EDUCATIONAL LEADERSHIP

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Introduction

The mission of the Educational Leadership Department is to support dynamic, transformative, socially responsible leaders who engage others, value diversity, operate with academic integrity, and believe in people and their educational futures. The department offers graduate level course work in the following programs: Doctor of Education with a specialization in P12 Leadership or Community College/Higher Education Leadership, Masters of Arts with an option in Educational Administration, Masters of Science in Counseling with an option in Student Development in Higher Education, Preliminary Administrative Services Credential, Professional Administrative Services Credential, and the Graduate Certificate in Community College.

Graduate Degrees

Master of Arts in Education
    Option in Educational Administration
Masters of Science in Counseling
    Option in Student Development in Higher Education
Doctor of Education with the following specializations:
    • Elementary/Secondary Leadership
    • Community College/Higher Education Leadership
Credentials
    • Preliminary Administrative Services Credential
    • Professional Administrative Services Credential – Tier II
Certificate
    • Graduate Certificate in Community College

Master of Arts in Education

Option in Educational Administration

Candidates for degrees in Master of Arts programs must apply separately to both the university and the program by posted deadlines. Applications should be submitted at the same time. Program application deadlines may vary. Visit the College of Education website for program details, application guidelines and materials, and application deadlines (www.ced.csulb.edu). All university regulations governing the master's degree apply to college programs. Program requirements published in the university Catalog in effect during the year a candidate advances to candidacy are the requirements the candidate will be held to (catalog rights).

Educational leaders serve in many capacities. No matter what position an individual holds within an educational organization, all efforts should be directed at supporting the equitable academic achievement of all students being served. The courses in the Educational Administration Option are designed to prepare leaders for this important work. Emphasis is placed on 1) examining the role of schooling in a democratic society, 2) multiple and varied aspects of educational leadership, 3) building collaboratives, 4) managing and guiding change, and 5) working with diverse populations. The program's primary mission is to educate candidates who will assume leadership positions in diverse, urban, K-12 schools and districts. Visit the program website for program details (www.ced.csulb.edu/academic/masters.cfm).

Prerequisites

The following are required for admission to the program:
1. Baccalaureate degree from an accredited college or university.
2. 15 upper-division units in education, including EDP 400 or equivalent.
3. Minimum 2.85 overall grade point average in last degree (not credential or certificate) earned from an accredited institution of higher education. Applicants whose overall GPA is less than 2.85 but meet the University minimum GPA requirement and who present compelling evidence of academic and professional potential either through recent academic performance and/or experiential background, may be considered for admission at the discretion of the program admission committee.
4. International applicants have additional university application requirements including meeting the English language proficiency requirement. Please visit The Center for International Education (CIE) website at www.csulb.edu/cie for more information.

Application

Candidates must apply separately to both the university and the program by posted deadlines. Applications should be submitted at the same time.

The application for Graduate Admission to the University is available online through CSUMentor (www.csumentor.edu). One complete set of official transcripts must be submitted with the university application. This set of transcripts will be used to determine grade point average eligibility. Failure to submit transcripts in a timely manner will result in a delayed review of the application.

A separate application to the Preliminary Administrative Services Masters/Credential Program must be submitted to the College of Education Graduate Studies Office (ED1-7). An application and directions can be downloaded at www.ced.csulb.edu/graduate/application-packets. The program application does not require a set of transcripts.

Classified Admission

Successful applicants are admitted to the program with Classified Admission status.

Advancement to Candidacy - Clear Admission

Students should advance to candidacy as early as possible. For advancement to candidacy (Clear Admission status), students must:

1. Fulfill the campus Graduation Writing Assessment Requirement (GWAR).
2. Complete EDP 400.
3. Complete EDAD 541 and one other EDAD course for a total of 6 units.
4. Resolve all incomplete grades.
5. Maintain a 3.0 grade point average.
6. Submit to the Graduate Studies Office an Advancement to Candidacy form signed by the program coordinator.

Requirements

A minimum of 30 units with a 21-unit concentration in Educational Administration is required; 21 units must be at the 500/600 level taken at this university.

1. Take one course at the 500 or 600 level in the College of Education (3 units) with the approval of the Educational Administration program coordinator. Areas include Educational Psychology, Educational Technology and Media Leadership, Social and Cultural Analysis of Education, Special Education, Curriculum and Instruction Elementary or Secondary, Dual Language Development, Early Childhood Education, Reading/ Language Arts, Mathematics Education.
2. Take one of the following (3 units):
   EDP 520, EDP 595
3. Take one of the following chosen with advisor consultation:
   EDAD 695, EDAD 698 Thesis (must take 6 units)
4. Take all of the following (21 units):
   EDAD 541 Leadership, Organizational Management, Ethics (3)
   Prerequisites: Admission to the Preliminary Administrative Service Credential Program.

   EDAD 544 Legal Aspects of Education: Implications and Applications for School Leadership (3)
   Prerequisites: EDAD 541.

   EDAD 647A Fiscal Resources Educational Administration (3)
   Prerequisites: EDAD 541.

   EDAD 647B Human Resources in Educational Administration (3)
   Prerequisites: EDAD 541.

   EDAD 649 Urban Schools and Communities: Academic, Social, Political, and Cultural Issues (3)
   Prerequisites: EDAD 541.

   EDAD 677A Curriculum/Program Development and Evaluation (3)
   Prerequisites: EDAD 541. Corequisites: EDAD 677B.

   EDAD 677B Instructional Leadership & Assessment (3)
   Prerequisites: EDAD 541. Corequisites: EDAD 677A.

