DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP – COMMUNITY COLLEGE

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 community college leadership. The program focuses on transformative leadership, social justice, and equity. The program's purpose is to prepare outstanding educational leaders who will create transformative change in our educational institutions, which promote equity and scholastic achievement in community colleges.

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

1. Leadership: Students will be able to:
   a. Initiate, facilitate, and sustain collaborations
   b. Make complex decisions
   c. Act as ethical change agents
   d. Apply knowledge on issues of accountability
   e. Apply knowledge of education policy, public financing and budgeting
2. Equity: Students will be able to:
   a. Apply analysis of inequalities to design and lead education institutions
   b. Support effective equity-centered curricula and pedagogy
   c. Integrate research & theory with data to address barriers to recruiting and retaining people from under-represented backgrounds
   d. Integrate findings to support special needs and non- traditional students
   e. Use effective communication with underserved populations
3. Inquiry: Students will be able to:
   a. Evaluate a range of qualitative, quantitative, and mixed methods research on ed. leadership
   b. Use findings from relevant qualitative, quantitative, and mixed methods research on ed. leadership
   c. Interpret program evaluations, research reports, to identify programmatic applications of research findings
   d. 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 master's degree from an accredited institution of higher education with a cumulative grade point average in graduate study of 3.0 or above.
- Demonstrated educational leadership experience or potential in educational settings, community-based organizations, or policy development and 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 equity challenges leaders face in California's public schools or community colleges/institutions of higher education and how the Ed.D. would support the applicant's professional goals.
- 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 must advance to candidacy and complete all courses and milestones demonstrating skill, academic competence, and standards of scholarship and professionalism expected in this doctoral program.
- Students are expected to make satisfactory 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 42 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 18 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

Students in this program continuously self-reflect and receive feedback from faculty on their learning. Additionally, 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 is a 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 dissertation study should be related to a significant leadership problem or issue fundamentally grounded in equity and social justice in the context of early childhood, P-12, community college, or other postsecondary education.
- The third and final milestone is the presentation of the student's dissertation study through an oral defense of their work before their dissertation committee, including completion of all required revisions, as stipulated by their committee.

The dissertation 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 dissertation 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 dissertation may take a variety of forms and must demonstrate a strong scholarly and professional foundation of knowledge on the part of the student, with a strong potential to impact educational systems and or policy in California.

Contact Information

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

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

To be eligible for the Ed.D. degree, 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.

Code	Title	Units
EDDL 910	Transformational Leadership and Coalition Building	3
EDDL 911	Organizational Theory, 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 922/ SPED 907	Critical Investigations of the Construction of Normalcy and Disability	3
EDDL 930	Qualitative Analysis for Education Theory, Practice, and Transformative Leadership	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
EDDL 961	American Education Leadership	3
EDDL 962	Analyzing Critical Issues in Education	3
EDDL 963	Seminar: Linking Theory with Practice	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