

ED.d. iN eDUCATIONAL lEADERSHIP

Course #: EDDL

Course Title:

Term:

**Units:** 3 Units

**Class DaTes**

**Class Time:**

**Class Location:** Main Campus, CE #

# Contact Information

**Instructor**:

**Phone**:

**Email:**

**Office Hours**: Weekday & Time

(*Before & after class**or by Appointment*)

# Conceptual Framework, College of Education

The College of Education of California State University, San Bernardino (CSUSB) is dedicated to the development and support of wise, reflective professional educators who will work toward a just and diverse society that embraces democratic principles. The wise educator:

* Possesses rich subject matter knowledge
* Applies sound judgment to professional practice and conduct
* Applies a practical knowledge of context
* Respects multiple viewpoints
* Reflects on professional practices and follows up with appropriate action

*(College of Education Conceptual Framework, revised 2006, 2008. Augmented Spring 2020)*

# Carnegie Project on the Education Doctorate (CPED) Standards

**CPED Program Learning Outcome 1.  Knowledge Base in PK-20 Education and Educational Leadership**

CPED Principle: Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.

CPED Principle: Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.

CPED Principle: Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.

CPED Principle: Emphasizes the generation, transformation, and use of professional knowledge and practice.

Commitment to Praxis: Building research collaboratives around 'Community Problems of Practice' that focus on relevant challenges in the field to improve student achievement, opportunity and community well-being;

Commitment to Bridging the Pipeline: Preparing a pipeline of PK-12 educators/leaders and community college/university leaders with continuous support for career and personal growth;

Commitment to Community Engagement & Development: Including outstanding community/educational leaders in instructional roles, mentoring roles, and in curricular development as well as programmatic dialogue and decision-making; Vision of stakeholders as partners for educational progress including students, parents, educators, leadership, business partners, non-profits, and others

**Program Learning Outcome 2. Equity Driven Education Leaders Committed to Social Justice**

Graduates of the Doctoral program in Educational Leadership will be able to address issues of equity, diversity, and justice in education to improve the quality of learning for all.

Graduates will be able to:

SLO 2. Demonstrate the ability to advocate for equitable, culturally responsive, and asset-based approaches for serving students, especially historically and persistently minoritized populations.

**Program Learning Outcome 3. Application of Theory into Practice**

Graduates of the Doctoral Program in Educational Leadership will be able to demonstrate effective processes for curriculum, instruction, learning, and assessment for equity, quality, and justice.

Graduates will be able to:

 SLO 3. Demonstrate knowledge of ways to promote high quality, culturally responsive curriculum and instruction, including knowledge of theories of cognition and learning relevant policies and assessment practices.

**Program Learning Outcome 4. Scholar-Leaders**

CPED Principle: Emphasizes the generation, transformation, and use of professional knowledge and practice.

CPED Principle: Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.

Commitment to Interdisciplinarity: Engaging faculty and community stakeholders with varied disciplinary perspectives in coursework examining research, theory, and significant challenges

**Program Learning Outcome 5. Professional Educational Leader Skillsets**

CPED Principle: Emphasizes the generation, transformation, and use of professional knowledge and practice.

CPED Principle: Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.

Commitment to Interdisciplinarity: Engaging faculty and community stakeholders with varied disciplinary perspectives in coursework examining research, theory, and significant challenges

Commitment to Leadership Development: Equipping well-prepared educational leaders with the knowledge, skills and dispositions to lead and guide communities in positive change in California's PK-12 and college/university systems

**Program Learning Outcome 6. Ethical and Collaborative Decision Making**

Graduates of the Doctoral Program in Educational Leadership will be able to model ethical decision-making in collaborative processes for organizational improvement and community engagement.

Graduates will be able to:

SLO 6. Describe how ethical principles and community engagement inform their leadership practice, with particular attention to collaboration with historically minoritized students, families, and communities.

# Program Learning Outcomes (PLOs) For this course

Include the PLOs assigned to this course (Instructor: See attached schedule)

# Course Learning Outcomes and Course Goals

List your course outcomes/goals that are in addition to the PLOs already outlined above)

# Students with Disabilities

If you are in need of an accommodation for a disability in order to participate in this class, please see the instructor and contact Services to Students with Disabilities at (909)537-5238 (Main Campus) or 760-341-2883 extension 78117 (PDC). All discussions will remain confidential. Please visit <https://www.csusb.edu/ssd> for additional information.

If you require assistance in the event of an emergency, you are advised to establish a buddy system with a buddy and an alternate buddy in the class. Individuals with disabilities should prepare for an emergency ahead of time by instructing a classmate and the instructor.

