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| The tokyo bureau presents |
| NJCU’s Global Partner for Its Doctoral Degree in Educational Technology Leadership: |
| Phase 2 |
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Explication of Criteria

Before making any decisions of increasing the rigor of the selection process in choosing two foreign tertiary institutions with whom NJCU could partner from ten, the criteria this bureau used to wield said rigor should ideally be disclosed.   The five main areas of concern are: (1) the ability of the prospective institution to speak English, (2) its online infrastructure, (3) the percentage of its faculty who hold advanced degrees, (4) the institution’s current business partnerships and affiliations, and (5) whether or not it has a doctoral program for its Educational Technology or Education Departments.  This last component was crucial in the bureau’s ultimate decision as to which would be the two tertiary schools with whom the Educational Technology Department at New Jersey City University could partner, which will be expounded upon after all preceding components’ rationales for inclusion have been explained.

Briefly stated, with the advent and proliferation of online and mobile technologies, the ability to speak English does carry something greater than merely “a little cachet” especially in the realm of education; to speak of communication in global terms, although apps such as Google Translate do a startlingly adequate job of translation, to rely solely on apps such as these could potentially be a limiting and time-consuming endeavor.  Education of the virtually and real-world varieties are normatively and ideally expanding experiences for people, so it is students’ choices in terms of where to learn should not be narrowed by default to their native language.  That English is one of the only two official languages spoken within United Nations is no accident—for the purposes of this project, the Tokyo bureau wishes to parlay the status quo of the “universality” of languages such as English into the greatest possible benefit for learners who wish to move into a terminal degree in Educational Technology.

As the Ed.D. from NJCU is a mostly online process, it would be crucial in an online distance learning program whose terminus is a doctorate to have the necessary technology already implemented, in this case broadband Internet access.  The connected component of online access allows for participants to engage more fully in their learning experience and to move from the fringes of legitimate peripheral participation (perhaps at the graduate level) to full participation (doctoral, real-world career in Educational Technology) (Lave & Wenger, 1991).

To this end, as learners move from legitimate peripheral participation to full participation, they need those with the knowledge, skills, and experience within the field of Educational Technology (“old timers”) to impart these to newcomers so that the cycle and the field of learning and teaching themselves may continue to grow and flower as current technologies are outmoded and obsolesced by newer ones.  As of this writing it remains unclear how precisely new technologies will alter the course of teaching and of learning at all levels; nonetheless, to have a constant influx of newcomers into the field who hold advanced degrees and whose ideas are just as fresh, and whose problems correlate and are reflective of those in the real-world (i.e., primary, elementary, secondary, and undergraduate learners) is not only essential in maintaining the authenticity and the need of an Educational Technology terminal degree, but is exactly half of the paradigm of communities of practice whereby all learners both learn and teach.  That a terminal degree connotes and confers a caliber of status is a fairly inarguable point.

Yet another obvious and important observation, and one that was penultimate in importance to the doctoral program status of the prospective institution for partnership, is that the experiential body of any college or university regarding its current spate of business connections, partnerships, and affiliations will most likely be indicative of its receptiveness to a possible collaboration with NJCU.  Moreover, its successes might be married to those of New Jersey City University, and both institutions could learn some transformative methods (in the fields of Educational Technology, business, and beyond) from one another about how to better serve its respective students and communities.

The decision that guided this bureau hand the most is without doubt one that would be the most reciprocal benefit to both parties and where each would reap a greater level of success (as defined by boosting enrollment and creating foreign affiliates in an esprit de corps within and toward the field and the institution); to wit, partnering with a university that has an Education or an Educational Technology department, but not a doctoral program, is only one of the incentives, though perhaps the most obvious one, that NJCU has to offer a foreign partner.  Though there are many secondary reasons for a foreign school to create such an affiliate in New Jersey City University, that NJCU has the capability to confer a terminal degree upon the graduates of its Educational Technology Department is all the future of respective learners will need that the fields of Education and Educational Technology should be seeded with master-learners and master-teachers alike.

