economy.

I offer my strongest and most enthusiastic endorsement of this proposal and respectfully encourage the Committee to approve it. I am also at your full disposal if further information is required.

Sincerely,

Diana Roig

Diana Roig-Sanz, Ph.D.
Professor of Translation Studies and Digital Humanities
ICREA Full Professor
Universitat Oberta de Catalunya
Barcelona, Spain

NAJIT
Empowering Interpreters & Translators Worldwide™
400 E Randolph St, Suite 3115
Chicago, IL 60601
office@najit.org
404-566-4705

July 23, 2026

To the California State University Doctoral Review Committee:

We write in full and enthusiastic support of the proposed Doctor in Translation and Interpreting (DTI) program at California State University, Long Beach. The program design is perfect for the current needs of the interpreting and translation professions at this juncture, integrating applied research and professional practice. Most importantly, the program will be preparing graduates to work with emerging technologies proactively as they apply to the myriad fields that require language services, not the least are legal, healthcare, and education.

The proposal has considered every feature of a doctoral program that will enhance the student's experience, such as scholarships, internships, and mentorships. It also considers the need for academic rigor paired with industry relevance. Overall, the options of applied dissertation, conference presentations and scholarly publications as the end products of this program will benefit the interpreting and translation professions, the language services industry, and society at large.

We strongly urge this Committee to approve the DTI program as proposed.

Sincerely,

The Board of Directors
National Association of Judiciary Interpreters and Translators (NAJIT)

Submitted on behalf and with the approval of the NAJIT Board of Directors

Google LLC
1600 Amphitheatre Parkway
Mountain View, CA 94043

650 253-0000 main
Google.com

Fri July 24, 2026

To: The California State University Doctoral Review Committee
From: Brett Wiltshire, Senior Research Program Manager (Google DeepMind)
Re: Personal Letter of Support for the CSULB Doctor in Translation and Interpreting Proposal

–

I hope this letter finds you well. I am writing this note to offer my full support for the proposed Doctor in Translation and Interpreting (DTI) program at CSU Long Beach.

There is currently no other doctoral program in the CSU or UC systems that can meet the growing needs in this sector. We are at the dawn of a new industrial revolution with the explosion of AI, as this powerful technology is rapidly beginning to transform industries and the way we get work done. At the core of this revolution is the development of sophisticated language models, which serve as the main interface between humans and AI tech.

I've spent the last five years working as a Research Program Manager at DeepMind (part of the Google/Alphabet family), with a specific focus on developing multilingual AI systems that can speak and understand in every language. Our work has relied heavily on the deep expertise of linguists and translation specialists, as 'humans in the loop' are part of the checks and balances needed to ensure algorithms behave in accurate, predictable, safe, and responsible ways.

Language experts are now more important than ever, as companies and regular people are collectively navigating this Wild West phase of accelerating AI. Especially here in California, the tech epicenter of the world, there is a need for a strong pipeline of language experts and that starts with strong doctoral programs that cultivate deep expertise.

CSU Long Beach has an opportunity to help contribute to this developing story. The next generation of Language and Translation experts will play an increased role across technology companies, it's a trend I'm already witnessing in realtime.

I urge you to please support the creation of the Doctor of Translation and Interpreting at CSULB. There couldn't be a more opportune time to invest here.

Sincerely,
Brett Wiltshire

CIP Code 16.0103 - Language Interpretation and Translation Completions *(broken down by i*
Source: IPEDS Completions Summary Table
Date: 7/8/26

Sum of Count	olumn Labels				
	2019-20	2020-21	2021-22	2022-23	2023-24
CA Only Institutions (700)					
Bachelor's degree total	0	0	3	6	10
Master's degree total	59	45	53	68	69
Doctor's degree total	0	0	0	0	0
Degrees/certificates total	**107**	**145**	**151**	**156**	**189**
US Only Institutions (5912)					
Bachelor's degree total	52	44	48	50	68
Master's degree total	140	126	157	173	183
Doctor's degree total	13	12	9	6	4
Degrees/certificates total	**853**	**955**	**984**	**839**	**948**