# COurse Materials and resources

Required Text/Reading:

Author. (Year). *Texbook titile* (Ed.). City, State: Publisher.

Suggested Reading:

# Course Requirements

Please give an overview of course requirements and point structure. You should have at least one signature assignment addressing the required learning outcome for the course. Example:

25% = Attendance

25% = Assignment #1 (Due Date \_\_\_\_\_\_)

25% = Assignment #2 (Due Date \_\_\_\_\_\_)

25% = Signature Assignment\* (Due Date \_\_\_\_\_\_)

# Course Assessments (The instructor reserves the right to alter the content & assignments required.)

Please provide a brief overview of each of your course assignments. Example:

* **Attendance and Active Participation**

It is important to attend class, arrive on time, remain for the entire session, and to participate actively in all class activities. This implies attendance, completion of assigned reading prior to class, integration of critical content from readings, development of inquiry questions, and participation in discussions and group activities as evaluated by the Discussion Rubric. Points will be deducted for absences and partial absences (See attendance policy below for details). The use of CSUSB’s Blackboard system will be required throughout the term. There, you will find announcements, class information, assignments, grading, and resources. **Please check your email regularly!**

* **Assignment #1**

(Also include the Learning Outcome to which this assignment is related)

* **Assignment #2**

(Also include the Learning Outcome to which this assignment is related)

* **Signature Assignment**

(Also include the Learning Outcome to which this assignment is related)

# Course Schedule

Table 1 - Course Schedule with session number, Date, Activity, and Assignment

| Session: Date | Activity | Assignment |
| --- | --- | --- |
| Session #1: |  |  |
| Session #2: |  |  |
| Session #3: |  |  |
| Session #4: |  |  |
| Session #5: |  |  |
| Session #6: |  |  |
| Session #7: |  |  |
| Session #8: |  |  |
| Session #9: |  |  |
| Session #10: |  |  |
| Session #11: |  |  |
| Session #12: |  |  |
| Session #13: |  |  |
| Session #14: |  |  |
| Session #15: |  |  |
| Final: |  |  |

Grade Scale and Policies

**Grading Scale**

|  |  |  |
| --- | --- | --- |
| **Grade** | **Percentage** | **Notes** |
| **A** | **(94%)** | **Indicates outstanding achievement** |
| **A-** | **(90%)** |  |
| **B+** | **(87%)** |  |
| **B** | **(84%)** | **Indicates average achievement** |
| **\*B-** | **(80%)** | **Indicates failing work** |
| **\*Fail** | **(80.0 % or less)** | **Indicates unsatisfactory performance** |

**Grading policy**

The College of Education grading policy indicates any grade below a B- is not acceptable for the doctoral program. Please note that although your final grade is based on a point system, all assignments must be completed in order to receive a B- grade, or above. If you are on financial aid: Please be aware that receiving grades of F, I, NC, and WU may have an impact on your financial aid. It is a student’s responsibility to maintain financial aid eligibility.

**Attendance and Late Work**

Punctual attendance at every class session is expected of each doctoral candidate. The instructor only, who is responsible for maintaining attendance records, makes exceptions to this policy. In recognition that illness and emergencies can occur, to the degree practicable, notify your professor in advance. Please email the professor with subject title EDDL \_\_\_: Absent Request <insert Date>. It will be your responsibility to ensure that any assignment is still turned in on time. The instructor will assign make-up work for one prior approved absence only. All other tardies and absences will significantly affect your grade as established by the instructor. Late work will suffer point deductions.

**Revisions**

(If any per instructor) Example: Assignments can be revised for a higher grade. To be eligible for revisions, original assignments must be turned in on time. Revisions must be re-submitted with changes highlighted, and the revision must be turned in the following session to receive revision credit consideration.

**Incomplete Course Requests**

Incompletes will only be considered in extreme emergencies as deemed by the instructor only.  The incomplete policies may be found at <http://bulletin.csusb.edu/academic-regulations/> Please speak with the instructor as this might not be an option.

