

College of Education and Human Development

Dean: Betty Lou Whitford; *Assistant Dean for Finance and Administration:* Robin Day; *Director of Student Affairs:* Kimberly Warren; *Director of Center for Education Policy, Applied Research and Evaluation:* David L. Silvermail; *Director of Professional Development Center:* George C. Lyons

Dean's Office, 8 Bailey Hall, Gorham, ME 04038
USM Graduate Admissions, 39 Exeter Street, Portland, ME 04104-9300
Center for Educational Policy, Applied Research, and Evaluation, 99 School Street, Gorham, ME 04038
Professional Development Center, 8 Bailey Hall, Gorham, ME 04038
Southern Maine Partnership, 222C Bailey Hall, Gorham, ME 04038

Education today occurs in a dynamic and demanding arena with many external pressures—financial constraints, public concern about the quality of life and learning in schools, changes in family lifestyles, and demands for services to meet the needs of various populations. For professionals in schools and human service agencies, this context calls for a unique combination of initiative and responsiveness as well as careful reflection on purposes and strategies. Such a setting highlights the importance of the professional as a lifelong learner.

Since the introduction of graduate courses in 1964, the College of Education and Human Development has been engaged in developing programs of study that prepare educators and human development practitioners for America's future. The College and allied programs in art, music, mathematics, and applied science at the University of Southern Maine prepare professionals for teaching, counseling, school psychology, administration, and teacher leadership. The content knowledge, skills, and understandings needed for these areas form the heart of our programs. Common to all of these fields is an emphasis on connections and partnerships, reflection and critical inquiry, diversity, and performance assessment.

USM's College of Education and Human Development degree programs are accredited by the National Council for Accreditation of Teacher Education (NCATE), the Council for Accreditation of Counseling and Related Education Programs (CACREP), the Council on Rehabilitation Education (CORE), and the National Association of School Psychologists (NASP).

Graduate Programs

The College of Education and Human Development offers degrees and certificate programs in the following areas (programs are arranged alphabetically by master's programs, doctoral programs, post-master's certificate of advanced study, and certificates of graduate study):

Abilities and Disabilities Studies

Master of Science in Abilities and Disabilities Studies with concentrations in:
Gifted and Talented
Self-Design in Special Education
Teaching ALL Students

Adult Education

Master of Science in Adult and Higher Education
Post-Master's Certificate of Advanced Study in Adult Learning

Counseling

Master of Science in Counseling with concentrations in:
Clinical Mental Health
Substance Abuse Counseling Expertise Area
Rehabilitation
School
Post-Master's Certificate of Advanced Study in Counseling
Mental Health Rehabilitation Technician/Community Certificate

Educational Leadership

Master of Science in Education in Educational Leadership
Post-Master's Certificate of Advanced Study in Educational Leadership
Certificate of Graduate Study in Assistant Principal
Certificate of Graduate Study in Athletic Administration
Certificate of Graduate Study in Middle Level Education

Literacy Education and English as a Second Language

Master of Science in Education in Applied Literacy (*for ETEP, TEAMS only*)
Master of Science in Education in Literacy Education
Master of Science in Education in Literacy Education with a concentration
in English as a Second Language
Post-Master's Certificate of Advanced Study in Literacy Education
Post-Master's Certificate of Advanced Study in English as a Second Language
Certificate of Graduate Study in Early Language and Literacy
Certificate of Graduate Study in Literacy

Professional Educator

Master of Science in Education: Professional Educator

School Psychology and Educational Psychology

Master of Science in Educational Psychology with a concentration in
Applied Behavior Analysis
Master of Science in School Psychology
Doctor of Psychology in School Psychology
Certificate in Applied Behavior Analysis (Post-master's)

Teacher Education

Master of Science in Education in Teaching and Learning (*ETEP, TEAMS*)
Extended Teacher Education Program (ETEP)

College-Wide Certificate Program

Certificate of Graduate Study in Culturally Responsive Practices in Education
and Human Development

Departments

The College of Education and Human Development is made up of the following
departments:

Department of Human Resource Development

Chair: E. Michael Brady

Adult Education—*Professor:* Atkinson, Brady; *Lecturer:* Day

Counseling—*Professor:* Murphy, VanZandt; *Associate Professors:* Katsekas,
Stevens; *Assistant Professor:* Baruch-Runyon, Schnieders; *Clinical Lecturer:* Jones;
Field Placement: Tully

School Psychology—*Professors:* Mace, Steege; *Associate Professor:* Brown-Chidsey;
Assistant Research Professor: Kelley

The Department of Human Resource Development aims to improve the individual practices of human services professionals and to enhance school, community, organizational, and agency practices through education, research, and public service.