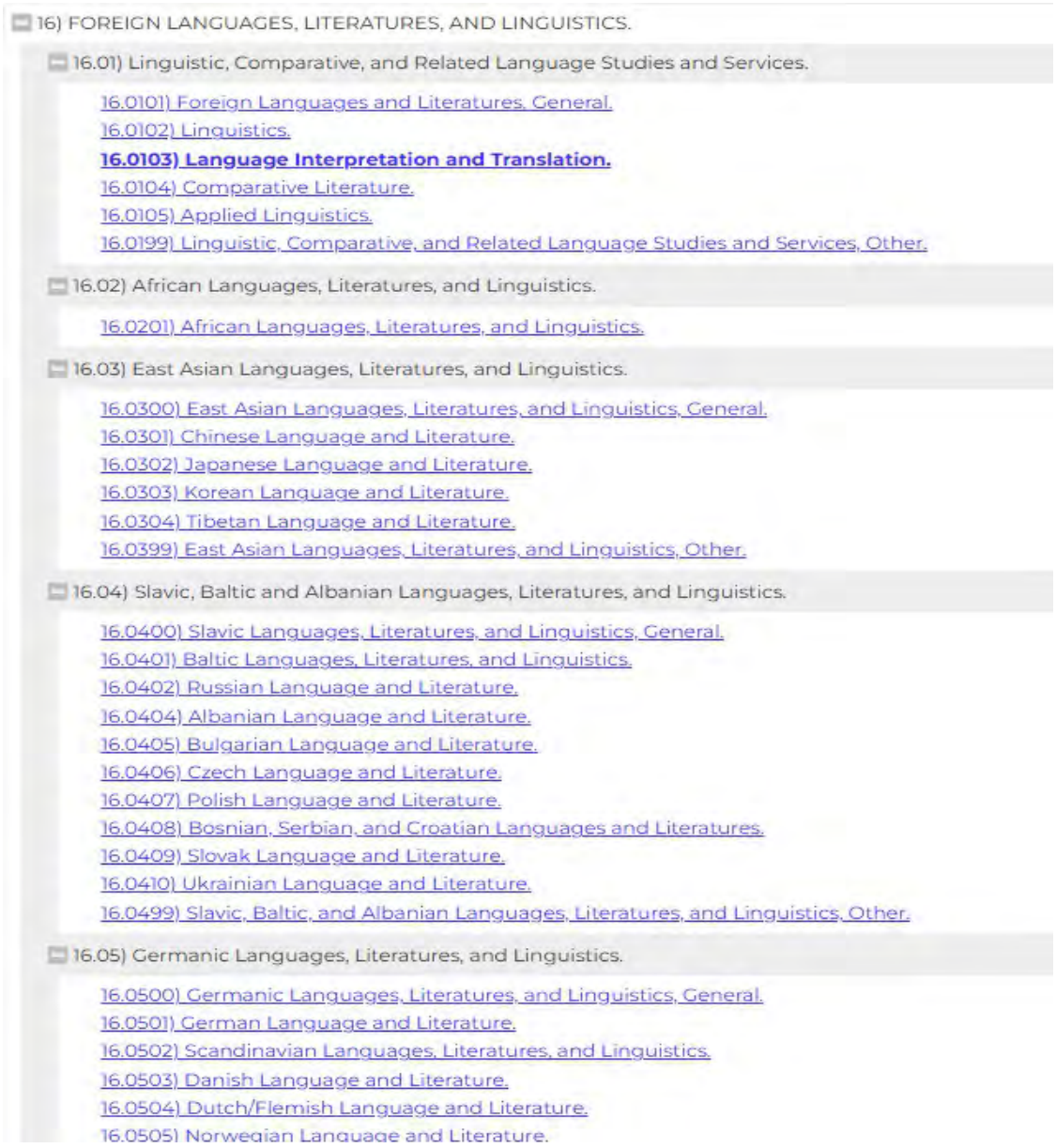
CIP user site

Detail for CIP Code 16.0103

Print

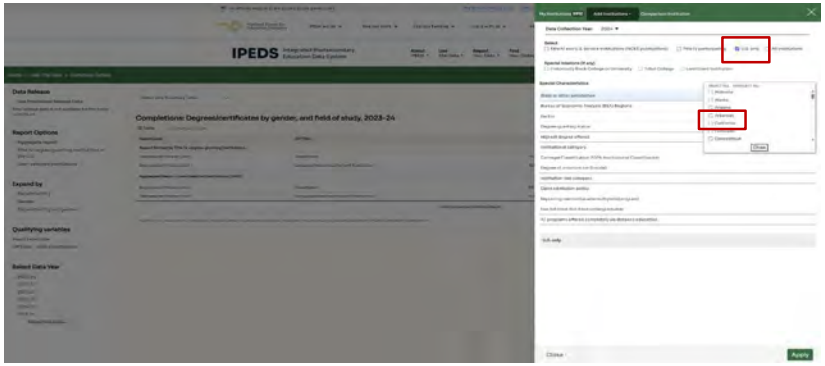
Title: Language Interpretation and Translation.

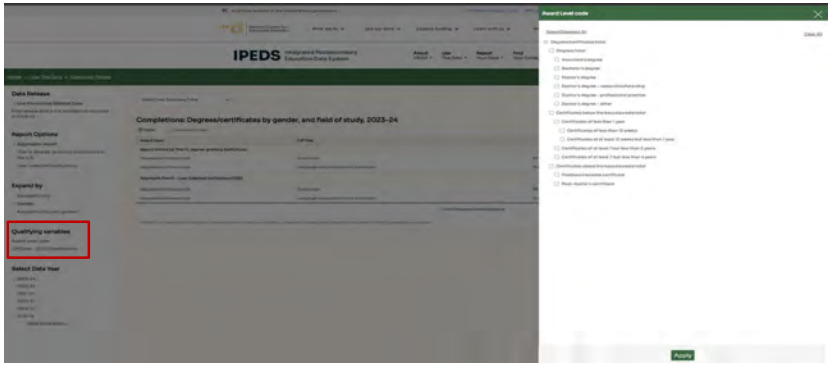
Definition: A program that prepares individuals to be professional interpreters and/or translators o



Trend Generator

This only provides by 2-digit field of study





Degrees/certificates by race/ethnicity, and field of study, 2024

Rpoert Date 7/8/26

Year	US Only Institutions (5912) - Degrees/certificates total	CA Only Institutions (700) - Degrees/certificates total	US Only Institutions (5912) - Bachelor's degree total	CA Only Institutions (700) - Bachelor's degree total	US Only Institutions (5912) - Master's degree total	CA Only Institutions (700) - Master's degree total	US Only Institutions (5912) - Doctor's degree total	CA Only Institutions (700) - Doctor's degree total
2023-24	948	189	68	10	183	69	4	0
2022-23	839	156	50	6	173	68	6	0
2021-22	984	151	48	3	157	53	9	0
2020-21	955	145	44	0	126	45	12	0
2019-20	853	107	52	0	140	59	13	0

Year	Location	Award Level	Count
2023-24	US Only Institutions (5912)	Degrees/certificates total	948
2022-23	US Only Institutions (5912)	Degrees/certificates total	839
2021-22	US Only Institutions (5912)	Degrees/certificates total	984
2020-21	US Only Institutions (5912)	Degrees/certificates total	955
2019-20	US Only Institutions (5912)	Degrees/certificates total	853
2023-24	US Only Institutions (5912)	Bachelor's degree total	68
2022-23	US Only Institutions (5912)	Bachelor's degree total	50
2021-22	US Only Institutions (5912)	Bachelor's degree total	48
2020-21	US Only Institutions (5912)	Bachelor's degree total	44
2019-20	US Only Institutions (5912)	Bachelor's degree total	52
2023-24	US Only Institutions (5912)	Master's degree total	183
2022-23	US Only Institutions (5912)	Master's degree total	173
2021-22	US Only Institutions (5912)	Master's degree total	157
2020-21	US Only Institutions (5912)	Master's degree total	126
2019-20	US Only Institutions (5912)	Master's degree total	140
2023-24	US Only Institutions (5912)	Doctor's degree total	4
2022-23	US Only Institutions (5912)	Doctor's degree total	6
2021-22	US Only Institutions (5912)	Doctor's degree total	9
2020-21	US Only Institutions (5912)	Doctor's degree total	12
2019-20	US Only Institutions (5912)	Doctor's degree total	13
2023-24	CA Only Institutions (700)	Degrees/certificates total	189
2022-23	CA Only Institutions (700)	Degrees/certificates total	156
2021-22	CA Only Institutions (700)	Degrees/certificates total	151
2020-21	CA Only Institutions (700)	Degrees/certificates total	145
2019-20	CA Only Institutions (700)	Degrees/certificates total	107
2023-24	CA Only Institutions (700)	Bachelor's degree total	10
2022-23	CA Only Institutions (700)	Bachelor's degree total	6
2021-22	CA Only Institutions (700)	Bachelor's degree total	3
2020-21	CA Only Institutions (700)	Bachelor's degree total	0
2019-20	CA Only Institutions (700)	Bachelor's degree total	0
2023-24	CA Only Institutions (700)	Master's degree total	69
2022-23	CA Only Institutions (700)	Master's degree total	68
2021-22	CA Only Institutions (700)	Master's degree total	53
2020-21	CA Only Institutions (700)	Master's degree total	45
2019-20	CA Only Institutions (700)	Master's degree total	59
2023-24	CA Only Institutions (700)	Doctor's degree total	0
2022-23	CA Only Institutions (700)	Doctor's degree total	0
2021-22	CA Only Institutions (700)	Doctor's degree total	0
2020-21	CA Only Institutions (700)	Doctor's degree total	0
2019-20	CA Only Institutions (700)	Doctor's degree total	0

UC/CSU Program Duplication Review Rubric

Campus: CSU Long Beach and Sacramento

Reviewer: Christyann Darwent

Date: 10/29/2026

	Little to No Duplication (more dissimilar than not)	**Some or Substantial Duplication** (warrants closer review or more alike than different)	**Insufficient Information**
Title of Projected Doctoral Degree		x (overlap with the professional scope of existing UC clinical, counseling, and school psychology doctorates)	
Degree Designation (e.g. EdD)	x		
Program Description		x (UC programs exist that emphasize clinical practice and evaluation)	The clinical training model needs to be more clearly differentiated from those comparable programs offered by the UC PhDs
Program Learning Outcomes		x (The learning outcomes appear quite similar to those of UC PhD graduates)	
External Program Accreditation (where applicable)		x (APA or NASP accreditation is the same as UC PhDs)	
Required Coursework/Program Structure		x (although the emphasis is clinical practice, the key coursework, practicum, field-based studies, and year-long	

		internships, and culminating dissertation are the same)	
Cumulating Experience/Research Orientation	x (dissertation is an applied evaluation project rather than research orientation)		
Intended occupation of graduates		x (although the report argues that the occupations differ, the evidence provided by the UCs counter that argument)	
Overall Assessment		x	

