

# EDUCATION, COLLEGE OF

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## Departments:

**Advanced Studies in Education and Counseling  
(EDP, EDAD, EDSP, COUN, ETEC, and ELIB)** (562) 985-4517  
Jennifer Coots, Chair

**Ed.D. in Educational Leadership (EDLD):** (562) 985-4998  
Heidi Gilligan, Coordinator

**Liberal Studies (L/ST)** Daniel J. O'Connor, Chair (562) 985-4228

**Single Subject Teacher Education (EDSS)** (562) 985-5326  
Karen Hakim-Butt, University Coordinator

**Teacher Education (CTED, EDCI, EDEC, EDEL, EDME, EDMS,  
EDRG, EDSE)**  
Felipe Golez, Chair (562) 985-4507

## Introduction

The College of Education's mission is to create and nurture a learning and teaching community committed to equity and excellence in education. We fulfill our purpose by preparing professional educators and practitioners who promote equity and excellence in diverse urban settings through pedagogy evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

The College provides undergraduate and graduate studies in education through three departments -- Liberal Studies, Teacher Education, and Advanced Studies in Education and Counseling -- and one university-wide program -- the Single Subject Credential Program. Curriculum in college programs focuses on the preparation of personnel for teaching and educational service in pre-school settings, elementary, middle and high schools, community colleges, adult programs, and other educational agencies. Descriptions that include prerequisites and requirements for each credential, certificate, and degree program are listed in this catalog in the department that houses the particular program. Doctoral program information is included at the end of this section.

College programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the State Commission on Teacher Credentialing (CTC).

Please visit the college website at www.ced.csulb.edu for detailed information on departments, programs, centers, and offices.

## Programs at a Glance

Bachelor of Arts in Liberal Studies

Master of Arts in Education with Options in:

- Educational Administration
- Educational Psychology
- Educational Technology and Media Leadership
- Curriculum and Instruction (Elementary Education)
- Curriculum and Instruction (Secondary Education)
- Dual Language Development
- Early Childhood Education
- Reading and Language Arts
- Mathematics Education
- Librarianship
- Social and Cultural Analysis of Education

Master of Science in Special Education

Master of Science in Counseling with Options in:

- Marriage and Family Therapy (MFT)
- School Counseling
- Student Development in Higher Education

Ed.D. in Educational Leadership

## Teaching Credentials

Elementary:

- Preliminary Multiple Subject Credential Program
- Preliminary Multiple Subject Credential Program with Bilingual Cross-cultural Language and Academic Development (BCLAD) Emphasis
- Integrated Teacher Education Program (ITEP)

Secondary:

- Single Subject Credential Program
  - Art, Biological Sciences, Chemistry, English (Emphasis in Black Studies, Comparative Literature, Creative Writing, Journalism, Language and Linguistics, Literacy and Composition, Literature, Speech, Theatre Arts), Geosciences, Health Science, Home Economics, Industrial and Technology Education, Languages Other than English (French, German, Italian, Japanese, Latin, Spanish), Mathematics, Music, Physical Education (Adapted P.E., Elementary School, Secondary School), Physics, Social Science (covering Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology)

Designated Subjects:

- Adult Education
- Career Technical Education

Specialist Teaching Credentials:

- Reading and Language Arts
- Education Specialist Credential Program, Level I: Mild/Moderate Disabilities or Moderate Severe Disabilities

Education Specialist Credential Program, Level II: Mild/  
Moderate Disabilities or Moderate/Severe Disabilities  
Services Credentials:

Preliminary Administrative Services  
Professional Administrative Services  
Teacher Librarian Services  
School Counseling  
School Psychology

Graduate Certificates:

Career Guidance Specialist (discontinuance under  
consideration, admission suspended)  
Community College

Other Credentials and Authorizations:

Please refer to the College of Health and Human Services  
section of this catalog for credential programs in:

Adapted Physical Education  
Health Services (School Nurse)  
Speech-Language Pathology Services  
School Social Work, Child Welfare, and Attendance

Teacher Preparation Advising Center (ED1-67; 562/985-1105).

