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- Grading System
- Academic Standing
- Academic Record Changes
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- Readmission
- Enrollment Status
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- Title II, Higher Education Act
- Disability Accommodations
- FERPA
- Accreditation
- Professional Licensure and Certification Notice
- Use of this Catalog
## ACADEMIC CALENDAR

### Summer Sessions 2011

<table>
<thead>
<tr>
<th>Event</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Classes Begin</td>
<td>Friday</td>
<td>June 10th</td>
</tr>
<tr>
<td>Educational Leadership Classes Begin</td>
<td>Thursday</td>
<td>June 23rd</td>
</tr>
<tr>
<td>Educational Leadership Classes End</td>
<td>Friday</td>
<td>July 29th</td>
</tr>
<tr>
<td>Early Childhood Classes End</td>
<td>Saturday</td>
<td>July 30th</td>
</tr>
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### Academic Year 2011-2012

<table>
<thead>
<tr>
<th>Event</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Leadership Classes Begin</td>
<td>Tuesday</td>
<td>August 30th</td>
</tr>
<tr>
<td>Early Childhood Classes Begin</td>
<td>Wednesday</td>
<td>August 31st</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Monday</td>
<td>September 5th</td>
</tr>
<tr>
<td>Last Day to Add Full Semester Class</td>
<td>Tuesday</td>
<td>September 6th</td>
</tr>
<tr>
<td>Last Day to Drop Full Semester Class</td>
<td>Tuesday</td>
<td>September 13th</td>
</tr>
<tr>
<td>Full Semester Course Withdrawal Begins - No Adjustment to Charges</td>
<td>Wednesday</td>
<td>September 14th</td>
</tr>
<tr>
<td>Fall Break (Columbus Day)</td>
<td>Monday</td>
<td>October 10th</td>
</tr>
<tr>
<td>Last Day to Withdraw from a Full-Semester Class</td>
<td>Friday</td>
<td>October 28th</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>Wednesday</td>
<td>November 23rd</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>Thursday</td>
<td>November 24th</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>Friday</td>
<td>November 25th</td>
</tr>
<tr>
<td>Early Childhood Last Day of Classes</td>
<td>Saturday</td>
<td>December 10th</td>
</tr>
<tr>
<td>Educational Leadership Last Day of Classes</td>
<td>Tuesday</td>
<td>December 13th</td>
</tr>
<tr>
<td>New Year's Day 2012</td>
<td>Sunday</td>
<td>January 1st 2012</td>
</tr>
<tr>
<td>Martin Luther King Day</td>
<td>Monday</td>
<td>January 16th</td>
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<tr>
<td>First Day of Classes - Spring Semester</td>
<td>Tuesday</td>
<td>January 17th</td>
</tr>
<tr>
<td>Spring Break I Begins</td>
<td>Monday</td>
<td>February 20th</td>
</tr>
<tr>
<td>Spring Break I Ends</td>
<td>Friday</td>
<td>February 24th</td>
</tr>
<tr>
<td>Spring Break II Begins</td>
<td>Monday</td>
<td>March 26th</td>
</tr>
<tr>
<td>Spring Break II Ends</td>
<td>Friday</td>
<td>March 30th</td>
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<tr>
<td>Last Day of Classes</td>
<td>Friday</td>
<td>May 4th</td>
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<tr>
<td>Commencement</td>
<td>Saturday</td>
<td>May 12th</td>
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**Academic Programs**

**MS Ed. in Educational Leadership**

- **Description**

The Program prepares professional educators for leadership roles in educational settings. The Program contributes to the intellectual and professional growth of practicing educators through a challenging and supportive course of study that respects and builds upon their experiences in the field. The cohesive student-centered program models excellence in education through rigorous coursework and faculty mentoring of research and practice. The 36-credit program, including a 12-credit concentration (minor) that can be self-designed, administration or educational technology, helps competent teachers become effective educational leaders.

The Program is offered in a cohort format. Students are typically admitted to a cohort each summer. Participants are expected to progress through the degree program with their cohort. Completion of the degree takes three years, including three summers.

The Program culminates with the execution of an action research project. The project focus is on classroom practice or school improvement and includes planning, intervention strategies, data collection and analysis, and the production of a professional report supported by a presentation to faculty and peers. The project takes place during the final two courses of the Program.

- **Goals**

MS Ed. in Educational Leadership is designed for practicing teachers who wish to become exceptional educational leaders. The program will contribute to the intellectual and professional growth of these educators through a challenging and supportive course of study that respects and builds upon their experiences in the field. The cohesive student-centered program will model excellence in education through rigorous coursework and faculty mentoring of research and practice. Exploring issues related to diversity is a common thread found throughout the program. Diversity is defined as the difference among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

- **Field-based Research**

All students will participate in field-based projects to develop the skills of independent research. UMF faculty, staff, and students who intend to conduct projects involving human participants must seek approval (or an exemption) from the Institutional Review Board (IRB). The IRB is the administrative and decision-making body having responsibility for review and approval of research involving human subjects. **Before** any research involving human subjects can be initiated, it must be submitted to the IRB for review and approval. Guidelines for preparing and submitting a proposal to the IRB are located at [http://irb.umf.maine.edu/](http://irb.umf.maine.edu/).
• **Program Technology**

Specific technology requirements include:

1. A computer running Windows XP or newer with a modern processor (less than 5 years old), or a Macintosh computer with an Intel processor running System 10.4 or later.
2. A High-Speed Internet connection.
3. A current Internet browser, such as Safari, Explorer, Chrome or Firefox.
4. The following software:
   a. Microsoft Office Suite
   b. Adobe Reader (current version)
   c. Silverlight 2.0

• **Campus Technology Tools**

Students are expected to use the following campus technology tools:

1. *MyCampus*, the UMF web portal, from which you will be able to log into the sites listed below, as well as Mantor Library, Tk20 (the university assessment database) and Atomic Learning (online training resources).
2. MaineStreet, the software where demographic information is stored, registration occurs and grades can be seen.
3. Blackboard, the course management software used for online courses.
4. University email.

• **Course Schedule**

<table>
<thead>
<tr>
<th>Semester Term</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>EDU 581 History Philosophy &amp; Ethics of Education  EDU 580 Tech Integration, Mod I Concentration (minor)</td>
<td>Concentration (minor)</td>
<td>EDU 585 Cultivating Leadership EDU 580 Tech Integration, Mod V Concentration (minor)</td>
</tr>
<tr>
<td></td>
<td>EDU 580 Tech Integration, Mod I Concentration (minor)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>EDU 582 Research Methods EDU 580 Tech Integration, Mod II</td>
<td>EDU 583 Development &amp; Planning of Curriculum and Assessment I EDU 580 Tech Integration, Mod III</td>
<td>EDU 586 Field-based Research I EDU 580 Tech Integration, Mod VI</td>
</tr>
<tr>
<td></td>
<td>EDU 580 Tech Integration, Mod II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Concentration (minor)</td>
<td>EDU 584 Development &amp; Planning of Curriculum and Assessment II EDU 580 Tech Integration, Mod IV</td>
<td>EDU 587 Field-based Research II</td>
</tr>
</tbody>
</table>

• **Admission Requirements**

To apply for the Master of Science in Education in Educational Leadership, an applicant must:

- have a baccalaureate degree from a regionally accredited college or university. (A foreign degree must be validated by World Educational Services, Center for Educational Documentation, Inc., or other appropriate agency. The decision to accept the degree is made on a case-by-case basis by the Assistant Dean);
- have a minimum of two years of professional education experience. However, electives may be taken through Educational Outreach before the two-year requirement and application can be made during the second year of teaching; and
- be employed or seeking employment as a classroom teacher or other education professional.
• Application

Application is made online at http://masters.umf.maine.edu/. Required supplemental materials include:

- an essay on leadership, and a self-designed concentration (minor) essay when appropriate;
- three recommendations on official letterhead, attaching the MS Ed. recommendation form;
- official transcript(s) of undergraduate degree(s) (including UMF) and all graduate work;
- certification or license, when appropriate; and
- a nonrefundable $60 application fee.

• Submission of Application

Applications and essays should be emailed as attachments to umfmasters@maine.edu, or sent to the address below.

Supplemental materials should be mailed to:

MS Ed. Program
University of Maine at Farmington
111 South Street
Farmington, ME 04938

• Admission Decisions

Applicants will be notified of acceptance on a rolling basis until the cohort is filled. For full consideration only completed applications will be reviewed.

• Immunization Law

Maine state law requires all individuals born after December 31, 1956, who plan to enroll in a degree program or plan to take 12 or more credits, to show proof of immunity against measles, mumps, rubella, diphtheria, and tetanus before registering for classes. Immunization records must be on file with UMF Student Health Services before students will be allowed to register for class.

• Financial Aid

Limited financial aid is available to graduate students. You may apply for Federal Direct Student Loans or loans through qualified private sources. Submission of the Free Application for Federal Student Aid (FAFSA) must be made to receive a Federal Direct Loan. For further information, contact the Financial Aid Office through the UMF Merrill Center by phone at 207 778-7100, or via email at umfaid@maine.edu. Appointments are available and can be scheduled through Merrill Center.
• **Transfer of Credit to the Program**

A student, with the approval of the Assistant Dean, may transfer up to 12 graduate credits into a concentration (minor). These transfer credits must have been earned from a regionally accredited institution, within the five years prior to admission, and with a minimum grade of B (or equivalent). Students may be required to provide course descriptions and syllabi for transfer credits to determine appropriateness for UMF’s program by the Assistant Dean. Transfer of credit into the 24-credit core curriculum is not accepted. Graduate credits applied toward an undergraduate degree cannot be used toward the master’s degree.

• **Tuition and Fees**

One time Fees: Application Fee, $60; Technology (TK20) Fee, $100.

<table>
<thead>
<tr>
<th>Credits</th>
<th>In-State</th>
<th>In-state</th>
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<tbody>
<tr>
<td>3½ credits</td>
<td>$1,326.50</td>
<td>$2,463.50</td>
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<tr>
<td>Unified fee</td>
<td>$84.00</td>
<td>$84.00</td>
</tr>
<tr>
<td>Total</td>
<td>$1,410.50</td>
<td>$2,547.50</td>
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*Tuition rates and fees shown for the 2011-12 academic year. The University reserves the right, up to the date of final registration for the academic term, to make adjustments as may be deemed necessary by the Board of Trustees. Students will be billed additional charges if tuition and/or fees change after they have enrolled.

1 E.g., one 3-credit course plus one 0.5 credit technology integration module
2 E.g., two 3-credit courses plus one 0.5 credit technology integration module

• **Student Advisement**

Each MS Ed. educational leadership student will be assigned the Assistant Dean as official advisor upon admission to the program. The Assistant Dean will review student transcripts and registration status to monitor student progress. Students are encouraged to maintain regular contact with the Assistant Dean, as well as any other faculty member, for advice throughout their program of study.

