EDAD 601 Introduction to Vision, Leadership, and Change
This course will explore the major theories in educational leadership and change and the relationships between theory and practice in the context of contemporary educational issues in California. Skills and strategies for facilitating the development of a collective, student-centered vision for equity, aligned with the district's goals will be emphasized. Public school governance in California, including the structure and organization of public schooling and the roles and responsibilities of various individuals and system components will be introduced. The relationships between federal, state, and local educational policies and practices that ensure equitable, democratic public education for all students within various contexts (political, social, economic, and cultural) will also be studied. A minimum of 25 hours of embedded clinical practice is required for this course. 3 credits.

EDAD 602 Applied Educational Research and Data Analysis
Prerequisites: EDAD 601.

Co-requisite: EDAD 695 Educational Leadership Seminar I.

Candidates will analyze multiple measures of student and school data and collaboratively develop a School Growth Plan to promote equitable access, opportunities and outcomes for all students consistent with the school's collective vision. Strategies for engaging constituents in the assessment of programs and instructional strengths and needs will be emphasized and practiced. The importance of data-based decision making and ongoing plan monitoring, with an emphasis on continuous improvement practices to improve teaching and learning, will be explored. A minimum of 25 hours of embedded clinical practice is required for this course. 3 credits.

EDAD 604 Community Perspective, Collaboration and School Culture
Prerequisite: EDAD 602 and EDAD 695.

Co-requisite: EDAD 696 Educational Leadership Seminar II.

In this course, collaboration, communication, and team development structures and theory will be emphasized so candidates can develop the skill set necessary to facilitate professional learning and lead transformational change. Specifically, skills and strategies will be explored that candidates can use to build a community of practice through trust, effective teams, collaborative decision-making, conflict resolution and capacity building among all members of the educational community. Candidates will learn to address the diverse expectations, needs, aspirations, and goals of family and community groups to promote a community commitment and equitable learning and well-being for all students. Lastly, candidates will learn a range of communication approaches including the use of various media and technology to manage information, enhance collaboration, and effectively facilitate communication with staff and stakeholders. A minimum of 25 hours of embedded clinical practice is required for this course. 3 credits.

EDAD 606 Change and Continuous Improvement
Prerequisite: EDAD 604.

This course will further explore change theories in order to prepare candidates to facilitate the change process required to continuously improve teaching and learning. Candidates will collaboratively engage with stakeholders in a force field analysis to identify driving and restraining forces from the macro and micro-organizational levels (e.g., system-wide and individual) to change as part of continuous progress monitoring of the School Growth Plan. After identifying driving and restraining forces are identified, candidates will apply the skills of reasoned and objective inquiry to analyze complex problems and propose effective so and their implications. Finally, candidates will identify opportunities, resources, and short-term wins that can further support continuous improvement. A minimum of 25 hours of embedded clinical practice is required for this course. 3 credits.

EDAD 608 School Law, School wide Discipline and Safety
Prerequisite: EDAD 606.

This course will explore federal, state, and local laws, regulations and guidelines relating to public schools and the educational process. Constitutional and related legal rights and protections for students and staff and the administrator’s role in monitoring and ensuring compliance with these rights and protections are also covered. The importance of ensuring that school practices and procedures promote equity and access, meet legal, health and safety requirements are included in this course. An emphasis is placed on research-based, student centered classroom management and positive behavior interventions and supports (PBIS), conflict-resolution and restorative justice. A minimum of 25 hours of embedded clinical practice is required for this course. 3 credits.

EDAD 610 Innovations in Instructional Leadership
Prerequisites: EDAD 606.

Co-requisite: EDAD 697 Educational Leadership Seminar III.

This course will have candidates explore and analyze teacher evaluation systems grounded in the California Standards for the Teaching Profession (CSTP) and conduct a thorough review of a district’s Collective Bargaining Agreement and teacher observation/evaluation forms. Candidates will promote equitable learning opportunities, grounded in TK-12 student academic content standards and appropriate instructional practices, through classroom observations and provide unbiased, evidence-based feedback on the effectiveness of classroom instruction. Candidates will also be required to coach an individual teacher and develop specific suggestions for teacher professional growth to improve student learning. Lastly, the principles and procedures for evaluating the effective use of technology to support 21st century competencies in the learning environment will also be explored. A minimum of 25 hours of embedded clinical practice is required for this course. 3 credits.
EDAD 610 Working with Diverse Populations  
**Prerequisite:** EDAD 610 and EDAD 696.

