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# Academic Calendar

## Summer Session 2013

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Classes Begin</td>
<td>Friday May 24(^{th})</td>
</tr>
<tr>
<td>Educational Leadership Classes Begin</td>
<td>Thursday June 20(^{th})</td>
</tr>
<tr>
<td>Independence Day</td>
<td>Thursday July 4(^{th})</td>
</tr>
<tr>
<td>Classes End</td>
<td>Tuesday July 30(^{th})</td>
</tr>
</tbody>
</table>

## Fall Classes 2013

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>Tuesday September 3(^{rd})</td>
</tr>
<tr>
<td>Fall Break (Columbus Day)</td>
<td>Monday October 14(^{th})</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>November 27(^{th}) – 30(^{th})</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>Thursday December 19(^{th})</td>
</tr>
</tbody>
</table>

## Spring Classes 2014

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>Tuesday January 21(^{st})</td>
</tr>
<tr>
<td>Spring Break I</td>
<td>Monday February 17(^{th}) – 21(^{st})</td>
</tr>
<tr>
<td>Spring Break II</td>
<td>Monday March 31(^{st}) - April 4(^{th})</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>Friday May 9(^{th})</td>
</tr>
<tr>
<td>Commencement</td>
<td>Saturday May 17(^{th})</td>
</tr>
</tbody>
</table>
Academic Programs

M.S. 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, 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

M.S. 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.

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.

Required Courses

- EDU 580 Tech Integration, Mod I .5 Credits
- EDU 580 Tech Integration, Mod II .5 Credits
- EDU 580 Tech Integration, Mod III .5 Credits
- EDU 580 Tech Integration, Mod IV .5 Credits
- EDU 580 Tech Integration, Mod V .5 Credits
- EDU 580 Tech Integration, Mod VI .5 Credits
- EDU 581 History Philosophy & Ethics of Education 3 Credits
- EDU 582 Research Methods 3 Credits
- EDU 583 Development & Planning of Curriculum and Assessment I 3 Credits
- EDU 584 Development & Planning of Curriculum and Assessment II 3 Credits
- EDU 585 Cultivating Leadership 3 Credits
- EDU 586 Field-based Research I 3 Credits
- EDU 587 Field-based Research II 3 Credits

24 Credits

Concentration Courses

(12 credits)
May be completed:
- through the Administration Certificate, Math Leadership Certificate, Gifted and Talented Certificate
  Or
- through an individually designed concentration focusing on a specific theme or area such as Educational Technology, Special Education, Health Education or Adult Education. The individually designed concentration is planned with advising from the Director of Graduate Programs in Education.

MINIMUM TOTAL CREDITS FOR THE DEGREE: 36 Credits

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 Director of Graduate Programs in Education);
- 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/](http://masters.umf.maine.edu/). Required supplemental materials include:

- an essay on leadership, and an individually designed concentration essay when appropriate;
- three recommendations on official letterhead, attaching the M.S. 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:

M.S. 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 Director of Graduate Programs in Education 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.

Transfer of Credit to the Program

A student, with the approval of the Director of Graduate Programs in Education, may transfer up to 12 graduate credits into a concentration. 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 are required to provide course descriptions and syllabi for transfer credits to determine appropriateness for UMF’s program by the Director of Graduate Programs in Education. 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></th>
<th>3 credits</th>
<th>3 ½ credits</th>
<th>6 ½ credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-State</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition*</td>
<td>$1,137.00</td>
<td>$1,326.50</td>
<td>$2,463.50</td>
</tr>
<tr>
<td>Unified fee*</td>
<td>$84.00</td>
<td>$84.00</td>
<td>$84.00</td>
</tr>
<tr>
<td>Total</td>
<td>$1,221.00</td>
<td>$1,410.50</td>
<td>$2,547.50</td>
</tr>
</tbody>
</table>

*Tuition rates and fees shown for the 2013-14 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 M.S. Ed. educational leadership student will be assigned the Director of Graduate Programs in Education as an official advisor upon admission to the program. The Director of Graduate Programs in Education will review student transcripts and registration status to monitor student progress. Students are encouraged to maintain regular contact with the Director of Graduate Programs in Education, 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 Director of Graduate Programs in Education because of special circumstances.

