MASTER OF EDUCATION

and

CERTIFICATE OF ADVANCED STUDY

Graduate Programs

in

EDUCATIONAL LEADERSHIP

College of Education and Human Development

Spring 2015
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Welcome And Introduction

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 you in using it. We hope it provides you with answers to your questions. If it does not, please get in touch with one of the faculty members.

No written guidelines can do justice to all our programs have to offer you. We urge you to meet with your advisor or any member of our faculty group to discuss your plans and expectations and the fit between them and our program. Initial contact with our Administrative Specialist is often helpful in directing you to the most appropriate person or resource. As our Mission Statement says, we’re here to help you become a competent, reflective and visionary leader in Maine’s rich educational environment. Please join us!

Sincerely,

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Website: http://www.umaine.edu/edhd/academic-programs/graduate-programs/prek-12-educational-leadership/
Vision Statement

The University of Maine College of Education and Human Development will be a leader in developing knowledge and providing expertise on issues related to education and human development at a state, regional, and national level.

Mission Statement: Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

Conceptual Framework

Outcomes:
Educational practices that are equitable, meaningful, and relevant
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 and school district leadership and/or obtain district level or administrative certification in the state of Maine.

Students pursuing a M.Ed. or CAS can select from three program options (described in the 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 Ph.D. in Education degree with a concentration in Educational Leadership. Please consult the website or educational leadership faculty for information about that program.

All Educational Leadership programs function within the frameworks of standards and objectives described in Appendix A.

CHOOSING AN EDUCATIONAL LEADERSHIP PROGRAM

Having decided that you want to pursue a graduate degree in educational leadership, you have several avenues from which to choose to meet your goal. The Educational Leadership faculty provides options to students who want to get either a Masters or a Certificate of Advanced Study (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. These courses may lead to certification as an assistant principal, principal, or curriculum coordinator.

If you already have a Master's degree in Educational Leadership, you can pursue a Certificate of Advanced Study. 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 in Appendix B indicates the various paths and the course work/credit expectations of each one.

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 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 understandings 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.

THE CERTIFICATE OF ADVANCED STUDY IN EDUCATIONAL LEADERSHIP

The CAS offers students a sequence of courses designed to build on their foundation 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.

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.
ADMISSION TO 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 online at http://www.umaine.edu/graduate/.

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 email or telephone to schedule a meeting to discuss and develop a “Program of Study.” The letter also contains other important information that should be acted upon ASAP.

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 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 (see Appendix C) prior to finalizing the Program of Study. 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 of Study formats depending on your chosen degree are included at the end of this document.

Program Requirements

The Educational Leadership faculty has established program requirements in keeping with College and Graduate School regulations. It’s the student’s responsibility to be familiar with all such regulations. Please see the Graduate School website (http://www.umaine.edu/graduate/). Our 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 39 to 42 credit hours.

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 D) with distribution requirements in each.

Your coursework must fulfill the following minimum distribution requirements:

<table>
<thead>
<tr>
<th>Table I</th>
<th>Minimum Distribution Requirements</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational &amp; Educational Theory</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Leadership Practice</td>
<td>9</td>
<td></td>
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<tr>
<td>Educational Evaluation &amp; Research</td>
<td>6</td>
<td></td>
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<tr>
<td>M.Ed.</td>
<td></td>
<td>Requires Capstone Seminar</td>
</tr>
<tr>
<td>CAS</td>
<td>12*</td>
<td>12*</td>
</tr>
</tbody>
</table>

*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.
Attendance and Six Year Limit

All coursework for a degree must be completed within six years. If your course work extends beyond that time your course work will have to be “revalidated.” If a student’s attendance at the university lapses for a year, the person will have to apply to be readmitted.

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.
SPECIFIC REQUIREMENTS OF THE PROGRAM OF STUDY FOR THE
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 EAD 560 (parts 1 & 2) as early as possible in their program. Both of these 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 in this area; choose from: EDS 510, EDS 520, EAD 565, and EAD 566.

4. The College of Education and Human Development requires that Master’s students complete a culminating experience that involves a paper or presentation in which the student explores and reflects on learning throughout the entire program. To fulfill this expectation, EDL students take EDS 569 Capstone Seminar in Educational Leadership within 6 credits of completing the program.

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

SPECIFIC REQUIREMENTS OF THE PROGRAM OF STUDY FOR THE
MASTER'S DEGREE/CAS COHORT PROGRAM
IN EDUCATIONAL LEADERSHIP

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

**Organizational and 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
EAD 563 Individual Ldrshp: Problems, Paradoxes & Possibilities 3 credits
EAD 690 or EAD 691 Principal Internship or Internship in Educational Leadership 4 credits
EDS 569 Capstone Seminar in Educational Leadership 3 credits

**Educational Evaluation and Research**
EAD 565 Inquiry & Evaluation in Schools, Part 1 3 credits
EAD 566 Inquiry & Evaluation in Schools, Part 2 3 credits

Total 28 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.

