

**Handbook**

**for**

**Graduate Programs (M.Ed., M.S., C.A.S.)**

**in**

**Elementary Education**

**(Curriculum, Assessment, and Instruction)**

**and**

**Secondary Education**

**(Curriculum, Assessment, and Instruction)**

**(2018-2019)**

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**Welcome Message/Faculty and Staff**

Thank you for your interest in the master’s (M.Ed., M.S.) and certificate of advanced study (C.A.S.) programs in Elementary Education (Curriculum, Assessment and Instruction) and Secondary Education (Curriculum, Assessment and Instruction) in the School of Learning and Teaching, College of Education and Human Development, at the University of Maine!

Whether you are a potential applicant, an applicant, a current student, a faculty member, or a colleague in another program, we hope you find the information in this Handbook helpful in enhancing your understanding of what we sometimes refer to, for short, as the “CA&I programs”! If, after reading this Handbook, there’s anything we didn’t think to include, please contact any of us, but especially Dr. Evan Mooney, our program coordinator, with your questions. We would be happy to talk with you!

Best wishes,

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**Curriculum, Assessment, and Instruction Program Overview**

The graduate programs in Elementary Education (Curriculum, Assessment, and Instruction) and Secondary Education (Curriculum, Assessment, and Instruction) are designed for elementary, middle and high school teachers who want to assume more responsibility and larger leadership roles while continuing a career in the classroom. These programs are designed to help teachers enhance learning and development of students, while addressing state and federal standards in the areas of curriculum, assessment, and instruction. This program is **not** a certification-granting program.  Potential students with undergraduate degrees in content areas (e.g. English, Science, Math, Social Studies or Modern Languages) can apply to our M.A.T program which leads to initial certification in Middle-Secondary Education and a Master’s degree.

We offer the master’s degrees Master of Education (M.Ed.) and Master of Science (M.S.) which can be completed partially or (for the M.Ed.) completely online. The M.Ed. is a non-thesis degree for which the capstone is a two-course sequence in action research in schools, culminating in completing one’s own action research project in one’s classroom or school. The M.S. is a thesis program, designed primarily for those who are considering continuing on to a doctorate in Curriculum, Assessment and Instruction or a closely related field, and who seek a more intensive research experience at the master’s level.

We also offer a Certificate of Advanced Study (C.A.S.), an individually designed program which provides a cohesive professional development experience beyond the master’s level for educational specialists.

Our graduates have gone on to become teacher leaders, curriculum coordinators, and specialists in areas such as literacy, mathematics, science, and social studies.

These programs are a part of the School of Learning and Teaching, in the College of Education and Human Development.

**Master of Education (M.Ed.)**

Program Overview:

The M.Ed. degree requires a minimum of 33 credit hours and is offered either completely online or through a combination of online and on-campus courses. The following six online courses (18 credits) are required of all students:

* (EHD 519) Formative Assessments: Research, Practice and Policy -offered spring only
* (EHD 521) Classroom Practice to Improve Learning – fall only
* (EHD 533) Dynamics of the Curriculum
* (EHD 541) Prevention and Intervention in School Settings
* (EHD 586) Seminar: Action Research in PreK-12 Schools
* (EHD 587) Practicum: Action Research in PreK-12 Schools

In addition to these required courses, students take 15 credits of electives, of which 9 credits should form a cohesive area of specialization. These electives come from other degree programs, within or outside the College of Education and Human Development. For students seeking a fully online degree program, electives could come from other fully online degree programs, such as the COEHD master’s programs in instructional technology or in special education, or online programs outside COEHD, such as Maine Studies. Students are encouraged to select an approved Graduate Certificate for their specialization.  A separate application (but not additional fee) may be required. Graduate certificates are noted on transcripts. If applying for a Graduate Certificate as part of the CA&I Master’s program or Certificate of Advanced Study, please apply through the Graduate School: <https://umaine.edu/graduate/apply/>.  Please communicate with the program coordinators for the Graduate Certificates for details about any additional admission requirements.

Some other degree programs, such as literacy, also offer some online courses. For students who are able to attend classes on campus, there are additional graduate courses available from programs such as literacy, educational leadership, and the Master of Science in Teaching program offered by the Center for Research in STEM Education (RiSE Center).

Existing Areas of Specialization approved for the M.Ed in Elementary and Secondary Education include Graduate certificates in:

●   Positive Behavior RTI (9 credits)

●   High Leverage Practices to support inclusion (15 credits)

●   Autism Spectrum Disorders (12 credits)

●   Instructional Technology for Classrooms (12 credits)

●   Early Childhood Teacher (12 credits)

●   Individually designed concentration

For more information about other degree programs in the College of Education and Human Development that offer courses that can be taken as electives in this program, see <https://umaine.edu/edhd/graduate/>

These M.Ed. programs are offered in cooperation with Online UMaine. See https://online.umaine.edu

Admission Criteria:

1. Teaching experience (any level, PreK through higher education) and/or state certified to teach (completion of a state approved teacher preparation program or certified via transcript review)

NOTE: Applicants should NOT be seeking initial teacher certification. These programs do NOT lead to a recommendation for initial teacher certification, and do not provide the courses (especially student teaching) required for certification via transcript review.

Apply through the Graduate School: <https://umaine.edu/graduate/apply/>

1. Academic ability and potential for graduate work (Applicants should have demonstrated success at the undergraduate and/or graduate levels, and/or demonstrated intellectual qualities such as curiosity, creativity, persistence, and analytical skills in their prior studies and/or professional work)

Include undergraduate transcript (GPA of 3.0 or above), graduate transcript(s)(if any), and essay. Test scores are not required and recommendations are optional (helpful if GPA falls under 3.0).

1. Motivation for the proposed program of study (Applicants should be seeking to improve their knowledge and skills as classroom teachers. They should be a good match for the required coursework in the Elementary Education and Secondary Education programs, not seeking coursework best obtained in a different program. If they have a second area of interest, such as literacy, instructional technology, or special education, they can achieve their goals in that related area through the Concentrations and  electives in the M.Ed. degree programs in Elementary Education (Curriculum, Assessment, and Instruction) or Secondary Education (Curriculum, Assessment, and Instruction).)

If in doubt about any of these criteria, a conversation with the applicant may be appropriate to seek clarification.

