

Ed.D. Doctoral Mentoring
(See Ed.D. Executive Order for binding policy)

Purposes of Mentoring and Roles of Mentors

1. Objectives of Mentoring of Candidates by Expert Educational Practitioners
 - A. Mentoring of candidates in Ed.D. programs is governed by the principle that enhancing the professional development and networks of students in the program is a purpose to which the faculty and program partners are committed.
 - B. Mentoring of candidates in the Ed.D. program is aimed at (i) providing support for and enhancing practical experiences that foster leadership knowledge and skills; (ii) providing guidance and modeling to assist candidates apply the curriculum to improve public schools and community colleges/post-secondary institutions; and (iii) fostering informal assessment and feedback designed to enhance candidate reflection on educational leadership and reform.
 - C. The Ed.D. Program is normally responsible for providing the orientation and training needed by Mentors to enable these objectives to be met.

2. Roles of Mentors
 - A. An Ed.D. Mentor provides coaching, modeling, and informal assessment in order to integrate research, theory, and practice.
 - B. An Ed.D. Mentor may provide input to the candidate that relates to individual components of the curriculum or may, alternatively, serve in a general role, supporting the candidate's development in relation to the overall program.
 - C. An Ed.D. Mentor assists the candidate in identifying fieldwork opportunities, professional development experiences, and professional associations and networks—and in career planning to enhance the candidate's success in the Ed.D. program and subsequent effectiveness as a leader in P-12 education or community college/postsecondary education.
 - D. Mentors normally contribute as partners to the assessment and evaluation of the Ed.D. program based on the reporting requirements of SB 724 (Chapter 269, Statutes of 2005).

Selection and Assignment of Mentors

1. Selection of Individuals as Ed.D. Mentors
 - A. Typically, the candidate consults with his/her employer in the selection of a Mentor, with the objective of identifying an individual from a comparable work environment having knowledge and skills relevant to the professional roles, contexts and settings experienced by the candidate in his/her work.
 - B. Selection of Ed.D. mentors is made based on their ability to assist full-time working professionals develop and apply the knowledge and skills of the program curriculum.

- C. Mentors may be individuals serving as adjunct faculty or as tenured or tenure-track faculty or may be other individuals who, through their role as Mentors, are partners in the Ed.D. program.
 - D. Candidates request the individual they would like to have serve as their Mentor. The individual may be either previously designated as a Mentor in the program or requested by them independently.
 - E. Change of Mentors can occur at any time at the request of the student or the Mentor.
2. Mentoring of Ed.D. Students on an Individual or Group Basis
- A. Mentors may be assigned to one student or to multiple students in the Ed.D. program and may provide mentoring on an individual or group basis.
 - B. Mentors may work singly or with other expert field-based professionals in providing mentoring and coaching to Ed.D. students.