

THE ED.D. IN EDUCATIONAL LEADERSHIP
AT CENTRAL CONNECTICUT STATE UNIVERSITY

P-12
AND
HIGHER EDUCATION ADMINISTRATION

Frequently Asked Questions

When can I apply and hope to get started?

Upcoming admissions cycles:

P-12 cohort – next round of applications due by **November 1, 2018** for the cohort beginning courses in Summer 2019 (cohort orientation in late April 2019).

Higher Education – next round of applications due by **November 1, 2019** for the cohort beginning courses in Summer 2020 (cohort orientation in late April 2020).

What's the bottom line: What will my doctoral program cost?

Course fees are subject to change. For the 2018-2019 academic year, doctoral students pay \$897 a credit hour, plus a \$65 registration fee each term of registration. A student entering with a master's degree alone would enroll in a minimum of 63 credits during the required three years and four summers of study. A student who already holds a sixth year certificate (P-12) or other credits beyond the master's degree, and who is certified as a school administrator, is typically approved to apply as many as 15 credits from previous coursework toward the degree, reducing the total credits to 48. A similar waiver is available for Higher Education students who possess post-masters' credits. Books, computer software and other resources to meet your needs as a doctoral researcher will add to the bottom line. Please expect annual increases in tuition.

Can I get financial aid?

Loans are available for those eligible. Because our program is designed for mid-career educators and staff who work full-time, we do not offer doctoral fellowships or assistantships. Also, because our students are typically working, they do not qualify for government grants. If a student enters with outstanding student loans, they may defer repayment during doctoral studies. The Graduate Student Association has funding for research grants (up to \$500) and professional development/conference travel (up to \$1000). These grants are competitively awarded. A student may receive one grant per year, and a maximum of three over the course of doctoral study.

If I am a P-12 educator can I get reimbursed by my district?

This depends on your district. Consult with your human resources or personnel department prior to making a commitment to the program if this is a concern for you. Many educators do receive reimbursement from their district, as they would for other degrees or certificates. Beginning with the last course that is part of formal coursework, we do begin to assign *In Progress*, or IP grades, for all credits. These revert to letter grades upon completion of the dissertation proposal, final dissertation defense, and required dissemination activities. From time to time, districts express a preference for letter grades to provide reimbursement. We will communicate with your district and explain our policy, and this typically works. However, we cannot guarantee your reimbursements. So, check with your district first.

What about time commitments?

Our program is designed to require *a minimum* of three full years and an additional, fourth summer. Your first requirement upon admission will be a two-day orientation typically held in April. The course cycle varies for each strand of the program:

P-12 - Residencies totaling 8 credits each of the first two summers meet primarily in July. They are intensive, meet often and require a full-time commitment from students. During the first two years of study, a required 3-credit course meets each Wednesday of the semester from 4:30-7:10pm and a 1.5 credit course meets online and in person. Additional courses depend on credits applied to the program. Students needing to fulfill specialization requirements will enroll in additional courses.

Higher Education – Coursework begins during the summer term. Cohort courses meet and on one weeknight and/or occasional Saturdays during the fall, spring, and summer semesters. Beyond the core courses, all students select one of two areas of specialization for supporting coursework.

Both strands - An additional requirement during the second year is the preparation of an electronic leadership portfolio in lieu of a written comprehensive examination. The third summer, third academic year, and fourth summer are devoted primarily to dissertation research and writing. There is one final course in the fourth summer designed to support students in disseminating their dissertation research, which is a requirement of the program. Also, some students do not finish in the minimum amount of time and must continue to register for one credit hour of dissertation each semester until they do finish.

A lot of work? Yes, but our current cohort members and graduates are going to tell you that it is well worth the effort!

What is the difference between a Ph.D. and an Ed.D.?

Tough question and the answer will be different depending on who is answering.

CCSU's doctor of education (Ed.D.) degree in educational leadership is oriented toward practice. Our students also typically work full-time, and our most intense periods of on-campus study occur during the summer, winter, or Saturdays depending on the strand. We expect our students to apply what they are learning to improving their organizations, and the bulk of our project requirements are field-based. Dissertations also focus on questions of interest to practitioners in the field, and are intended to contribute directly to the improvement of teaching and learning.

Traditionally, the Ph.D. required a period of full-time study (called "residency") and emphasized the development of knowledge and skills sufficient to support original research, with an orientation toward the development and validation of theories. Ed.D. programs are more likely to be oriented toward practice; like ours, they are typically designed to permit full-time professionals to continue their employment while working toward their degrees.

GREs: Why? What is expected of me? Where can I get more information?

We ask you to submit a range of information about yourself: transcripts, recommendations, your résumé, an essay, and scores from the GRE General Test (including the Writing Assessment) which must have been taken within the five years preceding your application. The GRE is the standardized test most typically used in the graduate admissions process. Finalists for admission also come to an interview. Be assured that we consider each piece of evidence. Ultimately, however, we make a holistic judgment about your ability to complete a doctoral program successfully and your potential for making meaningful contributions to the doctoral cohort.

In terms of the GRE, all aspects of the General Test – verbal reasoning, quantitative reasoning, and analytical writing – can be linked to skills and abilities that are essential for success in doctoral study. Please note that you may submit scores that are up to five years old, but whatever you submit must include a writing assessment. For further information about the GREs, visit www.gre.org.

What is the best way to communicate with the doctoral program about my interests and needs?

Email is the best way to reach out and remain in contact with the program administrators. More information is available from **Dr. Sheldon Watson**, Ed.D. Director (watsonshl@ccsu.edu), and coordinator of both strands. He is also available to meet with students who prefer to come to campus. Pre-admission advising is available from

Dr. Watson. Program secretary Rouzan Kheranian is also available for information at kheranianr@ccsu.edu at 860-832-2152.

How will I know if you received my application and that everything is in order?

Our School of Graduate Studies will provide official communications about your application. However, you will also hear from Rouzan Kheranian, who is secretary to the doctoral program. She will be happy to assist you and answer your questions. Once students are admitted, she solves problems and assists with communications. Contact her at kheranianr@ccsu.edu or by calling 860-832-2152.

Will I get admitted?

The first step is to have everything in by the required deadlines. Our cohorts include highly qualified doctoral candidates and admissions is competitive. Some students are relatively early in their careers; others are veterans. In the P-12 strand some are teachers; others are administrators, mostly assistant principals, but also principals and district leaders. The Higher Education strand includes professionals serving in many capacities within colleges and universities in the state, including student affairs and administrative positions.

What will YOU contribute to a CCSU doctoral cohort? That is the question to ask yourself, because that is the question the admissions committee members will be thinking about as they review your file. Are you ready to make the time commitment to doctoral study that is required and the on-going responsibilities (including courses and field-based projects) throughout the year? If you are, and you have clear goals, something to contribute to our learning community, and the capacity for leadership to improve Connecticut's P-12 schools and/or institutions of higher education, then YOU are the doctoral student we seek.

For further information including links to application forms, go to

<http://www.ccsu.edu/elpit/programs.html>