**SPECIFIC REQUIREMENTS OF THE PROGRAM OF STUDY FOR THE 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. 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 560, parts 1 & 2 or their equivalent from another institution.

3. Educational Evaluation/Research Requirement: The Educational Evaluation and Research component of the CAS program must include 12 credits. Six credits at the Master’s level may count toward the fulfillment of the distribution requirement, but the credits do not count toward the degree.

4. CAS students must take EAD 656, Social and Ethical Foundations of School Leadership.

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

**CAS Courses to Consider**

While we do not offer a CAS cohort students often end up being in classes together over the years and form a supportive learning community with one another. Choose from these CAS courses:

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

**District Leadership 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  Superintendent Internships I & II
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 (I-C-I) 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 (2014)

Standard 1: Vision and Mission
An educational leader promotes the success and well-being of every student by ensuring the development, articulation, implementation, and stewardship of a child-centered vision of quality schooling that is shared by all members of the school community.

Standard 2: Instructional Capacity
An educational leader promotes the success and well-being of every student by enhancing instructional capacity.
Standard 3: Instruction
An educational leader promotes the success and well-being of every student by promoting instruction that maximizes student learning.

Standard 4: Curriculum and Assessment
An educational leader promotes the success and well-being of every student by promoting robust and meaningful curricula and assessment programs.

Standard 5: Community of Care for Students
An educational leader promotes the success and well-being of every student by promoting the development of an inclusive school climate characterized by supportive relationships and a personalized culture of care.

Standard 6: Professional Culture for Teachers and Staff
An educational leader promotes the success and well-being of every student by promoting professionally normed communities for teachers and other professional staff.

Standard 7: Communities of Engagement for Families
An educational leader promotes the success and well-being of every student by promoting communities of engagement for families and other stakeholders.

Standard 8: Operations and Management
An educational leader promotes the success and well-being of every student by ensuring effective and efficient management of the school or district to promote student social and academic learning.

Standard 9: Ethical Principles and Professional Norms
An educational leader promotes the success and well-being of every student by adhering to ethical principles and professional norms.

Standard 10: Equity and Cultural Responsiveness
An educational leader promotes the success and well-being of every student by ensuring the development of an equitable and culturally responsive school.

Standard 11: Continuous School Improvement
An educational leader promotes the success and well-being of every student by ensuring the development of a culture of continuous school improvement.

COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION (CAEP) AND INTERSTATE TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (InTASC) STANDARDS

Finally, the Educational Leadership program objectives also intersect with the Colleges’ accrediting agency, in particular:

1 - Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic,
social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences

2 - Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards

3 - Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation

9 - Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner

10 - Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Master’s Degree and Certificate of Advanced Study  
Educational Leadership Programs  
College of Education & Human Development  
University of Maine

<table>
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<th>ENTERING</th>
<th>PROGRAM OPTIONS</th>
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<tr>
<td><strong>Individually-scheduled Option</strong></td>
<td><strong>Cohort Option</strong></td>
</tr>
<tr>
<td>39 credits</td>
<td>40 credits: 28 credits offered over 3 years 12 Credits of electives</td>
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**Seeking a Master’s in Educational Leadership**

**Cohort Option***

**Seeking Post-Master’s Study**

A. **With a Master’s Degree in Educational Leadership**

**Certificate of Advanced Study (CAS)**  
Minimally 30 credits

**Individually-scheduled Option**

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

**CAS in Educational Leadership (Individually-scheduled Option)**  
A minimum of 39 credits (including required CAS courses and at least 24 EAD courses)

**CAS in Educational Leadership Through the Cohort Program**  
Minimally 39 credits: CAS required courses are added to the 28 cohort credits for a minimum of 39.

* Does not include all certification requirements for principalship.
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. The following information addresses the majority of cases for those seeking certification. If you have questions based on your individual circumstances contact one of our faculty members who will advise you on your options. Please Note: certification requirements are subject to change. Always consult MDOE and their website for the most recent requirements.

