LEARNING GOALS AND STUDENT LEARNING OUTCOMES

Educational Administration

The following goals and learning outcomes have been established for students pursuing a master’s degree in Educational Administration:

Strategic Leadership

- Ability to develop with others vision and purpose, utilize information, frame problems, exercise leadership processes to achieve common goals and act ethically for educational communities
- Promote the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community
- Promote the success of all students by modeling a personal code of ethics and developing professional leadership capacity

Instructional Leadership

- Ability to design appropriate curricula and instructional programs, develop learner-centered school cultures, assess outcomes, provide student personnel services and plan with faculty professional development activities aimed at improving instruction
- Promote the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth

Organizational Leadership

- Ability to understand, initiate and/or improve the organization, implement operational plans, manage financial resources and apply effective management processes and procedures
- Promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment

Political Leadership

- Ability to act in accordance with legal provisions and statutory requirements, to apply regulatory standards, develop and apply appropriate policies, understand and act professionally regarding the ethical implications of policy initiatives and political actions, relate public policy initiatives to student welfare, understand schools as political systems
- Promote the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context

Community Leadership

- Collaborate with parents and community members; work with community agencies, foundations and the private sector; respond to community interests and needs

DEPARTMENT CHAIR

Jennifer Goldstein

DEPARTMENT OFFICE/WEBSITE

College Park 520
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PROGRAMS OFFERED

Master of Science in Education
Concentration in Educational Administration
Concentration in Higher Education
Preliminary Administrative Credential
Professional Administrative Credential
Community College Studies Certificate
School Business Management Certificate (University Extension)
Doctor of Education in Educational Leadership
Concentration in PreK-12 Leadership
Concentration in Community College Leadership

FACULTY

Louise Adler, Leigh Barton, Meri Beckham, Daniel Choi, Ding-Jo Currie, Eugene Fujimoto, Jennifer Goldstein, John Hoffman, Pamela Houston, Jerome Hunter, Joyce Lee, Carol Lundberg, Ron Oliver, Dawn Person
performing administrative responsibilities; develop effective staff communications and public relations programs; and act as mediators for the various groups and individuals who are part of the school community

- Promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources

1 NCATE-Approved Curriculum Guidelines for Advance Program in Educational Leadership 1995.

Higher Education

The following goals and learning outcomes have been established for students pursuing a master’s degree in Higher Education:

Leadership

- Ability to apply fundamental leadership and organization theories along with core management skills to student affairs practice as reflected in case study analysis, as well as in practicum and fieldwork experiences

Social Justice and Advocacy

- Ability to draw upon a deepened understanding of their own cultures, the cultures and characteristics of college students, and institutional structures in order to develop educational programs that promote educational access and success for all students, especially those from historically underrepresented populations of students

Education

- Ability to draw upon an analysis and evaluation of the historical and philosophical foundations of the student affairs profession, as well as major student development theories in order to develop educational programs that promote student development and learning

Assessment and Evaluation

- Ability to demonstrate their understanding of student affairs scholarship in the analysis, synthesis and evaluation of current research, who can design processes to assess student learning and development in the cocurriculum, and who can plan and implement formative and summative program evaluations and research projects

Personal Development

- Ability to articulate a clear philosophy of student affairs, and who systematically draw upon personal reflection regarding their strengths and weaknesses, as well as upon feedback from mentors to enhance their personal and professional development

Educational Leadership

The following goals and learning outcomes have been established for students pursuing a doctorate degree in Educational Leadership:

Experts in Educational Leadership

- Possess a deep understanding of the complex nature of learning and teaching so that they are able to guide and assist instructional practice
- Understand the needs of adult learners and can apply the theories found in the andragogy literature to the process of educational reform
- Skilled users of techniques for forecasting, planning and managing change processes in education, including use of technology as a resource
- Aware of cutting-edge technologies and how they can be used to enhance teaching, learning and leadership of the educational enterprise

