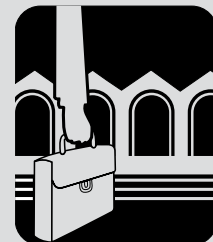


# Education - Educational Leadership and Policy Studies

College of Education



Credentials • Master of Arts

## PROGRAM DESCRIPTION

The programs in Educational Leadership are designed to meet a variety of needs in the field. The programs are oriented toward an interdisciplinary approach to the study of school leadership, offering students significant opportunities to apply theory to the practice of educational leadership.

The mission of the Department of Educational Leadership and Policy Studies is to develop educational leaders from diverse backgrounds who will positively impact the improvement of educational institutions and environments - from pre-K through university and professional levels. These leaders will:

- be visionary change agents;
- create collaborative learning communities;
- engage in reflective practice;
- ensure diversity and equity;
- implement research-based practices and site-based best practices; and
- build capacity through leadership development.

### Faculty

JoAnn Aguirre, Rosemary Blanchard, Jose Chavez, John Cotzakos, Geni Cowan, Virginia Dixon, Lila Jacobs, Edmund Lee, Hazel Mahone, Carlos Nevarez, Francisco Reveles, Cirenio Rodriguez

### Contact Information

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### Options

- **Services Credential:** Preliminary Administrative Services / Preliminary Administrative Services Internship / Professional Administrative Services
- **MA in Education:** Educational Leadership
- **MA in Education:** Higher Education Leadership

### Special Features

- Through the general program and through specific co-horted programs such as the Administrative Internship, the Bilingual Instructional Leadership Training Cohort, the Urban Education Cohort, the Elk Grove Cohort, the Sacramento City Schools Cohort, the San Joaquin County Leadership Cohort, the San Juan Unified School District Leadership Cohort, the Placer County Leadership Cohort, the Higher Education Student Affairs Cohort, and the Higher Education Community College Leadership Cohort, the Educational Leadership and Policy Studies Department attempts to bring together all aspects of leadership and management for educational enterprises. Student interests encompass public and private schools, educational agencies, and institutions of higher education.
- A significant dimension of all of the programs in Educational Leadership is an interest in and commitment to the full development of student potential and capability. Course work, advising, and field experiences are carefully orchestrated to insure a full range of faculty support for student achievement. The student, as a responsible autonomous agent, is expected to assume the role of equal partner in this effort.

## PROGRAMS

### Services Credential • Preliminary Administrative Services

#### Admission Requirements

Refer to Admission Requirements and Procedures for the Master of Arts degree in Education - Educational Leadership. In addition, all credential applicants must:

- have a valid California teaching credential (K-12) requiring a baccalaureate degree and a program of professional preparation including student teaching; or a valid California Designated Subjects Teaching credential provided the applicant also possesses a baccalaureate degree; or a California Pupil Personnel Services credential requiring a baccalaureate degree program of professional preparation including field practice with school-aged students; or a Librarianship credential; or a Health Services School Nurse credential; or a Clinical or Rehabilitative Services credential;

- provide documentation of registration for the CBEST exam;
- upon entering the credential program have completed a minimum of one year and, by the time of completion of credential requirements, have had three years of successful, full-time teaching or pupil personnel experience in public or private schools; and
- earn a minimum 3.0 GPA for all work presented for the credential.

### Requirements • Credential - Preliminary Administrative Services

*Courses in parentheses are prerequisites.*

#### A. Required Courses (24 units)

- (3) EDLP 200B\* Diversity and Equity in Educational Leadership
- (3) EDLP 201B\* Foundations of Educational Leadership
- (3) EDLP 202\*\*\* Legal Basis of Education
- (3) EDLP 203\*\*\* Financial Resources Planning and Allocation
- (3) EDLP 204B\*\*\* Special Education and Categorical Programs
- (3) EDLP 205B\*\* Curriculum and Instructional Leadership in K-12 Schools
- (3) EDLP 209B\*\* Human Resources and Supervision
- (3) EDLP 250\* Education Research (Graduate status)

#### B. Required Direct Field Experience (9 units)

- (3) EDLP 255\*\* Field Experience Seminar (Completion of 12 units including EDLP 200, EDLP 201, and either EDLP 205 or EDLP 206 for Preliminary Administrative Services Internship Credential students only. Corequisite: EDLP 401 and/or EDLP 402 for Administrative Services Credential students only)
- (6) EDLP 495\*\*\* Field Study in Educational Leadership Program; completion of fifteen (15) units of course work including EDLP 255; approval of faculty advisor)

\* Courses taken first semester

\*\* Courses taken second semester

\*\*\* Courses taken third semester

\*\*\*\* Courses taken fourth semester

Prerequisite: Admission to the Educational Leadership Program and instructor permission.

### Services Credential • Preliminary Administrative Services Internship

#### Admission Requirements

All applicants must:

- have a valid California teaching credential (K-12) requiring a baccalaureate degree and a program of professional preparation including student teaching; or a valid California Designated Subjects Teaching credential provided the applicant also possesses a baccalaureate degree; or a California Pupil Personnel Services credential requiring a baccalaureate degree program of professional preparation including field practice with school-aged students; or a Librarianship credential; or a Health Services School Nurse credential; or a Clinical or Rehabilitative Services credential;

- have had three years of successful, full-time teaching or pupil personnel experience in public or private schools;
- satisfactorily complete CBEST exam;
- earn a minimum 3.0 GPA for all work presented for the credential; and
- have been appointed to an administrative position by student's employing school district.

**Note:** Detailed requirements and procedures for admission to the Administrative Internship program may be obtained at the Department.

