

Doctorate in Higher Education Leadership Ed.D.

The Ed.D. program in Higher Education Leadership is designed for leaders and administrators of colleges and universities (public and private, two-year and four-year, nonprofit and proprietary) who desire to enhance their abilities and position themselves for heightened leadership roles in a wide range of professional service areas (including student affairs, academic leadership, institutional advancement, athletic administration, or institutional assessment).

The purpose of the Ed.D. in Higher Education Leadership is to prepare reflective, principled leaders for higher education who:

- Understand the individual, organizational, and societal dynamics that affect college students and their success;
- Are effective in leading positive organizational change; and
- Are actively engaged in the national and international conversations surrounding the critical issues affecting higher education.

Program Outcomes

Reflective, principled Educational Leadership doctoral program graduates will be leaders who contribute to student success by:

- Modeling moral and ethical practice;
- Leading organizational change in a diverse society;
- Establishing a caring and collaborative learning community;
- Supporting the principles of teaching and learning;
- Utilizing the principles of effective administration and technology;
- Evaluating the individual, organizational and societal contexts of education;
- Designing research that addresses educational issues.

Admission to the Doctoral Program in Higher Education Leadership

Applicants for admission to the Ed.D. Program in Higher Education Leadership should submit all application materials by March 1 for priority consideration for admission to the next fall term. Admission decisions for regular graduate standing are based on a review of the following items in the candidate's portfolio:

1. A completed application form and non-refundable application fee
 2. Official transcripts showing a master's degree in education or a related field from a regionally accredited U.S. institution
 3. Test scores from the Graduate Record Examination (GRE)
 4. A personal statement explaining student's reasons for seeking an Ed.D. in Educational Leadership
 5. Three letters of recommendation
 6. A professional resume
 7. A writing sample (e.g., chapter from thesis, article, paper or report)
 8. Prerequisite Form – evidence of competency (through a course, professional experience, etc.) in the area of basic statistics and research methodology.
When the application is complete the file will be reviewed and the candidate may be invited to interview with the doctoral degree admission committee.
 9. Satisfactory completion of interview with the doctoral admission committee
- Note: International applicants must submit the following:
- A. An International Student Application Form and additional required documents
 - B. GRE and TOEFL scores if undergraduate work was completed at other than a regionally accredited U.S. institution

Requirements for the Doctoral Degree in Higher Education Leadership

The Doctoral Degree in Higher Education Leadership is a 60-unit program. Candidates are required to take seven courses in higher education leadership (27 units), three courses in research methods (11 units), and six courses in Dissertation Seminars and Research (22 units).

1. Completion of the courses listed below totaling a minimum of 60 units:

Higher Education Leadership Courses (27 units)

EDLD 603	Historical and Philosophical Foundation Of Educational Leadership	3
EDLD 607	Ethics and Values in Educational Leaders	3
EDLD 614	Policy Development and Political Influences in Education	3

EDLD 617	Leadership, Diversity and Inclusivity In American P-20 Education	3
EDLD 619	Higher Education and the Law	3
EDLD 621	International Comparative Educational Practices	3
EDLD 623	Student Success and Retention	3
EDLD 624	Leading Organizational Change and Development	3
EDLD 627	Administration in Higher Education	3
Research Courses (11 units)		
EDLD 601	Research Tools and Application to Practice	3
EDLD 612	Quantitative Research Design and Analysis	4
EDLD 613	Qualitative Research Design and Analysis	4
Dissertation Seminars and Research (22 units)		
EDLD 610	Research Seminar: Literature Review	4
EDLD 620	Research Seminar: Dissertation Proposal	4
EDLD 630	Research Seminar: Data Analysis	4
EDLD 634	Dissertation Seminar 1	3
EDLD 635	Dissertation Seminar II	4
EDLD 636	Dissertation Defense	3
Total Hours		60

Note: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended (for a maximum of 10 years from the date of admission).

Advancement to candidacy is based on departmental review.

Residency - Residency will be established automatically by candidates when they continuously enroll throughout the cohort program of six semesters.

Courses

EDLD 502. Current Social, Cultural, and Political Issues in Education. (3).

An in-depth systematic study of the social, cultural, and political issues and trends that affect educational leaders in today's American schools.

EDLD 504. School Law and Public Policy. (3).