Professionals Whose Practice is Informed by Scholarly Literature

- Critique informal ideas about best practice on the basis of the literature
- Have a sense of the limits of the literature, as to its applicability to the work of educational professionals, its fundamental validity and reliability, and as to questions of which groups are empowered or marginalized by what is implied in the literature
- Foster and encourage best practices within their organizations based on critical analysis of scholarly literature
- Develop with their colleagues and subordinates the ability to participate in communities of learning based on reflective practice and critique of the scholarly literature
- Define, contrast and evaluate the multiple perspectives presented in the scholarly literature regarding education
- Critique proposals for research and/or program implementation
- Broker consultants and researchers in pursuit of organizational goals, independently assessing organizational needs and matching consultant/researcher skills and proposals to those needs

Reflective Practitioners

- Professional experience is systematically engaged, compared and critiqued in classroom and other learning experiences
- Professional experience will be brought to bear on the areas of their study, finding relevance and application for principles derived from the literature

Critical Thinkers

- Thinking is probabilistic, recognizing the indeterminacy of educational and social contexts
- Professional thinking is marked by hypothetical reasoning, meaning that conclusions are remorselessly yet robustly tentative, open to falsification on the basis of new valid and reliable data
Exhibit a bias for evidence in decision-making, preferring strongly evidence that is systematic and gathered from multiple sources and via sound means of collection, which are tested against the scholarly literature and the realities of changing circumstances.

**Change Agents**
- Knowledge of research enables them to interpret findings, make judicious applications of research and advise others in policy positions.
- Able to undertake first-hand investigations of local problems using applied research and appropriate methods for generating valid and reliable results.
- Able to select applied research that addresses significant questions and ground it within the general framework of the scholarly literature.
- Use research results and a sophisticated understanding of organizational structures, cultures and institutional networks to foster positive reform efforts within their organizations and across educational institutions.

**Self-Aware and Ethical Professionals**
- Seek contexts and means for professional life-long learning and connections with scholarly literature.
- Demand sophisticated feedback on their own performance and that of others, informed by scholarly understandings.
- Understand that education is embedded in a network of social and political structures that can be influenced and also will exert powerful influences on the educational process at all levels.
- Understand and support the ethical expectations of the education profession and strive to make their professional practice serve the needs of students and the community.

**Professionals Who Value Diversity**
- Understand how their life histories shapes their views about the literature, organizations and groups, and understand how to create collaborative environments that welcome and serve diverse members—cultural/linguistic diversity, gender, able-ness and age-span differences.
- Work to shape learning communities at their sites that are more humane and responsive to all students and are open to the wider community.

**Policies of the Department**
Candidates for our programs will be selected on the basis of leadership potential and commitment to the improvement of education and will engage in a rigorous course of study. The courses offered by the department are arranged in a specific order, which must be followed by all students. Cohorts of students are formed and move through the courses as a group.

**Administrative Services Credential**
The Administrative Services Credential programs of the Department of Educational Leadership are approved by the California Commission on Teacher Credentialing. Because regulations governing these programs change, students should contact the department office for current information and requirements.

**Credential Requirements**
- Students who wish to apply for credential programs must complete a separate applicant portfolio. The requirements and information are available at ed.fullerton.edu/edleadership/admissions.htm.
- Students applying for the Preliminary Administrative Credential Program are required to have three years teaching experience when entering the program. Waiver requests for 1-2 years of experience are considered for those starting a second career or under unusual circumstances.
- The minimum GPA required to be recommended for a certificate of eligibility or a credential is an average of 3.0 for all classes taken in the credential program.

**Preliminary Credential**
The Preliminary Administrative Services Certificate/Credential is the “Tier I” administrative credential in California, requiring a total of 24 units of work (which may be incorporated into the master’s degree program). Upon receipt of the Preliminary credential, one is eligible for employment as an administrator in California public schools. A master’s degree is required for California State University to recommend a candidate for this credential.

**Professional Credential**
The Professional Administrative Services Credential is the “Tier II” administrative credential.
- Candidates with strong administrative experience and a strong professional portfolio can complete the online Demonstration of Mastery Program at CSUF in one semester. Candidates must hold a Master’s Degree in Educational Administration and have completed an accredited Preliminary Administrative Credential Program.
- Students enrolled in the Ed.D. program may complete the professional credential through an embedded standards-based program. Holding a job as administrator and the Preliminary Credential are prerequisites to entry to the program for the Professional Credential.

