



Ed.D. in Educational Leadership

**College of Education and Human
Development**

ADMITTING FOR SUMMER ON EVEN YEARS

Ed.D. in Educational Leadership

51-57 credits

4 year program

Educational Leadership Faculty

Dr. Ian Mette, Associate Professor, Ed.D. Program Coordinator and Program Chair

Dr. Richard Ackerman, Professor

Dr. Catharine Biddle, Assistant Professor

Dr. Paul Knowles, Lecturer

Updated December 2019

Why is the UMaine Ed.D. in Educational Leadership Right for You?

At the University of Maine, we value the people we serve. That's why the College of Education and Human Development (COEHD) has strategically restructured the Ed.D. in Educational Leadership program to better meet the needs of practitioners throughout the State of Maine. The UMaine Educational Leadership faculty bring real-world leadership experience, know the cultural importance of Maine communities, and are nationally recognized for their expertise and support of rural educational leadership.

Our faculty understand the importance of bridging the practice-theory gap in our state. Specifically, the Ed.D. in Educational Leadership program provides:

- Leadership development for practitioners through a laboratory of practice
- Ability to identify and address problems of practice
- Collect and analyze data at the local level to improve student outcomes
- Internalize problem-solving skills for 21st century schools
- Develop knowledge to impact practices throughout Maine

Additionally, our faculty specialize in providing hands-on application of theory in meaningful ways to improve practice in the following areas:

- Organizational Learning
- Instructional Leadership
- School-Community Partnerships
- Teacher Leadership Development
- Rural Education

Through our intensive four year cohort program, members collaborate with each other, develop new ways to engage with and inspire their faculty, and model for other educators the commitment to the organizational development of their education system. Schools, to succeed, need insightful, sensitive, and courageous leaders. The UMaine Educational Leadership faculty are committed to educating such leaders to serve their schools and to expand the shared knowledge of school leadership. Given the increasing complexity of both educational and organizational processes, this mission requires new ways of understanding school leadership and, especially, new methods of developing the vital skills and capacities that will make our members the leaders our schools deserve.

We are proud of our work to serve the educational leaders of Maine. Join us and help preserve the rich educational heritage in our great state! Together, we can make a difference for generations of future Mainers.



Ed.D. in Educational Leadership

The Educational Leadership Program of the University of Maine College of Education and Human Development (COEHD) has offered a Doctor of Education (Ed.D.) degree in Educational Leadership since 1982. The program has largely served a population of practitioners in Maine who have sought to deepen their understanding of schools, districts, state and national policy, and leadership practice in K-12 schooling. In sync with recent national conversations around the restructuring of Ed.D. programs, the University of Maine is proud to relaunch a revised Ed.D. starting in the summer of 2018.

Faculty and cohort members share responsibility for learning in our courses. Faculty challenge and support members to define their learning needs and to chart their own learning paths, blending ideas about schooling and leadership with their own "real" practice of leadership in the schools they work in. This approach to learning is predicated on the belief that every person is a teacher and a learner, an expert and a novice, a leader and a follower.

UMaine Ed.D. Structure

The UMaine Ed.D. program is designed to support the training of scholarly practitioners who will use the program to address a problem of practice. The competitive program supports educators in PK-12 leadership positions through a four year design, where students take two 8-week classes in the fall, two 8-week classes in the spring, and one intensive class in the summer. UMaine is proud to address the social, political, cultural, spatial, and organizational contexts of leaders throughout Northern New England by bridging the gap between theory and practice, as well as supporting leaders to make better informed decisions using their laboratories of practice.