### Requirements • Credential • Preliminary Administrative Services Internship

*Courses in parentheses are prerequisites.*

#### A. Required Courses (45 units)

- (3) EDLP 200B\* Diversity and Equity in Educational Leadership
- (3) EDLP 201B\* Foundations of Educational Leadership
- (3) EDLP 255\* Field Experience Seminar (Completion of 12 units including EDLP 200, EDLP 201, and either EDLP 205 or EDLP 206 for Preliminary Administrative Services Internship Credential students only. Corequisite: EDLP 401 and/or EDLP 402 for Administrative Services Credential students only)
- (8) EDLP 401\* Internship on-the-Job Experience
- (3) EDLP 201B\*\* Foundations of Educational Leadership
- (3) EDLP 255\*\* Field Experience Seminar (Completion of 12 units including EDLP 200, EDLP 201, and either EDLP 205 or EDLP 206 for Preliminary Administrative Services Internship Credential students only. Corequisite: EDLP 401 and/or EDLP 402 for Administrative Services Credential students only)
- (8) EDLP 402\*\* Internship on-the-Job Experience
- (8) EDLP 403\*\*\* Internship on-the-Job Experience (Corequisite: EDLP 413)
- (6) EDLP 413\*\*\* Supplemental Internship Experience (Corequisite: EDLP 403)

#### Interns that require an additional semester may take the following classes (14 units)

- (8) EDLP 404\*\*\*\* Internship on-the-Job Experience (Corequisite: EDLP 414)
- (6) EDLP 414\*\*\*\* Supplemental Internship Experience (Corequisite: EDLP 404)

#### B. Other Required Course Work (18 units)

- (3) EDLP 202\*\*\* Legal Basis of Education
- (3) EDLP 203\*\*\* Financial Resources Planning and Allocation (Admission to the Educational Leadership Program and instructor permission)
- (3) EDLP 204B\*\*\* Special Education and Categorical Programs
- (3) EDLP 205B\*\*\* Curriculum and Instructional Leadership in K-12 Schools
- (3) EDLP 209B\*\* Human Resources and Supervision
- (3) EDLP 250\* Education Research (Graduate status)

- \* Courses taken first semester
- \*\* Courses taken second semester
- \*\*\* Courses taken third semester
- \*\*\*\* Courses taken fourth semester

Total Units: 77

\*\*\*\* This is a three semester program but students will have the option of taking an additional (fourth) semester if needed.

## Services Credential • Professional Administrative Services

### Admission Requirements

- Students will not be interviewed for admission to the Department if they have not made formal application to the University prior to the Departmental application deadline. University application forms may be submitted online at [www.csumentor.edu](http://www.csumentor.edu)
- Candidates must hold a bachelor's degree from an accredited institution, have attained a GPA of at least 3.0 (on a four-point scale) in the last 30 semester (45 quarter) units attempted, and have been in good standing at the last college attended.
- Candidates must possess a valid Preliminary Administrative Services credential and be employed by a local educational agency in an administrative capacity.
- Candidates must have passed the California Basic Educational Skills Test (CBEST).
- Applicants who have successfully completed the program leading to the Preliminary Administrative Services credential at Sacramento State should file the application with the Department office. The application will be referred to a faculty advisor or the program coordinator for review; candidates who meet all requirements for admission (including satisfactory GPA), will be referred to the full faculty for clear admission status. Candidates who do not meet one or more admission requirement(s) however, will be scheduled for an interview.
- All applicants new to the Educational Leadership and Policy Studies Department at Sacramento State are required to appear for an interview with a student/practicing administrator/faculty team. Interviews will be scheduled at the close of the application period. The interview will focus on the applicant's academic capabilities, leadership potential, and humanistic sensitivity.
- Up to 6 units may be transferred from another university if they satisfy the program requirements.

### Credential Candidates

In order to be recommended for the Professional Administrative Services credential, candidates must possess a valid Preliminary Administrative Services credential and must have completed a minimum of two years of successful full-time school experience in public schools/agencies in a position requiring a Preliminary Administrative Services credential, as attested by the employing school, district or agency. A minimum 3.0 GPA is required for all work presented for the credential.

## Requirements • Credential - Professional Administrative Services

Candidates will develop an individualized program of professional development activities during the Induction Seminar. The plan shall be developed in consultation among the candidate, employer and University representative and it will consist of the following competency areas:

- Organizational and Cultural Environments;
- Dynamics of Strategic Planning;
- Ethical and Reflective Leadership;
- Analysis and Development of Public Policy;
- Management of Information Systems and Human and Fiscal Resources Planning.

### Required Courses (12 units)

- (2) EDLP 277\* Advanced Seminar: Assessment
- (2) EDLP 293 Induction Seminar
- (8) EDLP 299 Special Problems - Educational Leadership  
**OR**

EDLP 498\*\* Advanced Administrative Field Experience

\* Admitted into the Professional Administrative Credential.

\*\* Admission to Professional Services Credential Program and full-time employment as a school administrator.

### Notes:

- Under the Professional Administrative Services Credential, we are allowed under SB 1655 to offer "mastery of field-work performance-streamlined assessment option." Please check with the Department for specific details.
- In all of the approved programs, the Department accepts 6 units of equivalent course work from another university or another Department from within Sacramento State (see advisor). Students may be able to take an Advanced Seminar as part of their Preliminary Administrative Services credential or Administrative Internship credential as long as it is not used to meet the Professional Administrative Services credential requirements. Professional Administrative Services credential students may take a course from the Preliminary Administrative Services credential program as long as it was not used to meet a requirement of the latter credential program.
- This credential is in the process of being modified; see Department for further information.

