

EDUCATION

Master of Arts in Education

The College of Education, Health, and Human Services of the UM-Dearborn offers a Master of Arts in Education (<https://umdearborn.edu/cehhs/graduate-programs/areas-study/ma-education-online-options/>) degree. This is a degree, which is designed for educators who desire to fulfill all requirements for a University of Michigan master's degree, including residency, at UM-Dearborn. Courses are offered in the late afternoon, the early evening, the summer, as well as online, in order to accommodate working students. Classes are taught by the faculty of the College of Education, Health, and Human Services and CASL as well as by selected adjunct faculty who are specialists in their field.

The program is designed for educators, enabling them to (a) strengthen their knowledge of established research and best practices in their specific disciplines; (b) to become reflective, caring, and effective leaders within their respective disciplines at the classroom, school, and/or district level; and, (c) continue to develop their knowledge of research and best practices that lead to effective instructional strategies for all student achievement subject specialization. There are four areas of focus within the program: **Education**, in which students can design their own focus area of study, **TESOL**, **English as a Second Language**, and **Reading Specialist**. The last two can also satisfy the State Of Michigan Specialty Area Endorsements.

Education Specialist (Ed.S.)

The Education Specialist (EdS) degree program is designed to meet a critical need for educational leaders who can transform education at the PK-12, community college and university levels. The Education Specialist (EdS) degree is an advanced professional degree program that assists veteran educators to enhance their knowledge of theory and best practice, to acquire skills in interpreting and using educational scholarship and research, and to understand processes of change and leadership in education settings. The degree program is ideal for educators who seek new skills and new opportunities for leadership and for those seeking the Michigan Central Office Administrator Certificate.

Coursework can be completed on either a full or part time basis. Three courses for a total of 9 credits will be in the core areas; an additional 18 credits will be in one of three concentration areas that will specifically target their professional interests. The final 3 credits will focus on an applied studies or research project. The three concentration areas are: Educational Leadership, Metropolitan Education, and Curriculum and Practice.

Doctorate in Education (Ed.D.)

The Doctorate in Education (Ed.D.) degree is designed for working professionals who aspire to be leaders in education. Students will complete 60 credit hours beyond a Master's degree in course and field work that lead to the Ed.D. degree. Students may count credits earned toward the completion of a specialist's degree, either from the University of Michigan – Dearborn or another accredited institution of higher education, toward the completion of their Ed.D. degree. Students who have completed the Ed.S. degree at the University of Michigan – Dearborn and subsequently been admitted to the Ed.D. program will need to complete a minimum of 30 additional credit hours to earn an Ed.D. The determination of what courses need to be taken to complete the program will be the responsibility of the student's doctoral advisor. Students who have completed an Ed.S. degree at another institution and

subsequently been admitted to the Ed.D. program will need to complete a minimum of 36 additional credit hours to earn an Ed.D. The determination of what courses need to be taken to complete the program will be the responsibility of the student's doctoral advisor.

Coursework can be completed on either a full or part time basis. Eight classes for a total of 24 credits will be in the core areas; an additional 24 credits will be in one of three concentration areas that will specifically target students' professional interests. The final 12 credits will focus on dissertation research or an applied studies project. The three concentration areas are: Educational Leadership, Metropolitan Education, and Curriculum and Practice.

Admission Requirements & Application

Eligibility for regular admission includes:

- Completed application form
- \$60.00 application fee
- Official transcript(s) from each college/university attended
- Completion of a bachelor's degree from an accredited institution
- 3.0 (B) undergraduate/graduate grade point average or better
- Three professional letters of recommendation using required form
- Statement of purpose
- Valid state of Michigan teaching certificate required if seeking an additional endorsement

The university's academic policies for graduate students (<http://catalog.umd.umich.edu/academic-policies-graduate/>) apply.

Program Requirements

This 30 (minimum) semester hour master's degree is divided into two parts: 1) Core Courses and 2) Professional Studies. Considerable flexibility is available in the professional studies area to satisfy individual interests and needs.

Core Courses

The core sequence provides continuity and integration for all programs. Ideas of policy, change, growth and diversity are developed in the following courses.

Nine credit hours in the Core are required for all.

| Code | Title | Credit Hours |
|---------------------------|--------------------------------|--------------|
| EDA 501 | Adv Social Fndations of Ed | 3 |
| EDC 556 | Learning & Classrm Assessment | 3 |
| EDK 500 | Intro to Research in Education | 3 |
| Total Credit Hours | | 9 |

Professional Studies

The professional studies courses are offered through the College of Education, Health, and Human Services. These courses are to be selected with the advisor's approval in consideration of the student's academic background and/or teaching assignments. The number of credits within this category varies.