Relevant UC Campuses/Programs (please list):

1. **Berkeley,** School of Education: PhD in School Psychology
2. **Berkeley,** College of Letters & Science, Department of Psychology: PhD in Clinical Psychology
3. **Irvine**, School of Social Ecology, Department of Psychological Science: PhD in Clinical Psychology
4. **Los Angeles**, College of Life Sciences, Department of Psychology: PhD in Clinical Psychology
5. **Riverside**, School of Education: PhD in School Psychology: School Psychology | School of Education
6. **Santa Barbara**, Gevirtz Graduate School of Education: PhD in Counseling and Clinical Psychology
    - Counseling Psychology Specialization
    - Clinical Psychology Specialization
7. **Santa Barbara**, Gevirtz Graduate School of Education: PhD in School Psychology
8. **San Diego**, School of Medicine, Department of Psychiatry/**SDSU**, College of Sciences, Department of Psychology: PhD in Clinical Psychology

Comments regarding program similarities:

Degree Objective

- **PsyD in Health Service Psychology:** CSU Long Beach and Sacramento
- **PhD in Counseling Psychology:** Santa Barbara
- **PhD in School Psychology:** Berkeley, Riverside, UC Santa Barbara
- **PhD in Clinical Psychology:** Berkeley, Irvine, Los Angeles, San Diego/SDSU, Santa Barbara,

External Program Accreditation

CSU: American Psychological Association (APA) and National Association of School Psychologists (NASP) standards of accreditation.

Counseling Psychology

- Santa Barbara: APA standards of accreditation

School Psychology

- Berkeley: APA, NASP, and California Commission on Teacher Credentialing (CCTC); over the past 10 years 63% attained CA licensure
- Riverside: APA, NASP, CCTC; over past 10 years 43% attained CA licensure
- Santa Barbara: NASP and CCTC standards of accreditation

Clinical Psychology

- Berkeley: Psychological Clinical Science Accreditation System (PCSAS); eligible for APA
- **Irvine:** APA standards of accreditation (new program started in 2021)
- **Los Angeles:** PCSAS; eligible for APA; over past 10 years 86% attained CA licensure
- **San Diego/SDSU:** APA standards of accreditation; over past 10 years 96% attained CA licensure
- **Santa Barbara:** APA standards of accreditation

Based on a review of seven UC programs and one joint UC/CSU program, most graduates pursue APA licensure and work in a variety of positions not just as clinical researchers or in tenure-track faculty positions. They are practicing psychologists at mental health centers, VA hospitals, universities, prison facilities, and K-12 schools.

Program Structure

CSU: Academic preparation in years 1-3 (coursework, practicum and field-based training); doctoral practice project proposal; one full-year of supervised internship practice (1600 hours + professional portfolio); completion of doctoral practice dissertation.

- Estimated time to degree: **4-5 years**

Counseling Psychology

- **Santa Barbara:** Academic preparation in years 1-4 (coursework, practicum and field-based training, doctoral dissertation proposal); one full-year of supervised internship practice (1500 hours); dissertation.
  - Estimated time to degree: **5-6 years**

School Psychology

- **Berkeley:** Academic preparation in years 1-4 (coursework, 2 pre-qualifying papers, written and oral QE, dissertation proposal); one full-year supervised internship practice (1500 hours, including 1200 hours in school setting); dissertation
  - Estimated time to degree: **5-6 years**
- **Riverside:** Academic preparation in years 1-4 (coursework, qualifying oral and written exams, pre-proposal, proposal, practicum and field-based training); one full-year of supervised internship practice (1500 hours); dissertation.
  - Estimated time to degree: **5 years**
- **Santa Barbara:** Academic preparation in years 1-4 (coursework, structured research and fieldwork, 450 hours of practicum in Year 2, pre-dissertation research, QE, doctoral fieldwork in Year 3); one full-year of supervised internship practice (1500 hours); dissertation.
  - Estimated time to degree: **5 years**

Clinical Psychology

- **Berkeley:** Academic preparation in years 1-4 (theory, application, practicum, data collection and analysis of Master's level research; clinical science, master's paper, QE; clinical work, dissertation proposal); one full-year of supervised internship practice (1500 hours); dissertation.
  - Estimated time to degree: **5-6 years**

- **Irvine:** Academic preparation in years 1-5 (coursework, 3 years of clinical practicum in clinical research and human services settings, comprehensive exam, dissertation proposal on original research); one full-year of supervised internship practice (1500 hours); dissertation.
    - Estimated time to degree: **6 years**
- **Los Angeles:** Academic preparation in years 1-4 (coursework, comprehensive oral exam; research and clinical training, comprehensive written exam, dissertation proposal; one full-year of supervised internship at APA approved practice
    - Estimated time to degree: **5-6 years**
- **San Diego/SDSU:** Academic preparation in years 1-3 (coursework at SDSU, clinical practicum at San Diego, expertise in major area of study [behavioral medicine, experimental psychopathology, neuropsychology])
    - Estimated time to degree: **5-6 years**
- **Santa Barbara:** Academic preparation in years 1-4 (coursework, 450 hours of practicum, pre-dissertation research, QE, doctoral fieldwork); one full-year of supervised internship practice (1500 hours); dissertation.
    - Estimated time to degree: **5 years**

For the CSU, the estimated time to degree is one-year shorter than the UC programs, but for the UCs the students receive a Masters *en route* to the PhD. The CSU students should already have a Masters working as professionals before starting the PsyD program. The program structure is similar for the CSU and UC programs, in that all include practicum and/or field-based training, in addition to one full-year of supervised internship practice. All programs require a dissertation proposal and dissertation, but some UCs include QE or comprehensive exams. The major difference is in the type and focus of the coursework, and the type of dissertation project the student would undertake.

Questions or additional information needed (if any).

Please provide a more detailed comparison of coursework, clinical experiences (practicum), competencies, and professional outcomes to establish how this program differs substantially from eight PhD programs at six different UCs.

We value that there is a real and immediate need for more professional psychologists, but we are concerned that these potential new PsyDs are going to be competing for the same

APA accredited full-year internship programs. How do the CSUs propose to address this limiting factor?

Notes:

According to the CSU report, "UC programs are all PhDs offering original research training and graduates who can compete for tenure-track positions in academia" (p. 17). Their purport that their program differs because the focus is on practice-relevant scholarship and consultation, evaluation and applied scholarship, and patient advocacy. They have designed the program to allow for flexibility across specialties of practice ranging from health facilities to schools. They argue that Clinical Psychology PhDs take a scientist-practitioner model of training with a focus on empirical research in faculty labs. In addition, recruitment is not from a pool of Bachelor's student applicants, as is the purported focus of all UC programs. Rather their recruitment focuses on working professionals who already hold a Masters in psychology, counseling, or related fields.

The California State University
OFFICE OF THE CHANCELLOR

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DOCTORAL DEGREE PLANNING RESOURCES

CONCEPTUAL PROPOSAL FOR UC REVIEW OF CSU PROFESSIONAL AND APPLIED DOCTORAL PROGRAMS

CSU Proposed Degree Information, Campus Information, and Contact Information

Title of Projected Doctoral Degree	PsyD in Health Service Psychology
Degree Designation (e.g., EdD)	PsyD, Doctor of Psychology
Proposed CIP Code	42.2899
Projected Implementation Date (1st Cohort Enrolled)	Fall 2028
Campus	California State University Long Beach California State University, Sacramento
College	College of Education
Department	Advanced Studies in Education and Counseling
Key person(s) who can respond promptly during the UC review process	Bita Ghafoori: Bita.Ghafoori@csulb.edu; Anna Ortiz: Anna.Ortiz@csulb.edu; Dina Perrone: Dina.Perrone@csulb.edu; Pei-Fang Hung: Pei-Fang.Hung@csulb.edu; Robert Moushon: Robert.Moushon@csulb.edu;

Curricular and Academic Elements

1. Provide a summary of the purpose for and a description of the proposed doctoral degree, including targeted audience(s).

