

MASTER OF EDUCATION (MEd)

and

EDUCATION SPECIALIST (EdS)

Advising Handbook

for

Graduate Programs

in

EDUCATIONAL LEADERSHIP



College of Education and Human Development

Updated Fall 2019



Welcome and Introduction

Dear Prospective Graduate Member:

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* (MEd) degree and the *Educational Specialist* (EdS) degree 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!

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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.



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College of Education and
Human Development

Leading Educational Excellence

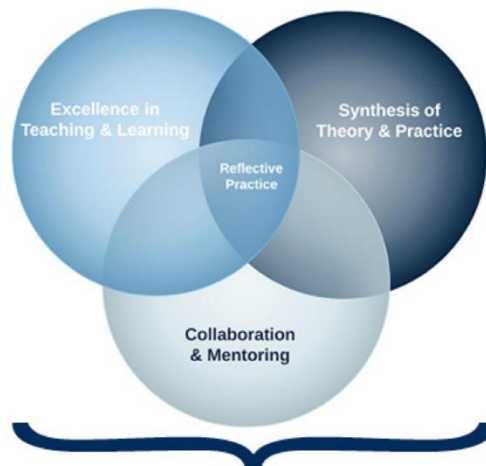
RESEARCH • INNOVATION
COLLABORATION • ENGAGEMENT

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.



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Conceptual Framework

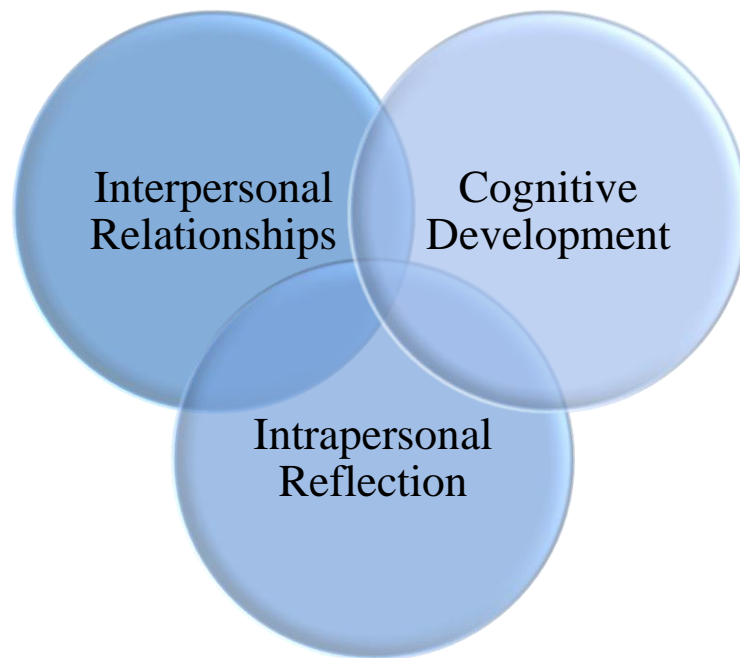


OUTCOME:

Educational practices that are **equitable, meaningful, and relevant**

Leadership Framework

The Educational Leadership program is founded on the belief that leaders are developed in three unique and distinct ways. Specifically, these are interpersonal relationships, cognitive development, and intrapersonal reflection. As such, graduates from our MEd and/or EdS programs are expected to transition these leadership skills from their coursework into their leadership practice.



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.

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

Educational Specialist (Ed.S.) with a focus in District Leadership Development Program: Advanced study in district administration and school organization. Study generally involves district-level leadership and governance for superintendents, directors, curriculum coordinators, and instructional coaches. Students often enroll to pursue a terminal practitioner degree and/or to obtain district-level certification in the State of Maine.

Students pursuing a MEd or EdS can select from three program options (described in the following pages). Within the framework of the following guidelines, students are encouraged to tailor their MEd or EdS programs to their professional interests and goals. The University of Maine also offers a EdD.in Education degree with a concentration in Educational Leadership. Please consult the website or Educational Leadership faculty for information about that program.