Professional studies courses may be selected to enhance the student's current areas of specialty in elementary or secondary education or to obtain an additional area of specialization. These courses may be used to add an endorsement to the certificate. If so, students must meet all the

State of Michigan and UM-Dearborn certification requirements for that major or minor. Only courses required for the major or minor, which are approved for graduate credit, may be applied toward the MA program. Professional studies courses may also be used toward meeting the requirements for State teaching endorsements.

Details concerning the requirements and the appropriate coursework can be obtained from the student's assigned advisor or from the College of Education, Health, and Human Services Office of Student Success. A more definitive description of the program is available from the College of Education, Health and Human Service's web page at: umdearborn.edu/cehhs/cehhs_maed/ (http://umdearborn.edu/cehhs/cehhs_maed/)

Program Options in the Master of Arts in Education

No Additional Endorsement Option (<http://catalog.umd.umich.edu/graduate/college-education-health-human-services/education/no-endorsement/>)

English as a Second Language (ESL) Endorsement Option (<http://catalog.umd.umich.edu/graduate/college-education-health-human-services/education/esl/>)

Reading Specialist K-12 Endorsement Option (<http://catalog.umd.umich.edu/graduate/college-education-health-human-services/education/reading-specialist/>)

Teaching English to Speakers of Other Languages (TESOL) Option (<http://catalog.umd.umich.edu/graduate/college-education-health-human-services/education/tesol/>)

Admission

Minimum requirements for admission in the EdS program include:

1. A Master's degree from an accredited institution of higher education with at least an overall 3.3 on a four point scale or equivalent.
2. Official copies of transcripts of all undergraduate and graduate coursework.
3. Applicants whose native language is not English must demonstrate English proficiency and are required to provide an official score report of an accepted English Proficiency Test (<http://catalog.umd.umich.edu/graduate/graduate-admissions/>).
4. At least three years teaching experience or the equivalent experience working in a professional setting.
5. Two recommendation letters from faculty and/or employer. Standard questions will be asked of all references and may include:
 - Potential for quality doctoral work
 - Potential for leadership impact in the field upon completion of the program
 - Other areas may be included such as: collegiality, ability to complete quality work on time, work etc.
6. A letter or statement of academic interests, professional goals and the applicant's personal/unique potential for contribution to a student cohort.
7. The application fee.

Meeting the minimum requirements qualifies an applicant for admissions consideration but does not guarantee admission to the program. Admissions will be granted on a competitive basis.

The university's academic policies for graduate students (<http://catalog.umd.umich.edu/academic-policies-graduate/>) apply.

Program Requirements

The 30 (minimum) semester hour specialist degree is divided into three parts: 1) Core Courses, 2) Concentration Area Courses, and 3) Research or Applied Studies Project. Considerable flexibility is available in the concentration areas to satisfy individual interests and needs. Courses leading to the Michigan Department of Education Central Office Administrator Certificate are available to students who choose the Educational Leadership concentration.

Core Courses

The core courses are designed to provide students with a global perspective of education in contemporary schools and to prepare them for higher-level courses in the specialization area.

| Code | Title | Credit Hours |
|--|--------------------------------|--------------|
| Required Concentration Area Course Plus Select One Additional: | | 6 |
| EDC 740 | Seminar in Ed Psych/Spec Educ | |
| EDB 722 | Seminar in Educ Leadership | |
| EDD 717 | Sem in Curriculum and Practice | |
| EDA 725 | Seminar in Metropolitan Educ | |
| Select one: | | 3 |
| EDK 823 | Quantitative Research Methods | |
| EDK 825 | Qualitative Research Seminar | |
| EDK 700 | Intro to Research in Education | |
| Total Credit Hours | | 9 |

Note: An Introduction to Research course must have been completed and credited on graduate transcript prior to enrolling in EDK 823 or EDK 825.

All three core courses or their equivalent must be completed. Any substitution of course(s) for a core course(s) must be approved in writing by the program advisor before the action research course.

Concentration Area Courses (18 hrs)

Six specialist level courses must be selected in the area of concentration with the guidance of the student's respective EdS program advisor. The professional studies courses are offered through the College of Education, Health, and Human Services and other units of the University.

Students will work with their faculty advisor to determine which concentration area courses are appropriate to the student's needs and professional goals.