## MASTER OF ARTS IN EDUCATION

### Admission Requirements

Admission as a classified graduate student requires:

- a baccalaureate degree;
- two years of teaching experience or its functional equivalent;
- a minimum 2.5 GPA in the last 60 units;
- proficiency in written English composition as demonstrated by either passing the Sacramento State Writing Proficiency Exam or equivalent, or enrolling in ENGL 109 until the WPE is passed; and
- an interview with a student/practicing administrator/faculty team; interviews will be scheduled at the close of the application period, (the Graduate Record Exam (GRE) or Miller Analogies Test scores are NOT required; however, these test scores may be included with the admission application).

Applicants who have deficiencies in admission requirements that can be removed by specified additional preparation may be admitted with conditionally classified graduate status. Any deficiencies will be noted on a written response to the student's admission application.

### Admission Procedures

The deadline for submission of all application materials is the end of the sixth week of instruction of the semester prior to the one in which the applicant wishes to begin graduate studies. Prospective graduate students, including Sacramento State graduates, must file the following with the Office of Graduate Studies, River Front Center 206, (916) 278-6470:

- an online application for admission; and
- one set of official transcripts from all colleges and universities attended, *other than Sacramento State*.

At the same time, each applicant must forward the following to the Educational Leadership and Policy Studies Department in the College of Education:

- the Educational Leadership and Policy Studies application for admission (available in Eureka Hall 437);
- two letters of reference (forms attached to application packet); and
- one set of transcripts, *including Sacramento State* (these need not be official).

Approximately two weeks after the deadline for submission of application materials to the Department, each applicant will be scheduled for an interview. Approximately two weeks after all applicants have been interviewed, a decision regarding admission will be mailed to each applicant.

### Advancement to Candidacy

Each student working toward a Master's degree must file an application for Advancement to Candidacy for the degree; the application is a form on which the student indicates a proposed program of graduate study. The student must be advanced to candidacy the semester prior to enrolling in EDLP 500A. The procedure should begin as soon as the classified graduate student has:

- removed any deficiencies in admission requirements;
- completed at least 12 units in the Educational Leadership and Policy Studies graduate program with a minimum 3.0 GPA;
- obtained advisor's preliminary approval of thesis or project proposal; and
- passed the Writing Proficiency Examination (WPE) or secured approval for a WPE waiver.

Advancement to candidacy forms are available in the Office of Graduate Studies or the Educational Leadership and Policy Studies Department office. The student fills out the form after planning a degree program in consultation with his/her Educational Leadership faculty advisor. The completed form is returned to the Office of Graduate Studies for approval.

### Requirements • Master of Arts in Education Degree - Educational Leadership

Units required for the MA: 30, including at least 21 units in approved Educational Leadership courses. Up to six units, including extension credit, can be transferred from another university; a minimum of 21 units must be taken in residence.

Minimum required GPA: 3.0 for all work presented for the degree; only units with a grade of "C" or better may be counted. All work must be completed within a 7-year period.

*Courses in parentheses are prerequisites.*

#### A. Graduate Core Requirements (9 units)

- (3) EDLP 200B Diversity and Equity in Educational Leadership
- (3) EDLP 201B Foundations of Educational Leadership.
- (3) EDLP 250 Education Research (Graduate status)

#### B. Additional Requirements (15 units)

Select five of the following:

- EDLP 202\*, EDLP 203\*, EDLP 204B, EDLP 205B\*, EDLP 209B\*, EDLP 255, EDLP 296 series course, or EDLP 299

\* Prerequisite: Admission to the Educational Leadership Program.

#### C. Culminating Requirement (6 units)

##### Option 1:

- (3) EDLP 230 Master's of Arts Thesis/Project Seminar (EDLP 250 and advancement to candidacy)
- (3) EDLP 500A Master of Arts Thesis/Project (Advanced to candidacy and chair permission of his/her thesis or project committee) **OR**

##### Option 2:

- (3) EDLP 500A Master of Arts Thesis/Project (Advanced to candidacy and chair permission of his/her thesis or project committee)
- (3) EDLP 500B Master of Arts Thesis/Project (Advanced to candidacy and chair permission of his/her thesis or project committee)

##### First Semester:

- (3) EDLP 500A Master of Arts Thesis/Project (Advanced to candidacy and chair permission of his/her thesis or project committee)

##### Second Semester:

- (3) EDLP 500B Master of Arts Thesis/Project (Advanced to candidacy and chair permission of his/her thesis or project committee)

**Thesis/Projects.** Students must file a Master's Thesis/Project-Petition in the Department office one semester in advance and must have advanced to candidacy the semester prior to enrolling in thesis/project. EDLP 500A and EDLP 230 can not be taken in the same semester unless approved by the student's advisor and Graduate Coordinator or Department Chair. EDLP 500A and EDLP 500B can not be taken in the same semester unless approved by the student's advisor and Graduate Coordinator or Department Chair. Student's needing additional time may enroll in subsequent semesters in EDLP 299T with the approval of their advisor and Department Chair.

##### Notes:

- In order to be assured that faculty thesis/project advisors will be available, students must file the thesis/project petition with proposal in the Department office one semester in advance.
- This graduate degree program is subject to general University and Departmental requirements. These requirements are explained in the "Graduate Studies" and the "Educational Leadership and Policy Studies Department" sections of the Sacramento State Catalog.
- Students taking more than 6 units or less than 3 units for their culminating course work are required to meet with their advisor or Department Chair.



## Requirements • Master of Arts in Education Degree - Higher Education Leadership

Units required for the MA: 30, including at least 21 units in approved Educational Leadership courses. Up to 6 units, including extension credit, can be transferred from another university; a minimum of 21 units must be taken in residence.

