

*MASTER OF EDUCATION*  
and  
*CERTIFICATE OF ADVANCED STUDY*

**Graduate Programs**  
in  
**EDUCATIONAL LEADERSHIP**



College of Education and Human Development

April 2010

**University of Maine  
College of Education and Human Development  
Graduate Programs in Educational Leadership**

**Statement of Mission**

The Educational Leadership faculty of the University of Maine is committed to educating competent and visionary leaders for educational institutions in Maine and beyond. We develop and sustain in practice leaders who collaborate with, inspire, and model for others the best qualities of learning, ethical conduct, and commitment to student development. We do so by providing educative experiences in graduate degree programs; by serving individuals, schools, and government agencies as a resource on current theory and practice; and by modeling learning, ethical conduct, and commitment to our students and the education community in Maine and beyond.

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## Welcome

Dear Prospective Graduate Student:

Thank you for your interest and welcome to our Educational Leadership Program. This booklet describes the procedures and requirements for programs leading to the *Master of Education* degree and the *Certificate of Advanced Study* in Educational Leadership. Please refer to the Table of Contents inside the front cover to assist in using it. We hope it provides you with answers to your questions, if not get in touch with one of us.

No written guidelines, however, can do justice to the experience of learning. We urge you to call your advisor or any member of our faculty group to discuss your plans and expectations and the fit between them and our program. As our Mission Statement says (see facing page), we're here to help you become a competent, visionary leader in Maine's rich educational environment. Please join us!

Sincerely,

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**UNIVERSITY OF MAINE COLLEGE OF EDUCATION AND  
HUMAN DEVELOPMENT**

**CONCEPTUAL FRAMEWORK**

The vision of the college is to promote life-long learning for all future and current educators participating in its programs and thereby to enhance learning opportunities for all PK-12 students that these educators serve. In order to accomplish this vision, it is essential that all faculty in the college are lifelong learners. In sum, the college's vision is: *Educators and students learning together.*

Reflective Practice serves as the overarching theme for the college's education programs. Education is a reflective process that requires a thoughtful and evaluative analysis of the many forces and factors that affect teaching, learning, and schooling. Reflective Practice involves recursive self-evaluation and systematic assessment of students and programs; draws upon shared, ambitious standards and expectations for teaching, research and service; promotes the personal and professional understanding of one's own actions and potentials, and contributes to continually improving performance. The core principles provide the substance, lenses, and processes for reflective practice. They are dedication to teaching and learning, a synthesis of theory and practice, and collaboration and mentoring.

**OVERVIEW OF EDUCATIONAL LEADERSHIP PK-12 PROGRAMS**

Master of Education (M.Ed.) Program: General study in the leadership of schools and other educational and human service organizations. Study generally focuses on leadership, supervision, management, and planning competencies at the program or school level. Students often enroll to explore leadership and/or obtain Maine School Administrative Certification.

Certificate of Advanced Study (CAS) Program: Advanced study in the administration of schools and other education and human service organizations. Study generally involves district leadership, governance, finance evaluation, and long-term planning. Students often enroll for two purposes: to investigate the theoretical foundation of school leadership and/or obtain district level or administrative certification in the state of Maine.

Students pursuing an M.Ed. or CAS can select from three program options (see following pages). Within the framework of the following guidelines, students are encouraged to tailor their M.Ed. or CAS programs to their professional interests and goals.

The University of Maine also offers a Doctor of Education degree in Educational Leadership. Please consult the website or educational leadership faculty for information about that program.

**SIX KNOWLEDGE DOMAINS  
OF THE UNIVERSITY OF MAINE EDUCATIONAL LEADERSHIP PROGRAM**

The Educational Leadership faculty is committed to educating competent and visionary leaders for educational institutions for Maine and beyond. We develop and sustain in practice leaders who collaborate with, inspire, and model for others the best qualities of learning, ethical conduct, and commitment to student development. Education in leadership involves developing in leaders knowledge, interpersonal skills, and personal/professional values and awareness that will enable leaders to influence their schools for positive student outcomes. We assist our students in fulfilling objectives encompassed in the following six knowledge domains that correspond to learning skills and knowledge in the cognitive, interpersonal, and intrapersonal dimensions. Since we follow a developmental model, we know that people are at different points in their learning with regard to any standards or objectives; nevertheless, we and our students use these domains to gauge their growth and guide further learning.

- 1 An effective school leader has expertise in learning and teaching, assessment of learning, and instructional design and models and assists others in implementing strategies to improve learning for all children.
- 2 An effective school leader understands the manner in which schools improve their performance and facilitates processes that enhance student learning.
- 3 An effective school leader is skilled in creating effective working relationships with all constituents who support children's learning.
- 4 An effective school leader understands and demonstrates skills essential to mobilizing others for action so the school can make significant gains in the learning of all children.
- 5 An effective school leader articulates a coherent leadership philosophy that supports high student and school performance.
- 6 An effective school leader assesses leadership capacities and demonstrates the self-management skills necessary to succeed at the previous five objectives and the overall goal of school transformation.

**INTERSTATE SCHOOL LEADERS LICENSURE CONSORTIUM (ISLLC)  
STANDARDS**

The program objectives intersect with national standards for school leaders in that each of the standards has I-C-I dimensions. At the end of the program, we ask students to assess themselves according to standards outlined by the Interstate School Leaders Licensure Consortium (ISLLC). They are summarized below.

An educational leader promotes the success of all students by:

- facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- acting with integrity, fairness, and in an ethical manner.
- understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

## **WHAT IS THE BEST OPTION FOR YOU TO MEET YOUR GOALS?**

Having decided that you want to pursue a graduate degree in educational leadership, you have several avenues to choose to meet your goal. The Educational Leadership faculty provides several options to students who want to get either a Masters or a CAS in Educational Leadership.