Master of Science in Counseling

Option in Student Development in Higher Education (SDHE)

Counselors serve valuable functions in fields of education, health and human services, and business. Their domains of practice include public and private educational institutions, medical facilities and allied health agencies, social service agencies and organizations, state and federal human service agencies and programs, correctional facilities, business and industry, and private practice. The program's philosophy is to introduce students to a variety of approaches to counseling, and to encourage the development of competencies within these approaches.

The program combines theory and practice utilizing on and off campus course work and field work assignments. Required courses are offered predominantly in the evening, but most field assignments require daytime participation during normal business hours defined by the off-campus sites.

Students coming from diverse experiential backgrounds are trained at the graduate level to be able to perform entry level duties expected by the counseling profession and its specialty areas. Students are prepared to assume future leadership positions in their area(s) of expertise after additional work experiences have been acquired in the field following graduation.

Students completing this option are employed in residence halls, financial aid, student activities, adult re-entry, admissions, career centers, academic advising, disabled student services, counseling centers, orientation, TRIO and Educational Opportunity Programs, multicultural affairs, and community outreach in two- and four-year institutions.

Prerequisites

The following are required for admission to the program:

1. Baccalaureate degree from an accredited college or university.
2. Minimum 2.85 overall grade point average in last degree (not credential or certificate) earned from an accredited institution of higher education. Applicants whose overall GPA is less than 2.85 but meet the University minimum GPA requirement and who present compelling evidence of academic and professional potential either through recent academic performance and/or experiential background, may be considered for admission at the discretion of the program admission committee.
3. International applicants have additional university application requirements including meeting the English language proficiency requirement. Please visit The Center for International Education (CIE) website at www.csulb.edu/cie for more information.

Application

Candidates must apply separately to both the university and the program by posted deadlines. Applications should be submitted at the same time. Program Option application deadlines may vary.

The application for Graduate Admission to the University is available online through CSUMentor (www.csumentor.edu). One complete set of official transcripts must be submitted with the university application. This set of transcripts will be used to determine grade point average eligibility. Failure to submit transcripts in a timely manner will result in a delayed review of the application.

A separate application to the selected Counseling program Option must be submitted to the College of Education Graduate Studies Office (ED1-7). You may only apply to one program per year. A program Option application and directions can be downloaded at www.ced.csulb.edu/graduate/application-packets. The program Option application does not require a set of transcripts.

Classified Admission

Successful applicants are admitted to the program Option with Classified Admission status.

Advancement to Candidacy - Clear Admission

Students should advance to candidacy as early as possible. For advancement to candidacy (Clear Admission status), students must:

1. Fulfill the campus Graduation Writing Assessment Requirement (GWAR).
2. Complete COUN 510, COUN 513; EDP 400; SDHE 538, SDHE 593.
3. Maintain a 3.0 grade point average in all course work.
4. Resolve all incomplete grades.
5. Meet with the program coordinator and faculty advisor
6. Submit to the Graduate Studies Office an Advancement to Candidacy form signed by the program coordinator.

Requirements

Take all of the following (51 - 57 units):

COUN 510 Law and Ethics for Counselors (3)
Prerequisites: None.

COUN 513 Introduction to Clinical Interviewing (3)
Prerequisites: None.

COUN 515 Counseling Theories (3)
Prerequisites: COUN 513.

COUN 555 Cross-Cultural Counseling (3)
Prerequisites: COUN 510, COUN 513, COUN 515, SDHE 538, or their equivalent upon approval of the instructor.

COUN 638 Group Counseling (3)
Prerequisites: Admission to the MS in Counseling, and/or PPS School Counseling Credential, or School Psychology Program, COUN 510, COUN 513, COUN 515 or equivalent upon approval of instructor.

EDP 400 Introduction to Educational Research (3)
(or equivalent)
Prerequisites: None.

EDP 520 Quantitative Research Methods in Education (3)
Prerequisites: EDP 400 or equivalent.

EDP 596 Program Evaluation in Education (3)
Prerequisites: EDP 400 and EDP 520, or equivalent.

SDHE 516 Counseling the Adult (3)
Prerequisites: COUN 515.

SDHE 538 Student Development in Higher Education (3)
Prerequisites: None.

SDHE 547 Student Development Theory in Higher Education: Theory to Practice (3)
Prerequisites: SDHE 538.

SDHE 548 Students in U. S. Higher Education (3)
Prerequisites: SDHE 538.

SDHE 549 Management of Student Development in Higher Education (3)
Prerequisites: None.

SDHE 593 Seminar in Professional Development in Counseling and Human Services (1)
Prerequisites: SDHE 538 and SDHE 548 (must have completed or concurrently enrolled).

SDHE 643B Counseling Field Work: Student Development in Higher Education (3)
Prerequisites: SDHE 516, SDHE 538.

SDHE 644B Advanced Counseling Field Work: Student Development in Higher Education (3)
Prerequisites: SDHE 516, SDHE 538, SDHE 643B.

SDHE 693A Intermediate Seminar in Professional Development in Student Development in Higher Education (1)
Prerequisites: SDHE 593.

SDHE 693B Advanced Professional Development Seminar in Student Development in Higher Education (1)
Prerequisites: SDHE 593, SDHE 693A.

Take one of the following:
SCAE 560, SCAE 561, SCAE 562

Take one of the following:
EDP 698 Thesis (must take 6 units)
Comprehensive examination

Doctor of Education

P-12 Specialization

Community College/Higher Education Specialization

The Education Leadership doctoral program is designed to prepare current and future P-16 educational leaders to develop and nurture organizations that are designed to serve the diverse populations of southern California. Graduates of this program will be prepared to serve as leaders in urban education with expertise to function in a global technological society. The program produces reflective practitioners aware of the complex challenges of curriculum, finance, organizational dynamics, and collaboration with local, state, and national stakeholders.

