SANTA CLARA UNIVERSITY – SCHOOL OF
EDUCATION & COUNSELING PSYCHOLOGY

EDUCATIONAL LEADERSHIP PROGRAM

**PRELIMINARY ADMINISTRATIVE
SERVICES CREDENTIAL**

MASTER OF ARTS

EdD

NEW CANDIDATE HANDBOOK

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Program Overview

Program Mission

We develop leaders who collaborate with communities and organizations to prepare innovative, empowered, and resourceful educators, leaders, and practitioners toward the goal of equitable participation and representation in society.

Program Philosophy

The Educational Leadership Program prepares candidates for current challenges facing educators. Our goal is to enable leaders to serve a diverse constituency; evaluate and use new ideas for teaching and learning; and shape the role of the administrator as both leader and manager in school change.

Candidates in this program are prepared to integrate their learning by constructing a personal framework of knowledge and skills to support effective action as administrators and leaders. A key to this model is the insistence upon questioning assumptions and processes, examining data, reflecting on actions and outcomes, and developing effective approaches with accountability through multi-faceted evaluation.

The moral and ethical dimensions of educational leadership are included at the core of the program as professionals explore and come to understand interpersonal and relational aspects of leadership roles. Effective communication, conflict resolution, collaboration, consensus building, commitment to values, respect for different perspectives are part of the constructivist philosophy as developed at Santa Clara University. Accordingly, we encourage candidates to construct a personal framework for effective administrative practice by: 1) questioning and evaluating traditional practices; 2) deepening understanding of theory; 3) researching compelling questions; and 4) reflecting regularly on personal and group learning.

Educational Leadership for Change

The Educational Leadership programs at Santa Clara University emphasize the learning needed to build and sustain the professional relationships that undergird educational leadership, reform, and renewal. The Educational Leadership programs at Santa Clara University value the role of teachers, community members, parents, and students in a school's change process and prepare educational leaders to effectively carry out responsibilities in the context of collaboration, consensus building, and shared decision-making. Santa Clara infuses its Educational Leadership programs with a philosophy of reform, for the purpose of developing administrators and community leaders who can shape educational change.

Culturally Responsive Leadership

Diversity is a core value and foundational concept in the education of citizenry. Catalyzing the power of diversity enriches all of us by exposing us to a range of ways to understand and engage with the world, identify challenges, and discover, define and deliver solutions. Principals have to work to prepare students for an increasingly diverse and global society by promoting justice and equity for all students. Principals actively work to eliminate barriers and obstacles created by institutional racism.

Principals need to prepare to work with first generation students, international students, students from rural and urban environments, students who are exploring their gender identity or identify on the LGBTQIA+ spectrum.

Program Goals

The goal of the Educational Leadership programs in the Santa Clara University is to support students in developing:

· A thoughtful, reflective model of leadership in which candidates use a variety of research tools; apply inquiry methods and change theory to strategic planning, implementation, and assessment; and collaborate with constituencies, in order to create optimal conditions for teaching and learning.

· A collaborative model of leadership that values inclusiveness, collaboration, and information sharing.

· A leadership model grounded in knowledge of teaching and learning, administrative guidance in curriculum development, use of change theories and strategies in meeting the legal, ethical, social and fiscal demands that leaders will inevitably confront.

California Preliminary Administrative Services Credential (Tier I)

Professional educators who hold a valid California teaching credential (or other school services credential) and have a minimum of five years' full time school-based professional experience may earn the Preliminary Administrative Services Credential (Tier I). This credential certifies educators to become school administrators in California's K-12 public school system. The Preliminary Administrative Services Credential can be earned in five quarters of full time course work at Santa Clara University (30 quarter units).

Administrative service credentialing in California requires two levels, or tiers, of preparation. The School of Education offers Tier I and Tier II credential programs, which can be completed in five quarters.

Admission Requirements. To be admitted to Tier I, candidates must provide verification of:

· Passage of the California Basic Educational Skills Test (CBEST);

· A valid teaching or designated subjects services credential (counseling, librarian, health, etc.); and

· Five years of successful full-time teaching or designated service experience.

For more information about the requirements for the Administrative Services Credentials please visit the website for the California Commission on Teacher Credentialing.

