

Journey to the EdD

Curricular Themes

- Leadership Theory & Practice
- Organizational Theory & Evaluation
- Educational Policy & Reform
- Social Justice Leadership
- Research Methods & Dissertation

Year 1 FALL

EDLD 6090 (3 units): Research Concepts and Design

Catalog Description: Exploration of epistemological foundations, theoretical perspectives of research in educational leadership, and alignment of approaches to designing and conducting educational research, including ethical issues. Emphasis on reading and evaluating research literature and designing rigorous and defensible research projects.

Explicit Connections to the Dissertation Journey:

- This course offers a foundational understanding of the philosophical underpinnings of knowledge in the discipline, how we know what we know (epistemology), and some basic elements of research design (methodology).
- CSUB's Institution Review Board (IRB) requires that any research conducted by individuals affiliated with CSUB be approved. The purpose of the IRB is to ensure ethical practices in research, including social science research in which human subjects are involved. A prerequisite for applying for a study IRB approval is to complete the Collaborative Institutional Training Initiative (CITI Program) training. In your field of study, educational leadership, the following CITI training is required: Social and Behavioral Research: Human Subjects Protection Training – for principal investigator (PI)/Researchers, Basic Course.
- Students are taught how to access the professional literature base using online tools, such as CSUB's One Search, with special attention to distinguishing between empirical works and other typologies of academic writing (e.g., syntheses of the literature and meta-analyses, theory pieces, reports and grey literature, etc.).
- Students are introduced to and practice developing a research prospectus. Students are encouraged to work with program faculty to continue developing the research prospectus, obtaining IRB approval, and collecting and analyzing data for

the purpose of preparing and submitting a conference proposal and/or a manuscript for publication.

- Attention to academic tone and form in writing and some basic elements of APA formatting and style are centered: (a) how to navigate the APA manual using chapter tables of contents, (b) elements of the sample professional paper, (c) in-text and reference-list citation formatting, (d) appropriate use and formatting of level headings.

EDLD 6010 (3 units): Organizational Theories in Complex Organizations

Catalog Description: This seminar course combines alternatives views of organizational theory with application to the structure of the school; to critical roles played by teachers, principals and other school personnel; and to examine the relationships among structural elements of schools.

Explicit Connections to the Dissertation Journey:

- This course offers a foundational understanding of the structure of educational organizations and how actors within these organizations operate. Attention is given to patterns of organizational structure and the behaviors and roles of individuals therein, organizational change, and the impacts of culture and technologies.
- Through reading, discussion, and writing, students learn how organizational theory guides not only our understanding of how educational institutions operate, but how scholars use organizational theory to guide the development of new knowledge through application of organizational theories such as new institutionalism, bureaucratic theories, role theory, systems theories and improvement science, diffusion of innovation, contingency theory, organizational justice, etc.
- Students are taught how to access the professional literature base using online tools, such as CSUB's One Search, with special attention to distinguishing between empirical works and other typologies of academic writing (e.g., syntheses of the literature and meta-analyses, theory pieces, reports and grey literature, etc.).
- Students are introduced to and practice developing a literature review, learning how to synthesize the literature to inform a coherent and robust review of the scholarly literature.
- Students practice the application of organizational theory to their own educative contexts to more deeply understand problems of practice therein.
- Attention to academic tone and form in writing and some basic elements of APA formatting and style are centered: (a) how to navigate the APA manual using chapter tables of contents, (b) elements of the sample professional paper, (c) in-text and

reference-list citation formatting, (d) appropriate use and formatting of level headings.

Year 1 SPRING

EDLD 6040 (3 units): Advanced Applied Quantitative Methods

Catalog Description: This seminar course examines advanced research methodologies and data analysis techniques applicable to education and social science settings. Topics include experimental and quasi-experimental design, advanced statistical techniques, sampling distributions, nonparametric statistics, inference and hypothesis testing. Specific applications to the work of the education leader.

Explicit Connections to the Dissertation Journey:

- Students are taught quantitative research methodologies and data analysis techniques that can be applied to their professional work.
- Students are introduced to and practice quantitative data analysis techniques using IBM Statistical Package for the Social Sciences (SPSS).
- Each student is provided an opportunity to explore a topic of interest by examining the extant literature, developing knowledge and understanding of research design, and completing a research proposal. The research proposal consists of the following: Introduction, Literature Review, Methods, and Presentation to the class.
- Students practice the use of APA formatting and style in the research proposal and quantitative data analysis exercises.

EDLD 6070 (3 units): Applied Qualitative Research Methods

Catalog Description: This seminar course examines change in education settings in the context of organizational theory, structure, and culture; change processes; and change leadership strategies and styles. K-12 educational settings and higher education settings are used to test theories and change strategies.