**M A S T E R O F S C I E N C E I N E D U C A T I O N (3 0 U N I T S ) (E D U C A T I O N A L A D M I N I S T R A T I O N)**
The principal objective of the curriculum is to prepare carefully selected individuals for leadership positions in public schools. The program is designed to help these individuals gain the technical knowledge and scholarship requisite to high achievement in these positions.
Admission to Graduate Standing – Conditionally Classified

Students must meet the CSU requirements for admission to a master’s degree program. Please consult the Graduate Admissions section in this catalog for complete information. In addition, an applicant should have successful teaching experience in an elementary or secondary school. (If such experience is not available, other experience in related fields is an alternative if approved by a graduate adviser before starting the program.) A candidate portfolio is also required.

Graduate Standing – Classified

A student who meets the admission requirements and has a minimum 2.5 GPA in previous academic work may be granted classified graduate standing upon approval of a study plan.

Study Plan

The study plan requirements include field experience and a project. No more than nine units of postgraduate work taken prior to classified standing may be applied to a student’s master’s degree program.

Core Coursework (10 units)
- EDAD 503 Organizational Leadership (3)
- EDAD 505A K-12 Instructional Leadership (4)
- EDAD 510 Introduction to Educational Research (3)

Concentration Coursework (17 units)
- EDAD 561 Policy, Governance, Community Relations (2)
- EDAD 563 Human Resource Administration (2)
- EDAD 564 School Law and Regulatory Process (3)
- EDAD 565 School Finance (3)
- EDAD 566 Leadership in Public Schools (3)
- EDAD 567 K-12 Fieldwork (1,1,2)

Project (3 units)
- EDAD 597 Project (1,1,1)

MASTER OF SCIENCE IN EDUCATION (30 UNITS)
(HIGHER EDUCATION)

The Higher Education concentration prepares students with the practical skills, knowledge and experience to become entry and mid-level professionals and leaders in higher education institutions, national/international professional associations and organizations, and government agencies. The program provides a strong foundation for career advancement.

Application Deadlines

To assure full consideration, please complete the online applications before March 1 for the fall semester (csumentor.edu).

Application deadlines change depending on demand and enrollment allocations. Check with the department for current information.

Admission to Graduate Standing – Conditionally Classified

Students must meet the CSU requirements for admission to a master’s degree program. Please consult the Graduate Admissions section in this catalog for complete information. In addition, an applicant should have successful teaching experience in an elementary or secondary school. (If such experience is not available, other experience in related fields is an alternative if approved by a graduate adviser before starting the program.) A candidate portfolio is also required.

Graduate Standing – Classified

A student who meets the admission requirements and has a minimum 2.5 GPA in previous academic work may be granted classified graduate standing upon approval of a study plan.

Study Plan

The study plan requirements include field experience and a comprehensive exam. No more than nine units of postgraduate work taken prior to classified standing may be applied to a student’s master’s degree program.

Core Coursework (9 units)
- EDAD 503 Organizational Leadership (3)
- EDAD 505B Instructional Leadership in Higher Education (3)
- EDAD 510 Introduction to Educational Research (3)

Concentration Coursework (18 units)
- EDAD 521 History and Philosophy of Higher Education (3)
- EDAD 522 College Students’ Characteristics and Cultures (3)
- EDAD 523 Student Learning and Development (3)
- EDAD 524 Diversity Access and Equity (3)
- EDAD 568 Higher Education Fieldwork (400 hours) (3,3)

Culminating Experience-Comprehensive Exam
- EDAD 595 Professional Seminar in Higher Education (3)

For advisement and further information, consult the graduate program adviser, Dr. Eugene Fujimoto (efujimoto@fullerton.edu).

COMMUNITY COLLEGE STUDIES CERTIFICATE
(18 UNITS)

The Community College Studies program provides professional development for those with master’s degrees in education or a related field, or completing a master’s degree in a discipline that would lead to teaching in a community college setting. The certificate assists in preparing future community college teachers, administrators and leaders in understanding the role, mission and function of the community college and the students and communities served. Certificate recipients will be better equipped to negotiate the multiple missions and functions of the community college and the diversity of learners served.
Study Plan

**Foundational Studies/Core Courses (6 units)**

- EDAD 520  History and Function of Community Colleges (3)
- EDAD 523  Student Learning and Development (3)

