

# Graduate School of Education

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## Programs Offered

The University offers the following degree, credential, and certificate programs through the Graduate School of Education:

### Degrees

- Doctorate in Educational Leadership (Ed.D.)
- Doctorate in Higher Education Leadership (Ed.D.)
- Master of Arts (M.A.) in Educational Leadership
- Master of Science (M.S.) in Counseling with specializations in:
  - College Student Personnel
  - Pupil Personnel Services
- Master of Science (M.S.) in Special Education with specializations in:
  - Deaf and Hard of Hearing
  - Mild to Moderate
  - Moderate to Severe
- Master of Education in Teacher Leadership (M.Ed.)

### Credentials

- Teaching
  - Preliminary Multiple or Single Subject
- Administrative Services
  - Preliminary
- Pupil Personnel Services
  - Clear (School Counseling and Child Welfare and Attendance\* Authorizations)
    - \*Must complete PPS at CLU to be eligible for CWA Authorization
- Education Specialist
  - Preliminary (Deaf and Hard of Hearing Specialty)
  - Preliminary (Mild to Moderate, Moderate to Severe Specialties)

## Graduate School of Education Vision, Mission, and Guiding Principles

### Vision

Guided by social justice and advocacy, we will reimagine education to disrupt inequities and to meet the future needs of students and communities

### Mission

The mission of the Graduate School of Education is to prepare administrator, counselor, and teacher leaders who advocate for educational equity and access, grounded in scholarship that advances innovation and addresses community-based needs in P-20 schools.

### Guiding Principles

- Equity: *The GSOE utilizes equity as a lens for all decision-making regarding policies, procedures, programs and outreach with stakeholders.*
- Inquiry into Practice: *The GSOE cultivates scholar-practitioners who value asking bold questions through community-based inquiry that serves to disrupt the status quo in education, affecting access, equity and inclusion for all learners.*
- Authentic Context: *The GSOE is committed to the development and delivery of innovative practices, informed by the needs of our current communities, that lead to student inquiry, curiosity and meaningful learning.*
- Community: *Expand and sustain meaningful, reciprocal transformative relationships between and within Cal Lutheran, educational institutions, and community agencies that enrich candidates' learning and professional growth.*

## Design of the Programs

California Lutheran University has designed graduate programs in education so candidates can complete a master's or doctoral degree and an advanced credential concurrently. Credential programs meet all requirements established by the California Commission on Teacher Credentialing (CTC). Requirements for completion of the degree and the credential may not be exactly the same. Candidates may choose to complete a master's or doctoral degree apart from a credential (except for the Master of Education, which must be completed in conjunction with the preliminary teaching

credential) and vice versa. Undergraduate students seeking a basic teaching credential may include graduate course work in their program. Advisers will help to determine under what circumstances this may be possible.

## Accreditation

The Graduate School of Education at California Lutheran University is accredited by the California Commission on Teacher Credentialing (CTC). All credential programs are approved by the CTC.

## Graduate Admission

Persons interested in exploring educational opportunities for teacher education, credentials, advanced master's and doctoral degrees offered by the Graduate School of Education should arrange an appointment with an admission counselor in the Graduate Admissions Office by calling (805) 493-3325.

Note: The University reserves the right during the course of study to continually evaluate the student's suitability for professional involvement as a teacher, counselor, administrator, or in occupations in the field of college personnel services. The Graduate School of Education reserves the right to make necessary changes in procedures, policies, calendar, curriculum and costs. Programs are further subject to change as prescribed by the CTC. To review other procedures and policies please refer to the Graduate School of Education handbook (<https://www.callutheran.edu/education/resources/>).

## Courses

### **EDGN 509. Introduction to Educational Research. (3).**

A core course designed to introduce educational practitioners to educational research. Through an examination of the nature of research, ethical and philosophical principles, types of research, and characteristics of data students will explore quantitative and qualitative methods of designing and conducting research in the context of educational settings.

### **EDGN 510. Educational Research Design. (3).**

Drawing from qualitative, quantitative, and combined applications of research this core course is designed to guide students through a systematic study of the interrelated activities embedded in the development of an action research project. Constructing a problem statement and research question will guide the preparation of a literature review and methodological plan.

### **EDGN 597. Professional Reading in Education. (1).**

this course provides students an opportunity to deepen their professional knowledge and competencies through the reading and reflective analysis of an educational text of their choosing. Each student will choose a book from the Corwin Publishing catalog of books. The book choice must support the professional practice of the student. Each book selected for study will encompass readings and activities for one unit of credit. Students have three months to complete the coursework.

### **EDGN 599. Thesis Research. (3).**

Building upon the literature and methodological plan developed during EDGN 510, this class supports the implementation, analysis, and presentation of a research thesis. Prerequisite: EDGN 510A.

### **EDGN 690. Independent Study. (1-4).**