Students will become more effective leaders by (a) solving problems from multiple perspectives; (b) using multicultural competence to interact with personnel, students and community members; (c) challenging assumptions to improve educational systems; and (d) learning to lead organizations toward respect of divergent viewpoints, learning styles, and ranges of ability.

Emphasis is placed on the expanding and changing role of education for social change to meet the needs of society. Graduate students in a learning cohort community will experience an interdisciplinary approach to the study of educational leadership, teaching and learning, organizational development, management and research.

Graduates of the program will be qualified for a variety

of teaching and leadership positions in education and education-related settings, such as superintendent, central office administrator, school principal in P-12, or chancellor, president or administrator in community colleges or 4-year universities.

University Admission

Applications are reviewed annually and students accepted to the program begin study in the summer of each year. Students must file an application for Graduate Admission along with one complete set of official transcripts from all educational institutions with the University Office of Admissions.

Program Admission

In addition to the university application, prospective students must also submit a program application. Admission is granted on a competitive basis; meeting the minimum requirements qualifies an individual for consideration but does not guarantee admission to the program. Requirements for admission will apply to all Ed.D. applicants and include:

1. Evidence of completing an acceptable baccalaureate degree earned at a regionally accredited institution.
2. Evidence of completing a master's degree earned at a regionally accredited institution, or the applicant has completed equivalent academic preparation.
3. A cumulative grade point average of at least 3.0 in upper-division and graduate study combined.
4. Good standing at the last institution of higher education attended.
5. Demonstration of sufficient preparation for, experience in, and potential for educational leadership, including: successful experience in leadership in school, postsecondary, or community contexts, and/or policy leadership; academic excellence; problem-solving ability; technological proficiency; interest in critically assessing current educational policies and practices; and interest in improving current educational policies and practices.
6. Graduate Record Examination (GRE) scores from the three sections of the General Test, taken within five years of applying to the Ed.D. program.
7. Three letters of recommendation attesting to leadership and scholarship potential.
8. A written statement of purpose reflecting an understanding of the challenges facing the public schools or community colleges in California.
9. A written statement from the applicant describing the applicant's plan for meeting professional responsibilities and the demands of the program.
10. A written statement from the applicant's employer indicating support for the applicant's doctoral studies, if applicable.
11. A personal interview.

Requirements

The program requires a minimum of 60 units of which 12 are dissertation units. At least 42 units must be completed in residence at the campus.

All courses must be completed:

1. Core courses (23 units):

EDLD 720 Proseminar in Educational Leadership (1)
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

EDLD 721A Advanced Proseminar in Educational Leadership (1)
Prerequisite: Admission to the Educational Leadership Doctorate program and EDLD 720 or consent of department chair.

EDLD 721B Advanced Proseminar in Educational Leadership (1)
Prerequisite: Admission to the Educational Leadership Doctorate program and EDLD 720, EDLD 721A or consent of department chair.

EDLD 721C Advanced Proseminar in Educational Leadership (3)
Prerequisite: Admission to the Educational Leadership Doctorate program and EDLD 720, EDLD 721A, EDLD 721B or consent of department chair.

EDLD 721D Advanced Proseminar in Educational Leadership (1)
Prerequisite: Admission to the Educational Leadership Doctorate program and EDLD 720, EDLD 721A, EDLD 721B, EDLD 721C or consent of department chair.

EDLD 721E Advanced Proseminar in Educational Leadership (1)
Prerequisite: Admission to the Educational Leadership Doctorate program and EDLD 720, EDLD 721A, EDLD 721B, EDLD 721C, EDLD 721D or consent of department chair.

EDLD 722 History and Systems of U.S. Education (3)
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

EDLD 723 Legal and Ethical Leadership: Implications for Policy and Practice in P-16 Educ Settings (3)
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

EDLD 724 Critical Perspectives of U.S. Education and Diversity (3)
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

EDLD 725 Organizational Leadership in Educational Settings (3)
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

EDLD 726 Policy, Politics, Power in Educational Settings (3)
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

2. Research courses (13 units):

Take all of the following:

EDLD 730 Educational Research Epistemologies and Methodologies (3)
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

EDLD 731 Qualitative Research Methods for Educational Leadership (3)
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

EDLD 733 Program and Student Assessment (1)
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

EDLD 734 Survey Methods in Educ Research (1)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

EDLD 735 Applied Field Research (2)
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Take one of the following:

EDLD 732A Inferential Data Analysis in Education A (3)
Prerequisites: Admission to the Educational Leadership Doctorate program and EDLD 730 or consent of department chair.

EDLD 732B Inferential Data Analysis in Education B (3)
Prerequisites: Admission to the Educational Leadership Doctorate program and EDLD 730 or consent of department chair, ED P 419 or equivalent, and EDLD 730.

3. Specialization courses (12 units). Choose one of the following specializations:

A. Community College/Higher Education Specialization:

EDLD 740 Policy and Finance Issues in Community Colleges (3)
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

EDLD 741 Teaching and Learning in Post Secondary Settings (3)
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

EDLD 742 Exploration of Campus Cultures: Impact and Influence (3)
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

EDLD 743 Leadership in Higher Education (3)
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

B. P-12 Specialization:

EDLD 751 Organizational Culture and Community Engagement in Education (3)
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

EDLD 752 Financial and Human Resource Development (3)
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

EDLD 754 Leadership in P-12 Education (3)
Prerequisite: Admission to the Educational Leadership Doctoral Program or consent of department chair.

EDLD 755 Curriculum Theory, Instructional Leadership, and Accountability (3)
Prerequisite: Admission to the Educational Leadership Doctoral Program or consent of department chair.

4. Dissertation (12 units):

EDLD 798 Doctoral Dissertation (3)
Prerequisites: Consent of instructor/doctoral candidacy required. Student research and writing of the Ed.D. dissertation.

