

Cooperative Doctoral Program in Educational Leadership

Grand Valley State University and Eastern Michigan University jointly bring to you the Cooperative Doctoral Program in Educational Leadership. The program 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 in compressed weekend formats at the GVSU/Eberhard Center.

Career Opportunities

Designed for a master's or specialist's degree holder, the cooperative 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

Both the GVSU and the EMU Colleges of Education are 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 is February 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

Dr. John Shinsky
shinskyjo@gvsu.edu

Dr. Lisabeth Margulus
margulul@gvsu.edu

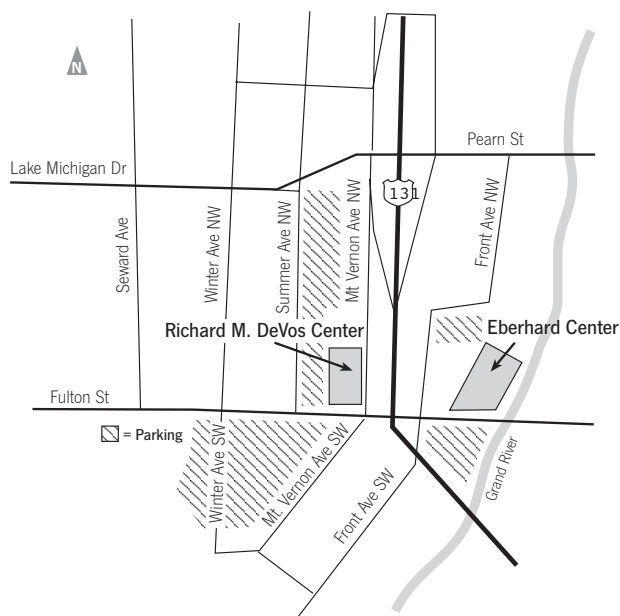
Dr. Jaclynn Tracy
jtracy@emich.edu
734.487.0250

Site/Location

- Grand Rapids – GVSU



Grand Valley State University
Robert C. Pew – Grand Rapids Campus





EASTERN MICHIGAN UNIVERSITY

Thank you for your interest in the Doctor of Education program in Educational Leadership. **This program is designed primarily for educational leaders currently employed in kindergarten through Higher Education settings. One doctoral cohort is selected every other year from Grand Rapids/GVSU.**

Enclosed you will find the application packet you requested which includes the following items:

- Informational Brochure (1)
- Application Procedures and Requirements (1)
- Graduate School *Application for Admission* (1)
- *Graduate Record Exam* Information Sheet (1)
- Request for Letter of Endorsement (3)
- Teaching Certificate Waiver Form (1)

Please read this information carefully and note that the deadline for all application materials is February 1st. Only complete applications will be reviewed.

We look forward to receiving your application. If you have any questions, please contact either the Department Head of Leadership and Counseling or the Doctoral Program Coordinator at (734) 487-0255.

Eastern Michigan University
Department of Leadership and Counseling
Doctor of Education

Application Procedures & Requirements

1. Those individuals applying for admission to the Doctor of Education program in Educational Leadership are expected to meet the following standards:
 - An earned Master's degree from an accredited University
 - A grade-point average on all graduate work of at least 3.3
 - Current involvement or past experience in an educational leadership role in K-12 schools or institutions of higher education
 - *Graduate Record Examination*. (Information about the Graduate Record Exam is available from the EMU Graduate Admissions @ (734) 487-3400, or from the Education Testing Service in New Jersey @ (609) 771-7670.)

2. The following documents constitute a complete application for the Doctor of Education program:
 - Eastern Michigan University Graduate School *Application for Admission*, including fee
 - Official scores from the General Test of the *Graduate Record Exam*
 - Three letters of recommendation, one each from:
 - The applicant's immediate supervisor;
 - A professional peer colleague; and
 - A past supervisor or professor
 - Provide a resume reflecting professional experience, scholarly activity, etc.
 - Personal statement addressing current involvement or past experience in an educational leadership role in K-12 schools or institutions of higher education. It is desirable that applicants currently hold, or formerly have held, an administrative position; or present evidence of leadership potential.
 - Copy of a valid teaching certificate, or a completed waiver for those not holding certification.
 - Official transcripts of all undergraduate and graduate work completed at all institutions.