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

To be eligible for this certification the following 4 courses, each of which are 3 credits, are the most direct route to meeting the requirements of MDOE:

- EAD 560, Part I: 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
- SED 520: Law and Policy Affecting Individuals

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 13 competency areas outlined on our “Matrix of Educational Leadership Courses and Administrative Certification Competencies” (Appendix E). 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 three courses that are specifically required by MDOE:

- EAD 531: School Law
- EAD 616: Resource-based Decision Making for School Leaders
- SED 520: Law and Policy Affecting Individuals

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 = a total of 4 credits for both courses
**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 in Appendix E “Matrix of Educational Leadership Courses and Administrative Certification Competencies” (Appendix E). 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

= a total of 4 credits for both courses

**Superintendent Certification (010)**

To be eligible for this certification an applicant must hold a Masters Degree and meet each of the 13 competency areas outlined on our “Matrix of Educational Leadership Courses and Administrative Certification Competencies” (Appendix E). 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
- EAD 640: Contract Negotiation and Management for Educational Administration
## 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 560 Parts I & II 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)
- EAD 658 Advanced Leadership Studies in Education (Doctoral Students or permission)
- EDH 500 Social Context of Education
- EDH 660 Historical Roots of US Educational Practice, Policy & Thought (CAS & Doc. Students)
- EDH 662 Philosophy of Education (Doctoral Students or permission)
- EDS 676 Doctoral Seminar in Education Administration (permission)

#### 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 Staff Development for School Leaders
- EAD 562 Group Leadership and Decision Making in Schools
- EAD 563 Individual Leadership: Problems, Paradoxes & Possibilities (Cohort only)
- EAD 598 Special Topics in Educational Leadership
- EAD 615 The Principalship (EAD 560, Parts I & II.)
- EAD 616 Resource Based Decision Making for School Leaders
- EAD 630 School Finance and Business Management (Master’s Degree and permission)
- EAD 634 School Personnel Management
- EAD 637 Politics, Power and Policy in Educational Leadership
- EAD 640 Contract Negotiation and Management for Educational Administration
- EAD 690 Principal Internship (Permission)
- 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.)
- EAD 697 Independent Study in Educational Leadership
- EAD 698 Special Topics in Educational Leadership

#### 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.)
- EDC 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

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**Appendix D**

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**Fall 2013**
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<tr>
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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.

Effective: Summer 2014

The University of Maine
Matrix of Educational Leadership Courses and Administrative Certification Competencies

Appendix E
Semester Admitted: ___________________________________________     ____  M.Ed.  or   C.A.S.  ____
Advisor:                   ___________________________________________                  (Please Check)

Educational Leadership Cohort
Program of Study

I. GENERAL INFORMATION
   Student Name ____________________________________________________________
   Student I.D. # __________________________________________________________
   Home Address __________________________________________________________
   Home # Cell# __________________________________________________________
   School _______________________________________________________________
   Telephone ______________________________________________________________
   Email Address __________________________________________________________

II. Course Number & Title Credits        Grade       Completed       Institution

Organizational & Educational Theory:
1. EAD 560: Functions & Theories of Ed Leadership, Pt I       3      _____ _______ ________
2. EAD 560: Functions & Theories of Ed Leadership, Pt II       3      _____ _______ ________
3. EAD 564: Ed Orgs from Personal, Social, Political Perspectives       3      _____ _______ ________
4. ___________________________________________               _____ _______ ________

Leadership Practice:
1. EAD 562: Leading Task Groups in Schools       3      _____ _______ ________
2. EAD 563: Interpersonal Dimensions of Leadership       3      _____ _______ ________
3. EAD 690/1: Principal Internship/Instructional Leadership       4      _____ _______ ________
4. EAD 569: Capstone Seminar in Ed Leadership       3      _____ _______ ________
5. ___________________________________________               _____ _______ ________
6. ___________________________________________               _____ _______ ________
7. ___________________________________________               _____ _______ ________
8. ___________________________________________               _____ _______ ________
9. ___________________________________________               _____ _______ ________

Research:
1. EAD 569: Capstone Seminar in Ed Leadership                6      _____ _______ ________
2. ___________________________________________               _____ _______ ________
3. ___________________________________________               _____ _______ ________

Total Credits

Student’s Signature ________________________________________ Date ______________
Advisor’s Signature _______________________________________ Date ______________
Graduate Coordinator ______________________________________ Date ______________
Cohort = 27 credits; Required = 40

For Principal Certification need
EAD 531 School Law
EAD 616 Resource-based Decision Making for School Leaders
SED 520 Law and Policy Affecting Individuals

Other electives =
EAD 615 The Principalship
EAD 645 Seminar in Teacher Leadership
EAD 532 Staff Development
EAD 510 Instructional Supervision
EDC 595 Leadership in Curriculum Design for Administrator/Supervisors
EDS 642 Seminar in School Leadership
EDS 520 Educational Assessment
EAD 551 Dynamics of Change in Schools

Or courses in other curricula—Sped, Literacy, Middle School Org, etc
Semester Admitted: ____________  MEd or CAS
Advisor: ______________________  please circle

**Educational Leadership**
**Program of Study** (Individualized)

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.)

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For Principal Certification need
EAD 531 School Law
EAD 616 Resource-based Decision Making for School Leaders
SED 520 Law and Policy Affecting Individuals