Doctoral students must maintain a 3.0 GPA to be in good standing. Students who have a grade point average below 3.0 in two successive terms will be disqualified from the program.

The Ed.D. program is designed to allow students to complete all program requirements within three calendar years, including three required summer sessions. Students are expected to complete program requirements within five years after full admission to the program. Extensions of up to two years may be granted if the student is in good standing, there are compelling individual circumstances, and the student demonstrates current knowledge of research and practice in educational leadership. After completion of all course work and successful completion of the qualifying examination, the student will advance to candidacy and undertake the dissertation.

Continuous enrollment is a requirement of the program. If extenuating circumstances require that the student leave the program for a period of time, the faculty will consider an adjusted schedule and an individualized plan.

Qualifying Examination Paper

The qualifying examination paper shall include a rigorous written demonstration of student knowledge; the examination must be passed prior to the student's advancement to candidacy. The examination will be due by the end of the fourth term in the program. The student will synthesize knowledge from courses taken to date: (1) Leadership core courses, (2) Research Methods courses, and (3) Specialization courses completed up to that time. The structure of the qualifying examination paper will be a definition of the problem under study and a review of the literature that could serve as a preparatory chapter of the dissertation. Failure to earn a designation of "pass with reservations" or above after the second submission, will result in dismissal from the Ed.D. Program.

Dissertation Proposal Examination

The dissertation proposal examination and oral defense will evaluate the student's readiness to proceed with the dissertation research. The dissertation proposal examination will consist of the first three chapters of the dissertation. It will typically focus on an examination of (a) an educational issue, (b) a practice or program, (c) an educational policy or reform or improvement, or (d) implementation studies within an educational organization or community setting.

The dissertation committee will evaluate the proposal. A determination of passing must be made by consensus of the committee. Passing this examination shall constitute formal approval for the candidate to proceed with the proposed dissertation research, subject to Institutional Review Board approval.

Advancement to Candidacy

After being admitted to the program, passing the qualifying examination, completing coursework, and successfully defending the dissertation proposal, the student will advance to candidacy. The total time from admission until candidacy shall not exceed three years unless there are mitigating circumstances and the program faculty have approved the extension. An extension for advancement to candidacy shall not exceed one year.

Dissertation

The dissertation shall be the written product of systematic, rigorous research on a significant educational issue. The dissertation is expected to contribute to an improvement in public P-12 or community college professional practices or policy, generally or in the context of a particular educational institution.

The dissertation shall identify the field-based research problem and question(s), state the major theoretical perspectives, explain the applied significance of the undertaking, relate it to the relevant scholarly and

professional literature, set forth the appropriate sources for and methods of gathering and analyzing the data, and offer a conclusion or recommendation. It shall include a written abstract that summarizes the significance of the work, objectives, methodology, and a conclusion or recommendation.

The Dissertation Committee will minimally consist of a chair and two members. The dissertation chair will be determined by the joint agreement of the student and the proposed chairs as approved by the Chair of the Educational Leadership Department. The chair and student will then select two other members; one will be from the College of Education faculty and the other will be a P-16 practitioner who holds a doctorate, or a community member associated with the program who holds a doctorate.

The dissertation committee chair will provide primary supervision for the dissertation research and is a full-time faculty member at CSU Long Beach. The second committee member is a tenured, tenure-track, or adjunct faculty member of CSU Long Beach. The third committee member is a practitioner from a school district, college, university or public agency other than CSU Long Beach who holds a terminal degree (Ed.D., Ph.D., or J.D.). The Chair of the Educational Leadership Department 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.

Final Examination Oral Defense of the Dissertation

The Dissertation Committee will conduct a final oral examination during which the doctoral student defends the dissertation. By unanimous vote the Committee may approve the dissertation and recommend conferral of the degree or may request minor and/or substantive changes. In the event that the Dissertation Committee requires substantive changes, the final vote of the Committee will be postponed until the changes are completed. The Committee may also vote to reject the dissertation, thereby ending the student's participation in the degree program.

Administrative Services Credentials

Certification of school administrators is established through a two-tiered credentialing process.

Upon completion of all Preliminary Administrative Services Credential Program coursework and requirements (Tier 1), candidates apply to the California Commission for Teacher Credentialing (CTC) for a Preliminary Administrative Services Certificate of Eligibility. The Certificate has no expiration date and authorizes the holder to seek an administrative position. The Certificate informs the future employing school district/agency of eligibility to serve. Once the candidate accepts employment as an administrator, the candidate applies to the California Commission for Teacher Credentialing for the Preliminary Administrative Services Credential authorizing the candidate to serve as an administrator in the state of California. Once issued, the Preliminary Credential is valid for five (5) years and it is not renewable.

The Professional Administrative Services Credential (Tier 2) cannot be pursued until the candidate is employed in a position requiring an administrative credential. Once issued, it is valid for five years and is renewable subject to fulfillment of professional development requirements (see complete description of the Professional Administrative Services Credential program below).

Preliminary Administrative Services Credential (code 501)

Prerequisites

The following are required for admission to the program:
1. Baccalaureate degree from an accredited college or university.
2. 15 upper-division units in education
3. Minimum 2.85 overall grade point average in last degree (not credential or certificate) earned from an accredited institution of higher education. Applicants whose overall GPA is less than 2.85 but meet the University minimum GPA requirement and who present compelling evidence of academic and professional potential either through recent academic performance and/or experiential background, may be considered for admission at the discretion of the program admission committee.
4. International applicants have additional university application requirements including meeting the English language proficiency requirement. Please visit The Center for International Education (CIE) website at www.csulb.edu/cie for more information.
5. An entity that operates a program for the Preliminary Administrative Services Credential shall determine, prior to recommending a candidate for the credential, that the candidate possesses a baccalaureate degree and a valid teaching credential; or a services credential with a specialization in pupil personnel services, library services, health services, or clinical rehabilitative services; or a designated subjects credential and a baccalaureate degree.