3. All application materials to be submitted to:

Graduate Admissions
P.O. Box 970
Eastern Michigan University
Ypsilanti, MI 48197
Ph: (734) 487-3400 / Fax: (734) 487-6559

NOTE: Official GRE scores need to be sent by the testing service directly to Graduate Admissions.

4. **All application materials must be received by February 1st**

5. Since the program is a cohort program, the admission process is conducted only once every other year. Following review of complete applications, selected applicants are invited to interview with the program faculty for possible admission to the program. The entire admission process is normally completed by the end of April each year, with notification in early May of those applicants selected for the cohort to begin classes the following Fall semester.

Graduate Deadlines			
Degree programs, Certification programs, and Re-enrollment			
Semester	Campus	Non-Degree	International*
Fall	Campus/Livonia Grand Rapids/GVSU	February 1st	February 1st

EDD program only admits once every other year in Grand Rapids/GVSU

Graduate Program Codes				
Department	Program Description	Program Title	Program Code	Degrees Awarded
Leadership and Counseling (LDCN)	Educational Leadership	Doctoral	EDLD/EDD-ED	EDD

***Applicants who are not U.S. citizens or who have transcripts from outside the United States are subject to the deadlines for international students. International applicants who need and I-20 should apply as early as possible.**

Application deadlines may vary depending on the department **Please note: The application deadline for grad students applying for the fall semester who are interested in scholarships, fellowships or graduate assistantships is Feb 15.

Guest Students are not eligible to receive institutional or federal financial aid at Eastern Michigan University. There are, however, non-federal alternative loan programs that may be able to assist with the educational costs. Additional information can be found at:

http://www.emich.edu/public/fin_aid/loans/alt.html

*You may apply up to 14 months before the semester in which you intend to enroll. Applying early gives you the benefits of early advising and registration. Since deadline dates may change, call the Office of Admissions, **734.487.3060**, for the most current information*

**Eastern Michigan University
Department of Leadership and Counseling
Doctor of Education**

Request for Letter of Endorsement

TO THE RESPONDENT:

You have been asked to provide a letter of endorsement for:

who is an applicant for the Doctor of Education (Ed.D.) program in Educational Leadership, in the Department of Leadership and Counseling, College of Education, Eastern Michigan University. When composing your letter, please address the following:

- The basis by which you are knowledgeable and familiar with the professional history of the applicant;
- The experience record of the applicant, including outstanding and noteworthy accomplishments of the individual which may establish potential success as an educator and administrator; and
- A thoughtful prediction of the accomplishments or success of the applicant after having completed the Doctor of Education degree in Educational Leadership.

Please send your letter to:

Graduate Admissions
P.O. Box 970
Eastern Michigan University
Ypsilanti, MI 48197
Ph: (734) 487-3400 / Fax: (734) 487-6559

Letters must be received no later than February 1st. Thank you for your time and thoughtful consideration.



EASTERN MICHIGAN UNIVERSITY

REQUEST TO WAIVE STATE OF MICHIGAN TEACHER CERTIFICATION

Student: _____

Student Number: E _____

The undersigned student plans to enroll as a student in a graduate program that requires a teaching certificate as an admission criteria. The student does not intend to seek employment in a position requiring a state teaching certificate.

The requirement for certification for this student has been waived.

Student Signature

Date

Graduate Record Examination (GRE)

ETS Computer-Based Testing Network

Sylvan Learning/Technology Centers

- The price of the computerized GRE is \$140 at any Sylvan Technology Center.
- It is necessary to call at least one month in advance to schedule your testing date and time.
- The days the test is given are different at each center and are altered each month. Call your nearest Sylvan Technology Center for dates and times.