Application of Criteria (within Tokyo Bureau)

The members of the Tokyo bureau met, collaborated, and corresponded several times throughout the duration of the proposal-creation period using Google Hangouts, Google Gmail, and Google Drive.  While the first order of the bureau remained establishing the criteria by which it was going to investigate the higher learning institutions of the countries assigned it, it was not until the essence of the criteria had become salient through the last and final criterion when this became the driving factor both in selecting schools with whom to partner and in whittling down the bureau’s original ten selections to the two presented here for consideration (The University of Tokyo in Japan and Chung-Ang University in Korea).

Initially, bureau members were primarily concerned with two components: the percentage of faculty with advanced degrees and the entrepreneurial connections of the prospective institutions.  It was only when all ten colleges and universities were collated into a Google Spreadsheet using the criteria to lay all candidate-schools side-by-side that it was more than apparent whether or not the prospective school had a terminal degree in Educational Technology that would be the main differentiator between realistic partnerships and unrealistic partnerships.  More to the point, it was observed in a collective eureka moment during a Google Hangout on October 18, 2013, that there remained little likelihood that an institution which already offered a doctorate in Educational Technology would find usefulness in partnering with a twin thousands of miles away where only the culture and (possibly) the climate were very different from each other.

Conversely, however, a lack of a doctoral program in the same field would give New Jersey City University a unique advantage with any prospective foreign partner as NJCU’s program is mostly online and is comprised of cohort members who, for the greater part, are already working in diverse capacities within the field of Educational Technology.  Thus, not only can the program confer a terminal degree in the field, and not only are its faculty among the top notch within the field, but its first cohort of doctoral candidates can also share their own developing expertise regarding best-practices within Educational Technology.

As the Tokyo Bureau created the criteria and the rubric with which to carry out the selection of prospective partner-schools, it was decided that each of the bureau members should focus on the nucleus of countries that would yield the greatest amount of likely candidates.  To this end, the countries of Australia, China, Korea, and Japan would become the prime investigative goals for discovering academic institutions where English was commonly spoken, where there was an already-established online infrastructure, where there would be the greatest number of faculty members with advanced degrees, where there were pre-existing business partnerships, and where there was a need for a doctoral program in Educational Technology.

Application of Criteria (Australia)

An initial scan was done of Colleges and Universities in the region defined by the Times as “Oceania” for institutions that offered Masters-level programs of study in Educational Technology, Instructional Technology or Educational Leadership (Times, 2013). In addition to formal and traditional sources, less formal online media outlets such as the Hypermedia Studies Blog, Kapil Bhatia’s Blog, and Tony Bates’s Blog proved to be invaluable resources.

Three universities in Australia were identified as having appropriate graduate programs, and all were highly ranked in the Times Higher Education *World University Rankings*. The three Australian universities selected were: University of Melbourne, University of Sydney, and University of Western Australia.

The University of Melbourne offers a Master of Instructional Leadership degree. Although not specifically related to educational technology, the leadership component of this degree seemed to make it a good fit for students who might want to move on to the Ed.D. in Educational Technology Leadership at New Jersey City University (NJCU). The institution is no stranger to online coursework and offers many courses via distance education. They currently use Blackboard Learn 9.1 as their course management system, just like NJCU. Their network infrastructure is robust. Wireless network coverage is available in selected areas at various campuses. The University of Melbourne “… has the largest inbound and outbound student exchange program in Australia, with over 140 exchange partners from 37 countries…” and “...maintains over 200 agreements for academic cooperation and exchange with leading universities around the globe” according to their website, so ostensibly they are open to partnerships.

The percentage of faculty members holding advanced degrees is a criterion our team selected to use in evaluating potential partners; this information, however, was not readily apparent even after a thorough review of the institution’s website. It seemed likely that contacting the institution for this information would be feasible and there were no issues with translation because both the Unites States and Australia commonly use English as their primary language. The team determined during a videoconference that this would be unnecessary, however, because the institution could be ruled out as a potential partner. The University of Melbourne offers a Doctor of Education degree and a Ph.D. in Education. Neither degree is focused on technology, but through context we learned that doctorates in Australia could be earned through “research” or through “coursework.” A doctorate through research requires only a few courses focused on crafting a dissertation and the majority of the time is then spent in research and writing. The research can be on a wide variety of topics, so a student interested in technology would have no obstacles or impediments crafting his own educational technology degree. This appears more common than the doctorate through coursework, which also requires research and a dissertation, but more closely resembles the Ed.D. offered by NJCU where substantial coursework is completed before the dissertation process is initiated.