Application

An application and directions can be downloaded at www.ced.csulb.edu/graduate/application-packets. Preference will be given to individuals with 3 or more years of classroom teaching and/or related educational experiences.

Requirements

Prerequisite: Enrollment in courses is contingent upon acceptance in the Educational Administration program and the University. Candidates who have not been accepted in the program may not enroll in Educational Administration courses.
1. Take all of the following:
    EDAD 541 Leadership, Organizational Management, and Ethics (3)
       Prerequisites: Admission to the Preliminary Administrative Services Credential Program.
    EDAD 544 Legal Aspects of Education: Implications and Applications for School Leadership (3)
       Prerequisites: EDAD 541.
    EDAD 647A Fiscal Resources in Educational Admin (3)
       Prerequisites: EDAD 541.
    EDAD 647B Human Resources in Educational Administration (3)

Prerequisites: EDAD 541.

EDAD 649 Urban Schools and Communities: Academic, Social, Political, and Cultural Issues (3)
Prerequisites: EDAD 541.

EDAD 677A Curriculum/Program Development and Evaluation (3)
Prerequisites: EDAD 541. Corequisites: EDAD 677B.

EDAD 677B Instructional Leadership & Assessment (3)
Prerequisites: EDAD 541. Corequisites: EDAD 677A.

EDAD 680 Field Experience in Educational Admin (3)
Prerequisites: Admission to program, EDAD 541, completion of at least three additional courses in the Preliminary Administrative Services Credential program, consent of instructor.

2. The CBEST must be passed prior to entrance into EDAD 680. The CBEST must be taken no later than the second available test administration date following enrollment in the program.

Exit Requirements

1. Verification of five years of successful experience in a position requiring one of the credentials in Item #2 of the "Clear Admission Requirements" (see above);
2. Verification of completion of the State requirement of a mainstreaming course or approved equivalent coursework;
3. Presentation of a professional Exit Portfolio to program faculty with program artifacts of course and field related experiences documenting the candidate's competence and readiness to serve as a school administrator.

Professional Administrative Services Credential – Tier II (code 502)

Certification under the Professional Administrative Services Credential (Tier II) authorizes the candidate to serve in any position requiring the Administrative Services Credential. The Professional Credential cannot be pursued until the candidate is employed in a position requiring an administrative credential. The program requirements must be completed within the five year authorization of the Preliminary Administrative Services Credential. Once issued, the Professional Credential is valid for five years and is renewable subject to fulfillment of professional development requirements.

Prerequisites

1. Possession of a valid Preliminary Administrative Services Credential;
2. Written verification of employment in an administrative position by an educational agency.

Application

1. Program application and evidence that prerequisites have been met.
2. Current resume.
3. Personal narrative describing philosophy of leadership and academic and professional goals while in the program.
4. Copy of valid Preliminary Administrative Services Credential.
5. Written evidence of mentor's commitment to work with the candidate for the duration of the program.

6. Personal contact (phone, email, in person) with program coordinator prior to program application.

Requirements

This program is currently being revised. Please contact the program coordinator for advisement.

Graduate Certificate in Community College

The community college graduate certificate is designed to prepare graduate students to work in community college settings as teaching faculty or counselors. Courses offered in this program provide students with an overview of the community college and its role in the American higher education system. Students will gain insights and experiences in the classroom and in fieldwork that will strengthen their knowledge and skills in working with community college students, faculty, and staff. The certificate program consists of 18 units; 9 units are from the master's degree program and must be approved by the student's master's degree program graduate advisor; and 9 units are specific to the study of college students, the community college, and fieldwork; 15 units must be completed at CSULB. All students will be required to:

1. Submit a Graduate Certificate in Community College application to the Office of Graduate Studies.
2. Be enrolled in a master's degree program in a discipline leading to teaching or counseling in post-secondary education settings.
3. Complete 9 units of coursework in Educational Leadership:

SDHE 552 Introduction to the Community College (3)
Prerequisites: Enrollment in M.A., M.S. or Credential Programs.

SDHE 548 Students in U. S. Higher Education (3)
Prerequisites: SDHE 538.

SDHE 644B Advanced Counseling Field Work: Student Development in Higher Education (3) (counseling or teaching focused)
Prerequisites: SDHE 516, SDHE 538, SDHE 643B.

4. Complete an additional 9 units approved by their master's degree program graduate advisor for consideration to fulfill the 18 units required for the certificate. These courses may include pedagogy, learning theory, instructional management, and/or teaching methodology courses in the student's major area of study, or any other courses in the discipline deemed appropriate by the master's degree program graduate advisor.

Educational Administration Courses (EDAD)

541. Leadership, Organizational Management, and Ethics (3)

Prerequisite: Admission to the Preliminary Administrative Services Credential Program.

Examines the relationship between leadership and organizations; the role of educational leaders; a shared vision to support equitable academic achievement for all students; multiple measures to guide decision making; the relationship among political, social, economic, legal, and cultural factors and schools.

Ten hours field experience required. Course fee may be required. Letter grade only (A-F).

544. Legal Aspects of Education: Implications and Applications for School Leadership (3)

Prerequisite: EDAD 541.

Implications and applications of school law including accessing technological sources of legal information, conducting basic legal research, demonstrating operational knowledge of school law, creating a conceptual and ethical legal leadership framework, developing legal foundational knowledge.

Ten hours field experience required. Course fee may be required. Letter grade only (A-F).

647A. Fiscal Resources in Educational Administration (3)

Prerequisites: EDAD 541.