The Master's and EdS 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 an Educational Specialist (EdS) 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 an Educational Specialist degree in one of two different areas. The first is an EdS that focuses on building-level leadership. 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.

If you would you like to focus on more district-level leadership development, and the pursuit of a terminal practitioner degree, you may pursue an EdS with a focus in District Leadership Development. 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 an EdS in Educational Leadership. The chart in Appendix B indicates the various paths and the course work/credit expectations of each one.

The Master's/EdS Cohort Program

The MEd/EdS 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 cohort sequence of courses that is with a group of fellow students, with an additional 4 elective courses that can be taken within the three-year sequence or added on as a fourth year of coursework. This experience is for people who want an intense experience of working closely with a group. As the cohort develops, our members deepen cognitive development, learn even more about group dynamics and interpersonal relationships, and develop intrapersonal reflection. Furthermore, the cohort has a field-based component from the outset that ensures that a student is applying his/her understandings and learning from one's leadership work in a school in all dimensions: the intrapersonal and interpersonal as well as the cognitive.

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 EdS requirements, these students must take three core Master's courses. These students will fulfill coursework requirements of at least 39 credit hours.

Regardless of the program you pursue, the decision to enter the cohort program is a personal one. We urge you to talk to graduates of the UMaine Educational Leadership program as well as Educational Leadership faculty members so you can gather a lot of information and make a decision that is right for you.

The EdS in District Level Leadership Program

Students in the EdS in District Leadership Development program also learn in a cohort setting and use their current educational experiences as a lab for their learning. They learn together on Zoom-based instruction with practitioners throughout the State of Maine while connecting theory to field-based learning. 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 EdS in District Leadership Development courses assists students in examining such issues.

Students enrolling in the EdS in District Leadership Development program should have a firm foundation of coursework and experience in educational leadership. Students should be in formal leadership positions in educational organizations. A Master's Degree in Educational Leadership is preferred. For students with a Master's Degree in Educational Leadership the EdS in District Level Leadership program requires 33 credits of coursework.

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 consider apply for the Educational Specialist degree.

Applications may be obtained online at <https://umaine.edu/graduate/apply/>.

Master's and EdS program applicants do not need to take either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) to be consider for acceptance to a program. Applicants do need to provide letters of recommendation that support their pursuit of graduate work, specifically at least one letter from their direct supervisor stating support for their enrollment in a graduate program. Additionally, graduate 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 University of Maine 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 sent to the student also contains other important information that should be acted upon ASAP.

Program of Study

Within three semesters 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. Without a Program of Study on file, you will not be able to graduate with your Educational Leadership degree.

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 Educational Specialist Degree. In planning the program of study, the Educational Leadership 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 EdS 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 is the student's responsibility to be familiar with all such regulations. Please see the Graduate School website (<https://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 MEd program requires a minimum of 39 credit hours distributed over the curricular areas indicated below.

The EdS program requires a minimum of 33 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 1

Minimum Distribution Requirements				
	Organizational & Educational Theory	Leadership Practice	Educational Evaluation & Research	Comments
MEd	9	9	6	Requires Capstone Seminar
EdS	12*	12*	12**	Requires Social & Ethical Foundations
EdS in District Level Leadership		24	9	Terminal Degree

* Up to 15 credits taken in the Master’s program may be counted for distribution (not for credit)

**Up to 6 credits taken in the Master’s program may be counted for distribution (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 MEd and EdS 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 (and approved through the completion of a Domestic Study Away form). 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 must complete a Domestic

Study Away form, prior to taking the class which shows advisor approval and 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. No more than 6 credits from within the University of Maine System may be transferred into the program.

Educational Institutes

An educational institute outside of the University of Maine System may count for up to 6 graduate credits that may be applicable to a graduate degree. No more than 6 graduate credits outside of the University of Maine System may be transferred into the program.