Implications and trends of court decisions at the federal, state, and local levels as they affect the role of counselor, teacher, and administrator; their impact on district policy and finance, and on district and local programs and activities. Also studied is the importance of policy development and implementation and its impact on K-12 education.

EDLD 510A/510B. Action Research for Practitioners. (1,1).

This course provides a systematic study and analysis of current research and research methods for conducting action research projects. The objectives in this course focus on the knowledge base (A); the techniques (B); and applications of action research (C).

EDLD 510C. Action Research for Practitioners. (1).

This course provides a systematic study and analysis of current research and research methods for conducting action research projects. The objectives in this course focus on the knowledge base (A); the techniques (B); and applications of action research (C).

EDLD 550. Focusing on Student Achievement. (3).

An emphasis on using the California Standards for the Teaching Profession to guide instructional practice and the development of coaching and mentoring skills to promote student achievement.

EDLD 568. Organizational Leadership and Public Education. (3).

An overview of curriculum; theory, development, organization, evaluation, improvement and implementation; historical background and comparative educational patterns; the social, psychological, and philosophical roots. Candidates learn how to evaluate curricular and instructional programs for their effective use and implementation. Candidates learn to apply, model, and analyze both formative and summative assessment strategies and demonstrate an understanding of standards-based accountability systems.

EDLD 570. Curriculum Leadership and Program Evaluation. (3).

An overview of curriculum; theory, development, organization, evaluation, improvement and implementation; historical background and comparative educational patterns; the social, psychological, and philosophical roots. Candidates learn how to evaluate curricular and instructional programs for their effective use and implementation. Candidates learn to apply, model, and analyze both formative and summative assessment strategies and demonstrate an understanding of standards-based accountability systems.

EDLD 571A/571B. Fieldwork Practicum. (1,1).

EDLD 571C. Fieldwork Practicum. (1).

EDLD 572. Managing Resources. (3).

The processes of managing human and fiscal resources with a focus on student achievement, including the selection and hiring of employees, supervision and evaluation techniques, fiscal resources, and grant writing.

EDLD 580. Organizational Transformation and Leading for Learning. (3).

A focus on school culture and its implications for student achievement. Candidates learn formative approaches to supervision practices that increase student achievement as well as how to evaluate instruction for school improvement. Current practices such as Response to Intervention (RTI) and Professional Learning Communities (PLCs) are studied.

EDLD 591A/591B. Fieldwork Practicum. (1,1).

EDLD 591C. Fieldwork Practicum. (1).

EDLD 598. Action Research Project. (3).

This course is a culmination of EDLD 510 a, b, c coursework. The candidate completes a five-chapter paper of the action research project developed in EDLD 510 a, b, and c, including the following: introduction; literature review; methodology; discussion of data; analysis and findings.

EDLD 599A. Seminar: Professional Development Portfolio. (1).

These one-unit courses, each designed to be taken over the period of one year, introduce the candidate to the electronic portfolio system and tools the candidate will need to successfully navigate course work and create an electronic portfolio for defense at the culmination of all course work. Topics covered will include developing professional goals based on self-assessments, presentation skills, developing a Web page, uploading to the electronic portfolio, and choosing learning activities to showcase benchmark assessments.

EDLD 601. Research Tools and Application to Practice. (3).

An introductory course that equips candidates with basic library, writing, technology, and research skills to be used in all courses in the program. Strategies and ethics of research provide the basis for designing research questions, selecting data collection strategies, and conducting basic data analysis. Candidates begin a comprehensive literature review in the course.

EDLD 603. Historical and Philosophical Foundation Of Educational Leadership. (3).

A historical survey of the competing philosophical bases for the creation and implementation of educational policy and practice, with particular attention to questions of equity and excellence in a multicultural society.

EDLD 605. Instructional Leadership in Modern Complex Organizations. (3).

This course explores several major theories of learning, group process and organizational development, and the implications of those theories for diagnosis and action to influence learner outcomes. It includes emphasis on the problems, dilemmas, and opportunities for leaders in educational, public and human service organizations.

EDLD 607. Ethics and Values in Educational Leaders. (3).

This course guides candidates to understand and articulate individual and organizational values that shape the dynamic learning organization. Students make the connection between articulated values and ethical practices in our diverse communities.

EDLD 610. Research Seminar: Literature Review. (4).

A comprehensive review of the research literature related to designated themes and a general topic of research interest, with a focus on literature review of the anticipated dissertation topic. Candidates will complete the integrative literature review and begin framing research questions for further pursuit.