Examines foundational concepts and theories of public school finance; social, economic, political, legal and technological dimensions stemming from federal, state, local influence; identification of revenue sources, budgeting strategies/procedures, equitable resource allocation mechanisms, fiscal policy implications.

Letter grade only (A-F). Includes at least 10 hours of field experience. Course fee may be required.

647B. Human Resources in Educational Administration (3)

Prerequisites: EDAD 541.

Examines fundamental human resource leadership issues; laws, ethics, and procedures governing certificated and classified personnel; employee recruitment, selection, retention and performance appraisal systems, professional development programs; staffing, unions, collective bargaining and contract management, strategic planning, problem solving strategies.

Letter grade only (A-F). Includes at least 10 hours of field experiences. Course fee may be required.

649. Urban Schools and Communities: Academic, Social, Political, and Cultural Issues (3)

Prerequisite: EDAD 541

Examines dynamics of urban schools and communities with emphasis on academic, social, political and cultural issues. Explores culturally diverse families and communities, forming partnerships and effective communication strategies, conflict resolution strategies.

Letter grade only (A-F). Includes at least 10 hours of structured field experiences. Course fee may be required.

677A. Curriculum/Program Development and Evaluation (3)

Prerequisite: EDAD 541.
Corequisite: EDAD 677B.

Examines teaching, learning, and achievement for all students; policy impact on curriculum development, implementation, and assessment; distributed instructional leadership and accountability; multiple measures and data-driven assessment for program evaluation; closing the achievement gap; communication and partnership with stakeholders.

Not open for credit to students with credit in EDP 677 or EDAD 650. Ten hours field experience required. Course fee may be required. Letter grade only (A-F).

677B. Instructional Leadership and Assessment (3)

Prerequisite: EDAD 541.
Corequisite: EDAD 677A.

Examination of instructional leadership and supervision practices that facilitate and sustain continuous school improvement; assessment policies and practices; distributed leadership and accountability; achievement disparities between/among student subgroups; adult learning theory; technology; teacher evaluation and differentiated professional development; and community partnerships.

Includes 10 hours of field experience. Course fee may be required. Letter grade only (A-F).

680. Field Experience in Educational Administration (3)

Prerequisites: Admission to program, EDAD 541, completion of at least three additional courses in the Preliminary Administrative Services Credential program, consent of instructor.

Application/demonstration of standards based competence as quasi-administrator.

Requires three week, full-time participation at site other than candidate's own. Credit/No Credit grading only. Course fee may be required.

695. Master's Research Study in Educational Administration (3)

Prerequisites: EDP 520 or EDP 595; advancement to candidacy in Educational Administration Option, approval of graduate advisor and written application to the Graduate Office. Application for enrollment must be made to the Graduate Office by March 1 for the summer or fall semester or by October 1 for the spring semester.

Application of action based research methods to identify, study, and analyze a school/district based problem. Preparation of culminating research study to include related literature, data collection methods, findings, recommendations and implications.

Credit/No Credit grading only. May be repeated to a maximum of 6 units in different semesters. Not open for credit to students pursuing the Thesis option.

697. Directed Research (1-3)

Prerequisites: Consent of instructor, department chair and associate dean.

Individual research or intensive study under the guidance of a faculty member.

May be repeated to a maximum of 3 units for certificate and degree purposes, subject to suitable change in course content. Application for enrollment must be made by March 1 for the fall semester or by October 1 for spring. Letter grade only (A-F).

698. Thesis (3)

Prerequisites: Advancement to candidacy, EDP 595 or EDP 696, approval by director, department chair and associate dean.

Planning, preparation and completion of a thesis under supervision of a faculty committee.

Must be taken for six units. Application for enrollment must be made to the Graduate Studies Office by March 1 for the fall semester or summer session or October 1 for the spring semester. Letter grade only (A-F).

Educational Leadership Courses (EDLD)

310. Leadership in Postsecondary Contexts (3)

Prerequisite: Upper division standing. Students must have scored 11 or higher on the GWAR Placement Examination or completed the necessary portfolio course that is a prerequisite for a GWAR Writing Intensive Capstone.

Introduction to leadership and organizational theories relevant to student organizations in diverse, higher education contexts. Course content is grounded in students' roles as paraprofessionals and leaders in campus organizations. Assignments apply theory to the practice of college student leadership.

Letter grade only (A-F).

720. Proseminar in Educational Leadership (1)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Introduction to the field of educational leadership. Orientation to doctoral education, academic research, and practice-oriented doctoral-level skills. First semester of a six-semester sequence.

Letter grade only (A-F).

721A. Advanced Proseminar in Educational Leadership (1)

Prerequisite: Admission to the Educational Leadership Doctorate program and EDLD 720 or consent of department chair.

Focus on the continued development of the research problem and identification of literature necessary to complete the qualifying examination. Second semester of a six-semester sequence.

Letter grade only (A-F).

721B. Advanced Proseminar in Educational Leadership (1)

Prerequisite: Admission to the Educational Leadership Doctorate program and EDLD 720, EDLD 721A or consent of department chair.

Focus on continued development of the requisite research skills necessary to complete the qualifying examination and, eventually, the proposal and dissertation. Third semester of a six-semester sequence.

Letter grade only (A-F).

721C. Advanced Proseminar in Educational Leadership (3)

Prerequisite: Admission to the Educational Leadership Doctorate program and EDLD 720, EDLD 721A, EDLD 721B or consent of department chair.

Focus on the development of the Qualifying Examination Paper. Fourth semester of a six-semester sequence.

Letter grade only (A-F).

721D. Advanced Proseminar in Educational Leadership (1)

Prerequisite: Admission to the Educational Leadership Doctorate program and EDLD 720, EDLD 721A, EDLD 721B, EDLD 721C or consent of department chair.

