

Admission Requirements

- Application deadline: March 2
- Review of applications: March-April
- Interviews with finalists: April-May
- Acceptance letters sent: May
- Classes begin: fall semester
- Orientation: late summer

Admission Requirements

- Ordinarily, applicants have a depth and breadth of relevant experiences in the field of educational leadership
- Ordinarily, applicants have earned an administrative certificate.
- All applicants must meet Graduate School requirements for admission into a doctoral program of study.

Applicants are asked to:

- Submit a completed application to the Graduate School: www.grad.uconn.edu. The application can be completed on-line or downloaded and mailed.
- Submit GRE scores demonstrating the verbal, quantitative and analytical skills necessary to conduct doctoral level research.
- Write a personal statement identifying a significant problem of leadership practice you face in your work—including an analysis of why this is a problem and how it relates to the improvement of student learning and life outcomes. Statement should be no more than 1500 words.
- Submit three letters of recommendation.
- Submit official transcripts of all postsecondary academic work.
- Participate in a personal interview. *Finalists will be scheduled for a specific day and time in late spring.*
- Send an academic writing sample to the Department of Educational Leadership prior to the interview date. The writing sample is chosen by the applicant as a representation of the applicant's scholarly writing ability.

Here is what participants are saying about their experiences in the Ed.D. in Educational Leadership Program

“This program is causing me to wrestle with who I am as a leader and how I go about doing the work of 'leading'. . . . It is causing me to pause, ask myself more questions, and force myself to take part in more inquiry before leaping to conclusions/decisions.”

“I think this program is on the cutting edge of building and deepening our framing, thinking, and reasoning skills...something that no educational program I have ever been a part of has approached.”

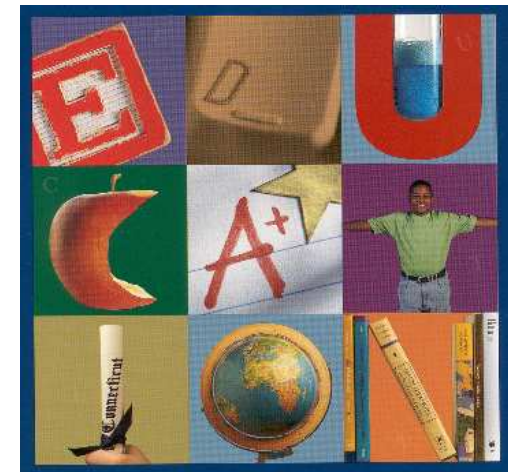
“Comparing all of my graduate studies, this by far is the most exciting and challenging work I have done. The new approach is much more meaningful and has immediate impact on my work tomorrow back in the school district.”

“The Ed.D. cohort has been the professional learning community I have longed to have in my own school district. Too often, educators are busy doing the work and left with little time to reflect on the work. I have had time to arm myself with research-informed strategies so that my decisions back at the office have been much more purposeful and grounded in what is proven to work.”

“I have learned to push myself to use colleagues and my own reasoning ability to expand my mental models (how I see the world) in order to gain a broader perspective of issues and potential solutions. I have learned to think more critically.”



Ed.D. in Educational Leadership



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Program Purpose and Goals

The Neag School of Education was recently selected as one of a handful of schools nationwide to participate in the **Carnegie Project for the Educational Doctorate (CPED)**. As a participant in this select group, the Neag School is working on a redesign of its EdD in Educational Leadership as a “doctorate of practice.” In the revised format the program will engage students in applied inquiry about a problem of practice they encounter in their own work. Coursework will be modified to supplement and guide this inquiry. From this inquiry within their own work settings, students will gather the data that will be used as a basis for their capstone inquiry project.

Purpose

- To provide professional educational leaders with the essential habits of mind and sophisticated reasoning skills necessary for leading systemic school improvement.



Program Design

This is an inquiry-based program that seeks to capitalize on one of the most precious resources of full-time professional educators—their work settings as laboratories of practice. As such, participants’ problems of practice will serve as sources of active inquiry and professional learning.*

The program is a 48 credit program divided into three distinct phases.

- Phase 1 (Year 1) is designed to develop students’ competencies as “critical consumers of educational research” and students’ skills to conduct practitioner-inquiry.
- Phase 2 (Year 2) is designed to engage students in an in-depth analysis of an identified problem of practice through four diverse and powerful academic disciplines (e.g., adult learning, leadership, policy, sociology).
- Phase 3 (Years 3 & 4) is designed to support students in synthesizing their Phase 2 inquiry projects into a capstone product.

Participants join together as members of a cohort that collaborates as a professional and academic “community of practice.” This cohort structure will provide ongoing support within the course work and through the capstone-writing process.

* The revised program is pending University of Connecticut Board of Trustees and CT Board of Governors for Higher Education approval.

Ed.D. Faculty & Their Research

Casey D. Cobb, Director, Policy Center; Educational Policy & School Choice

Morgaen Donaldson, Teacher Careers and Leadership, Educational Policy

Robin Grenier, Adult Learning & Qualitative Methodology

Marlon James, Urban Education, Sociology & Culturally Proficient Leadership

Richard W. Lemons, Director, Institute for Urban School Improvement; Large-scale Instructional Improvement & Organizational Change

Anysia Mayer, School Reform & Academic Achievement of Students of Color

Barry G. Sheckley, Department Chair, Educational Leadership; Adult Learning

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