

CSULA

California State University,
Los Angeles

**ED.D. IN EDUCATIONAL
LEADERSHIP
PREK-12 SPECIALIZATION**

Doctorate of Education

- ✓ In 2005, Senate Bill 724, establishes the Doctor of Education degree to be awarded independently by the California State University addressing the critical need for public school and community college leadership.
- ✓ The legislation focuses specifically on doctoral level training in educational leadership that provides the knowledge and skills needed by public school and community college educators to lead reform efforts and improve student achievement.

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CSULA Doctorate of Education Approved in 2009

- ✓ Cohort 1 admitted Fall 2009
 - All 20 students advanced to candidacy on schedule
- ✓ Cohort 2 admitted Fall 2011
- ✓ Students range in age from early 30s to 60 and are racially and ethnically diverse
- ✓ Students are teachers, counselors, coordinators, principals, asst. principals, social worker, school psychologist, parent activist

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Ed.D. Program

- ✓ Focuses on leadership in practice by fostering an expanded understanding of the many contexts in which educational leadership takes place as well as could take place
- ✓ Designed as a college-wide program to draw on the expertise, skills and talents of all faculty within the college who can collectively advance a broader understanding of leadership and new lines of inquiry into the practice of leadership in varied educational contexts.

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Ed.D. Program

The cohort-based, 60 *semester* unit, year-round program is designed to prepare doctoral students to lead reform efforts in California's Pre-K through secondary/adult ed schools. All students complete an independent research project as part of the final doctoral dissertation. Students can complete the degree in three years.

Four Core Values and Program Goals

The Ed.D. in Educational Leadership at CSULA is built around four program goals.

Justice. Educational Leadership in the Service of Justice, Access and Social Change

Knowledge. Leadership Grounded in Knowledge and Expertise in Teaching, Learning and Organizational Change

Critical Reflection. Critical Reflection and Inquiry Embedded in Leadership Practice

Engagement. Leadership that Engages with the Broader Community

Core Values: Justice

We believe that **leadership for equity fosters advocacy for social, political, and economic justice in dynamic, inclusive institutions and communities** that value all students. Thus we value those in leadership roles who engage with members of communities particularly situated in urban areas where historically and more recently excluded groups live and raise their families. Such leaders interrogate how the policies and practices of governance and legal institutions can sustain asymmetrical power relations, and how, as educational policy-makers and interpreters of policy, they can actively promote access, equality, and full democratic participation.

Core Values: Knowledge

We believe that people in leadership roles who actualize transformational processes embody commitment, courage, moral judgment, principled action, creativity and vision. They have both a practical and political knowledge base to understand the intricacies of bureaucratic organizations and how to effectively communicate within them. **They confront the challenges in complex educational systems with multidisciplinary, theoretical, and methodological expertise, and engage in comprehensive empirical research and critical analysis of schooling contexts in order to facilitate systemic change and equity-minded reform.**

Core Values: Critical Reflection

We believe that people engaged in leadership have a responsibility to critically reflect on the purposes, practices, and outcomes of schooling. Fueled by the pursuit of social, political and economic justice, **those in leadership roles use an understanding of power and their own and others' social positions to examine the dynamics of place and context as they create opportunities for access and inclusion in early childhood to post-secondary educational settings.** As leaders, they model for others the ongoing reflection, data-informed analysis and action needed to bring about substantive changes in instructional and other educational practices and ensure that all learners experience academic excellence and accomplish their education goals.