This course will prepare candidates to identify and access resources for historically underserved populations and advocate, nurture, and sustain a positive culture to ensure educational equity and access. Specifically, candidates will learn how to integrate Multi-tiered System of Supports (MTSS) and structures into instruction to systematically address barriers to access to support equitable learning for all students. Further, candidates will explore the effect of appropriate educational placements, classroom structures, school and class scheduling, grouping practices and educational settings on student learning. An additional emphasis of this course is communication and collaboration with multiple constituencies to improve student learning opportunities and outcomes for all students, including English learners and students with special needs. A minimum of 25 hours of embedded clinical practice is required for this course. 3 credits.

EDAD 614 Aligning Resources and Systems for School Improvement  
**Prerequisite:** EDAD 612.

In this course, school finance in California, including relevant laws and regulations are covered to prepare candidates to work collaboratively with others in the school community to develop, implement, monitor and report the school's budget in a transparent manner. Candidates will assess and analyze student and site needs as a base to support financial decision-making and prioritize expenditures aligned with the School Growth Plan. Candidates will also learn to align, effectively manage, and integrate all the organizational systems, structures, and policies of a school system that impact the school's ability to implement the school growth plan and achieve its vision and goals. These skills include an understanding of the regulatory and legal contexts involved with the management of human, fiscal and material resources. A minimum of 25 hours of embedded clinical practice is required for this course. 3 credits.

EDAD 616 Professional Growth and Learning  
**Prerequisite:** EDAD 614.

This course will cover adult learning principles and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional growth activities focused on improving student learning outcomes. Candidates will develop a comprehensive professional development plan based on these principles for faculty, staff, parents, and other members of the school community. Induction programs and support systems for beginning teachers, and individualized teacher support processes such as mentoring and coaching will be explored. Lastly, how to support, motivate, and provide recognition to staff will also be discussed. A minimum of 25 hours of embedded clinical practice is required for this course. 3 credits.

EDAD 620 Educational Leadership & Administration Capstone  
**Prerequisites:** EDAD 616 and EDAD 697.

This capstone course completes the requirements for the MA in Educational Leadership and Administration and serves as the degree program’s demonstration of mastery. Candidates must successfully complete a Demonstration of Mastery Project that includes documented evidence they have obtained satisfactory knowledge and understanding of the Program Learning Outcomes. The candidate will formally present the DOM Project to a panel who will evaluate candidate competence and performance. 3 credits.

EDAD 695 Educational Leadership Seminar I  
**Co-requisite:** EDAD 602.

This seminar course is taken concurrently with EDAD 602 and provides candidates opportunities to integrate and reflect on the content knowledge, performance expectations and skills acquired during clinical practice experiences and their relationship to the Cal APA Cycles and rubrics. An emphasis is placed on the candidate’s ability to master select California Administrator Performance Expectations (CAPE) under the supervision and guidance of their Leadership Coach. The Leadership Coach will also provide support to candidates on the completion of Cal APA Leadership Cycle 1 requirements including developing a timeline, one-on-one “check in” meetings, and facilitate candidate peer-to-peer discussion groups. Candidates will participate in a leadership assessment in each of the core areas and receive formative feedback from their Leadership Coach. A minimum of 10 hours of Clinical Practice in alignment with the completion of Leadership Cycle 1 is required. This course has an associated leadership coaching fee – please see Tuition and Fee section of the catalog for additional information. Graded on a Pass/ No Pass basis. 1 credit.

EDAD 696 Educational Leadership Seminar II  
**Co-requisite:** EDAD 604.

This seminar course is taken concurrently with EDAD 604 and provides candidates opportunities to integrate and reflect on the content knowledge, performance expectations and skills acquired during clinical practice experiences and their relationship to the Cal APA Cycles and rubrics. An emphasis is placed on the candidate’s ability to master select California Administrator Performance Expectations (CAPE) under the supervision and guidance of their Leadership Coach. The Leadership Coach will also provide support to candidates on the completion of Cal APA Leadership Cycle 2 requirements including developing a timeline, one-on-one “check in” meetings, and facilitate candidate peer-to-peer discussion groups. Formative feedback from their Leadership Coach will be provided. A minimum of 10 hours of Clinical Practice in alignment with the completion of Leadership Cycle 2 is required. Graded on a Pass/ No Pass basis. 1 credit.

EDAD 697 Educational Leadership Seminar III  
**Co-requisite:** EDAD 610.

This seminar course is taken concurrently with EDAD 610 and provides candidates opportunities to integrate and reflect on the content knowledge, performance expectations and skills acquired during clinical practice experiences and their relationship to the Cal APA Cycles and rubrics. An emphasis is placed on the candidate’s ability to master select California Administrator Performance Expectations (CAPE) under the supervision and guidance of their Leadership Coach. The Leadership Coach will also provide support to candidates on the completion of Cal APA Leadership Cycle 3 requirements including developing a timeline, one-on-one “check in” meetings, and facilitate candidate peer-to-peer discussion groups. Candidates will receive summative feedback from their Leadership Coach on their leadership growth and skills throughout the program. A minimum of 10 hours of Clinical Practice in alignment with the completion of Leadership Cycle 3 is required. Graded on a Pass/ No Pass basis. 1 credit.
EDAD 698 Educational Leadership Internship Seminar
Prerequisite: Completed and approved application for an Administrative Services Internship credential.

This seminar course is taken within one term of assuming administrative employment under an Internship Credential. The major duties and responsibilities authorized by the administrative services credential will be explored. Discussions will focus on the day-to-day functions of administrators, long-term policy design and implementation. An emphasis is placed on assisting the candidate in making a successful transition in their role as an educational leader and administrator with focused guidance, coaching and feedback from a Leadership Coach. Graded on a Pass/No Pass basis. 1 credit.

EDAD 760-A Professional Learning and Induction Coaching I-A
This course provides an opportunity for the candidate to receive one-on-one coaching to support the candidate’s knowledge and skills of leading by example to promote the implementation of a shared vision. This will include using multiple sources of data to develop their own job-related professional growth plan, the IIP, based on strengths and areas of needed growth. The importance of engaging stakeholders in developing, monitoring and revising plans or programs to ensure the vision is realized will also be emphasized. The induction coach will focus on the candidate’s situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 760-B Professional Learning and Induction Coaching I-B
Prerequisite: EDAD 760-A.

This course provides an opportunity for the candidate to continue the work done in EDAD 760A and receive one-on-one coaching to support the candidate’s knowledge and skills of leading by example to promote the implementation of a shared vision. This will include using multiple sources of data to develop their own job-related professional growth plan, the IIP, based on strengths and areas of needed growth. The importance of engaging stakeholders in developing, monitoring and revising plans or programs to ensure the vision is realized will also be emphasized. The induction coach will focus on the candidate’s situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 762-A Professional Learning and Induction Coaching II-A
Prerequisite: EDAD 760-B.

This course provides an opportunity for the candidate to receive one-on-one coaching to support the candidate’s knowledge and skills of creating a trusting and respectful school climate. This will include facilitating and supporting the diversity within teams in the school setting. In addition, building collaborative and shared leadership to build a professional learning culture will also be emphasized. The induction coach will focus on the candidate’s situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 762-B Professional Learning and Induction Coaching II-B
Prerequisite: EDAD 762-A.

This course provides an opportunity for the candidate to continue the work done in EDAD 762-A and receive one-on-one coaching to support the candidate’s knowledge and skills of creating a trusting and respectful school climate. This will include facilitating and supporting the diversity within teams in the school setting. In addition, building collaborative and shared leadership to build a professional learning culture will also be emphasized. The induction coach will focus on the candidate’s situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 764-A Professional Learning and Induction Coaching III-A
Prerequisite: EDAD 762-B.

This course provides an opportunity for the candidate to receive one-on-one coaching to support the candidate’s knowledge and skills of decision-making processes. This will include identifying needs within the organization and creating action steps to address the need. The importance of understanding how to identify and mitigate any negative or unintentional consequences of the leader’s actions will also be emphasized. The induction coach will focus on the candidate’s situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 764-B Professional Learning and Induction Coaching III-B
Prerequisite: EDAD 764-A.

This course provides an opportunity for the candidate to continue the work done in EDAD 764-A and to receive one-on-one coaching to support the candidate’s knowledge and skills of decision-making processes. This will include identifying needs within the organization and creating action steps to address the need. The importance of understanding how to identify and mitigate any negative or unintentional consequences of the leader’s actions will also be emphasized. The induction coach will focus on the candidate’s situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 766-A Professional Learning and Induction Coaching IV-A
Prerequisite: EDAD 764-B.

This course provides an opportunity for the candidate to receive one-on-one coaching to support the candidate’s knowledge and skills of creating a culture of trust and mutual respect so that staff, parents, and families feel supported in sharing diverse thinking, ideas and problems. This will include identifying and implementing strategies that will ensure that all stakeholder voices are heard. The importance of reflecting on the leader’s leadership practices and dispositions will also be emphasized. The induction coach will focus on the candidate's situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.
EDAD 766-B Professional Learning and Induction Coaching IV-B  
**Prerequisite:** EDAD 766-A.

This course provides an opportunity for the candidate to continue the work done in EDAD 766-A and to receive one-on-one coaching to support the candidate's knowledge and skills of creating a culture of trust and mutual respect so that staff, parents, and families feel supported in sharing diverse thinking, ideas and problems. This will include identifying and implementing strategies that will ensure that all stakeholder voices are heard. The importance of reflecting on the leader's leadership practices and dispositions will also be emphasized. The induction coach will focus on the candidate's situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 768-A Professional Learning and Induction Coaching V-A  
**Prerequisite:** EDAD 766-B.

This course provides an opportunity for the candidate to receive one-on-one coaching to support the candidate's knowledge and skills of decision making processes that model ethics, equity and integrity. This will also include exploring the leader's role as change agent in leading and facilitating improvement efforts at the school. The importance of using reflective practice to examine the leader's personal code of ethics will also be emphasized. The induction coach will focus on the candidate's situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 768-B Professional Learning and Induction Coaching V-B  
**Prerequisite:** EDAD 768-A.

This course provides an opportunity for the candidate continue the work done in EDAD 768-A and to receive one-on-one coaching to support the candidate's knowledge and skills of decision making processes that model ethics, equity and integrity. This will also include exploring the leader's role as change agent in leading and facilitating improvement efforts at the school. The importance of using reflective practice to examine the leader's personal code of ethics will also be emphasized. The induction coach will focus on the candidate's situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 770-A Professional Learning and Induction Coaching VI-A  
This course provides an opportunity for the candidate to continue the work done in EDAD 770-A and to receive one-on-one coaching to support the candidate's knowledge and skills of promoting collaborative inquiry and problem solving with stakeholder groups will be emphasized. This will include developing and implementing strategies that support greater public understanding of the education policies and practices. An emphasis is placed on the candidate's ability to monitor the improvement of their own performance over time. Candidates will identify areas for ongoing professional growth and self-improvement including monitoring of improvement and performance over time. The induction coach will focus on the candidate's situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 770-B Professional Learning and Induction Coaching VI-B  
This course provides an opportunity for the candidate to continue the work done in EDAD 770-A and to receive one-on-one coaching to support the candidate's knowledge and skills of promoting collaborative inquiry and problem solving with stakeholder groups will be emphasized. This will include developing and implementing strategies that support greater public understanding of the education policies and practices. An emphasis is placed on the candidate's ability to monitor the improvement of their own performance over time. Candidates will identify areas for ongoing professional growth and self-improvement including monitoring of improvement and performance over time. The induction coach will focus on the candidate's situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.