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. This includes:

- completing 36 credit hours required in the M.S. Ed. program
- maintaining a 3.0 grade point average for all UMF courses taken toward the program
- passing all courses for the graduate program with a minimum grade of C
- being current with all Library, Computer Center obligations and financial charges as documented by Merrill Center

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 Director of Graduate Programs in Education.

**Course Schedule**

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

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. 3 credit hours distributed in 0.5 modules across each Core course.

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. Summer year one.

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. Fall year one.

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. Fall year two.

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. Spring year two.

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. Summer year three.

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. Fall year three.

**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. Spring year three.

**Concentration Course Descriptions**

Please [click here](#) to view course descriptions. Contact the Office of Graduate Studies at (207) 778-7502 for availability.

**Faculty Listing**

*denotes full-time faculty

- **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.
- **Yoonjung Choi** – Assistant Professor of Education BA Ewha Womans University; MA Ewha Womans University; MPHIL Columbia University; PhD Columbia University.
- **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.
- **Margaret E. Griswold** – Assistant Professor (2008); BS, University of Vermont, Burlington; MS, Rutgers University; Ph.D, Bowling Green University.
- **Robert H. Jenkins** – Lecturer II (1991); BS, USM; M Ed., USM.
- **Sandra J. MacArthur** – Lecturer I (2007); BS, Husson College; CAS, MS, University of Maine.
- **Joella Ashley Montgomery** – Director of the Teaching and Learning Collaborative (2000); BA, MS, Ph.D, University of Tennessee.
- **Theresa L. Overall** – Associate Professor of Secondary Education (2007); AB, Hollins College; MS, Ph.D, University of North Texas.
- **Johanna R. Prince** – Interim Director of Graduate Programs in Education (2001); BA, Colby College; MEd., University of New England.
- **Grace J. Ward** – Associate Professor of Secondary & Middle Education (2005); BS, MS, University of Southern Maine; Ed.D, Nova Southeastern University.
M.S. 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 M.S. 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

M.S. 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/.
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.

Required Courses
ECH 500 Early Childhood Education in Today's World 3 Credits
ECH 533 Advanced Foundations of Child Development 3 Credits
ECH 534 Advanced Program Administration 3 Credits
ECH 535 Play and the Social World of the Child 3 Credits
ECH 538 Collaboration with Families and Communities 3 Credits
ECH 539 Curriculum Development and Assessment 3 Credits
ECH 540 Research Methods in Early Childhood 3 Credits
ECH 541 Field-Based Research 3 Credits

Electives
(12 Credits required)
ECH 502 Diverse Programming in Early Learning Environments 3 Credits
ECH 503 Leadership and Supervision 3 Credits
ECH 504 Early Childhood Policy and Research 3 Credits
ECH 505 Mathematics in the Early Childhood Years 3 Credits
ECH 537 Science in the Early Childhood Years 3 Credits
ECH 577 Special Topics or OTHER ELECTIVE 3 Credits

MINIMUM TOTAL CREDITS FOR THE DEGREE: 36 Credits
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 Director of Graduate Programs in Education.)

- 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.main.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 Office of Graduate Studies include:

- two recommendations using the M.S. 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:

M.S. 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 Director of Graduate Programs in Education 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 Director of Graduate Programs in Education, may transfer a total of 9 graduate credits. Within those 9, 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 are 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>
<th></th>
<th>3 credits</th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-state</td>
<td>$1,137.00</td>
<td>$2,274.00</td>
</tr>
<tr>
<td>Tuition*</td>
<td>$1,221.00</td>
<td>$2,358.00</td>
</tr>
<tr>
<td>Unified fee*</td>
<td>$84.00</td>
<td>$84.00</td>
</tr>
</tbody>
</table>

*Tuition rates and fees shown for the 2013-14 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 Director of Graduate Programs in Education 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 Director of Graduate Programs in Education.

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. This includes:

- completing 36 credit hours required in the M.S. Ed. program
- maintaining a 3.0 grade point average for all UMF courses taken toward the program
- passing all courses for the graduate program with a minimum grade of C
- being current with all Library, Computer Center obligations and financial charges as documented by Merrill Center

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 Director of Graduate Programs in Education.

