DOCTORATE IN EDUCATIONAL LEADERSHIP

This program is designed for accomplished professionals who seek additional knowledge and experience to enhance their current positions, and who wish to pursue new opportunities in the field of educational leadership. Students prepare for positions in early childhood programs; K–12 schools and school districts; community colleges and institutions of higher education; and nonprofit educational organizations; as well as positions in evaluation, advocacy, and consulting. The EdD program is designed for working professionals and courses take place in the evening.

Students enrolled in the EdD program may concurrently pursue an administrative services credential (https://catalog.mills.edu/graduate/programs/education/administrative-services-credential).

Program Goals

- Develop a thoughtful, reflective model of leadership in which candidates use a variety of research tools; apply inquiry methods and change theory to strategic planning, implementation, and assessment; and collaborate with constituencies, in order to create optimal conditions for teaching and learning.
- Foster a collaborative model of leadership that values inclusiveness, collaboration, information testing and sharing, diversity of representation, consensus building, conflict resolution, as well as more traditional conceptions of leadership.
- Develop a leadership model grounded in knowledge of teaching and learning, administrative guidance in curriculum development, use of change theories and strategies in meeting the legal, ethical, social and fiscal demands that leaders will inevitably confront.

Distinctive Features

- Designed for working professionals: The program is designed for accomplished professionals who seek to advance their careers to an executive level. Courses are taught in the evening by instructors who are also working professionals and provide opportunities for students to draw on their working experiences.
- Closely mentored: When students pick a dissertation topic, they select a dissertation chair who works closely with them on the design, implementation, and analysis of their data.
- Sequential course structure: Studies begin with a five-course sequence known as the doctoral core. This year-long sequence challenges students to develop the components of their dissertation proposal, including their problem statement, literature review, methods section, and conceptual framework. By the end of the sequence, students have a solid rough draft of their dissertation proposal.

Course Work

The course work is designed to prepare students to write a dissertation that is closely aligned with their interests. Students often select problems that arise from their work in the field. In addition to the doctoral core, all students take courses with a self-selected leadership focus. See the Requirements page for a list of courses required for this program; see the Course List & Descriptions (https://catalog.mills.edu/graduate/programs/education/#coursestext) page for paragraph-length descriptions of individual courses.

Career Opportunities

Created for accomplished working professionals, the EdD program prepares students to become successful leaders of organizations ranging from early childhood programs to nonprofit educational endeavors to institutions of higher education. Past graduates include a community college president; professors at state universities; public school principals; heads of independent schools; educational researchers; and executives at nonprofit organizations.

Requirements

Completion of the EdD requires a total of 80 semester course credits. Students who are admitted to the program may petition for transfer of up to 24 semester course credits of relevant prior graduate-level work. Upon admission to the program, each student develops a sequence of study in consultation with his or her academic advisor. This sequence will include core courses related to the theory and practice of leadership, a required set of courses in research methods, an area of specialization, and completion of the doctoral dissertation. The program generally requires two to three years of course work followed by the doctoral dissertation.

In students' first and possibly second year of course work, they work with their advisors to shape a course sequence that meets their educational and professional goals. These courses can consist of the Administrative Services Credential, the MA in Educational Leadership, the Leadership Program in Early Childhood MA, or any set of courses from those listed below. With the approval of the advisor, appropriate courses from other departments may also be included in the doctoral program.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 208</td>
<td>Issues of Race and Ethnicity in Education</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 227/427</td>
<td>Schools, Sexuality, and Gender</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 230</td>
<td>History of Education in the United States</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 401</td>
<td>School Leadership</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 403</td>
<td>Administrative Leadership. Theory, Concepts, and Practice</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 404</td>
<td>Instructional Leadership</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 405</td>
<td>Trauma Informed Leadership</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 407</td>
<td>Perspectives on Human Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 410</td>
<td>Communities, Schools, and Critical Social Theory</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 411A</td>
<td>Independent School Leadership I</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 411B</td>
<td>Independent School Leadership II</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 419</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>EDUC 420</td>
<td>Education Research Colloquium</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 421A</td>
<td>Inquiry into Leadership. Practice into Theory I</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 421B</td>
<td>Inquiry into Leadership. Practice into Theory II</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 424</td>
<td>Educational Program Evaluation</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 426</td>
<td>Ethical and Moral Considerations in Educational Leadership</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 428</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>EDUC 432</td>
<td>Curricular Leadership</td>
<td>4</td>
</tr>
</tbody>
</table>
### Community College Leadership Specialization

Students wishing to specialize in Community College Leadership and to have that specialization show on their transcript will need to take two additional required classes (EDUC 436, Policy, and Politics, and EDUC 437). One of these courses may count as an elective in the program, but students wishing the Community College Specialization must complete 84 units in their degree program. The two required courses are described below, and will typically be offered in alternating years either during regular academic year or in the summer.