The University of Sydney showed similar promise. A world-class research institution, it offers a Master of Learning Sciences and Technology degree, has a robust technology infrastructure featuring wireless network coverage in selected areas at various campuses, and offers many courses via distance education. They currently use the Blackboard Learn 9.1 course management system. The school boasts proudly that their partners “…include some of the world’s leading universities…” and lists student exchange and study-abroad opportunities for their students.  Just like the University of Melbourne, it was ruled out as a potential partner because it offers a Doctor of Education degree and a Ph.D. in Education, neither of which focuses on technology, but both could allow a student to complete his terminal degree with a concentration in technology research.

The third institution studied, the University of Western Australia (UWA), is on the opposite side of the sub-continent from the first two, but was chosen and then ruled out for nearly identical reasons. UWA offers a Master of Educational Leadership, a Doctor of Education, and a Ph.D. in Education. UWA utilized WebCT as its course management system until 2012 then switched to Moodle. It offers some but not all courses via distance education. It is worth noting that its School of Law made it quite clear that the institution did not offer online degrees in that field. UWA has a custom-branded WiFi system, called “Unifi” with coverage available in most University buildings, particularly areas where students regularly gather. Not all areas of the campus are currently covered. The university’s website, however, indicates that “…plans are in place to extend this coverage.” UWA has “Formal agreements with nearly 230 institutions around the world...” and “...more than 75 student exchange or study abroad programs...” so like the previous two institutions, it is willing to enter into partnerships, but just like the others has no need of an external institution to offer a terminal degree. At this point it was determined by the group to exclude these institutions and focus on others where terminal degrees in education were not available.

Application of Criteria (China)

University of Science and Technology of China, Shandong University, and Shanx University were selected to see if they were potential candidates to collaborate with the New Jersey City University’s Educational Technology Department using the rubric developed and used by the bureau as a base to make the determination.

There was no mention of online courses available at the University of Science and Technology of China. The school provides applications for those who are interested in the Ph.D. Study Scholarship program. In order to qualify, one must provide proof of knowledge of the English or Chinese language and provide documentation such as a transcript depicting studies completed in these languages, certificates, etc.  The University of Science and Technology of China is distinguished for its advanced sciences and high-technology program, unique management studies, and well-tailored disciplines in the humanities.

The University of Science and Technology of China has eight national key programs of first-level disciplines, four national key programs with major provincial and ministerial support. There are 1,553 full-time teachers and researchers, 342 doctoral advisors, 522 professors, and 671 associate professors. There are over 1,900 doctoral students, 6,200 master’s students, and more than 7,400 undergraduate students who attend the university. Not only does the university offer management studies involved with science and technology, but also in the area of humanities. The library ranks high among university libraries in China. The majority of books are in Chinese. The library is equipped to exchange information with universities all over the world. There was no mention of online courses available at the university.

Shandong University is one of the largest universities in China based on student population. The school consists of 31 colleges and a graduate school. There are 104 undergraduate degree programs, 209 master’s degree programs, 127 doctoral degree programs, and 15 post-doctorate mobile stations. The student population totals approximately 95,000 students, which includes 10,755 postgraduate students and over 1,000 international students.

Shandong has established a broad international network of educational cooperation, which can be applied to the rubric in terms of partnerships and affiliations that could be germane to New Jersey City University’s entrepreneurial interests. Similar to the University of Science and Technology in China, Shandong University has a high concentration of courses in the area of Sciences and Engineering with well-equipped experimental labs and research facilities. There are no online courses available as recommended in the rubric to meet one of the requirements in order to provide online courses with New Jersey City University. The school offers recruitment services for foreign teachers to live and teach at the university. They also manage an exchange program for students who are interested in conducting research.