Required Course Descriptions

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. Varies.

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. Varies.
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. Varies.

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. Varies.

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. Varies.

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. Varies.

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. Varies.

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. Varies.
Elective Course Descriptions
Contact The Office of Graduate Studies at (207) 778-7502 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. Varies.

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. Varies.

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. Varies.

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. Varies.

ECH 505  **Mathematics in the Early Childhood Years**
This course will concentrate on the development of mathematical concepts in young children ages B-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. Varies.
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. Varies.

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. Varies.

**Faculty Listing**

*denotes full-time faculty

- Mellisa A. Clawson – Professor of Early Childhood Education (2000); BS, Birmingham-Southern College; MS, Ph.D, Auburn University.
- Tracy E. Collins – Assistant Professor of Early Childhood Education (2011); BA, Linfield College; MS, Wheelock College; Ed.M and Ed.D, Harvard University Graduate School of Education.
- Beth Hatcher – Associate 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.
- Loraine J. Spenciner – Professor of Early Childhood Special Education (1988); BA, University of Maine; MEd., Boston College; Ph.D, Boston College.
- Patricia H. Williams – Assistant Professor of Early Childhood Education (2012); BA, University of Rochester; Ph.D, Tufts University.
- Katherine W. Yardley – Associate Provost and Dean of Education (1987); BA, Bowdoin College; MEd., Ed.D, University of Massachusetts.
Educational Outreach

Certificate Program Information

Enrollment Requirements for UMF Office of Educational Outreach (OEO) Courses and Certificates

Individuals wishing to enroll in any UMF OEO course or certificate program must have completed a bachelor’s degree from an accredited institution of higher education. Many courses require employment in an educational setting, and some courses in a certificate program must be taken in sequence. Individuals enrolled in a Certificate Program must follow all Graduate Academic Policies.

Course Credit Requirements

Most graduate teacher education certificate programs at UMF require a minimum of nine and a maximum of fifteen credits hours for completion. All courses for a specific teacher education graduate certificate must be taken through UMF; no credits can be satisfied through transfer of credits or through testing, life experience or previous work experience. (Exceptions can be made at the discretion of the Dean of Education.)

Certificate Review and Cancellation

Graduate teacher education certificates are most frequently developed to meet emerging needs in pre-K-12 education or other educational settings. Certificate programs will be reviewed by the UMF Graduate Council every five years to determine continued relevancy, and decisions to eliminate certificate programs are at the discretion of the Graduate Council.

UMF reserves the right to cancel courses and certificate programs at any time due to low enrollments or other conditions affecting enrollment and instruction.

OEO Graduate Courses/Certificates and UMF’s Master’s Degree Programs

A student who also wishes to seek admission to UMF’s M.S. Ed. in Educational Leadership degree program simultaneously or at a later date must file an application for admission to the degree program and pay applicable fees. Completion of a graduate certificate program does not guarantee admission into any of UMF master’s degree programs. Acceptance of UMF certificate course credits may apply to UMF’s M.S. Ed. in Educational Leaderships degree program. This decision will be made by the Director of Graduate Programs in Education. Certificate courses are not accepted as electives in the M.S. Ed. in Early Childhood program.

- Permanent Academic Record
  All graduate courses taken through OEO appear on a student’s official transcript. Participants in a graduate teacher education certificate program will see a designation of participation in the certificate program on their transcripts, and a notice of completion of the certificate will appear once all requirements for the specific certificate are met.

- Financial Aid
  Students in UMF’s OEO courses or certificate programs are not eligible for financial aid unless they are simultaneously accepted into a degree program. Financial Aid, in the form of loans only, may be available to students enrolled in a master’s degree program, if approved by UMF’s Student Financial Aid Office. Contact Financial Aid at 778-7100 for more information.
Certificate Programs Available During the 2013-14 Academic Year

Administration Certificate

The Certificate in Administration is designed for practicing educators interested in pursuing opportunities in school administration. Two (2) years of teaching experience is required to enroll in this certificate program. Completion of this certificate requires the following four (4) UMF courses:

- EDU 550  School Law for Administrators
- EDU 551  Organizational Behavior and Change
- EDU 552  Supervision and Evaluation of School Personnel
- EDU 553  Finance for School Administrators

Gifted and Talented Certificate

The Certificate in Gifted and Talented is designed for practicing educators interested in pursuing opportunities in teaching gifted and talented students. Completion of this certificate requires the following four (4) UMF courses:

- SED 530  Introduction to Education of Gifted Learners
- SED 531  Curriculum and Instruction for Learners Who Are Gifted
- SED 532  Developing and Implementing Programs for the Gifted Learner
- SED 533  Teaching Critical & Creative Thinking in Gifted Programs & Classroom Settings

Math Leadership Certificate

The Certificate in Math Leadership is designed for practicing educators interested in pursuing opportunities in Math Leadership. Completion of this certificate requires the following four (4) UMF courses:

- EDU 529  Mathematics Leadership in K-12 Settings: Understanding and Implementing the Common Core State Standards
  *EDU 529 is a prerequisite for the following three (3) courses
- EDU 530  Mathematics Leadership in K-12 settings: The Mathematics Content for Standards-Based Instruction
- EDU 531  Mathematics Pedagogical Knowledge: Effective Instructional Practices for Teaching the Common Core State Standards
- EDU 532  Mathematics Leadership K-12: The Art of Mathematics Coaching and Supervision
Graduate Course Offerings

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. Varies.

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 mathematician; 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. Varies.

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. Varies.

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. Varies.
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. Varies.

EDU 529 Mathematics Leadership in K-12 Settings: Understanding and Implementing the Common Core State Standards

The content of this course is specific to the skills and concepts needed as an emergent mathematics leader/specialist. The focus of this course will be:

- An in-depth study of standards-based mathematics curriculum: its history and evolution, the structure and derivation of the Common Core State Standards for Mathematics, and the nature of assessment within a standards-based system. A research project that will examine the history and evolution of the standards-based mathematics movement.
- Development of a grade-span differentiation, curriculum document and a standards-based mathematics unit.
- A culminating portfolio will show evidence of the student’s ability to use the learning in a professional development capacity as a mathematics leader.

This work will give the enrollee the foundation for this course and an anticipated series of three courses to follow in: pedagogy, mathematics content knowledge, and mentoring/supervision. Every other year.

EDU 530 Mathematics Leadership in K-12 Settings: The Mathematics Content for Standards-Based Instruction

The content of this course is specific to the skills and concepts needed as an emergent mathematics leader/specialist/instructor. The focus of this course will be:

2. A research project that will examine the definition of mathematics content knowledge, the mathematics knowledge needed to teach effectively.
3. Development of a mathematics unit demonstrating math content, domain progressions and connections between mathematics topics.
4. A section of the course series portfolio that will show evidence of the student’s ability to use the learning in a professional development capacity as a mathematics leader.

Every other year.
EDU 531  **Mathematics Pedagogical Knowledge: Effective Instructional Practices for Teaching the Common Core State Standards**

The content of this course is specific to the skills and concepts needed to produce effective mathematics instruction. The focus of this course will be:

1. Mathematics pedagogical knowledge needed for effective mathematics instruction.
2. Identification of mathematics resources needed for effective mathematics instruction.
3. The ability to critique classroom instruction for effectiveness.
4. The development of mathematics units.

Every other year.

EDU 532  **Mathematics Leadership K-12: The Art of Mathematics Coaching and Supervision**

The content of this course is specific to the skills and concepts needed as an emergent mathematics leader/specialist as they support the development of mathematics educators. The focus of this course will be:

1. The strategies of clinical supervision,
2. The understanding of the aspects of coaching,
3. The ability to give targeted feedback, and
4. The understanding of being a teacher-leader in the culture of a school.

This work will give the enrollee the foundation for becoming a mathematics leader using mentoring and supervision. Every other year.

