



Ed.D.

Educational Leadership



University of Connecticut
Neag School of Education

Ed.D. in Educational Leadership

Department of Educational Leadership

Neag School of Education
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WHAT THEY SAY ABOUT THE PROGRAM

“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.”

“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.”



Ed.D. IN EDUCATIONAL LEADERSHIP

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. As a participant in this select group, the Neag School redesigned its Ed.D. in Educational Leadership as a doctorate of practice.

In the revised format, the program engages students in applied inquiry about a problem inherent in leadership, teaching, or school reform. Students are encouraged to examine topics that inform equity of educational opportunity.

Each student will complete a capstone project that involves framing their problem of practice, engaging in empirical inquiry on the topic, and developing a set of recommendations that will contribute to the field on the issue.

The primary goal of the program is to provide professional educational leaders with the essential habits of mind and sophisticated reasoning skills necessary for leading systemic school improvement. A secondary goal is to develop a cadre of leaders who engage their profession in pursuing socially just schools.

The Neag Ed.D. is a part-time 48-credit program divided into three distinct phases.

■ **Year One** is designed to engage students in an in-depth analysis of an invested problem of practice through four diverse and powerful academic disciplines (e.g., adult and organizational learning, leadership, policy, sociology).

■ **Year Two** is designed to develop students' competencies as critical consumers of educational research and students' skills to conduct practitioner-inquiry.

■ **Years Three and Four+** are designed to support students in their capstone inquiry projects.

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. Students addressing similar capstone topics will be grouped together where possible.



Admissions Information

- Application deadline: March 1
- Review of applications: March-April
- Interviews with finalists: April-May
- Acceptance letters sent: May
- Classes begin: fall semester
- New cohorts are typically admitted every two years

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 online or downloaded and mailed.
- Submit GRE scores.
- Write a personal statement identifying a significant problem of leadership practice faced in your work setting, including an analysis of why this is a problem and how it relates to the improvement of student learning and life outcomes (1500 word maximum).
- 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.

Affiliated Faculty and Areas of Expertise

Casey D. Cobb, Department Head; Education Policy and School Choice
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Steven Adamowski, School and District Leadership; Urban School Reform
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Sandy Bell, Adult Learning and Professional Development, sandy.bell@uconn.edu

Morgaen Donaldson, Teacher Careers and Leadership; Education Policy
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Robin Grenier, Adult Learning and Qualitative Methodology, robin.grenier@uconn.edu

Anysia Mayer, School Reform and Academic Achievement of Students of Color
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Richard Schwab, Leadership, Teacher and Administrator Preparation; Educational Reform
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Diane Ullman, School and District Improvement; Teacher and Leader Development
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