The proposed Doctor of Psychology (PsyD) in Health Service Psychology is a **professional, applied doctorate** designed to prepare culturally responsive, evidence-based psychologists eligible for licensure in California. The program addresses statewide shortages of licensed psychologists by preparing graduates for community mental health, integrated health care, schools, hospitals, university counseling centers, correctional settings, and private practice.

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The program aligns with the CSU mission by preparing a diverse behavioral health workforce and responding directly to California's public **workforce priorities**. The **target population** includes master's-prepared professionals in psychology and related behavioral health disciplines seeking advanced preparation for independent practice, leadership, consultation, supervision, and program evaluation. Special efforts will be made to recruit working professionals into the program, as upskilling is an essential way to meet the substantial mental health work force needs in California. As described below, delivery strategies that allow flexibility will facilitate meeting this need.

Consistent with professional accreditation requirements, the PsyD program will focus on training in the practice of health service psychology, with an emphasis on evidence-based practice and strong evaluation and use/application of evidence skills. Faculty expertise in practice, evaluation and scholarship will be prioritized over extensive empirical research expertise. The program integrates psychological discipline-specific knowledge, evidence-based practice, multicultural competence, systems-level leadership, and applied scholarship. Graduates will be prepared not only to deliver high-quality psychological services but also to serve as supervisors, consultants, program evaluators, advocates and leaders who advance equity and access to mental health services.

2. Describe how the proposed doctoral curriculum is advanced beyond a master's degree to justify a new professional and/or applied doctorate, distinct from a UC doctoral program.

Table 1: Distinction of PsyD from Master's and PhD programs

Dimension	Master's Degree	Proposed PsyD	UC PhD
Purpose	Master's-level practice: less intensive intervention, limited assessment	Independent psychological practice and supervision	Research and theory development, with the option to practice
Primary Outcome	LPCC or LMFT licensure	Licensed as a Health Service Psychologist	Research or academic career
Training Model	Practitioner	Practitioner-Scholar-Advocate	Scientist-Practitioner
Mission Alignment	Professional preparation	Workforce development	Research and knowledge development

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Admissions Target	Bachelor's degree graduates	Working or Master's level professionals	Bachelor's degree graduates with strong research goals
Curricular Focus	Entry-level mental health practice	Independent psychological practice, with ability to apply evidence	Advanced psychological research & theory, with application to practice
Faculty Qualifications	Master's and doctoral degrees with ability to supervise	Doctoral degrees in psychology with supervision and practice experience	Doctoral degrees with extensive empirical research experience and active research agenda
Culminating Experience	Thesis or project relevant to practice	Doctoral project that demonstrates evidence-based practice expertise	Empirical research that contributes new knowledge to the discipline

The PsyD is significantly advanced beyond a master's degree in several ways. First, the PsyD requires a completion of an integrated sequence of coursework and supervised field experiences, across a minimum of three years of full-time study plus one full year of supervised practice in an internship setting, compared to a master's degree, which can range from 30-60 credits and be accomplished in two years or less. The proposed program is organized and aligned with the standards of accreditation of the American Psychological Association (APA), as well as other relevant accreditors such as National Association of School Psychologists (NASP).

Second, the program will require a doctoral project proposal (presented to a faculty committee) to advance to candidacy, a written product of the doctoral project (culminating experience) that demonstrates the application of evidence-based practice, and an oral defense of the culminating experience. In contrast, a master's degree does not require the application of evidence-based practice training to this degree.

Third, the PsyD will require the completion of all nine competencies established by the American Psychological Association, accompanied by evaluation and confirmation that each student/graduate is able to practice independently. This will ensure that graduates are eligible to sit for the exam for licensure as psychologists in California. Masters degree programs cannot address each of those competencies to the extent necessary for independent practice. Importantly, this includes competency in critical needs areas such as complex psychological evaluation and diagnostic triage, which are outside the competencies trained in master's programs.

The PsyD is distinctly different from UC PhD programs. First, the PsyD has a balanced focus on **practice, evaluation, and applied scholarship**, whereas UC programs have research-oriented

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PhDs focused on basic research aims rather than practice-ready scholarly aims. Note that this distinction is clearly stated by the Standards of Accreditation for the American Psychological Association (p. 9), and the intent of this program is to adhere to the descriptions of the PsyD.

Second, the proposed PsyD degree will be the o**nly doctorate (PsyD or PhD) in CA in Health Service Psychology,** which allows maximum flexibility for students to train across the specialties of professional practice psychology. This will prepare them to function in integrated settings in the state.

Third, the PsyD program will be guided by **faculty who are focused on practice-relevant scholarship,** rather than empirical research, resulting in a significantly different training experience than the PhD programs offered in the UC programs. Faculty-student mentoring relationships will develop around practice and consultation, for example, rather than research labs.

Fourth, the PsyD program will **recruit students from populations of working professionals** and people already holding a master's degree in psychology, counseling, or related fields. This focus on advancing mental health professionals into the high-need, high-impact profession of psychology is consistent with the workforce development mission of the CSU, rather than the knowledge development research mission of the UC. See, for contrast, the following statement from the UCLA Clinical Psychology PhD Program page: *"Admissions decisions are based on applicants' research interests and experiences, …dedication to and suitability for a career as a clinical scientist..."*

Finally, these differences are reflected in the **training model**; the PsyD is unique with its training model that emphasizes practice, scholarship and advocacy, compared to the scientist-practitioner model promoted by the PhD programs in UCs.

It is important to acknowledge that there are some restrictions in differentiation posed by the regulation of the practice of psychology and the use of the term "psychologist." Based on both the accreditation standards of the American Psychological Association and the licensure laws of California, both the PhD and the PsyD must include specific areas of competency and coursework. This can look duplicative, yet the overall training experience and outcomes between these two degree programs are **substantially different.** A review of the psychological literature, for example, demonstrates that PhDs are overwhelmingly represented in the discipline's flagship journals, empirical reports, and grant-funded research projects. In contrast, PsyD's are equivalently represented in practice, training, and professional organization settings. These outcomes clearly demonstrate that the differences in faculty leadership, student body selection, and training models lead to different career paths and different areas of expertise.

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According to the American Psychological Association (APA), by definition, specialties in professional psychology are unique, with specific training requirements and competencies. Therefore, the proposed doctoral degree in Health Service Psychology is unique and sets itself apart from programs that train in only one psychological specialty (i.e., counseling or school psychology). This will be one of only a handful of accredited programs in the country identified as Health Service Psychology, none of which are in CA. Psychological specialties are regulated and supported by the Commission for the Recognition of Specialties and Subspecialties in Professional Psychology (CRSSPP) of the American Psychological Association (APA), The Council of Specialties in Professional Psychology (CoS), and the American Board of Professional Psychology (ABPP). The proposed program will include tracks that are consistent with definitions approved by these groups.