Shanxi University embraces its cultural heritage dated back to the Shanxi Grand School founded in 1912. The school promotes the integration of Chinese cultures with Western sciences, arts, and natural sciences. Shanxi University is supported by the People’s Government of Shanxi Province and has received the Excellency Award for the great strides in all academic fields. Presently, it has 48 doctoral programs and nine centers for post-doctoral studies, 137 general Masters of Arts and Sciences programs, and 16 specialized M.A. and M. S. programs. Shanxi University received recognition for many outstanding awards in the areas of technological innovations, national social studies, and natural sciences.

The school is staffed with highly qualified academic lecturers and has attained remarkable achievements in cultivation talents. Shanxi University has 1,982 full-time lecturers, among which 1,058 have advanced academic titles. The National Excellent Doctoral Dissertation Award was given to six doctors.

Application of Criteria (Japan)

All three schools originally selected for inclusion in the first round of ten schools had partnerships, affiliates, and business dealings of some kind; even Kosen had an overseas internship program.  Some of the data needed to make decisive choices for Japan were wholly absent, though.  For example, arriving at a number (even using older data sets from 2009 and before) of faculty members with advanced degrees was not possible.  In the case of Kosen Institute of National Colleges of Technology, even an exact number of faculty members was not available.  E-mails to the college have, as of this writing, been unanswered.  Although unfortunate, this is, however, understandable as Kosen has 63 campuses around all of Japan.  Complicating matters even more, though, is the fact that the institution does not have any department for education, thus setting it aside for the final selection of two was a relatively obvious choice.

Keio University has 14 different graduate departments and, unlike Kosen, does have one in Education, but four of the departments are Japanese-speaking-only and its Department of Education is one of these four.  Additionally, evidence of its online infrastructure is called into question, as the online information on its course delivery system was limited to references to such, but no specifics.  The bureau further questioned its emphasis on Educational Technology if prominence was not given in some way to detailed information on its online courses.  Keio trumps Kosen in terms of the data with which it provides visitors about its faculty, but Keio University’s number of teaching staff with advanced degrees is indeterminate—no exact number was given.

The University of Tokyo not only offers students several doctorates (Ph.D.) in technology and engineering, but it also has an English-speaking Education department while not offering any doctorate for Educational Technology.  The school has the most partnerships and affiliates around the world out of all three of the institutions from Japan surveyed and has a robust online course delivery system through Coursera as well as its own online portal.  Only in the area of “Number of faculty with advanced degrees” does it fall short, stipulating that the university employs some 7,500 instructors, but failing to designate how many of these hold advanced degrees.

After a Google Hangout among Tokyo Bureau members, it was decided that the paucity of data on “Number of faculty with advanced degrees” did not outweigh the fact that the school already has several doctoral offerings in the field of Technology, and so it is that the University of Tokyo is one of the two prospective partner-schools selected for inclusion in this second round of proposed affiliates.

Application of Criteria(Korea)

Korea University, founded in 1905, is widely acknowledged as one of the country’s oldest, largest, and top-ranked universities in Korea. Korea University is nationally recognized for its commitment to teaching and academic excellence. The university’s academic breadth is extensive with its 81 departments in 19 colleges and divisions, and 18 graduate schools. The university has over 1,500 full-time faculty members with over 95% of them holding Ph.D. or an equivalent qualification in their field.

Korea University has established an inbound global program through its already established International Summer Campus, which serves over 1,500 students and offers over 150 courses. In addition, over 40% of classes are delivered in English with plans to increase to 50% by 2015. Many of the professors utilize open courseware, which does not offer credits or interaction with professors. The materials on the site are free to use and distribute for non-commercial use under a Creative Commons license. Korea University offers both Educational Leadership and Educational Technology through their Liberal Arts and Social Science Department. Both a Master’s and a Ph.D. program are offered as well.

Korea University has established an extensive international network of educational cooperation mainly with APRU, a partnership with 45 research universities throughout the world, which can be applied to the rubric in terms of partnerships and affiliations and which are directly relevant to the interests of New Jersey City University as within the purview and for the purposes of this project. Korea University has a high concentration of courses in the areas of Humanities and Asian Studies along with the recently established Graduate School of International Studies (GSIS). Korea University is also renowned for its professional schools of Law, Medicine and Business Administration of Sciences and Engineering.