One of the pathways to a Multiple Subject credential is the Integrated Teacher Education Program (ITEP). ITEP combines undergraduate study of academic subjects aligned to the California standards for the K-8 curriculum with professional preparation courses, field experiences, and student teaching. ITEP students may also complete the requirements for the Education Specialist Credential or Bilingual Authorization along with those for the Multiple Subject Credential and receive dual authorization. ITEP students are required to demonstrate subject matter competence by passing the CSET: Multiple Subjects exam as a condition of advancement to student teaching. For detailed information on the ITEP program, refer to the Liberal Studies section of this catalog or contact the Liberal Studies Department (AS 133; 562/985-4228).

The Single Subject Credential authorizes the holder to teach a specified subject. A teacher authorized for single subject instruction may be assigned to teach this subject at any grade level — pre-K through grade 12, or in classes for adults. In practice, most teachers with a single subject authorization teach departmentalized classes in middle, junior high or senior high schools. CSULB offers Commission on Teacher Credentialing-approved Subject Matter Programs in Art, Biological Sciences, Chemistry, English Geosciences, Health Science, Home Economics, Industrial and Technology Education, Languages Other than English (French, German, Italian, Japanese, Latin, Spanish) Mathematics, Music, Physical Education (Adapted P.E., Elementary School, Secondary School), Physics, and Social Science. For detailed information on the Single Subject Credential Program, refer to the Single Subject Teacher Education section in this catalog or visit the Teacher Preparation Advising Center (ED1-67; 562/985-5325).

The Education Specialist Credential authorizes a candidate to teach in a special education assignment with students with special needs. This K-12 credential certifies individuals to work as a special day class teacher, inclusion support teacher or resource specialist. In addition to completing a sequence of professional preparation courses and student teaching, candidates must demonstrate subject matter competence by passing all three sub-tests of the California Subject Examinations for Teachers: Multiple Subjects, or the appropriate CSET exam in Math, Science, or Language Arts as a condition of entry to the program. Another pathway to the Education Specialist Credential is the Integrated Teacher Education Program (ITEP), through which students can earn dual authorization to teach Multiple Subjects and Special Education. For detailed information on the Education Specialist Credential Program, refer to the Advanced Studies in Education and Counseling section in this catalog or visit the Teacher Preparation Advising Center (ED1-67; 562/985-1105).

Elementary and secondary teachers who wish to diversify their teaching authorizations may do so by fulfilling specific requirements. Further information is available in the Credential Center (ED1-42; 562/985-4109; credentials@csulb.edu).

### **Obtaining the Preliminary Credential**

Requirements for the Preliminary and Professional Clear credentials are set by the Commission on Teacher Credentialing in accordance with state law. Requirements for the Preliminary credential include:

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## **Credential Programs**

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Public school teaching and service credentials in California are regulated by the state legislature and administered by the State Commission on Teacher Credentialing (CTC). Credential programs offered at CSULB have been developed to meet current requirements, which are complex and continually reviewed and changed by legislative and agency action. Candidates for all credentials must meet legal requirements in effect when completing credential programs. It is the responsibility of the candidate to be familiar with the program requirements. For information regarding admission, academic requirements, and fieldwork, contact the specific credential program coordinator. For information on state credential laws and regulations, pending changes, and new legislation, contact the Credential Center (ED1-42; 562/985-4109; credentials@csulb.edu).

### **Basic Teaching Credentials**

There are three types of basic teaching credentials: Multiple Subject, Single Subject, and Education Specialist.

The Preliminary Multiple Subject Credential authorizes the holder to teach all subjects in a self-contained classroom. A teacher authorized for multiple subject instruction may be assigned to teach in any self-contained classroom — pre-K to grade 12, or in classes for adults. In practice, most teachers with a multiple subject authorization teach in elementary schools. In addition to completing a sequence of professional preparation courses and student teaching, candidates for the Multiple Subject Credential must demonstrate subject matter competence by passing the California Subject Examinations for Teachers: Multiple Subjects (CSET: Multiple Subjects) as a condition of entry to the program. With additional course work, students in the Preliminary Multiple Subject Credential Program may earn a Bilingual Authorization in Spanish, Chinese (Mandarin), Korean, or Vietnamese. For detailed information on the Multiple Subject Credential Program, refer to the Teacher Education Department section in this catalog or visit the

1. a bachelor's degree from an accredited institution
2. an approved professional preparation program, including the teaching of reading and student teaching
3. verification of subject matter competence (coursework or examination)
4. passage of CBEST (California Basic Educational Skills Test) or an equivalent basic skills test
5. completion of an approved course or examination in the U.S. Constitution
6. demonstration of Level I computer technology proficiency (course or exam)
7. for Multiple Subject and Education Specialist candidates, passage of the Reading Instruction Competence Assessment (RICA)

Graduates of CSULB credential programs meet Commission and program requirements and are recommended for the Preliminary credential by the College.