**Professional Studies in the Discipline (9 units)**

Master’s degree coursework in subject-matter disciplines such as history or education

**Supervised Practice (3 units)**

- EDAD 568  Higher Ed Fieldwork (3)

**DOCTOR OF EDUCATION (ED.D.) IN EDUCATIONAL LEADERSHIP**

**Admissions Requirements**

Minimum requirements for admission include:

- An earned baccalaureate degree and master’s degree from accredited institutions of higher education with a GPA in upper division and graduate study of 3.0 or above

- Sufficient preparation and experience pertinent to educational leadership to benefit from the program

- Submission of Graduate Record Examination (GRE) scores on the three GRE tests, taken within the last five years

- Demonstrated educational leadership potential and skills, including successful experience in school, postsecondary, community and/or policy leadership

- Demonstrated academic excellence, problem-solving ability and an interest in critically assessing and bringing about improvements within current educational policies and practices

- Three confidential recommendation forms attesting to the leadership ability and scholarship of the candidate

- A written statement of purpose reflecting understanding of the challenges facing the public schools or community colleges/institutions of higher education in California

- Professional resume

- Examples of professional writing

- Response to a writing prompt administered on-campus prior to the interview

- Interview with the Admissions Committee

Meeting the minimum requirements qualifies an individual for consideration, but does not guarantee admission to the Program. Admission will be granted on a competitive basis. The Ed.D. in Educational Leadership will not include a foreign language requirement.

**Specializations**

Two concentrations will focus on the development of leaders in education: PreK-12 Educational Leadership and Community College Leadership.

**Program of Study**

The program includes two summers and two complete academic years of coursework, followed by a period during which the candidate advances to candidacy and undertakes the dissertation. Classes will be held in the late afternoons and evenings and occasionally on weekends to accommodate the schedules of working professionals.

All candidates are required to be enrolled at CSUF for a minimum of six terms.

The courses offered throughout the program are expected to be taken by individuals who also hold full-time positions. Their full-time employment is viewed as an asset and as providing important opportunities to apply theoretical and empirical material covered in their coursework. The program of study distributed over 12 months will facilitate: (a) integration of graduate studies and practice; (b) periods of intensive study among candidates; and (c) opportunities to work with faculty from CSUF.

**Dissertation**

All students in the CSUF Ed.D. program will complete a rigorous research-based dissertation that integrates theory and research in the study of educational practice. The dissertation will include the results of the candidate’s independent research and will typically focus on examination of: (a) an educational problem; (b) a practice or program; or (c) an educational policy or reform. Most dissertations will be studies undertaken in the local context, having the potential to contribute to solutions of local educational problems. Dissertations will utilize a range of qualitative and quantitative research and evaluation methodologies. The dissertation will present the results of the candidate’s independent investigation in a manner that contributes both to professional knowledge in education and to the improvement of educational practice. Examples might include studies examining and/or evaluating reforms in curriculum and instruction, professional development, assessment and applications of technology.

Each Ed.D. student’s dissertation must conform to the CSU regulations and specifications with regard to format and method of preparation as described in CSUF Doctoral Dissertation Manual.

**Defense of Dissertation**

During a final oral examination the candidate defends the dissertation. The dissertation defense will address the theoretical and conceptual background, relevant literature, data collection techniques, data analysis strategies and results and implications concerning the question(s) studied.
EDUCATIONAL ADMINISTRATION COURSES

Courses are designated as EDAD in the class schedule.

Students who desire only isolated courses from the M.S. and Ed.D programs are normally denied admission to such courses.

364 Justice and Equity in California Education (3)
Prerequisite: completion of General Education Category D.1. Themes such as justice, equity, fairness, equal protection and duty of care are reflected in the laws that govern California public education and how those laws are used to deal with the social problems that beset our schools.

501A,B,C Collaborative Professional Portfolio Assessment of Competence for School Leaders (4)
Prerequisite: one year of experience as a school administrator. Comprehensive course for Professional Administrative Services (Tier II) credential candidates. Candidates will demonstrate mastery of fieldwork performance standards by preparing a professional portfolio of work-embedded artifacts, evidences and documentation. A collaborative assessment process (student, university faculty, mentor, colleagues in the course) will establish the candidate's competency in each of the California Standards for Educational Leaders adopted by the California Commission on Teacher Credentialing. Successful completion of the course provides for university-approval and recommendation to the CTC for Professional Administrative Services Credential (Tier II). This course is a post-master's credential course, offered credit/no credit only.