• **Degree Completion**

Members of a cohort normally will complete the degree in three years, including three summers. Students must complete the degree within five years from initial date of enrollment unless approved by the Assistant Dean because of special circumstances.

• **Graduation Requirements**

To be eligible for graduation from the MS Ed. degree program a student must:

A. Complete satisfactorily the 36 graduate credit hours required in the MS Ed. program.
   1. Maintain a 3.0 grade average for all UMF courses taken toward the program.
   2. All courses for the graduate program must be passed with a minimum grade of C.

B. Be current with all Library, Computer Center obligations and financial charges as documented by Merrill Center.

C. Complete the application for graduation through MaineStreet.

• **Graduation**

Graduation ceremonies will be held in May as part of the University commencement.
• Required Courses

EDU 580  Technology Integration
This course is designed to prepare leaders to integrate diverse educational technologies in an educational setting in ways that reflect a theoretical, research based, and practical understanding of curriculum/assessment development and the effective uses of technology. The course emphasizes practical ways to integrate technology into everyday instruction including content-area knowledge acquisition, inquiry, communication, critical thinking, and problem solving. Course content explores the role of leaders as agents of reform regarding technology and includes the role and responsibility of various technologies to address diverse learning needs by utilizing an array of applications to enhance classroom instruction, motivate learners, and connect home and school.

EDU 581  History, Philosophy, and Ethics of Education
Students will review the development of educational practices among all people; examine a variety of philosophies of learning methods and content epistemology from multiple cultures; and identify personal, professional, and community values in education.

EDU 582  Research Methods
This course is designed to help students develop a working understanding of theories and techniques of both qualitative and quantitative educational research. Students will write a research proposal and develop a literature review as part of this course.

EDU 583  Development and Planning of Curriculum and Assessment I
This course focuses on current research and best practices in the area of curriculum development, instructional design, and assessment techniques. Participants will learn about a range of planning models that will inspire the creativity and innovation necessary to provide rich and powerful learning experiences and environments for every student. This course motivates participants to support colleagues in engaging students authentically in their own learning. An integral part of this course will be the development of a critical stance related to current practices in the design of curriculum, instruction and assessment.

EDU 584  Development and Planning of Curriculum and Assessment II
Participants in this course will investigate the cycle of program evaluation: design, implementation, management, and evaluation. The effects of reform initiatives on the stakeholders in educational environments will be investigated and critiqued. An emphasis is placed on developing a collaborative culture in educational environments that enhances teacher agency, builds instructional capacity, and enables every student to learn.

EDU 585  Cultivating Leadership
This course is designed to cultivate leaders at the district, school, and classroom level, creating thinkers that influence system transformation. Participants will examine the application of ethical practices as they work with all students, staff, teachers, administrators, families, board members, community members, etc. to benefit the decision-making process. Emphasis will be placed on understanding the change process, the importance of building relationships, and sharing knowledge with all stakeholders.

EDU 586  Field-Based Research I
Research conducted by classroom teachers, often concurrent with their teaching, is a component of reflective practice and professional learning grounded in an ethical commitment to improving practice and actualizing educational values. This course is designed to provide an in-depth review of action research design including collaborative, critical, classroom and participatory action research. Ethical issues involved in field-based research, with an emphasis on those pertaining to research in education settings, will be considered.
EDU 587  Field-Based Research II

This course is designed to be the capstone in the Master of Science in Education program. In this course, students will carry out the action research plans designed in EDU 586 Field-Based Research I. Further, this course is a forum for analysis and reflection on the theoretical and experiential knowledge gained through the action research process to generate an informed, multi-faceted perspective on the practice of education.

•  Elective Courses  (Contact Graduate Office for course availability)

EDU 512  Literacy, Language and Learning

The central goal of this course is to deepen and extend your ability to support your upper elementary, middle and high school students in doing the reading and writing that they will need to do so that they can be successful learning and doing the subject matter work that is at the heart of the courses you teach. Reading and writing are powerful tools, powerful ways of communicating and learning. Much of what we do, both in school and out, has reading and writing (or, literacy, broadly speaking) at its core, or behind it in one way or another. In order to really be able to help our students with these skills, we as teachers need chances to reflect on our current practices with reading and writing and develop new instructional strategies and approaches in this area.

Another goal of this course is to look at current issues, topics and conversations that are happening in the field of literacy. As students in the course think about their own as well as larger contexts, they will be developing various definitions for literacy, considering their own identities as readers and writers, and thinking about who their students are, as readers and writers. We will look at the way literacy differs by discipline, and consider the relationship between literacy and our own academic discipline. Finally, we will learn more about out of school literacy and its implications for our work as teachers in schools, and explore the relationship between literacy and social justice, democracy, and equity.

EDU 513  New Media and Language Arts in the Elementary Classroom

This course will focus on how new media can be used to support student learning in the language arts classroom. Students will examine current and historical practices in the language arts classroom, and explore how these practices might shift with the arrival of new tools. Students will be asked to think critically about how and when new media should be used to support students. Particular focus will be given to the best practices in elementary classrooms and the unique challenges and opportunities of working with this population in the digital age.

EDU 516  Professional Development Through Narrative Inquiry

This course will focus on the use of narrative inquiry as a qualitative research method for the professional development of teachers. Narrative inquiry is the process of eliciting and using the participants' own stories of classroom incidents and experiences to inform teaching practice. Participation in narrative inquiry involves sharing poignant experiences amongst teachers, analyzing the stories for common elements and drawing conclusions for future practice. The process is a useful technique for reflection and effective professional development. While the process of narrative inquiry utilizes teaching stories, the process is subject to the same requirements of rigorous research prescribed by other qualitative techniques.

Participants in this course will analyze current research studies using narrative inquiry and reflect upon applications of narrative inquiry within the teaching profession. Participants will engage in the process of narrative inquiry by creating their own teaching narratives that have been critical to pedagogical practice and examining the teaching narratives of others that have informed pedagogical practice.
EDU 540  A Close Look at Classic Fairy Tales: What Disney Didn't Tell You

This course is designed to familiarize participants with literary folk and fairy tales. The majority of the class will be devoted to the close reading and analysis of a select group of tales. A close analysis of the tales will include structural, psychological, historical, and anthropological readings of literary folk and fairy tales and their cinematic counterparts; a look at how social and cultural shifts have contributed to the development of the literary fairy tale; and consideration of the nature of the appeal of these tales that have survived and evolved over the past 300+ years and embedded themselves deeply into popular culture. The rest of the class will be devoted to classroom applications for fairy tale studies. As fairy tales are used from pre-K to graduate studies, participants will pursue fairy tales studies appropriate for the grade/age level they choose.

EDU 550  School Law for Administrators

This course is a survey of the legal bases of public education in the United States and of contemporary legal issues and cases affecting the practice of school administration. Although the primary objective is to acquaint the student with the legal principles governing public education in the nation and the State of Maine, special attention will be given to those topics of school law which are, or should be, of immediate concern to the practicing school administrator.

EDU 551  Organizational Behavior and Change

This course is about understanding schools as organizations and how to change them to improve learning for all. It draws on literature about organizational behavior, culture, change, leadership, learning organizations and professional learning communities. It is designed to promote critical thinking about and planful action toward creating schools that are true learning organizations. The course begins with an overview of diverse models of organizations and moves to a focused examination of culture and its impact on organizational behavior. Frameworks for understanding organizational change and resistance to change are then explored, followed by critical examination of leadership capabilities and skills necessary to lead successful school change efforts, including shared vision, inquiry-based use of data, and broad-based involvement and collaboration.

EDU 552  Supervision and Evaluation of School Personnel

This course provides an overview of supervisory practice in public schools. It draws upon effective schools, effective teaching, teacher and adult development, and supervisory practice literature as a foundation for direct assistance to teachers and general supervisory work. The course includes Maine State Law regarding hiring and dismissal practices, just cause, contract issues, dismissal, non-renewal, progressive discipline, and complaint investigation.

EDU 553  Finance for School Administrators

EDU 553 presents a comprehensive introduction to resource acquisition, management, and leadership at the school level. Further, it is designed to engage students in exploring the practical realities of resource leadership and to examine in depth their own skills and knowledge in light of their goals for school leadership. Specifically, in the course students will: 1) develop a comprehensive understanding of resource acquisition, management, and deployment as a central part of their leadership effectiveness. 2) understand the procedural and legal parameters for financial and other resource acquisition, management, and deployment. 3) build skills and understanding for leading this dimension of the school effectively.

EDU 557  Family & Community Involvement in Literacy Learning

This course will focus on literacy learning issues as they relate to various family configurations, socioeconomic status and multicultural diversity in Grades K-12. The course will include an examination of the role of contextual factors and community agencies in promoting literacy education within schools. The course will address communication skills and implementation of effective practices that enhance family and community involvement.
EDU 558  **Leadership in the School/District Literacy Program (K-12)**

This course will focus on leadership skills and strategies for the literacy educator who may be assigned tasks related to literacy such as textbook adoptions, curriculum reviews, conducting meetings, chairing committees, writing grants or presenting informational sessions. Participants will learn procedures for developing and implementing professional development or literacy programs from initial needs assessments to program evaluations. Techniques for communicating effectively and building congruency across literacy programs will be included. Students will develop a leadership project within their school or school district.

EDU 568  **Communication Tools for Teaching and Learning**

The goal of this course is to develop student-centered learning through technology integration and project-based approaches. Themes include: using technology effectively in the classroom to promote 21st century skills; identifying ways students and teachers can use technology to enhance learning through research, communication, collaboration, and productivity strategies and tools; providing hands-on learning and the creation of curricular units and assessments, which address state and national academic and technology standards; facilitating student-centered classrooms that encourage student self-direction and higher-order thinking.

EDU 569  **Information Tools for Teaching and Learning**

Information Tools are technologies that allow humans to collect, organize, analyze and utilize information. These tools include, but are not limited to: databases, semantic networks (concept maps), spreadsheets, expert systems, microworlds, search tools, visualization tools, hypermedia, and geographic information systems. In this course, participants will explore the purpose, function, and usage of some of these tools, the philosophy and research behind their design and usage, as well as how information tools can best be utilized and assessed in the classroom to enhance teaching and learning.

EDU 571  **Digital Media in the Classroom**

This course explores the development of digital media, the instructional design process and how to integrate these tools with the teaching of media literacy. Participants examine the way that media (video, audio, images, etc.) can be used to enhance learning and develop the skills necessary to design, produce and evaluate the use of digital media in the classroom.

EDU 572  **Technology as a Change Agent**

Many teachers with expertise in educational technology are relied upon to take leadership positions with technology integration/advocacy, professional development, grant writing, technology purchasing, etc. However, they seldom have expertise in how to be leaders and agents for change at the organizational level. Every school and situation is different, and there are no “silver bullets” or one-size-fits-all lists of rules, but knowing the right questions to ask can mean the difference between effective leadership and frustration.