**EDUC 436**
California community colleges operate in between K-12 schools and state run universities: They have more autonomy than K-12 schools but less autonomy than universities. Community college leaders need to work with legislatures around state mandates and funding proposals, and knowing the history, politics, financing, and policy models are important. Community College leaders need to supervise and manage public dollars according to the appropriate laws, but also need to plan for funding changes associated with student growth and attrition, financial aid policies, and community bond measures. Understanding the California Master Plan for higher education and its history will help leaders place new initiatives and mandates in a broader context.

**EDUC 437**
This course will focus on current issues and dilemmas facing higher education generally, but with a particular focus on California community colleges. This course provides higher education leaders the opportunity to think deeply with peers about pressing issues. Topics will include, but not be limited to: Dilemmas surrounding remedial course work; balancing vocational training and university transfer curriculum; improving student transfer rates and retention at 4 year colleges, graduation rates, maintaining access while also managing budget concerns; helping faculty and student services staff manage issues such as English Language Development, undocumented students.

### Related Programs

**Teacher Education**

- Multiple Subject Credential (https://catalog.mills.edu/graduate/programs/education/multiple-subject-credential)

### Early Childhood Education

- MA in Early Childhood Education—MA/ECE (https://catalog.mills.edu/graduate/programs/education/ma-early-childhood-education)
- Early Childhood Multiple Subject Credential—MA/ECE/MSC (https://catalog.mills.edu/graduate/programs/education/early-childhood-multiple-subjects-credential)
- MA in Child Life—MA/ECE/CL (https://catalog.mills.edu/graduate/programs/education/ma-education-child-life-hospitals)
- Early Childhood Special Education Credential—MA/ECE/ECSE (https://catalog.mills.edu/graduate/programs/education/early-childhood-special-education-credential)
- MA in Early Childhood Leadership—MA/ECL (https://catalog.mills.edu/graduate/programs/education/ma-early-childhood-leadership)

### Educational Leadership

- MA in Educational Leadership (https://catalog.mills.edu/graduate/programs/education/ma-educational-leadership)
- Early Childhood Leadership (https://catalog.mills.edu/graduate/programs/education/ma-early-childhood-leadership)
- Independent School Leadership (https://catalog.mills.edu/graduate/programs/education/ma-educational-leadership-emphasis-independent-school-leadership)
- MA in Educational Leadership (online) (https://catalog.mills.edu/graduate/programs/education/ma-educational-leadership-online)
- Joint MBA/MA in Educational Leadership (https://catalog.mills.edu/graduate/joint-degree-programs/joint-mbama-educational-leadership)
- Doctorate (EdD) in Educational Leadership (p. 1)
  - focus on Community College Leadership (p. 1)
- Administrative Services Credential (https://catalog.mills.edu/graduate/programs/education/administrative-services-credential)

### Infant Mental Health

- Infant Mental Health (https://catalog.mills.edu/graduate/programs/infant-mental-health/ma-infant-mental-health)
• Infant Mental Health with Special Education Credential (https://catalog.mills.edu/graduate/programs/infant-mental-health/ma-infant-mental-health-with-credential)

**Accelerated Degree Programs**

• BA/MA Child Development & Elementary Education (https://catalog.mills.edu/undergraduate/accelerated-degree-programs/bama-child-development-elementary-education)
• BA/MA Early Childhood Special Education/Teaching Credential (https://catalog.mills.edu/undergraduate/accelerated-degree-programs/bama-child-developmentearly-childhood-special-education-credential)
• BA/MA Education/Teaching Credential (https://catalog.mills.edu/undergraduate/accelerated-degree-programs/bama-teacher-education)
• BA/MA Infant Mental Health (https://catalog.mills.edu/undergraduate/accelerated-degree-programs/bama-infant-mental-health)

**Certificates**

Waldorf Professional Development Certificate (https://catalog.mills.edu/graduate/programs/education/certificate-in-waldorf-education)