Explicit Connections to the Dissertation Journey:

- Students are taught qualitative research methodologies and data analysis techniques that can be applied in their professional work.
- Each student is provided an opportunity to explore a topic of interest by examining the extant literature, developing a deeper understanding of qualitative research design, and practicing the collection and analysis of qualitative data.
- Students practice the application of APA formatting and style.

Year 1 SUMMER

EDLD 6030 (3 units): Educational Policy Environments

Catalog Description: This seminar course focuses on determinants of policy in educational organizations and leadership. Analysis of structures used for legal, fiscal and political decisions and conflict management. Role of the educational leader in relation to intergovernmental activities aimed at educational reform.

This course introduces students to the government structure and process for public policy making in education. In the first part of the course, we will look at an overview of policymaking and discuss theories and conceptual frameworks for understanding policy adoption. We will then develop practical skills for analyzing important policy problems confronting educational institutions. This will be followed by an examination of the budget environment—the dominant issue over the last decade and how the structure of government impacts educational policymaking. Lastly, we will discuss the political and electoral environment for policymaking.

Explicit Connections to the Dissertation Journey:

- Students are taught to examine the theoretical and methodological approaches to educational policy making.
- Students are taught to identify and explain the stages, structure, and central actors in public policy making at the federal, state, and local level.
- Students are taught to apply the policy analysis approach in order to analyze significant problems afflicting our educational institutions.
- Students are taught to identify and evaluate the interrelationship between elections and policymaking.
- Students are taught to demonstrate effective written and communication skills regarding policy analysis and evaluation.

EDLD 6060 (3 units): Conceptual Curriculum Perspectives for Educational Leadership

This seminar course examines change in education settings in the context of organizational theory, structure, and culture; change processes; and change leadership strategies and styles. K-12 educational settings and higher education settings are used to test theories and change strategies.

EDLD 6080 (3 units): Applied Theories of Cross-Cultural Education

Catalog Description: This seminar course is designed to explain and discuss the most relevant theoretical approaches dealing with cross-cultural, multicultural education. As diverse and conflicting perspectives are examined, students will experience the complexity

of views and perceptions that leaders must address when working with multicultural populations coexisting in a pluralistic society.

Year 2 FALL

EDLD 6020 (3 units): Educational Reform

Catalog Description: This seminar course examines change in education settings in the context of organizational theory, structure, and culture; change processes; and change leadership strategies and styles. K-12 educational settings and higher education settings are used to test theories and change strategies.

Explicit Connections to the Dissertation Journey:

- Multiple theoretical frameworks are explored and tested including thick and thin democracy, new right coalition, political spectacle, adaptive governance, and strategic change planning.
- Instruction and practice provided in a priori or deductive coding.
- Instruction and practice provided in assembling and writing a research paper including the major elements of introduction, literature review, methodology, findings, and conclusion.

EDLD 6110 (3 units): Educational Evaluation, Assessment, and Planning

Catalog Description: This seminar course examines change in education settings in the context of organizational theory, structure, and culture; change processes; and change leadership strategies and styles. K-12 educational settings and higher education settings are used to test theories and change strategies.

Qualifying Exam

- The qualifying exam serves as a gateway assessment from being a doctoral “student” to a doctoral “candidate.” The qualifying exam requires students to submit a prospectus (i.e., a proposal) for some possible research study. Students receive instructions, success criteria, and additional resources in late fall of Year 2 and submit their qualifying exams in early January (prior to the start of the spring term of Year 2).
- Once a student successfully passes the qualifying exam, they formally select the chair and committee members for their dissertation committee.

Year 2 SPRING

EDLD 6700 (3 units): Leadership Skills

Catalog Description: This course focuses on developing and enhancing organizational leadership and administrative skills that are of major importance for current and future career survival and success. Specific skill areas include self-efficacy, communication, motivation, organizational politics, change processes, team building, diversity/inclusion, problem-solving, and negotiation. The course is based on relevant literature from the behavioral sciences to provide a knowledge base for the work in administrative skill development that is the focus of the class. Given the class focus, it is primarily experiential in nature with skill assessments, exercises, role-plays, case studies, and group discussion activities being key learning tools.

Explicit Connections to the Dissertation Journey:

- This course comes after the student has risen to candidacy status and thus is directly on the dissertation path.
- The course is a bit different in that the focus is on the “Leadership” portion of the degree, with an emphasis on developing the skills required for leadership. The key elements include increasing one’s emotional intelligence (e.g., self-awareness, self-motivation, self-regulation, empathy and social skills), self-management, relational, and planning skill sets. These skills are not only critical as a leader but are essential for successful completion of the dissertation journey.
- The course builds data-based decision-making skills and tasks students in preparing the student to understand what the data is telling them and fostering the ability to build options and make decisions based on the data.
- Most importantly, the course is very personal, in that it allows students the opportunity to better manage and change aspects of their lives.