EDU 534  **Redefining Literacy: Living and Learning in Online Environments**

Today the term “literacy” no longer refers exclusively to the reading and writing of printed texts. Scholars, educators, and professionals recognize the importance of digital literacy to citizenship, education, information-sharing, and community-building. In response, this course will help deepen student’s understanding of a variety of digital writing technologies and to consider the ways in which our perceptions of self and others are mediated through these and other technologies. Over the course of the semester, students will craft and manage a digital identity at the same time that they learn about and experiment with a variety of web-based tools such as blogs, social networking sites, and micro-blogging applications. We will discuss the benefits and risks associated with digital foot-printing and will discuss the importance of self-literacy in a digital culture, particularly as it pertains to managing an online identity. We will also explore the impact that evolving Internet technologies hold for the processes of reading and writing, identity construction, and community-building, as well as the extent to which we as educators must pay attention to these processes in order to stay relevant in an increasingly multimodal society. Varies.

EDU 538  **Building a Customized, Standards-based Learning System**

This course is designed to provide participants with an understanding of Mass Customized Learning and standards-based learning. The focus of the course will be on:

- the key components of a customized learning system including the structure of schools, curriculum, instruction, assessment and grading/reporting.
- the importance of strategic planning and how to develop a vision for a customized learning system.
- the development of a plan for implementing the key characteristics (curriculum, instruction, assessment, grading, etc.) of a customized, standards-based system.

Varies.
**EDU 5381  Seminar in Leadership, Change, and Structures in a Customized Learning Environment**

This course is designed to provide participants with an understanding of what effective leadership, change, and structural strategies look like within a customized learning model. The focus of the course will be on:

- an understanding of change theory and what it means in implementing second order change.
- the structures that negatively impact the effective implementation of a standards-based, customized learning model and what changes are necessary to facilitate successful results.
- problem solving and invention reasoning necessary for an organization to identify the changes necessary to successful implementation of customized learning.

Varies.

**EDU 541  Technology in Customized Learning**

The goal of this course is to utilize Web 2.0 tools in order to enhance the customized classroom for both the learning facilitator and the learner. Effective technology integration is central to a successfully customized learning experience. In this course participants will identify what Web 2.0 means, identify rigorous Web 2.0 tools for the classroom, the needs of digital natives, how to apply the SAMR model of technology inclusion, and develop a customized learning unit design. (SAMR [Substitution, Augmentation, Modification, and Redefinition] is a technology inclusion model developed by Ruben Puentedura that outlines the various ways in which technology can be incorporated into the classroom. The SAMR model aids in selecting, using, and evaluating the use of technology in the classroom.)  Varies.

**EDU 546  Online Teaching & Learning: An Overview**

How do teachers who excel in the classroom learn to translate that expertise into an online course that serves their students? What works well in online learning? This course offers an overview of online learning: its history, current status and future progress. Participants will also receive an introduction to learning theories and be introduced to different types of online teaching course design and educational technologies. Using case studies and a historical perspective of the evolution of online teaching, students will understand the challenges and advantages of establishing a distance learning course or program. The course will discuss course design, development, implementation, evaluation and the concept of building community. Varies.

**EDU 547  Instructional Design for Online Course Development**

This course presents an overview of curriculum development and an introduction to instructional design for online courses. Participants will learn to design and evaluate curriculum, develop instructional materials, assess student learning and measure instructional outcomes for use in online classes. Topics include preparation of course outlines and syllabi, development of lessons plans, design of evaluation instruments and an explanation of how learning objectives and evaluation strategies affect the selection of content and materials. Varies.

**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. Spring.
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. Varies.

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. Fall.

EDU 553  **Finance for School Administrators**

This course 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. Spring.

EDU 561  **Middle/Secondary Mathematics Education**

This course includes methodological, curricular and professional issues in mathematics education, grades 6-12. Focus includes the following topics: Teaching and preparing for the Mass Customized Learning classroom, Response to Intervention structures and pedagogies; high school and middle school math content; 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. Every summer.

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. Varies.
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.

Varies.

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. Varies.

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. Varies.

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 increased 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. Varies.

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. Varies.
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. Varies.

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 Director of Graduate Programs in Education. Varies.

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. Spring.

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. Fall.