503 Organizational Leadership (3)
Prerequisite: admission to Preliminary Credential and/or master's program. Using organizational theory and leadership studies to understand schools and how to bring about change in schools. Organization, structure and cultural context of schools and the study of techniques used to guide, motivate, delegate, build consensus and lead others in the achievement of goals. One or more sections offered online.

505A K-12 Instructional Leadership (4)
Prerequisite: admission to credential and/or M.S. program. Approaches for advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and professional growth. One or more sections offered online.

505B Instructional Leadership in Higher Education (3)
Instructional leadership in higher educational settings and the role of the student development educator in advocating nurturing and sustaining a culture that supports student learning and development.

510 Introduction to Educational Research (3)
Prerequisites: admission to Preliminary Credential and/or master's program and a "B" (3.0) or better in EDAD 505A or 521. Introduction to major forms of quantitative and qualitative research used in education. How to select an appropriate research method and the characteristics of sound research. Making reasoned judgments as consumers of research, as well as selecting appropriate information collection strategies as school leaders. One or more sections offered online.

520 History and Function of Community Colleges (3)
Overview of American and California community colleges, including history, administration and contemporary issues such as student development and learning outcomes, student diversity, access and equity.

521 History and Philosophy of Higher Education (3)
Evolution of U.S. higher education, considering the diversity of the system, internal and external influence, and the evolution and development of student affairs and student learners.

522 College Student's Characteristics and Cultures (3)
Students in postsecondary education in the United States. Major demographic groups (race, class, ethnicity, age, ability, sexual orientation, gender, etc.) and their experiences with access, equity, campus cultures and retention at two- and four-year institutions.

523 Student Learning and Development (3)
Student development theory in college, considering traditional and non-traditional students and learning outcomes. Theoretical assumptions and the practical application of theory to diverse student learners and the role of theory in student affairs practice.

524 Diversity Access and Equity (3)
Diversity, access, equity, multiculturalism, pluralism as concepts in education. From an historical lens, students will gain an understanding of these concepts and their applications to student affairs/higher education.

561 Policy, Governance, Community Relations (2)
Prerequisite: EDAD 503. Factors that determine public policy with regard to education, the roles of the various levels of government in controlling public education, how to identify various interest groups and how to communicate effectively about school programs.

563 Human Resource Administration (2)
Prerequisite: EDAD 503. Importance and dimensions of human resource administration and the need to attract, retain, develop and motivate school personnel in ways that enhance learning and professional development that lead to positive and productive school settings. Collective bargaining and employee evaluation in public schools.
School Law and Regulatory Process (3)
Prerequisite: EDAD 503. Federal, state and local educational laws, regulations and other policies that govern schools and the requirements that administrators act in accordance with these laws and regulations in ways that are ethically and legally defensible.

School Finance (3)
Prerequisite: EDAD 503. Effective management of fiscal resources and business services. Sources of income to public schools: federal, state, local and private (including grants and foundations). Reviews sound budgetary and business procedures for schools.

Leadership in Public Schools (3)
Leadership roles of principals, co-administrators and supervisors in public schools. Leadership, reflective practice, human relations, the administrator's role in group process, site-based decision-making, school climate change agent roles and planning models. Violence and school safety issues such as gangs will be studied.

K-12 Fieldwork (1,2)
Prerequisite: admission to credential and/or master's program. Directed fieldwork in administrative areas in school. May be repeated for up to 4 units. One or more sections offered online.

Higher Ed Fieldwork (3,3)
At least 200 hours at two different sites demonstrating competence in applying theory to practice, assessment, evaluation, and program design and implementation, supervised by an approved educational leader who provides feedback for learning and growth as a student affairs educator/leader.

Professional Seminar in Higher Education (3)
Application of technology for effective communication, verbal and written, and individual and group interactions on-line and face to face. Application of computers to work in student affairs/higher education settings.