Rigorous Development of Scholarly Practitioners

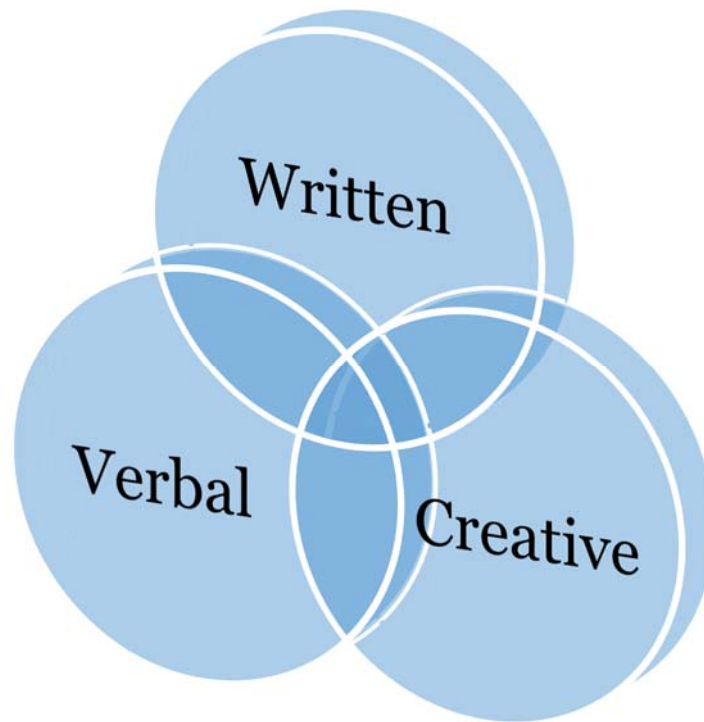
UMaine Ed.D. members will complete:

- 12 credits in Foundations of Education
- 6 credits in Instructional Leadership
- 12 credits in Research and Evaluation
- 15 credits in Dissertation Planning and Execution
- 6 credits of electives
- Optional 6 credits in District Leadership certification

Learning Outcomes

- Development of a problem of practice that is explored throughout coursework
- Immediate connection between theory, methodology, and practice
- Ongoing products developed over the first two years of coursework culminating in a defense and qualifying process
- Use of embedded coursework to support entire dissertation process

Educational Leadership Ed.D. Framework of Expression



Ed.D. members at the University of Maine are expected to develop their abilities to express themselves in three different manners. To be a scholarly-practitioner, someone who is able to influence policymakers, researchers, and practitioners, our cohort members pursue personal development in the following ways:

- **Written expression**
 - To influence academics who need to hear from you the message from the field what is needed to help address problems in practical and useful ways (which requires clear and concise writing using APA style)
 - To influence policymakers through policy briefs that still require technical writing but in somewhat less formal ways (more laymen's terms)
- **Verbal expression**
 - To influence policymakers, local stakeholders, and the public about how your leadership best supports students and families
- **Creative expression**
 - To influence the masses through creative outlets that include videos, podcasts, virtual PLCs, and other outlets that can be disseminated through social media and other pathways

Educational Leadership Ed.D. Admissions Requirements

The Ed.D. Program in PK-12 Educational Leadership seeks to admit post-master's students who: 1) have leadership experience in PK-12 education and who wish to grow professionally and academically; 2) intend to make substantial contributions to the leadership of PK-12 education and are committed to making a positive difference in their leadership practice and workplace; 3) demonstrate the self-direction necessary for advanced graduate study and independent research; and 4) possess the ability and motivation to succeed in the rigorous interpersonal and academic demands of doctoral study.

Applicants interested in the University of Maine EdD program will need the following:

- A recommended minimum 3.0 GPA from undergraduate coursework
- A recommended minimum 3.5 GPA from master's coursework (totaling no less than 30 credits)
- Official transcripts from all post-secondary coursework (master's and above)
- A completed application, which includes:
 - An updated resume/CV detailing educational experiences
 - A one page (250 words or less) description of the leadership role of the applicant, which typically includes superintendents, principals/assistant principals, curriculum coordinators, or department chairs
 - Preference will be given to applicants who have formal leadership roles to ensure they can control how they address a problem of practice
 - A three page (750 words or less) description of the problem of practice the applicant hopes to address, which includes:
 - Identification of the problem of practice and its relevance to the applicant's leadership, specifically as it relates to the everyday practice of the applicant
 - Discussion of the contributing factors that exacerbate the problem of practice, and what has been done in the past to address the problem
 - Analysis of how the applicant hopes to address the problem of practice as they develop as a scholarly practitioner, and how they envision themselves being able to bridge the theory-practice gap
 - Three signed letters of recommendation
 - One letter should come from a school official/direct supervisor who can a) attest to an applicant's qualifications, b) speak to support that will be offered to the applicant to address her/his problem of practice throughout the coursework, and c) address why the applicant's problem of practice is important to address in the school system in which the applicant is a leader
 - Two letters should come from professors who have firsthand knowledge of the applicant's ability to function as a scholarly-practitioner and conduct a rigorous study to address a problem of practice