Core Values: Engagement

We believe that people in leadership roles must understand the role of knowledge and power in building democratic, productive and reciprocal relationships. They include rather than exclude, and listen to and value the voices of all stakeholders. They bring to educational partnerships a unique capacity to identify, analyze, and conduct original, rigorous, and relevant research and evaluation studies. As community leaders, they foster **collaborative inquiry on issues critical to the school community and use collaboration as a process to enable the transformation of social, political and cultural practices in ways that maximize the learning of each and everyone who is engaged in education.**

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Intersection of Core Values with Instructional Constructs and Themes = Student Learning Outcomes

	Justice	Knowledge	Critical Reflection	Engagement
Historical and Theoretical				
Political and Contemporary				
Urban Education Challenges				
Future Developments				
Research Methodology				
Applied Research				
Fostering Academic Success				

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Examples of Student Learning Outcomes

	Program Goal #2: Leadership Grounded in Knowledge and Expertise in Teaching, Learning and Organizational Change	Program Goal #3: Critical Reflection and Inquiry Embedded in Leadership Practice
Theme #2: Political and Contemporary	2.2 Creatively apply and integrate knowledge of the political, economic, and organizational challenges of public education in order to lead, plan and implement change that sustains improvement of urban educational settings and environments.	3.2 Analyze the interrelated effects of educational policies and practices on agencies, organizations, business and community groups external to educational organizations, and the effects of those groups' policies and practices on educational environments.
Theme #3: Urban Education Challenges	2.3 Synthesize knowledge and understanding of the complex nature of teaching and learning, cognition and development, in order to best implement, guide, assist and evaluate effective instructional practice in urban educational settings and environments.	3.3 Incorporate a deep understanding of the knowledge of and experience with reform shared by historically excluded members of educational communities in planning for and implementing new reforms and systemic change.

CSULA Ed.D. Curriculum

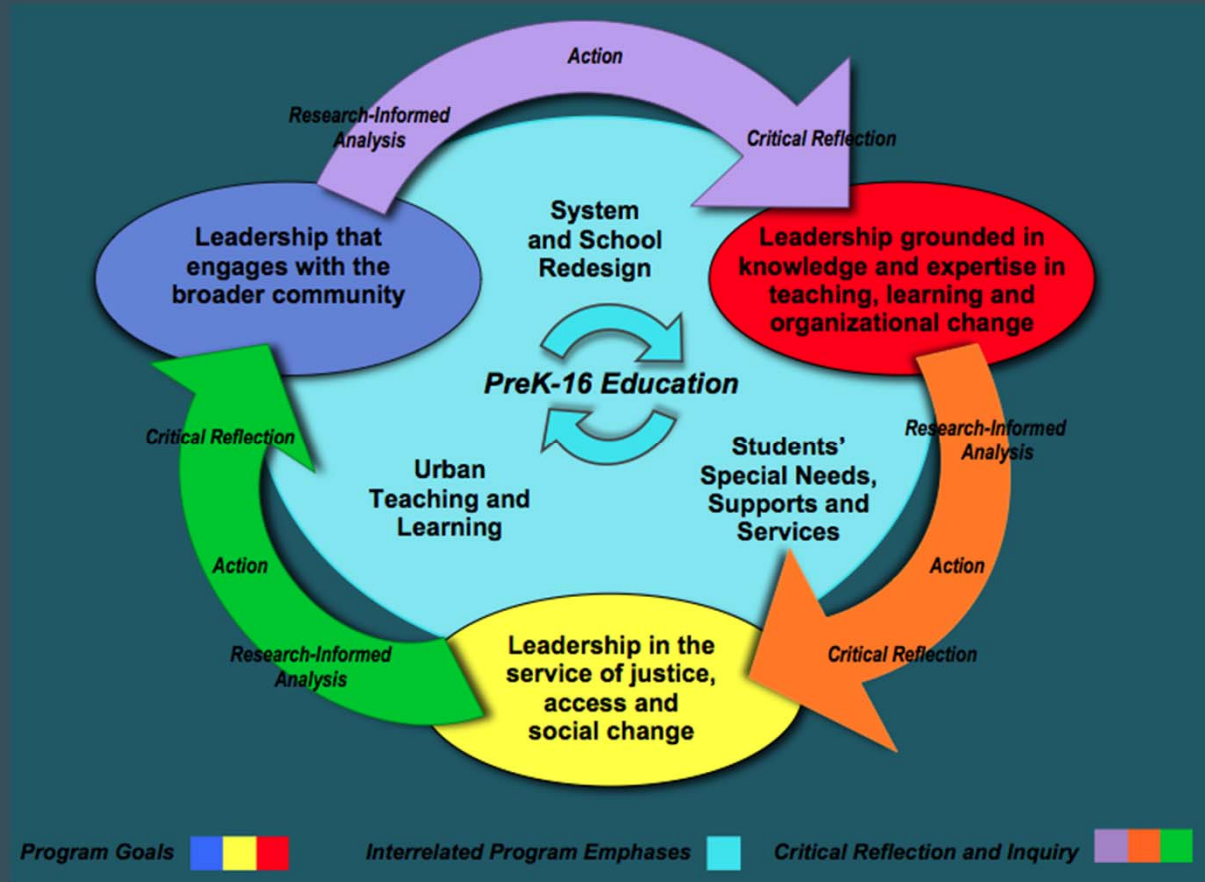
- ✓ Guided by the core values
- ✓ Focuses on the challenges facing urban educational organizations and on the issues of social justice, equity, achievement, and the needs of diverse learners
- ✓ Includes collaboration with community partners from a variety of disciplines
- ✓ Integrates research methodology courses with content courses to contextualize inquiry practices