Directed Study in Educational Research (3)
Prerequisites: graduate standing, consent of program director or graduate adviser. Research under direction of a faculty member or principal investigator. Requires completing specified deliverables or outcomes. Develop intended learning outcomes and describe the methods for attaining each within the context of independent study, providing specific deliverables.

Project (1)
Prerequisites: admission to credential and/or M.S. program in Educational Administration. Individual research on a graduate project, with conferences with a faculty adviser, culminating in a project. May be repeated up to three times for credit. One or more sections offered online.

Independent Graduate Research (1-3)
Prerequisite: consent of instructor. Independent inquiry for qualified students.

DOCTORAL COURSES
Courses are designated as EDD in the class schedule.

Organizational Theory and Challenges for Leadership (3)
Organizational theories and their application to the role of educational leaders. Theories from leadership and management literatures, which predicate the conceptual development of the role of educational leadership. Implications of these theories for effective performance as educational leaders.

Methods of Research: Quantitatively Based Methods (3)
Introduction to the conceptual and methodological bases of quantitative analysis in educational leadership. Topics include issues of research design, measurement and statistical analysis.

Methods of Research: Qualitatively Based Methods (3)
Students acquire the knowledge, dispositions and critical thinking skills necessary for conducting field research, and apply these skills to design and implement applied research projects that create knowledge for solving dilemmas related to educational leadership.

Research Elective: Specialization in Qualitatively Based Tools (3)
Prerequisite: EDD 602. Develops advanced skills in identifying, conducting, analyzing and interpreting field research in education toward the purpose of improving education.

Applications of Research: Forecasting and Planning (3)
Theories and methods that promote accurate forecasting of the impact of social, economic, political, cultural, academic and demographic trends as they affect educational institutions. Emphasizes how these indicators can be used to engage effective planning.

Applications of Research: Collection and Analysis of Assessment Data (3)
Methods of system-level data collection and analysis of outcomes of education. Complexity and efficacy of using various types of data for making judgments at the system level about the effectiveness of instruction across classrooms and schools.

Specialization in Quantitatively Based Tools (3)
Prerequisites: admission to the Ed.D. Program, EDD 601. Statistics, exploratory data analysis, sampling, survey and experimental design; and interview and questionnaire design in the context of using research in planning, change management, policy analysis and program management.
611 Inquiry I (3)
Methods of conducting research using a mixed methods orientation. Acquiring knowledge, dispositions and critical thinking skills necessary to understand educational research and descriptive statistical applications. Philosophical and epistemological foundations of educational research.

612 Inquiry II (3)
Practical, philosophical and ethical considerations for data collection and analysis using quantitative, qualitative and mixed methods research designs. Significant quantitative and qualitative lab components utilizing quantitative and qualitative software.

613 Inquiry III (3)
Applying the philosophical and epistemological foundations of educational research to the design of a formal research project. Draws upon educational research and the methods using a mixed methods orientation that includes quantitative and qualitative perspectives.

620 Ethical and Legal Dimensions of Leadership (3)
Concepts of ethics (e.g., self-interest, free will, social responsibility, duty) as the basis for legal standards (protection of individual rights, fair treatment, equality of opportunity, duty of care, public trust) through the study of education case law.

621A Leadership of Curricular and Instructional Practices (3)
Current issues in curriculum design and implementation. Explores: forces affecting the curriculum; curriculum continuity and articulation; content trends in the subject areas; appropriate curriculum for students from diverse backgrounds; curriculum censorship; and effective instructional leadership for school curriculum improvement.

621B Higher Education/Community College Systems, Structures and Cultures (3)
Higher education, from Egyptian Era to the diversity of current postsecondary instructions, philosophies and orientations. Organizational development and structures of higher educational systems and the impact of faculty, student and administrative cultures on higher education leaders.

622A Human Dimensions of Education Change (3)
Issues associated with change. Topics include change as a sociopolitical process; sources and purpose of change; coping with multiple reform efforts; decision-making processes; reform implementation; problems of resistance to change in curriculum and instruction; and change as a continuous process.

622B Resource Management and Development (3)
Prerequisite: EDD 600. Practical applications and skills for college resource management in personnel, structures, facilities, technologies, finances, programs and services. Optimizing resources through management and creative leadership that encourage and support collaboration across divisions.