The first consideration: What graduate work have you done? If you have done no graduate work, then you are obviously a candidate for a Master's degree in Educational Leadership. You take a prescribed set of courses to understand fully the theory, practice, and research regarding the leadership of educational organizations and a few electives that round out your preparation for a particular role or to satisfy your personal learning needs.

If you already have a Master's degree in Educational Leadership, you can pursue a CAS. Again there is a prescribed set of courses with some electives that will build on the foundation you already have and broaden and deepen your understanding of the field. In addition, coursework may, depending on the courses you take, help you to fulfill certification requirements for a position like superintendent of schools, special education director, or curriculum coordinator.

If you have already done graduate work and have a Master's degree in another field, you have two options. You can work toward a Master's Degree in Educational Leadership and essentially fulfill the requirements of that degree or you can pursue a CAS in Educational Leadership. However, because you don't have the core courses of a Master's in Educational Leadership, you will have to take more credit hours to ensure the basic understanding on which the certification of advanced study builds. The chart on page 5 indicates these various paths and the course work/credit expectations of each one.

### **Should you consider the Master's/CAS cohort program?**

The cohort program is for students who have no Master's degree or a Master's in a field other than educational leadership. It is a three-year sequence of courses that you follow in order with a group of fellow students. It is for people who want an intense experience of working closely with a group. As the group develops, you learn even more about group dynamics and interpersonal relationships. Furthermore, the cohort has a field-based component from the outset that ensures that you are applying your learning and learning from your leadership work in your school in all dimensions: the intrapersonal and interpersonal as well as the cognitive.

Students in the individually developed program are those who are not as interested in connecting with a group and using the cohort as a lab for their learning. They prefer to take courses as they appear in the course schedule and as their needs and interest dictate. This option means that students take the year-long internship as one of the last courses rather than exploring their own practice as fully as cohort program students do from the outset in the field-based learning component. The decision to enter the cohort program is a personal one. We urge you to talk to former students and faculty members so you can gather a lot of information and make a decision that is right for you.

**Master's Degree and Certificate of Advanced Study  
Educational Leadership Programs  
College of Education & Human Development  
University of Maine**

**PROGRAM OPTIONS**

**ENTERING**

Individually-scheduled Option

39 credits

Seeking a Master's in Educational Leadership

39 credits:

27 credits offered over 3 years

Cohort Option\*

12 Credits of electives

Seeking Post-Master's Study

A. With a Master's Degree in Educational Leadership

Certificate of Advanced Study (CAS)

30 credits

Master's Degree in Educational Leadership

39 Credits (see Master's Individually-Scheduled Option above)

B. With a Master of Education degree in a Field other than Educational Leadership

CAS in Educational Leadership (Individually-scheduled Option)

39+ credits (must include 9 credits in core courses; EAD 656 and EDA 570 and at least 24 EAD credits).

CAS in Educational Leadership (Cohort Option)

39+ credits 12 hours for Core Courses of CAS credits are added to the 27 cohort credits for a minimum of 39. EDS 520 Educational Measurement and 2 Core Courses of the CAS Program.

\* Does not include all certification requirements for principalship.

## ADMISSION TO THE EDUCATIONAL LEADERSHIP PROGRAMS

Educators with at least two years' work experience in schools, community agencies, or other educational roles or settings are encouraged to apply for the Master's degree in Educational Leadership. Those with leadership experience or longer teaching experience and a Master's degree in Educational Leadership or related field are encouraged to apply for the Certificate of Advanced Study.

**Applications may be obtained from Educational Leadership Programs, College of Education and Human Development (581-2455), or the Graduate School (581-3218).**

Master's and CAS program applicants must obtain a sufficient score on either the Graduate Record Examination (1000 combined score) or the Miller Analogies Test (42 score). Applicants must also provide an academic record that demonstrates a solid background in educational studies and proven academic skills. References and stated goals must demonstrate a commitment to and capacity for leadership that can move schools, universities and other educational agencies forward.

When the decision is made to admit a student, the Dean of the Graduate School sends a letter to the student informing her/him of admission and the name of the assigned faculty advisor. As soon as possible after admission, the student should contact her/his advisor by mail (email) or telephone to schedule a meeting to discuss and develop a "Program of Study."

## THE PROGRAM OF STUDY

Within six weeks of the date of admission, you should contact your advisor concerning the development of a "Program of Study." Your "Program of Study" must be filed with the Graduate School prior to your third course registration.

### **Program of Study Planning Considerations**

You and your advisor have the responsibility for planning a program of study leading to the Master of Education degree or to the Certificate of Advanced Study. In planning the program of study, the faculty strongly urge consideration of the following factors:

Professional Background and Goals: The UM graduate program in educational leadership offers a variety of options to meet students' goals. Whether exploring leadership topics or preparing for a specific role, you are best equipped to identify which coursework will best complement your background and professional goals.

Certification: Students who seek administrative certification for public school positions are strongly urged to consult certification requirements prior to finalizing the Program of Study (see Appendix A). Entering students who have developed action plans for certification purposes should choose coursework that satisfies both certification and degree requirements.

Degree Requirements: This document describes the distribution and course requirements of the University (see "Program Requirements" below). You are required to earn credits in three content categories: Organizational & Educational Theory; Leadership Practice; and Educational Evaluation and Research.

After the “Program of Study” is approved and signed by both you and your advisor, the advisor arranges to have copies of the approved program sent to the Graduate School and the student, and a copy is filed in the student's record folder in the College of Education and Human Development. Revisions in the “Program of Study” require advisor approval and must conform to the regulations and Guidelines for the Masters and CAS Programs.

