

CPED Website Update

In order to better serve both consortium members as well as those who want to learn more of what we are doing, we'd like to revamp and update the website to a format that will allow us to share our good work. For the institution pages, we want to update the pages to reflect the program you have developed (and in many cases been implementing) and the key components that comprise your program. Please fill out the below chart and send it to Jill (jillaperry@cpedinitiative.org) by June 4th. Thanks!

Name of your CPED-influenced program	Educational Leadership and Policy Studies
Name of the school/department where the program is housed	College of Education and Social Services, Department of Education
Provide a brief description of program – number of years, program format, geared toward what type of person, residency requirements	<p>Founded in 1982, the doctoral program in Educational Leadership and Policy Studies is an applied research program for professionals serving in educational leadership positions in Pre-K-12 schools, colleges, healthcare, law enforcement, 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:</p> <ul style="list-style-type: none"> • 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 preK-12 through high school education, law enforcement, healthcare, and social services; • Effective management and collaboration skills. <p>The Cohort Model</p> <p>The EdD Program at the University of Vermont has been designed as a cohort model. In this approach, a new group of no more than 20 students will be admitted each year. Each cohort group proceeds through the first two years of the program together, enrolling in the required courses. Program faculty members assist each cohort to develop into an effective learning community where students challenge and support one another. We believe that a cohort approach for adult learners fosters a spirit of community, maintains commitment, and leads to a higher completion rate as compared to other approaches to doctoral studies. In addition, the composition of the cohort represents a variety of specialized</p>

	<p>interests including Pre-K-12 education, higher education, law enforcement, healthcare and social services. Through knowledge acquisition, research, spirited dialogue and collaboration, students form lifelong professional relationships that often span decades. There is no residency requirement at this time.</p>
<p>Provide a description of the philosophy and mission of the program (i.e.: theoretical underpinnings, goals for graduate-- What knowledge, skills and dispositions does she or he have? Goals for community or institution? Etc)</p>	<p>Dean Miller states, “Leadership in education requires a commitment to the creation of knowledge, an appreciation and understanding of the role of change in both building and sustaining communities of learning, and the ability and willingness to positively impact the lives of others. The Educational Leadership and Policy Studies doctoral program at UVM is a model program in academia, has a national reputation, and successfully prepares its students for major leadership roles in education and the social services.” We look for candidates who meet these criteria:</p> <ul style="list-style-type: none"> • Strong position about their future career goals • Administrative experience, rewards and accomplishments • Very positive evaluations of their record in a current position
<p>Describe your programs admissions requirements (GRE, letters from work/references, writing samples—how used, etc)</p>	<p>Interested candidates are required to complete an application for admission that includes the following:</p> <ul style="list-style-type: none"> • Statement of Purpose • Vita • Letters of Recommendation • Transcript • Writing Sample <p>A formal application form and instructions are available online at http://www.uvm.edu/~gradcoll/.</p> <p><u>Statement of Purpose</u> You must submit a one or two-page statement in which you outline your reasons for pursuing the EdD degree here at UVM. Please present a clear and compelling case for admission, which is cogent and congruent with our program's goals of providing social justice, equity, and academic excellence. Your interest in providing leadership in K-12, Higher Ed, or Human Services settings should also be clearly stated along with any other additional information concerning your background and plans that may be helpful in considering your application.</p> <p><u>Vita</u> Include a current vita describing your educational background, professional experience, and publications.</p> <p><u>Letters of Recommendation</u></p>

	<p>Your letters of recommendation are a very important part of your application. Three letters are required, one from your immediate supervisor, one from a person who can speak to your academic work, and one who knows your professional work and background. Ask your references to speak specifically to your leadership experience and successes by clearly describing the kinds of initiatives you have undertaken. Academic references should speak to your intellectual/conceptual skills, writing skills, and interpersonal skills observed in class.</p> <p><u>Transcripts</u> You must submit official transcripts of all prior course work (undergraduate and graduate) bearing the signature of the registrar and the seal of the institution. Unofficial copies will not be accepted.</p> <p><u>Writing Sample</u> Please submit at least one sole-authored, scholarly writing sample. This can be in the form of an article, or course paper, which demonstrates the integration of, or references into the ideas and concepts articulated in the paper.</p> <p>Standardized Test Scores Graduate Record Examination (GRE) scores are only required if candidates are applying for a Graduate Assistantship/Fellowship. All application materials for September admission should be submitted to the Graduate Admissions Office as early as possible, but no later than FEBRUARY 1. Notification of admission, wait listing, or denial will be mailed to applicants by April 15.</p>
<p>Describe of each year of program—number of courses, credits, time frame; core, specializations, dissertation/capstone</p>	<p>Curriculum: The course work and experiences for each student's program are organized around four major themes that provide the framework of the program. These themes are:</p> <ul style="list-style-type: none"> • Organizational theory, change, and leadership; • Critical perspectives; • Process of inquiry/applied research and utilization of knowledge; • Learning and development; <p>Concentrations While the program is designed within the broad rubric of leadership, three specific concentration areas are available to students:</p> <ul style="list-style-type: none"> • Educational leadership Pre-K-12; • Curriculum and instructional leadership; and • Higher education leadership.
<p>Describe the milestones employed in your program: list comprehensive/qualifying exams, papers, or products necessary for graduation</p>	<p>Schedule of Coursework</p> <p>The program is designed to accommodate professionals who are currently employed in full time positions in schools, health and social service agencies, and institutions of higher education. Full</p>