Program of Study Form: See next page

**PROGRAM OF STUDY FORM**

NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_STUDENT ID:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DATE:\_\_\_\_\_\_\_

PROGRAM: ELEMENTARY **OR** SECONDARY EDUCATION

CREDITS REQUIRED FOR DEGREE: 33

A. REQUIRED COURSES = 18 CREDITS Date

EHD 519 (EHD520) - Formative Assessments: Research, Practice, and Policy \_\_\_\_

EHD 521 - Classroom Practice to Improve Learning \_\_\_\_

EHD 533 - Dynamics of the Curriculum \_\_\_\_

EHD 541 (SAR540) - Prevention and Intervention in School Settings \_\_\_\_

EHD 586 - Seminar: Action Research in PreK-12 Schools \_\_\_\_

EHD 587 - Practicum: Action Research in PreK-12 Schools \_\_\_\_

B. CONCENTRATION OPTIONS: Choose from Graduate Certificates (note that students must apply into the graduate certificates)

● Intervention and Support: RTI Behavior (9 credits)

● High Leverage Practices to Support Inclusion (15 credits)

● Autism Spectrum Disorders (12 credits)

● Instructional Technology for Classrooms (12 credits)

● Early Childhood Teacher (12 credits)

● Individually designed concentration (15 Credits)

C. CONCENTRATION PLUS ELECTIVE COURSES = 15 CREDITS Date

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_

• Registration with any institution other than UMaine requires prior approval of your advisor and the graduate coordinator. Completion of a domestic study away registration form is required prior to enrolling in such a course.

• Check with your advisor at least once a year.

• It is your responsibility to know the regulations governing your program of study.

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ADVISOR DATE STUDENT DATE

**Master of Science (M.S.)**

Program Overview

The M.S. is a research-oriented degree which culminates in conducting a master’s thesis, guided by a committee of three faculty from the program or related fields. This is a 30-credit-hour program, including six credits of thesis research. Four courses (12 credits) are the same as for the M.Ed, as follows:

EHD 521 – Classroom Practice to Improve Learning – offered Fall semesters only

EHD 533 – Dynamics of the Curriculum

EHD 519 -Formative Assessments: Research, Practice and Policy– offered Spring semesters only

EHD 541 - Prevention and Intervention in School Settings

EHD 510--Introduction to Educational Research

In addition, students must complete six credits of thesis and three credits of research methods (Educational Research (EHD 575); Statistical Methods in Education (EHD 573); or Qualitative Research: Theory, Design, and Practice (EHD 571), as well as a three-course area of specialization chosen in consultation with the adviser and approved by the thesis committee. Depending on the student’s prior coursework, experience, and the thesis topic, the thesis committee may require a second research methods course in place of one of the specialization courses.

Admission Criteria:

1. Teaching experience (any level, PreK through higher education) and/or state certified to teach (completion of a state approved teacher preparation program or certified via transcript review) –

NOTE: Applicants should NOT be seeking initial teacher certification. These programs do NOT lead to a recommendation for initial teacher certification, and do not provide the courses (especially student teaching) required for certification via transcript review.

1. Academic ability and potential for graduate work, including a thesis project (Applicants should have demonstrated success at the undergraduate and/or graduate levels, and demonstrated intellectual qualities such as curiosity, creativity, persistence, and analytical skills in their prior studies and/or professional work). Include undergraduate transcript (GPA of 3.0 or above), graduate transcript(s)(if any), and essay. Test scores are not required, and recommendations are optional (helpful if GPA falls under 3.0).
2. Motivation for the proposed program of study (Applicants should be seeking to improve their knowledge and skills regarding classroom teaching, with an interest in the possibility of pursuing further studies at the doctoral level. They should be a good match for the required coursework, including research methods and thesis, in the Elementary Education and Secondary Education programs, not seeking coursework best obtained in a different program. If they have a second area of interest, such as literacy, instructional technology, or special education, they can achieve their goals in that related area through the three electives in the M.S. degree programs in Elementary Education (Curriculum, Assessment, and Instruction) or Secondary Education (Curriculum, Assessment, and Instruction).)

If in doubt about any of these criteria, a telephone conversation, digital interview, or in-person appointment with the applicant may be appropriate to seek clarification.

Program of Study Form: see next page

MASTER OF SCIENCE DEGREE PROGRAM FOR \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DATE \_\_\_\_\_\_\_\_   PROGRAM IN ELEMENTARY **OR** SECONDARY

EDUCATION (CURRICULUM, ASSESSMENT AND INSTRUCTION) –

A. REQUIREMENTS (CORE COURSES) – 18 CREDITS

 Completed & Grade

1. Dynamics of the Curriculum (EHD 533)

2. Introduction to Educational Research Educational Assessment (EHD 510)

4.  EHD 519 -Formative Assessments: Research, Practice and Policy

3.   EHD 521 - Classroom Practice to Improve Learning

5. Graduate Thesis (EDS 699) (6 credits)

B. RESEARCH METHODS (EHD 571, EHD 573,

EHD 575 OR EQUIVALENT) (3-6 CREDITS)

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The thesis committee may require a second research methods course (3 credits) in place of one of the three concentration courses.

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C. CONCENTRATION (6-9 CREDITS): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

• Registration with any institution other than UMaine requires prior approval of your advisor and the graduate coordinator. Completion of a domestic study away registration form is required prior to taking the course.

• Check with your advisor at least once a year.

• It is your responsibility to know the regulations governing your program of study.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ADVISOR DATE STUDENT DATE

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PROGRAM COORDINATOR DATE revised 7/18/17

**Certificate of Advanced Study (C.A.S.)**

Program Overview:

The C.A.S. in Curriculum, Assessment, and Instruction is available for students who have completed a master’s degree in an Education field. It requires 30 credit hours of coursework. A student in the C.A.S.is also required to complete a capstone experience, such as an action research project or internship. If s/he has not already completed an action research project at the master’s level, then s/he should take the two-course sequence of action research courses (EHD 586 and EHD 587) offered through this program. If s/he has already done an action research project, then an internship may be arranged through another program, such as Educational Leadership. Aside from the capstone, a student in the C.A.S. program will work with their adviser to design a cohesive set of courses from the College and possibly related fields that will meet the student’s intellectual and professional needs. At least half the coursework must be taken within the College of Education and Human Development at the 500 level or above.

Admission Criteria:

1. Teaching experience (any level, PreK through higher education) and/or state certified to teach (completion of a state approved teacher preparation program or certified via transcript review) –

NOTE: Applicants should NOT be seeking initial teacher certification. These programs do NOT lead to a recommendation for initial teacher certification, and do not provide the courses (especially student teaching) required for certification via transcript review.

Include undergraduate transcript (GPA of 3.0 or above), graduate transcript(s) and essay. Test scores are not required and recommendations are optional (helpful if GPA falls under 3.0).

1. An applicant who has a master’s degree in field not related to Education (e.g., Social Work, Nursing, Criminal Justice, Business, Engineering) should enroll in the M.Ed. degree program, if they meet the admissions requirements for that program.
2. Academic ability and potential for graduate work (Applicants should have demonstrated success at the undergraduate and graduate levels, and/or demonstrated intellectual qualities such as curiosity, creativity, persistence, and analytical skills in their prior studies and/or professional work)
3. Motivation for the proposed program of study (Applicants should be seeking to improve their knowledge and skills as classroom teachers. They should be a good match for the required coursework in the Elementary Education and Secondary Education programs, not seeking coursework best obtained in a different program. If they have a second area of interest, such as literacy, instructional technology, or special education, they can achieve their goals in that related area through the eight electives in C.A.S. in Elementary Education (Curriculum, Assessment, and Instruction) or Secondary Education (Curriculum, Assessment, and Instruction).)

