Department of Educational Leadership

For more detailed information about the Department of Educational Leadership, please visit apu.edu/education/leadership/.

Admission

University graduate admission and program acceptance requirements must be met before an application is complete (see Admission to the University (http://catalog.apu.edu/graduateprofessional/admission-policies/graduate-admission-university).)

Program-specific application requirements are available online at apu.edu/gpc/admissions/requirements/program/.

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or visit apu.edu/international/.

Master’s Degrees:

• Master of Arts in Educational Leadership and Preliminary Administrative Services Credential Program Options (http://catalog.apu.edu/graduateprofessional/education/educational-leadership/ma-educational-leadership-preliminary-administrative-services-credential-program-options)

Doctoral Degree:

• Doctor of Education in Educational Leadership (http://catalog.apu.edu/graduateprofessional/education/educational-leadership/doctor-education-educational-leadership)

Credentials:

• Preliminary Administrative Services Credential (http://catalog.apu.edu/graduateprofessional/education/educational-leadership/ma-educational-leadership-preliminary-administrative-services-credential-program-options)

• Preliminary Administrative Services Internship Credential (http://catalog.apu.edu/graduateprofessional/education/educational-leadership/ma-educational-leadership-preliminary-administrative-services-credential-program-options)

• Clear Administrative Services Credential (http://catalog.apu.edu/graduateprofessional/education/educational-leadership/professional-administrative-services-credential-tier-ii)

EDL 570, Visionary Leadership, 3 Units

The Visionary Leadership course helps the candidate develop an actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school and local education agency, including the ability to lead others in collaboratively developing, implementing, and evaluating the vision. Candidates will develop a shared commitment to the vision among all members of the school community, learn how to build site and school community teams, develop an understanding of the characteristics of a visionary leader, and assess their own personal strengths/limitations.

EDL 571, Instructional Leadership, 3 Units

This course will provide candidates with knowledge of academic content standards and how to integrate creativity, collaboration, communication, and critical thinking skills into the content standards. Candidates will also be provided with knowledge regarding curriculum standards, research-based instructional practices, and research-based assessment practices, while preparing candidates to provide focused, constructive feedback to teachers. Additionally, candidates will have opportunities to learn, practice, and reflect on instructional leadership through discussion forums and chat, faculty-directed instruction, learning activities and projects, and assignments by which student learning and progress may be assessed in relation to content and performance expectations.

EDL 572, School Improvement Leadership, 3 Units

This course will expose students to the complex relationships between the school leader, the school community and school improvement strategies. Candidates will learn to apply school improvement strategies and data driven decision-making to identify program strengths, diagnose student needs, and monitor the progress of a solution-based course of action. Candidates will develop an understanding of the role of leadership and communication within the continuous school improvement cycle and multiple opportunities will be offered for each candidate to learn, practice, and reflect on the related concepts.

EDL 573, Professional Learning and Growth Leadership, 3 Units

Candidates will develop and model professional growth opportunities focused on supporting staff members in the continual improvement of teaching and learning. Through the creation and facilitation of professional development opportunities, candidates will address the continued support of the school growth plan with all stakeholders including faculty, staff, parents and other members of the school community. Additionally, candidates will create integrated and independent induction systems to provide continuing support for beginning teachers.
EDL 574, Organizational and Systems Leadership, 3 Units
Candidates will develop a vision of organizational and systems effectiveness by acquiring knowledge of federal, state, and local law pertaining to the management of PreK-12 schools, including human resources legal issues, safe school planning, student protection and conduct concerns, and financial stewardship. They will research landmark court cases, legal opinions, and legal principles relating to topics discussed. Candidates will hone their leadership skills by learning of historical background and current practices in student and personnel administration. They will be able to demonstrate decision-making based on ethical and legal conduct.