	<p>time enrollment is also possible. The program requires a minimum of 56 semester credit hours beyond the Masters degree. Coursework is divided into 21 hours of Core Courses and 15 hours of courses in a selected concentration. Twenty hours of dissertation research credits are required.</p> <p>Year One: The Core</p> <p>During the first year, students participate in the learning community known as the cohort. This experience is comprised of two core courses each semester which are offered one evening per week from 4:00 to 10:00 P.M. The content of these courses includes critical perspectives, emerging views of leadership, adult learning, organizational development and change, and qualitative research methods.</p> <p>Year Two and Beyond</p> <p>The core experience culminates during the second year, and includes courses on quantitative research methods and policy development and analysis. Once students have completed the core course requirements, an individually designed plan of study is constructed with the assistance of faculty members to help identify an additional 15 hours of coursework related to their area of interest. Nine of the fifteen credits can be independent study.</p>
<p>Description of your program's:</p>	
<p>•Signature pedagogy—what is it? How incorporated?</p>	<p>Since the program is organized around the cohort an informal system of both advising and support has developed that takes advantage of depth of student experience. The signature pedagogy of the program is its responsiveness to the needs and aspirations of its students. The program design is highly interdisciplinary drawing on the strengths and experiences of faculty and students alike. After completing the core courses in the program, students sit for a comprehensive exam. Passing this examination allows a student to submit a qualifying paper to the Graduate Faculty. After completing this final hurdle, a student may submit a dissertation proposal for review. Each doctoral student is assigned an advisor who helps with academic issues that appear from time to time. Both the Program Coordinator and their administrative assistant monitor all student progress.</p>
<p>•Laboratories of practices—what is it? How utilized?</p>	<p>At UVM EdD candidates also work full time in schools, universities and social service agencies. Much of the class discussion and course content stresses the application of theory and research to real world problems in organizations that the</p>

	students are a part of. There is no formal laboratory of practice, but faculty and students are constantly creating networks of exchange based on common areas of interest and practice.																					
•Inquiry courses—How many and what type, goals?	At least two that provide candidates with foundation in research methodologies: Survey Research Methods EDLP 380 Applied Quantitative Ed. Research EDLP 419																					
•Capstone—what is it? What format is it done? When is it done?	The culmination of the EdD Program is the dissertation. This work can take the form of a qualitative study, quantitative study, or a scholarly personal narrative. EdD candidates are looked upon as intellectual apprentices and are also asked to work on action research and consulting projects that are organized by the faculty. Some EdD candidates are also working on grants with the Office of Sponsored Programs.																					
Who is the key contact person (and details) if more info is needed?	Dr. Kieran Killeen, Program Coordinator Kathy Williams, Program Assistant The University of Vermont 452 Waterman Building Burlington, VT 05405 (802) 656-1442 - voice (802) 656-2702 - fax edd@uvm.edu																					
What is the cost structure for your program?	<p>Graduation credit tuition: UNDERGRADUATE 2010-11 ON CAMPUS COST OF ATTENDANCE 12-18 CREDIT HOURS FOR TWO SEMESTERS</p> <table border="1"> <thead> <tr> <th></th> <th>Vermont Resident</th> <th>Out-of-State Resident</th> </tr> </thead> <tbody> <tr> <td>Tuition</td> <td>\$12,180</td> <td>\$30,744</td> </tr> <tr> <td>Comprehensive Student Fee</td> <td>\$1,856</td> <td>\$1,856</td> </tr> <tr> <td>Average Room and Board View all Room/Board Rates</td> <td>\$9,382</td> <td>\$9,382</td> </tr> <tr> <td>Estimated Books & Supplies*</td> <td>\$1,200</td> <td>\$1,200</td> </tr> <tr> <td>Estimated Personal/Misc. Expenses*</td> <td>\$1,656</td> <td>\$2,006</td> </tr> <tr> <td>Total</td> <td>\$26,274</td> <td>\$45,188</td> </tr> </tbody> </table>		Vermont Resident	Out-of-State Resident	Tuition	\$12,180	\$30,744	Comprehensive Student Fee	\$1,856	\$1,856	Average Room and Board View all Room/Board Rates	\$9,382	\$9,382	Estimated Books & Supplies*	\$1,200	\$1,200	Estimated Personal/Misc. Expenses*	\$1,656	\$2,006	Total	\$26,274	\$45,188
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