If in doubt about any of these criteria, a telephone conversation, digital interview or in-person appointment with the applicant may be appropriate to seek clarification.

Program of Study Form: see next page

CERTIFICATE OF ADVANCED STUDY PROGRAM IN

ELEMENTARY **OR** SECONDARY EDUCATION

(CURRICULUM, ASSESSMENT & INSTRUCTION)

FOR \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A. SELECTED COURSES – 30 CREDITS (At least 12 credits at the 500-600 level in the College of Education and Human Development at the University of Maine)

 Semester Hours

 Completed & Grade

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

9. Seminar: Action Research in PreK-12 Schs (EHD 586) \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

10. Practicum: Action Research in PK-12 Schs (EHD 587) \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

• Registration with any institution other than UMaine requires prior approval of your advisor and the graduate coordinator. Completion of a study away form is required.

• Check with your advisor at least once a year.

• It is your responsibility to know the regulations governing your program of study.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ADVISOR DATE STUDENT DATE

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PROGRAM COORDINATOR DATE revised 9/9/15

**Curriculum, Assessment, & Instruction required course descriptions by semester**

Fall

EHD 521 - Classroom Practice to Improve Learning

Evidence based classroom practice and the skills to construct and sustain challenging instruction and a healthy learning environment. Individual and group reflection on research findings from educational psychology, brain development and learning, universal design, effective schools, effective teaching, student diversity, social foundations and educational assessment.

Credits: 3

EHD 541 – Prevention and Intervention in School Settings-Social and Emotional Learning

Provides students with an in-depth understanding of the factors, conditions, and circumstances which are commonly viewed as contributing to students and their families being placed “at risk”. Results of past and contemporary research findings, demographics, and various reports involving the current and projected status of children at risk will be explored. Major emphasis will be upon how schools in contemporary society can effectively meet the multiple and complex instructional, personal, and social needs of students at risk. Effective student dropout policies and practices will be explained.

Credits: 3

EHD 587 - Practicum: Action Research in PreK-12 Schools

Finish development of an action research plan for a question of educational practice of the student’s choice. Implement plan in a school or other educational setting and share progress of implementation via a blog.  Present process and results to a professional audience. Satisfies practicum requirement.

Prerequisites: EHD 586 or instructor permission.

Notes: Continuation of action research project begun in EHD 586.

Credits: 3

Spring

EHD 533 - Dynamics of the Curriculum

Contextualizes and examines contemporary models of curriculum development common to all areas of K-12 instruction. Trends and philosophical frameworks underpinning development, planning, implementation, and evaluation are compared and evaluated for students to acquire skills applicable to current curriculum development processes.

Credits: 3

EHD 519 – Formative Assessments: Research, Practice and Policy

Provides students with opportunity to learn different forms of formative assessments; to practice development and implementation of formative assessment probes in educational settings, and to analyze related research

and policy documents on formative assessments.

EHD 586 - Seminar: Action Research in PreK-12 Schools

Introduction to action research principles and methods for educators in preK-12 schools, including reviewing professional literature on educational practice. Focus on collaboration among schools, families, and communities, and on professional learning and ethical practice. Begin development of an action research plan for a question of educational practice of the student’s choice. Satisfies seminar requirement.
Prerequisites: EHD 521 and EHD 533, or instructor permission.

Notes: 15 credits of graduate coursework in Education recommended

Credits: 3

Summer

TBA

Regularly offered electives, by arrangement with other programs

Fall, Spring, and/or Summer

EDT 520 – Digital Age Teaching and Learning Methods

(Instructional Technology program)

In this foundational course (for the IT M.Ed and Graduate Certificate), students will explore how digital tools allow for new models of teaching and learning. Students will engage in critical review of how technology has been used, and explore current trends in educational settings. Students will discuss relevant theories of cognition, explore issues of access and equity, and consider how curriculum, instruction, and assessment might be designed with the support of technology. The learning environment for the course will model different engagement, practical applications, design projects, and social networks.

Credits: 3

**Expectations for online courses**

1. Students in the Master of Education (M.Ed.), Master of Science (M.S.), and Certificate of Advanced Studies (C.A.S.) take required courses that are only available online. Students in the M.Ed. program have the option of taking the entire program online.
2. The required courses are delivered through the University of Maine System’s Blackboard course management system. Instructors of electives may choose to use other course management systems, such as Moodle and Google Docs.
3. It is possible that some instructors of online courses may choose to use chats or other time-specific, digitally-based ways of communicating with students. In such cases, students would need to be available at the times chosen by the instructor. Every effort will be made to inform students in advance of such synchronous features of any course.
4. For fully asynchronous courses (i.e., courses with no fixed times for chats or other meetings), students are still responsible for paying close attention to the course schedule, including assignment due dates, and staying current with the progression of the course. Time management is still important! If students do fall behind schedule, for whatever reason, they should communicate with the instructor as soon as possible (see the instructor’s contact information on the first page of the course syllabus).
5. Even with asynchronous courses, there are ways of students communicating with each other, as well as with the instructor, that work best if the students stay on schedule. For example, in Blackboard, there are discussion boards and blogs that instructors may choose to use in order to facilitate sharing among students. Timely posting to discussion boards and blogs is essential to good communication among students. Students often have worthwhile insights and suggestions to share with each other, similar to class discussions in in-person classes, that depend on timely postings.
6. Assignment due dates are important to satisfactory progress in a course. Instructors may plan to give feedback on assignments so that students may make revisions, and/or they may use what is learned in one assignment in order to successfully complete subsequent assignments. In Blackboard, feedback and scoring of assignments are available to students by checking “My Grades”.
7. Instructors may make changes in a course or send out reminders about up-coming assignments through the course management system (e.g., “Announcements” in Blackboard) or via e-mail.
8. For some instructors, using e-mail, telephone, Skype, Zoom, Google Hangout, etc. may be an important supplement to communication through the course management system. See the syllabus for details.
9. If in doubt about the expectations for an assignment, the scoring of an assignment, or any other aspect of the course, students should initiate communication with the instructor using the contact information in the syllabus.
10. As in any course, the goal for an online course is successful completion of the course by the end of the semester. If for any reason a student realizes that s/he will not be able to finish the course as scheduled, it is the responsibility of the student to contact the instructor and discuss the situation.
11. Instructors have the option of assigning a grade of “Incomplete” to a student who has made good progress in a course but is not able to complete the course by the end of the semester. The student who is unable to complete a course should discuss with the instructor whether a grade of “Incomplete” is appropriate and how and when the student will complete the remaining assignments. The College of Education and Human Development has a policy (see section of this Handbook on College of Education and Human Development policies) that for a course for which a grade of “Incomplete” was assigned, the student must complete the work within a year of the end of the semester in which the student enrolled in the course.
12. Please consult the policies of the Graduate School, of the College of Education and Human Development, and of the University of Maine in other sections of this Handbook for other expectations that apply to your online courses.

**Advising**

1. Each student enrolled in the graduate programs in Elementary Education (Curriculum, Assessment, and Instruction) and Secondary Education (Curriculum, Assessment, and Instruction) has been assigned a member of the faculty for these programs as their adviser. This assignment occurs at the time of admission, although assignments may be changed at other times as needed. Students will be informed by e-mail of any change in advisers.
2. Graduate School policy requires that a student’s first registration be submitted by their adviser. This policy ensures that all students have some initial contact with their adviser and get started with an appropriate course(s). In subsequent semesters, students can register themselves through MaineStreet.
3. The Graduate School requires that each student have a program of study form filled out, signed by the student and the adviser, and submitted to the Graduate School. This should be done by the completion of 12 credits or by the third registration, whichever comes first. The student should follow their program of study in subsequent registrations, and consult with their adviser if they need or wish to make changes in what is indicated in their program of study. The program is study is updated when the student applies to graduate, and used to determine whether the student has met all the program requirements for graduation.
4. The adviser can assist a student with any changes in courses compared to what has been outlined on the program of study form. This can occur for a number of reasons, including course availability or unavailability, changes in student interests prompted by courses already taken, changes in the number of courses taken in a year, etc.
5. In order to complete their program a student will need to take electives from outside the program. The adviser can inform a student of what courses, that would be appropriate as electives, might be available within or outside the College of Education and Human Development, including topics courses and new courses. The adviser will be guided in part by the interests that the student identified in their application essay.
6. In the event that a student wishes to take a course(s) at another institution, the student should consult with their adviser about the appropriateness of the course(s). If the adviser consents to the student taking a course(s) at another institution, the student must fill out a Domestic Study Away registration form (available on the Graduate School website) and submit it to the adviser for approval. The adviser will then send the completed form to the Graduate School for final approval. Once the course taken at another institution has been completed, the student is responsible for requesting that a transcript showing the course be sent to the Graduate School. If the course is completed successfully, the adviser will complete a form indicating that the course will be applied to the student’s degree program, and officially adding the course to the student’s course history in MaineStreet at the University of Maine.
7. Advisers are responsible to monitor student progress and communicate with the student when satisfactory progress is not being made. The Graduate School has a policy requiring that students make progress toward graduation, and notifying the program coordinator of problems such as failing grades, incomplete grades, and lack of continuous enrollment. In cases of repeated incomplete grades or failing grades, the Graduate School asks the program coordinator – via a Graduate Student Academic Progress Report Form -- for a recommendation on the appropriate action, which can range from no action to a warning letter to condition to probation to a recommendation that the student withdraw from the Graduate School to dismissal from the Graduate School. the program coordinator should consult with the student in question and with their adviser regarding any communication from the Graduate School regarding lack of satisfactory progress.
8. Normally, students must earn a grade of “B-“ or better for the course to count toward completion of degree requirements. However, the program coordinator may recommend to the Graduate School that a course with a grade of “C” be allowed to count toward graduation requirements, should the circumstances of the course warrant such a decision. The program coordinator will consult with the adviser in such situations.
9. When a student reaches their final semester of coursework, it is the student’s responsibility to apply to Graduate through MaineStreet. This action triggers a review by the adviser of the student’s transcript in relation to her/his program of study. If all requirements are anticipated to be met by the end of that semester, the adviser will recommend the student for graduation. If not, the adviser will communicate with the student about any requirements that are not being met. Once a student is recommended for graduation, the Office of Student Records will review the student’s records at the end of the semester to ensure that the student has completed any requirements that were pending, before indicating on the transcript that the degree has been awarded.
10. The Graduate School hosts an Annual Graduate Student and Faculty Recognition Ceremony (also called the “hooding” ceremony) the evening before Commencement, at which each master’s and C.A.S. student who chooses to attend is recognized, along with their degree and their adviser. Participation in the hooding ceremony is optional. Master’s and C.A.S. students may also participate in Commencement in May of their final year of study.
11. The graduate records secretary of the College of Education and Human Development maintains records of student progress and assists the adviser in matters such as admissions, course registration, completion of Graduate School forms, and completion of degree requirements. Any student who encounters difficulty may contact the graduate records secretary to request assistance.

See “Graduate School Policies” for further details of the roles of the adviser.

**Graduate School Policies**

* Admission
	+ Consideration for admission to the Graduate School will be given to applicants holding a bachelor’s degree from an accredited institution, or the equivalent. Applicants for admission must present evidence that they have had the necessary academic preparation to enable them to pursue the graduate program for which they are applying. The Graduate School has no fixed minimum grade point average requirement for admission; however, the applicant should have a strong undergraduate record. Students who have undertaken graduate work at another institution must be in good standing at that institution to be eligible for admission to The University of Maine.
	+ Specific requirements and deadlines for admission differ by program, as described elsewhere in this catalog. Applicants should consult with the program’s graduate coordinator to confirm that all departmental admission requirements have been met.
	+ An applicant for admission must submit the following materials directly to the Graduate School
		- Application form
		- An official transcript from each institution attended, showing the grades earned in all of the applicant’s previous academic work (graduate and undergraduate), and degree(s) earned.
		- A non-refundable application fee.
		- An official report of scores received on an admissions exam (if required by the degree program – see each descriptions of each CA&I program regarding test score waivers).
	+ Fall applicants who wish to be considered for assistantships or fellowships should submit an application and all supporting materials no later than January 15th of that year.
	+ Maine Law requires all degree-seeking students and full-time, non-degree students born after December 31, 1956 to provide proof of immunization against measles, mumps, rubella, tetanus and diphtheria with the Office of Student Records. (This requirement is waived for students who take ALL of their coursework online.)
	+ The University of Maine is required to determine if any applicant for admission represents a potential threat to the university community. In order to aid in this process, all applicants will be required to answer questions about past history of academic misconduct and criminal misconduct when applying for admission to the Graduate School. The Graduate School will follow up with applicants who answer either question affirmatively and may run a criminal background history of the applicant.
	+ The University welcomes applications from graduates of institutions of higher education in other nations. Prospective students are urged to begin the application process as early as possible. In addition to the material required of all applicants, applicants from non-English speaking countries must furnish proof of their proficiency in English by submitting scores achieved on the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service.
	+ Health insurance is required of all international students and dependents residing in the U.S. Health insurance may be purchased through the University. Students with comparable insurance coverage must provide proof of acceptable coverage.
	+ Financial aid from The University of Maine is awarded competitively. Students not receiving university support must provide proof of sufficient funds to meet all expenses while studying in the United States.
* Transfer courses at time of admission
	+ A maximum of 6 hours of credit in the case of a master’s candidate may be accepted in transfer (subject to the approval of the candidate’s advisory committee) for appropriate courses completed in residence at other institutions prior to matriculation in the Graduate School at The University of Maine. Courses to be accepted must have been taken at a fully accredited college or university which offers a graduate program, and must be acceptable at that institution in partial fulfillment of its requirements for an advanced degree.
	+ In no case may the number of credit hours transferred into a graduate degree program exceed 50 percent of the student’s entire course work for the degree. (see Residence Requirement below).
	+ Credit cannot be transferred for courses which would not, if taken at UMaine, have received graduate credit, courses in which a grade lower than “B” was received, correspondence courses, courses which are inappropriate for inclusion in the student’s degree program, and courses completed at such a date as to exceed time limits prescribed for a particular degree program [i.e., six years prior to admission for master’s and C.A.S. applicants].
	+ Up to twelve credit hours may be transferred from appropriate coursework taken at UMaine before matriculation in a graduate degree program if no other work is being transferred.
	+ In the Master’s degree and Certificate of Advanced Study programs, at least 50 percent of coursework applied toward the degree must be taken through The University of Maine.
* Transfer courses after admission
	+ A student may arrange to study at another institution after being admitted as a graduate student at The University of Maine. This study may be undertaken at another campus in the University of Maine System or another accredited institution within or outside the state of Maine. Such arrangements must, however, be approved by the student’s advisor and by the Graduate School prior to registration in the course. The Domestic Study Away Registration form which is available from the Graduate School [website](http://umaine.edu/graduate/current-students/enrollment-information) should be used. [See also “Other Forms” section of this Handbook.]
	+ The conditions for transfer shall comply with basic transfer policy and may not exceed 50 percent of the student’s entire course work for the degree.
	+ Away registration for credit will also satisfy the continuous enrollment requirement.
	+ It is particularly important that students receiving financial aid fill out the Domestic Study Away Registration form. Failure to do so may stop receipt of financial aid funds.
* Program progress and completion
	+ For first time registrations, new students must contact their advisor for initial advising. If the student has not been assigned an advisor, the graduate coordinator of the department may advise him/her on course selection.
	+ Graduate students may register for classes themselves using student self-service in MaineStreet, or register through the administrative specialists in their respective departments. The Graduate School can register students, but the student must obtain their advisor’s signature on the registration form or forward an e-mail from their advisor.
	+ Continuous enrollment means every graduate student admitted for full-time study is required to register each fall and spring semester for at least 6 credit hours except as noted in the “General Policies and Regulations” of the Graduate School website. Full-time students must register each semester from the time of the first enrollment in the Graduate School until the completion of all requirements for the graduate degree, including filing the thesis or dissertation and passing the final oral examination.
	+ A graduate student who has been admitted on a part-time basis is required to enroll and register at least once every 12 months from the time of first registration in the Graduate School until the completion of all requirements for the graduate degree. All students must also be registered in the semester in which they receive their degrees.
	+ Course work included in a student’s program of study taken at a campus other than The University of Maine may satisfy the continuous enrollment requirement provided the student’s University of Maine advisor and the Graduate School have approved the registration in advance and in writing (see “Transfer courses after admission”).
	+ A student who fails to maintain continuous enrollment is considered inactive and must apply for readmission to the Graduate School in order to resume work on a graduate degree.
	+ Degree students who will not be taking classes must apply for on-leave status. Failure to file for on-leave status results in broken enrollment, and the student must apply for readmission to finish his or her degree. The time spent officially on-leave does not count in the time limits for earning degrees. Students may not register as graduate students while on leave.
	+ In general, any graduate student working toward a master’s degree will be required to present a minimum of 12 hours (exclusive of thesis) of 500- and 600-level course work to partially satisfy requirements for that degree. However, certain degrees have established additional requirements. The same requirement applies to the Certificate of Advanced Study. Only courses at the 400-level and above may be used for graduate credit.
	+ In the Master’s degree and Certificate of Advanced Study programs, at least 50 percent of coursework applied toward the degree must be taken through The University of Maine.
	+ The program of study is an outline of all academic work to be undertaken by a graduate student, and must include prerequisite and elective courses taken while enrolled in a graduate program. It is planned by the student and his or her advisory committee as early as possible in the course of study. The program of study form must be filed by the completion of 12 credits or by the third registration, whichever comes first.
	+ Normally, only a grade of A or B is acceptable for course work on a student’s program of study. A grade of C may carry graduate degree credit if a student’s advisory committee so recommends and if the Graduate School approves such an exception. No student, however, will be allowed to accumulate more than six hours of C grades on a program of study for a master’s degree. Grades below C are not considered acceptable for any graduate student.
	+ Incomplete grades, unless made up during the period before the degree is awarded, will remain as I’s on the student’s transcript. Each department offering a course may establish additional requirements for alteration or completion of an incomplete grade. An L grade (stopped attending class) computes as a failing grade. A student may not carry a combination of more than three I or L grades in all enrolled degree programs without permission of the graduate program coordinator(s) and the Graduate School.
	+ Full-time registration for a graduate student is normally defined as six or more degree hours per semester or summer session; part-time status is five hours or less per year.
	+ All work for a master’s degree and for the Certificate of Advanced Study must be completed within six years of matriculation. If requirements for an advanced degree or certificate are not completed within the time specified, he/she must file a petition for Exemption for Regulation requesting an extension which must first be approved by his/her department and then by the Graduate School.
	+ Candidates for degrees must submit an Application for Graduation Form to the Office of Student Records according to the following schedule: by November 15, for degrees to be awarded at the end of fall semester; by July 15, for degrees to be awarded at the end of summer session; and March 15, for degrees to be awarded at the end of spring semester.
	+ The Application for Degree with the Office of Student Records is now processed in MaineStreet. For general information/application process go to [studentrecords.umaine.edu/graduation/](http://www.studentrecords.umaine.edu/graduation/).
	+ Students who apply for graduation but do not meet the minimum requirements will be notified by the college and/or the Graduate School.

For further information about Graduate School policies, please see the Graduate School online catalog at <http://gradcatalog.umaine.edu/content.php?catoid=31&navoid=545> and

<http://gradcatalog.umaine.edu/content.php?catoid=31&navoid=549>

**Links to Graduate School Forms:**

* Application to the Graduate School

<https://umaine.edu/graduate/wp-content/uploads/sites/22/2015/09/applict.pdf>

* Letter of Recommendation Form

<https://umaine.edu/graduate/wp-content/uploads/sites/22/2016/01/recommendation.pdf>

* Request for Exception to Regulations (ETR) Form

<https://umaine.edu/graduate/wp-content/uploads/sites/22/2015/09/ETR.pdf>

* Graduate Student Registration Form

<https://umaine.edu/graduate/wp-content/uploads/sites/22/2015/09/register.pdf>

* Domestic Study Away Registration Form

<https://umaine.edu/graduate/wp-content/uploads/sites/22/2015/09/DomesticAwayForm.pdf>

* Graduate Student Academic Progress Report (Advisory Committee Report)

<https://umaine.edu/graduate/wp-content/uploads/sites/22/2016/06/AdvisoryCommitteeReport.pdf>

* Completion of Degree Requirements Form

<https://umaine.edu/graduate/wp-content/uploads/sites/22/2016/06/COR.pdf>

* Request for On Leave Status Form

<https://umaine.edu/graduate/wp-content/uploads/sites/22/2016/09/Onleave.pdf>

* Withdraw from Graduate School Form

<https://umaine.edu/graduate/wp-content/uploads/sites/22/2015/09/Withdrawal_Form.pdf>

For other Graduate School forms, see

<https://umaine.edu/graduate/resource_category/forms-documents/>

**College of Education and Human Development Policies**

* Vision: The University of Maine College of Education and Human Development will be a leader in developing knowledge and providing expertise on issues related to education and human development at a state, regional and national level.



Diversity Statement:

Ours is a diverse nation founded upon the protection of rights and liberties regardless of race, ethnicity, socio-economic status, gender, religion, exceptionalities, language, and sexual orientation. The Council for the Accreditation of Educator Preparation (CAEP), identifies these identity groups, along with geographic region, in its definition of diversity and expects that diversity will be a pervasive characteristic of any quality preparation program. Other identity groups include, but are not limited to, age, community, family status, institutional affiliations, political beliefs, personality styles, interests, and abilities. Schooling, especially public schooling, continues to have a central role in educating our nation's citizens for life in this diverse and pluralistic society. Choosing to teach in public schools means accepting the moral and ethical responsibilities inherent in building a strong democratic republic. In this course, you will have many opportunities to examine your beliefs regarding diversity and the challenges of providing equitable and fair educational opportunities for all.

* National accreditation and state program approval (M.Ed. program):
* Selected Education programs at the University of Maine were reviewed in November, 2014 and approved in April, 2015 for National Council for Accreditation of Teacher Education (NCATE) accreditation. State of Maine program approval was included in the accreditation process. The Master of Education programs in Elementary Education (Curriculum, Assessment and Instruction) and Secondary Education (Curriculum, Assessment and Instruction) were included in that review. This accreditation continues under a new accreditation body, the Council for Accreditation of Educator Preparation (CAEP).

* InTASC standards:
* The Council for Accreditation of Educator preparation (CAEP) requires that educator preparation programs assess the effectiveness of their programs using the ten standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC). InTASC is a national coalition of education agencies led by the Council of Chief State School Officers. Those standards are:

Standard #1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

For more information, please see: <http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf>

The InTASC standards were also incorporated into the State of Maine, Department of Education’s “PURPOSE, STANDARDS AND PROCEDURES FOR THE REVIEW AND APPROVAL OF PREPARATION PRIGRANS FOR EDUCATION PERSONNEL” - See Chapter 114 of Rule Chapters for the Department of Education, at http://www.maine.gov/sos/cec/rules/05/chaps05.htm

* ISTE standards:

The International Society for Technology in Education (ISTE) has developed standards for students and educators, including a new set of standards for educators adopted in 2017. These standards focus on seven educator roles: Learner, Leader, Citizen, Collaborator, Designer, Facilitator, and Analyst. For more details, see: <http://www.iste.org/standards/standards/for-educators>

The 2017 ISTE standards update the five 2008 ISTE standards – see: http://www.iste.org/docs/pdfs/20-14\_ISTE\_Standards-T\_PDF.pdf

In 2012, the Maine State Board of Education adopted the National Education Technology Standards for Teachers (NETS-T, ISTE, 2008) as standard #11 of the Maine teacher standards, along with the 10 InTASC standards. See Maine Department of Education Rule Chapters 05-071, chapter 114 at http://www.maine.gov/sos/cec/rules/05/chaps05.htm

* Confidentiality Statement: All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following link:

 <http://catalog.umaine.edu/content.php?catoid=50&navoid=1001>

* 400-level courses: No more than three courses at the 400-level may be included in the Program of Study for master’s degrees and Certificate of Advanced Study.
* Incomplete courses: A grade of *I* (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the semester or session. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted. An *I* remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the time period for removing the incomplete. A request for an exception to regulation to extend an incomplete beyond one year must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. The request should note the circumstances necessitating the extension, the work that remains unfinished, and a specific deadline for completion. An extension will be granted only under unusual circumstances. For grades of *I*, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

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

**Independent Study/Directed Reading Course Guidelines**

**DRAFT**

Generally, independent studies range from one to six credits. The number of credits is determined by the amount of work to be completed and should be comparable to that of a classroom course.

The number of credits also determines the meeting hours. While the days and times of the student’s meetings with the instructor are “to be arranged,” instructors and students meet for a minimum number of hours per semester.

The general rule of thumb at the University of Maine is that 1 credit hour is the equivalent of in-class meetings of 50 minutes per week. In other words:

* For a 4-credit independent study, the minimum number of contact hours per week would be 200 minutes or about 3 hours and 20 minutes per week.
* For a 3-credit independent study, the minimum number of contact hours is 150 minutes or 2 hours and 30 minutes per week.
* For a 2-credit independent study, the minimum number of contact hours is 100 minutes or about 1 hour and 40 minutes per week.

In arranging contact hours, instructors and students may choose to meet at their discretion as long as the equivalent contact hours are met. For example, for a 1-credit independent study, instructors and students could meet every week for about an hour, every other week for two hours, or less frequently, if appropriate, as long as they meet for a minimum hours over the course of the semester.

As in any other course, the student should come prepared for these meetings by completing readings and written work on time.

In order to register for the Independent Study, the student and instructor should cooperatively complete the attached *Independent Study Registration Form*, which will include an overview of the following:

* Proposed number of credits
* A statement of expectations and requirements
* Method(s) to determine progress
* A timeline for completion
* A schedule of meetings equaling the total number of required contact hours
* Signatures of the student and the instructor agreeing to these requirements

Signed forms should be forwarded to the Graduate Coordinator, Becky Libby, for review.

 Instructors and students will be notified via email if their requests have been processed or if further information is required before processing.

**Sample Independent Study Registration Form**

Student Name Sarah Goodstudent

Student ID XXXXXX Email goodstudent@maine.edu

Instructor Name Dr. D. Brown

Title of Independent Study The Glass Ceiling

Number of Credits to be Earned 1  Semester/Year

**Study Overview:**

The purpose of this independent study is for the student to gain an understanding of the “glass ceiling” phenomenon and to explore its causes and effects through a review of the literature. The study will begin with a broad, conceptual unit covering the underlying psychological process involved in creating a culture where the glass ceiling can occur. After this, the focus will narrow to an examination of the prevalence of the glass ceiling, its causes, and its consequences to individuals and organizations. Finally, the student will draw conclusions and make recommendations regarding the issue. The student will earn 3 credits for this work.

**Goals:**

Three specific goals will be emphasized in the literature review:

1. To learn about psychological processes involved, including stereotyping, norms, gender role development, and prejudice.
2. To gain understanding of the glass ceiling effect by examining the literature regarding causes and effects of, and solutions to, the glass ceiling effect.
3. To explore applications of the above material to the “real world.”

**Assignments:**

The table below delineates activities and evaluation modes associated with the above goals.

|  |  |  |
| --- | --- | --- |
| **Goal** | **Activity** | **Product/Evaluation** |
| 1. Learn about psychological processes | Read four chapters selected by the instructor | Multiple choice exam |
| 2. Understand the glass ceiling effect | Conduct literature search; select, read, and annotate 8-12 articles | Annotated bibliography |
| 3. Explore applications | Conduct interview and write literature review | Final paper |

**Requirements and Grading:**

The student’s performance will be evaluated based on the following:

1. **Multiple Choice Exam (1/3 of grade)** – after reading the chapters below, the student will complete an objective examination on the material. Readings include the following four chapters:

Forsyth, D. (1995). *Our Social World.* Pacific Grove, CA: Brooks/Cole – pp. 233-271

Matlin, M. (1993). *The Psychology of Women.* Fort Worth, TX: Harcourt Brace – pp. 152-191 and 233-283

Santrock, J. W. (1995). *Psychology.* Dubuque, IA: Brown Publishers – pp. GG3-GG27

1. **Annotated Bibliography (1/3 of grade)** – the student will conduct a literature review of education and psychology journals in order to identify 8-12 articles that comprehensively cover these topics: description of the glass ceiling, research regarding its prevalence, discussion of the causes, discussion of effects on both individuals and organizations, and suggested resolutions.

The student should present the list of selected readings to the instructor for approval prior to beginning reading. The student will read the articles and write an annotated bibliography consisting of 1-2 pages (double spaced, typed) per article. The page should include the citation, a brief summary of the article, and a critique. Bibliographic entries should also make reference to other articles in the series and to the “big picture.”

1. **Final Paper (1/3 of grade)** – after the research, the student will interview an individual woman who has encountered the glass ceiling. The goal of this paper will be to relate a real person’s experience to what the student has read. The paper written after the interview should integrate the academic material with the real-life experience. Second, the student should also use the paper as an opportunity to draw personal conclusions regarding the glass ceiling and make recommendations for the future.

**Timeline:**

|  |  |  |
| --- | --- | --- |
| **Week** | **Assignment** | **Total Meeting Hours** |
| September 1-7, 2014 | Read first chapterMeet with instructor to discuss | 1 |
| September 8-15, 2014 | Read second chapterMeet with instructor to discuss | 1 |
| September 16-23, 2014 | Read third chapterMeet with instructor to discuss | 1 |
| September 24-30, 2014 | Read fourth chapterMeet with instructor to discuss | 1 |
| October 1-7, 2014 | Identify 8-12 articlesMeet with instructor to discuss | 1 |
| October 15-31, 2014 | Write annotated bibliographyMeet with instructor to discuss progress and review draft | 2 |
| November 1-7, 2014 | Identify potential intervieweeMeet with instructor to discuss | 1 |
| November 8-15, 2014 | Conduct interview and write upMeet with instructor to discuss | 1 |
| November 16-30, 2014 | Begin writing final paperMeet weekly with instructor to discuss progress and review draft | 2 |
| December 1-8, 2014 | Complete final paperMeet with instructor to review final | 1 |
| **Total Number of Contact Hours with Instructor:** | 12 |

**The signatures below indicate agreement to the above.**

Student Date

Instructor Date

Advisor Date

**Independent Study Registration Form**

Student Name

Student ID Email

Instructor Name

Title of Independent Study

Number of Credits to be Earned \_  Semester/Year

**Study Overview:**

**Goals:**

**Assignments:**

The table below delineates activities and evaluation modes associated with the above goals.

|  |  |  |
| --- | --- | --- |
| **Goal** | **Activity** | **Product/Evaluation** |
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**Requirements and Grading:**

The student’s performance will be evaluated based on the following:

**Timeline:**

|  |  |  |
| --- | --- | --- |
| **Week** | **Assignment** | **Total Meeting Hours** |
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| **Total Number of Contact Hours with Instructor:** |  |

**The signatures below indicate agreement to the above.**

Student Date

Instructor Date

Advisor Date

**University of Maine Policies**

* Disability Notice: If you have a disability for which you may be requesting an accommodation, please contact Disabilities Services (121 East Annex, 581-2319), as early as possible in the semester.
* Academic Honesty: Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source.  Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code.  The maximum possible sanction under the student conduct code is dismissal from the University.
* Course Schedule Disclaimer (Disruption Clause): In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.
* Sexual Discrimination Reporting: The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of **sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination** involving members of the campus, **your teacher is required to report** this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

**If you want to talk** **in confidence** to someone about an experience of sexual discrimination, please contact these resources:

For *confidential resources on campus*: **Counseling Center: 207-581-1392** or **Cutler Health Center: at 207-581-4000**.

For *confidential resources off campus*:  **Rape Response Services:** 1-800-310-0000 or **Spruce Run**: 1-800-863-9909.

**Other resources:**The resources listed below can offer support but may have to report the incident to others who can help:

For *support services on campus*: **Office of Sexual Assault & Violence Prevention: 207-581-1406**, **Office of Community Standards: 207-581-1409**, **University of Maine Police: 207-581-4040 or 911**. Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>

* Non-discrimination and non-sexist language: The University of Maine does not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veterans status. Questions and complaints about discrimination should be directed to the Director of Equal Opportunity, 101 North Stevens Hall, 581-1226.

 The University of Maine has made a firm public commitment to non-sexist language in all its classrooms and communications. This course will put that policy into practice by using both masculine and feminine terms, where both genders are intended, rather than so-called generic masculine terms. For further information, see http://www.umaine.edu/womensstudies/home/non-sexist-language-policy/

* Mutual respect: It is expected that students will conduct their affairs with proper regard for the rights of others. All members of the University community share a responsibility for maintaining an environment where actions are guided by mutual respect, integrity and reason. Check your copy of the University Catalog and the University’s Student Conduct Code for more information on academic integrity.

**Good Scholarly Writing**

Academic writing considered of high quality advances existing knowledge and exhibits the following content and form characteristics:

**Content**

* Synthesizes what is already known (i.e., extant literature).
* Evaluates the current base of knowledge as to a) its relevancy to question under study; b)

methods used to draw conclusions; c) gaps or unexplored areas; and, d) its significance in

advancing theory/practice

* Achieves an appropriate balance of a) description, b) synthesis, and c) analysis or evaluation.

Ordinarily, descriptive narratives of literature or another researcher’s work should be kept brief

and to the point unless there is justifiable reason to go into detail.

* Arguments and conclusions are supported with appropriately cited evidence from the literature.

Cited evidence is important in linking the ideas of the writer to the existing base of knowledge.

Such a linkage is critical in defining quality research and writing in a field.

* After reading the work, the reader should be clear on its contribution, and why the topic is an

important one to study.

* Arguments made are compelling.
* How does this piece of work, or the topic of the work, influence larger contexts? For example,

if the topic is an analysis of a particular phenomenon, how might this analysis make a contribution to our understanding of the phenomenon in similar contexts?

**Form**

* The writer’s point of view, and the fact that she has one, should be evident to the reader. If the writer is absent a point of view then it should be made clear in the narrative why such is the case, the dilemma, conflicting evidence, etc.
* Lays out up front the purpose of the piece and how the writer intends to go about conveying it. The question is *What is the expository framework to be used by the writer*? Without such a framework, the piece risks rambling from one subtopic to another with no meaningful connection between them. This confuses readers and makes any argument less compelling.
* Uses headings to guide the reader. Headings can be used also as an expression of the writer’s expository framework as set forth in the introduction.
* Adheres to APA style.
* Is edited before submittal to catch grammar, spelling, and punctuation errors.

**Writing Resources**

* + University of Wisconsin Writing Center: http://www.wisc.edu/writing/Handbook/index.html
	+ Purdue Online Writing Lab (OWL): http://owl.english.purdue.edu/
	+ Critical Reading and Writing: http://www.criticalreading.com/
	+ UMaine Writing Center: http://www.umaine.edu/wcenter/

**Frequently Asked Questions**

* *Is there an admissions exam for the Elementary Education (CA&I) and Secondary Education (CA&I) programs?*

Answer: Yes, but for these programs, the exam is waived for applicants who have earned an undergraduate Grade Point Average (GPA) of 3.0 or better.

* *Can a student take courses at institutions other than the University of Maine, and have those courses applied to their graduate degree in Elementary Education (CA&I) or Secondary Education (CA&I) at UMaine?*

Answer: Yes, subject to Graduate School rules and program approval. The Graduate School requires that at least half of the credits toward a UMaine degree be earned at UMaine. The M.Ed. program has six required courses, and the M.S. program has five required courses plus six credits of thesis. Courses taken at other institutions must meet certain Graduate School requirements. Applicants who have taken a course(s) at another institution(s) prior to admission at UMaine should request that an official transcript(s) be sent directly from the institution(s) to the Graduate School, to be evaluated at the time of admission. Students who would like to take a course(s) at another institution during their studies at UMaine must fill out a Domestic Study Away Registration Form and submit it to their adviser for approval prior to taking the course(s). This form must be approved in advance by both the adviser and the Graduate School.

* *Can students attend either part-time or full-time?*

Answer: Yes. The Graduate School defines a full-time student as anyone who takes six or more graduate credits per semester, and a part-time student as anyone taking five credits or fewer per semester. Since most students in the Elementary Education (CA&I) and Secondary Education (CA&I) programs are full-time teachers, most students are part-time, meaning that they take one course (3 credits) per semester and (usually) one course during each summer. Since these are 33 credit hour programs, it usually takes four academic years and three summers (or the equivalent) to finish (assuming they have not taken any graduate courses prior to admission). However, students can speed up the process, by taking two courses per semester, which makes them full-time students.

* *Are graduate assistantships or other forms of financial aid available?*

Answer: Yes, but only for students enrolled full-time, and on a very limited basis. Most students in these programs are full-time teachers and part-time students who receive support for graduate study from their school districts or schools. Teacher contracts typically contain information about the support provided for graduate study as a type of professional development.

Graduate assistantships are designed for students who do not have any other employment, and who work 20 hours per week at assignments needed by the College of Education and Human Development and the University of Maine. The Graduate Assistant Selection Policy of the School of Learning and Teaching (of which these graduate programs are a part) prioritizes full-time doctoral students, then full-time C.A.S. students, and finally full-time master’s students. To the extent possible, graduate assistantships involve the recipients in the research, teaching, and service functions of the School of Learning and Teaching and the College of Education and Human Development. Applications for a graduate assistantship for 2018-2019 academic year must be submitted by January, 2018, and will be reviewed by the faculty in February, 2018. A copy of this policy may be obtained from Gail Agrell, Administrative Assistant of the School of Learning and Teaching, at gail.agrell@maine.edu For general information about graduate assistantships, see the Graduate School website at <https://umaine.edu/graduate/assistantship-information/>

The Graduate School has several graduate student fellowships and scholarships available, with varying purposes and award criteria. The deadline for applications for fellowhips and scholarships for the 2018-2019 academic year is January 15, 2018. For further information, see <https://umaine.edu/graduate/scholarships-awards-and-fellowships/>

Student loans can be obtained be eligible students through the Office of Financial Aid. See <https://umaine.edu/stuaid/>

For information about tuition and fees, see <https://umaine.edu/bursar/tuition-and-fees/>

* *Can students obtain teacher certification from the State of Maine through these programs?*
* No. These programs are designed for students who have teaching experience and/or have already completed a program leading to initial teacher certification. Students are expected to reflect on their teaching experiences, and, as a capstone experience, conduct an action research projects in a classroom or school or similar educational setting. These programs do NOT include the courses that are required by the Maine Department of Education (MDOE) for initial certification, and have NOT been state-approved to recommend graduates for initial teacher certification. For information about Maine’s teacher certification requirements, and to have transcripts evaluated for possible certification, contact the Maine DOE Certification Office in Augusta. See http://maine.gov/doe/cert/index.html
* *Can students take courses offered as part of the College’s graduate certificate programs in order to satisfy the elective requirements in these programs?*

Answer: Yes. The College of Education and Human Development offers several graduate certificate programs. As long as the courses in a graduate certificate are not being applied to another degree, they can be used as electives in these degree programs. For further information about Graduate Certificates in the College of Education and Human Development, see <https://umaine.edu/edhd/graduate/>

* *If these programs do not seem like a good fit, are there other graduate programs for teachers in the College of Education and Human Development?*

Answer: Yes. For further information about graduate degree programs in the College of Education and Human Development, see <https://umaine.edu/edhd/graduate/>

* *Can students enrolled in other degree programs at the University of Maine transfer into the degree programs in Elementary Education (Curriculum, Assessment, and Instruction) and Secondary Education (Curriculum, Assessment, and Instruction), and have their credits from the other program transfer as well?*

Answer: Yes, subject to program requirements for admission, and to course requirements. For example, a teacher who has already successfully completed graduate courses in their content area but has not completed a degree in that area may request that those credits be applied to one of these degrees as electives. To change from one degree program to another, a student need to make a request to the Graduate School. The student’s application materials will then be sent to the program coordinator of the program to which they seek to transfer.

* *Can a student who completes a degree program in* *Elementary Education (Curriculum, Assessment, and Instruction) and Secondary Education (Curriculum, Assessment, and Instruction) pursue further graduate study?*

Answer: Yes. Students who complete either the M.Ed. or the M.S. may apply to continue on to a C.A.S. or to a doctoral degree program in Curriculum, Assessment, and Instruction or a closely related field, wherever such a program might be available. Students who complete a C.A.S. might also consider pursuing a doctorate. While the M.S. degree is specifically designed to provide a research experience appropriate to pursuing doctoral study, graduates of other programs could also pursue doctoral study. For the doctoral degree programs offered in the College of Education and Human Development, see <https://umaine.edu/edhd/graduate/>