Action Research Studies (3 hrs)

Students will complete an action research project with approval of their advisor following successful completion of the core and concentration area courses.

Central Office Administration Certificate Program

The Central Office Administration Certificate Program is designed to prepare students for roles in PK-12 school district central office administration/leadership. The program is approved by the Michigan Department of Education and meets MDE Standards for the Preparation of Central Office Administrators. Upon successful completion of the program, students will be eligible for recommendation to the Michigan Department of Education for the Central Office Administration Certificate.

The Central Office Administration Certificate Program can be obtained in one of the three following ways:

- In conjunction with the Education Specialist (Ed.S.) degree program
- In conjunction with the Education Doctoral (Ed.D.) degree program

The program curriculum emphasizes the knowledge and skill base required to meet the opportunities and challenges of central office leadership in PK-12 school systems. The courses are designed to develop educational leadership competency and skills in organizational development, labor relations, human resource development, strategic planning, applications of technology, policy development, school community relations, data analysis, legal and regulatory issues, and evaluation of programs. An internship in central office administration is required in the final year of the program. Courses are offered in the evening and online to accommodate the working professional.

Admission Requirements

Eligibility for admission to the Central Office Administration Certificate program requires a bachelor's degree from an accredited college or university with an undergraduate GPA of 3.0 or better on a 4.0 scale, a valid elementary or secondary teaching certificate, a minimum of three years classroom teaching experience, completion of a master's degree in educational administration/leadership with a GPA of 3.3 or better on a 4.0 scale, and a valid K-12 school administration certificate.

Application Process

Formal application to the Central Office Administration Certificate Program must be submitted to the College of Education, Health, and Human Services Educational Leadership Program. Applications are available on-line at the College of Education, Health, and Human Services web site or can be obtained at the College of Education, Health, and Human Services Office of Student Success. Applications should be completed and submitted to the College of Education, Health, and Human Services Office of Student Success along with the following supporting materials:

1. Official copy of the applicant's baccalaureate degree transcript;
2. Official copy of the applicant's master's degree transcript;
3. Official transcripts from all other colleges or universities attended;
4. A copy of the applicant's current Michigan Teaching Certificate;
5. A copy of the applicant's current Michigan School Administrator Certificate;
6. Three letters of recommendation attesting to the applicant's quality level of graduate work, potential for leadership impact in the field upon completion of the program, and other area related to ability to complete the program;
7. A one page Statement of Purpose including academic interests, professional goals, and personal/unique potential for contribution to the field of central office administration;
8. A \$60.00 non-refundable application fee.

The Statement of Purpose should be a concise, well written essay addressing applicant's educational background, academic interests, career goals, and service to PK-12 schools.

Coursework

A minimum cumulative GPA of *B* (3.0 on a 4.0 scale) must be maintained to continue enrollment in the program. Candidates must hold a valid and current elementary or secondary teaching certificate and a valid and

current school administrator certificate. The program requires successful completion of the following courses:

| Code | Title | Credit Hours |
|---------------------------|-------------------------------|--------------|
| EDB 721 | Central Office Internship | 2-3 |
| EDB 722 | Seminar in Educ Leadership | 3 |
| EDB 724 | Superintendency | 3 |
| EDB 725 | Leadership Ethics | 3 |
| EDB 762 | Labor Rel in School Setting | 3 |
| EDB 807 | Strategic Comm for Admin | 3 |
| EDB 861 | Organization Dev & Theory | 3 |
| EDB 881 | Strategic Plng/Needs Assess | 3 |
| EDB 882 | Policy Analysis & Development | 3 |
| EDT 785 | Technology for Administrators | 3 |
| Total Credit Hours | | 29-30 |

The Internship in Central Office Administration requires sustained practice in multiple central office positions under the mentorship of a practicing central office administrator. This program remains under on-going review to insure quality and compliance with University and Michigan Department of Education standards and requirements.

Admission

The objective of the admission process for the Ed.D. is to build a learning community that engages in active scholarship. The admissions process works to balance three primary goals:

1. that students admitted to the program are of the highest quality,
2. that there is a good match between students and faculty in terms of interest, and
3. that we promote a learning community within cohorts that is supportive, challenging and sustained until program completion.

Basic Admission Requirements (<https://umdearborn.edu/admissions/graduate/how-apply/basic-admission-requirements/>)

College of Education, Health, and Human Services Admission Prerequisites (<https://umdearborn.edu/admissions/graduate/college-education-health-and-human-services-admission-prerequisites/>)

Applications are due annually on March 15 in order to be considered for admission in the Ed.D. Program. Applicants may be interviewed by the Ed.D. Committee as part of the selection process.

