

University of Vermont  
College of Education and Social Services  
Ed.D. in Education Leadership and Policy Studies  
Pre-work, Carnegie Project on the Education Doctorate, L.A. Convening  
October 20, 2008

## PROGRAM DESCRIPTION

The Doctoral Program in Educational Leadership and Policy Studies is an applied research program for professionals serving in educational leadership positions in schools, colleges and social service organizations. The program seeks to produce leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families and communities through promoting excellence in:

- Leadership and change strategies in and across organizations;
- Development of learning organizations in response to social issues;
- Design, implementation and supervision of applied research in education;
- Interpretation and application of recent research findings;
- Understanding of broad social issues and policies from the perspectives of justice, equity, and diversity;
- Analysis of policy in education and human services;
- Effective management and collaboration skills.

Students choose one of three concentration options:

- Educational Leadership PreK-12
- Higher Education Leadership
- Curriculum and Instructional Leadership

The curriculum is organized around four domains of knowledge: Organizational Theory, Change, and Leadership; Process of Inquiry/Applied Research and Utilization of Knowledge; Critical Perspectives; and Learning and Development.

### Organizational Theory, Change and Leadership

- Analyze, develop, and construct policy that advances humane and just goals.
- Clarify and articulate one's role as a leader in creating a society grounded in an ethical/moral vision of a humane and just world.
- Communicate clearly for the purposes of critically examining an argument, reporting research, presenting a policy, and advocating for a cause.
- Examine critically one's own leadership dispositions and style in relation to theory and knowledge to increase one's capacity as an effective, caring leader.
- Understand and apply the principles of inter-professional collaboration in multiple education and human service contexts.
- Understand and apply knowledge of organizational development and change

- theory to the design and implementation of strategies and practices.
- Demonstrate one’s knowledge of the richness of diverse cultures to expand our perspectives, enhance our understanding of effective leadership, and inform what we do.

Critical Perspectives

- Analyze critically societal and educational dynamics related to justice, equity, freedom, and diversity.
- Examine critically the interrelationships among ideology, power, and socio-historical context with particular reference to the control of knowledge.

Process Of Inquiry/Applied Research and Utilization of Knowledge

- Develop a philosophical and epistemological understanding of diverse research paradigms and methods to promote applied scholarship.
- Critically examine and interpret qualitative and quantitative data to gain insight into educational dynamics and develop strategies for intervention.
- Utilize research skills to conceptualize and conduct a study.

Learning and Development

- Employ theories of human development and learning in constructing frameworks for program development and evaluation, organizational change, and professional development.
- Apply understanding of collaborative learning and exhibit effective interpersonal skills.

PROGRAM COURSES AND REQUIREMENTS

| <b>Core Curricular Requirements</b>                            | <b>Objective</b>  |
|--|---|
| <b>EDFS 455:</b> Social Processes and Institutional Change     | Critical analysis of theory and research related to justice, caring, and change in education and other social institutions.   |
| <b>EDLP 431:</b> Advanced Seminar in Organizational Leadership | Inquiry into new theories on leadership and cognitive processes that define intentions, values, beliefs, and future perspectives of students as leaders.                          |
| <b>EDLP 432:</b> Advanced Seminar in Organizational Theory     | Inquiry into new theories, themes, and multicultural dimensions of organizations. Strategies for managing human resources, structural issues, and future trends in organizations. |

| <b>Core Curricular Requirements</b>   | <b>Objective</b>  |
|---|---|
| <b>EDLP 409:</b> Applied Educational Research   | Introduction to philosophical and methodological foundations of interpretive and empirical-analytic research with emphasis on systems change.           |
| <b>EDLP 380:</b><br>Applied Educational Research<br>Methods: Quantitative   | Exploration of selected educational problems with major emphasis on intensive and critical analysis of the literature and practice in a given area.     |
| <b>EDLP 437:</b> Seminar on Education Policy  | Examination of the nature and function of education policy, emphasizing the structure and processes in education policy formulation and implementation. |
| <b>Selected Research Courses</b><br><b>On-campus option (choose one)</b><br><br>EDFS 309: Scholarly Personal Narrative Writing: Education & Social Services<br>EDLP 380: Action Research in Schools<br>EDFS 314: Modes of Inquiry<br>EDHI 380: Seminar in Research Design<br>EDHI 380: Advanced Qualitative Research<br>EDSP 316: Research Seminar in Special Education<br>EDLP 419: Advanced Quantitative Research | Various   |

**Internship experiences** (or laboratories of practice):

- Coursework: Assignments tied to workplace (laboratory of practice)
- Grouping: program cohort model; within course team constructs; requirement to work in collaboration w/ colleagues from other domains
- Comprehensive Exam: Eligibility requirement for enrolling in dissertation credits; written exam assesses content knowledge of core courses
- Qualifying paper:
- Demonstration of candidate's preparation for conducting applied research

**Dissertation / Capstone experiences:**

- Choice of either 5-Chapter Dissertation *or* Journal Article Thesis (two-parts comprised of one or more journal articles plus comprehensive literature review)

## Northeast Kingdom Satellite Ed.D. Program

Responding to leadership needs in one of the most remote rural areas in the second least populated state in the nation, the College of Education and Social Services (CESS) extended the opportunity for doctoral study to professionals who work and reside in Vermont's Northeast Kingdom (NEK). Based on the on-campus Ed.D. program, the NEK program anticipated many of the elements emerging from participating CPED institutions, including problem- and field-based research in laboratories of practice, collaborative projects, flexible scheduling to accommodate working professionals, and embedded assessments. Students also had the option of access to on-campus courses or other disciplinary courses.