## PROGRAM REQUIREMENTS

The Educational Leadership faculty has established program requirements in keeping with College and Graduate School regulations. Their goal is to assure that successful graduates have developed sufficient background and competence in organizational theory, leadership practice, and educational practice and research to make informed decisions about taking future roles in leadership.

### Credit Hours

The M.Ed. program requires a minimum of 39 credit hours distributed over the curricular areas indicated below.

The CAS program requires a minimum of 30 credit hours beyond the Master's degree. A student whose Master's degree is in an area other than educational leadership will be required to complete more than the minimum 30 credit hours (usually 39 to 42 credit hours). (See table on page 9.)

### Course Selection

Students, with the assistance of their advisors, must create a Program of Study identifying courses that will fulfill program requirements and career goals. Course requirements fall into three curricular categories (see Appendix B inside back cover) with distribution requirements in each.

Your coursework must fulfill the following minimum distribution requirements:

Table I

	----- Minimum Distribution Requirements -----			
	Organizational & Educational Theory	Leadership Practice	Educational Evaluation & Research	Comments
<b>M.Ed.</b>	9	9	6	6 cr./hrs of seminars
<b>CAS</b>	12*	12*	12**	3 cr./hrs of seminars

\*Up to 15 credits taken in the Master's program may be counted for distribution, but not for credit.

\*\*Up to 6 credits taken in the Master's program may be counted for distribution, but not for credit.

### **Six Year Limit**

All coursework for a degree must be completed within six years.

### **Residence Credits**

Both the M.Ed. and CAS programs require that a minimum of 12 credit hours be Orono campus courses. A course offered at a location other than the Orono campus may count as an Orono campus course if:

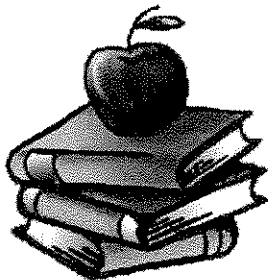
- a.) registration for the course is through the Orono campus, and the course is taught by an instructor employed by the Orono campus; or
- b.) registration for the course is through another campus of the University of Maine System, but the course carries an Orono campus course number and the instructor has been approved by the Graduate School at the Orono campus.

### **Courses Taken at Other Institutions**

A student wishing to take a course offered by another campus of the University of Maine System or by another college or university must obtain advanced approval of the course from her/his advisor. The other campus must offer a graduate program in the field of the course. If the course is offered by another campus of the University of Maine System, the student should complete an Extramural Credit Form which arranges for the student's course grade to be automatically forwarded to the registrar at the Orono campus by the registrar of the campus offering the course.

### **Educational Institutes**

An Educational Institute offered for 3 graduate credits may be applicable to a graduate degree. No more than 3 graduate credits may be applied.



**Program of Study  
MASTER'S DEGREE  
IN EDUCATIONAL LEADERSHIP**

**INDIVIDUALLY SCHEDULED OPTION:** For students using the individually scheduled format, the following requirements pertain:

**Master's Degree (39 credit hours)**

1. Core Courses: Entering Master's students should take either EAD 560 (parts 1 & 2) as early as possible in their program. Both courses are required.
2. Curriculum Requirement: Students should complete at least one 3-credit hour course in curriculum appropriate to their interest.
3. Educational Evaluation/Research Requirement: Students must complete 6 credit hours: EAD 561 (Parts 1 & 2) or two of these: EDS 510, EDS 520, EAD 565, and EAD 566.
4. Seminars/Internship: Graduate School regulations require that the M. Ed. student complete two seminars (6 cr. hrs.) or one seminar (3 cr. hrs.) and a 3-credit internship or practicum.

Note: Certification requirements that may apply are found in Appendix A.

**Program of Study  
COHORT PROGRAM**

For students entering the Cohort Program, these distribution requirements are built into the cohort course sequence as follows:

**Organizational & Educational Theory**

EAD 560, parts 1 and 2	Functions and Theories of Educational of Leadership	6 credits
EAD 564	Educational Organizations from a Personal, Social and Political Perspective	3 credits

**Leadership Practice**

EAD 562	Group Leadership and Decision-Making in Schools	3 credits
EDS 644	Seminar in Interpersonal Dimensions of Leadership	3 credits
EAD 690 or EAD 691	Internship Principal Internship or Instructional Leadership	3 credits
EDS 569	Capstone Seminar in Educational Leadership	3 credits

**Educational Evaluation & Research**

EAD 565	Inquiry & Evaluation in Schools, Part 1	3 credits
EAD 566	Inquiry & Evaluation in Schools, Part 2	<u>3 credits</u>

**Total** **27 credits**

Students will take 4 or more elective courses to complete the degree. The selection of these courses will depend on certification requirements the student wishes to fulfill, the degree (Master's or CAS) he or she is pursuing, and his or her interest.

## **CERTIFICATE OF ADVANCED STUDY IN EDUCATIONAL LEADERSHIP**

The CAS offers students a sequence of courses designed to build on the students' base of leadership understanding and practice and deepen their knowledge of educational leadership. Specifically, students study the social, ethical, political, and organizational fabric of American schooling and, against this background, examine central issues of leadership practice, teaching and learning, and educational policy. The core of CAS courses assists students in examining such issues. Elective courses build on this examination and help students to individualize their learning and consider school system roles involving planning, evaluation, policy, and leadership and/or to explore further study at the doctoral level.

Students enrolling in the CAS program should have a firm foundation of coursework and experience in educational leadership. Students should have a minimum of three years' experience in formal or informal leadership roles in educational organizations. A Master's Degree in Educational Leadership is preferred. For students with a Master's Degree in Educational Leadership the program requires 30 credits of coursework.