CSULA Ed.D. Curriculum

- ✓ Taught by a multidisciplinary faculty
- ✓ Provides learning support in Laboratories of Practice (Labs) from beginning of program to completion of degree
- ✓ Offers students a choice of three interest/emphasis areas:
 - System and School Redesign
 - Urban Teaching and Learning
 - Students' Special Needs, Supports, and Services

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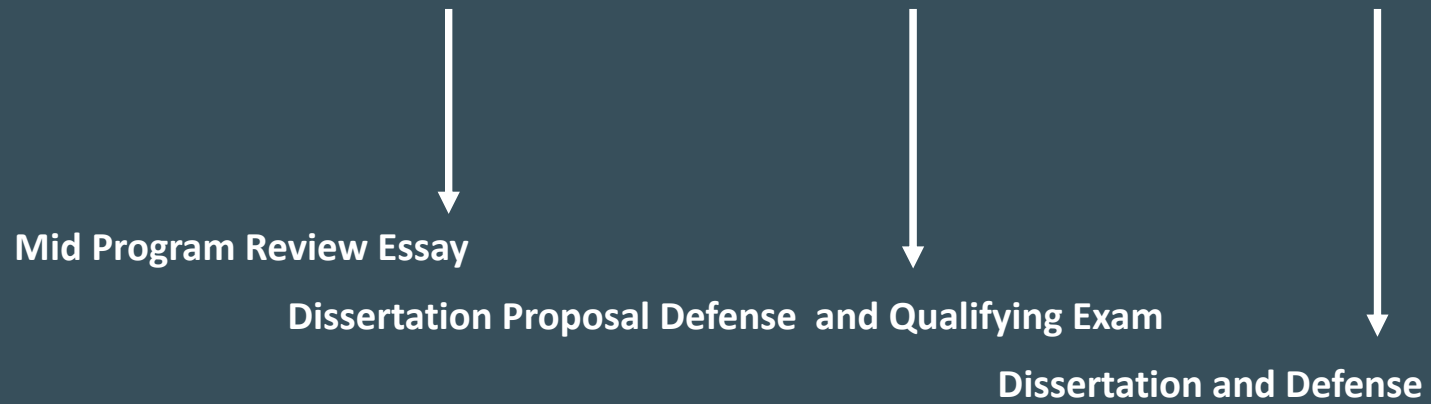
Conceptual Map of the Ed.D. Program



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Time to Degree

Year 1	Year 2	Year 3
Courses + Labs	Courses + Labs	Dissertation + Labs



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Core Courses

Courses		
EDAD	601	Organizational Theory for Leadership and Change (3)
EDAD	605	Advocacy, Community Engagement, and Governance: The Social and Political Contexts of Education (3)
EDCI	660	Equity, Access, and Achievement in Urban Public Schools: The Impact of Curriculum on Teaching and Learning (3)
EDSP	604	Race, Language, Gender, and Disability: Educational Equity, School Policy, and the Law (3)