Courses required for the PASC only:

EDUC 360: School Leadership: Leading Culture and Change (3)
EDUC 361: Instructional Leadership (3)
EDUC 363: Ethics, Law and Governance (3)
EDUC 364: Using Data for Organizational Understanding and Renewal (3)
EDUC 365: Human Resource Development (3)
EDUC 366: Community Leadership and Inclusive
                                                                    Schools (3)
EDUC 367: Shaping Team Success (3)
EDUC 370: Coaching, Culture, and Organizational Performance (3)
EDUC 371: Trauma Informed Leadership (3)
EDUC 428: Financial Management (3)

Please note: Course descriptions can be found online at:

https://www.scu.edu/ecp/programs/courseschedules/educational-leadership-course-descriptions/

California Administrative Services Credential Tier I with Master's Degree

Administrative credential students can earn a master's degree in the Santa Clara University program by enrolling in 15 more units of coursework beyond their required credential classes. The total number of units to earn a master's degree is 45.

Required courses for this program are:

EDUC 360: School Leadership: Leading Culture and Change (3)
EDUC 361: Instructional Leadership (3)
EDUC 363: Ethics, Law and Governance (3)
EDUC 364: Using Data for Organizational Understanding and Renewal (3)
EDUC 365: Human Resource Development (3)
EDUC 366: Community Leadership and Inclusive Schools (3)
EDUC 367: Shaping Team Success (3)
EDUC 369 Action Research (3)
EDUC 370: Coaching, Culture, and Organizational Performance (3)
EDUC 371: Trauma Informed Leadership (3)
EDUC 428: Financial Management (3)

Candidates can select electives from all course offerings including the following courses:

EDUC 368 Social Impact Organizations
EDUC 373 Using Data to Drive Organizational Change and Innovation (3)
EDUC 378 Design Thinking for Leaders (3)
EDUC 379 Improving Post-Secondary Educational Outcomes: Equity Challenges and Opportunities
EDUC 380 Human Development for Social Impact Leadership: Addressing Social Inequality
EDUC 381 Educational Policy and Educational Leaders (3)
EDUC 382 Student Development Theory for Higher Education
EDUC 383 Gender & Sexuality in the K-16 Schools Context (3)
EDUC 385 Chicanx/Latinx Educational Issues (3)
EDUC 386 Foundations of Higher Education: Comparative Models of Post Secondary Education
EDUC 387 Issues of Race and Ethnicity in Education (3)
EDUC 388 Student Affairs Leadership
EDUC 391 Mindfulness for Educational Leaders (3)
EDUC 392 Critical Educational Issues Through TV & Film (3)
EDUC 393 Black & Feminist Perspectives on Leadership (3)
EDUC 395 History of Higher Education
EDUC 399 Urban Education (3)
EDUC 411 Contemporary Issues in Higher Education (Rotating topics)
EDUC 408 Foundations of Social Impact Leadership
EDUC 426 Financial Leadership II: Business Models and Development for Social Impact Organizations (New Course)

UNDERSTANDING THE CALIFORNIA ADMINISTRATOR PERFORMANCE ASSESSMENT

WHAT IS THE CALIFORNIA ADMINISTRATOR PERFORMANCE ASSESSMENT (CalAPA)?

At its September 2013 meeting, the California Testing Commission (CTC) amended requirements for earning a preliminary administrative services credential to include passage of an administrator performance assessment. All candidates of the Preliminary Administrative Services Credential are required to take the test. The assessment focuses on instructional leadership and school improvement leadership. Through the CalAPA, candidates will demonstrate their knowledge and skills tied to the California Administrators Performance Expectations (CAPE), the California Professional Standards for Educational Leaders (CPSEL), and the California Administrators Content Expectations (CACE). The assessment is designed to assess a candidate's preparedness prior to entering a school as an administrator.

WHAT IS THE ASSESSMENT LIKE?

The CalAPA consists of three leadership cycles, which require students to investigate, plan, act, and reflect. The three cycles will be built into specific courses in the Educational Leadership Program (they will prepare you for the exam). During the lab course, students will submit work from the cycles for instructor and peer coaching prior to submission to the CalAPA online platform. The cycles include:

Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity Cycle 2: Facilitating Communities of Practice Cycle 3: Supporting Teacher Growth

HOW DO STUDENTS SIGN UP TO TAKE THE CalAPA?

To sign up for the CalAPA, you will create an account in the CTC online system. Details will be provided early on in the program regarding how to register. The CalAPA will be fully operationalized in Fall 2019.

CAN SOMEONE HELP STUDENTS WITH THE CYCLES?

There are very specific guidelines regarding ways in which instructors can offer guidance and assistance. Students will have access to the rubrics, any examples provided by the CTC, and time during coursework to collaborate with their peers to receive coaching. Instructors are allowed to provide coaching, but they cannot evaluate a student's work against the CalAPA rubrics, edit a student's work, or critique a draft from a student. However, an instructor can make recommendations, explain the tasks, ask and answer questions, check in with a student's progress, and review any resources available to the student. There are several resources available to students online including templates, guides, and how-to videos. It is recommended that students review these resources prior to beginning any of the leadership cycles.