Specific Requirements for the MEd/EdS Cohort Program in Educational Leadership

For students entering into the cohort program, the following courses are distribution of credits are required and a sample Program of Study (POS) is as follows:

Organizational and Educational Theory

- | | |
|---|-----------|
| 1. EAD 560 Functions and Theories of Educational Leadership | 3 credits |
| 2. EAD 698 Stakeholder Engagement | 3 credits |
| 3. EAD 510 Educational Supervision | 3 credits |

Leadership Practice

- | | |
|---|-----------|
| 1. EAD 562 Leadership of Effective Groups | 3 credits |
| 2. EAD 563 Interpersonal Dimensions of Leadership | 3 credits |
| 3. EAD 690/691 Internship | 3 credits |
| 4. EHD 569 Capstone | 4 credits |

Educational Evaluation and Research

- | | |
|---|-----------|
| 1. Inquiry and Evaluation in Schools I | 3 credits |
| 2. Inquiry and Evaluation in Schools II | 3 credits |

Total **28 credits**

* Students will take 4 additional electives (12 credits) to complete the MEd degree

** Students pursuing the EdS will need to take the 4 additional electives (12 credits), but will also need to take EAD 656 Social and Ethical Foundations of School Leadership, as well as 6 additional credits of educational evaluation and research courses (which may be credited from a previous master's degree but not count towards the 39 total credits needed for the EdS degree).

Specific Requirements for the EdS in District Level Leadership Program in Educational Leadership

The EdS in District Level Leadership is a 33 credit program, which is detailed as follows:

1. Leadership courses: EdS student must complete 24 credit hours. Graduate courses taken prior to admission may count toward the 24 credit hour requirement.
2. Educational Evaluation/Research courses: EdS students must complete 9 credit hours.

An example of a Program of Study for the EdS in District Level Leadership is as follows:

Organizational and Educational Theory

- | | |
|---|-----------|
| 1. EHD 643 Seminar in District Leadership | 3 credits |
| 2. EAD 630 School Finance and Business Management | 3 credits |
| 3. EAD 634 School Personnel Management | 3 credits |
| 4. EAD 640 Contract Negotiation and Management for Ed Admin | 3 credits |
| 5. EAD 699 Policy Development and Analysis for Central Office Admin | 3 credits |
| 6. EHD 595 Leadership in Curriculum and Assessment Design | 3 credits |

* with permission from an advisor, students may substitute 1-2 courses for those listed above

Educational Evaluation and Research

- | | |
|---|-----------|
| 1. EHD 510 Introduction to Educational Research | 3 credits |
| 2. EAD 653 Statistics for Scholarly Practitioners | 3 credits |
| 3. EAD 655 Qualitative Analysis for Scholarly Practitioners | 3 credits |

Internship

- | | |
|---|-----------|
| 1. Internship I (Superintendent, Curriculum Coordinator, etc.) | 3 credits |
| 2. Internship II (Superintendent, Curriculum Coordinator, etc.) | 3 credits |

Total	33 credits
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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.

Professional Standards for Educational Leaders (PSEL) Standards

Standard 1. Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Standard 2. Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Standard 3. Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 4. Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Standard 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard 6. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard 7. Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Standard 8. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Standard 9. Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Standard 10. School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

MEd and EdS Pathways Program Options

Seeking a MEd in Educational Leadership (no previous Master's)	Cohort courses	Minimally 40 credits: 28 credits offered over 3 years 12 credits of electives
Seeking Post-Master's Degree with Previous Degree OTHER than Educational Leadership	Cohort courses leading to MEd	Minimally 40 credits: See option above
	Cohort courses leading to EdS	Minimally 40 credits: Two additional research courses and the required EAD 656 Social and Ethical Foundations
Seeking Post-Master's Degree with Previous Degree IN Educational Leadership	EdS in District Level Leadership	Minimally 33 credits: See sample POS previously listed

Pathways to Certification through Application with the Maine Department of Education

This information is intended to provide an overview of the courses at the University of Maine that lead to Maine Department of Education (MDOE) administrative certification. While the Educational Leadership faculty works in conjunction with MDOE, the University does not certify school administrators. Please consult the MDOE website directly for all additional requirements, applications, fees, etc. by going to:

<https://www.maine.gov/doe/cert/adminrequirements>.

