

# 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
    - -Bilingual Authorization
- 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 Support Needs, Extensive Support Needs)

## 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. Situating Yourself As a Scholar and Teacher Leader. (3).**

This course is designed to provide teachers and counselors with a background and understanding of educational research such that they will become critical consumers and effective implementers of research in the classroom. Through first examining one's own positionality, and the impact this has on our own pedagogical practice, students will explore concepts from several research paradigms (e.g. positivism, interpretivism, pragmatism, critical theory), as well as more teacher and classroom-specific approaches (e.g., action research) particular to the field of education. Considerable time will be devoted to reviewing published peer-reviewed research articles in order to investigate the extent to which educational research is used to inform educational decision-making at both the policy and individual classroom level and also decisions prospective counselors must make when considering their roles and responsibilities when working with schools, teachers, students and their families.

### **EDGN 510. Collaboratories of Practice - Understanding Change Theory. (3).**

In this course students will begin to delve into differing approaches to affecting change in learning organizations. Collaboratories of Practice represent a fusion of two important developments in contemporary educational research: communities of practice and collaboratories. A collaboratory is a new networked organizational form involving structured experiences of authentic, real-world practice which serve as sources of active inquiry and professional learning. A collaboratory is a professional learning space that supports creative problem-solving, maker-centered learning, the development of cutting-edge teacher education, research projects, programs, and experiences within the GSOE. After first examining change theory that underpins the transformational change in the world of education, students will begin to investigate current problems of practice in the field of education and devise or recommend a proposal for pragmatic solutions suitable to their particular contexts. Prerequisite: Successful completion of EDGN-509 with a minimum grade of 75%.

### **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. Education Improvement Plan - From Theory to Praxis. (3).**

This course is focused on effective and ethical strategies for implementing, monitoring, and reporting change in educational organizations. Students will also consider change planning implementation through community building and culturally responsive relationships, particularly with diverse stakeholders that come into play in the work of a teacher. Students will write three chapters of an Education Improvement Plan that introduces the context, problem, vision, and approach for educational change; analyzes information and data gathered to select the best change path; and, develops a plan for implementing, monitoring, and communicating the educational change process. At the end of this course, students will be able to reflect on and communicate about a research informed, evidence-based plan to address a previously identified problem of practice for educational improvement. thesis. Students will engage collaboratively in various forms of peer review. Prerequisite: EDGN-510.

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