WHAT ARE STUDENTS REQUIRED TO SUBMIT?

Submitted work will include evidence of leadership practice for each section in the form of — written narratives and videos. Students are responsible for having the appropriate materials and equipment to complete the tasks; this includes video recording equipment such as a cell phone or video camera. All components will be uploaded to an online system, and all final submissions are submitted to the Pearson online platform "Managed." Students should save all submissions in a secure place should they need to access them for any reason; once uploaded, students will not be able to retrieve nor access the submission from the system.

WHO ASSESSES THE CalAPA SUBMISSIONS?

Trained educators located throughout California will assess student submissions. Assessors hold administrative credentials, have experience as school leaders, and have undergone training through CalAPA.

HOW WILL THE LEADERSHIP CYCLES BE SCORED?

The final submission will be assessed and scored based on the CalAPA rubrics. Students must pass each of the Leadership Cycles within 18 months of registration. If a student does not receive a passing score, that student must make the necessary revisions and resubmit. Should the student not pass any sections of the leadership cycles, the student will have the opportunity to receive remediation and coaching from the Educational Leadership Program. It is the student's responsibility to contact instructors in the program to seek guidance for next steps.

WHAT DOES THE SCHOOL SITE NEED TO KNOW?

The school site needs to know that the student is working toward his/her Preliminary Administrative Credential and will take the required CalAPA. The leadership cycles require students to participate in school activities, access and gather data, plan and conduct meetings, observe and coach teachers, and identify and solve pressing problems of practice. Students will need to speak with the Program Director about access to data, colleagues, and information related to instructional leadership and school improvement. The student must be upfront with the Director and plan early to avoid any potential conflicts. 12 Students may need to secure a consent form for any video they provide that includes minors.

Clear Administrative Services Credential (CASC)

The CASC (Clear Administrative Services Credential) pathway is designed to support students in leadership positions in K-12 school settings. The mission of the program is to build administrative leadership capacity through individualized coaching and professional learning tied to job-embedded leadership growth plans. The program is guided by the California Professional Standards for Education Leaders (CPSEL) and the Jesuit mission where ethics, compassion, and social justice are central to our work. The Clear Administrative Services Credential Program uses a coaching model designed with working professionals in mind. This program can be completed in 6 quarters.

Credential Information

Our CASC program prepares students to become leaders across a range of school settings including public, charter, private, and Catholic schools. This two-year program is explicitly focused on social justice and equity centered leadership development and positions our students with the critical skills and dispositions to work towards transformative leadership opportunities, structures to improve learning, growth, and outcomes for students in all schools, particularly those within marginalized communities. The two-year program design includes five major components: 1) Individualized coaching, 2) Job-embedded Individual Induction Plan (IIP), 3) Self-assessments, and assessments of others, 4) Professional development opportunities based on district or school goals, 5) CASC Courses which include:

EDUC 400a: Coaching & Professional Learning Developing & Implementing a Shared Vision
EDUC 400b: Coaching & Professional Learning Instructional Leadership
EDUC 400c: Coaching & Professional Learning Management & Learning Environment
EDUC 400d: Coaching & Professional Learning Family & Community
EDUC 400e: Coaching & Professional Learning Ethics & Integrity
EDUC 400f: Coaching & Professional Learning: External Context & Policy.

Admissions Requirements
1. Proof of applicant's valid California Preliminary Administrative Services Credential (PASC)
2. Statement of Purpose - Reflect on your strengths and areas of growth as an administrator within the context of your current workplace
3. Proof of Administrative Employment
4. Statement on prior certified experience in a school or district office or proof of teaching credential
5. Resume or CV Official copy of transcripts from all undergraduate and graduate institutions attended

6. One letter of recommendation from an immediate Supervisor
7. Online application $50 application fee

Other Program Requirements

- 2 Self-Assessment Surveys
- Individualized Learning Plan (IIP) Developed over the 2 year program
- 3 Three-way meetings between the candidate, field supervisor and coach
- Candidates Professional Development Log Review Year 1

Admissions Timeline

Recruitment and enrollment occurs on a rolling basis.

Master of Arts (MA)

The MA requires 45 quarter units of coursework. This degree can be earned by PASC candidates who elect an additional 15 quarter units of coursework to their program. This degree can also be earned by professionals who would like additional preparation to hold leadership positions in the educational system and related organizations.

