

# SCHOOL LEADERSHIP

College of Education  
Division of Graduate Education

## Program Description

The School Leadership Program admits credentialed teachers who have at least four years of full-time teaching or services experience and will complete their fifth year of teaching while in the program to obtain their Preliminary Administrative Services Credential. Students become part of a cohort, taking courses in fall, spring and summer. Students become part of a cohort, taking a total of 32 units, with no more than 6 units taken in the summer. Courses are offered in face-to-face, on-line and hybrid formats. In addition, all students complete a field-based project and Master's students take a comprehensive exam. For the field-based project, students collect data and implement change that is driven by an equity gap at their school sites.

The School Leadership Program also offers the Clear Administrative Services Credential. To learn more about the two-tier credential structures offered, click here. (<https://catalog.csudh.edu/academics/graduate-education/administrative-services-credential/>)

## Features

The School Leadership curriculum is designed to meet the needs of full-time working professionals by offering a full program of courses in the late afternoon, evening and some weekends. Courses are offered so degree requirements may be completed in one year. The university's urban location provides a unique opportunity for working with a diverse cultural and ethnic population in classes and in field experiences.

## Academic Advisement

Students will work with an advisor when they are admitted to the Division of Graduate Education. Students must confer with their advisor each semester prior to registration to ensure that they are taking the appropriate coursework in the proper sequence.

## Requirements for Admission to the Graduate Program

Admission as a classified graduate student in education requires:

- Admission to the University
- Five years of full-time teaching and/or service experience in a public or private school (i.e. five years' experience in pupil personnel services) or students with four years of full-time teaching and/or service experience in a public or private school must complete their fifth year of full-time teaching and/or service experience during the SLP program
- A 3.0-grade point average in the last 60 units of college work. If less than a 3.0, a score of 500 or better on the MAT or a score of 300 or better on the GRE.
- Possession of a valid California teaching credential, designated subjects teaching credential, or services credential. (See CTC Requirements ([https://www.ctc.ca.gov/credentials/leaflets/admin-services-credential-california-\(cl-574c\)/](https://www.ctc.ca.gov/credentials/leaflets/admin-services-credential-california-(cl-574c)/)) for more details)
- Attendance at SLP Orientation and Summer Institute
- Must have passed the California Basic Educational Skills Test (CBEST) or meet basic skills requirement

- Two letters of recommendation, one from the applicant's site supervisor.

## Admission Procedures

The application deadline for the School Leadership Program is June 1st. Dates are subject to change.

All prospective graduate students, including CSU Dominguez Hills graduates, must do the following:

1. Apply for graduate admission to the University through Cal State Apply.
2. Submit one set of official transcripts from all colleges and universities attended other than CSU Dominguez Hills to the CSU Dominguez Hills Admissions Office.
3. Must complete a separate Program Application for the desired Graduate Education program. Students can find the applications at: <https://www.csudh.edu/coe/apply> (<https://www.csudh.edu/coe/apply/>)

A decision regarding admission will be made upon completion of university and program admission requirements.

## Classified Standing

Students who satisfy all the requirements of program admission will be admitted with Classified Standing. Students accepted with Conditional Standing will have a semester to meet the conditions for Classified Standing. Upon completion of specified conditions, students must request that a Postbaccalaureate/Graduate Change of Objective form be filed by their advisor on their behalf.

## Graduate Programs

### Master

- School Leadership, Master of Arts (<https://catalog.csudh.edu/academics/school-leadership/school-leadership-ma/>)

## Faculty

Gary Rhodes, Department Chair  
Rene Castro, Yesenia Fernandez, Kitty Fortner, Leena Furtado, Jeremy Hart, Julie Jhun, Margarita Landeros, Adrean Mancillas, Gary Rhodes, Carol Sullivan

Department Office: COE 1410, (310) 243-3524

## Emeriti Faculty

Charmayne Bohman, Edith Buchanan, Muriel P. Carrison, James L. Copper, Peter Desberg, Farah Fisher, Jitsu Furusawa, Marjorie Holden, Antonia Issa-Lahera, Judith Jackson, Rita Lee, Susanne Medina, Sean R. Morgan, Anthony Normore, Pamela Robinson, Karlton Skindrud, Judson H. Taylor, George Walker

## Courses

### SLP 550. Induction Preliminary Leaders. (2 Units)

Students will develop an induction plan designed to meet the individual's needs as an instructional leader. The induction plan will include the assessment of the individual's professional needs to become an urban school leader. Students will analyze the CCTC Program Standards and the ISLLC national standards and plan and create their professional development plan.