### **Obtaining the Professional Clear Credential**

The Preliminary Credential is valid for five years from the date of issuance and is not renewable. During the first five years of teaching, teachers are expected to earn the Professional Clear Credential through a Commission-approved Professional Teacher Induction Program sponsored by a school district, county office of education, college or university, consortium, or private school.

For information on the Professional Clear credential, contact the Credential Center (ED1-42; 562/985-4109; [credentials@csulb.edu](mailto:credentials@csulb.edu)).

### **Entry Levels for Basic Credential Programs**

Credential programs may begin at five different levels:

1. Qualified candidates who wish to earn the Multiple Subject Credential may begin the Integrated Teacher Education Program (ITEP) in the Liberal Studies Department as first-term freshmen. This program leads to the Multiple Subject Credential in four and a half years of full time, accelerated study.
2. Qualified transfer students from community colleges who wish to earn the Multiple Subject Credential and who have started the Integrated Teacher Education Program (ITEP) at their community college may continue the program as transfer students. This program leads to the Multiple Subject Credential in four and a half years of full time, accelerated study.
3. Junior level – With a carefully planned program, credential program courses may be taken as electives as early as the first semester of the junior year with completion of the program coming as early as the first semester after graduation.
4. Senior level – Credential program courses may be taken during the senior year as electives. The remaining credential courses and student teaching are then completed at the post-baccalaureate level. (Note: By petition only, up to twelve units of course work taken in the final undergraduate semester -- and not needed to meet major or degree requirements -- may be counted as postgraduate credit toward credit on a district salary ladder. This petition must be filed prior to graduation. Information is available in the Teacher Preparation Advising Center (ED1-67; 562/985-1105).
5. Graduate level – The entire credential program may be completed at the post-baccalaureate level.

### **Application to Credential Programs**

Information on application to basic credential programs is available in the Teacher Preparation Advising Center (ED1-67; 562/985-1105). Students currently not enrolled in the University must file an application for admission to the University ([www.csumentor.edu](http://www.csumentor.edu)) as well as an application to the specific program. Note: Some programs have established application periods each year that are separate from the University application periods and process.

### **Application for Student Teaching**

Candidates for student teaching for the summer or fall term of any year must apply by March 1. Spring candidates must apply by October 1. Student Teaching application deadlines are firm.

Candidates for student teaching must attend a Student Teaching Application Meeting which is the only venue for distributing applications. Dates and times for each application period are posted on bulletin boards and program websites.

### **Appeal Process**

Students may address an appeal to the appropriate committee regarding any policy related to admission and continuation in a teacher preparation program. Petition forms and assistance are available in the Teacher Preparation Advising Center (ED1-67; 562-985-1105).

### **Designated Subjects Credentials**

The Designated Subjects Credential Program at CSULB prepares candidates for Clear credential teaching authorizations in Career Technical Education (CTE) and Adult Education (AE). The CTE credential authorizes the holder to teach the subjects named on the credential in grades 12 and below and in classes organized primarily for adults in technical, trade or vocational courses. The AE credential authorizes the holder to teach specific academic and non-academic subjects named on the credential in courses organized primarily for adults and in adult education programs administered by school districts. For detailed information refer to the Teacher Education section of this catalog or contact a program advisor at: [www.ced.csulb.edu](http://www.ced.csulb.edu)

### **Specialist Credentials**

CSULB offers programs leading to a Reading Certificate and to a Reading and Language Arts Specialist Credential. Both require a valid basic teaching credential. (Note: the Adapted Physical Education Credential is available through the Department of Kinesiology. Refer to the College of Health and Human Services section of this catalog.)

### **Service Credentials**

Service credential programs are available in the following areas: Preliminary Administrative Services, Professional Administrative Services, Teacher Librarian Services, School Counseling, and School Psychology. Both the Preliminary Administrative Services and the Teacher Librarian Services credentials require a valid basic teaching credential. (Note: Health Services [school nurse], Speech-Language Pathology Services, and School Social Work, Child Welfare and Attendance credentials are also available at CSULB. Refer to the College of Health and Human Services section of this catalog.)