Individuals who wish to apply for this program may initiate the application process online (<https://umdearborn.edu/admissions/graduate/how-apply/>).

Review process

The Ed.D. Faculty Advisory Committee will review complete applications and invite in selected students for personal interviews. During the interview, the applicant will be expected to demonstrate evidence of personal commitment to earn a doctoral degree, evidence of personal and professional goals that are aligned with the goals of the Ed.D. program, and evidence of professional behavior. Meeting the minimum requirements qualifies an applicant for admissions consideration but does not guarantee admission to the program; the Ed.D. Faculty Advisory Committee will determine admission on a competitive basis.

Satisfactory Progress Towards Degree

Each doctoral student is expected to maintain satisfactory progress towards the degree by maintaining a “B” average in coursework and passage of all required examinations within two attempts. Students who fall below a “B” grade point average in any one term will be placed on academic probation and notified of this in writing. Students who do not make satisfactory progress may be removed from the program in writing. CEHHS and the EdD Faculty Advisory Committee will determine criteria for disqualification from the program.

Readmission

Students not registered for classes within one calendar year must submit a readmission form to the doctoral program coordinator. Approval for readmission must be obtained in order to register for classes.

Residency Requirements

While there will be no formal residency requirement for part time students, it is expected that they will participate in doctoral program activities on campus or through online discussions. This involvement will foster intellectual development and provide a supportive environment for all program participants.

Normative Time from Matriculation to Degree

The Ed.D. program is designed for completion of the degree requirements at a minimum of four calendar years. However, circumstances may require students to take fewer courses each term. As a result, flexibility is built into the program. Total time to complete coursework and advancement to candidacy should not normally exceed four years, but students can request additional time. A request for extension needs to be submitted to the Ed.D. Faculty Advisory Committee.

Total registered time in the program is not expected to exceed six years and may not exceed ten years without a formal request by the student submitted to the Ed.D. Advisory Committee.

Transfer of Credit

Courses may receive transfer credit if:

- Graduate credits were completed within five years of application to the Ed.D. program at another accredited institution.
- Graduate credits were completed at another University of Michigan School or College (including Flint and Ann Arbor).
- Graduate Extension courses were completed at any of these campuses; the University of Michigan, Wayne State University, Michigan State University, Western Michigan University, Central Michigan University, Eastern Michigan University, Northern Michigan University, and Oakland University.
- Courses were taken at an undergraduate institution, only if students completed the course during their junior or senior year and they were approved for graduate credit by the graduate school of the institution where and when the student took the course; and the courses were not used in whole or in part, in any way, to meet requirements for a degree, and the student’s doctoral program adviser approves the transfer of the course.

Up to six credit hours from another (non University of Michigan) accredited university will be accepted as transfer credits; however, the Ed.D. advisor must approve the acceptance of transfer credits. Students

may transfer up to one-half (1/2) the minimum number of credit hours required in the coursework for the core and concentration classes in the Ed.D. degree from the Ann Arbor and Flint University of Michigan campuses.

Program Requirements

The 60 (minimum) credit hour doctoral degree is divided into three parts: 1) Core Courses (24 credit hours), 2) Concentration Area Courses (24 credit hours), and 3) Dissertation Research or Applied Studies Project (12 credit hours). Considerable flexibility is available in the concentration areas to satisfy individual interests and needs.

Core Courses (24 credit hours)

The core courses are designed to provide students with a global perspective of education in contemporary schools and to prepare them for higher-level courses in the specialization area.

| Code | Title | Credit Hours |
|---------------------------|--------------------------------|--------------|
| EDA 725 | Seminar in Metropolitan Educ | 3 |
| EDB 722 | Seminar in Educ Leadership | 3 |
| EDC 740 | Seminar in Ed Psych/Spec Educ | 3 |
| EDD 717 | Sem in Curriculum and Practice | 3 |
| EDK 700 | Intro to Research in Education | 3 |
| EDK 823 | Quantitative Research Methods | 3 |
| EDK 825 | Qualitative Research Seminar | 3 |
| EDK 850 | Resrch Dsgn & Proposal Dvlpmnt | 3 |
| Total Credit Hours | | 24 |

All eight core courses or their equivalent must be completed. Any substitution of course(s) for a core course(s) must be approved in writing by the doctoral program advisor before the qualifying exam.