Locations

Grand Rapids

3910 Burton SE
Suite 101
Grand Rapids, MI 49546
616.957.0368

Lansing

2500 Kerry St.
Suite 100
Lansing, MI 48910
517.372.7413

National Registration Cntr

800.967.1100
Web site: www.gre.org

Ypsilanti

3820 Packard
Suite 210
Ann Arbor, MI 48108
734.477.6970

Grandville

4330 44th St.
Grandville, MI 49418
616.530.8488

Livonia

37727 Professional Center Dr.
Livonia, MI 48154
734.462.2750

Troy

3290 West Big Beaver Rd
Suite 160
Troy, MI 48084
248.643.7323

Testing at Universities

Michigan State University

Counseling Center-Testing
207 Student Services
Michigan State University
East Lansing, MI 48824
517.355.8278

Northern Michigan University

Room 201M
COHODS
Administration Center
Northern Michigan University
Marquette, MI 49855
906.227.1745

University of Toledo

Scott Park Campus
ASC 120
2225 Nebraska Ave
Toledo, OH 43607
419.530.3266

SAT, ACT, GRE, LSAT and GMAT Test-Preparation Workshops

OFFERED ENTIRELY ONLINE

- Now Available from Eastern Michigan University
— Continuing Education
- New 6-Week Workshop Series Begins Each
Month
- Study anytime, anyplace, from the convenience
of your home, dorm or workplace.
- Only \$89 per workshop, which includes online
instruction by an experienced instructor, assign-
ments, practice tests, and a non-graded final
exam aimed at helping you to measure your
skills and achieve greater success on the SAT,
ACT, GRE, LSAT or GMAT

See the reverse side for workshop descriptions.

**For more information or to register, visit:
www.ed2go.com/emu-noncredit**

**Workshops are listed under “Courses” in the “Test
Prep” section. Select your test prep course. Scroll
to the bottom of the course description to enroll.**

Enroll Now!

GMAT Preparation

Applying to graduate business and management schools usually means taking the GMAT. Taking this course will provide you with test-taking techniques and methods for improving your score and saving time on all GMAT question types.

GRE Preparation – Course 1

This first course in a two-course series covers all question types on the verbal and analytical sections of the GRE.

GRE Preparation – Course 2

This second course in the two-course series features a math review and techniques for tackling the quantitative comparison, discrete quantitative and data interpretation questions that make up the math section of the GRE. Time-saving techniques also will be included.

LSAT Preparation – Course 1

Law school entrance procedures, law school survival techniques, test-taking techniques, analytical reasoning and drafting diagrams are discussed in course 1 of this two-course series.

LSAT Preparation – Course 2

Reading comprehension, logical reasoning, techniques for quick elimination of incorrect answers, explanations of correct answers and proven approaches for selecting the correct answer are discussed in course 2 of this two-course series.

SAT/ACT Preparation – Part 1

So, you've decided you're going to college. Now you just need to take the entrance exams! This course will prepare you to take the verbal question types on both the ACT and the SAT. SAT/ACT Preparation Part I is designed to prepare you for the reading, English, and science sections of the ACT and the critical reading and writing sections of the SAT. You'll refresh your knowledge of verbal topics and learn techniques that can help you relieve test-taking anxiety.

SAT/ACT Preparation – Part 2

You've decided you're going to college. Now you have to sit through the entrance exams! This course will prepare you to fly through the math questions on both the ACT and the SAT. You'll refresh your knowledge of math subjects and learn techniques to help you move through the tests more quickly. We'll review arithmetic, algebra, geometry, trigonometry, and statistics as well as the Student Produced Response questions on the SAT. We'll practice techniques and approaches using similar exam questions and fully explain and interpret the correct and incorrect answers. Taking both courses in this two-part series will prepare you for question types on each test using test-taking techniques taught to thousands of college-bound students around the world.