Minimum required GPA: 3.0 for all work presented for the degree; no units with a grade lower than a “C” may be counted. All work must be completed within a 7-year period.

*Courses in parentheses are prerequisites.*

### A. Graduate Core Requirements (9 units)

- (3) EDLP 221 Foundations in Higher Education Leadership (Admission to the Master of Education: Higher Education Leadership Option)
- (3) EDLP 222 Diversity in Higher Education (Admission to the Master of Education: Higher Education Leadership Option)
- (3) EDLP 250 Education Research (Graduate status)

### B. Elective Requirements (15 units)

- (15) Select five of the following:
  - EDLP 223\* Advanced Seminar: Student Affairs Leadership
  - EDLP 224\* Advanced Seminar: Program Development and Evaluation
  - EDLP 225\* Advanced Seminar: Ethical Decision Making
  - EDLP 226 Meeting the Leadership Challenge
  - EDLP 227 Leading the Way for Student Success: Student and Instructional Services
  - EDLP 228 Innovative Leadership for Troubled Times: Budget/Finance and Human Resources
  - EDLP 229 Community College Leadership Practicum (EDLP 226, EDLP 227, EDLP 227)
  - EDLP 273 Advanced Seminar: Grants, Proposals and Systemic Planning
  - EDLP 278\* Advanced Seminar: Collaborative Leadership/Management - Systems Application (EDLP 208; advanced to candidacy; and instructor permission)
  - EDLP 282\* Advanced Seminar: Analysis of Educational Policy Development
  - EDLP 283\* Advanced Seminar: Economic Analysis of Educational Policy
  - EDLP 292 Advanced Seminar: Current Topics in Educational Leadership
  - EDLP 294 Cooperative Education Experience (Open only to upper division and graduate students; consent of Department chair)
  - EDLP 296 Experimental in Ed Leadership series course
  - EDLP 299 Special Problems - Educational Leadership

### C. Culminating Requirement (6 units)

- (3) EDLP 500A Master of Arts Thesis/Project (Advanced to candidacy and chair permission of his/her thesis or project committee)
- (3) EDLP 500B Master of Arts Thesis/Project (Advanced to candidacy and chair permission of his/her thesis or project committee)

\* Prerequisite: Admission to the Master of Education: Higher Education Leadership Option.

### Notes:

- Thesis/Projects: Students must file a petition in the Department office one semester in advance and must have advanced to candidacy before they enroll in thesis/project. First semester students are to register for EDLP 500A and EDLP 500B during the second semester if they obtained a satisfactory grade in EDLP 500A. Students needing additional time may enroll in subsequent semesters in EDLP 299T with approval of their advisor and Department Chair.
- Students that want to take a field experience may take EDLP 294 as an elective at any time during their program.

The Master of Arts in Education, Higher Education Leadership Option consists of the following tracks: Student Affairs Leadership; Policy Studies in Higher Education; and Community College Leadership.

- Those pursuing the Policy Studies in Higher Education tracks may take 9 units from the Public Policy and Administration Department upon the approval of faculty advisor and availability of courses in such Department.
- Students pursuing the Leadership in Student Affairs track may take elective courses from the Counselor Education Department upon the approval of faculty advisor and availability of courses in such Department.

### Graduate Courses

#### EDLP 200. Diversity and Equity in Educational Leadership.

Designed to synthesize previously obtained knowledge of different cultures/ethnic groups/races and social classes. The primary objective is to provide a learning environment which is conducive to the development of knowledge, understanding, and skills consistent with multicultural education and pluralistic education philosophy. **Units:** 3.0.

#### EDLP 200B. Diversity and Equity in Educational Leadership.

Primary objective is to provide a learning environment conducive to the development of knowledge, understanding and skills consistent with Multicultural Education and pluralistic philosophy. It will examine the advantages and complexities of a strategic approach to school and community relationships. Content will focus on public policy formation; community education role of culturally and linguistically diverse groups; current recommendations and emerging issues as they relate to the role of the school, family, and community in the ongoing debate of school reform. **Units:** 3.0.

#### EDLP 201. Foundations of Educational Leadership.

Introduction to theory and practice of educational leadership at the local, state, and federal level including structure and function of administration, organizational behavior, intrapersonal dimensions, and interpersonal relationships. **Prerequisite:** Instructor permission. **Units:** 3.0.

**EDLP 201B. Foundations of Educational Leadership.** Introduction to theory and practice of educational administration at the local, state, and federal levels including but not limited to the structure and function of administration, organizational behavior, interpersonal relationships, trends affecting contemporary practice, and the changing nature of school reform. Designed to encourage introspection and the reflective process to examine students' values, beliefs and needs. Students will examine strategies for integrating new information and experiences into their evolving professional knowledge base. **Note:** May be taken twice for credit (Adm Credential Interns). **Units:** 3.0.

**EDLP 202. Legal Basis of Education.** Study of school law as set forth in the common law, state, and federal constitutions, statutes, judicial decisions, and in the rules and regulations of state departments and local units of administration. **Prerequisite:** Admission to the Educational Leadership Program and instructor permission. **Units:** 3.0.

**EDLP 203. Financial Resources Planning and Allocation.** School finance and business administration, with focus on the California school system. **Prerequisite:** Admission to the Educational Leadership Program and instructor permission. **Units:** 3.0.

**EDLP 204. Educational Leader's Role in Special Education.** Introduction to the organization, leadership, and supervision of special education programs; assessment of exceptional children and youth; program options and support services; pupil referral, assessment eligibility, and placement processes; due process requirements; individualized education programs; funding, legislative, and legal dimensions. **Units:** 3.0.