In order to be admitted to the MA in Educational Leadership Program candidates must have completed a bachelor's degree in a related field and have relevant experience to draw upon during the course of study.

Master's degree required courses:

EDUC 360: School Leadership: Leading Culture and Change (3)
EDUC 365 Human Resource Development (3)
EDUC 366: Community Leadership and Inclusive Schools (3)
EDUC 369: Action Research (3)
EDUC 372: Communities, Schools and Critical Theory (3)
EDUC 428: Financial Management (3)

ELECTIVES [27 UNITS]

In consultation with their advisor, students select 9 classes as electives to further solidify their area of specialization. Students select classes from the list below. .

EDUC 364: Using Data for Organizational Understanding and Renewal (3)*
EDUC 367 Shaping Team Success (3)*
EDUC 370 Coaching, Culture, and Organizational Performance (3)*

EDUC 373 Using Data to Drive Organizational Change and Innovation
EDUC 375: Leadership for Diversity, Equity and Inclusion
EDUC 378 Design Thinking for Leaders
EDUC 381 Educational Policy and Educational Leaders
EDUC 383 Gender & Sexuality in the K-16 Schools Context
EDUC 385 Chicanx/Latinx Educational Issues
EDUC 387 Issues of Race and Ethnicity in Education
EDUC 391 Mindfulness for Educational Leaders
EDUC 392 Critical Educational Issues Through TV & Film
EDUC 393 Black & Feminist Perspectives on Leadership
EDUC 399 Urban Education

* Students should consult with their advisor prior to enrolling in any of the following courses EDUC 364, 367, 370.

Please note: Course descriptions can be found online at:

https://www.scu.edu/ecp/programs/courseschedules/educational-leadership-course-descriptions/

Doctor of Education (EDD)

In order to be admitted to the EDD Educational Leadership Program candidates must have completed a bachelor's degree in a related field and have relevant experience to draw upon during the course of study. EDD candidates will spend 2 years completing coursework (leadership foundations, research methods) and an additional 1 year completing dissertation research and writing.

The curriculum for the first two years of the doctoral program includes courses required for the master's degree in educational leadership or its equivalent. In special cases, it may be possible to tailor the MA or EDD to an individual candidate's interests and specific career goals.

Course Requirements* (all courses are 3 units unless otherwise specified)

FOUNDATIONS [10 units]

Introduction to Doctoral Studies (1)
Leadership for Diversity, Equity and Inclusion
Communities, Schools, and Critical Social Theory
Introduction to Research

LEADERSHIP FORMATION [13 units]

Servant Leadership for Mission- and Values-Driven Organizations
Moral and Ethical Basis of Leadership & Management
Organizational Leadership
Leadership Integration and Vision Statement
Values-Based Leadership: Developing a Leadership Development Plan (1 unit)

*Only EdD students are eligible to enroll in EdD required courses.

RESEARCH & INQUIRY TIMELINE [33 units]

Year 1	Summer 1 Qualifying Exam Milestone 1	Year 2	Summer 2 Proposal Hearing Milestone 2	Year 3	Summer 3 Defend Dissertation Milestone 3
Students experience courses that expose them to theoretical knowledge that is accessible and useful to the dissertation process.	Students write an essay that focuses on a topic of interest to them.	Students engage in intensive research courses intended to expose them to research methods and the literature review.	Students meet with their faculty committee to present their dissertation proposal.	Students write their dissertation with classes designed to support their progress.	Students meet with their faculty committee to defend their dissertation.

1st Year Research Preparation (3 Units)

Introduction to Research (Spring)

2nd Year Research Sequence: Learning Social Inquiry Methods (9 units)

Social Inquiry Methods & Research Collaborations I, II, III (Fall, Winter, Spring)

Summer between 2nd and 3rd Year: Dissertation Proposal (6 units)

Dissertation Proposal I, II (on-line format) (Summer I, Summer II)

3rd Year Research Sequence: Conducting, Analyzing and Interpreting Research (9 units)

Communities of Inquiry: Dissertation in Practice I, II, III (Fall, Winter, Spring)

3ʳᵈ Year Dissertation Research Supervisions (9 units)

Dissertation Research Supervision (Fall, Winter, Spring). Students are required to enroll in dissertation research supervision while completing the dissertation and will remain enrolled until the dissertation is successfully defended).