EDU 597  **Independent Study**

The student will work under the supervision of an appropriate faculty member on a topic chosen by mutual agreement. The study may require an extensive survey of a relevant topic or an original research project. The student will submit in writing a detailed outline of his/her course of study to the instructor with whom he/she wishes to work PRIOR to registering for the course. The instructor and the student will collaborate to develop a plan that includes the topic, the objectives, the necessary resources, the student responsibilities (including timeline), and the criteria for grading the work. The plan must be submitted to and approved by the assistant dean.
• FACULTY LISTING

*denotes full-time faculty

• Margaret A. Arbuckle – Lecturer III (1997); BA, Boston University; MA, Boston University; Ph.D, University of Massachusetts.

• *Phyllis Blackstone – Associate Professor of Literacy Education (2008); BS, Gordon College; Ed.M, Ed.D, Boston University.

• Mary Callan – Lecturer II (2002); BS, University of Maine at Farmington; M Ed., University of Maine.

• Michael R. Cormier – Lecturer III (2002); BS, MEd., CAS, University of Maine; DEd., Boston College.

• Bryce M. Cundick – Lecturer I, Information Technology Librarian, Mantor Library (2007); BA, MA, Brigham Young University; MLS, Florida State University.

• *Barbara J. Eretzian – Lecturer I (2008); BS, University of Maine; MEd., University of Southern Maine.

• Nichole R. Goodspeed – Lecturer I (2009); BA (2), University of Maine; MA, Ph.D, University of Mississippi.

• *Philip A. Griswold – Assistant Dean of Education and Director of MS Ed. Program (2008); BS, Cornell University; MS, University of Vermont; MEd., Ed.D, Rutgers University.

• *Lori J. Koban – Assistant Professor of Mathematics (2006); BS, Eastern Nazarene College, MAT, MA, Ph.D, Binghamton University.

• Sandra J. MacArthur – Lecturer I (2007); BS, Husson College; CAS, MS, University of Maine.

• Laurie A. MacWhinnie – Lecturer I, Head of Reference Services, Mantor Library (2002); BA, University of Maine; MLS, Simmons College.

• *Maurice Martin – Associate Professor of Community Health Education (2006); BS, University of Maine at Farmington, M. Ed., Ph.D, University of South Carolina.

• Joella Ashley Montgomery – Director of the Teaching and Learning Collaborative (2000); BA, MS, Ph.D, University of Tennessee.

• *Marcia F. Nash – Professor, Language Arts Education (1982); BA, MA, Ph.D, University of Texas.

• *Theresa L. Overall – Assistant Professor, Secondary/Middle Education (2007); AB, Hollins College; MS, Ph.D, University of North Texas.

• *Jennifer I. Reid – Professor of Religion (1995) BA, University of Cape Breton; MA, Ph.D, University of Ottawa.

• *Paul Stancioff – Associate Professor Physics (1988); BA, University of Maine; Ph. D, Boston University.

• *Clarissa S. Thompson – Assistant Professor of Secondary English Education (2007); BA, Wesleyan University Middletown; MEd., Harvard University; Ph.D, University of Washington.

• *Grace J. Ward – Assistant Professor of Secondary/Middle Education (2005); BS, MS, University of Southern Maine; Ed.D, Nova Southeastern University.

• *Cathryn A. Wimett – Associate Professor Literacy Education (1997); BA, Emmanuel College; MEd., Lesley College; Ed.D, National Louis University.
MS Ed. in Early Childhood

• **Description**

The Master of Science in Education Early Childhood degree program is designed for early childhood professionals who wish to become exceptional leaders. This program defines exceptional leaders in early childhood to be persons who fulfill and excel as adult educators in higher education, trainers, classroom teachers, program administrators, policy advocates, curriculum specialists, program proprietors, and a variety of other persons who assume early childhood leadership responsibilities. The core curriculum is carefully designed to contribute to the intellectual and professional growth of these leaders who work with children ages birth through age 8. The program emphasizes child development based curriculum, development, and assessment, across ages birth through age 8, as well as an understanding of the family and community contexts in which these children are educated.

The 36-credit MS Ed. Early Childhood program should be completed within 6 years of matriculation. It is comprised of 24 core credits and 12 elective credits. The electives, which will be selected in consultation with an advisor, must be 500 level courses or above and contain content specifically related to the field of early childhood. While students can choose to take elective courses elsewhere, several elective courses have been specifically developed as a part of the program.

The program delivery will entail face-to-face instruction in a compressed format, hybrid/ blended courses (partially on-line and partially face-to-face), and 100% on-line courses. Approximately 30% of the program will be delivered through face-to-face instruction and 70% will be delivered using distance technology tools.

• **Goals**

MS Ed. in Early Childhood is designed for early childhood professionals who wish to become exceptional leaders. This program identifies exceptional leaders in early childhood as persons who fulfill roles such as adult educators in higher education, trainers, classroom teachers, program administrators, policy advocates, curriculum specialists, program proprietors, and a variety of other persons who assume early childhood leadership responsibilities. The core curriculum is carefully designed to contribute to the intellectual and professional growth of these leaders by emphasizing child development-based curriculum, development, and assessment, across ages birth through 8, imbued with an understanding of the family and community contexts in which these children are educated. Such a foundation supports early childhood professionals in addressing the needs of children and families in today’s changing, diverse world. Through a creative and varied course of study, early childhood professionals will develop the skills to collaborate with community agencies and professionals. The student-centered program will model excellence in education through rigorous coursework and faculty mentoring of research and practice. Exploring issues related to diversity is a common thread found throughout the program.

• **Field-based Research**

All students will participate in field-based projects to develop the skills of independent research. UMF faculty, staff, and students who intend to conduct projects involving human participants must seek approval (or an exemption) from the Institutional Review Board (IRB). The IRB is the administrative and decision-making body having responsibility for review and approval of research involving human subjects. Before any research involving human subjects can be initiated, it must be submitted to the IRB for review and approval. Guidelines for preparing and submitting a proposal to the IRB are located at [http://irb.umf.maine.edu/](http://irb.umf.maine.edu/).
• **Program Technology**

Specific technology requirements include:

5. A computer running Windows XP or newer with a modern processor (less than 5 years old), or a Macintosh computer with an Intel processor running System 10.4 or later.
6. A High-Speed Internet connection.
7. A current Internet browser, such as Safari, Explorer, Chrome or Firefox.
8. The following software:
   a. Microsoft Office Suite
   b. Adobe Reader (current version)
   c. Silverlight 2.0

• **Campus Technology Tools**

Students are expected to use the following campus technology tools:

5. *MyCampus*, the UMF web portal, from which you will be able to log into the sites listed below, as well as Mantor Library, Tk20 (the university assessment database) and Atomic Learning (online training resources).
6. MaineStreet, the software where demographic information is stored, registration occurs and grades can be seen.
7. Blackboard, the course management software used for online courses.
8. University email.

• **Course Schedule**

### Summer 2011 Semester Start  Two Year program

<table>
<thead>
<tr>
<th>Semester Term</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
</table>
| **Summer**    | ECH 500 Early Childhood Education in Today's World  
ECH 535 Play and the Social World of the Child | ECH 503 Leadership and Supervision (elective)  
ECH 534 Advanced Program Administration |
| **Fall**      | ECH 505 Mathematics in the Early Childhood Years (elective)  
ECH 533 Advanced Foundations of Child Development | ECH 538 Collaboration with Families and Communities  
ECH 540 Research Methods in Early Childhood |
| **Spring**    | ECH 502 Diverse Programming in Early Learning Environments (elective)  
ECH 539 Curriculum Development and Assessment | ECH 537 Science in the Early Childhood Years (elective)  
ECH 541 Field-Based Research |

### Four Year Program

<table>
<thead>
<tr>
<th>Semester Term</th>
<th>Year 1</th>
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<th>Year 3</th>
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<tbody>
<tr>
<td><strong>Summer</strong></td>
<td>ECH 500 Early Childhood Education in Today's World</td>
<td>ECH 503 Leadership and Supervision Assessment (elective)</td>
<td>ECH 504 Early Childhood Policy &amp; Research (elective)</td>
<td>ECH 540 Research Methods in Early Childhood</td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>ECH 533 Advanced Foundations of Child Development</td>
<td>ECH 538 Collaboration with Families and Communities</td>
<td>ECH 534 Advanced Program Administration</td>
<td>ECH 541 Field-Based Research</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>ECH 502 Diverse Programming in Early Learning Environments (elective)</td>
<td>ECH 537 Science in the Early Childhood Years (elective)</td>
<td>ECH 539 Curriculum Development and Assessment</td>
<td>ECH 535 Play and the Social World of the Child</td>
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### Fall 2011 Semester Start  
**Two Year program**

<table>
<thead>
<tr>
<th>Semester Term</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>ECH 505 Mathematics in the Early Childhood Years (elective)</td>
<td>ECH 538 Collaboration with Families and Communities</td>
</tr>
<tr>
<td></td>
<td>ECH 533 Advanced Foundations of Child Development</td>
<td>ECH 540 Research Methods in Early Childhood</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>ECH 502 Diverse Programming in Early Learning Environments (elective)</td>
<td>ECH 537 Science in the Early Childhood Years (elective)</td>
</tr>
<tr>
<td></td>
<td>ECH 539 Curriculum Development and Assessment</td>
<td>ECH 541 Field-Based Research</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td>ECH 500 Early Childhood Education in Today's World</td>
<td>ECH 504 Early Childhood Policy and Research (elective)</td>
</tr>
<tr>
<td></td>
<td>ECH 534 Advanced Program Administration</td>
<td>ECH 535 Play and the Social World of the Child</td>
</tr>
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</table>

**Four Year Program**

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<th>Year 4</th>
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<tr>
<td><strong>Fall</strong></td>
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<td>ECH 505 Mathematics in the Early Childhood Years (elective)</td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>ECH 538 Collaboration with Families and Communities</td>
<td>ECH 533 Advanced Foundations of Child Development</td>
<td>ECH 534 Advanced Program Administration</td>
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</tbody>
</table>

*ECH 577 (Special Topics) will be offered periodically as a possible elective alternative based on demand.*

### Spring 2012 Semester Start  
**Two Year program**

<table>
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<tr>
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<td>ECH 502 Diverse Programming in Early Learning Environments (elective)</td>
<td>ECH 537 Science in the Early Childhood Years (elective)</td>
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<td></td>
<td>ECH 539 Curriculum Development and Assessment</td>
<td>ECH 541 Field-Based Research</td>
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<td><strong>Summer</strong></td>
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<td>ECH 504 Early Childhood Policy and Research (elective)</td>
</tr>
<tr>
<td></td>
<td>ECH 503 Leadership and Supervision (elective)</td>
<td>ECH 535 Play and the Social World of the Child</td>
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<td>ECH 538 Collaboration with Families and Communities</td>
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</tr>
</tbody>
</table>

*ECH 577 (Special Topics) will be offered periodically as a possible elective alternative based on demand.*
• Admission Requirements

To apply for the Master of Science in Education in Early Childhood, an applicant must have:

- a baccalaureate degree in early childhood education or a closely related field from a regionally accredited college or university. (A foreign degree must be validated by World Educational Services, Center for Educational Documentation, Inc., or other appropriate agency. The decision to accept the degree is made on a case-by-case basis by the Assistant Dean.)

