

Doctor of Education in Educational Leadership

Eastern Michigan University's doctoral program in educational leadership is designed to develop leaders with knowledge, skills and attitudes for helping to build learning communities within a culturally diverse society. Practicing administrators will find that the program is designed to support the application of educational leadership theory to meet the challenges of practice in a changing environment; that the emphasis is on applied research and immediate application of that research; and that the focus is on gaining insight and skills for initiating improvement within educational organizations. Courses are available off-campus and in compressed weekend formats.

CAREER OPPORTUNITIES

Designed for a master's or specialist's degree holder, EMU's doctoral program provides collaboration through a student cohort experience and research leading to improved leadership practice in K–12 programs, higher education institutions and/or other education-related settings.

ACCREDITATION

The EMU College of Education is accredited by the National Council for Accreditation of Teacher Education and approved by the Michigan Department of Education for the preparation of educational personnel.

NUMBER OF CREDITS

- 30 credit hours in the Educational Leadership major
- 10 credit hours of cognate courses
- 8 credit hours of research support
- 12 credit hours of dissertation research

TOTAL: 60 (minimum) credit hours

PROGRAM OF STUDY

A doctoral student's individualized course of study is normally expected to encompass a minimum of 60 credit hours of course work beyond the master's degree. The exact number of hours will be determined by the student's program adviser, based on a review of previous graduate work/transcripts, the student's professional and personal aspirations and the doctor of education degree requirements as set forth by the Graduate School and the Leadership and Counseling Department. Therefore, some plans of study will have only 60 credit hours while others may include additional hours, either courses designed to remove deficiencies or courses to enhance opportunities for leadership success, at the discretion of the program adviser.

Complete your application for admission to Eastern Michigan University on the Web – <http://www.emich.edu/admissions/apply/>

All materials not submitted on-line must be sent to: Eastern Michigan University – Office of Admissions P.O. Box 970, Ypsilanti, MI 48197-7621 U.S.A.

MAJOR (EDUCATIONAL LEADERSHIP)

The 30 credit hours in the major in educational leadership include 18 credit hours in the following required courses:

- EDLD 710 Leadership Theory (3)
- EDLD 714 Data-Driven Decision Management for Educational Leaders (3)
- EDLD 794 Advanced Seminar in Educational Administration (3)
- EDLD 740 Organizational Theory (3)
- EDLD 810 Ethics and Policy Analysis for Educational Leaders (3)
- EDLD 820 Politics of Educational Leadership (3)

The remaining 12 credit hours are selected according to the student's professional and personal goals, including considerations of career advancement and certification, and as approved by the student's doctoral adviser. Previous graduate course work in educational leadership which was taken as part of the specialist degree can be used toward the EDLD major at the discretion of the student's advisor.

COGNATE

The cognate specialization is developed through completion of a sequence of related courses that are designed to add depth to the student's doctoral program. In order to provide maximum flexibility in meeting individual needs, the 10-hour cognate may be completed in any one or a combination of graduate academic units, departments, schools, or colleges of the university that offer a sufficient cognate area. Previous graduate course work in a cognate which was taken as part of the specialist degree can be used to meet some of the 10 credit hours in the cognate at the discretion of the student's advisor.

RESEARCH SUPPORT

The research support component of the doctoral program is designed to enable the student to develop competence in research design, analysis and the use of research tools. Additionally, the student will have experience in conducting useful research and be able to use educational research as an informed and productive consumer. Both statistics and applications courses are needed in this area, depending upon the student's background in this field, and as approved by the student's doctoral adviser. Previous graduate course work in research and research support which was taken as part of the specialist's degree can be used to meet some of the eight credit hours in this area.

DISSERTATION RESEARCH

Each student in the doctor of education program will be required to complete a dissertation, a document representing an original research effort. The dissertation will focus on an area of particular interest to the student and the dissertation chair; and the research may be conducted using a variety of research designs (causal-comparative, experimental, etc.) as well as approaches (quantitative or qualitative). The student must register for a minimum of 12 credit hours of dissertation research, including the dissertation seminar.

When the dissertation is completed, the student will present the written document to the dissertation committee for approval. In a two-hour oral examination/defense, the student will answer questions related to the dissertation research and will defend it. At the conclusion of the oral examination, the doctoral/dissertation committee will determine 1) if the written document meets doctoral standards of quality and rigor, and 2) if the student has successfully defended the research conducted. This process of review and revision continues until the doctoral committee approves both the written document and student's oral defense of the research.

ADMISSION

1. Applicants must have completed either a master's or specialist's degree from an accredited university.
 - a. Students with a master's degree must have completed it with a minimum GPA of 3.3 on a 4.0 scale.
 - b. Students with a specialist's degree must have a minimum graduate GPA of 3.3 on a 4.0 scale.
2. Applicants must present evidence of a valid teaching certificate or sign a waiver indicating that they do not seek certification.
3. Applicants must complete the Graduate School application, personal statement, and submit a detailed résumé representing the student's degree work and professional experience.
4. Applicants must submit three letters of recommendation addressing the applicant's professional background, two of which must be from past or present supervisors.
5. It is desirable that applicants currently hold, or formerly have held, an administrative position; or present evidence of leadership potential.
6. Scores on the General Test of the Graduate Record Examinations (GRE) are required. Typically, students admitted to the doctoral program will have scored at or above the 55th percentile on the verbal and quantitative sections of the GRE with a minimum composite score of 1000 and a minimum score of 4.0 is expected on the analytical writing portion of the examination. Given the focus of the educational leadership program on a holistic admissions approach, failure to score at this level of the GRE will not necessarily exclude a person from admission if other factors indicate potential for success and are judged as superior assets by the faculty.
7. The faculty of the Educational Leadership program will conduct personal interviews with selected individuals applying for the doctoral program once a year. Applicants must meet application deadlines determined on an annual basis.
8. The application deadline for Livonia is February 1 and the deadline for Gaylord is July 1.

DOCTORAL FELLOWSHIPS

Four doctoral fellowships are awarded each year for students who wish to engage in full-time graduate study. Visit the graduate school Web site for application materials: www.emich.edu/admissions/graduatestudents.

INTERNSHIP OPPORTUNITY

The application of conceptual, technical and human relations skills that are essential to successful educational leadership is best observed and explored when there is direct involvement in administration. Students in the educational leadership doctoral program have the option of an internship of 120–240 clock hours. This internship is to be a clinical experience that occurs in a leadership role related to the student's career goals. The internship is to be supervised by an experienced educational administrator and the director of the intern program in the educational leadership program.

RESIDENCY REQUIREMENT

Although the Graduate School does not offer a specific period of campus residency, it nevertheless supports the efforts of graduate programs to create a cohesive intellectual community. Rigorous graduate programs constitute a community of scholars, in which students are gradually introduced by faculty to the scholarly standards, research protocols, ethical norms, professional expectations, social history, and current leaders of the discipline. Such a community must be created deliberately, especially in programs with a high concentration of students who commute, attend part-time, and are employed full-time. Seminars, speaker programs, shared authorship and conference presentations, and social events are just some of the ways in which this socialization can occur.

COMPREHENSIVE QUALIFYING EXAMINATION

When students have completed all doctoral course work, they are required to complete the comprehensive qualifying examination. The purpose of this examination is to determine the student's mastery of the concepts, literature base and research; and knowledge of problems and issues in the major field (educational leadership) and the cognate area of study. The student is expected to provide written evidence of the ability to analyze and synthesize information, integrate learnings into a meaningful whole and draw appropriate conclusions.

Students may select from any of three options to satisfy the comprehensive qualifying examination requirement. Each option is defined in the doctoral student handbook.

Following the writing of the comprehensive qualifying examination, the student's responses will be reviewed by the student's committee and/or the doctoral examination committee of the educational leadership program, depending upon the examination option selected. All options include an oral examination during which the student's written exam is discussed in greater depth by the student with members of the doctoral committee. In the case of option two, appropriate individuals from the host agency for the problem may also be invited to be present at the oral examination. However, decisions regarding the successful completion of the comprehensive qualifying examination will be made by the student's doctoral committee members only.

Failure on the written portion of the comprehensive qualifying examination (either partially or totally) will cause the student's performance in the program to be reviewed by the student's doctoral committee in consultation with the department head. The committee will then recommend that either the student be dismissed from the doctoral program, be permitted to withdraw from the doctoral program or be allowed to retake the examination (either partially or totally) after a remediation plan has been developed and

implemented. Re-examination may not take place until at least six months have elapsed, but must occur within one year. The results of the second examination are final. After the second written attempt, the student's doctoral committee may ask the student to participate in an intensive oral examination. If, after this oral examination, the student's doctoral committee maintains that the student has not achieved the level of proficiency needed by a professional in the field of educational leadership, the recommendation will be made to the graduate dean that the student be dismissed from the doctoral program.

ADVISING

An academic advisor from the EDLD program will work with the doctoral student to assist in the exploration of degree requirements, evaluation of applications for admission to a degree program, preparation of a plan of study, approval of program changes, and recommendation for graduation. For more information or to schedule an advising appointment, call 734.487.0255.

FOR MORE INFORMATION

The Department of Leadership and Counseling
Educational Leadership Program
Doctoral Coordinator of Advising
Eastern Michigan University
John W. Porter Building, Suite 304
Ypsilanti, MI 48197
Phone: 734.487.0255
FAX: 734.487.4608
james.barott@emich.edu
jackie.tracy@emich.edu

SITE/LOCATION

- Campus/Livonia
- Gaylord