Dissertation Supervision, Advising and Student Mentoring

When fully enrolled, the EdD program students will have 60 students, 1/3 of whom are working on their dissertations, and they are served by four tenure-track and one or more Lecturers in the Educational Leadership program and also have access to six or more tenure track faculty in the Department of Education who have expressed an interest in supervising dissertation research. Dissertation research will be supervised in two ways: Students will be enrolled in a five-course sequence in their third year that covers the production of the dissertation proposal and dissertation research in broad terms: Expectations, format, using literature to drive question development, data collection and analysis, presentation of findings, and more, and this sequence will build on the more introductory research support in students' second year. Simultaneously, students will have a dissertation advisor who is a content expert and who will support students' dissertation work through intensive guidance and direction on the topic of study, defining the contours of the research study and ensuring it is grounded in relevant existing research, and review draft chapters of the dissertation. Students will meet individually and in small groups with their dissertation advisor, who also serves as the academic advisor at this point in the student's program. This model is used at other institutions and provides students with strong support for independent work while also not burdening dissertation advisors too heavily. Dissertation advisors receive academic course credit for their work supervising dissertations and will typically supervise no more than 4-6 students per year. Students are assigned a dissertation chair and committee based on survey data they provide. Dissertation chair selection occurs during the fall quarter of students' second year**.**

DEVELOPING EXPERTISE IN AN AREA OF CONCENTRATION + ELECTIVES [21 units]

AREA OF SPECIALIZATION [12 UNITS]

Throughout their program, students will enroll in a minimum of 12 units (four courses) in their area of specialization. These courses will draw upon their professional experience to deepen their knowledge and understanding of the complex issues facing the field in which they work: PreK-12, Higher Education, or Social Impact Leadership. The intention here is to deepen students' engagement in their professional field and explore the challenges, ideas, and issues that they will face as leaders. Throughout the coursework, students will be asked to draw upon the social justice and leadership frameworks utilized throughout the curriculum to guide their understanding of and approach to managing both day to day and long-term challenges in their field. Our assumption is that each student should tailor their specialization as much as possible, in order to account for different professional experience and goals. Students will then use electives to enhance their understanding of key issues in the work. Electives may include any courses listed in any of the

specializations or in the list of additional electives they may choose from. Thus, many students may choose to complete more than four courses in their area of specialization.

PreK-12 Education Leadership Course Options and Electives

Students in the PreK-12 Leadership specialization will need to take a minimum of four courses from the list below. Those students who may have taken either these or a very related course in their MA program will be able to substitute a different course to expand their knowledge of the field.

Specialized Learning Outcome for K-12 Specialization

EDUC 360: School Leadership: Leading Culture and Change (3)
EDUC 361: Instructional Leadership (3)
EDUC 363: Ethics, Law and Governance (3)
EDUC 364: Using Data for Organizational Understanding and Renewal (3)
EDUC 365: Human Resource Development (3)
EDUC 366: Community Leadership and Inclusive Schools (3)
EDUC 367: Shaping Team Success (3)
EDUC 369: Action Research (3)
EDUC 370: Coaching, Culture, and Organizational Performance (3)
EDUC 371: Trauma Informed Leadership (3)
EDUC 387: Issues of Race and Ethnicity in Education (3)
EDUC 383: Gender & Sexuality in the K-16 Schools Context
EDUC 387: Education Policy and Educational Leaders (3)
EDUC 428: Financial Management (3)
EDUC 391: Mindfulness in Leadership (3)

Higher Educational Leadership Specialization

Students in the Higher Educational Leadership specialization will need to take a minimum of four courses from the list below -- including two of the rotating topics in the Contemporary Issues series. Those students who may have taken either these or a very related course in their MA program will be able to substitute a different course to expand their knowledge of the field.

- EDUC 369: Action Research (3)
- EDUC 386: Foundations of Higher Education: Comparative Models of Post Secondary Education
- EDUC 379: Improving Post-Secondary Educational Outcomes: Equity Challenges and Opportunities
- EDUC 382: Student Development Theory for Higher Education
- EDUC 385: Chicanx/Latinx Educational Issues

- EDUC 387: Education Policy and Educational Leaders (3)
- EDUC 388 Student Affairs Leadership
- EDUC 391: Mindfulness in Leadership (3)
- EDUC 395 Higher Education History
- EDUC 411 Contemporary Issues in Higher Education (Rotating topics)

Social Impact Leadership Specialization

Students in the Social Impact Leadership specialization will need to take a minimum of four courses from the list below. Those students who may have taken either these or a very related course in their MA program will be able to substitute a different course to expand their knowledge of the field.