3. Describe the admission criteria for the proposed doctoral degree (including undergraduate preparation).

Applicants for the PsyD program must possess a master's degree in psychology or a closely related field. The PsyD Admissions Committee will consider the breadth and depth of an applicant's foundation of general knowledge of psychology, clinical experience, work experience and research/evaluation experience in granting admission. A review of undergraduate and graduate transcripts will provide an assessment of an applicant's academic preparation and performance. It is strongly recommended that applicants have an undergraduate major or substantial coursework in behavioral sciences (e.g., psychology, sociology, social work), education (or liberal studies), child development, multi-cultural -lingual studies, and/or ethnic studies prior to entering the program. The following courses are especially recommended: general psychology, developmental psychology, research and statistics in behavioral sciences, learning or cognition, social psychology or sociology, multi-cultural and -lingual or culture-focused studies.

The profession of health service psychology requires individual and interpersonal competencies in addition to academic preparation. Interpersonal attributes and skills, particularly communication, demonstrated empathy, and cultural responsiveness (as described in the HSP competencies) are therefore taken into consideration in assessing an individual's qualification for admission.

To apply for this program, the following is required:

- Application form
- Bachelor & master’s degrees (should be in psychology or a related discipline)
- Transcripts
- 2 letters of recommendation
- Personal statement/essay
- CV/resume

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- Clinical and research experience form
- Master's degree course descriptions (optional)
- Interview

Each application will be reviewed by faculty members, who will rate the candidate in four areas of readiness: academic, cross-cultural, interpersonal, and professional. Essays require applicants to demonstrate experience and competencies consistent with the program's emphasis on culturally responsive training in evidence-based practice.

Admission is a two-phase process: (1) completion of the online application portfolio and (2) individual and small group interviews using authentic assessment activities. Successful applicants will demonstrate academic, professional, interpersonal, and cross-cultural readiness for this demanding graduate-professional program. Importantly, factors reviewed for the cross-cultural readiness category include depth and/or breadth of cultural knowledge or experiences; culture-focused or multicultural courses; proficiency in a language in addition to English; cultural immersions, or international study; understanding of systematic racism in educational settings; and focus on Anti-Racist/Anti-Blackness work in the schools.

4. List the proposed doctoral program course and culminating doctoral project descriptions including, as appropriate, a description of qualifying and/or comprehensive exams, professional and/or clinical experiences, practicums, projects, and research.

The PsyD requires the completion of an integrated sequence of coursework, supervised field experiences, and applied evaluation across a minimum of three years of full-time study. The curriculum includes the required content for accreditation by the American Psychological Association Commission on Accreditation: Discipline-Specific Knowledge content that comprises the scientific core of psychology, as well as courses that provide training in all nine competency areas: research; ethical and legal standards; individual and cultural diversity; professional values, attitudes, and behaviors; communication and interpersonal skills; assessment; intervention; supervision ; and consultation and interprofessional/interdisciplinary skills. The courses are listed below in Table 2, and the program sequence of study is shown in Appendix A

Table 2: Proposed Doctoral Program Course List

Foundational and Core Courses	1. Integrated Psychological Foundations: Social & Cultural (3) 2. Integrated Psychological Foundations: Cognition & Affective (3) 3. Integrated Psychological Foundations: Life Span Development & Biological Foundations (includes Human Sexuality licensure requirements) (3)

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	4. Law, Ethics, and Professional Practice in Health Service Psychology (3) 5. Diversity, Advocacy, and Professional Identity in Health Service Psychology (3) 6. Psychometrics & Statistics for Health Service Psychologists (3) 7. Advanced Seminar in Health Service Psychology (1 credit/3 semesters)
Practice and Intervention Courses	8. Advanced Assessment in Health Service Psychology (3) 9. Advanced Intervention in Health Service Psychology (includes Suicide Assessment & Prevention licensure requirement) (3) 10. Evidence-Based Intervention in Health Service Psychology (3) 11. Theory & Models of Consultation & Supervision (3) 12. Consultation, Leadership, and Advocacy in Applied Settings (3) 13. Assessment and Treatment of Trauma and Abuse in Families and Vulnerable Populations (3) 14. Substance Use Assessment and Interventions (3)
Practicum and Field-Based Training	15. Practicum in Health Service Psychology I (3) 16. Practicum in Health Service Psychology II (3) 17. Practicum in Health Service Psychology III (3) 18. Practicum in Health Service Psychology IV (3) 19. Externship in Health Service Psychology I (3) 20. Externship in Health Service Psychology II (3) 21. Practicum in Supervision, Leadership, and Advocacy (3) 22. Doctoral Internship in Health Service Psychology (18)
Culminating Experience	23. Doctoral Practice Project Proposal (3) 24. Doctoral Practice Project (9)

In the final year of the program, students must complete a 1,600-hour internship in a qualified setting, such as a community mental health agency, medical center, university counseling center or public school, and engage in the development of a culminating professional portfolio. Finally, a doctoral qualifying examination, a written product of the culminating experience and an oral defense of the culminating experience are required.

5. Describe the proposed culminating doctoral experience (doctoral dissertation, doctoral project, or doctoral capstone).

The doctoral practice project (DPP) for the PsyD in Health Service Psychology is an original, applied intervention evaluation project that contributes to the applied intervention evaluation

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literature in health service psychology. This is distinct from an original research project for a PhD degree. No earlier than midway through the second year, the student will propose a DPP project and defend it to a faculty committee. Upon successful completion of this proposal (i.e., approved by committee), the student will be a doctoral candidate. The DPP will be completed, written, and successfully defended to a faculty committee to complete the degree.

6. List the program learning outcomes for the proposed doctoral degree.

The program will be designed to be consistent with accreditation requirements, training students to be competent in nine competency areas of health service psychology (described below) and to meet the requirement of Psychologist licensure in California. The program will emphasize three overarching outcomes.

a. **Clinical competence.** Students will undergo extensive clinical training to ensure they are prepared to deliver evidence-based health service psychology services. This practical training involves supervised practicum experiences and internships across various settings.
b. **Cultural responsiveness.** The program integrates knowledge, skills, and competencies in cultural and cross-cultural understanding throughout the curriculum. Students will be better prepared to work with and effectively support diverse populations, acknowledging and addressing the socio-cultural factors that influence mental health.
c. **Ethical competence.** Ethical decision-making and sensitivity will be integrated throughout the curriculum. Training will include knowledge and analysis of the American Psychological Association's (APA) ethical guidelines, which prepare students to maintain professional integrity and accountability.

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To meet these overarching outcomes, the following learning objectives will be met:

Competency /Knowledge Base	Doctoral Learning Objective
Psychological Foundations	● Demonstrate advanced knowledge of human development, learning theory, and biological, cognitive, social, and cultural influences on behavior. ● Integrate theory and research to conceptualize behaviors across ecological systems.
Ethics, Legal Standards, and Professional Practice	● Apply the ethical standards of the American Psychological Association and California state ethical and legal standards to professional practice. ● Demonstrate reflective decision-making, cultural humility, and professional accountability in complex educational settings.
Individual and Cultural Diversity	● Demonstrate advanced cultural responsiveness in assessment, intervention, and consultation. ● Address systemic barriers, promote equity, and support diverse populations, including multilingual learners and persons with disabilities. ● Demonstrate an understanding of how one's own cultural background impacts interactions with diverse others
Professional values, attitudes and behaviors	● Behave in ways that reflect the values and attitudes of psychology, including integrity and concern for the welfare of others ● Engage in self-reflection regarding personal and professional functioning; engage in activities to improve performance. ● Actively seek and demonstrate responsiveness to supervision.
Communication and interpersonal skills	● Develop and maintain effective relationships with a wide range of individuals. ● Produce and comprehend oral, nonverbal, and written communications that are informative and professional.
Assessment	● Conduct advanced psychological assessments (cognitive, academic, behavioral, social–emotional, neuropsychological). ● Use multiple data sources to guide evidence-based recommendations and intervention planning. ● Communicate assessment results clearly to diverse audiences (consumers, professionals, families and others)
Intervention	● Provide health service psychological interventions, counseling, crisis response, and therapeutic services utilizing evidence-based practices. ● Establish and maintain effective working relationships with diverse clients ● Evaluate intervention effectiveness and adapt treatment as needed.

