

EDUCATIONAL LEADERSHIP (EDDL)

EDDL 910 Transformational Leadership and Coalition Building (Units: 3)
Prerequisite: Restricted to Ed.D. in Educational Leadership students.

Reviews research about educational leadership, emphasizing transformational leadership, creating and implementing a vision; develop skills in identifying, interacting with, and mobilizing key constituents, emphasizing board relations; includes an introduction to important leaders in the field.

EDDL 911 Organizational Theory, Change, and Systemic Reform (Units: 3)
Prerequisite: Ed.D. in Educational Leadership students.

Presents key constructs from organizational theory that are critical to understanding, analyzing, and implementing organizational and systemic reform; discusses key measures of accountability used in California; provides case studies of district and college systemic reform efforts.

EDDL 912 Advanced Educational Leadership Seminar (Units: 3)
Prerequisite: Restricted to Ed.D. in Educational Leadership students.
Capstone course in Ed. D. program.

Addresses key educational challenges embedded in high-level educational leadership positions through close interaction with regional educational leaders. Participants develop and present dissertation prospectuses to panels of local educational leaders.

EDDL 920 Literacy and English Language Learners (Units: 3)
Prerequisite: Ed.D. in Educational Leadership students.

Review recent research on best practices for developing the academic skills of English language learners, K-adult; includes curriculum and instruction issues at the administrative level, supervision of instruction and teacher evaluation, and approaches for implementing best practices.

EDDL 921 Theories of Learning and Student Development in Math and Science (Units: 3)
Prerequisite: Restricted to Ed.D. in Educational Leadership students.

Students analyze theories and promising practices for improving academic and life opportunity outcomes in science, technology, engineering, and mathematics.

EDDL 930 Qualitative Analysis for Education Theory, Practice, and Transformative Leadership (Units: 3)
Prerequisite: Ed.D. in Educational Leadership students.

Qualitative research with implications for contextualizing theory, practice, and promoting educational change through transformative leadership; emphasizes qualitative research design, collection, analysis, representation, research ethics; includes auto-ethnography, arts-based approaches, practitioner inquiry, narrative inquiry, interviewing, memos and coding, document analysis. Course content, readings, and assignments place special emphasis on qualitative research as linked with race, class, dis/ability, indigenous knowledge, gender, and sexual orientation in educational contexts.

EDDL 931 Quantitative Analysis of Structural Inequality in Education (Units: 3)
Prerequisite: Ed.D. in Educational Leadership students.

Presents research on structural inequality in education from contemporary and historical perspectives; emphasizes evidence-based, quantitative analysis of data on equity and achievement gaps in education; addresses quantitative methods, descriptive analysis, measurement, and research ethics.

EDDL 932 Transformational Strategies to Address Inequality in Education and Society (Units: 3)
Prerequisite: Restricted to Ed.D. in Educational Leadership students.

Research on historical and contemporary responses to inequality in education; includes multicultural education, the culture of poverty, single race/sex schools; new trends and strategies affecting equity in education, including immigrants, sexual identity, age, gender, organizations, and special needs learners.

EDDL 940 Policy, Law, and the Political Economy of Education (Units: 3)
Prerequisite: Ed.D. in Educational Leadership students.

Public policy processes and legislation related to education; public financing structures; schooling and school law, including fairness and justice, as well as common problems encountered in districts; special needs learner issues (i.e., older adult learners and students with disabilities).

EDDL 941 Accountability and Performance of Educational Organizations (Units: 3)
Prerequisite: Ed.D. in Educational Leadership students.

Addresses strategic planning processes, development of performance, and institutional effectiveness measures, including California education accountability structures and introduction to program evaluation, incorporating quantitative and qualitative data.

EDDL 942 Integrated Planning and Budget (Units: 3)
Prerequisite: Ed.D. in Educational Leadership students.

Budgeting and financial management in public education; budget as the manifestation of mission, goals, application of equity at district level; quantitative budget analysis skills, data presentation; financial management systems, focus on information technology, special needs learner impacts.

EDDL 945 Communication Techniques & Strategies in Educational Leadership (Units: 3)
Prerequisite: Ed.D. in Educational Leadership students.

Review research in communication styles and techniques with an emphasis on cross-cultural communication; training in public communication techniques and analysis and improvement of communication styles; use of technology, communication with public media, and data presentation.

EDDL 961 American Education Leadership (Units: 3)
Prerequisite: Restricted to Ed.D. program students.

To be completed during the first fall semester of the Ed.D. program. Introduction to doctoral-level reading, writing, research skills and research problems in the field of educational leadership. (Plus-minus letter grade only)

EDDL 962 Analyzing Critical Issues in Education (Units: 3)

Prerequisite: EDDL 961.

To be completed during the first spring semester of the Ed.D. program. Continuation of the development of doctoral-level reading, writing, research skills, and research problems in the field of educational leadership. (CR/NC grading only)

EDDL 963 Seminar: Linking Theory with Practice (Units: 3)

Prerequisite: Ed.D. in Educational Leadership students.

To be completed during the first summer session of the Ed.D. program. Guides student development of a research problem and literature review appropriate for dissertation study. (Plus-minus letter grade only)

EDDL 964 Research Seminar: Analyzing Critical Issues in Teaching and Learning (Units: 3)

Prerequisite: Restricted to Ed.D. in Educational Leadership students.

Introduction to mixed methods research; critique examples of published research and investigate qualitative and quantitative problem statements and methodologies. To be completed in the fourth semester.

EDDL 965 Advanced Research Design (Units: 3)

Prerequisite: Enrollment in the Ed.D. in Educational Leadership program.

Development of a qualitative, quantitative or mixed methods research design suitable for advanced research in education. (Plus-minus letter grade only)

EDDL 966 Data Collection Methods (Units: 3)

Prerequisite: EDDL 965.

Addressing the challenges of qualitative and quantitative data collection and analysis processes. (Plus-minus letter grade only)

EDDL 997 Dissertation Seminar: Early Stage Writing and Data Analysis (Units: 3)

Prerequisites: Classified standing in Ed.D. in Educational Leadership; Advancement to candidacy; open to students who are in the third year of their doctoral program or equivalent.

Support and guidance to allow students to make substantial progress on the first half of their dissertation writing, data collection, and early analysis via conferencing, written feedback, and collaborative research and writing groups. May be repeated for a total of 6 units. (CR/NC only)

EDDL 998 Dissertation (Units: 3)

Prerequisite: Advancement to candidacy.

Independent student research leading to the completion of the doctoral dissertation; includes dissertation support seminar for sharing and critique of preliminary research findings. May be repeated for a total of 6 units. (CR/NC, RP grading only)

EDDL 999 Independent Study (Units: 1-6)

Prerequisite: Classified standing in the Ed.D. in Educational Leadership; enrollment by petition.

Intensive study of a particular problem. Study is planned, developed, and completed under the direction of program faculty. Open only to doctoral students who have demonstrated an ability to do independent work. May be repeated. (CR/NC grading only)