CSU Doctor of Education in Education Leadership
Core Curricular Concepts

All Ed.D. programs shall include a core curriculum providing professional preparation for leadership, including but not limited to theory and research methods, the structure and culture of educational institutions, leadership in curriculum and instruction, equity, and assessment. Campuses developing Ed.D. programs shall be expected to integrate core educational leadership program concepts when designing the curriculum.

The sample model below lists key concepts that, in most cases, campuses are expected to address in Ed.D. programs in Educational Leadership. In cases where core concepts are not included in a program proposal, the campus should indicate why the concepts are not addressed. This three-part organization of concepts is an example of how Ed.D. program components might be organized, but campus proposals may organize the core concepts differently than appears here. Leadership core concepts are meant to include topics appropriate for both the P-12 and community college/post-secondary education specializations.

Leadership Core Concepts

1. **Systemic Educational Reform**: Achieving reform and improvement within California's P-12 and community college/post-secondary education institutions.

2. **Visionary Educational Leadership**: Leadership based on a shared vision of learning grounded in moral principles and ethical decision making.

3. **Complexity and Organizations**: Modern theories of management of complex organizations and applications to education.

4. **Collaborative Management**: Fostering distributive leadership, facilitating collaborative change.

5. **Diversity and Equity**: Addressing issues of diversity, equity and opportunity, including attention to special populations.

6. **Educational Policy Environments**: Political, legal, and historical contexts affecting local, state, and federal educational decision making.

7. **Educational Accountability**: Internal and external accountability processes and their use in data-driven planning.

Leadership Specialization

1. **School and Campus Cultures**: Creating shared aspirations and expectations that result in learning-centered environments and student excellence.

2. **Curriculum and Instructional Reforms**: Cognition and learning, reforms in curriculum and instruction, instructional technologies, online and distance learning.

3. **Human Resource Development**: Human resource management, staff and professional growth and development, and learning organizations and communities.

4. **Student Development and Learning**: Classroom, school, and community-based support, instruction, and services reflecting theories of development and learning.

5. **Community and Governmental Relations**: Working with boards and trustees, families, communities, businesses, and local and state governmental entities.

6. **Resources and Fiscal Planning**: Financing public education; budgeting and resource allocation to achieve student outcomes.

Research Methodology

1. **Assessment and Evaluation**: Assessing learning outcomes, using data for student interventions and program decision making and improvement.

2. **Applied Quantitative Inquiry**: Formulating researchable questions, design and statistical analysis of surveys, and quantitative data collection.

3. **Applied Qualitative Inquiry**: Qualitative methods of data collection and interpretation, and ethnographic and action research.

4. **Field-Based Research**: Research applied to relevant field settings, including collection, analysis, and use of data.

5. **Data-Driven Decision Making**: Data-driven decision `making and institutional research to improve educational outcomes.