EDL 575, Community Leadership, 3 Units
In this course, candidates learn how to improve an organization by effectively communicating with all stakeholders about their school's strengths and challenges and enlisting inter-agency support. Candidates have multiple opportunities to learn, practice, and reflect on community leadership, as well as the opportunity to demonstrate the public speaking, presentation, diplomacy, writing, and advocacy skills necessary to represent and promote the school. Candidates will develop an understanding of the multiple connections between the school, families, and the community, and the strategies that encourage the involvement of the entire school community to work toward achieving the school's mission, vision, and goals. To accomplish this, candidates also learn to understand and address the diverse expectations, needs, aspirations, and goals of family and community groups and how to use this knowledge as a basis for planning and decision-making. Candidates will explore skills and strategies for trust building, team building, consensus building, and conflict resolution and for promoting a sense of shared responsibility among all members of the educational community.

EDL 576, Fieldwork Introduction, 1 Unit
In this introductory fieldwork course, candidates will be introduced to and begin fulfilling requirements in practical field experiences that are designed to facilitate the application of theoretical concepts in authentic settings. Each candidate will be introduced to the major duties and responsibilities authorized by the administrative services credential as articulated in the California Administrative Performance Expectations (CAPES). Field experiences will include a variety of diverse and realistic settings both in the day-to-day functions of administrators and in long-term policy design and implementation.

EDL 577, Fieldwork Practicum, 2 Units
Candidates will participate in practical field experiences that are designed to facilitate the application of theoretical concepts in authentic settings. Field experiences will include a variety of diverse and realistic settings both in the day-to-day functions of administrators and in long-term policy design and implementation.

Prerequisite: EDL 576

EDL 578, Fieldwork Practicum and Assessment, 3 Units
Candidates will continue to participate in practical field experiences that are designed to facilitate the application of theoretical concepts in authentic settings. Culminating assessments will be completed to verify completion of all fieldwork requirements.

Prerequisite: EDL 576 and EDL 577

EDL 588, Research and Leadership, 3 Units
Basic research design and case study research methods will be taught. They will use qualitative and quantitative research to make data-driven decisions for the development, implementation, and evaluation of instructional programs. Candidates apply their individual strengths to further their vision for the improvement of learning, staff development, staff recruitment, and increasing community involvement. Elements of this course are built into the candidate's case study and Leadership Performance Assessment. Each content topic will be presented from a Christian worldview of leadership and ethics.

EDL 589, Case Study, 3 Units
This course enables learners to identify, develop, and study a contemporary educational topic or problem found in their current school and/or district. The study involves problem analysis and a literature review; the development, testing, and evaluation of the topic and/or problem; and the submission of a MA case study capstone project with recommendations and findings. The project provides an opportunity for candidates to utilize the learning and skills acquired in the graduate program.

EDUC 661, Clear Induction Orientation, 3 Units
This is the introductory course for the Clear Administrative Services Credential (CASC) Program, an advanced training program, which offers quality mentoring and coaching appropriate to the professional needs of individuals in leadership positions in public and private schools.

EDUC 662, Individualized Induction Plan Implementation and Professional Development I, 3 Units
In this course, candidates will focus on completing the goals in their Individual Induction Plan (IIP) and professional development activities correlated to the goals. The course supports the development of candidates' knowledge, skills, and dispositions through their current administrative assignment. All goals in the IIP are aligned with the California Professional Standards for Educational Leaders (CPSEL).

Prerequisite: EDUC 661
EDUC 663, Individualized Induction Plan Implementation and Professional Development II, 3 Units
In this course, candidates will continue to focus on completing the goals in their Individual Induction Plan (IIP) and professional development activities correlated to the goals. The course supports the development of candidates' knowledge, skills, and dispositions through their current administrative assignment. All goals in the IIP are aligned with the California Professional Standards for Educational Leaders (CPSEL).
Prerequisites: EDUC 661, EDUC 662

EDUC 664, Clear Induction Assessment, 3 Units
In this course, candidates will complete their Individual Induction Plan (IIP) goals and their year #2 required professional development activities. The course continues to support the development of candidates' knowledge, skills, and dispositions through their current administrative assignment. Summative assessment and reflection will be an integral component of this course.
Prerequisites: EDUC 661, EDUC 662 and EDUC 663

EDUC 702, Proseminar in Educational Leadership, 1 Unit
As a required course for all incoming doctoral students in the Educational Leadership program, the proseminar has three primary goals: 1) to orient students to the intellectual life of doctoral study; 2) to provide opportunities for students to become familiar with steps and procedures required for successful completion of the doctoral program, including a plan and timeline for accomplishing major academic and professional milestones; and 3) to introduce students to the technology, tools, and academic resources needed for doctoral study, including use of the Azusa Pacific University library catalog and databases. The proseminar provides an early opportunity for students to prepare for the rigors of doctoral work and to become familiar with the culture and expectations of the Educational Leadership program. All proseminar activities are designed to help students develop connections with each other and with the faculty to create a community of learners and scholars.