**Dropping the Course**

Please see the policy for dropping a course:

[Dropping a Course](https://www.csusb.edu/registrar/registration/dropping-class)

**Academic ('Grade') Grievances and Non-Academic Grievances**

Please refer to the following policies:

[Academic Grievance Policy](https://www.csusb.edu/advising/students/academic-grievance)

[Non-Academic Grievance Policy](https://www.csusb.edu/policies/student-non-academic-grievance-policy-and-procedures)

# Course Policies

**Writing Proficiency**

Written assignments should demonstrate doctoral level work: analysis, content depth, inquiry, and composition (syntax, grammatical structure, punctuation, spelling, and active voice). Submitted papers should adhere to APA publication style (6th edition). For additional support, visit the Writing Center located at CE-310 or contact them at (909) 537-5232 for an individual appointment. The Writing Center offers a variety of services for support. A description of the APA format is also available at the following website: <http://www.apastyle.org/elecref.html> or the *American Psychological Association, 6th Edition Manual* can be purchased at the university bookstore. Papers that do not conform to these standards are subject to rejection or significant reduction in grade.

**Library Services**

The John M. Pfau Library offers a variety of ways to get research help. Get 24/7 online assistance, view videos and guides, visit the reference desk, or attend a workshop.

Learn more here:[*Library Research Assistance*](https://libguides.csusb.edu/prf.php?account_id=42611)

**Plagiarism**

Plagiarism is commonly understood in the academic community to involve taking the ideas or words of another and passing them off as one’s own. When paraphrasing or quoting an author directly, one must credit the source appropriately. Plagiarism is not tolerated at the College of Education: Educational Leadership & Technology Department and makes the offending student liable to penalties up to and including expulsion.

“Plagiarism is academically dishonest and makes an offending student liable to penalties up to and including expulsion. Students must make appropriate acknowledgements of the original source where material written or compiled by another is used” (CSUSB Bulletin 2003-2004, p. 60).

**Cheating**

Cheating is the act of obtaining or attempting to obtain credit through use of any dishonest, deceptive, or fraudulent means. Cheating includes but is not limited to:

* Copying, in part or in whole, from a test, software, or other evaluation instrument
* Submitting work previously graded in another course, unless this has been approved by the course instructor or departmental policy
* Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by the department policies of both departments
* Using or consulting during an examination sources or materials not authorized by the instructor
* Altering or interfering with grading or grading instructions
* Sitting for an examination by a surrogate, or as a surrogate
* Any other act committed by a student in the course of his or her academic work, which defrauds or misrepresents, including aiding or abetting in any of the actions defined above

**Technology**

In a technology-rich environment, the educational leader serves as a facilitator of learning, mentoring, and coaching. Technology is a tool for learning that expands our instructional repertoire and is a vehicle that maximizes our capacity to become global citizens. Technology will be integrated for all professionals to:

* Provide global access to information
* Meet the curricular needs of all learners
* Address diverse learning styles
* Encourage cooperative learning
* Help each individual accept responsibility for their learning
* Provide access to general learning materials
* Refine critical thinking skills and foster creativity
* Provide a medium for expression and communication
* Collect, assess, and share performance information
* Improve the effectiveness of administrative tasks
* Provide skills and proficiencies necessary for the workforce

**Maintaining Copies of Assigned Course Work for Program Evaluation**

The College of Education: Doctoral Program in Educational Leadership evaluates its programs on an ongoing basis.  The data from such evaluations provide us with information to help improve the quality of the educational experience we provide our students.  In addition, the data are used by our accrediting bodies, such as the Western Association of Schools and Colleges (WASC), to makedecisions as to whether we can maintain our accredited status with these associations.  To this end, we may archive copies of the papers, examinations, exercises, etc. that students complete as part of their required course work so that we can track if students appear to be meeting the objectives of the program in which they are enrolled.  Names will be removed from the assignments we opt to archive for evaluation purposes.  **If you prefer that your course work not be archived for evaluation purposes, please let me know immediately so that I can make such a notation in the files I keep for each student who enrolls in my courses.**

**Code of Conduct**

The College of Education: Doctoral Program in Educational Leadership strives to create a learning environment, which is respectful of the rights and dignity of all members of our learning community. Students are expected to conduct themselves in a collegial, respectful, and professional manner while participating in all activities associated with this course. Students are expected to exhibit behaviors and attitudes consistent with appropriate ethical-legal standards, and to refrain from any fraudulent, dishonest, or harmful behaviors such as plagiarism, cheating, or harassment, which compromise the integrity of the academic standards of the university and/or impact the safety and security of fellow students, staff, and faculty. Failure to comply with appropriate standards of conduct may result in a grade of “F” in the course and dismissal from the program.

**Respectful Discourse**

The College of Education: Doctoral Program in Educational Leadership values and respects the perspectives and diversity of our students in regard to ethnicity, nationality, gender, sexual orientation, socioeconomic status, religion, age, and ability status. Thus, it is critical that classroom discussions include respectful dialogue about any issue that impacts the lives of our students, and the individuals, families, and communities that our students serve.