- Or a baccalaureate degree in a non-related field, or in an education field outside of the early childhood years.
  - These applicants must provide a clear rationale for relevant preparation to enter the Early Childhood program at an advanced level of study. This rationale may include a summary of work with children and families in Birth to 8 Programs. [See admission application for details.]

- access to active programs for children and families in order to complete field experiences, including research projects.

• Application

Application is made online at http://masters.umf.maine.edu/. Essay(s) include:

- A self-assessment, including your vision and values for early childhood education.
- A description of your preparation to enter advanced study in early childhood, including experience in birth to 8 programs, **IF your baccalaureate is not in early childhood or in a closely related field.**

Required supplemental materials to be mailed to the Program Office include:

- two recommendations using the MS Ed. recommendation form, plus a brief cover letter on official stationary, one from current administrator, program director, or program owner, or from colleague if you are director or owner, and one of applicant’s choosing;
- official transcript(s) of undergraduate degree(s) (including UMF) and any graduate work; and
- a nonrefundable $60 application fee.

• Submission of Application

Applications and essays should be emailed as attachments to umfmasters@maine.edu, or sent to the address below.

Supplemental materials should be mailed to:

MS Ed. Program  
University of Maine at Farmington  
111 South Street  
Farmington, ME 04938
• **Admission Decisions**

Only completed applications will be reviewed. Admission decisions are made by the Graduate Admission Committee and the Assistant Dean on a rolling basis until the enrollment cap is reached. Applications received after this point will be considered for the next available term.

• **Immunization Law**

Maine state law requires all individuals born after December 31, 1956, who plan to enroll in a degree program or plan to take 12 or more credits, to show proof of immunity against measles, mumps, rubella, diphtheria, and tetanus before registering for classes. Immunization records must be on file with UMF Student Health Services before students will be allowed to register for class.

• **Financial Aid**

Limited financial aid is available to graduate students. You may apply for Federal Direct Student Loans or loans through qualified private sources. Submission of the Free Application for Federal Student Aid (FAFSA) must be made to receive a Federal Direct Loan. For further information, contact the Financial Aid Office through the UMF Merrill Center by phone at 207 778-7100, or via email at umfaid@maine.edu. Appointments are available and can be scheduled through Merrill Center.

• **Background Check**

Most courses require some direct contact with children, through observations, projects, and/or research. **It is the responsibility of the student to have a clear criminal history and child abuse and neglect check.** This procedure will be done through the Maine State Bureau of Identification and Maine Department of Health and Human Services prior to registering for courses.

Students are required to follow the criminal history check policies of the program or agency in which they plan to conduct course assignments or research. Students must provide current documentation to the course instructor and Master of Science in Education Program Office. Documentation may be: A notarized copy of documents or a current state teaching certificate. Where none is available, UMF will conduct a background check. Any fee is the responsibility of the student. Students without a clear criminal or child abuse and neglect background will be dismissed from the program.

• **Transfer of Credit to the Program**

A student, upon the recommendation of the Graduate Admission Committee and approval of the Assistant Dean, may transfer a total of 12 graduate credits. Within those 12, only 3 graduate credits may be transferred in as a core course. The transfer credits must have been earned from an accredited institution, within five years prior to admission, and with a minimum grade of B (or equivalent). Students may be required to provide course descriptions and syllabi of transfer credits to determine appropriateness for the program. Graduate credits applied toward an undergraduate degree cannot be used toward the master’s degree.
• **Tuition and Fees**

One time Fees: Application Fee, $60; Technology (TK20) Fee, $100.

<table>
<thead>
<tr>
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<th>3 credits</th>
<th>6 credits</th>
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<tbody>
<tr>
<td>Tuition*</td>
<td>$1,137.00</td>
<td>$2,274.00</td>
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<tr>
<td>Unified fee*</td>
<td>$84.00</td>
<td>$84.00</td>
</tr>
<tr>
<td>Total</td>
<td>$1,221.00</td>
<td>$2,358.00</td>
</tr>
</tbody>
</table>

*Tuition rates and fees shown for the 2011-12 academic year. The University reserves the right, up to the date of final registration for the academic term, to make adjustments as may be deemed necessary by the Board of Trustees. Students will be billed additional charges if tuition and/or fees change after they have enrolled.

• **Student Advisement**

Each degree student will be assigned to the Graduate Advisor in Early Childhood. The advisor must approve all course registration prior to enrollment. And, all students must have either in-person or virtual advising sessions prior to registration. The advisor and Assistant Dean will review student transcripts and registration status to monitor student progress. Students are encouraged to maintain regular contact with the advisor throughout their program of study.

• **Degree Completion**

Students may complete the program in as few as two years. This requires completion of two courses approved by the advisor each term (summer, fall, spring). If a student completes one course approved by the advisor per term, the degree will be completed in four years. Other combinations may result in more than two but less than four years to complete the degree. However, completion should be within six years from initial date of enrollment unless approved by the Assistant Dean.

• **Graduation Requirements**

To be eligible for graduation from the MS Ed. degree program a student must:

A. Complete satisfactorily the 36 graduate credit hours required in the MS Ed. program.
   1. Maintain a 3.0 grade average for all UMF courses taken toward the program.
   2. All courses for the graduate program must be passed with a minimum grade of C.

B. Be current with all Library, Computer Center obligations and financial charges as documented by Merrill Center.

C. Complete the application for graduation through MaineStreet.

• **Graduation**

Graduation ceremonies will be held in May as part of the University commencement.
• **Required Courses**

**ECH 500  Early Childhood Education in Today's World**

Participants in this course will investigate the current field of inclusive early childhood care and education from the perspectives of leadership, advocacy, policy and research. This course serves as a foundation for the M.S. Ed. Program, as students develop goals for their professional growth. Using a socio-ecological model, the contexts of the environments that surround childhood in the 21st century will be identified and explored. Students will explore current issues in early childhood by reading and understanding research on a selected topic in early childhood.

**ECH 533  Advanced Foundations of Child Development**

This course is an examination of the historical, philosophical, and theoretical basis of inclusive early childhood education today. The class traces the history and philosophy of education in early childhood and how they impact education practice. Social, economic and political forces will be analyzed within the context of shaping early childhood education. The course examines children’s behavior and learning within education contexts, with particular emphasis on inclusive environments. This course will fulfill a course towards attainment of the Maine state Birth-5 081 teaching certificate.

**ECH 534  Advanced Program Administration**

Participants in this course will investigate the current field of early childhood care and education from the perspectives of leadership, advocacy, policy, and research within inclusive settings. Building on their professional experiences in the field and previous coursework in program administration, this course will help students examine major components of administration including supervision and professional development of staff, relationships with families and the community, advocacy for the program and the field, professional accreditation, and applying research findings in the field.

**ECH 535  Play and the Social World of the Child**

In this course, students examine how children form and maintain relationships with others, including the family, peers, early childhood educators, and the community. Issues involving support systems for inclusive education settings will be investigated. The implications of these relationships for children’s development are investigated, as is the critical role of play in promoting positive connections with individuals and groups in the child’s world.

**ECH 538  Collaboration with Families and Communities**

The course presents strategies for educators to develop supportive family and community relationships. The multiple roles played by early educators are examined as they design and implement collaborative relationships with families and communities for the purpose of mutual support within inclusive settings. The course critically analyzes theoretical paradigms and current research, with a particular focus on the ecological system from the most immediate environments inhabited by the child to the most distant (i.e. federal agencies, belief systems). This course will fulfill a course towards attainment of the Maine state Birth-5 081 teaching certificate.

**ECH 539  Curriculum Development and Assessment**

This course focuses on building collaborative and integrative curricula that utilizes assessment for best teaching practices. The emphasis will be child-centered and include the use of inclusive classroom adaptations. Students will focus on assessing outcomes and learning goals, as well as articulating developmentally appropriate alignment with school (K-3) outcomes and goals. The role of inquiry to practice and viewing reflective inquiry as a critical part of curriculum building will be emphasized.
ECH 540  Research Methods in Early Childhood

In this course, students examine research methodologies used in inclusive early childhood settings. Students will investigate and interpret the methods used in existing empirical literature, and will investigate and practice various qualitative and quantitative techniques. The use of ethics in conducting research on young children, their families, and their learning environments is emphasized.

ECH 541  Field-Based Research

This course is the capstone of the M.S. Ed. Early Childhood Program. Students will complete a field-based, original research project, utilizing a research design that will draw on the student’s background knowledge from EDU 582. Analysis and reflection on the research process with an emphasis on interpretation and practical application of research to practice will be central to the course.

•  Elective Courses  (Contact Graduate Office for course availability)

ECH 501  The Reggio Emilia Approach and the Emergent Curriculum

This course introduces students to the Reggio Emilia approach and the use of the emergent curriculum in early childhood education. The course begins with an overview of the history and development of the Reggio Emilia approach and moves to the pedagogical dimensions and features of the emergent curriculum as practiced in this curriculum model. The methodology of project work is extensively explored over the course. Students are expected to construct an understanding of how to develop an emergent curriculum based upon children's interest and needs. The concept of pedagogical documentation is debased and used to support curriculum planning and children's assessment.

ECH 502  Diverse Programming in Early Learning Environments

This course is designed for the early childhood educator interested in learning how to incorporate diversity and multiculturalism into the classroom with an emphasis on curriculum-building. Students will study the reality of increasing diversity within the classroom setting including issues relating to class, ethnicity, religion, exceptionality, gender and language. Included in the analysis of diversity will be how to move beyond cultural stereotyping toward using diversity as a care giving and teaching strategy. Students will have the opportunity to emerge with a deeper understanding of multiculturalism and how to integrate meaningful diversity into their lesson plans.

ECH 503  Leadership and Supervision

This course presents an in-depth study of principles of leadership and management and applies those principles to a variety of early childhood programs. The course focuses on comparing and contrasting leadership models and styles, while delineating the differing roles and ethical responsibilities of leaders and managers. Participants will explore the application of technologically-based tools to visionary program planning and staff supervision. The course emphasizes principles for designing staff development and training methods that are effective with adult learners.

ECH 504  Early Childhood Policy and Research

Participants in this course will investigate the current field of early childhood care and education from the perspectives of leadership, advocacy, policy and research. An analysis of the influence and impact of national, state and local politics on early childhood policy will include an examination of involved stakeholders, both external and internal to government entities. Students will explore current issues in early childhood policy and research by reading and understanding research on selected current topics in early childhood. Students may opt to complete a mini-internship in a policy research institute or project.
ECH 505  Mathematics in the Early Childhood Years

This course will concentrate on the development of mathematical concepts in young children ages 3-8 in naturalistic, informal and formal settings. Using a constructivist theoretical approach, the course will embed and integrate early math development across curriculum areas and throughout the daily environments of young children. Current research and national and state mathematics standards on early mathematics will be linked to philosophy and practice. This course will fulfill the required math content area for the Maine state Birth-5 081 teaching certificate.