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## Degree Programs

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### Bachelor's Degree Programs

The college offers a bachelor's degree in Liberal Studies through the Liberal Studies Department. The Liberal Studies Track I major is a cross-disciplinary liberal arts program of study that meets both the General Education and major requirements of the university. This major prepares students in the broad content necessary for successful elementary school teaching. Track I students often begin taking credential program courses in the junior or senior year, and complete the credential program in the first year after graduating. The Integrated Teacher Preparation Program (ITEP) is a Liberal Studies major that combines a broad liberal arts course of study with teacher preparation courses. ITEP students graduate with both a BA degree and a Preliminary Multiple Subject Teaching Credential. For more information, refer to the Liberal Studies Department section of this catalog.

### Master's Degree Programs

Master's degree programs are offered in two departments within the College. General procedures, policies, requirements, and applications for the master's degrees are available from the Graduate Studies and Research Office, ED1-7 ([www.ced.csulb.edu/graduate](http://www.ced.csulb.edu/graduate)), and are listed following each option in the appropriate section of the catalog. In order to pursue a master's degree, students must submit applications to both the University and the program.

The Advanced Studies in Education and Counseling Department offers a Master of Science degree in Counseling, with Options in Marriage and Family Therapy, School Counseling, Student Development in Higher Education, and Career Counseling (discontinuance under consideration); and a Master of Science degree in Special Education. The Master of Arts in Education degree is offered with Options in Educational Administration, Educational Psychology, Educational Technology and Media Leadership, Librarianship, and Social and Cultural Analysis of Education.

The Teacher Education Department offers six options in the Master of Arts in Education: Curriculum and Instruction (Elementary Education), Curriculum and Instruction (Secondary Education), Dual Language Development, Early Childhood Education, Mathematics Education, and Reading/Language Arts.

To be considered for admission to a master's degree program, students must submit a program application, test scores (if applicable), and any additional program requirements to the Office of Graduate Studies and Research in the College of Education. Program applications vary; please check the individual program for additional requirements. Program applications may be obtained from the Office of Graduate Studies and Research (ED1-7; 562/985-8476; [www.ced.csulb.edu/graduate](http://www.ced.csulb.edu/graduate)). Please note: Not all programs admit students for the spring semester. For additional program information and contact numbers for advisors, visit the College of Education website at [www.ced.csulb.edu](http://www.ced.csulb.edu) and navigate to the appropriate program.

All master's degree candidates in education are required either to complete a thesis or project or take a comprehensive examination according to the requirements of the degree or

degree option. Application for enrollment for thesis, project, or comprehensive examination must be made by October 1 for the spring semester or by March 1 for the fall semester.

### Admission

To be eligible for admission to the respective College of Education master's degree programs, applicants must meet the following grade point average (GPA) requirements:

**Clear Conditional Admission** — Applicants must have a GPA of 2.85 or higher in the last 60 semester or 90 quarter units of course work taken. Lower division and/or extension courses taken after obtaining the bachelor's degree are excluded from this calculation.

Applicants who meet all requirements for clear conditional admission except one program requirement may nevertheless qualify for clear conditional admission by earning a minimum GPA of 3.00 on 12 units of approved course work planned by the student and advisor.

**Conditional Admission** — Applicants who fail to meet more than one program admission requirement must be recommended by faculty as a promising candidate in order to be conditionally admitted.

NOTE: Individual programs retain the right to determine who is admitted to the program. Meeting the University requirements for clear conditional or conditional admission does not guarantee acceptance to the program.

Clear conditional admission to the CED is required for enrollment in 500- and 600-level courses.

### Advancement to Candidacy

To be advanced to candidacy for a graduate degree, a candidate must:

1. Fulfill the Graduation Writing Assessment Requirement (GWAR)
2. Satisfy all general University requirements for advancement to candidacy, as well as the specific requirements for the degree option
3. A minimum 3.0 overall grade-point average and a 3.0 grade-point average in all units undertaken for the student program (at least 6 units)
4. Complete all prerequisites and testing, file for an approved program of studies with the College of Education Office of Graduate Studies and Research, and be currently enrolled
5. Resolve all incomplete grades (to either "complete" or "default" grade)

Note: The Graduate Record Examination (GRE) is required for the MA in Education, Option in Educational Psychology.

### College Offices and Services

The following services and offices are available in the College. For information about these services and offices, visit the College of Education website at [www.ced.csulb.edu](http://www.ced.csulb.edu) and navigate to the appropriate program or office.