**INSTRUCTOR ONLY**

**Doctoral Program Course Content Descriptions (Instructors Use)**

**(In Course Number Order)**

**EDDL 7012:** **Foundations of Leadership in PK-12 Institutions** LCC 6 (3 units)

Provides an in-depth overview of California’s PK-12 education system. Students will critically evaluate historical, philosophical, and socio-political aspects and apply them to issues of leadership, policy and practice. Emphasizes social responsibility and the relationships between PK-12 and higher education.

* Educational Policy Environments: Political, legal, and historical contexts affecting local, state, and federal educational decision-making.

**EDDL 7020:** **Foundations of Community Colleges and other Higher Education Systems** (3 units)

Provides an in-depthoverview of California’s higher education system. Students will use critical thinking to analyze and evaluate the complexities of historical, philosophical, and socio-political aspects and apply them to issues of leadership, policy, and practice. Emphasizes social responsibility and the relationships between higher education and PK-12.

* Educational Policy Environments: Political, legal, and historical contexts affecting local, state, and federal educational decision-making.

**EDDL 7112: Leadership for Teaching and Learning in PK-12** (3 units)

This course presents leadership skills, strategies, and models for leading, teaching, and learning. Emphasizes leadership for improving teaching strategies related to learning theories, instructional reform, and professional development for school improvement.

* Leadership in curriculum development and delivering of instruction; and Instructional leadership centering around the mission and vision of the educational program.
* School and Campus Cultures: Creating shared aspirations and expectations that result in learning-centered environments and student excellence.
* Student Development and Learning: Classroom, school, and community-based support, instruction, and services reflecting theories of development and learning.

**EDDL 7120:** **Leadership for Teaching and Learning in CC/HE** (3 units)

Presents teaching and learning theories, policies, and practices that leaders can engage ~~t~~o foster college student transition, persistence, and completion. Emphasizes leadership to coordinate resources, improve student learning, and foster academic achievement for diverse student populations in the community college and higher education sector.

* School and Campus Cultures: Creating shared aspirations and expectations that result in learning-centered environments and student excellence.
* Student Development and Learning: Classroom, school, and community-based support, instruction, and services reflecting theories of development and learning.

**EDDL 7212: Public School Organization, Governance, and Policy** (3 units)

Examines PK-12 governance and policy at the district, county, state, and federal level. The course focuses on leaders applying practices that connect legislative and judicial action with social, political, and economic forces affecting PK-12.

* Community and Governmental Relations: Working with boards and trustees, families, communities, businesses, and local and state governmental entities.

**EDDL 7220:** **Higher Education Organization, Governance, and Policy** (3 units)

Examines higher education governance and policy at the institutional, state, and federal level. The advanced course focuses on leaders applying practices that connect legislative and judicial action with social, political, and economic forces affecting higher education.

* Community and Governmental Relations: Working with boards and trustees, families, communities, businesses, and local and state governmental entities.

**EDDL 7312:** **Assessment and Data Driven Decision-making** **in PK -12** (3 units)

Establishes the understanding and application of assessment and evaluation to inform leadership practices that promote equitable student outcomes and sustain the health of PK-12 education.

* Assessment and Evaluation: Assessing learning outcomes, using data for student interventions and program decision-making and improvement.
* Data-Driven Decision Making: Data-driven decision `making and institutional research to improve educational outcomes.

**EDDL 7320:** **Assessment and Data Driven Decision-making** **in CC/HE** (3 units)

Establishes the understanding and application of assessment and evaluation to inform leadership practices that promote equitable student outcomes and sustain the health of higher education.

* Assessment and Evaluation: Assessing learning outcomes, using data for student interventions and program decision-making and improvement.
* Data-Driven Decision Making: Data-driven decision `making and institutional research to improve educational outcomes.

**EDUC 7412:** **Leadership in Pupil Personnel Services** (3 units)

Leadership roles in providing the array of pupil personnel services including counseling, school psychology, speech therapy, and other adjunct or related services. Examines the key role that these services represent in overall program design and operation.

* Curriculum and Instructional Reforms: Cognition and learning, reforms in curriculum and instruction, instructional technologies, online and distance learning.
* School and Campus Cultures: Creating shared aspirations and expectations that result in learning-centered environments and student excellence.