ECH 537  Science in the Early Childhood Years

This course addresses the development of inquiry-based science curriculum in the early childhood setting. Rooted in constructivist approaches, it incorporates topics of scientific literacy, conceptual development, content areas, current research and curriculum development, implementation and evaluation. Sources of curriculum in science for young children are explored (e.g., standards content, children’s knowledge and concepts, flora and fauna of the immediate environment, etc.) are explored, teaching/learning strategies examined and scientific outcomes assessed. This course will fulfill the science content area for the Maine state Birth-5 081 teaching certificate.

ECH 577  Special Topics in Early Childhood Education

This course provides students with the opportunity to cover specialized topics, not included in regular course offerings, in the fields of child development and early childhood education. May be repeated for credit when the topic differs.

• FACULTY LISTING

*denotes full-time faculty

- Betty A. Beach – Professor of Early Childhood Education (1981); BS, University of Connecticut; MS, Wheelock College; Ph.D, University of Connecticut.

- *Mellisa A. Clawson – Associate Professor of Early Childhood Education (2000); BS, Birmingham-Southern College; MS, Ph.D, Auburn University.

- *Beth Hatcher – Assistant Professor of Early Childhood Education (2006); BA, Texas Tech University; MS, Ph.D, Texas Woman’s University.

- *Donna E. Karno – Assistant Professor of Early Childhood Education (2009); BS, Arizona State University; MA, MS, Ph.D, The Ohio State University.

- *Lorraine J. Spenciner – Professor of Early Childhood Special Education (1988); BA, University of Maine; MEd., Boston College; Ph.D, Boston College.

- Elizabeth S. Squibb – Professor of Early Childhood Education (1976); AB, Bryn Mawr College; MA, Pacific Oaks College; Ph.D, The Fielding Institute, Pacific Oaks College.

- Katherine W. Yardley – Associate Provost and Dean of Education (1987); BA, Bowdoin College; MEd., Ed.D, University of Massachusetts.
• Educational Outreach Courses  (Contact Graduate Office for course availability)

EDU 506  Poverty and Education
The influence of income on the well-being of children, youth, and families is pervasive and persists throughout the lifespan and across generations. An extensive and interdisciplinary literature has documented the widespread influence of family income on children's cognitive, socioemotional, and physical development, as well as later vocational and educational success. In this course, we will come to understand how poverty impacts education through a systems approach. We will study theoretical perspectives from economics, sociology, psychology, and education for understanding how poverty affects children's well-being as well as the multiple contexts children are growing up in. We will also look at resilience and ways that children can avoid the negative outcomes of living in poverty. This course will pay special attention to rural poverty and how it differs from urban poverty. Application of theory and research to practice will be emphasized throughout this course.

EDU 507  Utilizing Distance Education Systems to Enhance Classroom Instruction
This course is designed to be a methods class for distance education, with a specific focus on utilizing the Tandberg Video System. (Over 250 schools in Maine have installed the Tandberg system in their buildings through a rural education grant from the U.S. Department of Agriculture.) This course will provide hands-on opportunities for participants to utilize this technology as both a receive and a send participant. In order to ensure authenticity, this course will be delivered to remote participants via the Tandberg System. The primary focus of the course will center on live, interactive videoconferencing as a mechanism for quality, research-based instruction; however, ancillary asynchronous tools will be leveraged to create a blended distance education environment. Participants will research the effectiveness of videoconferencing as a classroom instructional media, and they will apply their research findings and the learning in this course to modifying a current face-to-face course they teach for delivery via videoconferencing; they will also apply the results of their research and their learning to incorporating videoconferencing to enhance and expand student learning in another of their face-to-face courses.

EDU 517  Content Area Writing
Content Area Writing is a course in which participants will explore effective approaches for teaching and assessing the process of writing in the classroom. They will learn about certain characteristics and processes that make writing work, including ideas, organization, voice, word choice, sentence fluency, conventions and presentations. In addition, they will examine how teachers and their students need to develop and share a common vocabulary for speaking about and working with texts they create. Therefore, participants will learn how to help their students:

• take charge of their own writing process; understand the difference between strong and weak writing and use this knowledge to write stronger drafts; and
• revise and edit their own writing because they know what to do to make it better.

EDU 523  Student Investigations Using Real-Time Electricity Monitoring
This course prepares practicing 6th-9th grade teachers to facilitate student-led investigations using real-time electricity monitoring tools (technologies). Teachers will deepen their content knowledge of how electricity is generated and managed and how it is quantified, measured and compared while learning practical strategies to help students link (electricity) data representations to the actual electricity use, analyze relationships, draw conclusions and make suggestions for conserving from the evidence collected. In preparation for classroom implementation, teachers working in collaborative groups will carry out their own investigations of household electricity use. It is expected that teachers develop an instructional plan that employs science practices studied in this course, for engaging students in real-time electricity use investigations; the outcomes of which will be presented during the final class meeting.
EDU 524  Advanced Math Methods

This course is designed for elementary teachers who wish to increase both their math content knowledge and the methods they use to teach math content. Participants will increase their content knowledge in the mathematics they teach; increase their understanding of how children learn mathematics; increase their understanding of themselves as a mathematicians; increase their confidence as math teachers; increase their familiarity with the variety of math resources and materials available; increase their knowledge of the national math standards as well as the current research on math education; increase their ability to create a constructivist mathematics curriculum.

EDU 526  RTI, A Mathematics Model

This course will cover the rudiments, intricacies, research, and structures of a Response to Intervention process for mathematics. The course will consist of 10 Saturday meetings during the semester. School visitations to attend to specific needs of school systems will also occur monthly by the professor. A research assignment and an implementation plan will be the main features of the course. Teams from school systems needing to create an RTI system for math are encouraged to enroll. These teams consist of teachers and administrators who would have direct responsibility for creating, implementing and supervising an RTI math structure.

EDU 527  Response to Intervention: Designing a Teaching/ Learning Environment in Support of All Students-Part I

This is the first course in a two-course sequence that must be taken consecutively. Registering for this course automatically secures a place for the participant in the second course which will be offered the following semester. This two course series is appropriate for K-12 teachers and administrators. The courses together are designed to help school districts begin to implement an RTI initiative. In this first course, participants will study the research that continues to emerge on RTI, its effectiveness and its challenges. They will learn about the critical role of professional learning communities in RTI implementation. Participants will also examine data collection and monitoring systems available to help teachers and administrators analyze individual student’s learning challenges and how to use the data to set goals for each student, monitor student progress, and design appropriate instructional strategies to address student’s individual learning needs. Through case studies, participants will critically examine and develop RTI action plans for students in various Tiers of the RTI process. They also will begin work on a position paper that will be completed in the second course of this series. School districts are encouraged to send two or more teachers and at least one administrator to participate in this course.

EDU 528  Response to Intervention (RTI) Part II

This is the second course in a two-course RTI sequence. In this second course of the series, participants will apply what they have learned from the first course. They will work in their own school or school district to move the RTI planning and implementation process to the next step. If their school/district has already begun the process of implementing an RTI initiative, they will work with their peers to move the process to its next step. If the RTI process has not begun, the participants will work to establish an RTI Professional Learning Committee and plan the steps necessary to ensure that their district will continue to move the RTI initiative forward. They will document their work in a work plan that demonstrates where they begin their process (at the beginning of the course) and where they are at the end of the course. The plan will also project activities and steps planned over the next semester to ensure the RTI initiative moves forward. Participants will discuss their progress online with the instructor and other students, and they will present their plan in a class session in December. During this semester, participants will also complete their position paper started in the first course of the series and will develop a presentation for their peers and instructor for the November class meeting.

EDU 556  Learning to Think: Content Literacy in a Digital Age

As the world of information and knowledge evolves, so too must adolescent students' abilities to process and apply understanding. This course explores how to fuse proven literacy strategies, metacognitive approaches, prevalent technology, and young adult media with curricular demands into more effective learning across the content areas.
EDU 561  Middle/Secondary Mathematics Education

This course covers methodological, curricular and professional issues in mathematics education, grades 6-12. Focus includes the following topics: Response to Intervention structures and pedagogies; high school and middle school math; use of materials; problem solving; use of technology; Common Core State Standards; professional development and leadership. Particular attention is given to the use of instructional technology, and the application of how-we-learn brain research in the mathematics classroom.

EDU 566  Effective Uses of Technology

Technology is having a great impact on how teachers plan and deliver instruction. This course will focus on practical methods for integrating commonly available technology tool sets (Web browsers, word processors, spread sheets, and presentation software). This course will also address instructional strategies to enhance student learning. Building upon basic computer skills, participants will learn how to design technology-enhanced learning environments.

EDU 567  Digital Filmmaking in the Classroom: Telling their stories digitally

Today's students learn in different ways than previous generations. In this course, we will explore how using film and digital filmmaking can help students learn in the multi-sensory mode they need to process information and express themselves using the tools of their time. We will move through the filmmaking process from idea to final presentation and examine each step as an opportunity for enabling students to experience higher order thinking skills as they research, pitch, write, plan, shoot, and edit their productions and the teacher's role in facilitating these videos.

- Examines how filmmaking can engage learners.
- Looks at how today's digital video cameras and software editing systems are revolutionizing filmmaking and explores the opportunities for enhancing education with these same tools.
- Explores the process of filmmaking and investigates how every step, from idea to finished product, fosters the development of personal, social and higher order thinking skills.
- Investigates opportunities to develop context based, video projects that span curriculum.

EDU 570  Differentiating Instruction Through Technology

The diversity of today's classrooms and the arrival of a digital generation make the use of instructional technology to implement curriculum critical to student success for all levels of ability. Effective integration of instructional technology enables students to progress at a rate that is appropriate to their abilities, accommodates individual learning styles, enables increase communication and collaboration, provides access to a wide range of materials and resources including real problems, encourages higher level thinking skills, and transforms learning environments. This course is designed to provide teachers with the knowledge and skills to recognize the diverse needs of learners they serve and implement effective technology integration strategies to enhance the learning of all students, including those for Gifted and Talented and Special Education services.

