

**CSU Channel Islands**  
**Doctorate in Educational Leadership for Equity and Justice**  
**Course Sequence**

**1<sup>st</sup> YEAR - 18 CREDITS**

**Summer 1 (2 five-week courses) 6 credits [Advisees assigned to all core faculty]**

**EDD 701 Diversity, Equity, Inclusion, Accessibility, and Justice in Education (3)**

Description: This course is designed to engage students in reflection and critique of theoretical approaches dealing with cross-cultural education that promote equity and social justice within educational settings and society. Using diverse and conflicting perspectives, students will gain a greater understanding of challenges and opportunities that align theory and practice with a focus on diversity, equity, inclusion, accessibility, and justice. Students will engage in personal examination of the complexity of views and perceptions as educational leaders in super diverse societies.

**EDD 711 Applied (Field-based) Research for Equity (3)**

Description: This course engages students in concepts and skills related to educational measurement, research design, basic statistics, program/policy evaluation, and quantitative/qualitative/mixed-methods, improvement science and short cycles of inquiry, case study, and action research, equity gap and root-cause analysis, consumers of research. Students will apply these concepts and skills, to be able to design and conduct applied research that contributes to important educational equity issues. Course topics include: (a) reviewing and synthesizing educational research, (b) designing a research study on an equity-based problem of practice that could result in a dissertation-in-practice, (c) introductory level data analysis, and (c) evaluating published research.

**Fall 1 (2 eight-week courses) 6 credits**

**EDD 702 Educational Leadership for Transformation and Change (3)**

Description: This course will engage students in understanding, implementing, and evaluating strategic leadership practices based on various theories, models, and approaches for achieving organizational transformation and change. Students will become skilled facilitators of the organizational transformation process by involving educational partners collectively through authentic shared leadership to initiate, implement, sustain, and evaluate meaningful transformation/change efforts framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice. Students will integrate theory and practice to implement a planned change process in their institution.

**EDD 712 Applied Qualitative Research Methods (3)**

Description: In this course, students learn the characteristics of various qualitative research traditions, including case study, phenomenology, narrative inquiry, ethnography, and grounded theory. They also gain an introductory understanding of theoretical frameworks and their use in research. They apply tools of qualitative inquiry in the design and implementation of research studies, including the processes of human subjects research and IRB procedures, qualitative data

collection, basic data analysis procedures, and strategies of reporting and discussing the findings of a qualitative project.

**Spring 1 (2 eight-week courses) 6 credits**

**EDD 703 Complex Organizations Designed for Diversity, Equity, Inclusions, and Accessibility (3)**

Description: This course examines modern theories of complex organizations and applies them to educational institutions in diverse communities. Course surveys theories of classic management, bureaucracy, psychology of organizations, politics of internal and external organizational spaces, and the culture of organizations. Organizational change processes will be examined. Students apply the theories to their own problem of practice to be able to design and facilitate equity-minded, transformational systemic changes.

**EDD 713 Applied Quantitative and Data Analysis Research Methods (3)**

Description: This course examines advanced research methodologies and data analysis techniques applicable to education and social science settings. Topics include experimental and quasi-experimental design, data collection procedures, sampling distributions, statistical analysis for practical significance, nonparametric statistics, inference decisions, and hypothesis testing with applications to the work of education leaders.

**2ND YEAR - 20 CREDITS**

**Summer 2 (2 five-week courses) – 6 credits**

**EDD 704 Leading Equitable Assessments and Program Evaluation for Accountability (3)**

Description: This course examines problems of practice in education from the perspective of equitable assessments and program evaluations. Assessment practices, planning strategies, and evaluation processes in P-12 and higher education settings are reviewed along with current issues and trends in the field of education related to school assessment, accountability, and program evaluation. Students will analyze current research and policy regarding Federal, State, and local systems of accountability and assessment to determine the degree to which they are equitable. Students will apply accessible and useable data-management systems that create a culture of personal responsibility and inform instruction and organizations. Students will engage in cycles of program evaluation that assess how teachers/faculty and programs impact student learning and well-being.

**EDD 780T Specialization Course (P-12, Higher Education/Community College, Curriculum & Instruction, ECS, Special Education) (3)** See the last page of this document for a list of specialization courses that faculty can propose and from which students select.

Description: Each specialization course will provide advanced knowledge on a specialization selected by the student to support their dissertation and planned future employment.

**Fall 2 (3 eight-week courses) - 8 credits.**

**EDD 705 Policy and Practice for Educational Leaders (3)**

Description: This course examines political, legal and historical contexts affecting local, state and federal educational decision making. The course is grounded on theories on how ideas

become policy: the roles that political institutions play and the political factors that shape policy formulation and implementation at all levels. The course critically examines the values and assumptions that underlie educational policy formulation, including the social construction of policy targets and instruments used in implementation. A variety of frameworks are explored to develop skills in both traditional and critical policy analysis. Students apply the course's frameworks to their own research around a problem of practice.

**EDD 780T Specialization Course (3)** (P-12, Higher Education/Community College, Curriculum & Instruction, ECS, Special Education) (3) See the last page of this document for a list of specialization courses that faculty can propose and from which students select.

Description: Each specialization course will provide advanced knowledge on a specialization selected by the student to support their dissertation and planned future employment.