**EDLP 204B. Special Education and Categorical Programs.** Introduction to the organization, leadership, and management of special education and categorical programs. Provides an overview of the historical, philosophical, ethical and legal roots of education for both special education and students served by state and federal categorical programs. **Units:** 3.0.

**EDLP 205. Curriculum Development.** Curriculum development appropriate to a modern program of education; the service role of the leader in instructional improvement; cultural, social, and political forces acting to shape the curriculum. **Prerequisite:** Admission to the Educational Leadership Program and instructor permission. **Units:** 3.0.

**EDLP 205B. Curriculum and Instructional Leadership in K-12 Schools.** Focuses on the significance of instructional leadership in the design and implementation of curriculum leading to high achievement for all students in K-12 schools. Particular attention will be given to current state and federal school accountability requirements, standards-based curriculum, the use of disaggregated student achievement data to design an instructional program appropriate to and effective for a diverse student population, and best research-based instructional practices. **Units:** 3.0.

**EDLP 206. Supervision and Leadership.** Supervisory theory and technique, including assessment of educational innovations, supervision of teaching, development of strategies for in-service programming, and the roles of various groups and individuals in the improvement of instruction. **Prerequisite:** Admission to the Educational Leadership Program and instructor permission. **Units:** 3.0.

**EDLP 207. Power and Politics in Educational Leadership.** Theoretical and conceptual approaches useful in the description, explanation, and prediction of political behavior are examined. An effort is made to conceptually relate the forces for continuity and for change to educational policy development at the local and state levels. **Prerequisite:** Admission to the Educational Leadership Program and instructor permission. **Units:** 3.0.

**EDLP 208. Theory and Process of School Leadership/Management.** Examination, synthesis, and application of contemporary leadership/management theory and processes at the site or unit level; consideration given to the expanding roles and current requirements in the administration of educational enterprises. Lecture three hours per week. **Prerequisite:** Admission to the Educational Leadership Program; EDLP 201 or equivalent, and instructor permission. **Units:** 3.0.

**EDLP 209. Human Resources in Education.** Recruitment, selection, evaluation, organization, and morale of professional personnel. **Prerequisite:** Admission to the Educational Leadership Program and instructor permission. **Units:** 3.0.

**EDLP 209B. Human Resources and Supervision.** Examines human resources and personnel practices in educational organizations. Key themes and issues in personnel will be presented with broad assumptions regarding dominant practices and their application to establishing positive human relations. **Units:** 3.0.

**EDLP 210. School-Community Relationships.** School-community interaction. Dynamics of community influence on school policy development. Historic school-community struggles, with emphasis on the community control movement and the role of minority groups in it. Trends and innovations in school-community programs such as the community school. Field experience encouraged. **Units:** 3.0.

**EDLP 218. Computers and Technology in Educational Leadership.** Introduction to the application of computers and other high technology for school administrators. Topics include: available technology for instructional and administrative uses, philosophical and practical considerations of the use of technology, determining computer needs, and technology implementation procedures. Hands-on experience will be provided with selected administrative computer systems. **Graded:** Credit / No Credit. **Units:** 3.0.

**EDLP 220. Advanced Seminar: Bilingual Program Management and Design.** Designed to provide an overview of the current program models, curriculum designs, staff development models, and evaluation designs needed for the development and management of instructional programs for pupils from diverse cultural and linguistic backgrounds. Factors which affect language minority students' academic achievement will be explored. Covers management and implementation of language development programs and bilingual programs for diverse language groups. Current bilingual models and strategies for implementation will be presented. Students will have an opportunity to develop program options to serve the target language minority student population. Emphasizes the management aspects of bilingual education. **Prerequisite:** Admission to the Educational Leadership Program. **Units:** 3.0.

**EDLP 221. Foundations in Higher Education Leadership.** Analyzes higher education including its historical, political, philosophical and social aspects with emphasis upon the implications of crucial issues for leaders in higher education. An examination of the historical origins of contemporary practices and discourse and an analysis of the complex relationships between society and institutions of higher education: patterns of governance and coordination; diversity; overview of organizational and administrative structure; faculty; curriculum; student affairs, policy, and demographic trends. **Prerequisite:** Admission to the Master of Education: Higher Education Leadership Option. **Units:** 3.0.

**EDLP 222. Diversity in Higher Education.** Engages participants in a process of inquiry and reflection through self-critique, peer critique, and the dialogical examination of our assumptions, ideas, and understandings that promote intellectual growth. Participants will examine and discuss the literature, research, and discourse concerning theory, policy, and practice about diversity and its relation to higher education. **Prerequisite:** Admission to the Master of Education: Higher Education Leadership Option. **Units:** 3.0.

**EDLP 223. Advanced Seminar: Student Affairs Leadership.** Administration of student services and student affairs in colleges and universities. Principles that guide professional practice and decision making will be explored, as will the roles and responsibilities of student affairs professionals. Students will have the opportunity to explore current and future issues and directions in student services. **Prerequisite:** Admission to the Master of Education: Higher Education Leadership Option. **Units:** 3.0.

**EDLP 224. Advanced Seminar: Program Development and Evaluation.** Program development, processes, and procedures, including needs assessment and writing goals and objectives. An exploration of administrative roles and responsibilities. Formative, summative, and impact evaluation strategies, including empowerment evaluation, planning for evaluation, and analyzing and applying evaluation data for program improvement. **Prerequisite:** Admission to the Master of Education: Higher Education Leadership Option. **Units:** 3.0.