Pohang University of Science and Technology or POSTECH was founded in 1986 as the first research-oriented university in Korea. POSTECH is a young university with only 27 years of history. POSTECH’s vision is to become internationally recognized for its academic excellence and to become a global hub for pioneering new technological advances and scientific research. Additionally, it is fully accredited by the Ministry of Education and Science Technology of Korea. POSTECH is comprised of over 800 researchers and 230 faculty members. Approximately 95% of them hold a Ph.D. or an equivalent qualification in their field. The university is made up of 11 departments and 22 graduate programs. Neither Educational Leadership nor Educational Technology graduate programs are offered at the university. POSTECH's student-to-faculty ratio is 6:1, allowing students to work closely with faculty.

It is important to note that there was no mention of online courses available at the Pohang University of Science and Technology. All courses of instruction were delivered face-to-face either on campus or at one of the university’s nearby satellite schools. The lack of distance learning was disconcerting, as, according to this bureau’s rubric, this is an essential criterion in determining an appropriate partnership with New Jersey City University. Moreover, all of their post-graduate programs dealt with scientific and technological research. POSTECH has affiliates and existing partnerships both in their country and abroad; their partnerships, however, primarily deal with those concerning scientific research.

Chung-Ang University is a private institution with 30,000 students and 982 faculty members with over 90% of them holding a Ph.D. or equivalent qualification in their field. Fully accredited by the Ministry of Education and Science Technology of Korea, CAU offers a wide range of bachelor’s, master’s, and doctoral programs. It consists of 10 undergraduate colleges and 16 graduate schools. It operates two campuses, in Seoul and Anseong, Korea. Chung-Ang University Graduate School was established in 1953. Presently, it is operating graduate studies at 77 departments and 11 interdisciplinary graduate programs in 5 academic disciplines. Of their courses, 50% are delivered in English. They are seeking to globalize many of their Graduate Programs in a committed effort to guiding both Korean and international students to achieve their maximum potential. CAU has both established educational technology and educational leadership programs and has the capability to deliver asynchronous learning.

Chung-Ang’s Graduate School of Education disseminates and utilizes a wide spectrum of theories and techniques contributing to the qualitative improvement of education; it conducts research on diverse teaching methods to produce professional educators with leadership qualities and competence. CAU has the capability to deliver asynchronous learning, which makes the university a top contender in partnering with a university outside of their country. Of their courses, 50% are delivered in English. They are seeking to globalize many of their Graduate Programs in an effort to produce world-class leaders and scholars. Most importantly, the university houses established educational leadership and technology programs. So it is that Chung-Ang is the second of Tokyo Bureau’s two recommendations for partnership with NJCU.

Explanation of Final Recommendation

As there can be only one candidate-partner recommended for this project, the decision between the University of Tokyo and Chung-Ang University was a difficult one; when this bureau’s members took into consideration the inclination of CAU toward education, technology, and leadership, however, the choice became much more obvious. Chung-Ang University is the Tokyo Bureau’s recommendation for a partnership with New Jersey City University. CAU has amazing potential when its needs (i.e., that of this bureau’s rubric’s call for the prospective institution having no doctoral degree in educational technology leadership) are weighed against what NJCU can offer its students: a terminal degree in an area of education that promises every day to become the de rigueur degree for those who wish to remain viable in a field where technology is increasingly seen as the means and not the end in and of itself.

More pointedly, Chung-Ang University hopes to globalize and grow its graduate programs—a venture with NJCU would benefit CAU’s students, as New Jersey comprises a diverse demographic from urban to suburban to rural. Many of NJCU’s students within the Educational Technology Leadership Department are professional educators themselves, are tasked with linking theory and practice, with putting practice into motion, with giving life, meaning, and purpose to all of the research conducted and disseminated throughout the program’s rigorous curriculum.