**EDUC 7420:** **Leadership and the Curricular Functions of the Community College** (3 units)

Enhance leadership capacity to sustain and develop the areas of career and technical education, developmental education, transfer, and community education in community colleges. Emphasizes collaboration across administrative units and education sectors to develop services, programs, and pathways that support access, equity, and student success.

* Curriculum and Instructional Reforms: Cognition and learning, reforms in curriculum and instruction, instructional technologies, online and distance learning.
* School and Campus Cultures: Creating shared aspirations and expectations that result in learning-centered environments and student excellence.

**EDDL 7801:** **Scientific Inquiry** (3 units)

Offers guided practice in the critical review and application of current educational literature, the development of comprehensive research questions and/or hypothesis development, and design of basic quantitative, qualitative, or mixed methods through a field based problem of practice approach.

* Applied Quantitative Inquiry: Formulating researchable questions, design and statistical analysis of surveys, and quantitative data collection.
* Qualitative methods of data collection and interpretation, and ethnographic and action research.

**EDDL 7802:** **Applied Quantitative Research** (3 units)

Offers guided practice in developing and conducting quantitative research in education. Supports the design and application of quantitative studies adhering to rigorous scientific standards, including data analysis and write up.

* Applied Quantitative Inquiry: Formulating researchable questions, design and statistical analysis of surveys, and quantitative data collection.

**EDDL 7803:** **Applied Qualitative Research** (3 units)

Offers guided practice in developing and conducting qualitative research in education. Supports the application and design of qualitative studies adhering to rigorous research standards, including data analysis and write up.

* Qualitative methods of data collection and interpretation, and ethnographic and action research.

**EDDL 7901:** **Theories and Principles of Leadership** (3 units)

Examines links between educational theory, research, and practice in the larger ethical, philosophical, economic, political contexts while addressing diversity and equity in the US and worldwide. The course provides a context for understanding the current and emerging nature and role of education and educational leaders in a global society.

* Visionary Educational Leadership:  Leadership based on a shared vision of learning grounded in moral principles and ethical decision-making.

**EDDL 7902: Leadership and Educational Reform** (3 units)

Explores governing educational policy, including significant laws, legal principles, recent litigation, teacher and faculty rights and duties, administrative behavior, board relationships and labor management relations. Focuses on connections between legislative and judicial action and the social, political and economic forces affecting education and leadership practice.

* Systemic Educational Reform:Achieving reform and improvement within California's P-12 and community college/post-secondary education institutions.
* Collaborative Management:Fostering distributive leadership, facilitating collaborative change.
* Educational Accountability: Internal and external accountability processes and their use in data-driven planning.
* Curriculum and Instructional Reforms: Cognition and learning, reforms in curriculum and instruction, instructional technologies, online and distance learning.
* Community and Governmental Relations: Working with boards and trustees, families, communities, businesses, and local and state governmental entities.

**EDDL 7903:** **Leadership and Fiscal Planning in Complex Organizations** (3 units)

Methods of financing public education. Identifies budgeting and accounting techniques used by school districts and college leaders in support of the instructional process and considers legal requirements and public reactions to the financing of education and resource allocation to achieve student outcomes.

* Complexity and Organizations: Modern theories of management of complex organizations and applications to education.
* Collaborative Management:Fostering distributive leadership, facilitating collaborative change
* Resources and Fiscal Planning: Financing public education; budgeting and resource allocation to achieve student outcomes.

**EDDL 7904:** **Human Resources Development and Management** (3 units)

This course examines leadership issues surrounding human resources in PK-20 contexts, including: state and federal laws, union relations, employee hiring and evaluation, professional development, and capacity building.

* Collaborative Management:Fostering distributive leadership, facilitating collaborative change.
* Collaborative Management:Fostering distributive leadership, facilitating collaborative change.

**EDDL 7905:** **Field-based Practicum in PK-20 Settings** (3 units)

Field-based experiences that enhance leadership practice and provide for significant interaction in either PK-12 and/or community college/higher education settings.

* Field-Based Research: Research applied to relevant field settings, including collection, analysis, and use of data.
* Data-driven Decision Making: Data-driven decision `making and institutional research to improve educational outcomes.

**ESPE 7906:** **Leadership in Program Development for Students with Disabilities** (3 units)

Leadership and administration of programs for students with disabilities, including the review of legislative authority and state and federal regulations. Emphasis will be placed on accessibility and inclusive practices

* Diversity and Equity: Addressing issues of diversity, equity and opportunity, including attention to special populations.

