

EDLR EdD Program Handbook

Mission Statement

Neag's EdD program in Educational Leadership aims 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.

Vision Statement

The program will inspire and cultivate innovative leaders of positive change. The program will empower leaders to build nurturing educational environments and effective systems of support. Our graduates will also be well-prepared to use leadership and learning to enhance equity and quality of life for all.

Coursework

- The typical course sequence involves 2 ½ years of coursework. Students will take courses with their cohort.
- The Program Director or Program Assistant will email students with course registration numbers (typically about 2 months before the beginning of the semester). Students will need to register and pay for courses online and may need permission numbers to enroll in specific courses.
- Students will complete an Annual Progress Memo in the fall of their 2nd year and each subsequent year. The memo will be sent to their primary advisor and the EdD Program Director.

Typical Plan of Study

Year 1

Fall:

Policy (EDLR 6466)

Inquiry I (EDLR 6054)

Spring:

Legal Issues (EDLR 6314)

Inquiry II (EDLR 6055)

Summer: Practicum- Critical Reading of Literature (EDLR 6092)

Year 2

Fall:

Quantitative Methods (EDLR 6465)

Social Justice (EDLR 6467)

Spring:

Qualitative Methods (EDLR 6052)

Leadership (EDLR 6312)

Maymester: Workplace Learning (EDLR 5202)

Summer: Practicum- Methods/Theory (EDLR 6092)

Year 3

Fall:

Proposal Development (EDLR 6050)

Spring:

Independent Study (GRAD 6950) for Proposal writing

Year 4:

Fall:

Independent Study (GRAD 6950) for Data collection & Capstone writing

Note: A TOTAL of 9 credits of GRAD 6950 is required by the Graduate Division

Spring:

Independent Study (GRAD 6950) for Capstone writing (if needed)

Goals of Courses in Plan of Study

Course	Objectives	Research Skills
Policy	-Develop an understanding of the policy system -Develop an understanding of the factors shaping implementation and change in educational organizations	-Understand how different theoretical frameworks highlight different aspects of an issue
Inquiry I	-Gain exposure to faculty members research interests and methodological approaches	-How to formulate a Problem of Practice -How to use UConn library system -How to collaborate with cohort members
Legal Studies	-Develop an understanding of the legal regulations and factors that affect educational organizations and the work of leaders within the education system	
Inquiry II	-Develop an understanding of the features of qualitative and quantitative research	-How to identify and analyze peer reviewed research articles on specific topics -How to draft a PoP
Social Justice	-Develop an understanding of the ways in which issues of social justice affect educational organizations	-How to apply theoretical frameworks to problems/research topics

Quantitative Methods	-Gain exposure to multiple aspects of quantitative research methods	-How to comprehend, interpret, and critique quantitative research - How to be astute, critical consumers of educational research that uses quantitative methods
Leadership	-Develop an understanding of the leadership issues and challenges facing educational organizations -Understand the relationship between leadership and change/reform/improvement -Gain an understanding of the state of the research on education	-Learn how to question the practices, experiences, and effects of leadership in schooling? -Learn how to assemble case studies and use them to learn about particular aspects of a research agenda
Qualitative Methods	-Gain an understanding of how to collect and analyze qualitative data -Extend an understanding of how to write qualitative findings	-How to develop a data collection plan, design interview and observation protocols, collect qualitative data, code qualitative data
Proposal Development	-Develop a complete draft of a proposal for the Capstone	-Academic writing, including review and revision activities -Designing action research -Communicating the contribution of a project to multiple audiences

Practica

Practicum courses are 2-credit courses taught by faculty members that supplement the core courses. The practica utilize active, contextualized, independent learning opportunities to develop students' research and professional skills.

- Critical reading: Students read 15-20 pieces related to their PoP or theory of interest. They draft a report that summarizes their learning and that begins to develop an argument regarding the link between the theory and PoP and, in particular, how the theory helps them understand aspects of the issue.
- Methods/Theory: Students receive deeper, hands-on knowledge and skills on quantitative or qualitative methods or theories applicable to education research.
- Leadership: Students analyze leadership practices and reflect upon how they'd engage in leadership work.

Four Frames

The EdD program attends to four particular areas:

- Equity & Social Justice
- Policy
- Leadership
- Adult and Organizational Learning

The frames serve as lenses to understand different dimensions of issues facing the education system. Students' coursework, readings, and assignments develop their understanding of these frames and their interconnection. Most students' Capstone relates to one or more of the frames.

Methods

- Students are exposed to quantitative and qualitative methods in order to shape their ability to critically consume research about education and to build their ability to conduct original inquiry as part of their educational leadership practices.