If a student has a Master's Degree in another field, he or she must develop a foundation of understanding through introductory courses in Educational Leadership. In addition to the other CAS requirements, these students must take three core Master's courses. These students will fulfill coursework requirements of at least 39 credit hours.

### **Core Courses**

The CAS program provides a sequence of six core courses (18 credits) over a two-three year period. Students often end up being in classes together over the years and form a supportive learning community with one another. The core courses are

- EAD 650 Leadership Studies
- EDA 570 Models of Educational Evaluation
- EDC 595 Leadership in Curriculum Design for Administrators/Supervisors
- EAD 637 Politics, Power and Policy in Educational Leadership
- EAD 656 The Social and Ethical Foundations of Educational Leadership

And one of these seminars:

- EDS 642 Seminar in School Leadership
- EDS 645 Seminar in Teacher Leadership
- EDS 643 Seminar in School District Leadership

### **Elective Courses**

Students, in consultation with their advisors, will select elective courses to fit individual interests and career plans. Early in your academic planning these ideas should be formalized through an approved Program of Study. Generally, electives can support preparation toward system-level positions, doctoral preparation, and general study. A partial list of courses typically taken by CAS students includes:

General study:

- EAD 532 Staff Development for School Leaders
- EAD 651 Organizational Behavior in Education
- EAD 551 Dynamics of Change in Schools
- EDC 595 Leadership in Curriculum Design

System-level positions:

- EAD 630 School Finance and Business Management
- EAD 634 School Personnel Management
- EAD 640 Contract Negotiations and Management for Educational Administration
- EAD 692/3/6 Superintendent Internships I, II, & III

### **Planning for Doctoral Study**

The doctoral program in educational leadership for K-12 educators involves joining a cohort. Cohorts form every three years. If students are considering doctoral study and want to do some coursework that could be credited to that degree, they should consult their advisors. Courses in theories of leadership and organizations and research courses are likely to be considered pre-doctoral courses. System level courses and those related to practice are not considered pre-doctoral courses.

### **Requirements**

#### **CERTIFICATE OF ADVANCED STUDY**

Certificate of Advanced Study (Minimum 30; 39-45 credit hours if your Masters is not in Educational Leadership)

1. Leadership Courses: The CAS student must successfully complete 24 credit hours (15 of which may be from the Master's program in courses listed under Organizational & Educational Theory, and Leadership Practice). Graduate courses taken prior to admission to the CAS program may count toward this 24-hour distribution requirement.
2. Core Courses: If entering without a Master's degree in Educational Leadership, students will be required to include 9 credits of core courses in Educational Leadership in addition to the 30 credit minimum of the CAS. The core must include EAD 561 (parts 1 & 2) or their equivalent from another institution.
3. Educational Evaluation/Research Requirement: The Educational Evaluation & Research component of the CAS program must include:
  - a) EDS 520 (Educational Assessment) and EDS 510 (Introduction to Educational Research) if either course was not taken at the Master's level; and
  - b) EDA 570 (Models of Educational Evaluation).
4. Social Context Requirement: EAD 656 (Social and Ethical Foundations of Educational Leadership).

Note: Certification requirements that may apply are found in Appendix A

## **PATHS TO CERTIFICATION IN SCHOOL & DISTRICT LEADERSHIP**

This information is intended to provide an overview of the courses at the University of Maine that lead to Maine Department of Education administrative certification. While the Educational Leadership faculty works in conjunction with MDOE, the University does not certify school administrators. Consult the MDOE website directly for all additional requirements, applications, fees, etc. See Chapter 115, Part II, Section 4, at [www.maine.gov/sos/cec/rules/05/chaps05.htm](http://www.maine.gov/sos/cec/rules/05/chaps05.htm). The following information addresses the majority of cases for those seeking certification. If you have questions arising out of your individual circumstances contact one of our faculty members who will advise you on your options.

### ***Assistant Building Administrator (Principal) Certification (045)***

To be eligible for this certification the following 3 courses, each of which are 3 credits, are the most direct route to meeting the requirements of MDOE:

EAD 560, Part 1: Functions and Theories of Educational Leadership  
EAD 560, Part II: Functions and Theories of Educational Leadership  
(pre-requisite, Part I)  
EAD 531, School Law for Administrators

Effective Fall, 2010, EAD 560, Parts I and II replace EAD 500 and EAD 550 in our course offerings.

Additionally, it is *highly recommended* that those seeking this certification take EAD 510, Educational Supervision.

There are other courses that can be taken to meet the state's three identified competency areas for this certification; however, those paths are more circuitous requiring additional coursework.

### ***Building Administrator (Principal) Certification (040)***

To be eligible for this certification an applicant must hold a Masters Degree and meet each of the 12 competency areas outlined on our "Matrix of Educational Leadership Courses and Administrative Certification Competencies." As you can see there are a variety of courses through which the competencies can be met while working toward a degree in Educational Leadership. This path is identified in conjunction with an advisor when a Program of Studies is developed. There are two courses that are specifically required by MDOE that are offered in our program:

EAD 531: School Law  
EAD 616: Resource-based Decision Making for School Leaders

Additionally, MDOE requires an Internship for this certification. Within our program offerings this requirement is met through:

EAD 690, Part I: Principal Internship  
EAD 690, Part II: Principal Internship

### ***Curriculum Coordinator Certification (078)***

To be eligible for this certification an applicant must hold a Masters Degree and meet each of the following competency areas (3,5,6,7,8,9,10 and 11) as outlined on our “Matrix of Educational Leadership Courses and Administrative Certification Competencies.” There are a variety of courses through which the competencies can be met while working toward a degree in Educational Leadership. This path is identified in conjunction with an advisor when a Program of Studies is developed.