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Supervision	● Demonstrate knowledge of evidence-based supervision models and practices. ● Provide supervision for graduate-level trainees using evidence-based supervision models.
Consultation	● Demonstrate knowledge of consultation models and practices. ● Demonstrated ability to apply models and practice with other colleagues.
Evaluation, scholarly inquiry and evidence-based application	● Critically evaluate empirical literature and apply it to practice. ● Analyze and apply psychological research to the evaluation of assessment and intervention strategies. ● Able to complete scholarly activities that are of sufficient quality and rigor to demonstrate expertise in evidence-based practice.

7. Describe the infrastructure required for this proposed doctoral program.

We would seek accreditation by the American Psychological Association's (APA) Commission on Accreditation (CoA). The CoA "reviews doctoral programs in psychology that provide broad and general training in scientific psychology and in the foundations of practice in health service psychology. Practice areas include clinical psychology, counseling psychology, school psychology, and other developed practice areas." Consistent with the Standards of Accreditation for

Health Service Psychology, there are minimum expectations for the program context and resources. CSULB has the program administration, faculty with appropriate education and credentials, training opportunities, training materials and equipment, and physical facilities for the doctoral program.

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Appendix A:

1. **Doctoral Program Roadmap: Provide a doctoral program roadmap serving as a visual representation of the pathway by term of program requirements, including the sequence of completing courses and any offsite, internship, and/or culminating requirements; and the total units per term and total overall units for the program.**

Proposed 4-Year Sequence of Study

Year	Fall	Spring	Summer	Total Credits
1	Integrated Psychological Foundations: Social & Cultural | Law, Ethics, and Professional Practice in Health Service Psychology | Advanced Seminar in Health Service Psychology | Practicum in Health Service Psychology I 10 credits	Integrated Psychological Foundations: Cognition & Affective | Diversity, Advocacy, and Professional Identity in Health Service Psychology | Psychometrics & Statistics for Health Service Psychologists | Practicum in Health Service Psychology II 12 credits	Integrated Psychological Foundations: Life Span Development & Biological Foundations | Assessment and Treatment of Trauma and Abuse in Families and Vulnerable Populations 6 credits	28
2	Advanced Assessment in Health Service Psychology | Theory & Models of Consultation & Supervision | Practicum in Health Service Psychology III 9 credits	Advanced Intervention in Health Service Psychology | Evidence-Based Intervention in Health Service Psychology | Consultation, Leadership, and Advocacy in Applied Settings | Practicum in Health Service Psychology IV 12 credits	Advanced Seminar in Health Service Psychology| Substance Use Assessment & Intervention 4 credits	25
3	Externship in Health Service Psychology I | Practicum in Supervision, Leadership, and Advocacy | Doctoral Practice Project Proposal 9 credits	Externship in Health Service Psychology II | Advanced Seminar in Health Service Psychology | Doctoral Practice Project 7 credits	Doctoral Practice Project 3 credits	19
4	Doctoral Internship in Health Service Psychology | Doctoral Practice Project 12 credits	Doctoral Internship in Health Service Psychology 9 credits	—	21 **TOTAL = 93 credits**

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2. Postgraduate Professional Job Objectives

a. Describe relevant statewide workforce demands for the proposed doctoral program.

California has a substantial and well-documented need for additional doctoral-level mental health professionals, particularly psychologists prepared to serve diverse communities across schools, community mental health agencies, integrated healthcare systems, medical centers, correctional and public-serving systems, and other high-need settings. **The proposed PsyD in Health Service Psychology responds directly to this statewide demand** by preparing culturally responsive, multilingual, practice-ready psychologists for licensure, advanced clinical service, supervision, consultation, prevention, program evaluation, and systems-level leadership.

The workforce need is both broad and geographically distributed. California's Department of Health Care Access and Information (https://hcai.ca.gov/visualizations/supply-and-demand-modeling-for-californias-behavioral-health-workforce/#visualization) projects behavioral health **workforce shortages across all 58 counties, with a gap of 42% between supply and demand by 2030.** This is a shortage of **67,830 FTE** positions to serve the state. Only six counties will have a need gap of less than 25%. These shortages are especially concerning for non-prescribing licensed clinicians, a workforce category that includes the types of advanced behavioral health professionals needed to deliver psychotherapy, assessment, consultation, supervision, and systems-level care. Federal Mental Health Professional Shortage Area designations further demonstrate that many California communities lack adequate access to mental health providers, including rural communities, low-income populations, Medicaid-serving systems, and public institutions.

The proposed PsyD is responsive to this need because independent practice as a psychologist requires doctoral-level preparation. **California's behavioral health system needs professionals who can do more than provide entry-level counseling services.** It needs doctoral-level psychologists who are prepared to assess complex clinical presentations, deliver evidence-based interventions, supervise and train other providers, consult with schools and agencies, lead interdisciplinary teams, evaluate programs, and improve service systems. A PsyD in Health Service Psychology is therefore directly aligned with workforce roles that require preparation beyond the master's level.

The need is especially urgent in school- and community-based systems. California's children, youth, families, and adults increasingly require mental health services that are culturally responsive, linguistically accessible, trauma-informed, developmentally appropriate, and integrated across educational, healthcare, and community settings. The proposed program's emphasis on multicultural and multilingual competence, trauma-informed practice, school and community mental health, prevention, advocacy, and applied systems improvement directly

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addresses these needs. Graduates will be prepared to serve not only as direct service providers but also as leaders who improve access, quality, and equity in behavioral health services.

The PsyD program addresses a workforce gap that is not fully met by existing research-oriented doctoral programs. While PhD programs play an essential role in preparing psychological scientists and academic researchers, they are designed to admit very small cohorts of students each year who focus as much on research and empirical inquiry as they do clinical skills development. California also needs professional psychologists whose primary preparation is for applied practice, clinical leadership, supervision, consultation, and workforce expansion. **The proposed PsyD is designed to prepare advanced practitioners and practitioner-leaders who can move directly into California's behavioral health workforce** and strengthen service capacity in underserved schools, community agencies, integrated care settings, and public-serving systems.

The program's structure further supports workforce development. By recruiting students with prior graduate preparation or professional experience and by emphasizing applied doctoral training, **the program can help advance current behavioral health professionals into doctoral-level roles.** Its curriculum will develop competencies in assessment, diagnosis, intervention, consultation, supervision, ethics, cultural responsiveness, applied research, program evaluation, and leadership. **The culminating DPP will focus on real-world problems of practice,** such as intervention implementation, program evaluation, quality improvement, or systems change, thereby ensuring that doctoral training produces measurable benefits for California service systems.

The return on investment for the state will be evaluated through workforce-centered outcomes, including student retention and completion, internship placement, licensure attainment, employment in California, service in shortage areas, leadership advancement, employer satisfaction, and contributions to expanded service capacity in schools, community agencies, healthcare settings, and other public-serving systems. In this way, the proposed PsyD directly advances the CSU mission by preparing educated, responsible, and highly skilled professionals to meet California's urgent behavioral health workforce needs.

b. Describe employment opportunities for the proposed doctoral program.