- EDUC 408 Foundation of Social Impact Leadership
- EDUC 369: Action Research (3)
- EDUC 426 Financial Leadership II: Business Models and Development for Social Impact Organizations
- EDUC 380 Human Development for Social Impact Leadership: Addressing Social Inequality
- EDUC 368 Social Impact Organizations: From Design to Impact
- EDUC 391: Mindfulness in Leadership (3)

Plus at least one of the following two courses:

- EDUC 373 Using Data to Drive Organizational Change and Innovation
- EDUC 378 Design Thinking for Leaders
- EDUC 383 Gender & Sexuality in the K-16 Schools Context

ELECTIVES [9 UNITS]

In consultation with their advisor, students select 3 classes as electives to further solidify their area of specialization. Students select classes from the list below or from courses required in one of the other areas of specialization.

EDUC 364: Using Data for Organizational Understanding and Renewal (3)
EDUC 367: Shaping Team Success (3)
EDUC 369 Action Research
EDUC 370: Coaching, Culture, and Organizational Performance (3)
EDUC 373 Using Data to Drive Organizational Change and Innovation
EDUC 378 Design Thinking for Leaders
EDUC 381 Educational Policy and Educational Leaders

EDUC 383 Gender & Sexuality in the K-16 Schools Context
EDUC 385 Chicanx/Latinx Educational Issues
EDUC 387 Issues of Race and Ethnicity in Education
EDUC 391 Mindfulness for Educational Leaders
EDUC 392 Critical Educational Issues Through TV & Film
EDUC 393 Black & Feminist Perspectives on Leadership
EDUC 399 Urban Education

Admissions

Student Profile & Requirements

This program is designed for students who already possess an MA in a related field and who have three to five years of work experience. Students without an MA will be considered on a case-by-case basis, but will be generally required to complete an additional year of course work unless they have extensive prior graduate work (e.g., a teaching credential based on graduate coursework). Students are expected to have a minimum 3.5 GPA in their graduate coursework.

Admissions Timeline

Recruitment will take place over the fall and winter quarters. An annual admissions deadline on or around February 1 will be for a single admission cycle annually, with a fall start date.

Application Materials Required

 Students will be required to provide: (a) All academic transcripts, undergraduate and graduate, (b) a CV or resume detailing work experience, (c) an admissions essay, (d) two letters of recommendation (see admissions website for guidance on who applicants should seek letters from), and (e) all finalists for the program will participate in a required interview with program.

Student Progress and Time to Degree

Student Progress

Faculty review student progress annually through the milestone assessments, and will provide students feedback on their progress. In addition, all School of Education and Counseling Psychology requirements for satisfactory academic processes for academic probation will apply. Departmental, School and University processes managing student conduct and/or behavior issues will apply.

Time to degree

The EdD program is designed to be completed in 3 years. Some students will decide to slow this down, particularly in the dissertation years, and extend this to a four-year program. The time limit for the EdD

is seven years, inclusive of leaves of absence. Students with extenuating circumstances can appeal the 7-year limit and, in rare circumstances, this time limit can be extended for one year.

EARNING THE EDD

A dissertation is a project that focuses on an issue you care about. You will explain why the issue is important to you and others. You should read practitioner and social science literature related to this topic that will enable you to know what others have done and identify relevant concepts.

You will explore and engage the complex issues (theoretical and practical) that surround your topic. You may initiate a project or discussion on a curriculum area related to your topic. You will collect data on the topic in a manner you can explain and justify. Your dissertation will thoughtfully analyze the data you collect in light of key concepts and other research. Implications for educators will also be explained.

You must be able to explain how you collected this data and why your methods were appropriate. Your data analysis should lead to a deeper understanding of the theoretical and practical issues related to your topic, and should include a discussion of the implications for educators. All committee members must sign off on a proposal before the student can begin collecting data

Institutional Review Board (IRB)
Students whose research involves human subjects, must receive approval from the Santa Clara University's IRB in order to ensure participants' safety, protection, and welfare. Students will work with their dissertation chair to complete the IRB application.

Dissertation Filing
Santa Clara University (SCU) requires that all doctoral dissertations that are submitted in partial fulfillment of the requirements of the doctoral degree be published in electronic form through 1) SCU's Institutional Repository, Scholar Commons and, 2) ProQuest Dissertations & Theses Global. In consultation with their dissertation chair, students can request to embargo their dissertation. Additional detail on dissertation filing and embargo can be found in the Education and Counseling Psychology Graduate Bulletin.

Getting Started at Santa Clara University

First, get acquainted with your advisor. Find out what courses you will be taking, who is teaching them, when they are offered, and where the classes meet.