EDU 579  Differentiation: Meeting the Needs of Every Student

This course is designed for K-12 teachers who wish to design their classroom instruction to address the needs of all learners. Participants will learn the most current theories and pedagogies about how students learn, including brain research, multiple intelligences, and higher order thinking and processing and how to utilize this research in designing differentiated instruction for their classrooms. Participants will learn the fundamental features of an effectively differentiated classroom, key concepts and principles of differentiated instruction (what it is and what it is not), effective organization and structures in a differentiated classroom, and appropriate assessment strategies in a differentiated setting.
EDU 590  **Advanced Strategies and Applied Research for Content Literacy Mentors**

This course is designed for elementary, middle, and high school content area classroom teachers who wish to improve student comprehension in the area of nonfiction texts. There are two strands:

1.) Comprehension strategies for nonfiction:
   - Before reading
   - During reading
   - After reading

2.) Cognitive Coaching

EDU 591  **Advanced Strategies and Applied Research for Content Literacy Mentors - Part 2**

This course is designed for middle/secondary teachers who wish to become content literacy leaders in their schools and districts. Much of the course will focus on the research that supports Response to Intervention Strategies (RTI) and the applications of the research to work with struggling readers grades 6-12. In addition, participants will study the research behind professional learning communities and apply this research to developing literacy teams in grades 6-12.

EDU 592  **Response to Intervention (RTI): Moving from Advanced Strategies to a Train the Trainer Model**

This course is designed to help those schools that have been involved in the WMEC Literacy Initiative to form a school-based task force of educators and administrators who will develop an understanding of RTI and will return to their individual schools to implement an RTI program specific to their schools’ needs in a cost effective manner. The primary purpose of this course is to build on the framework put in place by the Literacy Initiative developed in EDU 590 and EDU 591 and expand it to RTI; specifically this course will focus on team planning based on student need, data-based decision making, differentiation, mentor-mentee training and coaching. Task force members will return to their buildings with a plan and the necessary materials to implement an RTI program with faculty throughout the year in order to meet the July 2010 mandated in Maine.

EDU 593  **Guided Inquiry in the 21st Century Classroom: Technology and Literacy**

This course builds on the literacy knowledge and skills developed in EDU 590 and EDU 591. Current research identifies core literacy strategies as universal cognitive strategies used for problem solving in today’s world. Specifically this course will help teachers develop and transition this knowledge within the context of guided inquiry and technology and will provide a focus on the 21st century standards (AASL, 2009): Inquire, think critically and gain knowledge; draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge; share knowledge and participate ethically and productively as members of our democratic society; pursue personal and aesthetic growth.

SED 501  **Evaluation & Interpretation of Special Education Eligibility**

Formal and informal measures of assessment are used to determine special education eligibility, formulate specific intervention, and evaluate progress. This course is designed to expand the learner’s understanding of the need for, use of, and interpretation of standardized assessment data. Additionally, informal measures will be used to supplement data obtained through standardized assessment in the process of determining eligibility, linking assessment to intervention, and monitoring progress.
SED 503  **Transition for Youth with Disabilities: From High School to Adult Life**

This course prepares future special education teachers at the middle and secondary level to meet the transition requirements of IDEA by exploring issues and strategies for preparing adolescents and young adults with disabilities for the transition from school to adult life. We will explore these issues and strategies within the context of ecological models of human development. Students will: understand federal and state mandates for transition planning and historical perspectives of transition, explore and describe the five areas of transition, implement effective strategies for dealing with diversity and gender equity issues, implement key transition assessments and curricula, develop student-centered transition plans and demonstrate awareness of how community agencies can collaborate to improve outcomes for youth with disabilities.

SED 504  **Collaborative Partnerships Among Individuals with Disabilities, Families, and Professionals**

This course focuses on collaboration and teaming strategies among individuals with disabilities, their families, general and special educators, school psychologists, paraprofessionals, and other related service providers in inclusive school and community settings.

SED 505  **Achieving High Standards with Universal Design and Assistive Technology**

This course introduces students to the concept of universal design (UD) and technologies that provide educators with powerful ways to create flexible methods and materials to reach diverse learners. UD means that learning, social, and physical environments are designed so that individuals with a wide range of abilities can have meaningful access and participation in the general education curriculum. Students also will explore the use of assistive technology (AT) devices and services for individuals with disabilities. A range of technology will be examined from "low tech" devices (such as highlight tape) to "high tech" devices that offer alternative input and output features for computer use. Techniques for evaluation and determination of appropriate and inappropriate uses of assistive technology will be discussed. Methods and strategies for infusing assistive technology within the pre-K to grade 12 curricula will be stressed. Students are expected to bring previous professional knowledge and experiences regarding standards, practices, and instructional strategies. This is an asynchronous course taught online using Blackboard as the course management system.

SED 506  **Assessment in Special Education**

An introductory course in assessment that covers: concepts related to the purpose for and types of assessment; evaluating tests for purpose and technical adequacy; administration procedures for a variety of assessments; understanding and communicating results of norm-referenced tests. The course will be reviewed and students will give assessment for the purpose of designing appropriate instruction. A variety of tests will be reviewed and students will give assessments and write diagnostic reports.

SED 507  **Curriculum and Instructional Programming for Students with Disabilities**

Students will explore basic principles of curriculum development and instructional programming for students with disabilities. Students will focus on how to develop clear instructional goals and objectives for Individual Education Plans and then how to construct daily instructional programs to accomplish these goals and objectives. Students will explore current theory and practice regarding direct instruction as it applies to teaching reading and related skills.

SED 508  **Classroom and Behavior Management of Students with Disabilities**

Students will explore basic principles of classroom and behavior management from prevention of problems through the development of a variety of positive responses to chronic misbehavior in special education and regular classroom settings. Students will develop and conduct a number of classroom application projects designed to improve the behavior of individuals and groups of students. Students will also review current research on effective classroom and behavior management.
SED 509  Understanding and Applying Maine's Special Education Rules and Regulations

Students will understand the federal and state laws and regulations that have an impact on how educators design and implement programs for students with special needs, how to organize and conduct pupil evaluation team meetings, how students become eligible for special education services, the procedural safeguards involved in all aspects of special education from referral to termination of services, develop skills in writing individual educational plans and linking these plans to daily instruction, record keeping, and evaluation, and become aware of some critical issues in special education.

SED 511  Mathematics Instruction for Students with Disabilities

This course focuses on research-based methods and strategies for teaching mathematics to children and youth with disabilities, preschool through high school. Areas addressed in this course include: current issues of concern; major curriculum thrusts, such as the National Council of Teachers of Mathematics Standards; Maine’s Learning Results; promising practices; methods to differentiate instruction; linking instruction with assessment; accommodations; modifications; and assistive technology.

SED 512  Advanced Practicum in Special Education

This is a supervised practicum designed to help participants improve their skill and practice as a special education teacher. Participants will identify, plan, carry out, and reflect upon a variety of instructional improvement projects focusing on overall classroom management, positive behavioral support/behavior management, academic instruction and related topics.

SED 513  Early Childhood Speech & Language: Development, Disorders & Interventions

This course is designed to introduce future early childhood special and general educators to the development of speech and language in young children. Content includes an overview of the ages and phases of typical speech and language development and the link between speech, language and literacy. We will explore disorders and delays in speech and language and learn about research-based techniques for assessment, identification and intervention.

SED 514  Literacy Development for All Students

This course introduces research-based approaches to (1) the assessment of and for literacy, and (2) the implementation of methods, materials, strategies, and techniques for supporting literacy learning of all individuals, including those with disabilities. Although this course focuses on the special needs of individuals with disabilities or who are at risk, individuals taking this course will learn ways to address the needs of all students in grades Pre-kindergarten through 12 and adults who struggle to read and write or to improve their reading and writing skills. Topics include: assessment, print awareness, phonemic awareness, phonics, fluency, vocabulary, comprehension, spelling, writing, and teaching reading and writing to English language learners. Opportunities will be provided for participants to explore independent learning on key course topics.

SED 515  Early Intervention: Working with Infants & Toddlers w/Disabilities & Their Families

This course addresses various aspects of early intervention services including teaming with families; understanding development and risk during prenatal, natal, and postnatal stages; studying models for working with young children with disabilities and their families in natural environments; and examining infant and toddler program development and curriculum. Students will identify and use current research to increase personal knowledge and skills, applying their findings to present work settings.
SED 516 Advanced Topics in Curriculum and Program Design:
Mild to Moderate Disabilities

This course is designed for special education teachers who wish to extend their skill and understanding of selected curriculum and program design topics introduced in prior courses. In consultation with the instructor, each participant will develop and conduct three instructional improvement projects. Examples of such projects include, but are not limited to the following:

1. Implementing positive behavioral supports to improve the daily classroom behavior of a group of students;
2. Working with a team of teachers to improve a targeted area of student behavior or academic performance;
3. Analyzing current instructional practices for a specific group of students and then identifying and implementing newer instructional practices in response to identified needs.

SED 525 Basic Principles of Applied Behavior Analysis

This course - the first in a sequence of three - will introduce educators and other interested professionals to a behavioral view of teaching and learning. The course presents basic behavioral processes and principles - illustrated largely with respect to teaching young children with autism - and provides a conceptual foundation for subsequent courses in behavioral assessment and the application of behavioral methods of specialized instruction. Reading will be drawn from both text and primary sources, both recent and classic in the field.

SED 526 Behavior Analysis & Scientific Assessment

This course builds on concepts taught in "Basic Principles of Applied Behavior Analysis" (SED 525). Its purpose is to acquaint educators and related professionals with behavioral analytic approaches to (a) multi-faceted assessment of children's instructional and behavioral needs, and (b) evaluation of supportive interventions predicated on such assessment.

SED 527 Applying Behavior Analysis: Methods of Instruction and Behavioral Support

The purpose of this course, building on the concepts taught in SED 525 and SED 526, is to familiarize educators and other interested professionals with behavior analytic methods of (a) customizing instruction for students with special needs and of (b) managing behavior that interferes with learning. The course represents the progression from conducting behavioral research, as described in SED 526, to implementing evidence-based practices derived from research.

SED 530 Introduction to Education of Gifted Learners

This course introduces the participant to education of gifted learners. Topics to be presented: conceptions of giftedness; myths and truths of gifted education; the necessity of gifted education; equitable identification of gifted learners from diverse populations; common cognitive and affective characteristics; highly gifted students; special populations of gifted learners; common social / emotional issues; necessary components of a gifted program; curriculum differentiation in the regular classroom; acceleration vs. enrichment.

SED 531 Curriculum for the Gifted

Emphasizes the development of curricular and instructional opportunities to address characteristics and needs of the gifted child. Topics include: complexity and abstractness; differentiation from mainstream curriculum; modification of content, process, product, and learning environments; creative and critical thinking skills; the study of major ideas, issues, problems and themes across content areas; development of understanding of self and others; promotion of self-directed learning; career education; scope and sequence; integration with district standards.
SED 532  Developing and Implementing Programs for the Gifted Learner

This course prepares participants to build effective cohesive programs for gifted students, with direction provided by Maine Chapter 104 and the National Association for Gifted Children Program Standards. Topics include: program philosophy, goals & objectives; program models; identification procedures; curriculum and instruction; addressing atypical giftedness; grouping for instruction; teacher preparation; parent involvement; coordination between regular and special school programs; prevention of emotional problems; secondary vs. elementary programs; program advocacy and program evaluation.