- Students gain skills in reviewing research using different methodologies. They also gain skills in collecting and analyzing data in their professional context. They will conduct independent qualitative, quantitative, or mixed methods research. They can take independent study courses to strengthen data collection and analysis skills.

Cohort

- Cohorts of 8-15 students take the majority of courses together and engage as a learning community. They share their thinking and writing with one another. They may use online tools to communicate and collaborate over their time in the program. Additionally, there are opportunities to present research and network with previous cohorts.

Technology

- Courses will use HuskyCT
- Instructors may elect to use WebEx (or other online systems) for online class meetings and collaborative sessions
- Instructors and advisors may use skype/phone for meetings, office hours, etc.

Advising

- Each EdD is initially paired with an advisor in response to University regulations.
- Official pairing in fall of 2nd year. We ask for student input and also consider faculty advising load. Each student has a primary advisor plus two associate advisors. The three advisors are involved in development and defense of the Capstone Proposal. Specifically, the student should plan on working primarily with the primary advisor to develop the proposal, bringing in the associate advisors to assist in their particular areas of expertise. The Capstone final project should be reviewed by the three advisors and a reader (4 faculty members).
- Proposal

Students expected to meet with advisor to discuss ideas regarding proposal and share drafts. When the draft is complete, the full committee (primary advisor and two associate advisors) should comment on draft and communicate with the primary advisor. The primary advisor will make the decision as to whether the student is adequately prepared to defend the proposal.

- Capstone
Students are expected to meet with advisor to discuss ideas regarding capstone and to check in regarding data collection and analysis. Students will share memos and drafts of Capstone with his/her advisor.

Problem of Practice

- The PoP should be a pressing issue from the student's perspective that affects their professional experience and that is related to some of the program's four frames. The PoP should resonate with a larger audience, such as other educational leaders, policymakers, or researchers interested in educational leadership and policy.
- Selecting a PoP
Students write a memo about the PoP in their first fall. They work on refining the PoP throughout the first year. Some courses may require students to consider various angles of their PoP or to continue clarifying what the PoP entails; others may not include assignments that involve the PoP.

Capstone Proposal

- Structure
The proposal begins with a description of the PoP and why it's a compelling problem (2-3 pages). The next section is a review of the literature (about 6-8 pages). Then students detail their methods and plans for analysis as well as limitations and possible implications (6-8 pages). The proposal should include draft protocols for data collection.
- Review process

Students should collaborate with their advisor regarding the proposal and should expect to complete several rounds of revisions. Students should also share the draft proposal with other advisors to receive ideas around framework and methods.

- Proposal defense meeting

The proposal defense is a 60 minute meeting with the primary advisor and two associate advisors. The student provides a 15-minute overview of the proposal. The student may create a powerpoint or may just talk through key ideas and methodological decisions. Then the committee members will ask clarifying questions and make suggestions for revisions. The committee members will deliberate and inform the student of necessary revisions.

The decision at the proposal defense can include required revisions. If this is the case, the student has 30 days to complete the revisions and gain final approval from the primary advisor. The capstone is then filed with the graduate school office by the program director.

- IRB

Students must file an IRB protocol for their research through UConn's InfoEd system (website: <http://research.uconn.edu/irb/>). The student's primary advisor will be listed as the PI, though the student will write the IRB protocol for the advisor to review. Data collection cannot begin until the IRB has approved the capstone protocol. After the protocol passes the IRB review, the official approval letter should be forwarded to the program director and administrative assistant because it must be filed with the Proposal Approval form.

Capstone Project

- Research

Students typically spend 2-4 months collecting data on their problem of practice. Data collection may include interviewing participants, administering surveys, observing meetings, instruction, leadership work, and collecting documents. Then students analyze the data to respond to research questions.

- Structure

The Capstone commonly incorporates the literature review and methods from the proposal, though the literature review may need to be updated based on advisor recommendations. The Capstone's findings section describes the empirical findings from the student's inquiry activities. The student provides implications for practice and should explain the strengths and limitations of several responses to the findings. Some students, in consultation with their advisor, may use a different structure for the Capstone, such as a 3-product model.

- Review process

Similar to the Capstone Proposal, it is highly recommended that students work closely with their advisor to develop the ideas and structure of the Capstone. Students should periodically meet with each member of their committee to gain feedback and advice on various areas of the Capstone.

- Defense meeting

The defense meeting is 90 minutes. The committee of three advisors, as well as two readers should be involved.

The student does a 20-30 minute presentation of methods, major findings, and implications. The student should also share concrete ideas on how these findings could shape or support improvement within a particular context either through informing policy, leadership practices, etc. The committee asks questions and engages in discussion around the implications and next steps for the work and the student.