Research Courses

Courses		
EDSP	600	Understanding Research to Answer Questions about Diverse Urban Schools (3)
EDFN	641A	Using Quantitative Methods to Analyze Inequitable School Outcomes and Target Improvement (3)
EDFN	641B	Exploring, Teaching, Learning, and Leadership for Urban Education Using Qualitative Methods (3)
EDFN	641C	Practitioner Research Embedded in School Communities (3)
EDFN	626	Designing and Writing the Doctoral Dissertation Proposal (3)
EDAD	699	Dissertation Research (3)

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Emphasis Electives

Courses		
EDAD	604	Culturally and Linguistically Responsive Institutions (3)
EDCI	675	Advanced Pedagogical Strategies for Achieving Equity (3)
EDCI	677	Curriculum Leadership for Linguistically and Culturally Diverse Students (3)
EDFN	614	Evaluation Methods for Urban Educational Leadership (3)
EDSP	640	Research on Exceptional Students from Diverse Cultural and Linguistic Backgrounds (3)
EDSP	660	Seminar: Research on Learning Disabilities & Behavior Disorders (3)

Other Elective Courses

Courses		
COUN	601	Research Methods in Single Subject Design (3)
EDCI	635	Teachers, Leadership, and Power in Urban Schools (3)
EDFN	615	Seminar: Assessment and Data Driven Decision Making (3)
EDIT	600	Educational Technology Leadership (3)
EDSP	615	Seminar: Research in Early Childhood Special Education (3)
TESL	600	Language Planning and Policy (3)
EDAD	692	Special Topics in Educational Leadership for PreK-16 Schooling (3)

Laboratories of Practice (Labs)

Courses		
EDHI	603	Introduction to Doctoral Research (2)
EDHI	605F	Faculty Research Lab (2)
EDHI	605C	Community Research Lab (2)
EDHI	605D	Dissertation Research Lab (2)
EDHI	605E	Extended Research Lab (2)

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Year One Schedule

	FALL SEMESTER Late August – early December	SPRING SEMESTER mid January – mid May	SUMMER SESSION mid May – end of July	
Year one 24 units	EDHI 603: Laboratories of Practice: Introduction to Doctoral Research (2)	EDHI 605F: Laboratories of Practice with Faculty Advisor (2) Mini-Course: Statistics (1.5)	EDHI 605C: Laboratories of Practice: Community-Based Research with Community Mentor (2)	Mid-Program Review Essay August
	Core Leadership Course EDCI 660: Equity, Access, and Achievement in Urban Public Schools: The Impact of Curriculum on Teaching and Learning (3)	Core Leadership Course EDSP 604: Race, Gender & Disability: Educational Equity, School Policy, and the Law (3)	Core Leadership Course EDAD 601: Organizational Theory and Leadership for Change (3)	
	Core Research Course EDSP 600: Understanding and Using Research to Answer Questions about Diverse Urban Schools (3)	Core Research Course EDFN 641B: Exploring Teaching, Learning and Leadership for Urban Education Using Qualitative Research (3)	Core Research Course EDFN 641A: Using Quantitative Methods to Analyze Inequitable Schooling Outcomes and to Target Improvement (3)	

Mid-Program Review Essay

- ✓ The Mid-Program Review Essay will assess students' ability to:
 - Analyze and synthesize year one course content
 - Critically analyze scholarly research pertaining to professional problems in educational leadership
 - Ability to use the professional literature to define a critical issue for study
 - Ability to communicate clearly through writing

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Year Two Schedule

	FALL SEMESTER Late August – early December	SPRING SEMESTER mid January – mid May	SUMMER SESSION mid May – end of July	
Year two 24 units	EDHI 605F: Laboratories of Practice with Faculty Advisor (2)	EDHI 605F: Laboratories of Practice with Faculty Advisor (2)	EDHI 605C: Laboratories of Practice in Community (2)	Proposal Defense as Qualifying Exam One week scheduled in August for all proposal defenses
	Core Leadership Course EDAD 605: Advocacy, Community Engagement and Governance: The Social and Political Contexts of Education (3) Mini-Course (1.5)	Mini-Course (1.5) Emphasis Electives Courses Choose two from among courses offered (3) + (3)	Dissertation Prep Course EDAD 626: Designing and Writing the Doctoral Dissertation Proposal (3)	
	Core Research Course EDFN 641C: Practitioner Research Embedded in School Communities (3)			