SED 533  Teaching Critical & Creative Thinking in Gifted Programs & Classroom Settings

This course prepares teachers to increase the levels of critical and creative thinking in their classroom teaching. Topics include critical thinking, creative thinking, and problem solving in education in regular classrooms, arts/music classrooms, and in the education of gifted students. Participants will learn about assessment of critical thinking and creativity; social and cultural practices which facilitate or inhibit critical and creative thinking; and classroom practices which stimulate or inhibit critical and creative thinking in students and in teachers. Specific research-based classroom strategies will be taught.

SED 560  Teaching Children with Learning & Behavior Problems in the General K-8 Classroom

This course is designed to help general education teachers realize the connections between a theoretical understanding of the nature and needs of diverse learners (mostly those with disabilities but including those from multicultural backgrounds, those at risk for school failure and those who are gifted and talented), and the practical collaborative practices, instructional methods and classroom behavior management strategies employed by teachers to ensure these students achieve their fullest academic and social potential. Participants will have the opportunity at advanced levels to address The Maine Standards for Beginning Teachers, and CEC Standards and ITASC Principles for Special Education. It meets K-8 certifications requirements in the state of Maine. This course is specifically designed to meet MDOE's requirement for "Teaching Exceptional Students in the Regular Classroom" as part of a regular classroom teaching certificate. Special Ed teachers or those seeking Special Ed certification should not enroll in this course.

SED 561  Teaching Children with Learning & Behavior Problems in the General 7-12 Classroom

This course is designed to help general education teachers realize the connections between a theoretical understanding of the nature and needs of diverse learners (mostly those with disabilities but including those from multicultural backgrounds, those at risk for school failure and those who are gifted and talented), and the practical collaborative practices, instructional methods and classroom behavior management strategies employed by teachers to ensure these students achieve their fullest academic and social potential. Participants will have the opportunity at advanced levels to address The Maine Standards for Beginning Teachers, and CEC Standards and ITASC Principles for Special Education. It meets 7-12 certifications requirements in the state of Maine. This course is specifically designed to meet MDOE's requirement for "Teaching Exceptional Students in the Regular Classroom" as part of a regular classroom teaching certificate. Special Ed teachers or those seeking Special Ed certification should not enroll in this course.

SHE 530  The Coordinated School Health Program

This course will assist practicing teachers in becoming familiar with the discipline of health education and the coordinated school health model. The course will trace the evolution of school health as well as examine present and future trends.

SHE 533  Methods of Teaching School Health Education

This course will present practicing educators with existing curricula and methods used in developing school health curriculum. Theory and research-supported practices will examine areas of instruction and acquisition of resources.
**ACADEMIC POLICIES**

- **Academic Integrity Policy, Including Plagiarism**

Everyone associated with UMF’s MS Ed. program is expected to adhere to the principles of academic integrity central to the academic function of the University. Any breach of academic integrity represents a serious offense. Each student has a responsibility to know the standards of conduct and expectations of academic integrity that apply to academic tasks. The Code of Academic Integrity is accessible by clicking on the following link: [Academic Integrity Code](#). Violations of student academic integrity include any actions that attempt to promote or enhance the academic standing of any student by dishonest means. Cheating on an examination, stealing the words or ideas of another (i.e., plagiarism), making statements known to be false or misleading, falsifying the results of one’s research, improperly using library materials or computer files, or altering or forging academic records are examples of violations of this policy that are contrary to the academic purposes for which the University exists. Unless group work is assigned, coursework is normally completed independently. Acts that violate academic integrity disrupt the educational process and are not acceptable.

Plagiarism, the use without attribution of language, ideas, or the organization of ideas not one’s own, is a fundamental breach of basic academic principles and is prohibited in all courses. The development of original thinking and intellectual honesty are regarded as central to a graduate education. Although in the pursuit of these goals students will continually consult existing works, it is expected that they will acknowledge the debt owed to others by citing all sources. When books, journals, magazines, or any other sources are reviewed and the ideas or language therein used, they must be cited. Where specific guidelines are not given by the instructor, students should consult a current edition of the *Publication Manual of the American Psychological Association* on proper notation.

The case of any student who admits to or is found guilty of a violation of academic integrity will be reviewed by the UMF’s Vice President for Student and Community Services. The student will be subject to appropriate sanctions, including expulsion from the University. The UMF MS Ed. program subscribes to the same Academic Integrity code as is applicable to UMF’s undergraduate program. Students are responsible for familiarizing themselves with the Academic Integrity Code ([Academic Integrity Code](#)).

- **Confidentiality Policy**

The University complies with the Family Rights and Privacy Act of 1974 (the Buckley Amendment). The statute gives students the right to inspect and review their educational records and provides guidelines for the correction of inaccurate or misleading data. It also authorizes the release of information only with the written consent of the student. For the complete University Confidentiality Policy, contact Merrill Center.

- **Class Attendance**

UMF subscribes to the policy that sound scholarship involves attendance at all classes. Students are expected to attend classes and are responsible for all class work whether they are present or absent. Instructors establish their own attendance policies, but they must state the class attendance policy in writing on the course syllabus. Students are permitted to leave a class meeting without penalty if the instructor does not appear within ten minutes of the scheduled beginning of the class period and has not sent word that s/he will be late or made previous arrangements with the class.
Grading System

Grades at UMF are given in terms of letters, with the option of a plus or minus designation (with the exception of no A+), representing levels of achievement. The basis for determining a grade is the relative extent to which the student has achieved the objectives of the course. The graduate students’ work in each course is graded as follows:

A Excellent.
B Proficient.
C Approaching proficiency.
D Unsatisfactory.
F Failure.

Grades less than C are not acceptable for graduate work.

Other letter grades are as follows:

I Incomplete

All prescribed course work is to be completed during the semester or term in which the course is offered unless the syllabus specifies a longer period of time. If medical or other emergency conditions develop, the instructor may, at his or her discretion, award a grade of Incomplete (I). The “I” permits an extension to allow the student to complete the course work within a period of up to a full semester. Summer session is counted as a semester for the graduate program. Therefore, a student receiving an Incomplete at the end of the Spring semester must complete the course work by the end of August of the same year.

An Incomplete grade is a privilege granted by a faculty member in response to extraordinary circumstances. The “I” should not be understood to be the normal response to missing work. Ordinarily, when a student has failed to complete required course work by the end of the semester, the instructor will either report a grade for the course in which the missing work is given a value of zero or, in cases where failure to complete assigned work constitutes failure to meet the minimum requirements of the course, award a grade of F. The grade of Incomplete shall be awarded only when the following conditions are met: 1) the student has valid reasons for not completing the work; 2) the student has presented these reasons to the instructor; and 3) the missing work constitutes less than one-third of the required work for the course.

When a grade of Incomplete is awarded, the instructor shall specify in writing the work to be completed and the deadline by which it is to be completed, using the Incomplete Form, with copies to the student and to Merrill Center. The instructor is not required to allow the full period (a semester) for the completion of the missing work, however.

When the missing work is completed, the instructor shall promptly submit a Change of Grade Form to Merrill Center, changing the Incomplete to the appropriate letter grade. Since the maximum term for Incomplete grades is one semester, the instructor must submit a change of grade form for each Incomplete on or before the date on which grades are due for the semester following the semester in which the Incomplete was awarded. The instructor may not continue the Incomplete for a second semester. The instructor’s failure to submit a timely Change of Grade Form for an Incomplete shall be treated as equivalent to failing to submit grades for a class and shall be reported to the Assistant Dean.
L  *Stopped attending*  The grade of L may be assigned to students who stopped attending a course without officially dropping the course. The grade of L will be computed as an F for purposes of the student’s grade point average.

**MG**  *Missing Grade*  Occasionally, faculty may assign student invalid grades for a course, or may fail to submit a grade for a particular student in a course. In these cases, Merrill Center will note this act by designating a missing grade, or MG, instead of a grade for the course. Missing grades must be resolved by the end of each semester. Merrill Center shall notify faculty members involved, and the Assistant Dean, when students carry unresolved MGs on their transcript for one semester. If the missing grade is not resolved by the instructor, an MG grade will be automatically counted as an F in the grade point average and so indicated on the student’s permanent record as “MG.”

**W**  *Withdrawal*  After the drop period, a student may withdraw from a course through the 60% point in the course without academic penalty. The student must obtain an official Course Withdrawal Form from Merrill Center. This form must be signed by the instructor. The W is an official grade notation; however it will not be included in computing the student’s grade point average. If a student has not officially withdrawn before 60% of the course is completed, one of the above regular grades will be assigned. The W notation may be obtained after 60% of the course has been completed under unusual circumstances if so determined by the instructor and the Assistant Dean. A threat of failure is not considered to be an unusual circumstance.

**DG**  *Deferred Grade*  If a course syllabus specifies that work may extend beyond the semester or term in which the course is offered, students may be assigned a progress grade designated by the letter grade DG. The DG will remain on the grade record until the final grade is submitted. All DG grades must be converted to final grades to complete graduation requirements.

- **Academic Standing**

To remain in good academic standing, graduate students must maintain a 3.00 (B) grade point average with no grade lower than a C. A student who receives a C or below will be interviewed by the Assistant Dean to determine if continued matriculation is appropriate. Should a student’s grade point average fall below a 3.00, the student will be put on academic probation and given two semesters to bring the grade point average up to 3.00. If, after those two semesters, the student has been unsuccessful in attaining a 3.00 grade point average, the student will be dismissed from the program.

- **Academic Record Changes**

Considerable care is taken to ensure that course registration and grades entered on a student’s permanent record are accurate. Any student who suspects an error has been made should take the matter up immediately with Merrill Center. Records are assumed to be correct if a student does not report to Merrill Center within one year of the completion of a course. At that time, the record becomes permanent and cannot be changed. The student is expected to check his/her records on UMS *MaineStreet* on a regular basis.

- **Permanent Academic Record**

The permanent academic record is maintained by Merrill Center for all students. While the grades may be reported unofficially to the student and Assistant Dean, the only true and valid documentation of academic work and student status is an official transcript of the academic record, stamped with the Registrar’s signature and embossed with the seal of the University. The transcript is available only with the signature of the student and will be released to that student or a designee only if there are no outstanding charges against his or her account with Merrill Center. An unofficial transcript can be obtained by the student directly from the *MaineStreet* website.
• Course Withdrawal Policy

Students may withdraw from a fall or spring course through the first two weeks of the semester or withdraw from summer courses before the second class meeting without academic penalty. A student who drops a course after the two-week drop period for the fall or spring, or after the second class meeting of the summer semester, will receive the grade of W. If a student has not officially withdrawn before 60% of the course is completed, the student will be assigned a regular grade. The W notation may be assigned after 60% of the course has been completed under unusual circumstances when agreed upon by the instructor and the Assistant Dean.

• Program Withdrawal

Withdrawal from the MS Ed. program may be for personal reasons on the part of the student, academic reasons as determined by the program requirements, or by administrative decision.

A. Student Withdrawal. To withdraw from the University the student must complete the official Withdrawal Form obtained from Merrill Center and an exit interview with the Assistant Dean.