Program Overview

Foundations of Education (12 credits)

- EHD 676 Doctoral Seminar in Educational Administration (3 credits)
- EAD 647 Organizational Learning and Development (3 credits)
- EAD 654 Educational Policy Analysis (3 credits)
- EAD 500 Social Contexts of Education (3 credits)

Instructional Leadership Core (6 credits)

- EAD 660 The Adult Learner (3 credits)
- EAD 661 Advanced Supervision (3 credits)

Research and Evaluation (12 credits)

- EHD 690 Foundations of Inquiry (3 credits)
- EAD 653 Statistics for Scholarly Practitioners (3 credits)
- EAD 655 Qualitative Analysis for Scholarly Practitioners (3 credits)
- EAD 648 Responsible Conduct of Research in Education (3 credits)

Dissertation Planning and Execution (15 credits)

- EAD 663 Dissertation Proposal Course (3 credits)
- EAD 664 Dissertation I (3 credits)
- EAD 665 Dissertation II (3 credits)
- EAD 667 Dissertation III (3 credits)
- EAD 668 Dissertation IV (3 credits)

Electives (6 credits total)

District Leadership Certification (6 credits) [optional]

- EAD 692 Superintendent Internship I (3 credits)
- EAD 693 Superintendent Internship II (3 credits)

Foundations of Education	12 credits
Instructional Leadership Core	6 credits
Research and Evaluation	12 credits
Electives	6 credits
District Leadership Internship [optional]	[6 credits]
<u>Dissertation Planning and Execution</u>	15 credits
TOTAL CREDITS	51 credits OR
	57 credits w/ Superintendent
	Internship OR Curriculum
	Coordinator Internship

Sample Schedule for EdD in Educational Leadership

Summer Semester Year 1 Dates: Mid May – End of June (7-8 weeks)	Fall Semester Year 1 Dates: Two 8 week courses (weekly classes with one Saturday)	Spring Semester Year 1 Dates: Two 8 week courses (weekly classes with one Saturday)
EHD 676 Doc Seminar	EAD 500 Social Contexts of Education	EAD 654 Educational Policy Analysis
	EHD 690 Foundations of Inquiry	EAD 653 Statistics for Scholarly Practitioners
Summer Semester Year 2	Fall Semester Year 2	Spring Semester Year 2
Elective #1	EAD 647 Organizational Learning and Development	EAD 660 The Adult Learner
	EAD 655 Qualitative Analysis for Scholarly Practitioners	EAD 661 Advanced Supervision
Summer Semester Year 3	Fall Semester Year 3	Spring Semester Year 3
Elective #2	EAD 648 Responsible Conduct of Research in Education	EAD 664 Dissertation I (Group A)
	EAD 663 Dissertation Proposal	EAD 664 Dissertation I (Group B)
Summer Semester Year 4	Fall Semester Year 4	Spring Semester Year 4
EAD 665 Dissertation II (Group A)	EAD 667 Dissertation III (Group A)	EAD 668 Dissertation IV (Group A)
EAD 665 Dissertation II (Group B)	EAD 667 Dissertation III (Group B)	EAD 668 Dissertation IV (Group B)
	EHD 692 Superintendent Internship I OR Curriculum Coordinator Internship <i>[optional]</i>	EHD 693 Superintendent Internship II OR Curriculum Coordinator Internship <i>[optional]</i>