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. We’ll begin by exploring UD for professional productivity and then look at the use of UD for teaching and learning. Course participants also will investigate the use of assistive technology (AT) devices and services for children with disabilities. A range of technology will be examined from "low tech" devices that are inexpensive or easily modified to “high tech” devices that are expensive and may be available on loan from specialized companies. Evaluation approaches and determination of appropriate uses of assistive technology will be discussed. Methods and strategies for infusing assistive technology within infant/toddler playgroups, preschool, elementary, and secondary programs will be stressed. (Course participants will select the age group on which they wish to focus.) Each person is expected to bring previous professional knowledge and experiences regarding standards, practices, and instructional strategies. Spring.
SED 506  **Assessment in Special Education**

This course examines assessment practices for children and youth from 3-20 years and provides a variety of hands-on experiences in using various assessment approaches including observations, curriculum-based measurement, and standardized instruments. This course includes opportunities to construct and use both formative and summative assessments, emphasizing the links between pre-assessment, program planning and instruction, and monitoring progress. Each student will work with a focus child or youth in their area of specialization to gain practice in constructing, evaluating, and implementing informal assessments, evaluating formal assessments and interpreting assessment information for other educators and parents. Each student will build skills and knowledge in increasing cultural competence related to assessment practices. During this course, we also will explore a variety of current issues including universal design, test accommodations, modifications, and assistive technology. Fall.

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. Spring.

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. Fall.

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. Summer.

SED 511  **Mathematics Instruction for Students with Disabilities**

This course, for practicing teachers, focuses on methods and strategies for introducing mathematical concepts to children and youth with disabilities, preschool through high school. Issues of concern, major curriculum thrusts, such as the Common Core State Standards, Maine Early Childhood Learning Guidelines, promising practices, methods to differentiate instruction, linking instruction and assessment, accommodations, modifications, and assistive technology are addressed in this course. Approaches for children of different age levels from preschool through secondary are included. Students will select course projects appropriate for the setting or grade level in which they work. Varies.

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. Summer.
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. Fall.

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. Spring.

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.

Spring.

SED 517  **Professional Ethics, Cultural Competence, and Evidence-based Practices in Early Intervention and Early Childhood Special Education**

This course examines professional and ethical practice within the range of delivery systems from early intervention to special education in community and school-based programs for children with disabilities, from birth to eight years of age, and their families. Case studies increase understanding of various medical conditions and related care on family concerns and on child development and learning. Students examine and practice developmentally appropriate methods and strategies, as well as develop skills in effective supervision and evaluation of others. Through the course, students engage in reflective inquiry regarding developing personal cultural competency. Students identify and use current research to increase personal knowledge and skills, applying findings to present work settings. Related to course objectives and required assignments, students spend a minimum of 20 hours working in an early intervention or early childhood special education setting. Summer.
SED 518  
**Special Education Law**

This course will provide prospective and practicing educators and school administrators with a working knowledge of relevant laws, policies, and regulations related to students with disabilities. Laws and regulations pertaining to the Individuals with Disabilities Education Act, Maine special education regulations, and Section 504 of the Rehabilitation Act will be discussed. Major course topics include Special Education eligibility and IEP development, student discipline, and curriculum access. The historical significance and practical application of laws affecting students with disabilities in school will be emphasized. In particular, the focus of the course will be on making effective educational decisions for students with disabilities. Varies.

SED 525  
**Basic Principles of Applied Behavior Analysis**

This course is the first in a sequence of three and will introduce educators and other interested professionals to a behavioral view of teaching and learning. The course presents basic behavioral processes and principles that are 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. Every two years.

SED 526  
**Behavior Analysis and 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 the evaluation of supportive interventions predicated on such assessment. Every two years.

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 behavioral analytic methods of customizing instruction for students with special needs and of 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. Every two years.

SED 530  
**Introduction to Education of Gifted Learners**

This course introduces the participant to the 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 or emotional issues; necessary components of a gifted program; curriculum differentiation in the regular classroom; and acceleration vs. enrichment. Every fourth semester.

SED 531  
**Curriculum and Instruction for Learners Who Are Gifted**

This course 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; and integration with district standards. Every fourth semester.
SED 532  Developing and Implementing Programs for Learners Who Are Gifted

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 and 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. Every fourth semester.

SED 533  Teaching Critical and Creative Thinking in Gifted Programs and 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 or 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. Every fourth semester.

SED 560  Teaching Children with Learning and 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 Education teachers or those seeking Special Education certification should not enroll in this course. Varies.

SED 561  Teaching Children with Learning and 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 Education teachers or those seeking Special Education certification should not enroll in this course. Varies.

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. Summer.

SHE 533  Designing Curriculum and Methods in 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. Summer.
Academic Policies for Graduate Education

Academic Integrity Policy, Including Plagiarism

Everyone enrolled in graduate education courses at UMF 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. Graduate students are held to the same Academic Integrity code that is applicable to UMF’s undergraduate program. Students are responsible for familiarizing themselves with the Academic Integrity Code (Academic Integrity Code).

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 (207) 778-7100. 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.

Academic Standing

Certificate Programs

To remain in good academic standing, graduate students participating in a graduate certificate program 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 Associate Provost and Dean of Education to determine if continued participation in the certificate program 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.

M.S. Ed. Programs

To remain in good academic standing, graduate students must maintain a 3.00 (B) grade point average. A student who receives a C or below will be interviewed by the Director of Graduate Programs in Education 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.
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.

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 at (207) 778-7100.

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 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 Educational 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 Director of Graduate Programs in Education. 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.

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 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 Associate Provost and Dean of Education.

**L Left** (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 Associate Provost and Dean of Education, 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 Associate Provost and Dean of Education. 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.

Merrill Center Contact Information (207) 778-7100

**Permanent Academic Record**

The permanent academic record is maintained by Merrill Center for all students. 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 (http://mainestreet.maine.edu).
**Withdrawal from a course**

**Academic Result.** A student may withdraw from a course before 60% of the course has elapsed without experiencing an impact on his/her grade point average. A W will remain on the permanent transcript, but this grade will not figure into the GPA calculation. The 60% calculation is determined from the first day the course is scheduled to begin, and calendar days (not class days) form the basis of this calculation.

To withdraw from a course, a student must complete the official Withdrawal Form, which is available from Merrill Center. If a student has not officially withdrawn before 60% of the course is completed, the student will be assigned a regular grade by the instructor, based upon completed work and standards articulated in the course syllabus. The W notation may be assigned after 60% of the course has been completed under extenuating circumstances when agreed upon by the instructor and the Associate Provost and Dean of Education.

See below for information about financial adjustments for dropping from a course and withdrawing from the University.

**Class Add/Financial Adjustment for Dropping of Class(es):**

Adding classes at any time may result in additional charges to the student’s account. For purposes of calculating financial adjustments, attendance includes weekends and holidays, and ends on the student’s last day of attendance as determined when (s)he notifies the institution’s designated official or office, that (s)he is dropping or withdrawing from a class(es) while remaining enrolled in other class(es). Dropping or withdrawing from classes will result in an adjustment in accordance with the following schedule:

- **Classes 12 weeks or more in length:** 100% prior to the end of the second week (14 days)
- **Classes 11 weeks in length:** 100% prior to the end of the eleventh day (11 days)
- **Classes 10 weeks in length:** 100% prior to the end of the tenth day (10 days)
- **Classes 9 weeks in length:** 100% prior to the end of the ninth day (9 days)
- **Classes 8 weeks in length:** 100% prior to the end of the eighth day (8 days)
- **Classes 7 weeks in length:** 100% prior to the end of the seventh day (7 days)
- **Classes 6 weeks in length:** 100% prior to the end of the sixth day (6 days)
- **Classes 5 weeks in length:** 100% prior to the end of the fifth day (5 days)
- **Classes 4 weeks in length:** 100% prior to the end of the fourth day (4 days)
- **Classes 3 weeks in length:** 100% prior to the end of the third day (3 days)
- **Classes 2 weeks in length:** 100% prior to the end of the second day (2 days)
- **Classes 1 week or less in length:** 100% prior to the end of the first day (1 day)

**Student University Withdrawal (from all university system courses):**

**A. Determination of Attendance**

For purposes of calculating financial adjustments attendance includes weekends and holidays, and ends on the student’s last day of attendance as determined when (s)he notifies the institution’s designated official or office, that (s)he is withdrawing from all university system classes. Students who cease attendance without notifying the University within thirty (30) days of their last date of attendance will not be entitled to any adjustment of charges without approval of a written appeal. The designated university official will make a decision regarding the appeal based on the documentation and/or conditions presented.
B. Tuition and Mandatory Fees University Withdrawal Adjustment Schedules:

- **Classes 12 weeks or more:**
  - 100% prior to the end of the second week (14 days)
  - 75% prior to the end of the fourth week (28 days)
  - 50% prior to the end of the sixth week (42 days)
  - 25% prior to the end of the eighth week (56 days)
  - 0% after the eighth week (57 days and after)

- **Classes 11 weeks in length:**
  - 100% prior to the end of the eleventh day (11 days)

- **Classes 10 weeks in length:**
  - 100% prior to the end of the tenth day (10 days)

- **Classes 9 weeks in length:**
  - 100% prior to the end of the ninth day (9 days)

- **Classes 8 weeks in length:**
  - 100% prior to the end of the eighth day (8 days)

- **Classes 7 weeks in length:**
  - 100% prior to the end of the seventh day (7 days)

- **Classes 6 weeks in length:**
  - 100% prior to the end of the sixth day (6 days)

- **Classes 5 weeks in length:**
  - 100% prior to the end of the fifth day (5 days)

- **Classes 4 weeks in length:**
  - 100% prior to the end of the fourth day (4 days)

- **Classes 3 weeks in length:**
  - 100% prior to the end of the third day (3 days)

- **Classes 2 weeks in length:**
  - 100% prior to the end of the second day (2 days)

- **Classes 1 week or less in length:**
  - 100% prior to the end of the first day (1 day)

Note: Flat rate tuition and fees may result in different or no adjustments.

Withdrawal from a program

Withdrawal from the M.S. 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 Director of Graduate Programs in Education.

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 Director of Graduate Programs in Education in consultation with the Associate Provost and Dean of Education.

D. **Reinstatement.** Students who voluntarily withdraw must submit to Director of Graduate Programs in Education a letter requesting reinstatement. A meeting will then be scheduled to review the student’s program and plan for degree completion.

**M.S. Ed. in Educational Leadership**

A student who finds it necessary to withdraw from a course that is part of the core program must meet with the Director of Graduate Programs in Education to plan an appropriate, alternative course of study to maintain as much of the sequencing and essence of a cohort as possible. Although joining a later cohort may be possible, it may extend the time for completion of the degree. A student who finds it necessary to withdraw from a core course, and who is in good academic standing at the time of withdrawal, maybe take core courses in subsequent semesters, subject to the approval of the Director of Graduate Programs in Education.

A student who finds it necessary to withdraw from a concentration course may select a different concentration course (or transfer a course from another institution). If a student wishes to change his/her concentration, the student must submit a written proposal justifying the change of concentration and be approved by Director of Graduate Programs in Education. To complete the withdrawal process, the student is responsible for completing the necessary form at Merrill Center.
The program curriculum does not offer courses every semester, hence, withdrawal from a course could extend the graduation date. In the event that a student must withdraw from a course, contact with the advisor is necessary.

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 Director of Graduate Programs in Education. If a student’s application for readmission is accepted, the student enters the current cohort and completes the program with that cohort.

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 Director of Graduate Programs in Education, or the Associate Provost and Dean if the instructor involved in the appeal is the Director of Graduate Programs in Education.

2. If the Director of Graduate Programs in Education (or Associate Provost and Dean of Education, 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 Director of Graduate Programs in Education (or Associate Provost and Dean of Education) will schedule a hearing with those involved. The Director of Graduate Programs in Education (or Associate Provost and Dean of Education) 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 Director of Graduate Programs in Education, 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 Director of Graduate Programs in Education 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:
   - Discipline cases are governed by the Conduct Code to be found in the Student Handbook or other legal documents.
   - Parking tickets are handled by Public Safety and the local court system.
   - Decisions relating to a professor or classroom situation (not involving grades) are appealed as follows:
     a. Professor
     b. Director of Graduate Programs in Education
     c. Associate Provost and Dean of Education
     d. Provost

Notices

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 Kathy Falco Equal Opportunity/Affirmative Action Officer, 224 Main Street, Farmington, Maine 04938; telephone: 207-778-7280; 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)

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

- 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.

- 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.

- 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.

- 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

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.