B. Academic Dismissal. If a student has not made satisfactory academic progress toward fulfilling degree requirements (see Academic Standing above), the student may be dismissed from the University.

C. Administrative Dismissal. A student may be dismissed from the program for reasons of a professional nature as determined by the Assistant Dean in consultation with the Associate Provost/Dean and the Vice President for Academic Affairs/Provost.

D. Reinstatement. Students who voluntarily withdraw must submit to the Assistant Dean a letter requesting reinstatement. A meeting will then be scheduled to review the student’s program and plan for degree completion.

• Readmission

A student previously registered in UMF’s program who wishes to resume studies must file an application for readmission to the program. The application for readmission is to be accompanied by official transcripts of any work attempted in the interim, a fee of $15.00, and any other information required by the Assistant Dean. If a student’s application for readmission is accepted, the student enters the current cohort and completes the program with that cohort.

• Enrollment Status

Course Load For full-time status, the minimum course load is two 3-credit graduate courses, taken within three consecutive semesters. A student’s full-time status will not be interrupted should the student choose not to enroll in a course during a semester when only concentration (elective) courses are offered. However, it is the responsibility of the student to ensure that the student has completed all 36 credits required for completion within five years from the student’s initial enrollment into the Ed Leadership program and six years from initial date of enrollment in the Early Childhood program.

Leave of Absence A student may petition in writing, addressing the reason and projected duration, for a leave of absence to the Assistant Dean. Anyone approved for a leave of absence must join a subsequent cohort at the point in the course sequence where the student left. To resume active standing, a meeting will then be scheduled to review the student’s program and plan for degree completion.
Student Appeals and Complaints

Academic Grade Appeal Policy

Under certain limited circumstances, a student may appeal a grade awarded by a faculty member in a course. Because the faculty member who issued the grade is in the best position to evaluate the performance of students enrolled in his or her course, the faculty member’s academic judgment and academic evaluation of a student’s work shall not be reviewable.

However, a student may appeal a grade if he or she can demonstrate that the faculty member: (1) failed to follow published evaluation criteria for the course; (2) disregarded published academic policy; or (3) used non-academic criteria to evaluate the student’s work in an unfair or discriminatory way. A student with a grievance of this sort against a faculty member may appeal following procedures outlined below.

1. The student must file a written complaint with the faculty member. The written complaint should be submitted within ten days from the day the grade is posted. It should detail the reason for the appeal and should provide any available supporting evidence. The student should also submit a copy of the complaint to the Assistant Dean, or the Associate Provost/Dean if the instructor involved in the appeal is the Assistant Dean.

2. If the Assistant Dean (or Associate Provost/Dean, if appropriate) does not receive written notification from either the faculty member or the student of resolution of the issue within ten business days, the Assistant Dean (or Associate Provost/Dean) will schedule a hearing with those involved. The Assistant Dean (or Associate Provost/Dean) must provide a written record of the hearing and submit a recommendation in writing to those involved.

3. If, after five academic days following the hearing with the Assistant Dean, the matter remains unresolved, the student, the faculty member, or both may appeal to a Faculty Senate hearing panel. This panel shall consist of three members chosen by lot from the Faculty Senate, excluding members from the same division as the faculty member being grieved.

4. The appeal to the Faculty Senate must be in writing and accompanied by all previous written material concerning the matter.

5. The Senate panel shall call a hearing at which the student and the faculty member will be invited to appear. The Assistant Dean may attend at the request of the student, the faculty member or the hearing panel.

6. The Senate panel shall act as arbiter of the grievance before it, and its decision regarding the issue before it shall be binding on all parties to the dispute. The decision of the Senate panel shall be communicated to the student and the faculty member within five days of the hearing.

7. If the Senate panel decides that the student's grade should be changed, the faculty member must change the grade within ten academic days of receiving notification of Senate panel’s decision. If, after ten days, the faculty member has not changed the grade and there is no appeal to the VPAA pending, the Senate panel shall refer the matter to the VPAA, who shall change the grade.

8. If either the student or the faculty member wishes to appeal the decision of the Faculty Senate panel, he or she may do so within five academic days of receiving written notification from the panel. To appeal the decision, the student or faculty member must submit a request for appeal to the VPAA. The appeal must be in writing and accompanied by all previous written materials concerning the matter.
9. The decision of the VPAA shall be communicated to the student and the faculty member in writing. This decision shall be final and binding, and all parties shall be required to adhere to it. If the VPAA decides that the grade should be changed, the faculty member must change the grade within five academic days of receiving written notification of the VPAA’s decision. If the grade has not been changed after five academic days, the VPAA shall change the grade.

Appeal Process for Administrative Decisions It is presumed that the administrative decisions regarding students and students’ records are made in an environment of mutual confidence and respect among the persons involved in the process. However, there may be a case where a student might question the decisions made. If so, the procedure for appeal is as follows:

1. The student first requests, in writing, the decision-maker to reconsider on the basis of information or insight provided by the student. A response to the appeal must be made within ten business days.

2. If dissatisfied with the response, the student may appeal to the supervisor to whom the decision-maker reports. The second appeal must be in writing. The supervisor has ten business days to respond.

3. A final appeal may be made in writing to the President. It is at the President’s discretion whether or not the student’s appeal will be considered.

4. Exceptions to the above:
   
   o Discipline cases are governed by the Conduct Code to be found in the Student Handbook or other legal documents.
   
   o Parking tickets are handled by Public Safety and the local court system.
   
   o Decisions relating to a professor or classroom situation (not involving grades) are appealed as follows:
     
     a. Professor
     b. Assistant Dean
     c. Associate Provost/Dean
     d. Provost

- Participation in Commencement

A master’s degree candidate may participate in the commencement ceremony only if he or she has applied for graduation and been certified to participate by Merrill Center Student Services. Where 3-6 credits remain and completion will be in the summer immediately following commencement, students may participate in commencement. However, the diploma will not be released until after the receipt of the final grades at the end of August. All special circumstances must be approved in advance by the Assistant Dean.
**Non-discrimination Notice**

- In complying with the letter and spirit of applicable laws and in pursuing its own goals of diversity, the University of Maine System shall not discriminate on the grounds of race, color, religion, sex, sexual orientation, including transgender status or gender expression, national origin or citizenship status, age, disability, or veterans status in employment, education, and all other areas of the University System. The University provides reasonable accommodations to qualified individuals with disabilities upon request.

- Questions and complaints about discrimination in any area of the University should be directed to Laurie Gardner, Equal Opportunity/Affirmative Action Officer, 224 Main Street, Farmington, Maine 04938; telephone: 207-778-7272; TTY: 207-778-7000.

- To see a copy of the University of Maine System Equal Opportunity Complaint Procedure, use this link: [http://www.maine.edu/system/hr/eocp.php](http://www.maine.edu/system/hr/eocp.php)

- Inquiries or complaints about discrimination in employment or education may also be referred to the Maine Human Rights Commission. Inquiries or complaints about discrimination in employment may be referred to the U.S. Equal Opportunity Commission.

- Inquiries about the University's compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, and national origin; Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, which prohibit discrimination on the basis of disability; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age, may also be referred to the U.S. Department of Education, Office for Civil Rights (OCR), Boston, MA 02109-4557, telephone (617) 223-9662 (voice) or (617) 223-9695 (TTY/TDD). Generally, an individual may also file a complaint with OCR within 180 days of alleged discrimination. (Revised by the University of Maine System Office of Human Resources, November 2, 2006)

**Title II, Higher Education Act**

In October 1998, the U.S. Congress enacted amendments to the Higher Education Act requiring institutions of higher education to report the "pass rate" of graduates on tests required by the State for teacher certification. For 2008-2009, the institution pass rate for UMF was 100%, compared with the statewide pass rate of 99%, reinforcing the excellence of UMF's programs and the quality of its graduates.

**Disability Accommodations**

Students requesting academic accommodations should be directed to:

Claire Nelson  
Coordinator of Academic Services for Students with Disabilities  
252 Main Street  
Farmington, ME 04938  
(207) 778-7295 (voice) or (207) 778-7000 (TTY/TDD)

For further information, see policies at this site: [http://departments.umf.maine.edu/accessibility/index.html](http://departments.umf.maine.edu/accessibility/index.html)
Inquiries about the application of the Americans with Disabilities Act should be directed to:

Ben Pratt  
ADA Compliance Officer  
Department of Facilities Management  
147 Farmington Falls Road  
Farmington, ME 04938  
(207) 778-7009 (voice) or (207) 778-7000 (TTY/TDD)

• FERPA

The University of Maine at Farmington (UMF) hereby informs students of the Family Educational Rights and Privacy Act of 1974. This Act, with which UMF intends to comply fully, was designed to protect the privacy of education records, to establish the rights of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Education Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the Act. Local policy explains in detail the procedures to be used by the institution for compliance with provisions of the Act. Copies of the policy can be found in Merrill Center. This office also maintains a Directory of Records which lists all education records maintained on students by this institution. Questions concerning the Family Education Rights and Privacy Act may be referred to Merrill Center.

• Accreditation

NEASC

o The University of Maine at Farmington is accredited by the New England Association of Schools and Colleges, Inc., through its Commission on Institutions of Higher Education.

o Accreditation of an institution by NEASC indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

o NEASC accreditation is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

o Inquiries regarding the accreditation status by NEASC should be directed to the administrative staff of the institution. Individuals may also contact the New England Association of Schools and Colleges: 209 Burlington Road, Bedford, Massachusetts 01730-1433; telephone: 781-271-0022. E-mail: cihe@neasc.org

NCATE

o The University of Maine at Farmington's teacher education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE is a specialized, nongovernmental, national professional accrediting agency. Through the accreditation process, NCATE provides assurance to the public that professionally accredited units have met national professional standards. NCATE works with other educational organizations to ensure that accreditation, licensing, and advanced certification standards are compatible and that teacher education programs are of the highest quality.
• Professional Licensure and Certification Notice

Students who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their degree program should be aware that their host facility may require a criminal background check, fingerprinting, or drug screening. In such situations, each student is responsible for obtaining and paying for the background check or other screening process and for delivering required documentation to the facility. Although the university will make reasonable efforts to place admitted students in field experiences and internships, it will be up to the host facility to determine whether a student will be allowed to work at that facility. Students should further be aware that a criminal record may jeopardize licensure by the state certification body. Students may consult the certification body corresponding to their intended occupation for more details. Successful completion of a program of study at the University of Maine at Farmington does not guarantee licensure, certification, or employment in the relevant occupation.

• Use of this Catalog

This catalog provides information to students but should not be considered a contract between a student and the University of Maine at Farmington. While we make every effort to provide information that is accurate at the time the catalog is prepared, changes may occur without prior notice in such areas as program offerings, curricula, tuition and fees, degree requirements, regulations and policies, schedules, courses, and other matters contained herein. Such changes may apply to students currently enrolled as well as to prospective students.