Focus on the development of the dissertation literature review. Fifth semester of a six-semester sequence.

Letter grade only (A-F).

721E. Advanced Proseminar in Educational Leadership (1)

Prerequisite: Admission to the Educational Leadership Doctorate program and EDLD 720, EDLD 721A, EDLD 721B, EDLD 721C, EDLD 721D or consent of department chair.

Focus on the development of chapter 1 of the dissertation. Sixth semester of a six-semester sequence.

Letter grade only (A-F).

722. History and Systems of U.S. Education (3)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Critical analysis of major schools of U.S. historical thought and their connection to social developments and examination of history as an interpretive, subjective process in which historians engage in dialogue with larger intellectual communities.

Letter grade only (A-F).

723. Legal and Ethical Leadership: Implications for Policy and Practice in P-16 Educational Settings (3)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Examination of legal and ethical issues, implications, and applications. Exploration of leadership in complex educational environments, multiple perspectives applying legal and ethical principles and policies, technological legal research. Examination of broad national and state theoretical and practical contexts using an ethical, legal leadership framework.

Letter grade only (A-F).

724. Critical Perspectives of U.S. Education and Diversity (3)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Examination of identity in relation to disenfranchisement in educational institutions, multiple forms of cultural hegemony, policy and practices that foster inequality in schooling as well as issues related to students with disabilities and second language learners.

Letter grade only (A-F).

725. Organizational Leadership in Educational Settings (3)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Examination of dynamic organizations from a leader's perspective. Analysis of organizational theory, structure, culture and interrelationships from multiple perspectives as well as the leader's role in managing critical factors that can undermine a high performance organization.

Letter grade only (A-F).

726. Policy, Politics, Power in Educational Settings (3)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

In-depth analysis of topics relevant to politics and power in educational policy and reform. Exploration of issues related to governance, structure, programs, leadership, strategic planning and assessment.

Letter grade only (A-F).

730. Educational Research Epistemologies and Methodologies (3)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

In-depth exploration of epistemological underpinnings of educational research, qualitative and quantitative studies, and emergent research and methodologies pertinent to educational practice and policy.

Letter grade only (A-F).

731. Qualitative Research Methods for Educational Leadership (3)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Advanced study of qualitative research traditions and methods for both understanding and application. Methods and research design elements include ethnographic and focus group interviews, participant and naturalistic observation, case study and document analysis.

Letter grade only (A-F).

732A. Inferential Data Analysis in Education A (3)

Prerequisites: Admission to the Educational Leadership Doctorate program and EDLD 730 or consent of department chair.

Hypothesis testing using analysis of variance, factorial analysis of variance, analysis of covariance, multiple regression, and path analysis. A focus on data analyses to address research questions, interpretation of the results, and preparation of a written report of the findings.

Letter grade only (A-F).

732B. Inferential Data Analysis in Education B (3)

Prerequisites: Admission to the Educational Leadership Doctorate program and EDLD 730 or consent of department chair, ED P 419 or equivalent, and EDLD 730.

Hypothesis testing using analysis of variance, factorial analysis of variance, analysis of covariance, multiple regression, and path analysis. Overview of Structural Equation Modeling. A focus on data analyses to address research questions, interpretation of the results, and preparation of a written report of the findings.

Letter grade only (A-F).

733. Program and Student Assessment (1)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Assessment of student learning and development and program assessment. Focus on design of a holistic program evaluation incorporating assessment and measurement of student outcomes.

Letter grade only (A-F).

734. Survey Methods in Educational Research (1)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Focus on application and practical methodological tools in designing survey research in educational settings.

Letter grade only (A-F).

735. Applied Field Research (2)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Focus on the development of chapter 3 of the dissertation and piloting of the dissertation study research methods.

Letter grade only (A-F).

740. Policy and Finance Issues in Community Colleges (3)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

In-depth analysis of the community college system, function and purpose. Exploration of issues related to governance, structure, program, leadership, and strategic planning and assessment.

Letter grade only (A-F).

741. Teaching and Learning in Post Secondary Settings (3)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Focus on student development and learning theories based on cognitive, psychosocial, typology, and person-environment perspectives. Exploration of the role of faculty and others in the collaborative development and implementation of responsive curricula at 2- and 4-year institutions.

Letter grade only (A-F).

742. Exploration of Campus Cultures: Impact and Influence (3)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Examination of faculty, administrative, and student cultures in terms of values, behavioral norms, impact and influences. Application of research methods to the study of campus cultures. Dialogue concerning the implications of these findings for higher education policies and practices.

Letter grade only (A-F).

743. Leadership in Higher Education (3)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Analysis of current research and theories on leadership and organizational change in higher education: multicultural organizational development theories, planning, change, and the effective strategies for change. Exploration of case studies of organizational leadership.

Letter grade only (A-F).

750. Instructional Improvement and Accountability (3)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Examination of the role of educational leaders in engaging stakeholders in data collection, analysis, and application to practice; the development of a culture of inquiry, and the distribution of leadership for continuous instructional improvement and accountability systems design.

Letter grade only (A-F).

751. Organizational Culture and Community Engagement in Education (3)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Examination of school organizational culture, leadership and the local community in a global context: organizational strategies and development of teams to promote systemic change, cultural transformation and social justice.

Letter grade only (A-F).

752. Financial and Human Resource Development (3)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Examination of the acquisition, distribution, cultivation and management of human, fiscal, and time resources in public education. Identification and application of skills necessary for harnessing human and financial resources that further the goals of a school and district.

Letter grade only (A-F).

753. Supervision of Curriculum, Teaching, Learning and Assessment (3)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Advanced theoretical analysis of curriculum, teaching, learning, and assessment of student achievement in diverse settings; impact of electronic and information technology on student knowledge acquisition; principles of professional development; macro and micro political and policy influences; leadership implications.