The administrative staff members at the Department of Education are available to help you with administrative questions you have about the program and tracking your progress. They will maintain a roster of student telephone and email addresses and will send out email messages with reminders and announcements. Please make sure you maintain current contact information with these individuals.

Office Of Accessible Education (OAE)

The Office Of Accessible Education (OAE) is especially helpful to students who need to document a special request related to a disability and can provide information and practical assistance to graduate students as well as undergraduates. Virtual Drop-in Hours are available for the Fall, Winter, and Spring quarters. You can contact the OAE by email: oae@scu.edu

Student Services and Academic Support
If you have any questions regarding course registration, campus resources, and degree conferral you can contact Student Services and Academic Support at ecpservices@scu.edu.

Educational Leadership: Academic & Program Expectations Overview

Assessment
Rubrics are a scoring tool that is used by educational leadership professors. The rubrics provide clear expectations for student work while offering a framework for grading based on specific criteria and levels of achievement. Professors focus comments on offering individualized feedback supporting student self-assessment, reflection, and deeper learning. If student work falls below stated expectations, professors meet individually with students to conference on how improvement may occur.

Transfer Units
MA students are permitted to transfer up to 9 units. Transfer units typically count toward electives courses. EdD Students will not be able to transfer in "units" from previous graduate programs.

Student Advising
Upon enrolling their first quarter, students will be assigned a faculty advisor who advises them on course selection and offers guidance throughout the program.

Program Progress
Successful progress in the EdD program requires meeting course expectations, completing assignments on time, and engaging fully in all academic requirements. Students who do not meet these expectations may delay their trajectory in the program, including postponed milestones or extended time to degree completion.

Procedures for Student Grievances Concerning Unfair Treatment by Faculty
If a student believes they have been treated unfairly by a faculty member, they have the right to seek resolution through a clear and respectful grievance process. The School upholds the Jesuit values of human dignity, cura personalis, and justice, ensuring that all concerns are heard with care, addressed with integrity, and resolved through procedures that prioritize fairness for every member of our community. Additionally information about the grievance policy can be found in the Education and Counseling Psychology Graduate Bulletin.

Professional Conduct
Educational Leadership are expected to cope with the demands and responsibilities of their respective program. For the purposes of SCU's Educational Leadership program; this includes (but is not limited to): meeting all university and program requirements and deadlines; relating appropriately with SCU course instructors and SCU staff; and, demonstrating sensitivity to the social, cultural, economic, and

linguistic context of the placement school environment. Candidates whose professional behavior does not meet these minimal standards in the field may be put on a Field Experience Performance Plan (FEPP) or referred to the Education Professional Review (EPR) process noted in the most recent School of Education and Counseling Psychology Graduate Bulletin for Academic Performance Standards. https://www.scu.edu/ecp/current-students/schedules-forms--policies.

School of Education Contact Information

Administration

Sabrina Zirkel

Dean

Dr. Sabrina Zirkel is the Dean of the School of Education and Counseling Psychology at Santa Clara University. Dr. Zirkel is a well-established scholar who studies race, ethnicity, gender, and class across all sectors of education. Zirkel came to Santa Clara from Mills College where she was the Abbie Valley Professor of Educational Leadership. At Mills, she also served as Associate Dean in the School of Education as well as Chair of Educational Leadership and Director of the Ed.D. program. She also served as Chair of the Faculty Executive Committee, and worked with the senior leadership to develop a number of innovative, interdisciplinary programs to engage students while serving the needs of the College and the local community.

Dr. Zirkel possesses a deep commitment to issues of diversity, justice, and inclusion. At Mills, she taught courses focused on issues of race and ethnicity in schools and colleges, and she has served as an advisor to the African American Regional Educational Alliance (AAREA) and to STEM STEPS, programs that seek to improve the educational experiences of African American students in the East Bay.

Faculty

Marco Murillo
Associate Professor
EdD Program Director
mmurillo2@scu.edu

Dr. Murillo's research focuses on the college preparation, persistence, and completion of racially minoritized students, with an emphasis on Latinx and immigrant-origin students. His current research centers the educational experiences of Latinx immigrant-origin transfer students. Utilizing arts-based (e.g., self-portraits) and testimonio methodologies, the research centers participants' identities and to examine how college structures and practices are (mis)aligned with who they are and the types of

educational and social supports they need. Dr. Murillo's research has been published in journals such as AERA Open, Urban Education, Community College Review, and Peabody Journal.