**EDUC 7907:** **Diversity and Equity in Education (**3 units)

This course prepares educational leaders to promote equity and diversity in education environments. In-depth focus on issues of race, class, gender, immigrant status, sexual orientation and identity, language, and other forms of marginalization. Students review theories, interpret policies, and develop inclusive leadership practices.

* Diversity and Equity: Addressing issues of diversity, equity and opportunity, including attention to special populations.
* School and Campus Cultures: Creating shared aspirations and expectations that result in learning-centered environments and student excellence

**EDUC 7908: Ethical Leadership and Decision Making in Education** (3 units)

Leadership ethics and the utilization of principles of personal balance in daily life and work. Covers decision-making theories and how decisions are made at various levels in PreK-12 and community college/higher education to effectuate positive and sustaining change.

* Visionary Educational Leadership:  Leadership based on a shared vision of learning grounded in moral principles and ethical decision-making.

**EDDL 7804: Dissertation** (12 units)

Directed independent study. Students prepare their dissertations with faculty support. Dissertation focus is primarily on problems of practice and leadership roles that impact the regional service region.

* Field-Based Research: Research applied to relevant field settings, including collection, analysis, and use of data.

**INSTRUCTOR ONLY**

**PLOs Assigned to EDD Courses (Instructors Use)**

**PLO 1: Knowledge Based in Education and Educational Leadership**

STUDENTS WILL:

* understand educational legislation, policies, theories, and practices.
* understand legislative landmarks that have impacted structure and function of PK-12/higher education.
* understand the process of differentiation.
* understand and be able to articulate the major theories that attempt to explain Pk-12/higher education as a socio-cultural, socio-political, and national project.
* understand the role of institutional research in assessment, evaluation, and continuous improvement.
* understand the approach to governance in higher education, particularly concerning higher education organizations, the professoriate, the state, and other important stakeholders.
* understand the approach to governance in Pk-12, particularly concerning school district, the state, and other important stakeholders.
* understand, in depth, the various functions of higher education institutions.
* understand previous and current accountability measures in relation to student outcomes.
* understand organizational change as it relates to student success.
* understand completion agendas, including bachelor degrees, transfer to four-year colleges, associate degrees, and CTE career pathways.
* understand the various resources necessary to support student success and academic achievement including, but not limited to, faculty and staff, facilities, funding, educational materials and technologies.
* understand how governance and policy affects schools and colleges through case studies of public institutions.
* understand the impact of higher education governance and policy on various stakeholders.
* understand the operational and strategic planning functions related to higher education organizations.
* recognize the role of educational administrators as leaders and facilitators in strategic planning, as well as the role of internal and external stakeholders.
* understand the components of a Facilities Master Plan.
* comprehend the limits of school site acquisition.
* appreciate the complexities of combining funding options for school facility construction.
* understand school finance at the state and local levels – terminology and applications.
* investigate school finance reform efforts.
* understand budgeting components.
* appreciate current issues and debates in the institutional culture of schools.

**PLO2: Equity Driven Education Leaders Committed to Social Justice**

STUDENTS WILL:

* demonstrate an understanding of the CA Master Plan by providing a critique of the plan's viability in today's funding structures and accountability systems.
* recognize issues of access, affordability, efficiency, transferability and economic impact.
* demonstrate that they can critically evaluate relationships between PreK-12 and higher education through case study applications.
* make a collective impact through seamless visions and pathways.
* explore how their leadership principles shape their responses to equity and diversity issues.
* devise budgets to ensure program improvement and student achievement.
* problematize some dominant discourses of school culture.
* engage in advocacy and fundraising efforts.
* demonstrate a sophisticated critical understanding of the socio-cultural forces at work in the governing and practice of schooling.
* articulate personal positions on a selected range of issues in the socio-cultural context of schooling.
* recognize various forms of diversity, including but not limited to: race, gender, class, ability, immigration status, LGBTQ, and language.
* understand how the intersectionality of student and educator identities informs policies and practices that emphasize equitable outcomes.
* demonstrate their understanding of the impact of diversity on an organization by completing an equity inventory.
* understand holistic approaches to diversity and equity in education including hiring practices for faculty, staff, administrators and providers of goods and services; and for developing a diverse student population.
* recognize the complex nature of “diversity” as a construct in both the fields of education and administration/organizational theory.
* explore education organizations as cultures comprised of a variety of diverse participant-stakeholders that include students, teachers, administrative staff, and community members.
* discuss the role(s) of educational leaders in promoting social justice and inclusion.
* recognize the contributions made to our understanding of diversity in educational settings from theory and research exploring various forms of diversity including race, sex/gender, ethnicity, religion, and sexuality.
* establish professional, positive, and sustaining relationships with faculty to constantly monitor the effectiveness of the program.
* understand how to foster a climate that engages with student assets to apply effective teaching and learning strategies. understand that all students are capable of learning.
* recognize the benefits and effectiveness of an instructional program and is willing to alter the components to support student learning.
* demonstrate equity-driven leadership.
* demonstrate fiscal responsibility in managing financial resources, while pursuing equitable distribution of funds.
* critically assess governance structures and applicable federal, state, and local laws.
* evaluate student outcomes in relation to established standards.
* demonstrate the ability to reframe traditional standards of success.
* adhere to the CSUSB principles, standards, and expectations associated with plagiarism.
* adhere to the CSUSB principles, standards, and expectations associated with the Institutional Review Board application process.
* “respect the rights, dignity, and worth of all people and take care to do no harm in the conduct of their work.” http://c.ymcdn.com/sites/www.weraonline.org/resource/resmgr/a\_general/aera.pdf
* “protect the rights, welfare, and dignity of research participants.” http://c.ymcdn.com/sites/www.weraonline.org/resource/resmgr/a\_general/aera.pdf
* “demonstrate sensitivity to cultural, individual, and role differences in teaching, studying, and providing service to groups of people with distinctive characteristics.” http://c.ymcdn.com/sites/www.weraonline.org/resource/resmgr/a\_general/aera.pdf
* “strive to eliminate bias in their professional activities, and not tolerate any forms of discrimination based on race; ethnicity; culture; national origin; gender; sexual orientation; gender identity; age; religion; language; disability; health conditions; socioeconomic status; or marital, domestic, or parental status.” http://c.ymcdn.com/sites/www.weraonline.org/resource/resmgr/a\_general/aera.pdf
* “acknowledge the rights of others to hold values, attitudes, and opinions that differ from their own, and treat others with dignity and respect.” http://c.ymcdn.com/sites/www.weraonline.org/resource/resmgr/a\_general/aera.pdf

**PLO3: Application of Theory into Practice**

STUDENTS WILL:

* understand how to develop and implement partnerships between PK-12 schools, community colleges, and universities.
* design a course that includes the elements of developmental education and high impact practices.
* create a professional development plan.
* complete an employee evaluation.
* build an organizational succession plan.
* demonstrate that they have a working understanding of planning models.
* develop student learning outcomes.
* implement accountability measures in a case study.
* design a program review plan.
* develop skills to manage governing boards.
* develop skills to address union management.
* develop PK-12/higher education policies and create a policy implementation plan.
* connect strategic planning with facilities, resource management, and assessment, and other operational areas.
* understand and apply change theories and organizational strategies that will enable them to articulate a vision, develop a strategic framework, and establish a plan.
* demonstrate ability to involve stakeholders at various levels to develop a mission and vision.
* demonstrate understanding of key funding models relevant to their strand in the doctoral program (either PK-12 or higher education).
* develop a program budget that demonstrates funding from a variety of sources.
* demonstrate prioritization of limited financial resources and strategies for developing balanced budgets.
* develop a budget reduction process.
* develop creative educational practices based on socio-cultural interactions in the educational setting.

**PLO4: Scholar-Leaders**

STUDENTS WILL:

* articulate Doctoral Studies Program requirements and policies (e.g., portfolio, exams, etc.).
* engage in a forum for discussing dissertation-related concerns.
* comprehend the contents of each dissertation chapter.
* understand how to read tables, graphs, and reports and critically think of underlying assumptions that influence the public perspective.
* understand how to explain reports and its implications to various stakeholders.
* understand techniques of institutional research and statistical analysis, and how to apply them in strategic planning and goal setting.
* recognize the differences between quantitative, qualitative, and mixed methods research design and how epistemological perspectives are reflected in those research methodologies.
* comprehend how theoretical paradigms and perspectives are reflected in research methodologies.
* reflect on their own subjectivities and understand that who they are influences the kinds of questions they ask and figures into how they collect, analyze, and interpret data.
* design methodologically sound qualitative research.
* design methodologically sound quantitative research.
* design methodologically sound mixed methods research.
* select appropriate data sources, data collection methods, and data analysis methods for their chosen strategy of inquiry.
* apply a variety of strategies for analyzing, interpreting, and reporting qualitative data.
* apply a variety of strategies for analyzing, interpreting, and reporting quantitative data.
* apply a variety of strategies for analyzing, interpreting, and reporting mixed methods data.
* recognize leading authorities on their chosen strategy of inquiry.
* apply appropriate evaluative criteria to existing qualitative research.
* apply appropriate evaluative criteria to existing quantitative research.
* apply appropriate evaluative criteria to existing mixed methods research.
* critically assess trustworthiness.
* identify, anticipate, and address ethical issues unique to specific qualitative methods.
* identify, anticipate, and address ethical issues unique to specific quantitative methods.
* identify, anticipate, and address ethical issues unique to specific mixed methods.
* interpret frequency distributions and other regressions/statistical assumption diagnostics.
* understand what contingency tables are and how to test variable relationships.
* demonstrate how to apply the concepts of reliability and validity and triangulation.
* calculate and interpret the appropriate central tendency, variability, standard normal distributions, non-normal distributions, and can explain how they relate to basic probability theory.
* calculate and interpret effect sizes in evaluation studies for multivariate analysis.
* demonstrate the concepts of Type I and Type II errors, statistical power specifically related to multiple regression, multi-level regression, exploratory factor analysis, and structural equation modeling.
* conduct and interpret these analyses on SPSS or similar statistical software.
* understand, through application, that multiple regression, multi-level regression, exploratory factor analysis, and structural equation modeling may be used to predict one variable from another and looking at relationships among variables.
* demonstrate proficiency in the critical analysis and synthesis of relevant studies and theories associated with their research inquiry.
* demonstrate proficiency in developing a research proposal and applying correct methodology and methods of inquiry.
* prepare a proposal for the Institutional Review Board, in alignment with dissertation work.

**PLO5: Professional Educational Leadership Skillset**

STUDENTS WILL:

* demonstrate written communication competencies commensurate of a critically conscious leader and educator.
* demonstrate oral communication competencies commensurate of a critically conscious leader and educator.
* demonstrate interpersonal communication competencies commensurate of a critically conscious leader and educator.
* demonstrate the ability to collaborate as a critically conscious leader and educator.
* demonstrate abilities to navigate and utilize a broad range of technological tools.

(Attributes of each PLO are include after the following Table of Course/PLO alignment.)

|  |  |  |
| --- | --- | --- |
| **Course #** | **Course Title** | **PLO Assigned** |
| EDDL 7801 | Scientific Inquiry | PLOs 3, 4 |
| EDUC 7907 | Diversity and Equity in Education | PLOs 1, 2, 3, 5 |
| EDDL 7901 | Theories and Principles of Leadership | PLOs 1, 2, 3, 5 |
| EDDL 7902 | Leadership and Educational Reform | PLOs 1, 2, 3, 5 |
| EDDL 7803 | Applied Qualitative Research | PLOs 2, 3, 4, |
| EDDL 7020  OR | Foundations of Community Colleges and Other Higher Education Systems | PLOs 1, 2, 3, 5 |
| EDDL 7012 | Foundations of Leadership in PK12 Institutions | PLOs 1, 2, 3, 5 |
| EDDL 7802 | Applied Quantitative Research | PLOs 2, 3, 4 |
| EDUC 7908 | Ethical Leadership and Decision Making in Education | PLOs 1, 2, 3, 5 |
| EDDL 7905 | Field-based Practicum in PK-20 Settings | PLOs 1, 2, 3, 4 |
| EDDL 7903 | Leadership and Fiscal Planning in Complex Organizations | PLOs 1, 2, 3, 5 |
| EDDL 7420  OR | Career and Technical Education Leadership in Community College | PLOs 1,2,3,5 |
| EDDL 7412 | Leadership in Pupil Personnel Services | PLOs 1, 2, 3, 5 |
| EDDL 7904 | Human Resources Development and Management | PLOs 1,2, 3, 5 |
| EDDL 7120  OR | Leadership for Teaching and Learning in Community College/Higher Education | PLOs 1,2,3,5 |
| EDDL 7112 | Leadership for Teaching and Learning in PRE-K12 | PLOs 1, 2, 3, 5 |
| EDDL 7220  OR | Higher Education Organization, Governance and Policy | PLOs 1,2,3,5 |
| EDDL 7212 | Public School Organization, Governance and Policy | PLOs 1,2,3,5 |
| ESPE 7906 | Leadership in Program Development for Students with Disabilities | PLOs 1, 2, 3, 5 |
| EDDL 7320  OR | Assessment and Data Driven Decision-making in Community College/Higher Education | PLOs 1, 2, 3, 5 |
| EDDL 7312 | Assessment and Data Driven Decision-making in PreK12 | PLOs 1,2,3,5 |