- Center for Collaboration in Education (CCE)
- Center for Language Minority Education and Research (CLMER)
- Credential Center (CC)
- Development Office
- Educational Career Services (ECS)
- Educational Psychology Clinic
- Service Experiences for ReVitalizing Education (SERVE)
- Scholarships

## Educational Leadership Doctorate

### 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 program director.
  - EDLD 721A Advanced Proseminar in Educational Leadership (1)  
Prerequisite: Admission to the Educational Leadership Doctorate program and EDLD 720 or consent of program director.
  - EDLD 721B Advanced Proseminar in Educational Leadership (1)  
Prerequisite: Admission to the Educational Leadership Doctorate program and EDLD 720, 721A or consent of program director.
  - EDLD 721C Advanced Proseminar in Educational Leadership (3)  
Prerequisite: Admission to the Educational Leadership Doctorate program and EDLD 720, 721A, 721B or consent of program director.
  - EDLD 721D Advanced Proseminar in Educational Leadership (1)  
Prerequisite: Admission to the Educational Leadership Doctorate program and EDLD 720, 721A, 721B, 721C or consent of program director.
  - EDLD 721E Advanced Proseminar in Educational Leadership (1)  
Prerequisite: Admission to the Educational Leadership Doctorate program and EDLD 720, 721A, 721B, 721C, 721D or consent of program director.
  - EDLD 722 History and Systems of U.S. Education (3)  
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of program director.
  - 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 program director.
  - EDLD 724 Critical Perspectives of U.S. Education and Diversity (3)  
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of program director.

- EDLD 725 Organizational Leadership in Educational Settings (3)  
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of program director.
- EDLD 726 Policy, Politics, Power in Educational Settings (3)  
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of program director.
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 program director.
- EDLD 731 Qualitative Research Methods for Educational Leadership (3)  
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of program director.
- EDLD 733 Program and Student Assessment (1)  
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of program director.
- EDLD 734 Survey Methods in Educ Research (1)  
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of program director.
- EDLD 735 Applied Field Research (2)  
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of program director.
- 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 program director.
- EDLD 732B Inferential Data Analysis in Education B (3)  
Prerequisites: Admission to the Educational Leadership Doctorate program and EDLD 730 or consent of program director, 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 program director.
- EDLD 741 Teaching and Learning in Post Secondary Settings (3)  
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of program director.
- EDLD 742 Exploration of Campus Cultures: Impact and Influence (3)  
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of program director.
- EDLD 743 Leadership in Higher Education (3)  
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of program director.
- B. P-12 Specialization:
- EDLD 750 Instructional Improvement and Accountability (3)  
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of program director.
- EDLD 751 Organizational Culture and Community Engagement in Education (3)  
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of program director.
- EDLD 752 Financial and Human Resource Development (3)  
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of program director.
- EDLD 753 Supervision of Curriculum, Teaching, Learning and Assessment (3)  
Prerequisite: Admission to the Educational Leadership Doctorate program or consent of program director.
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 chair will be selected by the procedure followed by the College of Education. The chair and student will then select two other members: one will be from the college faculty and the other will be either a university faculty member outside of the college, a P-16 practitioner who holds a doctorate, or a community member associated with the program who holds a doctorate.

The dissertation committee chair shall provide primary supervision for the dissertation. The chair shall be a tenured or tenure-track faculty member in the College. The Ed.D. program director may allow the replacement of a committee member, based on the evaluation of a rationale provided by the student or committee member making the request.

### **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.

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## **Courses (EDLD)**

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### **720. Proseminar in Educational Leadership (1)**

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

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 program director.

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, 721A or consent of program director.

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, 721A, 721B or consent of program director.

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, 721A, 721B, 721C or consent of program director.

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, 721A, 721B, 721C, 721D or consent of program director.

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 program director.

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 program director.

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 program director.

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 program director.

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 program director.

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 program director.

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 program director.

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 program director.

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 program director, 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 program director.

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 program director.

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 program director.

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 program director.

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 program director.

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 program director.

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 program director.

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 program director.

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 program director.

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 program director.

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 program director.

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 program director. 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)**

Curr Theory, Instr Lead, and Acct

Prerequisite: Admission to the Educational Leadership Doctoral Program or consent of program director.

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 program director.

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. Special Begin Date: Summer 2007.

**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.