Additionally, MDOE requires an Internship for this certification. Within our program offerings this requirement is met through:

EAD 691, Part I: Internship in Educational Leadership  
EAD 691, Part II: Internship in Educational Leadership

### ***Superintendent Certification (010)***

To be eligible for this certification an applicant must hold a Masters Degree and meet each of the 12 competency areas outlined on our “Matrix of Educational Leadership Courses and Administrative Certification Competencies”. As you can readily see there are a variety of courses through which the competencies can be met while working toward a degree in Educational Leadership. This path is identified in conjunction with an advisor when a Program of Studies is developed.

Additionally, MDOE requires an Internship for this certification. Within our program offerings this requirement is met through:

EAD 692: Superintendent Internship I  
EAD 693: Superintendent Internship II

### ***Recommended Coursework for School District Leaders***

Additionally, the following sequence of courses is *highly recommended* for all individuals planning to work in a school district leadership capacity:

EDS 643, Seminar in School District Leadership  
EAD 634, School Personnel Management  
EAD 630, School Finance and Business

# The University of Maine

## Matrix of Educational Leadership Courses and Administrative Certification Competencies

<b>A BASIC LEVEL OF KNOWLEDGE IN EACH OF THE TOPICS TO THE RIGHT IS ATTAINED BY ACCUMULATING 3 POINTS THROUGH SUCCESS IN APPROPRIATE COURSES LISTED BELOW.</b>		1	2	3	4	5	6	7	8	9	10	11	12
		Community Relations	School Finance/Budget	Supervision & Evaluation of Personnel	Federal & Maine Civil Rights Law & Education Law	Organizational Theory & Planning	Educational Leadership	Instructional Leadership	Ethical Decision Making	Curriculum Development	Cultural Differences	Teaching Exceptional Students in Regular Classroom	Internship or Practicum
<b>Effective: September 2010</b>													
EAD 510	Educational Supervision			3			1	1		1			
EAD 531	School Law for Administrators			1	3		1		1		1		
EAD 532	Staff Development for School Leaders			1		1	1	2		1			
EAD 551	Dynamics of Change in Schools	1				2	2	1					
EAD 560	Functions & Theories of Educational Leadership Part I	1		1		2	1	2			1		
EAD 560	Functions & Theories of Educational Leadership Part II			2		2	2	1					
EAD 565	Inquiry and Evaluation in Schools Part I			1		1	2	2	1	1			
EAD 566	Inquiry and Evaluation in Schools Part II			1		1	2	2	1	1			
EAD 562	Group Leadership & Decision Making in Schools	1				1	2	2	1	1			
EAD 563	Individual Leadership: Problems, Paradoxes & Possibilities	1		2		1	2	1	1		1		
EAD 564	Ed'l Org from a Personal, Social, & Political Perspective	1					2	1	2		2		
EAD 615	The Principalship	1	1	2		1	2	1	1	1	1		
EAD 616	Resource Based Dec. Making for School Leaders	1	3				1		1				
EAD 630	School Finance & Business Management	1	3				1		1				
EAD 634	School Personnel Management			3	1	1	1	1	1		1		
EAD 637	Politics, Power & Policy in Education Leadership	1		1		1	2		1		1		
EAD 640	Contract Negotiation and Mgmt for Ed Administrators	1	1	1	1		1		1				
EAD 650	Leadership Studies	1				2	3	1	1	1	1		
EAD 651	Organizational Behavior in Education	1				2	2				1		
EAD 654	Educational Policy Formulation and Analysis	3				1	1				2		
EAD 656	Social & Ethical Foundations of Ed. Leadership	1		1		1	2		3	1	2		
EAD 690	Principal Internship, Part I & Part II												4
EAD 691	Internship in Educational Leadership, Part I & Part II												4
EAD 692	Superintendent Internship I												2
EAD 693	Superintendent Internship II												2
EDA 521	Evaluation of Instruction			1			1	2		1			
EDA 570	Models of Educational Evaluation	1				1	1	2	1	2			
EDC 524	Curriculum & Organization of Middle/J.H. Schools	1				1		1		3	1		
EDC 533	Dynamics of the Curriculum	1		1		1		1		3	1		
EDC 595	Ldrshp in Curriculum Design for Admin/Suprvrs	1				1	1	2		3	1		
EDG 657	Educational Practicum												3
EDH 500	Social Context of Education	2	1			1	1				3		
EDS 510	Introduction to Educational Research					1	1	1	1	1			
EDS 520	Educational Assessment							2		1			
EDS 569	Capstone Seminar in Educational Leadership	1				1	2	1	1				
EDS 641	Seminar in Supervision			3			1	2					
EDS 642	Seminar in School Leadership	1				1	2	2	1				
EDS 643	Seminar in School District Leadership	2		1		1	2		2				
EDS 645	Seminar in Teacher Leadership						1	2	1	1			

UNIVERSITY OF MAINE  
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT  
K-12 EDUCATIONAL LEADERSHIP  
AREAS OF COURSEWORK

**I. Organizational and Educational Theory:** Courses covering the conceptual and philosophical bases of organizational life, education, and leadership.