It would seem that CAU is an impeccable choice for a future partner-school not only for this bureau, but also in its members’ collective humble opinion, for the Educational Technology Leadership Doctoral Program itself.

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Wednesday, July 09, 2014

Dr. Lee Yong-goo  
Chung-Ang University  
84 Heukseok-Ro, Dongjak-Gu  
Seoul, Korea

President Yong-goo:

New Jersey City University is an institution committed to the advancement of our students' educational, intellectual, cultural and socio-economic wellbeing. Although Seoul and Jersey City are on opposite sides of the world from each other, I believe that all institutions of higher education face similar challenges. We all strive to provide the broadest range of opportunities for our students through strong academic rigor.

A most important goal at any University is providing for the future. To this end we have recently launched a doctoral program in Educational Technology Leadership. More information is available on the program website at <http://www.njcu.edu/edtech/edd/>.

The overarching objective of this program is to provide today’s educational technology leaders with the skills to support innovation and to enhance learning for future generations.

The students in the first cohort of this new program have looked at hundreds of other colleges and universities around the world, and carefully reviewed more than 50 institutions that met stringent parameters. They have selected Chung-Ang University as the one that most closely matches their parameters as a suitable partner for taking this program global. It is with great pleasure that I am acting upon their recommendation and reaching out to you today to ask you to consider exploring a partnership agreement with New Jersey City University in offering the Doctor of Education (Ed.D.) Degree in Educational Technology Leadership program at your school.

In researching Chung-Ang University, the current students placed great value on your institution’s technological infrastructure, your willingness to partner with other institutions, the number of faculty holding advanced degrees and noted the fact that, while you offer graduate degrees in education, you do not offer a doctoral program. By partnering with us, your students would have the opportunity to continue their studies, to excel and to be an expert in the field of educational technology field by achieving the highest, most recognizable, and most respected degree—the doctoral degree.

The degree program is unique, with a wide variety of benefits for your institution and your students. Offering your students the opportunity to move smoothly from their Master’s Degree directly to the Educational Technology Leadership doctorate will benefit your students while enhancing their career options. The degree program prepares students to lead in primary and secondary schools and collegiate education as well as in corporate training settings by combining the elements of educational technology and leadership.

There is a one week Summer Institute each year; the other 51 weeks are all online. I am sure this will be attractive to both your students and to Chung-Ang University. The one-week-per-year residency portion of the degree allows your student to experience a unique cohort building experience with their peers in a face-to-face environment. The online courses throughout the rest of the year immerse students in a technology mediated educational environment, something which Chung-Ang University already embraces.

In order to discuss this collaboration further I suggest that we convene a videoconference call using Citrix Go-to-Meeting on Tuesday, December 3, 2013 at 10:00 AM your time. I will call you to confirm.

Sincerely,

Dr. Sue Henderson, President

Criteria Rubric for Tokyo Bureau

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|  | **3** | **2** | **1** |
| **Speaking English** | Institution has 85%-100% English speaking faculty | Institution has 50%-85% English speaking faculty | Institution has less than 50% of its faculty as English speakers |
| **Online infrastructure** | Institution has broadband infrastructure in place | Institution is readying broadband infrastructure | Institution is not readying broadband infrastructure |
| **Percentage of staff with advanced degrees** | Institution has 85%-100% faculty with advanced degrees/terminal degrees in their respective field (M.A., M.F.A., Ed.D., Ph.D.) | Institution has 50%-85% faculty with advanced degrees/terminal degrees in their respective field (M.A., M.F.A., Ed.D., Ph.D.) | Institution has less than 50% faculty with advanced degrees/terminal degrees in their respective field (M.A., M.F.A., Ed.D., Ph.D.) |
| **Business connections? Entrepreneurial in nature?** | Institution has experience with affiliates and establishing partnerships in their community, province, country, and/or abroad | Institution has limited experience with affiliates and establishing partnerships in their community, province, country, and/or abroad | Institution has limited or no experience with affiliates and establishing partnerships in their community, province, country, and/or abroad |
| **School has instructional tech but no doctoral program** | Either 3 or 0 | Either 3 or 0 | Either 3 or 0 |