EDUC 710, Developing the Leader Within, 2 Units
Leadership impact and influence - positive or negative - are greatly related to the skills, values, and principles of the leader. This course will focus on the mental, ethical, psychological, spiritual, and emotional aspects of leadership, both in the context of the literature, as well as through use of various assessments. These will include guided self-reflection and a 360-degree assessment by those within the leader's span of influence. Patterns of leadership failure will also be explored.

EDUC 712, Leading Change in Education: Theory to Practice, 3 Units
This course examines leadership, organizational development, and change theories, with particular application to contemporary public K-12 environments - classroom, school, district, state, and national arenas. The emphasis is on the role of leader as change agent within systems and/or organizations but also on the impact of change on individuals and communities. Theoretical as well as practical perspectives relative to the nature of leadership will be balanced in the context of discussion of the implications for practice. Leadership in the context of organizational culture, communication, motivation, integrity, and change will be incorporated throughout the course.
Prerequisite: EDUC 710

EDUC 713, Diversity and Equity in Education, 3 Units
Students examine diversity and equity issues impacting P-12 students, schools, and communities. Relevant theoretical perspectives are explored to help students deepen their knowledge, skills, and dispositions in order to perpetuate or to change cross cultural patterns in schools. The course raises issues related to justice, excellence, and other topics that call for reflection and the student's ability to intervene as needed.

EDUC 716, Educational Policy: Analysis, Praxis, and Reform, 3 Units
The purpose of this course is to prepare students to critically analyze, formulate, and implement educational policies and practices that advance the achievement of P-12 students. Theory and praxis aligned to federal, state, local, and district policies will be examined. The impact of historical and current legislative trends, (such as school funding policies, accountability, and certification processes), will be appraised, interpreted, and critiqued. Implications for various student populations will be considered.

EDUC 718, Group Dynamics and Conflict, 2 Units
This course is focused on group dynamics and conflict that arise in all work groups. The roles of all individuals within the group, with focus on leadership styles, healthy group conflict, resolving conflict, and techniques for improving group decision making are explored, and ethical and legal issues related to group interventions are discussed.

EDUC 719, Special Topics in Educational Leadership, 3 Units
This course will serve as a "contemporary issues" course for the EdD in Educational Leadership, providing an opportunity to focus in depth on issue(s) in the ever-changing field of public K-12 education, incorporating a fieldwork component to enhance integrated learning, drawing from themes of earlier classes in the program. It will take one of two forms: 1) traditional classroom-based course, with a lead faculty and special speakers who provide "real-time" expertise to the particular specialty topic; 2) travel course to look at K-12 educational issues at a state, national, or international level.

EDUC 722, Strategic Planning for Educational Systems, 3 Units
This class focuses on the theory and practice of strategic planning in education systems. The course will introduce various approaches to designing and conducting strategic planning processes, including specific techniques for conducting environmental scans, SWOT analyses, strategic issue identification, and strategy formulation. This course includes an embedded fieldwork component.
EDUC 723, Legal Issues and Crisis Management in Schools, 3 Units
This course is designed to prepare students to function as school leaders in the areas of legal issues and crisis management. During this course, students will be introduced to a number of critical legal issues in schools, including suspension and expulsion, manifestation determination, student records, school safety, and privacy, including internet privacy. Students will also explore issues related to school crisis, including crisis planning, crisis teams, crisis response, and district-level and school-level issues. Each student will critique several districts’ crisis plans, and will develop a crisis plan. This course includes an embedded fieldwork component.