EAD 550 Theories of Educational Organizations  
 EAD 551 Dynamics of Change in Schools  
 EAD 560 Functions and Theories of Educational Leadership (I & II), 3-6 credits  
 EAD 564 Educational Organizations from a Personal, Social & Political Perspective (Cohort only)  
 EAD 650 Leadership Studies (EAD 550 or EDS 642 or permission.)  
 EAD 651 Organizational Behavior in Education (EAD 550 or EDS 642 or permission)  
 EAD 654 Educational Policy Formulation and Analysis (EAD 550 or permission.)  
 EAD 656 Social and Ethical Foundations of Educational Leadership (Master's Degree or EDH 500)  
 EAD 658 Advanced Leadership Studies in Education (Doctoral Students or permission)  
 EDH 660 Historical Roots of US Educational Practice, Policy & Thought (CAS & Doc. Students)  
 EDS 676 Doctoral Seminar in Education Administration (permission)  
 EDH 500 Social Context of Education  
 EDH 662 Philosophy of Education (Master's Degree)  
 EPT 522 Advanced Educational Psychology

**II. Leadership Practice (continued)**

EAD 691 Internship in Educational Leadership (Permission.)  
 EAD 692 Superintendent Internship I (Master's Degree and permission.)  
 EAD 693 Superintendent Internship II (EAD 692 and permission.)  
 EAD 696 Superintendent Internship III (EAD 692, 693 and permission.)  
 EDA 521 Evaluation of Instruction (EDB 202 or permission.)  
 EDC 524 Curriculum and Organization of Middle Schools & Junior High Schools  
 EDC 533 Dynamics of the Curriculum (EDB 202/204/221 or equivalents.)  
 EDC 595 Leadership in Curriculum Design for Administrators/Supervisors (EDC 533 or permission.)  
 EDS 569 Capstone Seminar in Educational Leadership (Cohort only)  
 EDS 641 Seminar in Supervision (EAD 500, EAD 510 or equivalent.)  
 EDS 642 Seminar in School Leadership (EAD 500 and EAD 615 or equivalents.)  
 EDS 643 Seminar in School District Leadership (Master's Degree in Administration)  
 EDS 644 Seminar in Interpersonal Dimensions of Leadership (EAD 500, EAD 550, EAD 615 or EAD 650 and permission.)  
 EDS 645 Seminar in Teacher Leadership  
 EDT 560 Applying Technology to Assessment in Education

**II. Leadership Practice:** Courses that apply to the practice of leadership and the development of leadership skills.

EAD 510 Educational Supervision (EDB 202, EDB 204 or equivalents)  
 EAD 531 School Law for Administrators  
 EAD 532 Staff Development for School Leaders  
 EAD 562 Group Leadership and Decision Making in Schools (Cohort only)  
 EAD 563 Individual Leadership: Problems, Paradoxes & Possibilities (Cohort only)  
 EAD 598 Special Topics in Educational Leadership  
 EAD 615 The Principalship (EAD 500 or EAD 550 or equivalent.)  
 EAD 616 Resource Based Decision Making for School Leaders  
 EAD 630 School Finance and Business Management (Master's Degree and permission)  
 EAD 637 Politics, Power and Policy in Educational Leadership  
 EAD 640 Contract Negotiation and Management for Educational Administration  
 EDG 657 Educational Leadership Practicum (Permission)  
 EAD 690 Principal Internship (Permission)  
 EAD 697 Independent Study in Educational Leadership  
 EAD 698 Special Topics in Educational Leadership  
 EML 595 Seminar in Middle Level Education

**III. Educational Evaluation and Research:** Courses on educational evaluation and planning, and on research.

EAD 565 Inquiry and Evaluation in Schools, Part 1  
 EAD 566 Inquiry and Evaluation in Schools, Part 2  
 EAD 697 Independent Study in Educational Leadership  
 EDA 570 Models of Educational Evaluation (EDA 520 or equivalent.)  
 EDG 595 Educational Research (pre-requisite EDS 521)  
 EDS 510 Introduction to Educational Research (permission)  
 EDS 520 Educational Assessment  
 EDS 521 Statistical Methods in Education I  
 EDS 522 Statistical Methods in Education II (EDS 521; knowledge of SPSS and Xedit.)  
 EDS 571 Qualitative Research: Theory, Design and Practice (EDS 521 or equivalent and permission.)  
 EDS 573 Advanced Qualitative Research  
 EDS 699 Graduate Thesis  
 EPT 522 Advanced Education of Psychology

## PROGRAM COURSE CYCLES

Leading to the MASTER'S DEGREE and CAS\* in Educational Leadership  
College of Education and Human Development ~ ~ University of Maine

NOTE: Please see "Guidelines for Graduate Study in Educational Leadership" for more detail.

This sheet is a summary. It is also subject to change.