Year Three Schedule: Dissertation

	FALL SEMESTER	SPRING SEMESTER	SUMMER SESSION	
Year three 12 units	EDHI 605D: Laboratories of Practice with Dissertation Chair/Advisor (1)	EDHI 605D: Laboratories of Practice with Dissertation Chair/Advisor (1)	EDHI 605D: Laboratories of Practice with Dissertation Chair/Advisor (1)	Dissertation Defense
	EDAD 699: Dissertation Research (3)	EDAD 699: Dissertation Research (3)	EDAD 699: Dissertation Research (3)	Defenses scheduled July - Aug

ADMISSION REQUIREMENTS

- ✓ For admission to the program, applicants must:
 1. Have an earned BA and MA or MS from accredited institution of higher education with a GPA of 3.0 in upper division courses and 3.25 or above in graduate study.
 2. Submit a professional resume.
 3. Submit GRE scores from within the previous 5 years on the 3 sections of the General Test.

ADMISSION REQUIREMENTS CONT' D

4. Submit three confidential letters of recommendation attesting to the leadership and scholarship potential of the applicant.
 - One from a university faculty member who is familiar with the applicant's work;
 - One from a person who has supervised the applicant in an employment setting; and
 - The final letter must address the applicant's fit for the Ed.D. program.

ADMISSION REQUIREMENTS CONT' D

5. Candidate must possess excellent writing skills as demonstrated by a writing sample authored solely by you, such as a portion of a thesis or project, course paper, academic report or journal article.
6. Candidate must provide a written statement of professional purpose that reflects an understanding of the future challenges facing schools and the community they serve.

Required Application Elements

- ✓ You are required to submit *online to CSU Mentor*:
 - Completed CSU Graduate/Post-baccalaureate Application for Admission
- ✓ You are required to submit *to the Ed.D. Program Office* on the campus to which you are applying:
 - 2 sets of official transcripts for each college or university attended
 - 3 letters of recommendation
 - Official Graduate Record Examination (GRE) General Test scores no more than five years old (Note: scores from all three sections of the GRE General Test are required)
 - The completed CSU Supplemental Ed.D. Application Form and materials

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Review of Applications

- A. Application will be evaluated in its entirety.
- B. A faculty admissions committee will review all submitted materials (e.g., your transcripts, letters of recommendation, statement of purpose, the quality and significance of your writing sample, GRE scores, including the analytical writing score)
- C. Other considerations include:
 - 1. potential for making significant professional contributions in your field
 - 2. evidence of leadership skills/potential
 - 3. personal and professional achievements
 - 4. interview with faculty admissions committee
 - 5. your potential for doctoral level study and your ability to commit the necessary time to complete the program

Estimated Program Costs

- ✓ Program fees are based on a year-round program and includes the cost of summer session.
- ✓ Students pay the same base fees charged for University of California doctoral programs (some UC programs add extra fees, we don't).
 - 2011-2012 tuition is \$5,561.04 per semester, **\$16,683 per year**. Fees are collected prior to the fall and spring semesters and prior to the summer session in three equal amounts.
- ✓ 2011-2012 tuition will hold steady but an increase could be assigned for 2012-2013 based on UC and CSU Trustees decisions.

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Financial Aid

- ✓ The traditional student loans are available for Ed.D. students through the CSULA Financial Aid Office
- ✓ Financial Aid set aside funds are available as additional need-based support for students
- ✓ For students who pay out of pocket, a payment plan is available that distributes each semester's tuition into 3 equal payments.
- ✓ Travel money is available for conference attendance
- ✓ Other student support for research expenses becomes available at the dissertation stage

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CSULA Ed.D. Program Website

Program Link

<http://www.calstatela.edu/edd>