Offered Fall

### SLP 551. Visionary Leadership. (3 Units)

Recommended prerequisite: SLP 550 or concurrent enrollment. Students facilitate the development, articulation, implementation and stewardship of a vision of teaching and learning that is shared and supported by the school community. Coursework and fieldwork focus on the vision audit through collecting data, constructing profiles, and aligning resources.

Offered Fall

### SLP 552. Instructional Leadership. (3 Units)

Recommended prerequisites: SLP 550 and SLP 551 or concurrent enrollment. Students learn how to advocate, nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth. Coursework and fieldwork focus on the implementation of state adopted academic content standards, frameworks as well as assessment and accountability systems.

Offered Fall

### SLP 553. Organizational Leadership and Resource Management. (3 Units)

Recommended prerequisites: SLP 550, SLP 551 and SLP 552 or concurrent enrollment. Students learn how to ensure the management of the organization, operations and resources for a safe, efficient, and effective learning environment. Coursework and fieldwork focus on the study and application of organizational theory that reflects effective leadership.

Offered Spring

### SLP 554. Collaborative Leadership. (3 Units)

Recommended prerequisites: SLP 550, SLP 551, SLP 552, and SLP 553. Students will learn to work effectively with families, caregivers and community members; recognize the goals and aspirations of diverse families; respond to diverse community interests and needs. Through coursework and fieldwork, student will examine and evaluate their attitudes toward people of different races, cultures, and ethnic backgrounds. Students will focus on improving student achievement regardless of race, culture, or socio-economic status.

Offered Spring

### SLP 555. Ethical Leadership. (3 Units)

Prerequisites: SLP 550, SLP 551, SLP 552 and SLP 553. Students will examine, practice and model a personal code of ethics, including protecting the rights and confidentiality of students, staff, and families. Students will practice professional leadership capacity, including shared decision-making, problem-solving and conflict management and foster those skills in others. Through coursework and fieldwork, students will have multiple opportunities to model personal and professional ethics, integrity, justice and fairness.

Offered Spring

### SLP 556. Political, Social, Economic, Legal and Cultural Leadership. (3 Units)

Prerequisites: SLP 550, SLP 551, SLP 552 and SLP 553. The student will learn about political, societal, economic, legal and cultural influences on schools. Through these interconnections, the student develops the ability to understand, respond to, and influence the larger political, social, economic, legal and cultural context of schools and leadership. The student will learn how to view himself or herself as a leader and as a member of a team by engaging in course work and field work that provide opportunities to both lead and work collaboratively.

Offered Fall

### SLP 557. Post-Assessment, Preliminary Leadership. (2 Units)

Prerequisites: SLP 554, SLP 555, and SLP 556 or concurrent enrollment. Students provide evidence of their competency in all CCTC Program Standards and all six of the CPSELs. The course-ending formative assessment and program-ending summative assessments of their field-based project and portfolio will become part of the students' school leadership electronic portfolios. CR/NC grading.

Offered Spring

### SLP 560. Fieldwork A, Preliminary Leadership. (2 Units)

Recommended corequisite: SLP 550, SLP 551, SLP 552, and SLP 553. Supervised field experiences at the school level to include actual job performance in both supervision and administrative work. Students will demonstrate competencies specified in approved programs. CR/NC grading.

Offered Fall

### SLP 561. Fieldwork B, Preliminary Leadership. (2 Units)

Recommended corequisite: SLP 554, SLP 555, SLP 556 and SLP 557. Supervised field experiences at the school level to include actual job performance in both supervision and administrative work. Students will demonstrate competencies specified in approved programs. Second semester of two part course. CR/NC grading.

Offered Spring

### SLP 580. Professional School Leadership: Pre-Assessment, Induction. (2 Units)

The candidate, the university faculty member, and the site mentor together develop a professional credential induction plan for the support and professional development for the candidate based on the six themes of the 2004 CCTC Professional Standards.

Offered Fall, Spring, Summer

### SLP 581. Principles of Professional Administrative Practice: Six Themes. (3 Units)

Corequisite: SLP 580. This course has a strong conceptual base and is organized to address principles of administrative practice per CCTC's six thematic areas. Specialization and individualization occur by determining specialized strands and individualized learning opportunities as specified in the candidate's induction plan. CR/NC grading.

Offered Fall, Spring, Summer

### SLP 582. Professional School Leadership: Post-Assessment. (2 Units)

Prerequisite: SLP 580 and SLP 581. The expectations developed in candidate's induction plan aligned are assessed to determine if the CCTC professional standards are satisfied. Candidate expectations will be different for each candidate, depending on past experiences, current job assignments, and future development goals and plans.

Offered Fall, Spring, Summer