\* CAS for students with Master's degree not in Educational Leadership

	<b>Standard Cycle M.Ed.</b>		<b>Cohort Cycle M.Ed./CAS*</b>	
LEARNING GOALS ?	Educators seeking development as leaders who are considering all leadership roles, including administration.		Educators seeking development as leaders who are considering all leadership roles, including administration. Particular focus on developing competencies in a more "hands-on" approach to learning.	
FOR WHOM?	Open to matriculating students; students strongly urged (but not required) to start with EAD 560 and remain continuously enrolled; non-degree students may enroll for up to 12 credits prior to admission.		For Cohort membership only. You must apply and commit to the full 27 credit sequence.	
WHERE ?	Offered on campus and off-campus (EAD 615 The Principalship & EAD 616 Resource-based Decision Making included in off-campus cycle, but not their alternatives. (See below under Course Sequence.)		Offered in combination of regional clusters and on-campus.	
WHEN ?	Weeknight evenings (variable)		Weeknight evenings (the same night for the three-year cohort) and Saturdays	
CALENDAR	Continuous through three semesters per year; requires 4 years to complete the cycle and then 6 elective credits which may be taken at any point.		Continuous through three semesters per year; requires 3 years to complete the cycle and then 12 elective credits which may be taken at any point.	
LAST CYCLE: NEXT CYCLE:	NA Fall 2011		Fall 2008 (Monday nights/Saturdays) Fall 2010 (Wednesday nights/Saturdays)	
COURSE SEQUENCE Semester #1	EAD 560 Foundations and Theories of Ed Leadership (Part 1 of 2)	<b>F 2011</b>	EAD 560 Foundations and Theories of Ed Leadership (Part 1 of 2)	<b>F 2010</b>
Semester #2	EAD 560 Foundation and Theories of Ed Leadership (Part 2 of 2)	<b>S 2012</b>	EAD 560 Foundation and Theories of Ed Leadership (Part 2 of 2)	<b>S 2011</b>
Semester #3	EAD 563 Individual Leadership: Problems, Paradoxes & Possibilities	<b>SS 2012</b>	EAD 562 Group Leadership & Decision Making in Schools	<b>SS 2011</b>
Semester #4	EAD 565 Inquiry & Evaluation in Schools (Part 1 of 2)	<b>F 2012</b>	EAD 565 Inquiry & Evaluation in Schools (Part 1 of 2)	<b>F 2011</b>
Semester #5	EAD 566 Inquiry & Evaluation in Schools (Part 2 of 2)	<b>S 2013</b>	EAD 566 Inquiry & Evaluation in Schools (Part 2 of 2)	<b>S 2012</b>
Semester #6	EAD 615 Principalship, EDS 645 Seminar in Teacher Leadership, or EAD 532 Staff Development	<b>SS 2013</b>	EAD 564 Ed Organizations from a Personal, Social & Political Perspectives	<b>SS 2012</b>

	<b>Standard Cycle M.Ed.</b>		<b>Cohort Cycle M.Ed./CAS*</b>	
Semester #7	EAD 510 Educational Supervision	<b>F 2013</b>	EAD 563 Individual Leadership: Problems, Paradoxes & Possibilities	<b>F 2012</b>
Semester #8	EAD 551 Dynamics of Change in Schools	<b>S 2014</b>	EAD 690 Principal Internship or 691 Internship in Educational Leadership	<b>S 2013</b>
Semester #9	EAD 616 Resource-based Decision Making, EDC 595 Leadership in Curriculum Design for Admin/Supervisors, or EDS 642 Seminar in School Leadership	<b>SS 2014</b>	EDS 569 Capstone Seminar in Educational Leadership	<b>SS 2013</b>
Semester #10	EAD 690 or Principal Internship 691 Educational Leadership Internship	<b>F 2014</b>		
Semester #11	EAD 690 or 691 Principal Internship or Educational Leadership Internship	<b>S 2015</b>		
<b>TOTAL CREDITS in the Cycle</b>	<b>34</b>			
<b>ELECTIVES</b>	Elective Choices (Need 6 cr.):  EAD 531 School Law for Administrators EAD 532 Staff Development for School Leaders EDS 642 Seminar in School Leadership EDS 645 Seminar in Teacher Leadership EDS 520 Educational Assessment  Other courses approved by advisor		Elective Choices (Need 12 cr.):  EAD 531 School Law for Administrators EAD 615 The Principalship EAD 616 Resource-based Decision Making EAD 510 Educational Supervision EAD 532 Staff Development EAD 551 Dynamics of Change in Schools EDS 642 Seminar in School Leadership EDS 645 Seminar in Teacher Leadership EDS 520 Educational Assessment  Other courses approved by advisor	
<b>DEGREE REQUIREMENTS</b>	EAD 560, Foundations & Theories of Educational Leadership, parts 1 and 2 Research: 2 of the following: EDS 510 Intro. to Ed. Research, EDS 520 Educational Assessment, or EAD 565 Inquiry & Evaluation in Schools (Parts 1 and or 2)  Minimum of 39 total credits		EAD 560, Foundations & Theories of Educational Leadership, parts 1 and 2 Research: EAD 565 and EAD 566 Inquiry & Evaluation in Schools (Parts 1 and 2)  Minimum of 39 credits for M.Ed. or CAS	
<b>MAINE ADMINISTRATOR CERTIFICATION REQUIRED COURSES</b>	<i>For Ass't Principal:</i> EAD 560 Foundation & Theories of Educational Leadership (1 & 2) plus EAD 531 School Law for Administrators  <i>For Principal:</i> The courses in the Cycle plus EAD 531 School Law for Administrators (must have Master's degree)		<i>For Ass't Principal:</i> EAD 560 Functions & Theories of Educational Leadership (1 & 2) plus EAD 531 School Law for Administrators. <i>For Principal:</i> The courses in the Cohort Cycle plus EAD 531 School Law for Administrators and EAD 616 Resource-based Decision Making (and Master's deg.)	

## PROGRAM COURSE CYCLES

Leading to the CERTIFICATE OF ADVANCED STUDY and DOCTORATE  
in Educational Leadership

College of Education and Human Development University of Maine

NOTE: Please see "Guidelines for Graduate Study in Educational Leadership" for more detail. This sheet is a summary and is subject to change.