EDLD 6740 (3 units): Literature Review

Catalog Description: This course provides students with experiences for the acquisition of skills needed to develop a literature review. Students will learn the skills needed to develop a literature review. Students will learn to use research in order to understand and investigate connections between theory and practice in various areas of educational leadership and policy.

Year 2 SUMMER

EDLD 6770 (3 units): Problem Analysis in Educational Leadership

Catalog Description: This course will discuss current trends in high education and expose students to multiple paradigms and influences that impact the higher educational

enterprise. Students will have opportunities to critically analyze the underpinnings that impact decision-making and their associated implications on student success.

EDLD 6770 (3 units): HR Management and Collective Bargaining PK-20

Catalog Description: Students examine the major functions of human resources, including recruitment staffing, motivation, performance management, and development are examined. The critical and strategic roles of human resource management in organizational effectiveness is emphasized.

EDLD 6900 (3 units): Dissertation (12 total units across three terms)

These semester units are awarded toward progress on the development of the dissertation proposal, conduct of the dissertation research, and composition and defense of the dissertation. As the primary advisor, the dissertation committee chair serves as the instructor of record.

Preliminary Defense

The DPEL utilizes the standard five-chapter dissertation format. The first three chapters (i.e., introduction, literature review, and methods) are composed first. This is called the “dissertation proposal.” The dissertation proposal must be defended in a public meeting, following a short presentation of key aspects of the proposal.

Year 3 FALL

PK-12 (6 units)

- **EDLD 6620 (3a): School Resource Management and Fiscal Planning**
 - Catalog Description: Develops advanced skills to effectively manage internal and external resources within the school setting. The course provides an overview for leveraging external resources, obtaining grants, developing external partners, and examining issues and studies related to financing public education.
- **EDLD 6770 (3b): Leadership for Special Education**
 - Catalog Description: This class will survey problems of practice related to leadership in special education in PK-12 education contexts. Attention will be given to analyzing and critiquing federal, state, and LEA policy; management for compliance; leading for equity, inclusion, and continuous improvement of special education services; and tiered supports to meet the needs of all students.

Higher Ed (6 units)

- **EDLD 6520 (3a): Community College Administration**
 - Catalog Description: This course provides an understanding and development of knowledge of community college administration with emphasis on the California Community College system. The course combines theory, research, topics, issues, and debates of the profession. Practical applications will be explored while enabling students to develop a knowledge base grounded in current theory and research in community college administration.
- **EDLD 6770 (3b): Current Issues in Higher Ed**
 - Catalog Description: This course is intended to present a broad exploration and generate greater understanding of current issues influencing higher education. The course will involve discussion, written and oral reports, and the integration of knowledge across a spectrum of issues related to higher education.

EDLD 6900 (3 units): Dissertation

These semester units are awarded toward progress on the development of the dissertation proposal, conduct of the dissertation research, and composition and defense of the dissertation. As the primary advisor, the dissertation committee chair serves as the instructor of record.

IRB Approval

After the candidate successfully defends their dissertation proposal, they can submit their Institutional Review Board (IRB) application—this process ensures that the candidate has thought through and carefully planned for the protection of their research participants. More information about CSUB’s Human Subjects IRB can be found on their website.

<https://www.csub.edu/grasp/human-subjects-institutional-review-board.shtml>

Year 3 SPRING

EDLD 6750 (3 units): Applied Theories of Justice

Catalog Description: Explores concepts of justice that provide the scholar-practitioner tools to identify, explain, and address inequities. Candidates explore concepts of equal basic rights, equality of opportunity, and promoting the interests of the least advantaged members of society through philosophic theories emphasizing institutional, capability, and human development approaches to justice. Candidates address the strengths, limitations, and application of theories to developing more just policies and practices for their organizations and communities.

EDLD 6900 (6 units): Dissertation

These semester units are awarded toward progress on the development of the dissertation proposal, conduct of the dissertation research, and composition and defense of the dissertation. As the primary advisor, the dissertation committee chair serves as the instructor of record.

ABD

Candidates who have completed all the coursework (ending in the spring of year 3) but have not yet successfully defended the dissertation are placed into a status known colloquially as "ABD," which stands for "all but dissertation."

The dissertation must be defended and published in ProQuest for degree conferral.

Dissertation Defense

This is the culminating activity of the EdD. Similar to the proposal defense, a public meeting will be held in which the candidate provides a short presentation on their dissertation (mostly centering on the findings and implications) and then defends their dissertation.

Once the candidate successfully defends their dissertation, we call them "Doctor." However, there are a few minor tasks to complete (e.g., integrating feedback from the committee following the dissertation defense, copyediting, and publication of the dissertation on ProQuest and other online repositories). Following the successful defense of the dissertation and the completion of these tasks, the EdD degree is officially conferred.