EDLD 612. Quantitative Research Design and Analysis. (4).

The use of data-based decision-making in modern, diverse organizational settings. The course builds on the prerequisite basic research methods course and includes problem posing and presentation and analysis of data.

EDLD 613. Qualitative Research Design and Analysis. (4).

An overview of qualitative research assumptions, characteristics, approaches, and techniques. Candidates will conduct a small-scale field-study.

EDLD 614. Policy Development and Political Influences in Education. (3).

Provides an introduction to the various phases of policy making in education, including problem identification, policy development, policy analysis, political decision-making, policy implementation, and policy evaluation. The course includes study of organizational structures for educational decision-making at the federal, state, county, and local levels, with emphasis on how and where influence can be exerted.

EDLD 617. Leadership, Diversity and Inclusivity In American P-20 Education. (3).

This course examines the social ecology of American P-20 education through a lens of inclusion, social justice, diversity and equity. The course will focus on best practices as they inform policy and practice from early childhood education to postsecondary institutions. It will also concentrate on the influence of diversity, culture and society and politics on P-20 American education.

EDLD 619. Higher Education and the Law. (3).

This course examines legal problems and issues as they affect students, faculty members, and administrators in American colleges and universities. Distinctions in the legal environments of public, private, and church-related institutions will be made. Emphasis will be placed on constitutional issues, contract law, federal and state regulation, liability, faculty and staff employment, and community relationships.

EDLD 620. Research Seminar: Dissertation Proposal. (4).

In this course, candidates receive the direction and guidance needed to develop their dissertation research proposals. At the end of the course, students will have a draft of their proposal, which must be presented to their dissertation committee.

EDLD 621. International Comparative Educational Practices. (3).

This course will provide students with the opportunity to examine educational policy and practice through an international and cross-cultural lens. The focus of the course will be on (1) comparative educational policies and practices and their relationship with economic development, and (2) educational quality, standards, accountability, and reform. The course will involve a critical examination of relevant literature and the option of international travel to visit educational institutions and agencies of the selected country or countries.

EDLD 622. Program Evaluation. (3).

The application of quantitative and qualitative skills to guide the improvement of policymaking and practice in organizations. Candidates will conduct an evaluation study as part of this course.

EDLD 623. Student Success and Retention. (3).

This course will examine the current research and best practices relative to college student success and retention. Particular attention will be given to the demographic trends, co-curricular institutional practices, public policies, campus environments, and educational practices that contribute to student success and persistence.

EDLD 624. Leading Organizational Change and Development. (3).

Candidates examine approaches to studying and influencing organizational effectiveness. The course includes a study of leadership styles, conflict management, group dynamics, and change process.

EDLD 626. Managing Resources in Support of Organizational Vision. (3).

A focus on human and material resources and the organizational patterns of education at the federal, state, county, and local levels. Emphasis is on the interrelationship of the educational bureaucracy as it relates to the framework of decision-making and the functions at the local level in meeting individual student needs. The course includes techniques and strategies for grant writing and managing grant funds.

EDLD 627. Administration in Higher Education. (3).

This course will focus on the best practices in college and university management and administration with an emphasis on planning, resource acquisition, resource allocation, human resource development, and organizational communication. Distinctions will be made among public, private, and church-related institutions of higher education.

EDLD 630. Research Seminar: Data Analysis. (4).

This course is intended to guide candidates through the organization and analysis of their dissertations data. Advanced topics in data analysis will be introduced, including multivariate statistics; factor analysis; and multilevel modeling. Other advanced qualitative topics including the use of computer programs for qualitative data analysis will be presented. Candidates will be expected to present a draft of the problem statement, literature review, and methods sections of their dissertations by the end of the summer seminar.

EDLD 631. Collaborative Research Groups. (3).

The purpose of this course is to provide support and direction for candidates at the dissertation stage. The course is organized for small groups of candidates to act as peer reviewers of their dissertations. Candidates meet online, in person, and in formal class settings to critique their work. Candidates act under the supervision of the course instructor and are expected to make weekly class presentations.

EDLD 634. Dissertation Seminar 1. (3).

NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.

EDLD 635. Dissertation Seminar II. (4).

NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.

EDLD 636. Dissertation Defense. (3).

NOTE: Candidates will remain continuously enrolled until the dissertation is completed. If additional time is required, candidates must register for two dissertation units per semester until the dissertation is successfully defended.