**EDLP 225. Advanced Seminar: Ethical Decision Making.** Links analysis with action through a survey of the ethical, legal, and professional issues facing the public or private education administrator. Underlying decision making is to understand the basic nature of the academic enterprise and apply social and moral values to the management of higher education and ethical decision making. **Prerequisite:** Admission to the Master of Education: Higher Education Leadership Option. **Units:** 3.0.

**EDLP 226. Meeting the Leadership Challenge.** Explore and analyze the leadership styles, qualities and characteristics that are common to effective leaders and the leadership skills and knowledge necessary to effectively lead in California's community colleges. The history, mission, and culture of the California Community College system and the students it serves will also be examined. Topics such as consultation, shared governance, legislative and accrediting bodies, and other external groups that influence policy and decision-making in higher education will be discussed. **Units:** 3.0.

**EDLP 227. Leading the Way for Student Success: Student and Instructional Services.** Participants will explore changing demographics, accountability regarding statewide mandates, reporting regulations, and accreditation, new technology and other factors impacting California's community college student services programs and professionals. Gain an understanding of the philosophy and mission of student services initiatives and programs and student development theory. Examine the role of faculty as leaders in curriculum, instruction and assessment and student success. Understand the purposes and uses of research and technology to address student outcomes, teaching and learning, institutional effectiveness, and decision-making. **Units:** 3.0.

**EDLP 228. Innovative Leadership for Troubled Times: Budget/Finance and Human Resources.** California community college leaders are presented with increased legislative and public pressure for accountability while in an era of chronic and disparate under-funding of the system. Understand the relationship between higher education finance and the overall fiscal operations of California's community college system. Gain a broad knowledge of human resource laws and regulations and explore issues of faculty and staff diversity, part-time and full-time faculty, collective bargaining, affirmative action, staff development and recruitment, and selection and retention of staff. **Units:** 3.0.

**EDLP 229. Community College Leadership Practicum.** Directed readings or field experience projects provide participants with the opportunity to focus on leadership research topics or practice their leadership knowledge and skills in a variety of community college settings. Depending on the participant's professional status, possible field experiences include the development and implementation of a community college work-related project, the assignment of a community college executive coach or mentor, or a directed research on a relevant community college issue. **Prerequisite:** EDLP 226, EDLP 227, EDLP 228. **Graded:** Credit / No Credit. **Units:** 3.0.

**EDLP 230. Master of Arts Thesis/Project Seminar.** This individualized seminar is designed to extend research knowledge, and provide direction in the use of library/professional education resources, as well as exposure to sample theses and projects using APA style. Reviews research methods and a review of the literature and provides instruction in the appropriate academic writing style and format for academic presentations. **Prerequisite:** EDLP 250 and advancement to candidacy. **Graded:** Credit / No Credit. **Units:** 3.0.

**EDLP 250. Education Research.** Studies qualitative and quantitative methods in the development of reliable knowledge in the field of education. Includes identification and formulation of research problems, research designs and presentation of reports representative of different research strategies. Classified students are encouraged to take this course early in their graduate programs. **Prerequisite:** Graduate status. **Units:** 3.0.

**EDLP 251. Education for a Democratic, Pluralistic Society.** Advances study of social and psychological issues which need to be considered in education relating to the client, the educator, the community and society. Addresses implications of theories of learning, assessment, individual differences and social/political influences. **Prerequisite:** Graduate status. **Units:** 3.0.

**EDLP 255. Field Experience Seminar.** Experience and practice in observation and analysis of school environment, including disaggregated student achievement data. **Note:** Intern Students are allowed to take class twice and can take course concurrently with EDLP 401 and EDLP 402. **Prerequisite:** Completion of 12 units including EDLP 200, EDLP 201, and either EDLP 205 or EDLP 206 for Preliminary Administrative Services Internship Credential students only. **Corequisite:** EDLP 401 and/or EDLP 402 for Administrative Services Credential students only. **Graded:** Credit / No Credit. **Units:** 3.0.

**EDLP 270. Advanced Seminar: Applied Leadership and Staff Teambuilding.** Develop a comprehensive theoretical/conceptual framework from which to view current research surrounding Organizational Leadership and Staff Teambuilding. Special emphasis will be on providing students with experiential learning activities beyond the classroom and incorporate challenging outdoor components. Students will develop a resource portfolio relevant to their unique work situations. **Prerequisite:** Graduate level status within the School of Education and instructor permission. **Units:** 3.0.

**EDLP 273. Advanced Seminar: Grants, Proposals and Systematic Planning.** Systematic planning theory and skills with particular attention to use of these skills in the development of grant proposals. Students will use funding agency regulations and guidelines relative to program development and implementation, and will develop a proposal which may be submitted to a funding agency. **Graded:** Credit / No Credit. **Units:** 3.0.

**EDLP 276. Advanced Seminar: Staff Development.** Examination and application of effective practices in planning, design, implementation, and evaluation of staff development for school personnel including emphasis on the teacher as an adult learner and on skills facilitating adult learning in workshop settings. Lecture three hours per week. **Prerequisite:** Admission to Educational Leadership Program; EDLP 205 or EDLP 206; advanced to candidacy or instructor permission. **Units:** 3.0.

**EDLP 277. Advanced Seminar: Assessment.** Engage participants in a process of ongoing assessment of their administrative practice as school leaders. Such ongoing assessment uses multiple points of data, multiple sources of information, and multiple feedback sources such as colleagues and mentors. **Prerequisite:** Admitted into the Professional Administrative Credential. **Graded:** Credit / No Credit. **Units:** 2.0.