Based on the shortages described above, **which are 67,830 FTE short of the needs in California,** there are numerous employment opportunities in a wide variety of settings across the state:

- Public K-12 school districts, especially under-resourced and rural districts. There is a major shortage of qualified mental health specialists in many California districts (especially rural, inland, and Central Valley). Graduates will likely have many opportunities, and districts may value candidates with advanced doctoral-level training.

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- Behavioral-Health Services & Community Clinics: Because the shortage extends beyond schools to general behavioral-health provision (therapy, counseling, mental health services), PsyD graduates could serve in community clinics, county mental-health agencies, nonprofit behavioral-health centers, or private practice, particularly in regions lacking access to mental health care.
- Telehealth / Tele-school Psychology Services: Given the rural provider shortage, telepractice is increasingly recognized as a viable option for delivering school psychological services across geographical distance. Graduates could help fill rural gaps via telehealth.
- Special Education and SEL / Mental Health Programs: With increasing awareness of students' social-emotional needs, trauma, neurodiversity, and mental health, especially post-COVID, there will be demand for psychologists trained to provide assessment, intervention, consultation, and SEL/behavioral support (both individual and systems-level).
- District & County Behavioral-Health Initiatives: Many counties are seeking to expand their behavioral health workforce through state and federal funding efforts. A doctoral-level psychologist could work in county initiatives, mental-health agencies, or joint school-county collaborations.
- Program Development, Leadership & Advocacy Roles: As districts and state agencies expand behavioral health in schools and community settings, there will be room for psychologists to lead program development, implement evidence-based interventions, evaluate outcomes, and conduct applied research, roles that a PsyD is well-suited for.
- Alternative / Private Practice & Independent Psychological Services: For graduates who obtain licensure, there may be opportunities in private practice, early intervention agencies, independent assessments (learning, neuropsych, counseling), and even private schools, especially where demand outstrips supply.

c. If applicable, describe the national or state-wide professional accreditation/certified licensure(s) and how the accreditation/licensure(s) will be aligned to the proposed doctoral degree title.

The proposed PsyD program is organized and aligned with the standards of accreditation of the American Psychological Association (APA)and California licensure standards.

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3. **Analysis of potential UC duplicate doctoral degree programs.** Complete the table below.

Title of CSU Proposed Doctoral Program:

UC Campus	Degree Duplication (Yes/Potential/ No)	UC Degree Title and Designation	Website(s) reviewed and date accessed
Berkeley	No	PhD in School Psychology; PhD in Clinical Psychology	https://bse.berkeley.edu/professional-programs/school-psychology 4/15/25; 7/14/25; *Note: School Psychology Admissions are currently frozen*
Davis	NA		
Irvine	No	PhD in Clinical Psychology	https://ps.soceco.uci.edu/pages/clinical-psychology-department-psychology
Los Angeles	No	PhD in Clinical Psychology	https://www.psych.ucla.edu/graduate/areas-of-study/clinical-psychology/
Merced	NA		
River-side	No	PhD in School Psychology	https://education.ucr.edu/doctoral/school-psychology 4/15/25; 7/14/25
Santa Barbara	No	PhD in School Psychology PhD in Clinical/Counseling	https://education.ucsb.edu/academic-programs/dept-of-counseling-clinical-school-psychology/grad-programs/school-psychology%20-phd-program

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		Psychology	https://education.ucsb.edu/academic-programs/dept-of-counseling-clinical-school-psychology/grad-programs/counseling-clinical-phd-program 4/15/25; 7/14/25
Santa Cruz	NA		
San Diego	No	Clinical Psychology (joint with SDSU)	
San Francisco	NA		

Provide a summary of your analysis.

Distinctiveness: PsyD in Health Service Psychology:

The proposed PsyD in Health Service Psychology is a unique, one-of-a-kind program with three interrelated distinctives:

1. combined and integrated training appropriate for health service psychology;
2. commitment to training diverse, multicultural, and multilingual psychologists within a practitioner-scholar-advocate model; and,
3. commitment to training graduates who will be leader-advocates and serve California communities through their applied scholarship, practice, and service.

In CA, there are zero health service psychology doctoral programs. The only known such accredited program is in Texas.

The CSU PsyD graduates will have unique competencies to provide broad mental health services, counseling, and advocacy that span early childhood (pre-K) to adulthood (college and beyond) through aging and end of life.

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Comparison to Related UC Programs:

There are zero similar programs offered at the UCs. There are three that are somewhat related, however, which may be confusing to those unfamiliar with professional psychology training. The table below depicts major comparisons with related UC programs.

The first significant difference is the degree obtained. CSU Long Beach will offer a PsyD (Doctor of Psychology), which is an applied practice-doctorate similar to a PharmD or DDS. The major training emphasis is practice, not research. Graduates with a PsyD will not be competitive for tenure-track academic positions, rather, they may be more likely to obtain practice-oriented jobs in academia, such as clinic director or field experience director. These positions typically require a licensed individual who has specialized training in both counseling psychology and school psychology (i.e., holds a PPS credential) to enable them to work in school settings (which is a unique feature of our program). In sharp contrast, UC programs are all PhDs offering original research training and graduates who can compete for tenure-track positions in academia. It is important to note that **different students, with different preparation pathways and career goals, will be recruited into the PsyD program.**

Second, the CSU Long Beach PsyD training and brand is one-of-a-kind in CA and the country. To clarify potential confusion, **UCSB** does have a combined Clinical and Counseling Psychology PhD program. However, their program clearly communicates goals and outcomes **substantially different** from this workforce development and service-oriented PsyD. Specifically, UCSB's program page states: *"The program's primary goal is to train students who are interested in academic and research positions; a secondary goal is to prepare psychological service providers who will exercise influence on professional psychology through teaching, research, and leadership."* Addressing the critical workforce shortage in California's behavioral health system is not addressed in this goal.

Three UCs do have a School Psychology only PhD (UCSB, Berkeley, and Riverside). There are also three accredited PhD programs in Clinical Psychology: Berkeley, Irvine, and Los Angeles, as well as a joint PhD Clinical Program with San Diego State/UC San Diego. However, their graduate outcomes and training approaches contrast sharply with those of the proposed PsyD program, as summarized below.

PhD in School Psychology

University	Proposed HSP PsyD Degree	UC Berkeley	UCSB	UCR

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Degree	PsyD	PhD	PhD	PhD
Training model	Practitioner-**Scholar - Advocate**	Scientist-Practitioner	Scientist-Practitioner	Scientist-Practitioner
Primary aims	**Practitioners and supervisors** in psychology and mental health, seeking to serve high-need communities and to reduce health disparities.	Researchers, professors, practitioners	Researchers, professors, practitioners	Researchers, professors, practitioners

PhD in Clinical Psychology

University	Proposed HSP PsyD Degree	UC Berkeley	UC Irvine	UCLA
Degree	PsyD	PhD	PhD	PhD
Training model	Practitioner-**Scholar - Advocate**	Clinical Scientist	Clinical Scientist	Clinical Scientist
Primary aims	**Practitioners and supervisors** in psychology and mental health, seeking to serve high-need communities and to reduce health disparities.	Producing and applying scientific knowledge to the assessment, understanding, and amelioration of human problems.	The clinical area will lead the search for new knowledge in assessment, understanding, prevention, and treatment of psychological disorders…	Our faculty and graduate students promote critical thinking, innovation, and discovery, and strive to be leaders in their field, engaging in and influencing research, practice, policy, and education.