EDUC 724, Ethical Leadership in Education, 3 Units
Students examine ethical dilemmas of leadership within contemporary educational institutions and the context of the communities they serve. The role and function of integrity, justice, fairness, and courage in leadership are examined within public and nonpublic school settings. Ethical dilemmas encountered by students in their leadership roles are explored using case study research methodologies, and evaluated in terms of value claims, propositions, and beliefs of contemporary philosophies and a Christian perspective of truth and life. Personal ethics are studied in terms of integrity in pursuing one’s own sense of destiny and “calling” in the leadership roles assumed.

EDUC 760, The Nature of Inquiry in Education, 2 Units
The Nature of Inquiry offers students an opportunity to begin exploring key aspects of the research process - question formulation, literature search and review, research design, data collection and analysis, drawing conclusions, and identifying implications. Students will be given the opportunity to enhance their skills in locating and evaluating the literature of the field, exploring scholarly writing, and identifying possible dissertation topics. Corequisite: EDUC 761

EDUC 761, Introduction to Educational Research, 2 Units
The course introduces quantitative and qualitative research designs. Students examine the role of theory, research, and its applications to practice in education. Statistical concepts, such as hypothesis testing, basic descriptive and inferential statistics are presented in relation to quantitative research designs. Students experience hands-on computer applications with SPSS software. Qualitative approaches to research are also explored through reading and evaluating empirical research. Corequisite: EDUC 760

EDUC 762, Quantitative Inquiry in Education, 3 Units
This course introduces students to quantitative inquiry methods and applications of statistical procedures to practical educational research problems. Emphasis is placed on inferential and univariate statistics and various multivariate analysis techniques such as multiple regression, factorial ANOVA, multivariate ANOVA, and repeated measures. Students develop an understanding of the relationship between statistics and research design and learn to choose and apply the most appropriate statistical procedures in correlational and experimental studies. Prerequisites: EDUC 760 and EDUC 761

EDUC 767, Qualitative Inquiry in Education, 2 Units
This course aims to introduce the perspectives, purposes, designs, analysis, interpretation and reporting of qualitative research in the field of education through reading and discussion of exemplifying articles. Ethnography, phenomenology, narrative inquiry, case study, grounded theory and qualitative evaluation studies are among the designs examined. The data collection methods of observation, interviewing, and document analysis will be studied and practiced. Prerequisites: EDUC 760 and EDUC 761

EDUC 768, Methods of Data Collection and Analysis, 2 Units
The course addresses methods of data collection and analysis procedures for quantitative and qualitative research. Probability and non-probability samplings and purposive sampling, instrument designs will be discussed. Data analysis methods will be practiced. Prerequisites: EDUC 762 and EDUC 767

EDUC 769, Program Evaluation in Education: Assessment for Decision Making, 3 Units
This course introduces the skills and knowledge of the field of program evaluation and their application to educational programs. In addition to understanding and identifying the issues and problems that threaten validity and reliability in program evaluations, students learn to be thoughtful consumers of evaluations as well and produce their own evaluation design. While theory guides the discussion of issues, emphasis is placed on application to good practice. Students produce a brief literature review, design and execute a program evaluation, and report the decision(s) based on the findings. This course includes an embedded fieldwork component. Prerequisite: EDUC 768

EDUC 770, Dissertation Milestone: Writing the Introduction, 1 Unit
The purpose of the course is to assist students in identifying a research interest, narrowing and refining that interest, and identifying research questions that are directly tied to the research goals. Emphasis is placed on framing a research topic within the context of existing literature as a starting point for the dissertation, and developing a rationale for why the research is necessary and potentially valuable to the discipline. Upon successful completion of EDUC 770 students will have an initial draft of the dissertation introduction (Chapter 1) that provides an overview of the proposed dissertation inquiry. Prerequisites: EDUC 760 and EDUC 761
EDUC 771, Dissertation Milestone: Literature Review, 2 Units
This course is designed to facilitate the writing process of the literature review for students’ dissertation topics. In addition to foundational academic writing skills such as structure, style, and voice, the course addresses higher-level critical thinking skills required for educational research including analysis, synthesis, and evaluation of existing scholarly literature. Upon successful completion of EDUC 771 students will have an initial draft of the dissertation literature review (Chapter 2).
Prerequisite: EDUC 770