**EDLP 278. Advanced Seminar: Collaborative Leadership/Management - Systems Application.** This seminar is intended to provide participants with an opportunity to further engage in advanced intensive study in the area of collaborative leadership and investigation of leadership characteristics and theoretical frameworks. Students will continue to examine their own leadership orientation for consistency and congruency by developing peer relationships with fellow administrators which encourage “feedback” on their leadership behavior. This leadership framework will then be examined for its applicability to the structure of the student’s current organization. The ultimate goal is the development of an implementation plan for organizational change to a human resources management model. Students will develop strategies for training others in their organizations in human resources management and will incorporate these into their implementation plan for organizational change. Lecture three hours per week. **Prerequisite:** EDLP 208; advanced to candidacy; and acceptance in the Professional Administrative Services Credential program or instructor permission; EDLP 288 strongly recommended. **Units:** 3.0.

**EDLP 279. Advanced Seminar: Ethnographic Research in Schools.** Learn about culture and apply this learning to the analysis of education-relevant situations such as the culturally diverse classroom/schools. An understanding of culture as experienced by its carriers, and culture as a system of beliefs, attitudes, perceptions, self-justification and relationships is necessary. The seminar will be devoted to both learning techniques of research and the broader interpretation of cultural process. **Graded:** Credit / No Credit. **Units:** 3.0.

**EDLP 280. Advanced Seminar: Women and Minorities in Educational Leadership.** Advanced seminar designed to focus on gender and ethnic group issues which impact on leadership behavior, organizational behavior, and processes; implications for management of change to organizational and societal responses in light of emergent trends. A combination of readings, case study analyses, large and small group discussions allows for maximum exchange between the students and instructor. Lecture three hours per week. **Prerequisite:** Admission to the Educational Leadership Program. **Units:** 3.0.

**EDLP 281. Advanced Seminar: School Improvement.** Analyses of educational policy directed toward the organizational improvement of educational institutions. Participants will critically examine policy emanating from district, State Department of Education, legislative, and judicial sources, within the contemporary as well as historical context. Lecture three hours per week. **Prerequisite:** Admission to the Educational Leadership Program, advanced to candidacy; or instructor permission. **Units:** 3.0.

**EDLP 282. Advanced Seminar: Analysis of Educational Policy Development.** Addresses educational policy from a micro and macro perspective. It focuses on the development and administration of educational policy as they relate to contemporary issues such as: finance, choice, special programming, and delivery of services. Lecture three hours per week. **Prerequisite:** Advanced to candidacy and acceptance in the Professional Administrative Services Credential program; or instructor permission. **Units:** 3.0.

**EDLP 283. Advanced Seminar: Economic Analysis of Educational Policy.** This seminar will deal with the relationship between education and the economy. Several hypotheses about how the educational sector affects the economy will be explored. The strengths and weaknesses of the following methods of economic analysis will be presented: rate of return, educational production functions, benefit-cost, cost-effectiveness, and cost-utility. The practical applications will be examined through the review of several studies that use (or could have used) these methods. A number of classes will be set aside to examine the economics of specific issues, such as, year-round schools and teacher salaries/collective bargaining. Lecture three hours per week. **Prerequisite:** Admission to the Educational Leadership Program. **Units:** 3.0.

**EDLP 284. Advanced Seminar: Leadership of Urban Schools.** Critical analysis of issues faced by school personnel in urban settings; deals with the day-to-day work typical of school administrators and teachers and focuses on the problems/challenges of designing and implementing major improvement programs in urban schools; new paradigms in the leadership of urban schools will be explored. **Units:** 3.0.

**EDLP 285. Advanced Seminar: Curriculum Development.** Advanced curriculum development, evaluation, and research. **Prerequisite:** Admission to the Educational Leadership Program, EDLP 205, instructor permission. **Units:** 3.0.

**EDLP 286. Advanced Seminar: Supervision and Leadership.** Through lecture and discussion, philosophical and practical problems of supervision of instruction will be explored. Current research on effective teaching, staff development, supervisory techniques, and theories of learning for both students and adults will be examined as a basis for sound supervision practices. **Prerequisite:** Admission to the Educational Leadership Program, EDLP 206, instructor permission. **Units:** 3.0.

**EDLP 287. Advanced Seminar: School Restructuring.** In-depth analysis of the theoretical and historical basis of school restructuring and the transformational (restructuring) process. Particular emphasis placed on the role of the school administrator in the planning, development and implementation of a collaborative school culture. **Units:** 3.0.

**EDLP 288. Advanced Seminar: Educational Leadership.** Advanced study of educational leadership with emphasis on the application of emerging management approaches. **Prerequisite:** Admission to the Educational Leadership Program; EDLP 201 or equivalent; EDLP 208; instructor permission. **Units:** 3.0.

**EDLP 289. Advanced Seminar: Human Resources in Education.** Advanced study of staff development in personnel management; specific problem areas in personnel administration: teacher morale, recruitment, selection, evaluation, and other aspects of a total personnel program. **Prerequisite:** Admission to the Educational Leadership Program, EDLP 209, instructor permission. **Units:** 3.0.

**EDLP 290. Advanced Seminar: Gang-Associated Youth: Implications, Strategies and Concepts for Educators.** Develops a comprehensive theoretical/conceptual framework from which to view the growing gang phenomenon utilizing a multi-ethnic approach. Special emphasis on examining issues of Gang Self-Definition, Power Relationships, and Sense of Efficacy, and their implications for school personnel. Taught utilizing an experiential approach with guest speakers, site-visitations, and challenging class activities. **Units:** 3.0.