Date: October 29, 2026

To: Coordinating Committee on Graduate Affairs

From: Council of Graduate Deans

Subject: Review of California State University Doctoral Degree Program Proposals

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Thank you for inviting our feedback. We welcome the possibility of professional doctoral degrees offered by Cal State campuses. Such degrees may complement the offerings from the UC campuses and thus, meet demands in areas separate from those covered by the UC system.

We have evaluated the materials and considered the following questions:

1. Does each proposal fully address each element?
2. Are there overlaps with existing UC programs that raise concern about the proposal moving forward?

Under AB 656, our charge is to determine if a proposal duplicates an existing UC doctoral program (question #2). We have also shared concerns about other aspects, such as demand, curriculum, or infrastructure, and we do so in response to the query about the quality of the proposals themselves (question #1). We offer this holistic feedback to help strengthen the proposals and acknowledge that some of our feedback does not constitute strict grounds for objection per AB 656.

As a whole, the submitted proposals put forth a narrative that PhDs from UC campuses focus on academic and research careers. This is not an appropriate impression of doctoral education in the UC system because the career paths vary widely, with a significant portion of graduates entering industry and other applied sectors. Throughout the proposals, there are also repeated claims that UC doctoral education focuses on theoretical underpinnings while a Cal State doctoral program would focus on applied learning. This distinction is also not accurate and alone does not justify a Cal State doctoral program. Nonetheless, we appreciate the goals to offer as many educational opportunities as possible for learners within and outside of California and hope our feedback can be useful.

For five of the six CSU proposals**,** the response from the 10 UC campuses was not unanimous*,* and there was overlap between the proposed programs with at least three UC PhD programs and/or UC joint doctoral programs (JDPs). While not specifically asked, we note that in limited cases, the UC campus had no major objection despite the overlap because of the competitive nature of the UC PhD programs and high demand for training in the discipline. For all proposals, we offer feedback to share the concerns from the UC campuses where overlap was identified as well as provide more holistic feedback about the proposals themselves.

CSULB Doctor in Translation and Interpreting (DTI) - resubmission from last cycle
Consensus was not reached. We acknowledge that some of our previous comments have been addressed. However, some UCs expressed that the proposal requires further attention and resolution. The proposal generally compares itself to UC literature programs rather than linguistics programs which might mask some duplication. Many linguistics programs include some level of emphasis on cultural contexts and applied technologies, including machine learning. Additionally, the proposed study of translation and cognition, corpus methods, and research intersects with UCLA Comparative Literature and Linguistics. Fuller course descriptions and a more specific comparison of doctoral learning outcomes are needed to determine whether these intersections amount to substantive duplication. Finally, the proposal does not make a convincing case that a doctoral degree is needed to fill the needs in the job market.

CSULB Doctor of Psychology (PsyD) in Health Service Psychology
Consensus was not reached. While this proposal includes extensive clinical training that might distinguish it from traditional research-based PhD programs, there is substantial overlap with programs in the UCs. For example, the UCLA program in Clinical Psychology as well as the SDSU-UC San Diego Joint Doctoral Program in Clinical Psychology have similar goals and training as this proposal. A more detailed comparison of competencies and training outcomes is needed to establish how the proposed program differs beyond its stronger practice emphasis, while recognizing that some common requirements arise from accreditation and licensure. Additionally, more concrete information is needed on clinical placement capacity, supervision, and internship infrastructure. Finally, the term “Health Service Psychology” for the program title may be confusing to the public given that Health Service Psychology is the umbrella term for three disciplines in psychology (Counseling, Clinical, and School Psychology).

SDSU Doctor of Engineering (DEng) in Civil Engineering
Consensus was not reached. This proposal does not satisfactorily distinguish the DEng from a PhD, and overlap was identified with some UC PhD programs. There is a description of innovative research as part of the DEng, which leads to strong overlap with PhD programs. The claim that the PhD is typically limited to careers in academics and research is narrow. There are other issues. For example, the dissertation itself is described in a manner similar to a PhD dissertation, an industry committee member is optional, and no required course covers leadership. These issues lead the DEng to be similar to several PhD programs. As minor notes, the unit totals in the roadmap do not add up and there is an inconsistency that the qualifying assessment is placed in Year 2 in one place of the proposal and Year 3 in another portion. Additionally, there is an existing SDSU-UC San Diego JDP in engineering, including in structural engineering, as well as a standalone structural engineering program at UCSD; while the specific topics are not identical, this proposal from SDSU should more clearly distinguish itself from these similar, existing programs in the same city.

SDSU Doctor of Science (DSc) in Chemical Biotechnology and Biopharmaceutical Sciences - resubmission from last cycle

Consensus was not reached. We acknowledge that some of our previous comments have been addressed. However, we believe the proposal requires further attention. The required industry engagement, professional coursework, and industry participation on dissertation committees attempt to differentiate it from PhD degrees. Unfortunately, these features do not sufficiently distinguish the proposed degree from existing UC doctoral programs. For example, the required curriculum considers the regulatory affairs courses as electives, and no intellectual property or commercialization course appears in the roadmap.Instead, the scientific curriculum and substantial original research overlap with multiple existing UC doctoral programs, including a joint doctoral program, across pharmaceutical sciences, pharmacology, chemistry and chemical biology, drug development and discovery, computational approaches, molecular science, and translational research. Examples of relevant comparators include UCLA Molecular and Medical Pharmacology; UCSF Pharmaceutical Sciences & Pharmacogenomics (PSPG) and Chemistry & Chemical Biology (CCB); and the SDSU–UC San Diego JDP in Chemistry, which will share some of the same curriculum. Collectively, these programs demonstrate substantial overlap in the proposed degree's underlying scientific content and research training. Taken together, these similarities raise concerns that the proposed DSc is differentiated primarily by its industry-facing structure and professional preparation rather than by sufficiently distinct scientific content, research training, or doctoral objectives. A more specific comparison of scientific training, research expectations, and doctoral outcomes is needed to establish sufficient distinction. The industry-focused requirements are notable, but they do not resolve the substantial overlap in the underlying scientific curriculum and doctoral research.

CSUSM Doctor of Business Administration (DBA)

Consensus was not reached. This proposal stands out in that the overlap with existing UC PhD programs is minimal, but significant concerns about the proposed doctorate remain. In the proposal, the nonduplication discussion concentrates on UC PhD programs, but many of the proposed professional outcomes are closer to those of MBA and specialized management master's programs in the UC system. One concern is whether the proposal establishes a distinct educational contribution and unmet need beyond what existing MBA and professional master's programs already provide. Applicants must already hold a master's degree and have substantial professional experience, so we would not assume that this is a direct substitute for a first MBA. However, the question is, what additional educational value does this doctorate provide beyond that prior preparation, and why is a doctoral degree (rather than existing professional or executive education) needed? A revised proposal should include a clearer doctoral standard, a substantive comparison with existing professional master's programs, and stronger evidence of an unmet need for this additional degree. The latter point is especially important because evidence of unmet demand is not persuasive.

CSUSB Doctor of Public Administration (DPA)

No major concern, we suggest this proposal move forward. While there was minimal concern about overlap between a UC PhD and this proposal, we would like to offer feedback. In general, this proposal was repetitive and light on details. For example, the curriculum identifies broad areas and phases of study but should provide specific doctoral course descriptions and

explain how coursework adapted from existing graduate offerings will meet doctoral expectations. With these clarifications, this proposal can be strengthened.