The following information addresses the majority of cases for those seeking certification. If you have questions based on of 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 Administration (045)

UMaine students can be eligible for a conditional 045 certificate through the MDOE by having a completed Bachelor's degree conferred, 3 years of satisfactory teaching experience, criminal history check, and completion of the following courses:

EAD 510 Educational Supervision

EAD 531 School Law for Administrators OR SED 520 Law and Policy Affecting Individuals

EAD 560 Functions and Theories of Educational Leadership

* It is **HIGHLY RECOMMENDED** that students take both EAD 531 and SED 520 prior to entering the field as a practicing assistant building administrator.

Building Administration (040)

UMaine students can be eligible for a conditional 040 certificate through the MDOE by having a completed Bachelor's degree conferred, 3 years of satisfactory teaching experience, criminal history check, and completion of the following courses:

EAD 510 Educational Supervision

EAD 560 Functions and Theories of Educational Leadership

EAD 565 Inquiry and Evaluation Part I

EAD 566 Inquiry and Evaluation Part II

Additionally, students must submit a plan for mentorship with the MDOE that is supervised by an employed Maine principal or career and technical education administrator. Check with MDOE for more details.

* It is **HIGHLY RECOMMENDED** that students take EAD 531, SED 520, and EAD 616 prior to enter the field as a practicing building administrator.

Curriculum Coordinator (078)

UMaine students can be eligible for a conditional 078 certificate through the MDOE by having a completed Bachelor's degree conferred, 3 years of satisfactory teaching experience, criminal history check, and completion of the following courses:

EAD 510 Educational Supervision
EAD 560 Functions and Theories of Educational Leadership
EAD 565 Inquiry and Evaluation Part I
EAD 566 Inquiry and Evaluation Part II

Superintendent Certification (010)

To be eligible for this certification an applicant must hold a Master's Degree and meet each of the 13 competency areas outlined on our Matrix of Educational Leadership Courses and Administrative Certification Competencies (see below). 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

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College of Education and Human Development
PK-12 Educational Leadership

Organizational and Educational Theory

EAD 510 Educational Supervision
EAD 550 Theories of Educational Organizations
EAD 551 Dynamics of Change in Schools
EAD 560 Functions and Theories of Educational Leadership
EAD 564 Educational Organizations from a Personal, Social & Political Perspective
EAD 650 Leadership Studies (EAD 560 Parts I & II or permission)
EAD 651 Organizational Behavior in Education
EAD 654 Educational Policy Formulation and Analysis
EAD 656 Social and Ethical Foundations of Educational Leadership
EAD 658 Advanced Leadership Studies in Education
EAD 698 Stakeholder Engagement
EHD 500 Social Context of Education
EHD 660 Historical Roots of US Educational Practice, Policy & Thought
EHD 662 Philosophy of Education

Leadership Practice

EAD 531 School Law for Administrators
EAD 532 Staff Development for School Leaders
EAD 562 Group Leadership and Decision Making in Schools
EAD 563 Individual Leadership: Problems, Paradoxes & Possibilities
EAD 598 Special Topics in Educational Leadership
EAD 615 The Principalship
EAD 616 Resource Based Decision Making for School Leaders
EAD 630 School Finance and Business Management
EAD 634 School Personnel Management
EAD 637 Politics, Power and Policy in Educational Leadership
EAD 640 Contract Negotiation & Management for Educ. Admin.
EAD 690 Principal Internship
EAD 691 Internship in Educational Leadership
EAD 692 Superintendent Internship I
EAD 693 Superintendent Internship II

Leadership Practice (continued)