**EDLP 291. Advanced Seminar: Reflective Leadership.** Engages the participants in a process of inquiry into, reflection on, and assessment of their practice as school administrators through the building of a personal portfolio. Intended to assist students develop an authentic assessment process that draws on prior knowledge, reflects on current practice, identifies areas for further development, and documents the process of growth and development. **Prerequisite:** Admission to the Professional Administrative Services Credential or MA degree. **Graded:** Credit / No Credit. **Units:** 3.0.

**EDLP 292. Advanced Seminar: Current Topics in Educational Leadership and Policy Studies.** Selected current topics of concern to those involved with the administration of schools and other educational systems. **Graded:** Credit / No Credit. **Units:** 3.0.



**EDLP 293. Induction Seminar.** Induction Seminar leads to the training experience of the Professional Administrative Services Credential candidate. Facilitates the interaction among candidate, district mentor, and university advisor, per standards of the Commission on Teaching Credentialing. Through guided practice, candidates are prompted and supported in developing an individualized induction plan. This induction plan includes mentoring, academic program at the university and non-campus components. **Graded:** Credit / No Credit. **Units:** 2.0.

**EDLP 294. Cooperative Education Experience.** Cooperative Education (Co-op) relates academic theory to professional practice by providing paid work experience in the student's major field of study and academic credit. Students receive supervised employment in school districts, state and community agencies, companies and other appropriate settings. Requires preparation of application packet, completion of field study assignment and a written final report. **Note:** Units may not be used to meet course work requirements. **Prerequisite:** Open only to upper division and graduate students; consent of Department chair. **Graded:** Credit / No Credit. **Units:** 3.0.

**EDLP 296. Experimental Offerings in Educational Leadership.** Experimental offerings in the various fields of Educational Leadership and Policy studies in response to students' needs. **Units:** 1.0-3.0.

**EDLP 299. Special Problems Educational Leadership.** Individual projects or directed reading. **Note:** Departmental petition required. Professional Credential Students only may take up to 8 units. **Graded:** Credit / No Credit. **Units:** 1.0-4.0.

**EDLP 299T. Special Problems - Educational Leadership.** Individual projects or directed reading - for students working on their culminating MA requirements. **Note:** Departmental petition required. **Graded:** Credit / No Credit. **Units:** 3.0.

**EDLP 500A. Master of Arts Thesis/Project.** Completion of a thesis or project approved for the Master's degree. **Prerequisite:** Advanced to candidacy and chair permission of his/her thesis or project committee. **Graded:** Thesis in Progress. **Units:** 3.0.

**EDLP 500B. Master of Arts Thesis/Project.** Completion of a thesis or project approved for the Master's degree. **Prerequisite:** Advanced to candidacy and chair permission of his/her thesis or project committee. **Graded:** Thesis in Progress. **Units:** 3.0.

## Post-Baccalaureate

**EDLP 401. Internship On-the-Job Experience.** First semester of the on-the-job internship experience. Interns are supervised in the administrative roles by sponsoring employing agency, as well as by university faculty. Limited to, and required of, internship candidates for the Preliminary Administrative Services Internship Credential. **Graded:** Credit / No Credit. **Units:** 8.0.

**EDLP 402. Internship On-the-Job Experience.** Second semester of the on-the-job internship experience. Interns are supervised by sponsoring employing agency, as well as by university sponsors. Limited to, and required of, candidates for the Preliminary Administrative Services Internship Credential. **Graded:** Credit / No Credit. **Units:** 8.0.

**EDLP 403. Internship On-the-Job Experience.** Third semester of the on-the-job experience for candidates who have not completed their credential requirements during the first year of internship. (Refer to EDLP 401.) Limited to, and required of, candidates for the Preliminary Administrative Services Internship Credential. **Corequisite:** EDLP 413. **Graded:** Credit / No Credit. **Units:** 8.0.

**EDLP 404. Internship On-the-Job Experience.** Fourth semester of the on-the-job internship experience. (Refer to EDLP 403.) **Corequisite:** EDLP 414. **Graded:** Credit / No Credit. **Units:** 8.0.

**EDLP 413. Supplemental Internship Experience.** Third semester of the supplemental internship experience. Provides first-hand visitations and experiences in various educational and community agencies at state, county, district, and local school levels; additional supervised experience for candidates; and seminar experiences in observation and analysis of school environments for candidates for the Preliminary Administrative Services Internship Credential. **Corequisite:** EDLP 403. **Graded:** Credit / No Credit. **Units:** 6.0.

**EDLP 414. Supplemental Internship Experience.** Fourth semester of the supplemental internship experience. Provides first-hand visitations and experiences in various educational and community agencies at state, county, district, and local school levels; additional supervised experience for candidates; and seminar experiences in observation and analysis of school environments for candidates for the Preliminary Administrative Services Internship Credential. **Corequisite:** EDLP 404. **Graded:** Credit / No Credit. **Units:** 6.0.

**EDLP 495. Field Study in Educational Leadership.** On-the-job experience in which the candidate assumes responsibility for observation and analysis of school environments including leadership responsibilities, supervision of instructional program, and overall school climate. **Prerequisite:** Admission to Educational Leadership Program; completion of fifteen (15) units of course work including EDLP 255; approval of faculty advisor. **Graded:** Credit / No Credit. **Units:** 6.0.

**EDLP 498. Advanced Administrative Field Experience.** Candidates for the Professional Administrative Services Credential are supervised in full-time administrative roles by sponsoring employment agency and university faculty. **Prerequisite:** Admission to Professional Administrative Services Credential Program and full-time employment as a school administrator. **Graded:** Credit / No Credit. **Units:** 8.0.