**EDD 720 Qualifying Examination and Dissertation Proposal preparation and defense (2)**

Description: This course will learn how to demonstrate acquisition of program learning outcomes by preparing an e-portfolio that documents scholar-practitioner performances from courses in the program that demonstrate equity and justice-focused leadership. Students will learn to reflect and self-assess of their growth in performances during the doctoral program and demonstrate acquisition of knowledge by becoming aware of the scoring rubric for the qualifying exam. Students will design and learn how to defend research based on an existing problem of practice in equity and/or justice for conducting a dissertation-in-practice.

### **Spring 2 (2 eight-week courses) – 6 credits**

**EDD 706 Educational Reforms Designed for Equity (3)**

**Description:** This course examines the knowledge base of theories and grounded research that critique past and current educational reforms in the United States. Special attention will be paid to the theoretical frameworks that guided reforms, the work of professional practitioners, and the intended and unintended impacts on minoritized students, families, organizations, and communities. Knowledge acquired will be a basis for designing meaningful solutions to complex problems of practice that align theory and practice to focus on achieving social equity.

**EDD 780T Specialization Course (3)** (P-12, Higher Education/Community College, Curriculum & Instruction, ECS, Special Education) (3) See the last page of this document for a list of specialization courses that faculty can propose and from which students select.

Description: Each specialization course will provide advanced knowledge on a specialization selected by the student to support their dissertation and planned future employment.

### **3RD YEAR – 22 CREDITS**

#### **Summer 3 (3 five-week courses) 8 credits**

**EDD 714-Data Collection, Visualization, and Analysis (3)**

Description: Advanced methods for data collection, display, and analysis of qualitative and quantitative data.

**EDD 715 Writing and Presenting a Dissertation (3)**

Description: This course examines the knowledge and skills necessary to write and orally defend a dissertation. Special attention will be paid to reviewing the expected dissertation format, scoring rubric which will be applied to the written document, and providing a successful oral defense. Students will review APA style expectations and practice presenting and defending research decisions.

**EDD 716 Writing for Publication, Getting started A (2)**

Description: This course surveys stages and effective strategies in turning dissertation research into a conference paper and a journal article.

**Fall 3 (2 eight-week courses) 6 credits****EDD 731 Dissertation Seminar I (3) An S-factor course with Dissertation Chairs**

Description: In this seminar, students will work closely with their dissertation Chair to write a literature review and list of references for their dissertation-in-practice.

**EDD 732 Dissertation Seminar II (3) An S-factor course with Dissertation Chairs**

Description: In this seminar, students will work closely with their dissertation Chair to write a methodology section, develop instruments/strategies for data collection, and collect their data for their dissertation-in-practice.

**Spring 3 (3 eight-week courses) 8 credits****EDD 733 Dissertation Seminar III (3) An S-factor course with Dissertation Chairs**

Description: In this seminar, students will work closely with their dissertation Chair to analyze the data that they have collected and write a Results section for their dissertation-in-practice.

**EDD 734 Dissertation Seminar IV (3) An S-factor courses with Dissertation Chairs**

Description: In this seminar, students will work closely with their dissertation Chair to write Discussion, Introduction, and Abstract sections for their dissertation-in-practice. In addition, students will orally defend their dissertation and shepherd it through the publication process.

**EDD 717 Seminar: Writing for Publication Advanced B (2)**

Description: This course supports editing and advising doctoral students on preparing proposals for converting dissertation research into a conference paper and/or a journal article.

**Executive Order No. 991 content requirements:****Leadership Core Concepts (20 credits required)**

1. Systemic Educational Reform [EDD 706]
2. Visionary Educational leadership [EDD 702]
3. Complexity and Organizations [EDD 703]
4. Collaborative Management [EDD 702]
5. Diversity and Equity [EDD 701]
6. Educational Policy Environments [EDD 705]

7. Educational Accountability [EDD 704]
8. Advancement to Candidacy [EDD 720]

**Research Methodologies (19 credits required plus 12 credit Dissertation phase)**

9. Assessment and Evaluation [EDD 704]
10. Applied Quantitative Inquiry [EDD 713]
11. Applied Qualitative Inquiry [EDD 712]
12. Field-based Research [EDD 711]
13. Data-Driven Decision-Making [EDD 714]
14. Writing for publication [EDD 715, 716, 717]
15. Dissertation phase [EDD 731, 732, 733, 734]

**Leadership - Specialization courses (9 credits required)**

Potential Specialization Courses May differ from cohort to cohort. A partial listing of courses that may be offered are below:

- Advanced Curriculum (P-12)
- Disabilities Studies Leadership (P-12)
- Early Childhood Education (P-12)
- Human Resource Administrations (P-12)
- Leadership for Reading Instruction (P-12)
- Resource Management and Fiscal Planning (P-12)
- School Law (P-12)
- Special Education Leadership (P-12)
- Special Education and Disability Law (P-12 and CC)
- Critical Friends Groups as Communities of Practice (P-12 & CC)
- Interpersonal Leadership and Conflict Resolution (P-12 & CC)
- Leaders and Leadership (P-12 & CC)
- Organizational Development for High-Performing Organizations (P-12 & CC)
- Professional Ethics and Moral Issues in Education (P-12 & CC)
- Technology in Education (P-12 & CC)
- Community College Administration (CC)
- Contemporary Issues in Post-Secondary Education (CC)
- Post-Secondary Legal Aspects (CC)
- Resource and Fiscal Planning (CC)