623 The Politics of School Reform (3)
Prerequisites: admission to Joint Doctoral Program and consent of program adviser. Theoretical and practical aspects of school reform politics with particular attention to curricular and instructional reform. Topics include: history of school reform; role of city government in school reform; racial and ideological divisions over school reform; and the political challenge of building coalitions for sustainable reform.

624A Social Context of Education Politics, Policy and Governance (3)
Prerequisite: admission to the EDD program. In-depth study of topics relevant to instructional leadership and educational policy cycles. Topics include policy-making process, role of values and interest groups, policy analysis, equality of educational opportunity, how policy efforts are reshaped and systemic reform. Policy issues, such as high-stakes testing, curricular mandates and accountability are used as exemplars.

624B Student Learning and Development (3)
Prerequisites: admission to the program, EDD 600. Student development and learning theories based on cognitive, psychosocial, typology and person-environment perspectives. Role of faculty and others in the collaborative development and implementation of responsive curricula and co-curricula at two- and four-year institutions.

626A Transforming Teaching and Education through Resource Optimization (3)
Perspectives for how optimization of resources can transform education through multidisciplinary approach. Topics include identification of economic, social and political resources, innovative ways to develop new streams of resources and policies and procedures that increase highly productive ways to use resources.

626B Integrative Seminar in Higher Education/Community College Issues (3)
Prerequisites: admission to the program, EDD 600. Current issues in higher education/community colleges from local to global perspectives reinforcing a multilens view of higher educational studies. Opportunities for interactions with experts and for student to engage in questions/challenges and data-driven, solution-focused discussions.
627 Epistemology, History and Structure of Contemporary Education (3)
Epistemological and historical trends that have shaped the structure of contemporary education. Influence of major schools of thought, such as rationalism, empiricism, pragmatism, behaviorism and constructivism, and how modern education structure, curriculum and pedagogy have been influenced by these various perspectives.

630 Leadership for Change and Collaboration (3)
Prerequisites: admission to the program, EDD 600. Leadership and organizational change in higher education, multicultural organizational development, forecasting, planning and change analyzed. Community relations needed to develop programs responsive to workforce and community needs. Educational codes, laws, policies and practices impacting higher education.

637 Emerging Developments in Subject Areas (2)
Team-taught elective course focusing on: cutting-edge developments in reading/English language arts, math, science and social studies curricula; the critical connection between staff development program and instructional leadership; and methods for engaging parents and the community in support of instructional improvements.

670A Linking Research to Problems of Practice (2)
Identifying complex problems of educational practice appropriate for doctoral research. Small-group instruction provides coaching that enables students to initiate the research cycle by linking research to problems of practices.

670B Connecting Research Questions to Scholarship in the Discipline (2)
Assists in writing a critical review of the professional literature pertaining to the research problem each has identified.

670C Written Qualifying Examination (2)
Preparation for the Ed.D. Qualifying Examination, a prerequisite for advancing to candidacy in the doctoral program.

670D Refining Research Questions (2)
Prerequisites: admission to EDD, EDD 670A, B, C, passing EDD Qualifying Examination. Students further refine research questions or hypotheses, select the research method to investigate their research question, design a research study that specifies methods to be implemented for data collection and analysis.

670E Proposal Defense Preparation (2)
Prerequisites: admission to EDD, EDD 670A, B, C, passing EDD Qualifying Examination. Assists students to write a defensible dissertation research proposal reflecting high quality scholarship.

670F IRB Approval and Proposal Defense (2)
Prerequisites: admission to EDD, EDD 670A, B, C, D, E, passing EDD Qualifying Examination. Students obtain CSUF IRB approval and submit a revised and completed dissertation research proposal in preparation for the dissertation proposal defense.

696 Directed Study in Educational Research (3)
Prerequisite: graduate standing, consent of program director or graduate adviser. Research under direction of a faculty member or principal investigator. Requires completing specified deliverables or outcomes. Develop intended learning outcomes and describe the methods for attaining each within the context of independent study, providing specific deliverables.

698 Dissertation Research (6)
Prerequisite: EDD 670F. Individual research on a dissertation. Conferences with faculty adviser and committee members, culminating in publishing a dissertation. May be repeated once.

699 Independent Study (6)
Prerequisite: consent of department. Independent doctoral-level inquiry for qualified students.