

EDUCATION DOCTORAL PROGRAM

Graduate College of Education

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Educational Leadership

BH 521

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Doctor of Education (Ed.D.) in Educational Leadership

The Ed.D. in Educational Leadership is an intensive, multidisciplinary three-year program that culminates in a doctoral degree in Educational Leadership (Ed.D.) with a specialization in P-12 or community college leadership. The program focuses on transformative leadership, social justice, and equity. The program's purpose is to prepare educational leaders who envision and lead social justice reform for California public education from early childhood through community college and other postsecondary settings.

Our Vision

This applied doctoral program prepares educational leaders who will work in California public school settings including early childhood sites, elementary, middle, and high schools, and our community college system. The program strives to prepare a new generation of educational leaders who reflect the vast diversity of our state, and to that end, we honor the cultural and personal knowledge, as well as the resiliency that our students bring.

Our goal is to prepare leaders who can enhance development, learning, and academic achievement for all students. We prepare leaders who will work in our local communities to equalize student access to the cultural capital that a rigorous education based on open-minded inquiry and reflection can provide. San Francisco State University's Ed.D. program is centered on issues of leadership, equity, and social justice and strives to use curricular materials and instructional methods that embrace this courageous approach. Our doctoral faculty are a multi-disciplinary group who are conducting research and taking practical action as public intellectuals around these same issues of social justice in education.

A distinctive aspect of our program is how the doctoral faculty conceptualize the dissertation as a problem of practice, a form of research most applicable for students earning an Ed.D. Specifically, we support our doctoral students to undertake practical and applied research including evaluation projects, practitioner research, participant action research, self-studies, and non-traditional research forms, such as narrative inquiry, autoethnography, as well as other research genres that involve artistic or creative expression.

Regardless of form, the overarching goal for our graduates' culminating research projects is that these original inquiry projects will make a positive difference in the educational opportunities California provides for all of its people. These culminating projects should also demonstrate the potential to create broader ripples of influence, as our graduates take

on increasingly significant leadership roles in educational institutions and community organizations.

Program Features

The curriculum addresses three major categories: (1) leadership and administration, (2) social justice and equity, and (3) inquiry. Other notable aspects of the program include:

- Face-to-face classes and a cohort model provide ongoing support and build professional networking opportunities among peers.
- Culminating research projects focus on addressing current and urgent issues of practice in diverse educational settings and take action to improve programs and systems for increased equity and to meet social justice goals.
- Course scheduling accommodates the needs of working professionals. Courses are offered on weekends during fall, spring, and summer semesters.
- Courses are taught by multidisciplinary faculty and educational practitioners to ensure students gain an understanding of the complexities of providing effective leadership for educational institutions, given current and historical social, political, and economic contexts.

Program Learning Outcomes

Leadership: Students will be able to:

1. Initiate, facilitate, and sustain collaborations
2. Make complex decisions
3. Act as ethical change agents
4. Apply knowledge on issues of accountability
5. Apply knowledge of education policy, public financing, and budgeting

Equity: Students will be able to:

1. Apply analysis of inequalities to design and lead education institutions
2. Support effective equity-centered curricula and pedagogy
3. Integrate research & theory with data to address barriers to recruiting and retaining people from under-represented backgrounds
4. Integrate findings to support special needs and non-traditional students
5. Use effective communication with underserved populations

Inquiry: Students will be able to

1. Evaluate a range of qualitative, quantitative, and mixed methods research on ed. leadership
2. Use findings from relevant qualitative, quantitative, and mixed methods research on ed. leadership
3. Interpret program evaluations, research reports, to identify programmatic applications of research findings
4. Design and carry out educational research that addresses a practical problem of educational leadership

Admission Requirements

The program encourages individuals to apply who have a background, experience, and potential in educational leadership in the community, early childhood, P-12 and postsecondary settings, who are committed to social justice, and who seek to build their expertise and capacity as agents of change through a Doctorate of Education (Ed.D.)

The program requires the following for admission:

- A baccalaureate degree and master's degree from accredited institutions of higher education with a cumulative grade point average in graduate study of 3.0 or above.
- Demonstrated competence in writing as determined by the Ed.D. Program and Graduate Studies at SF State. Applicants must score a 4.0 or above on the analytical writing portion of the Graduate Record Exam (GRE); conditional admission may be offered to applicants with lower GRE writing scores.
- Non-native speakers of English must have a minimum score of 80 on the iBT-TOEFL or 6.5 on the IELTS overall, or a 55 PTE.
- Submission of Graduate Record Examination (GRE) scores on the three sections of the General Test. GRE scores from the previous five (5) years are valid for this purpose. In some circumstances, scores from other tests (e.g., GMAT) may be accepted in lieu of the GRE.
- Demonstrated educational leadership potential, including successful leadership experience in educational settings for early childhood, P-12, or postsecondary institutions; community-based organizations; or policy development or analysis.
- Demonstrated academic excellence, problem-solving ability, and interest in critically assessing and bringing about improvements in current educational policies and practices.
- Professional résumé or Curriculum Vitae.
- Three letters of recommendation attesting to the candidate's leadership and scholarship potential.
- A written personal statement reflecting an understanding of the challenges facing the public schools or community colleges/institutions of higher education in California and how the Ed.D. would support the applicant's goals.
- A statement of support for the candidate's doctoral studies from their employer or, in cases where this is not provided, an indication of the candidate's plan for meeting the demands of the program and their professional responsibilities.
- A personal interview with the admissions committee.

Meeting the minimum requirements qualifies an individual for consideration, but does not guarantee admission to the program. Admission will be granted on a competitive basis. The Ed.D. in Educational Leadership does not include a second-language requirement.

Program Requirements

Criteria for Continuing in the Program

- Students are expected to maintain satisfactory progress toward approved academic objectives.
- Students must advance to candidacy and complete all courses and milestones satisfactorily.
- Students are expected to make progress in accordance with the Ed.D. cohort structure and program of study.
- Students must maintain at least a 3.0 cumulative grade point average.
- Students may not have a grade point average below 3.0 in two successive semesters.
- Students must pass all program milestones within two attempts.

Unit Requirements

The program expects the following of students in completing unit requirements:

- The program of study is composed of at least 60 semester units earned in graduate status at the doctoral level.
- At least 48 semester units must be completed in residence at SF State. The program leadership may authorize the substitution of credit earned by alternate means for no more than 12 units of these 60 required units.
- A grade point average of 3.0 (grade of B) or better must be maintained in all courses taken to satisfy the requirements for the degree, and courses in which no letter grade is assigned will not be used in computing the grade point average.
- No more than 12 semester units will be allowed for the culminating experience or dissertation.

Program Milestones

Although students continuously self-reflect and receive feedback from faculty on their learning, there are three milestones that provide formal assessment during the program:

- The initial milestone occurs after the first year of coursework when the student must pass the qualifying examination to advance to the second year. The qualifying examination short paper that is read and scored by a faculty panel.
- The second milestone is the dissertation proposal defense, which should be completed during the second year of coursework. It requires an oral defense of the student's research proposal to their dissertation committee. The culminating study should be related to a significant problem or issue affecting early childhood, P-12, or community college/postsecondary education.
- The third and final milestone is the presentation of the student's culminating research project, in which the student presents an oral defense of their work to the dissertation committee, and then completes all required revisions, as stipulated by their committee.

The culminating research project must focus on a significant problem or issue and have the potential to contribute to the improvement of public education. Work in support of this final research project is embedded throughout the curriculum. All research undertaken for the culminating research project must meet the requirements and gain the approval of the University Institutional Review Board and the Office for the Protection of Human and Animal Subjects. The culminating research project may take a variety of forms and must demonstrate a strong scholarly and professional foundation of knowledge on the part of the student, as well as the ability to apply this knowledge to the rigorous study of early childhood, P-12 or community college/postsecondary education.

Contact Information

For application details, please visit the Ed.D. in Educational Leadership web site: edd.sfsu.edu (<http://edd.sfsu.edu>).

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Educational Leadership (Ed.D.) – Minimum 60 units

To be eligible for the Ed.D. degree, the students must progress through and complete a specified pattern of study that includes 60 units of doctoral level coursework (outlined below).

In addition, students must pass the three program milestones:

1. Qualifying exam written during the second semester;
2. Defense of their dissertation or culminating research project proposal before the Dissertation Committee;
3. Defense of their dissertation or culminating research project before the Dissertation Committee.

Sixty units of doctoral level coursework are comprised of 20 courses offered through the Educational Leadership Doctoral Program under three main themes: Leadership, Equity, and Inquiry. The courses are listed below:

Code	Title	Units
EDDL 910	Transformational Leadership and Coalition Building (Themes: Leadership and Equity)	3
EDDL 911	Organizational Behavior, Change, and Systemic Reform (Themes: Leadership and Equity)	3
EDDL 912	Advanced Educational Leadership Seminar (Themes: Leadership and Equity)	3
EDDL 920	Literacy and English Language Learners (Themes: Leadership and Equity)	3
EDDL 921	Theories of Learning and Student Development in Math and Science (Themes: Leadership and Equity)	3
EDDL 930	Qualitative Analysis of Race, Class, and Gender in Society and Education (Theme: Inquiry)	3
EDDL 931	Quantitative Analysis of Structural Inequality in Education (Theme: Inquiry)	3
EDDL 932	Transformational Strategies to Address Inequality in Education and Society (Themes: Leadership and Equity)	3
EDDL 940	Policy, Law and the Political Economy of Education (Themes: Leadership and Equity)	3
EDDL 941	Accountability and Performance of Educational Organizations (Themes: Leadership, Equity, and Inquiry)	3
EDDL 942	Integrated Planning and Budget (Themes: Leadership and Equity)	3
EDDL 945	Communication Techniques & Strategies in Educational Leadership (Themes: Leadership and Equity)	3
EDDL 961	American Education Leadership (Themes: Equity and Inquiry)	3
EDDL 962	Analyzing Critical Issues in Education (Themes: Leadership, Equity, and Inquiry)	3
EDDL 963	Seminar: Linking Theory with Practice (Theme: Inquiry)	3
EDDL 964	Research Seminar: Analyzing Critical Issues in Teaching and Learning (Theme: Inquiry)	3
EDDL 965	Advanced Research Design (Theme: Inquiry)	3
EDDL 966	Data Collection Methods (Theme: Inquiry)	3

EDDL 997 Dissertation Seminar: Early Stage Writing and Data Analysis (Theme: Inquiry) (repeatable for up to 9 credits) 3

EDDL 998 Dissertation (Theme: Inquiry) 3

Educational Leadership Discipline Courses

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EDDL 910	Transformational Leadership and Coalition Building	3
EDDL 911	Organizational Behavior, Change, and Systemic Reform	3
EDDL 912	Advanced Educational Leadership Seminar	3
EDDL 920	Literacy and English Language Learners	3
EDDL 921	Theories of Learning and Student Development in Math and Science	3
EDDL 930	Qualitative Analysis of Race, Class, and Gender in Society and Education	3
EDDL 931	Quantitative Analysis of Structural Inequality in Education	3
EDDL 932	Transformational Strategies to Address Inequality in Education and Society	3
EDDL 940	Policy, Law and the Political Economy of Education	3
EDDL 941	Accountability and Performance of Educational Organizations	3
EDDL 942	Integrated Planning and Budget	3
EDDL 945	Communication Techniques & Strategies in Educational Leadership	3
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EDDL 962	Analyzing Critical Issues in Education	3
EDDL 963	Seminar: Linking Theory with Practice	3
EDDL 964	Research Seminar: Analyzing Critical Issues in Teaching and Learning	3
EDDL 965	Advanced Research Design	3
EDDL 966	Data Collection Methods	3
EDDL 997	Dissertation Seminar: Early Stage Writing and Data Analysis	3
EDDL 998	Dissertation	3
EDDL 999	Independent Study	3