

**University of Maine**  
**College of Education and Human Development**

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**The Cohort Program Leading to the  
Doctor of Education Degree (Ed. D.) in PK-12 Educational Leadership**

Since 1983, the Doctoral Program in Educational Leadership has offered experienced educational leaders an opportunity to stretch professionally and academically. The program is designed to equip students with the skills and insight to understand organizational dynamics and leadership options in an increasingly complex world.

Coursework experiences take place collaboratively within a cohort and help develop and strengthen students' knowledge and skills as educators, critical thinkers, and researchers.

***Program: Focus and Direction***

Coursework, collaborative learning experiences, and research are directed toward meeting the demands of effective and influential leadership in a variety of areas, including:

- ◆ human and organizational development
- ◆ educational policy analysis
- ◆ research methodologies
- ◆ social and cultural dimensions of schooling
- ◆ change and school reform
- ◆ leadership theory and practice

***Academic Framework***

A minimum of 90 graduate credits is required beyond the bachelor's degree. Up to 45 credits may be applied upon evaluation of prior coursework. Subsequent selection of coursework is aimed at developing:

- ◆ a comprehensive background in the field of leadership and education studies (15 cr. minimum);
- ◆ knowledge and experience in educational research (12 cr. minimum); and
- ◆ a thorough and specialized knowledge in the dissertation research area (18 cr. minimum).

***Schedule and Format***

Courses are offered on a varying schedule of alternating weekday evenings (usually Thursday and Friday) and Saturdays. To the degree possible, courses are adapted to the needs, interests, and schedules of the group. Students meet residency requirements by taking two courses per semester for a minimum of four consecutive semesters, including summers.

***Who Should Apply***

The PK-12 Educational Leadership Doctoral Program seeks candidates who

- ◆ have leadership experience in K-12 education and who wish to grow professionally and academically;
- ◆ are committed to making a positive difference in their leadership practice and workplace;
- ◆ demonstrate the self-direction necessary for advanced graduate study and independent research; and
- ◆ possess the ability and motivation to succeed in the rigorous personal and academic demands of doctoral study.
- ◆ have a Master's degree in a related field.

### ***Pre Doctoral Coursework***

We form Educational Leadership Doctoral cohorts approximately every three years. (The next one will begin in Fall 2009). If you are considering taking courses prior to the formal beginning of the next cohort, please consult with a faculty member so we can assess which courses, if any, would be appropriate.

Core Requirements for the doctoral program include courses in Organizational Theory, Leadership Practice, and Research. The research core requires at least an introductory level educational research course and statistics. We strongly recommend that students take EDS 521: Statistics before entering the program. Particular CAS level courses are acceptable for transfer into the program (up to 15 credits). They include:

- EPT 552 Advanced Educational Psychology
- EDA 570 Models of Education Evaluation
- EDC 595 Leadership in Curriculum Design for Administrators and Supervisors
- EAD 636 Politics, Power and Policy in Educational Leadership
- EAD 650 Leadership Styles in Educational Leadership
- EAD 651 Organizational Behavior in Education
- EAD 656 Social and Ethical Foundations of Educational Leadership
- EDH 660 Historical Roots of Educational Thought and Practice

### ***The Application Process***

The application process provides several sources of information for the faculty to use to assess the student's likelihood for success in the program. There are two major parts—the graduate school application and the leadership portfolio. Each of these has sub parts which are delineated below.

**I. Application to the Graduate School.** This application has several parts including:

- **Three recent recommendations** specifically related to doctoral study in educational leadership (at least one recommendation should be from an educational employer);

- ❑ **Transcripts** of all undergraduate and graduate study completed. The grade point average for prior graduate study should generally equal or exceed 3.5. Applicants are not required to provide transcripts of course work completed at the University of Maine, Orono, but they must provide transcripts of coursework taken elsewhere including other campuses of the University of Maine System.
- ❑ **Scores on the Graduate Record Examination (GRE)** GRE scores must be provided for the quantitative, verbal and analytic sub-tests. Advanced subject tests are optional, and the applicant may choose to provide these scores to complete the application profile. Combined scores on the quantitative and verbal sub-tests should generally equal or exceed 1,000. Evidence that GRE scores lower than 1,000 are inconsistent with an applicant's record of strong academic and professional achievement will be considered in assessing the application. The Graduate School in Winslow Hall and the Office of Institutional Studies in Alumni Hall can provide information on the administration of the Graduate Record Examination. (An application will not be complete unless these scores are submitted or the applicant has taken the GRE, but the scores have not yet been received from the Educational Testing Service)