Concentration Area Courses (24 credit hours)

Eight graduate/doctorate level courses must be selected in the area of concentration with the written approval of the student’s Ed.D. program advisor. The concentration area courses are offered through the College of Education, Health, and Human Services and other units of the University. Students will work with their advisor to determine which concentration area courses are appropriate to the students’ needs and professional goals.

Scaffolded Performance Assessment (12 credit hours)

| Code | Title | Credit Hours |
|---------|----------------------------|--------------|
| EDK 992 | Dissertation/Applied Study | 1-4 |

The Ed.D. performance assessment is a scaffolded procedure designed to help students develop their scholarly voice, research skills, and become members in a professional academic learning community. At each stage students are given opportunities to present scholarship that is related to their areas of interest within the field of education. Following the completion of all coursework students will present and defend their work in a portfolio. For detailed information please review the Ed.D. Handbook (https://www.dropbox.com/s/e84e3k1yj5rxw44/Ed_D_Handbook.pdf?dl=0).

Candidacy

A student will become a candidate for the Ed.D. degree after completing the required coursework with a minimum GPA of B and after successfully defending their passing the portfolio defense qualifying examination and proposal defense. At this point, the student will be allowed to pursue the dissertation or applied studies work.

Dissertation/Applied Studies Project

Following successful defense of the portfolio and completion of the qualifying exam and dissertation/applied studies proposal defense, the student will complete a focus will be on the preparation for the dissertation research or applied studies project. This culminating work may focus on a wide range of topics and/or research methods. Whether the candidate decides to do a dissertation or applied studies project, the work will focus on a significant professional problem or issue and have the potential to contribute in a general way or in the context of a particular educational setting to the improvement of PK-12, community college, or university level education.

The student must submit a written copy of the dissertation or applied studies project to the dissertation/applied studies committee for approval before the oral defense will be scheduled. All members of the dissertation or applied studies committee are responsible for reading the dissertation or applied studies documents and submitting their written evaluations to the committee chair at least one week prior to the defense.

Oral Defense of Dissertation/Applied Studies Project

The final oral examination is the candidate's defense of the dissertation or applied studies project. The dissertation/applied studies committee members conduct the oral examination. The final oral examination will be open to other faculty, students and interested public. The dissertation/applied studies committee members must be present at the oral defense. Unanimous agreement of the committee is required for approval of the dissertation/applied study and recommendation that the Ed.D. degree be awarded. If the committee requires substantive changes to the written project, the final vote of the committee will be postponed until after the changes are completed.

Submission of the Written Dissertation/Project

The dissertation/applied studies project must be submitted to the program director by a specified deadline in the semester in which the degree is conferred.

The dissertation/applied studies project must conform to UM-Dearborn approved dissertation/applied studies manuscript guidelines.

EdD and EdS Degree Alignment

The Ed.D. requires a minimum of 60 credit hours beyond the Master's Degree. Students may count credits earned toward the completion of a specialist's degree, either from the University of Michigan – Dearborn or another accredited institution of higher education, toward the completion of their Ed.D. degree. Students who have completed the Ed.S. degree at the University of Michigan – Dearborn can transfer up to 30 credit hours toward completion of the Ed.D. from the Ed.S. at the University of Michigan – Dearborn. The determination of which hours can be counted will be the responsibility of the student's doctoral advisor. Students who have completed an Ed.S. degree at another institution can petition to transfer up to 24 credit hours toward completion of the Ed.D. at the University of Michigan – Dearborn. The determination of which hours can be counted will be the responsibility of the student's doctoral advisor, the petition must also be approved by the Ed.D. Advisory Committee.

Advising

Students must plan their program with their assigned advisor or with the Director of the Ed.D. program. Contact the College of Education, Health, and Human Services at (313) 593-5090 for an advising appointment.

Petition

All graduate policies have been formulated by the UM-Dearborn College of Education, Health, and Human Services Ed.D. Faculty Advisory Committee with the goal toward academic quality. This goal requires that policies be equitably and uniformly applied. However, there may be an infrequent extenuating circumstance that warrants individual consideration. In such a case, a petition to waive or modify a policy may be filed by the doctoral student. Please contact the Office of Student Success for information and forms regarding the petition process.

Graduation

A diploma application must be submitted at the time of registration for the final semester.

Learning Goals

1. Knowledge of content and best practices in their specific disciplines (ESL, Reading, Mathematics, Mathematics Leadership or liberal arts content).
2. Strategies to enable them to be effective leaders within their respective disciplines at the classroom, school, and/or district level.
3. Skills to enable them to continue to develop their knowledge of research and best practices that lead to effective instructional strategies for all student achievement.