Launched in the summer of 2005 with a cohort of 18 students from the Pre-K-12 education and higher education sectors, one-third of the NEK cohort is now at the dissertation proposal stage. As one student observed, the program provided "an opportunity to complete doctoral work [which] the NEK's location would have made virtually impossible were it not for this program" (Reidel 2006). The NEK satellite program was developed in cooperation with a steering committee from the region.

### Special features

- Year-round study involving Friday evening/Saturday morning and summer study
- Collaborative program development and teaming among cohort members
- Emphasis on professional practice
- Minimum of three sequential research seminars (9 credits)
- Advisement and teaching by UVM faculty
- Time to degree specified 4 or 5 years
- General advisory sessions in addition to individual advisement

Program of study (56 credits) parallels the on-campus Ed.D program with some adaptation for the needs of students in the local environment.

### Core courses (12 credits)

- EDLP 431     Advanced Seminar in Organizational Leadership
- EDLP 455     Social Processes and Institutional Change
- EDLP 432     Advanced Seminar in Organizational Theory
- EDLP 437     Seminar in Educational Policy

The curriculum is categorized into four domains of knowledge: organizational theory, change, and leadership; processes of inquiry and applied research; critical perspectives; and learning and development.

### Specialized seminars or area of concentration (15 credits)

- EDFS 314     Modes of Inquiry
- EDLP 380     Advanced Seminar in Educational Finance and Law
- EDLP 363     Seminar in Analysis of Curriculum and Instruction
- EDLP 397     Organizational and Human Resources Development

The seminars are organized around critical content or questions that evolve from practice and require the integration of knowledge. Courses are designed to meet the specialized concentration areas of focused study for candidates.

#### Inquiry courses

- Research Seminar I: Research Methods I
- Research Seminar II: Research Methods II Qualitative Research
- Research Seminar III: Seminar in Dissertation Research (Qualitative or Quantitative)

Research seminars introduce candidates to inquiry/research skills through field-based applications leading to dissertation research. Candidates began their qualifying exam and dissertation research as part of the three inquiry research seminars. Candidates pursue topic or problem that is relevant to them and/or their organization (laboratory of practice). Research seminars to support dissertation research and writing will be scheduled in years 4 and 5.

#### Independent Study/Internship/Electives (3-6 credits)

Independent study provides opportunities for students to work independently or in teams on an area of focused interest, and may take the form of a professional internship, directed readings, literature review, problem analysis, or other self-design.

#### Research and Dissertation Seminars (20 credits as per UVM requirement)

Candidates are organized into clusters of three students who work with a dissertation committee. Each member of the committee serves as a primary advisor to one student and as committee member to the other two students. One member must be a UVM core faculty member. Candidates pursue topic or problem that is relevant to them and/or their organization (laboratory of practice). Research seminars that support dissertation research and writing will be scheduled in years 4 and 5.

#### Assessment

- Embedded assessments integrated in course work and related field work, such as completion of integrative essays, scholarly papers, inquiry projects, exemplar products, formal presentations, protocols for self assessment, peer feedback, performance assessments, reflective logs;
- Qualifying exam: One-day oral/written comprehensive exam in which candidate demonstrates application of learning to professional context;
- Dissertation Proposal Defense: One-day inquiry project qualifying defense in which candidate presents proposal for inquiry, rationale, intended learning, and final reflections;
- Dissertation Defense.

Ed.D. in Educational Leadership and Policy Studies,  
 Northeast Kingdom Satellite Program  
 Course of study

| <b>Year</b>   | <b>Credits</b> | <b>Theme</b>  |
|---|----------------|---|
| <u>Year 1</u>   |                |   |
| Summer I  | 6              | Leadership and Social-Cultural Organizational Context   |
| Fall/Spring I   | 3              | Instructional seminar (distributed over Fall/Spring)  |
| Total   | 9              | May include 3 independent or transfer credits   |
| <u>Year 2</u>   |                |   |
| Summer II   | 6              | Leadership and Democratic, Multicultural Domains  |
| Fall/Spring II  | 3              | Instructional Seminar*  |
| Fall/Spring II  | 3              | Inquiry/Field based seminar/ Research I*<br>*distributed over Fall/Spring                       |
| <i>End of Year 2: Oral-Written Comprehensive Assessment</i> |                |   |
| <u>Year 3</u>   |                |   |
| Summer III  | 3              | Leadership/Educational Contexts that Encourage Learning   |
| Fall/Spring III   | 3              | Instructional Seminar*  |
| Fall/Spring III   | 3              | Inquiry/Field-Based Seminar/Research II*<br>*distributed over Fall/Spring                       |
| <i>End of Year 3: Inquiry Project Qualifying Defense</i>    |                |   |
| <u>Year 4</u>   |                |   |
| Fall/Spring IV  | 3              | Inquiry/Field-Based Seminar/Research III*   |
|   | 10-20          | Dissertation Study<br>*distributed over Fall/Spring   |
| <u>Year 5 (as needed)</u>                                   |                |   |
| Fall/Spring V   | 10             | Dissertation Writing, Research Seminars<br><i>End of Year 4 or Year 5: Dissertation Defense</i> |

References

Reidel, J. (January 17, 2006). Education in the kingdom. UVM *The View*. Retrieved on October 1, 2008 from <http://www.uvm.edu/theview/article.php?id=1897>

UVM Doctoral Program in Educational Leadership and Policy Studies Northeast Kingdom Satellite Program (Draft proposal #5, Fall 2004)

UVM Educational Leadership and Policy Studies, Ed.D. Handbook 2008.