The graduate school application and the supporting materials listed above should be filed with

***The Graduate School***  
**2 Winslow Hall**  
**University of Maine,**  
**Orono, ME 04469-5782.**

**II. The Leadership Portfolio.** The purpose of the leadership portfolio is to provide the faculty evaluating your candidacy with evidence regarding your: (1) goals and expectations for doctoral study (to assess fit with programmatic goals and resources); (2) past leadership experience and its impact; (3) leadership potential; (4) writing ability; (5) capacity to be reflective and analytical; and (6) philosophy regarding educational leadership.

The portfolio, with the exception of the vita and appendices, should be narrative in form providing a sample of your writing and analytical skills. The writing should be concise and to the point. Besides illustrating reflective and analytical writing skills, the portfolio should convey the applicant's understanding of organizational processes in schools, philosophy of leadership, and insight into her or his own interactions and impacts in leadership roles.

The portfolio should have these sections:

- ❑ **Vita** providing a brief overview of your professional background.
- ❑ **Rationale:** a brief description of: (1) your expectations and aspirations in seeking the Ed.D. in K-12 Educational Leadership, (2) how study of educational leadership fits with your past experience and education and with your aspirations for the future, (3) the directions in which you hope to expand your knowledge through advanced study.

- ❑ **Description of representative leadership roles** you have played including: (1) the purpose and scope of the activity; (2) an assessment of the outcomes; (3) how and why you had an impact on outcomes; (4) questions the experience raised for you regarding leadership processes.
- ❑ **Critical Reflection**
  - **Select** an initiative in which you have played a significant role as an educational leader.
  - **Describe** the initiative, your role, and critical events and outcomes associated with it.
  - **Analyze** these events to examine why and how the course of events occurred as they did.
  - Finally **evaluate** your role and behavior as a leader in this initiative and draw implications for yourself and your organization's capacity to respond and/or improve. (Maximum length: 5 single-spaced or 10 double-spaced pages.)
- ❑ **Appendices** (optional): Include any materials you wish in the Leadership Portfolio that reflect your leadership experiences and would add to our understanding of you as a leader.

The Leadership Portfolio should be submitted to

**Educational Leadership Programs  
Merrill Hall, Room 118  
University of Maine  
Orono, ME 04469-5749**

Please note: do not send the portfolio to the Graduate School.

### ***Deadline***

Completed applications for the 2009 doctoral cohort **must be received no later than MARCH 2, 2009**. This deadline applies to both the Graduate School application and the Leadership Portfolio.

Following faculty review of the applications, the Director of the Graduate School will provide each applicant with written notification of the admissions decision. Applicants may be requested to participate in an interview with faculty for the purposes of clarifying application materials, discussing the extent to which the candidate's educational and career objectives are consistent with the program's goals and resources, and providing an opportunity for the applicant to gain additional understanding of the program.

### ***Selection Process***

In selecting candidates to be admitted to the doctoral program, the faculty assesses each candidate's application material and portfolio. Below are the areas or items they assess in order to

make a decision about a candidate's experience—academic and professional—and his or her aptitude for doctoral work.

1. Academic record
2. Test scores
3. Work experience (length and success as an educator)
4. Leadership experience
5. Relevance of experience to pursuit of our doctoral program
6. Clarity of goals and their relevance to our program
7. Ability to organize, analyze, and manipulate abstractions in writing
8. Ability to evaluate and synthesize organizational thought, especially as it relates to doctoral work.

### ***Interview***

In order to allow a candidate another opportunity to demonstrate his or her ability, to clarify the goals of doctoral study, or to show one's commitment to the pursuit of a doctorate, we often interview potential students. Through the interview process, we assess candidates in the categories listed above.