

Ed.D. in Educational Leadership Core Educational Leadership Program Concepts

This summary is drawn from SB 724, the CSU Presidents Task Force on Education Leadership Programs, the California Professional Standards for Educational Leaders, and existing Ed.D. programs in Educational Leadership across the U.S. It is meant as a starting point to assist in the consideration and planning of program core concepts and organization.

Note: This model for addressing concepts of educational leadership, research methodology, and dissertation research is an example of how Ed.D. program components might be organized. In the example, the leadership core is meant to include leadership topics common to both of the Ed.D. program specializations, while leadership specialization courses are meant to address leadership topics that are distinctive for the P-12 and community college/post-secondary education specializations. The basic purpose of the chart is to identify key concepts that campuses are normally expected to address in Ed.D. programs in Educational Leadership. Campus proposals may organize the core concepts differently than appears here. In cases where a core concept is not included in a proposed program, the campus should indicate the reason(s) that concept is not addressed.

Sample Program	Description
<i>Leadership Foundations</i>	
Systemic Educational Reform	<i>Achieving reform and improvement within California's P-12 and community college/post-secondary education institutions.</i>
Visionary Educational Leadership	<i>Leadership based on a shared vision of learning grounded in moral principles and ethical decision-making.</i>
Complexity and Organizations	<i>Modern theories of management of complex organizations and applications to education.</i>
Collaborative Management	<i>Fostering distributive leadership, facilitating collaborative change.</i>
Diversity and Equity	<i>Addressing issues of diversity, equity and opportunity, including attention to special populations.</i>
Educational Policy Environments	<i>Political, legal, and historical contexts affecting local, state, and federal educational decision-making.</i>
Educational Accountability	<i>Internal and external accountability processes and their use in data-driven planning.</i>
<i>Leadership Specialization</i>	
School and Campus Cultures	<i>Creating shared aspirations and expectations that result in learning-centered environments and student excellence.</i>
Curriculum and Instructional Reforms	<i>Cognition and learning, reforms in curriculum and instruction, instructional technologies, online and distance learning.</i>
Human Resource Development	<i>Human resource management; staff and professional growth and development; learning organizations and communities.</i>
Student Development and Learning	<i>Classroom, school, and community-based support, instruction, and services reflecting theories of development and learning.</i>
Community and Governmental Relations	<i>Working with boards and trustees, families, communities, businesses, local and state governmental entities.</i>
Resources and Fiscal Planning	<i>Financing public education; budgeting and resource allocation to achieve student outcomes.</i>
<i>Research Methodology</i>	
Assessment and Evaluation	<i>Assessing learning outcomes; using data for student interventions and program decision-making and improvement.</i>
Applied Quantitative Inquiry	<i>Formulating researchable questions; design and statistical analysis of surveys; quantitative data collection.</i>
Applied Qualitative Inquiry	<i>Qualitative methods of data collection and interpretation; ethnographic and action research.</i>
Field-Based Research	<i>Research applied to relevant field settings, including collection, analysis, and use of data.</i>
Data-Driven Decision-Making	<i>Data-driven decision-making and institutional research to improve educational outcomes.</i>