EAD 697 Independent Study in Educational Leadership
EAD 698 Special Topics in Educational Leadership
EHD 521 Evaluation of Instruction
EHD 524 Curriculum & Org. of Middle Schools & Junior High Schools
EHD 533 Dynamics of the Curriculum
EHD 595 Leadership in Curriculum Design for Administrators/Supervisors
EHD 657 Educational Leadership Practicum
EHD 569 Capstone Seminar in Educational Leadership
EHD 642 Seminar in School Leadership
EHD 643 Seminar in School District Leadership
EHD 645 Seminar in Teacher Leadership
EHD 592 Seminar in Middle Level Education

Educational Evaluation and 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
EHD 570 Models of Educational Evaluation
EHD 575 Educational Research
EHD 510 Introduction to Educational Research
EHD 520 Educational Assessment
EHD 573 Statistical Methods in Education I
EHD 574 Statistical Methods in Education II
EHD 571 Qualitative Research: Theory, Design and Practice
EHD 572 Advanced Qualitative Research
EHD 699 Graduate Thesis

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

<p style="text-align: center;">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.</p> <p style="text-align: center;">Effective: Fall 2019</p>		1	2	3	4	5	6	7	8	9	10	11*	12	13
		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	Internship or Practicum	Law & Policy Affecting Individuals
EAD 510	Educational Supervision			3			1	2		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		3	1	1			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	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				3	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	
EHD 521	Evaluation of Instruction			1			1	2		1				
EHD 570	Models of Educational Evaluation	1				1	1	2	1	2				
EHD 524	Curriculum & Organization of Middle/JH. Schools	1				1		1		3	1			
EHD 533	Dynamics of the Curriculum	1		1		1		1		3	1			
EHD 595	Ldrshp in Curriculum Design for Admin/Supervisors	1				1	1	2		3	1			
EHD 657	Educational Practicum												3	
EHD 500	Social Context of Education	2	1			1	1				3			
EHD 510	Introduction to Educational Research					1	1	1	1	1				
EHD 520	Educational Assessment							2		1				
EHD 569	Capstone Seminar in Educational Leadership	1				1	2	1	1					
EHD 642	Seminar in School Leadership	1				1	2	2	1					
EHD 643	Seminar in School District Leadership	2		1		1	2		2					
EHD 645	Seminar in Teacher Leadership						1	2	1	1				
SED 520	Law and Policy Affecting Individuals													3

* This competency is met if a person holds a valid Maine teaching certificate

COEHD Graduate Research Course Sequence & Offerings

Course	Fall Even Year	Spring Odd Year	Summer Odd Year	Fall Odd Year	Spring Even Year	Summer Even Year
EHD 510 (formerly EDS 510) Intro to Ed Research	Live (On---campus)	Online (Asynchronous)	-----	Live (On--campus)	Online (Asynchronous)	-----
EHD 571 (formerly EDS 571) Intro to Qualitative	Live (On---campus)	-----	-----	Polycom/Live (Synchronous)	-----	-----
EHD 572 (formerly EDS 572) Advanced Qualitative	-----	Live (On--campus)	-----	-----	Polycom/Live (Synchronous)	-----
EHD 573 (formerly EDS 521) Intro to Statistics	Live (Synchronous)	Section 1: Live (Synchronous) Section 2: Online (if needed)	Online (Asynchronous)	Live (Synchronous)	Section 1: Live (Synchronous) Section 2: Online (if needed)	Online (Asynchronous)
EHD 574 (formerly EDS 522) Advanced Statistics	Live (On---campus)		-----	Online or Polycom	-----	-----
EHD 575 (formerly EDG 595) Research Design	-----	-----	-----	-----	-----	Polycom/Live (Synchronous)

Educational Leadership Cohort
MEd Program of Study

Semester Admitted:
 Advisor:
 Student Name:
 Student ID:
 Home Address:

Phone Number:
 School/Place of Work:
 Work Telephone:
 Email Address:

Organizational & Educational Theory

Course Number and Title	Credits	Grade	Semester Completed	Institution
EAD 560 Functions and Theories of Educ. Leadership				
EAD 510 Educational Supervision				
EAD 698 Stakeholder Engagement				

Leadership Practice

Course Number and Title	Credits	Grade	Semester Completed	Institution
EAD 562 Leading Task Groups				
EAD 563 Interpersonal Dimensions of Leadership				
EAD 690/691 Internship				
EHD 569 Capstone				

Educational Evaluation and Research

Course Number and Title	Credits	Grade	Semester Completed	Institution
EAD 565 Inquiry and Evaluation Part I				
EAD 566 Inquiry and Evaluation Part II				

Student's Signature: _____

Date:

Advisor's Signature: _____

Date:

Graduate Coordinator Signature: _____

Date:

Needed for Building Administration (040)

EAD 531 School Law

EAD 616 Resource-Based Decision Making

SED 520 Law and Policy Affecting Individuals

Other Electives

EAD 551 Dynamics of Change

EAD 615 The Principalship

EAD 651 Organizational Analysis in Education

EAD 656 Social and Ethical Foundations

EHD 645 Seminar in Teacher Leadership

Educational Leadership Cohort
EdS Program of Study

Semester Admitted:
 Advisor:
 Student Name:
 Student ID:
 Home Address:

Phone Number:
 School/Place of Work:
 Work Telephone:
 Email Address:

Organizational & Educational Theory

Course Number and Title	Credits	Grade	Semester Completed	Institution
EAD 560 Functions and Theories of Educ. Leadership				
EAD 510 Educational Supervision				
EAD 698 Stakeholder Engagement				
EAD 656 Social and Ethical Foundations				

Leadership Practice

Course Number and Title	Credits	Grade	Semester Completed	Institution
EAD 562 Leading Task Groups				
EAD 563 Interpersonal Dimensions of Leadership				
EAD 690/691 Internship				
EHD 569 Capstone				

Educational Evaluation and Research

Course Number and Title	Credits	Grade	Semester Completed	Institution
EAD 565 Inquiry and Evaluation Part I				
EAD 566 Inquiry and Evaluation Part II				
*				
**				

* Additional research course #1
 ** Additional research course #2

Student's Signature: _____

Date:

Advisor's Signature: _____

Date:

Graduate Coordinator Signature: _____

Date:

Needed for Building Administration (040)

EAD 531 School Law

EAD 616 Resource-Based Decision Making

SED 520 Law and Policy Affecting Individuals

Other Electives

EAD 551 Dynamics of Change

EAD 615 The Principalship

EAD 651 Organizational Analysis in Education

EAD 656 Social and Ethical Foundations

EHD 645 Seminar in Teacher Leadership

Educational Leadership Cohort
EdS in District Level Leadership
Program of Study

Semester Admitted:
 Advisor:
 Student Name:
 Student ID:
 Home Address:

Phone Number:
 School/Place of Work:
 Work Telephone:
 Email Address:

Leadership Practice

Course Number and Title	Credits	Grade	Semester Completed	Institution
EAD 630 School Finance and Business Management				
EAD 634 School Personnel Management				
EAD 640 Contract Negotiation and Management for Ed Admin				
EAD 699 Policy Development and Analysis for Central Office Administration				
EHD 595 Leadership in Curriculum and Assessment Design				
EHD 643 Seminar in District Leadership				

* with permission from an advisor, students may substitute 1-2 courses for those listed above

Educational Evaluation and Research

Course Number and Title	Credits	Grade	Semester Completed	Institution
EHD 510 Introduction to Educational Research				
EAD 653 Statistics for Scholarly Practitioners				
EAD 655 Qualitative Analysis for Scholarly Practitioners				

Internship

Course Number and Title	Credits	Grade	Semester Completed	Institution
Internship I				
Internship II				

Student's Signature: _____

Date:

Advisor's Signature: _____

Date:

Graduate Coordinator Signature: _____

Date: