# Index

<table>
<thead>
<tr>
<th>Academic Calendar</th>
<th>pg. 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Program</td>
<td>pg. 2-9</td>
</tr>
<tr>
<td>Description</td>
<td>pg. 2</td>
</tr>
<tr>
<td>Graduate Research Project</td>
<td>pg. 2</td>
</tr>
<tr>
<td>Course Schedule</td>
<td>pg. 2</td>
</tr>
<tr>
<td>Admission Requirements</td>
<td>pg. 3</td>
</tr>
<tr>
<td>Application Materials</td>
<td>pg. 3</td>
</tr>
<tr>
<td>Submission of Application</td>
<td>pg. 3</td>
</tr>
<tr>
<td>Application Deadlines</td>
<td>pg. 3</td>
</tr>
<tr>
<td>Notification of Admission Decisions</td>
<td>pg. 3</td>
</tr>
<tr>
<td>Immunization Law</td>
<td>pg. 3</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>pg. 4</td>
</tr>
<tr>
<td>Transfer of Credit to the Program</td>
<td>pg. 4</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>pg. 4</td>
</tr>
<tr>
<td>Student Advisement</td>
<td>pg. 4</td>
</tr>
<tr>
<td>Degree Completion</td>
<td>pg. 4</td>
</tr>
<tr>
<td>Graduation</td>
<td>pg. 5</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>pg. 5</td>
</tr>
<tr>
<td>Commencement Ceremony</td>
<td>pg. 5</td>
</tr>
<tr>
<td>Required Courses</td>
<td>pg. 6-7</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>pg. 8-9</td>
</tr>
<tr>
<td>Faculty Listing</td>
<td>pg. 10</td>
</tr>
</tbody>
</table>

- **Graduate Academic Policies**
  - Academic Integrity Policy, Including Plagiarism | pg. 11 |
  - Confidentiality Policy | pg. 11 |
  - Class Attendance | pg. 11 |
  - Grading System | pg. 12-13 |
  - Grade Point Average | pg. 13 |
  - Academic Standing | pg. 13 |
  - Academic Record Changes | pg. 14 |
  - Permanent Academic Record | pg. 14 |
  - Course Withdrawal Policy | pg. 14 |
  - Program Withdrawal | pg. 15 |
  - Readmission | pg. 15 |
  - Enrollment Status | pg. 15 |
  - Student Appeals and Complaints | pg. 16-17 |

- **Notices**
  - Non-discrimination Notice | pg. 18 |
  - Title II, Higher Education Act | pg. 18 |
  - Disability Accommodations | pg. 18-19 |
  - FERPA | pg. 19 |
  - Accreditation | pg. 19-20 |
  - Professional Licensure and Certification Notice | pg. 20 |
  - Use of this Catalog | pg. 20 |
### Academic Calendar

#### SUMMER SESSION 2008

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, June 25, 2008</td>
<td>First Day of Summer Classes</td>
</tr>
<tr>
<td>Thursday, July 31, 2008</td>
<td>Last Day of Summer Classes</td>
</tr>
</tbody>
</table>

#### FALL SEMESTER 2008

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, September 3, 2008</td>
<td>First Day of Fall Classes</td>
</tr>
<tr>
<td>Monday, October 13, 2008</td>
<td>Fall Break</td>
</tr>
<tr>
<td>Wednesday, November 26-28, 2008</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>Friday, December 12, 2008</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>December 15-18, 2008</td>
<td>Finals Week</td>
</tr>
</tbody>
</table>

#### SPRING SEMESTER 2009

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, January 20, 2009</td>
<td>First Day of Spring Classes</td>
</tr>
<tr>
<td>February 16-20, 2009</td>
<td>First Spring Break</td>
</tr>
<tr>
<td>April 20-24, 2009</td>
<td>Second Spring Break</td>
</tr>
<tr>
<td>Friday, May 8, 2009</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>May 11-14, 2009</td>
<td>Finals Week</td>
</tr>
<tr>
<td>Saturday, May 16, 2009</td>
<td>Commencement</td>
</tr>
</tbody>
</table>
Academic Program

Master of Science in Education (MS Ed.)

- Description

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

The program is offered in a cohort format. A new cohort of approximately 20 individuals is admitted each summer, and participants are expected to progress through the degree program with their cohort. The program takes three years, including three summers, to complete.

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.

- Graduate Research Projects

All students will develop the knowledge and skills to conduct independent research. The research will specifically focus on action research, i.e., investigations leading to improved classroom practice and school improvement. UMF faculty, staff, and students who intend to conduct projects involving human participants must seek prospective approval (or an exemption) from the Institutional Review Board (IRB), formerly the HSRB. 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. The proposal should be submitted well in advance of the start-up date to give the IRB the necessary time for review. Guidelines for preparing and submitting a proposal to IRB are located at http://irb.umf.maine.edu/Investigator%20Guidelines%202010.pdf. Procedures will be reviewed during the research courses.

- Course Schedule

<table>
<thead>
<tr>
<th>Semester Term</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>EDU 581 History, Philosophy &amp; Ethics</td>
<td>Concentration 2</td>
<td>EDU 585 Cultivating Leadership</td>
</tr>
<tr>
<td></td>
<td>EDU 580 Technology Integration I Concentration 1</td>
<td></td>
<td>EDU 580 Technology Integration V Concentration 4</td>
</tr>
<tr>
<td>Fall</td>
<td>EDU 582 Research Methods</td>
<td>EDU 584 Development and Planning of Curriculum and Assessment II</td>
<td>EDU 586 Field-based Research I</td>
</tr>
<tr>
<td></td>
<td>EDU 580 Technology Integration II</td>
<td>EDU 580 Technology Integration IV</td>
<td>EDU 580 Technology Integration VI</td>
</tr>
<tr>
<td>Spring</td>
<td>EDU 583 Development and Planning of Curriculum and Assessment I</td>
<td>Concentration 3</td>
<td>EDU 586 Field-based Research II</td>
</tr>
<tr>
<td></td>
<td>EDU 580 Technology Integration III</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• **Admission Requirements**

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

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

  o 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

  o be employed or seeking employment as a classroom teacher or other education professional.

• **Application Materials**

All application materials can be found online at [http://masters.farmington.edu](http://masters.farmington.edu). Application packets are also available via mail from the UMF MS Ed. Program Office. Applications returned to the office must include:

  o A completed application with application essay and written description of self-designed concentration (if appropriate);

  o Three letters of recommendation (can arrive under separate cover);

  o Official transcript(s) of all previous undergraduate and graduate work (can arrive under separate cover);

  o A nonrefundable $60 application fee.

• **Submission of Application**

All materials should be mailed to:

**University of Maine at Farmington**  
**MS Ed. Program: Admissions**  
**186 High Street, Room 010**  
**Farmington, ME 04938**

• **Application Deadlines**

Application deadline for the next cohort is the end of the second week of March.

• **Notification of Admission Decisions**

Qualified applicants will be notified of admission decisions on a rolling basis until the cohort is filled or by the third week of March.

• **Immunization Law**

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

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

• Transfer of Credit to the Program

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

• Tuition and Fees

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

<table>
<thead>
<tr>
<th>Credits</th>
<th>In-State</th>
<th>6 ½ credits</th>
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</thead>
<tbody>
<tr>
<td>3 ½ credits</td>
<td>$1,144.50</td>
<td>$2,125.50</td>
</tr>
<tr>
<td>Unified fee*</td>
<td>$71.00</td>
<td>$71.00</td>
</tr>
<tr>
<td>Total</td>
<td>$1,215.50</td>
<td>$2,196.50</td>
</tr>
</tbody>
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*Tuition rates and fees are shown for the 2008-09 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 (EDU 580)
2 E.g., two 3 credit courses plus one 0.5 credit technology integration module (EDU 580)

• Student Advisement

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

• Degree Completion

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


- **Graduation**

Graduation ceremonies will be held in May for each cohort completing program requirements in that spring semester. The ceremony will be part of the university commencement.

- **Graduation Requirements**

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

  A. Complete satisfactorily the 36 graduate credit hours required in the MS Ed. program with a 3.0 grade average. All courses completed for the graduate program must be passed with a minimum grade of C.

  B. Be current with all financial charges as documented by Merrill Center.

  C. Submit a completed application for graduation to the Registrar no later than the required undergraduate date. Applications for graduation may be obtained from Merrill Center.

- **Commencement Ceremony**

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 the Assistant Dean. Where 3-6 credits remain and completion will be in the summer immediately following commencement, students may participate in commencement prior to completing all the requirements. However, the diploma will not be released until after the receipt of the final grades at the end of August. These special circumstances must be approved in advance by the Assistant Dean.
- **Required Courses**

**EDU 580  Technology Integration**

(6 credit hours distributed in .5 modules across each Core course. Prerequisites: Access to a computer for personal use meeting current hardware and software standards; introductory knowledge, skills, and understanding of concepts related to technology.)

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.

[Offered Summer 1 and each semester when its companion core is offered]

**EDU 581  History, Philosophy, and Ethics of Education**

(3 credit hours. Prerequisites: concurrent enrollment in technology module (Mod I) and cohort member; or permission of the Assistant Dean.)

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.

[Offered Summer year 1]

**EDU 582  Research Methods**

(3 credit hours. Prerequisites: Mod I, EDU 581, concurrent enrollment in Mod II and cohort member; or permission of the Assistant Dean.)

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.

[Offered Fall year 1]

**EDU 583  Development and Planning of Curriculum and Assessment I**

(3 credit hours. Prerequisites: Mod II, EDU 582, concurrent enrollment in Mod III and cohort member; or permission of the Assistant Dean.)

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.

[Offered Spring year 1]
EDU 584  Development and Planning of Curriculum and Assessment II

(3 credit hours. Prerequisites: Mod III, EDU 583, concurrent enrollment in Mod IV and cohort member; or permission of the Assistant Dean. )

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. [Offered Fall year 2]

EDU 585  Cultivating Leadership

(3 credit hours. Prerequisites: Mod IV, EDU 584, concurrent enrollment in Mod V and cohort member; or permission of the Assistant Dean. )

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. [Offered Summer year 3]

EDU 586  Field-Based Research I

(3 credit hours. Prerequisites: Mod V, EDU 585, concurrent enrollment in Mod VI and cohort member; or permission of the Assistant Dean. )

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. [Offered Fall year 3]

EDU 587  Field-Based Research II

(3 credit hours. Prerequisites: Mod VI, EDU 586 and cohort member; or permission of the Assistant Dean. )

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. [Offered Spring year 3]
• Elective Courses  (Contact Graduate Office for course availability)

EDU 540  A Close Look at Classic Fairy Tales: What Disney Didn't Tell You

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

EDU 550  School Law for Administrators

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

EDU 551  Organizational Behavior and Change

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

EDU 552  Supervision and Evaluation of School Personnel

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

EDU 553  School Finance for Principals

EDU 553 presents a comprehensive introduction to resource acquisition, management, and leadership at the school level. Further, it is designed to engage students in exploring the practical realities of resource leadership and to examine in depth their own skills and knowledge in light of their goals for school leadership. Specifically, in the course students will: 1) develop a comprehensive understanding of resource acquisition, management, and deployment as a central part of their leadership effectiveness. 2) understand the procedural and legal parameters for financial and other resource acquisition, management, and deployment. 3) build skills and understanding for leading this dimension of the school effectively.
EDU 568  Communication Tools for Teaching and Learning

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

EDU 569  Information Tools for Teaching and Learning

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

EDU 571  Digital Media in the Classroom

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

*denotes full-time faculty

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

- Rebecca H. Berger - Associate Professor of Elementary Education (2001); AB, University of Chicago; MS., Bank Street College of Education; Ph.D, Indiana University.

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

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

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

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

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

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

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

- Johanna R. Prince - NCATE Data Administrator/Instructor (2006); BA, Colby College; MEd., University of New England.

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

- Sue A. Thorson - Associate Professor Special Education (1995); BA, Penn State University; MEd., Temple University; Ph.D, Claremont Graduate School.

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

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

- Katherine W. Yardley – Associate Provost and Dean of Education (1997), BA, Bowdoin College; MEd., Ph.D, University of Massachusetts.
ACADEMIC POLICIES

- Academic Integrity Policy, Including Plagiarism

Everyone associated with UMF’s MS Ed. program is expected to adhere to the principles of academic integrity central to the academic function of the University. Any breach of academic integrity represents a serious offense. Each student has a responsibility to know the standards of conduct and expectations of academic integrity that apply to academic tasks. The Code of Academic Integrity is accessible at http://catalog.umf.maine.edu/show.php?type=subcategory&id=37&version=2008-2009.

Violations of student academic integrity include any actions that attempt to promote or enhance the academic standing of any student by dishonest means. Cheating on an examination, stealing the words or ideas of another (i.e., plagiarism), making statements known to be false or misleading, falsifying the results of one’s research, improperly using library materials or computer files, or altering or forging academic records are examples of violations of this policy that are contrary to the academic purposes for which the University exists. Unless group work is assigned, coursework is normally completed independently. Acts that violate academic integrity disrupt the educational process and are not acceptable.

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

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


- Confidentiality Policy

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

- Class Attendance

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

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

A **Excellent.**

B **Proficient.**

C **Approaching proficiency.**

D **Unsatisfactory.**

F **Failure.**

Grades less than C are not acceptable for graduate work.

Other letter grades are as follows:

I **Incomplete** All prescribed course work is to be completed during the semester or term in which the course is offered unless the syllabus specifies a longer period of time. If medical or other emergency conditions develop, the instructor may, at his or her discretion, award a grade of Incomplete (I). The “I” permits an extension to allow the student to complete the course work within a period of up to a full semester. Summer session is counted as a semester for the graduate program. Therefore, a student receiving an Incomplete at the end of the Spring semester must complete the course work by the end of August of the same year. An Incomplete grade is a privilege granted by a faculty member in response to extraordinary circumstances. The “I” should not be understood to be the normal response to missing work. Ordinarily, when a student has failed to complete required course work by the end of the semester, the instructor will either report a grade for the course in which the missing work is given a value of zero or, in cases where failure to complete assigned work constitutes failure to meet the minimum requirements of the course, award a grade of F. The grade of Incomplete shall be awarded only when the following conditions are met: 1) the student has valid reasons for not completing the work; 2) the student has presented these reasons to the instructor; and 3) the missing work constitutes less than one-third of the required work for the course.

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

When the missing work is completed, the instructor shall promptly submit a Change of Grade Form to Merrill Center, changing the Incomplete to the appropriate letter grade. Since the maximum term for Incomplete grades is one semester, the instructor must submit a change of grade form for each Incomplete on or before the date on which grades are due for the semester following the semester in which the Incomplete was awarded. The instructor may not continue the Incomplete for a second semester. The instructor’s failure to submit a timely Change of Grade Form for an Incomplete shall be treated as equivalent to failing to submit grades for a class and shall be reported to the Assistant Dean.
L **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 Assistant Dean, when students carry unresolved MGs on their transcript for one semester. If the missing grade is not resolved by the instructor, an MG grade will be automatically counted as an F in the grade point average and so indicated on the student’s permanent record as “MG.”

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

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

- **Grade Point Average**

  The academic standing of each student is computed by the Registrar at the end of every semester, including summer. Grades and credit for courses transferred to UMF are not included in the calculation of the GPA. Students are permitted to repeat only one course, only once. The first grade earned will not count toward the cumulative GPA. The second grade will be the one that counts. The following table represents the grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
<tr>
<td>I, L, MG, W and DG</td>
<td>No grade point computation</td>
</tr>
</tbody>
</table>

- **Academic Standing**

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

Considerable care is taken to ensure that course registration and grades entered on a student’s permanent record are accurate. Any student who suspects an error has been made should take the matter up immediately with the Office of Records and Registration. Records are assumed to be correct if a student does not report to the Office of Records and Registration within one year of the completion of a course. At that time, the record becomes permanent and cannot be changed.

• **Permanent Academic Record**

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

• **Course Withdrawal Policy**

The MS Ed. program is offered in a cohort format with core courses sequenced to be available only once a year. A student who finds it necessary to withdraw from a course that is part of the core program must meet with the Assistant Dean 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, may take core courses in subsequent semesters, subject to approval of the Assistant Dean.

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 the Assistant Dean. To complete the withdrawal process, the student is responsible for completing the necessary form at the Office of Records and Registration.

During the fall or spring semesters, students may withdraw from a course through the first two weeks of the semester without financial consequences. A student who drops a course after the two-week drop period through 60% of classes will receive the grade of W. If a student has not officially withdrawn before 60% of the course is completed, s/he will be assigned a regular grade. The “W” notation may be assigned after 60% of the course has been completed under unusual circumstances when agreed upon by the instructor and the Assistant Dean. *All students who register for a course and neither complete the course objectives nor officially withdraw, according to any one of the procedures described above, will be graded F in that course and will assume all financial obligations associated with the course.*

*Full or partial refund, following course or program withdrawal, follows standard university policy.*

During the compressed summer term, students considering withdrawing from a course must do so within the first two days of a course to avoid financial consequences. Contact the Assistant Dean for specific deadlines.
Program Withdrawal

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

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

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

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

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

Readmission

A student previously registered in UMF’s program who has withdrawn or been withdrawn from the program, or a student who has failed to matriculate in accordance with the enrollment deadline and who wishes to resume studies, must file an application for readmission to the program by the regularly published admission deadline for the program. The application for readmission is to be accompanied by official transcripts of any work attempted in the interim, a fee of $15.00, and any other information required by the Assistant Dean.

Enrollment Status

Course Load. The minimum semester course load for full-time status in the program is three graduate credits. A student’s full-time status will not be interrupted should s/he 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 s/he has completed all 36 credits required for completion within five years from his/her initial enrollment.

Leave of Absence. In extenuating circumstances, a student may petition for a leave of absence to the Assistant Dean. Any one approved for a leave of absence must join a subsequent cohort at the point in the course sequence where the student left.
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 10 days from the day the grade is posted. It should detail the reason for the appeal and should provide any available supporting evidence. The student should also submit a copy of the complaint to the Assistant Dean, or the Dean if the instructor involved in the appeal is the Assistant Dean.

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

3. If, after five business days following the recommendation from the Assistant Dean (or Dean), the matter remains unresolved, the student, the faculty member, or both may appeal to a Graduate Council panel (GCP). This panel shall consist of three members chosen by lot from the Graduate Council, excluding members from the same department as the faculty member being grieved.

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

5. Within ten business days of the appeal to the GCP, the GCP will call a hearing at which the student and the faculty member will be invited to appear. The Assistant Dean (or Dean) may attend at the request of the student, the faculty member, or the hearing panel.

6. The decision of the GCP will be communicated to the student and the faculty member within five days of the hearing.

7. If the GCP decides that the student's grade should be changed, the faculty member must change the grade within ten business days of receiving notification of GCP’s decision.

8. If either the student or the faculty member wishes to appeal the decision of the GCP, he or she may do so within ten business 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 Provost. The appeal must be in writing and accompanied by all previous written materials concerning the matter.

9. The decision of the Provost will be communicated to the student and the faculty member in writing. This decision is final and binding, and all parties will be required to adhere to it. If the Provost decides that the grade should be changed, the faculty member must change the grade within five business days of receiving written notification of the Provost's decision. If the grade has not been changed after five academic days, the Provost will change the grade.
Appeal Process for Administrative Decisions (Dismissal or Withdrawal from a course). In the majority of situations, the decision-making procedures for administrative dismissal or withdrawal occur in an environment of mutual confidence and respect among the persons involved in this 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 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 the student is not satisfied with the response, s/he may appeal to the person to whom the decision-maker reports. The second appeal must be in writing. The supervisor has ten 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 she/he hears an appeal of an administrative decision should it reach her/his office.

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. Assistant Dean
  c. Dean
  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 Laurie Gardner, Equal Opportunity/Affirmative Action Officer, 224 Main Street, Farmington, Maine 04938; telephone: 207-778-7272; TTY: 207-778-7000.

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

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

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

- **Title II, Higher Education Act**

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

- **Disability Accommodations**

  Students requesting academic accommodations should be directed to:

  Claire Nelson  
  Coordinator of Academic Services for Students with Disabilities  
  252 Main Street  
  Farmington, ME 04938  
  (207) 778-7295 (voice) or (207) 778-7000 (TTY/TDD)
For further information, see policies at this site: http://departments.umf.maine.edu/accessibility/index.html

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 student.