Further Information
Education and Credentialing Office
Harry Griffith Hall, Room 202, 1 Harpst Street, Arcata, CA 95521
http://humboldt.edu/education/programs/credential-programs/educational-leadership-program

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For questions about State credentialing requirements, contact:
The California Commission on Teacher Credentialing
PO Box 944270
Sacramento CA 94244-2700
(916) 445-7254
http://ctc.ca.gov
credentials@ctc.ca.gov
4. Tuition Fees Per Semester
(Fall 2014)

Credential Participants

<table>
<thead>
<tr>
<th>Units</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 6 units</td>
<td>$2,467</td>
</tr>
<tr>
<td>6 or more units</td>
<td>$4,014</td>
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Graduate Participants

<table>
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</thead>
<tbody>
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<td>0 to 6 units</td>
<td>$2,578</td>
</tr>
<tr>
<td>6 or more units</td>
<td>$4,209</td>
</tr>
</tbody>
</table>

Any exceptions to the above requirements may be directed to the Leader of the School of Education.

The applicant may consult with the Program Leader/Coordinator to appeal any part(s) of these requirements that s/he considers unfair or discriminatory.

Introduction

Set between redwood groves and the Pacific Ocean, 270 miles north of San Francisco, Humboldt State University offers an intimate, naturally beautiful setting for your graduate studies. HSU has a strong reputation for academic excellence and educational service.

The University has a long tradition of teacher education, dating back to 1914, when it first opened as a Normal School. Over the years, HSU has prepared most of the educators in this region while developing a reputation for innovation and collaboration with local school districts. In addition to providing a high percentage of the local K-12 classroom teachers, over seventy-five percent of the administrators leading Humboldt and Del Norte county schools are alumni of HSU’s Educational Leadership Program.

With the relatively small student population here on the North Coast, education is best served by small teacher education programs. The School of Education's small cohorts of graduate students enjoy personalized support from a dedicated faculty and staff while developing strong collegial and professional relationships with their peers.

Program Philosophy

The overriding mission of the Educational Leadership (EDL) Program is to prepare professional educators to serve in California schools and to work directly with youth of diverse ethnic, socioeconomic, and cultural backgrounds. In addition, candidates learn how to lead and motivate school personnel to the common goal of providing high quality education. The program endeavors to create an environment where learning is the highest priority. Our major goal is to provide candidates with the skills, knowledge, and attitudes to prepare them for successful leadership in today's and tomorrow's schools. Candidates are expected to become instructional leaders and decision-makers in the pursuit of excellence, classroom managers and creators of equitable educational opportunities for a diverse student population, and confident scholars who are facilitators for a lifetime of learning.

Leadership and administration are complex processes requiring both a theoretical knowledge and a broad collection of skills, attitudes, and behaviors. Theory provides the conceptual framework and vocabulary along with the various strategies and techniques for examining and responding to myriad of experiences and situations which educational leaders will encounter. The program bridges educational theory with practice, pre-service with in-service education, and the University with the school community. The program is designed to empower candidates, who, in turn, collaborate and support one another with energy, enthusiasm, integrity, and mutual respect. Alumni from the EDL Program extol the value of the personal and professional relationships that develop among candidates within the cohort.
**Instruction**

To accommodate the busy schedules of educators, instruction is delivered through a combination of face-to-face and on-line instruction. Based on enrollment distance, video conferencing of classes may be possible. This hybrid model also serves as a means to prepare candidates for the systems of educational delivery that are the future of K-12 education. Instruction and learning is facilitated by local educational leaders, veteran school administrators and guest presenters considered experts in their field.

The EDL Program at Humboldt State University is ultimately measured by the quality of the candidates it produces. Specifically, the program is defined by the degree to which candidates demonstrate and/or exhibit the following:

- High moral and ethical values and humane and enthusiastic service to others
- Knowledge and skill in working with students, staff and community members who have linguistically, racially, culturally and ethnically diverse backgrounds
- Learning and motivation theories and techniques
- Ability to utilize interpersonal skills, including facilitation skills (empathy, respect, warmth) and asserting skills (expressing opinions and making requests) to create nurturing, high performing school environments
- Employ appropriate discipline strategies so that a school can be maintained that balances freedom and control and promotes development of the full potential and self-worth of all students and staff
- Understand teaching strategies, assessment tools and evaluation procedures as they apply to curriculum and curriculum standards
- Know and understand the state curriculum frameworks and state curriculum content and performance standards
- Knowledge and experience in the use of the ever-changing instructional and information technologies which are available including multimedia, and understand the importance of integrating these technologies into the learning environment

**Application Procedures**

1. **University Application**

   Applications for admission to the University may be obtained through CSU Mentor, http://www.csumentor.com/admissionapp/grad_apply.asp

   - Candidates are encouraged to discuss their background, professional experiences and employment aspirations with the Program Leader/Coordinator at an early stage in the application process. This is usually accomplished during the Admission’s Interview
   - Candidates will not be permitted to register for classes if they have not been accepted as students through these admission procedures

   Humboldt State University web site: http://www.humboldt.edu
   HSU Administrative Service (EDL) Web site: http://humboldt.edu/education/programs/credential-programs/educational-leadership-program

2. **Timelines**

   Deadlines for applying for admission:

   **Fall semester**
   - Apply no later than August 1

3. **Tier 1 (Preliminary) Credential and Non-Credential Candidates**

   Applicants should meet with the Program Leader/Coordinator for a review of their applications. At this meeting provide the following:

   - Copy of prerequisite teaching or services credential
   - Documentation of having completed four (4) years upon entry – and (for candidates seeking a California Preliminary Administrative Services Credential), by completion of credential requirements, five (5) years – of successful, full-time teaching or pupil personnel experience in public or private schools
   - Evidence of successful completion of the CBEST and scores
   - Two letters of recommendation for entry into the program: one from present supervisor and one from another administrator
   - Copy of transcript verifying the required overall 2.75 GPA for admission to the program.
Eight Units of Non-University Credit Requirement

There are no university registration fees for these required eight units unless the candidate chooses to enroll in university course work as part of the eight units for credit or 120 hours. These eight (8) units or 120 hours of non-university professional development are a requirement of the Professional Development Plan. This plan (PDP) is developed collaboratively among the candidate, mentor and university supervisor. The PDP is developed as part of the seminar EDL 661 Professional Development. There will be a series of meetings with the candidate, mentor and university supervisor for the development and approval of the plan.

The purpose of the non-university experience is to provide an opportunity for new school leaders to have a positive on the job training experience with the support of a mentor. The PDP is an outline of the professional activities that will ensure a positive professional growth experience for the candidate.

There are many local and state professional organizations and staff development trainings that can provide appropriate learning opportunities. The university supervisor, mentor and candidate will evaluate these proposed professional development activities for approval. The approval process for these activities may include a written proposal, summary evaluation and verification of the professional development activities. When necessary, the appropriate forms for this purpose will be provided upon request or may be found in the Program Handbook.

Summary

Professional (Clear) Administrative Services Credential candidates will not receive their Professional Administrative Services Credential until they have completed their second full year of full-time administrative service (CCTC).

Total required units for the Professional (Clear) Administrative Services Credential include:

- 16 units of university credit, taken during the Fall and Spring semesters
- 8 units or 120 hours of non-university credit (No enrollment fee)

Total Required Units: 24

Course work review

All credential applications are reviewed by a university credential analyst prior to being submitted to the California Commission on Teacher Credentialing for approval and the issuing of the credential.

Educational Leadership Program

Tier 1

Admission requirements:

- Completed HSU admission application
- Completed application for admission to the Educational Leadership (EDL) Program
- Participate in an admission’s interview with the Program Leader for the EDL/Administrative Services Credential Program
- Possess a valid prerequisite teaching or services credential
- Documentation of having completed four (4) years upon entry – and (for candidates seeking a California Preliminary Administrative Services Credential), by completion of credential requirements, five (5) years – of successful, full-time teaching or pupil personnel experience in public or private schools
- Possess a 2.75 GPA upon entering the program. Maintain a 3.0 GPA in credential work
- Two letters of recommendation: One from applicant’s present supervisor and another practicing school administrator of the applicant’s choice
- Successful completion of the CBEST
- Persons residing outside of California when they apply for admission must take the CBEST no later than the second available administration of the test after enrolling in the program

Candidates seeking to obtain a California Administrative Services Credential will also need to provide documentation that a school district is willing to support applicant’s field experience

Course of Study

Fall Semester

EDL 645 Personnel Administration and Supervision (3)
EDL 646 The Principal: Leader and Administrator (3)
EDL 649 Ethics and School Administration (1)
EDL 660 Technology and School Management (2)
EDL 694 Elementary Field Experiences (3) *

or

EDL 695 Secondary Field Experiences (3) *

*(Required for credential candidates)

Fall Semester Units: 12 units for credential candidates
9 units for non-credential candidates
**Spring Semester**

EDL 642  Curriculum: Development and Governance (3)
EDL 647  Practicum: Diversity Issues and School Administration (2)
EDL 648  Legal and Fiscal Aspects of School Administration (3)
EDL 695  Secondary Field Experiences (3) *

or

EDL 694  Elementary Field Experiences (3) *
EDL 696  Field Experiences Seminar and Final Evaluation (1) *

* (Required for credential candidates)

Spring Semester Units: **12 units for credential candidates**

**8 units for non-credential candidates**

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**Field Experience**

EDL 694  Elementary Field Experiences (3)  135 hours
EDL 695  Secondary Field Experiences (3)  135 hours

Field Experiences may not be started until the supervising site administrator, university supervisor and the candidate have met and agreed upon a Field Experiences Plan to meet the fieldwork requirements.

**Organization**

The Program utilizes a cohort model where candidates meet as a group for the entire program. Classes are taught on Saturdays with on-line synchronous and asynchronous teaching and learning occurring in between Saturday sessions. To the degree possible, class meeting dates are set to accommodate local school calendars.

**Cohort Size**

Cohort enrollments generally runs between 15-30 candidates.

**Course Work Review for Credential Candidates**

All certificate and credential applications are reviewed by a university credential analyst prior to being submitted to the California Commission on Teacher Credentialing for approval and the issuing of the Preliminary Administrative Services credential or the Certificate of Eligibility.