EDUC 772, Dissertation Milestone: Dissertation Proposal, 2 Units
This course serves as a checkpoint assessment of students’ readiness to complete their dissertation. Emphasis is placed on preparing a well-designed dissertation proposal that identifies the connection between the research questions, scholarly literature, and methodology. Upon successful completion of EDUC 772 students will have a draft overview of the dissertation methodology (Chapter 3), IRB application, and dissertation proposal.
Prerequisite: EDUC 771

EDUC 773, Dissertation Milestone: Data Collection, 1 Unit
The purpose of this course is to assist students in collecting research data with tests, self-report measures, questionnaires, interviews, observations, documents, or audio-visual materials. Emphasis is placed on enhancing the quality and credibility of the qualitative data and building the validity and reliability of the quantitative data. Upon successful completion of EDUC 773 students will have collected the data that they proposed. This course can be repeated in the following semester if data collection is not completed.
Prerequisite: EDUC 772

EDUC 774, Data Collection and Analysis for Dissertation, 1 Unit
This course is designed to guide and enable students to engage in data analysis processes for their dissertation. During the course students will work with their dissertation committee and meaningfully analyze the qualitative and quantitative data collected. Upon completion of EDUC 774 students will have prepared and analyzed the data they have collected using appropriate measures and techniques.
Prerequisite: EDUC 773

EDUC 776, Dissertation Milestone: Results, Discussion, and Conclusion, 2 Units
The purpose of this course is to guide students in providing an in-depth interpretation, analysis, and synthesis of the dissertation results. During this course students will work with their committee members to explore their dissertation findings in light of the study’s research questions, literature review, and conceptual framework. Emphasis will be placed on providing students an opportunity to reflect thoroughly on the study’s findings and the practical and theoretical implications. Upon completion of EDUC 776 students will have developed their Findings (Chapter 4), Discussion of Findings (Chapter 5), and Conclusion (Chapter 6) toward completion of the dissertation.
Prerequisite: EDUC 774

EDUC 777, Dissertation, 2 Units
After completing all other program coursework requirements, Ed.D. students work with their dissertation committee in conducting a doctoral-level research project in educational leadership. Students enroll for two units of dissertation credit and must re-enroll each semester until the dissertation is completed and successfully defended.
Prerequisite: EDUC 774

EDUC 794, Dissertation Research, 3-6 Units
Students work with their dissertation committee in conducting a doctoral-level research project in educational leadership. Students enroll for at least three units of dissertation credit the first semester.
Prerequisite: EDUC 790

EDUC 795, Dissertation Research, 3 Units
Students work with their dissertation committee in conducting a doctoral-level research project in educational leadership. After enrolling in EDUC 794 for one semester, students enroll for at least three units of dissertation credit in this course and must re-enroll each semester from the time their proposal is approved until the dissertation is completed.
Prerequisite: EDUC 794

Faculty

Program Director, M.A. in Educational Leadership and Administrative Services Credential Programs, and Assistant Professor
Ursula Estrada-Reveles (http://www.apu.edu/education/faculty/ureveles), Ed.D.

Professors
Ying Hong Jiang (http://www.apu.edu/education/faculty/yjiang), Ph.D.
Gary Railsback (http://www.apu.edu/education/faculty/grailsback), Ph.D.
Calvin Roso (http://www.apu.edu/education/faculty/croso), Ed.D.

**Assistant Professors**

Stacy Kula (http://www.apu.edu/education/faculty/skula), Ph.D.

William Loose (http://www.apu.edu/education/faculty/wloose), Ed.D.

Janet Hanson (http://www.apu.edu/education/faculty/jhanson), Ed.D.

**Assistant Professors and Superintendents-in-Residence**

Maureen Latham (http://www.apu.edu/education/faculty/mlatham), Ed.D.

Greg Plutko (http://www.apu.edu/education/faculty/gplutko), Ed.D.