Dr. Murillo's teaching philosophy centers three areas: (1) student centered teaching; (2) building critical leadership consciousness to inform practice; and, (3) advising and mentoring. His educational leadership courses include Servant Leadership, Leading for Diversity, Equity and Inclusion and Using Data to drive organizational Change. He is committed to preparing students to lead in increasingly diverse schools and organizations.

Pedro Nava
Associate Professor
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Dr. Nava is an Associate Professor of Education at Santa Clara University. His research and teaching focus on urban and rural schooling inequality, critical pedagogy and critical race theory, immigration and education, family-school engagement, and participatory action research. Pedro has been published in Race Ethnicity & Education, Latino Studies Journal, Association of Mexican American Educators Journal, Journal of Leadership, Equity, and Research, Journal of Hispanics in Higher Education, and other venues.

Dr. Nava's courses include Community Leadership & Inclusive Schools, Communities, Schools & Critical Social Theory, Action Research, and Urban Education, among others.

Ezinne Ofegbu
Assistant Professor
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Dr. Ofoegbu's current scholarship examines three areas of inquiry: 1) Black women's experiences in college athletics, 2) social justice commitments and initiatives in college athletics, and 3) Black immigrant-origin college students' experiences to and through higher education. She leans on interdisciplinary lens such as critical race feminism and intersectionality, qualitative methodologies (e.g. narrative inquiry, critical discourse analysis, etc.) to answer her research questions and share implications of the current and future practitioners within higher education. Her research has been published in journals such as the Journal of Diversity in Higher Education, Journal of Women and Gender in Higher Education, Journal of Issues in Intercollegiate Athletics, and Sociology of Sport Journal. Additionally, she has presented her research at national conferences, including the American Educational Research Association (AERA), the Association for the Study of Higher Education (ASHE) and the Black Student-Athlete Summit.

Dr. Ofoegbu teaches courses related to higher education leadership and student affairs, such as history of higher education and student development theory, and research methods, such as action research. As a Black woman and daughter of immigrants, Dr. Ofoegbu strives to center historically marginalized populations in college environments that continue to exclude, "other", and deny the cultural wealth that exists within these student populations.

Argelia Lara
Assistant Professor
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Dr. Lara's research and teaching interests lie in the overlapping areas of urban education, educational leadership, immigration, and immigrant education, where she draws from testimonios to understand the marginalization of underrepresented students in the K-PhD pipeline. She focuses on equity issues through Critical race and Latino Critical Theory frameworks highlighting critical issues in education, including the variability in educational attainment of first-generation (documented and undocumented) immigrant students and the role of educational leaders in assisting students in navigating the educational pipeline. Her scholarship highlights explicitly how the familial supports of immigrant students impact and informs students' educational and occupational aspirations. Dr. Lara's courses include Social Inquiry Methods, Moral and Ethical Basis of Leadership, Chicanx/Latinx Issues in education, and Issues of race and Ethnicity in Leadership decision Making, among others. She is excited to help prepare critically reflexive educational leaders.

Diane Ketelle
Dean's Executive Professor
Director Administrative Credential Programs
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Diane Ketelle is a Dean's Executive Professor of Education and the Robert and Ann Wert Chair at Mills College in Oakland, California, where she directs the administrative credential and master's degree programs in the School of Education. Diane began her career as an elementary school teacher, principal, and district superintendent. The Association of California School Administrators named her Superintendent/Principal of the Year for the State of California in 1994, and she is also a two-time Fulbright Scholar.

Brando Krueger
Lecturer
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With over 35 years in education and training, Dr. Brandon Krueger brings over 24 years of recognized, equity-focused public education leadership/administration experience, from school-based (Principal) to central office-based (Superintendent of Schools, with many years as a Human Resources Department executive administrator). In addition, he has served for over 15 years in university graduate (MA and Ed.D.) programs as an adjunct Lecturer/Visiting Assistant Professor of Educational Theory and Practice, Educational Systems (and HR) Leadership, Ethics, Laws & Policy Leadership, Visionary Leadership, and Community Engagement with an emphasis on public policy and social justice. In 2023, he received the Excellence in Teaching award at Sonoma State University, a student and peer-generated honor for his work in the School of Education/Educational Leadership programs. As well, Dr. Krueger has provided instruction, coaching and supervision for Leadership Fieldwork (Preliminary Administrative Services Credential, CalAPA preparation) and Induction (Clear Administrative Services Credential) programs. Dr. Krueger received his Ed.D. in Educational Leadership from St. Mary's College of CA and is the author of The Power of Partnerships Between Parents and Schools: A comparative analysis of perception and practice of shared decision-making in Title 1 schools.