	<b>CAS Cycle</b>		<b>Doctoral Cycle</b>	
LEARNING GOALS?	Master's degree holders seeking development as system-level leaders/admin cert		Master's degree holders seeking the highest scholarly attainment and the research and writing competencies accompanying it	
FOR WHOM?	Open to matriculating students; students are strongly urged (but not required) to start with EDS 643 Seminar in School District Leadership and remain continuously enrolled; non-degree students may enroll for up to 12 credits before admission to the program.		Open to matriculating students only. Admission occurs once every three years. Consult EDL Website for more information.	
WHERE ?	On campus		On campus and off, depending on cohort	
WHEN ?	Weeknight evenings (variable)		Thursday evenings 4-8; some Friday evenings and some Saturdays	
CALENDAR	Continuous through three semesters per year; requires 3 years to complete core cycle.		Continuous through three semesters per year; requires about 3 years to complete the core cycle. 5-8 years to attain all degree requirements.	
LAST CYCLE STARTED: NEXT CYCLE STARTS:	Fall 2009  Fall 2011		Fall 2009  Fall 2012	
COURSE SEQUENCE Semester #1	EDS 643 Seminar in School District Leadership	<b>F 2011</b>	EDS 676 Doctoral Seminar in Education Administration; EDH 600 Philosophy of Education	<b>F 2012</b>
Semester #2	EAD 634 Personnel Leadership in School Districts	<b>S 2012</b>	EDH 660 Historical Roots of US Education; EAD 698 Spec Topics: Learning & Organizational Development	<b>S 2013</b>
Semester #3	EAD 630 School Finance and Business Management	<b>SS 2012</b>	EDG 595 Educational Research	<b>SS 2013</b>
Semester #4	EDA 570 Models of Educational Evaluation	<b>F 2012</b>	EDS 571 Qualitative Research: Theory, Design & Practice; EDH 500 Social Context of Education	<b>F 2013</b>
Semester #5	EAD 637 Power and Politics in Education	<b>S 2013</b>	EAD 698 Special Topics in Ed.	<b>SS 2014</b>

	<b>CAS Cycle</b>		<b>Doctoral Cycle</b>	
Semester #6	EAD 656 Social & Ethical Foundations of Educational Leadership	<b>SS 2013</b>	EDG 657 (6 cr.) Educational Practicum	<b>F 2014</b>
Semester #7	Elective Choices		EDS 572 Advanced Qualitative Research &/or EDS 522 Statistical Methods in Education II	<b>S 2015</b>
<b>TOTAL CREDITS IN CYCLE</b>	<b>18</b> (Most students take an internship; see below)		<b>39</b>	
<b>ELECTIVES</b>	Elective Choices (Most students need between 12 and 18 cr of electives)  EAD 692 & 3: Superintendent Internship I & II ( <b>Offered every other year, starting Fall 2010</b> ) EAD 690/691 Principal Internship or Educational Leadership Principalship (see Master's Cycles) EAD 650 Leadership Styles EAD 651 Organizational Behavior in Education EDC 595 Leadership in Curriculum Design for Administrators/Supervisors Other courses approved by advisor		Electives: Other courses approved by the student's doctoral committee	
<b>DEGREE REQUIREMENTS*</b>	1. EAD 656 and EDA 570 2. 9 credits in Research Core (see M.Ed.); Leadership Core (see "Guidelines for Study in Ed Leadership")  Minimum of 30 credits		Most courses above (see "Guidelines for Doctoral Study in Ed Leadership") 9-15 credits of EDU 699 Graduate Thesis  Minimum of 90 cr. (including relevant Master's and post Master's credits)	
<b>MAINE ADMINISTRATOR CERTIFICATION REQUIRED COURSES</b>	<i>For Superintendent:</i> EAD 692 & 3: Superintendent Internship I & II  <i>For Other Certificates:</i> See "Guidelines for Study In Ed. Leadership": appendix and certification matrix		Not Applicable	

April 29, 2010

For information about UMaine Educational Leadership programs:  
<http://www.umaine.edu/edhd/academic-programs/graduate-programs/prek-12-educational-leadership>

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For additional information on graduate programs in Educational Leadership contact:

Office of Educational Leadership Programs  
College of Education & Human Development

University of Maine

5749 Merrill Hall

Orono, ME 04469-5749

Tel: 207/581-2455

Fax: 207-581-3120

[http://www.umaine.edu/edhd/academic-programs/graduate-programs/  
prek-12-educational-leadership/](http://www.umaine.edu/edhd/academic-programs/graduate-programs/prek-12-educational-leadership/)

The Graduate School

University of Maine

5755 Stodder Hall

Orono, Maine 04469-5755

Tel. (207) 581-3291

FAX (207) 581-3232

Email: [graduate@maine.edu](mailto:graduate@maine.edu)

University of Maine

College of Education and Human Development

Educational Leadership Graduate Programs

5766 Shibles Hall


Orono, ME 04469-5766

Tel: 207/581-2444

Fax: 207/581-2423

<http://www.umaine.edu/edhd/>



*A Member of the University of Maine System* 

Semester Admitted: \_\_\_\_\_

MEd or CAS

Advisor: \_\_\_\_\_

*please circle*

EDUCATIONAL LEADERSHIP  
PROGRAM OF STUDY

I. GENERAL INFORMATION

Student Name \_\_\_\_\_

Student I.D. # \_\_\_\_\_

Home Address \_\_\_\_\_

Home Telephone \_\_\_\_\_

Employer/Current Position \_\_\_\_\_

Business Telephone \_\_\_\_\_

Email Address \_\_\_\_\_

II. COURSES (Indicate courses transferred from other institutions with an asterisk.)

<u>Course Number &amp; Title</u>	<u>Credits</u>	<u>Grade</u>	<u>Date Completed</u>	<u>Institution</u>
<b>Organizational &amp; Educational Theory:</b>				
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____
<b>Leadership Practice:</b>				
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____

**Leadership Practice Continued**

	<u>Course Number &amp; Title</u>	<u>Credits</u>	<u>Grade</u>	<u>Date Completed</u>	<u>Institution</u>
7.	_____	_____	_____	_____	_____
8.	_____	_____	_____	_____	_____
9.	_____	_____	_____	_____	_____
10.	_____	_____	_____	_____	_____

\_\_\_\_\_  
Total  
Credits

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Graduate Coordinator \_\_\_\_\_ Date \_\_\_\_\_