

EDUCATIONAL LEADERSHIP

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Degree Programs

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.

Courses (EDLD)

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.