Letter grade only (A-F).

754. Leadership in P-12 Education (3)

Prerequisite: Admission to the Educational Leadership Doctoral Program or consent of department chair.

P-12 leadership paradigms, models, theories, organizational/structural configurations; internal/external local, state, national influences on leadership; change theory/agency; relationship, communication, and professional disposition-building strategies; research/practice integration.

Letter grade only (A-F).

755. Curriculum Theory, Instructional Leadership, and Accountability (3)

Prerequisite: Admission to the Educational Leadership Doctoral Program or consent of department chair.

Advanced research and analysis of the relationship among theory, curriculum, teaching, learning, assessment, and professional development in diverse settings. Role of the instructional leader.

Letter grade only (A-F).

790. Selected Topics - Educational Leadership (1-3)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Examination of various issues in educational leadership.

Letter grade only (A-F). May be repeated with different topics in the same semester up to a maximum of 24 units. Topics announced in the *Schedule of Classes*.

  A. Issues of Leadership Roles and Responsibilities
  B. Change Management
  C. Focus Group Facilitation
  D. Data-based Organizational Change
  E. Applications of Technology
  F. The Needs of Student Populations
  G. Governing Boards
  H. Staff Development Programs
  I. Personnel Assessment Instruments

797. Directed Individual Study (1-3)

Prerequisites: Consent of instructor, department chair and associate dean.

Individual research or intensive study under the guidance of a faculty member.

Letter grade only (A-F). May be repeated to a maximum of 24 units in different semesters.

798. Doctoral Dissertation (3)

Prerequisites: Consent of instructor/doctoral candidacy required. Student research and writing of the Ed.D. dissertation.

Credit/No Credit grading only. May be repeated to a maximum of 24

units in different semesters.

Student Development in Higher Education Courses (SDHE)

516. Counseling the Adult (3)

Prerequisite: COUN 515.

Theory and practice of counseling and guidance of the adult.

Not open for credit to students with credit in EDP/COUN 516. Letter grade only (A-F). Course fee may be required.

538. Student Development in Higher Education (3)

Survey of student development in public and private colleges and universities, focusing on historical, philosophical and theoretical foundations; roles and functions; legal, ethical, and organizational issues.

Not open for credit to students with credit in EDP/COUN 538. Letter grade only (A-F).

547. Student Development Theory in Higher Education: Theory to Practice (3)

Prerequisite: SDHE 538.

Explores student development theory and the application of theory to practice for programs and services in student affairs/higher education. Examine cognitive, psychosocial, and person/environment theories and their application to traditional and non-traditional student populations.

Not open for credit to students with credit in EDP/COUN 547. Letter grade only (A-F).

548. Students in U. S. Higher Education (3)

Prerequisite: SDHE 538.

Focus on concepts of community and culture in United States college with an emphasis on understanding the diversity of student population to include age, gender, ethnic culture, sexual orientation, and people with disabilities.

Not open for credit to students with credit in EDP/COUN 548. Letter grade only (A-F).

549. Management of Student Development in Higher Education (3)

Analysis of management and organizational theory and practice as it pertains to student development in higher education. Includes study of human and physical resources management.

Not open for credit to students with credit in EDP/COUN 549. Letter grade only (A-F).

552. Introduction to the Community College (3)

Prerequisite: Enrollment in M.A., M.S. or Credential Programs.

Introduction, orientation, and survey of California and American community college. Components and modules include teaching and learning, leadership and governance issues, organization and administration, student development, classroom research, institutional resources, and student diversity and equity in the community college.

Not open for credit to students with credit in EDP/COUN 552. Letter grade only (A-F).

593. Seminar in Professional Development in Counseling and Human Services (1)

Prerequisites/Corequisites: SDHE 538 and SDHE 548.

Experiential orientation to profession of counseling and student development/student affairs in higher education with an emphasis on opportunities to observe interactions between organizational and student cultures, and the functions and role of student affairs professionals in the work environment through fifty-hour practicum.

Not open for credit to students with credit in EDP/COUN 593. Letter grade only (A-F). Course fee may be required.

643. Counseling Field Work (3)

B. Student Development in Higher Education (3)

Prerequisites: SDHE 516, SDHE 538.

Practical experiences of 225 hours in counseling and guidance activities under supervision in approved settings.

Applications for field work must be made no later than March 1 for the following fall semester, and October 1 for the spring semester. Not open for credit to students with credit in EDP 541 or COUN 643B. Credit/No Credit grading only. Course fee may be required.

644. Advanced Counseling Field Work (3)

B. Student Development in Higher Education (3)

Prerequisites: SDHE 516, SDHE 538, SDHE 643B.

Continued practical experiences of 225 hours in counseling and guidance activities under supervision in approved settings.

Applications for field work must be made no later than March 1 for the following fall semester, and October 1 for the spring semester. Not open for credit to students with credit in EDP 541 or EDP/COUN 644B. Credit/No Credit grading only. Course fee may be required.

693A. Intermediate Seminar in Professional Development in Student Development in Higher Education (1)

Prerequisites: SDHE 593.

Explore professional development topics to prepare for professional work in student development in higher education. Attendance at a local, regional or national professional conference required.

Not open for credit to students with credit in COUN 693A. Letter grade only (A-F).

693B. Advanced Professional Development Seminar in Student Development in Higher Education (1)

Prerequisites: SDHE 593, SDHE 693A

Explore advanced professional development topics in student development in higher education. Demonstrate an integration of roles, philosophy and theory for counseling and student development work. Attendance at a local, regional and national conference required.

Not open for credit to students with credit in COUN 693B. Letter grade only (A-F).