Three graduate programs are offered by the Department: adult education, counselor education, and school psychology. The adult education program offers focus areas in adult development, training and development, educational gerontology, community/international education, teaching adult learners, student affairs in higher education, public school adult education director certification, and self-designed. The counselor education program offers specialties in school counseling, rehabilitation counseling, and clinical mental health counseling. Post-Master's Certificate of Advanced Study programs in adult learning and counseling are also available. The school psychology program offers a certificate of applied behavior analysis, a master of science in educational psychology, and a doctorate of psychology in school psychology.

Department of Professional Education

Chair: James Curry

Abilities and Disabilities Studies—*Associate Professors:* Alexandrin, Curry
Educational Leadership—*Professors:* Capelluti, Miller, Silvermail; *Associate Professors:* Beaudry, Goldsberry

Literacy Education—*Associate Professor:* Amoroso; *Adjunct Assistant Professor:* Bouchard

The Department of Professional Education provides initial educational and professional development opportunities to new and current educators. The Department offers programs in four areas of study: educational leadership, literacy education, professional educator, and special education. The Educational Leadership program offers a master's degree, three certificates of graduate study, and a post-master's certificate of advanced study. The master's program is divided into three areas: administration, for certification as a school principal; administration, for certification as a director of special education; and teacher leadership. The Literacy Education program offers a master's degree with the option of a concentration in English as a second language, a certificate of graduate study in literacy, and post-master's certificates of advanced study in early language and literacy and literacy education and in English as a second language. The Professional Educator program offers a master's degree. The Abilities and Disabilities Studies program offers a master's degree that includes options in Teaching ALL Students, self-design in special education, and education of gifted and talented learners.

Department of Teacher Education

Director: Ken Jones

Chair: Catherine Fallona

Professors: Kimball, Whitford; *Associate Professors:* Davis, Fallona, Jones, Kuech, Ross, Shank, Whitney; *Assistant Professors:* Canniff, Hitchens; *Lecturer:* Red

The Department of Teacher Education provides a teacher education program in the context of a rapidly changing profession. The Extended Teacher Education Program (ETEP) is a nationally recognized, post-baccalaureate, teacher certification program which includes options for an intensive one-year program; a unified K-8 general and special education option, a unified secondary and special education option, and a K-8 general education and ELL option and a special education only option; completion of certification requirements; and optional completion of a master's degree in either teaching and learning or applied literacy.

The College of Education and Human Development houses the following centers:

Centers/Programs

Action Learning Center

Assistant Dean for Finance and Administration: Robin Day; *Director:* Laura O'Neill

The Action Learning Center (ALC) provides an experiential education opportunity targeting middle and high school students, college students, teachers, administrators, business and industry management and personnel, and nonprofit agency groups of all ages. Programs are conducted both in a University indoor setting as well as at our outdoor learning course located in coastal Freeport, adjacent to the USM Stone House conference facility. Programs are facilitated by highly skilled and trained professionals with expertise in adventure-based education. The focus of the ALC is to offer outdoor activities designed to expand the physical, intellectual, social, and emotional resources of participants. Activities emphasize problem-solving and decision-making skills, self-confidence building, interpersonal skills, team building strategies, and leadership development training. Graduate courses are offered by the CEHD Professional Development Center. For more information visit the Action Learning Center Web site at www.usm.maine.edu/alc or call (207) 780-5659. The program office is located at 8 Bailey Hall on USM's Gorham campus. The mailing address is 37 College Avenue, Gorham, ME 04038.

Assessment Center

Coordinator: Rachel Brown-Chidsey

The Assessment Center is a resource for CEHD faculty, students, and affiliated educators. Staffed by a graduate assistant, under the supervision of faculty from the counselor education, school psychology, and special education programs, the Assessment Center lends assessment materials to students, faculty, and affiliated educators who possess the prerequisite training and expertise to administer and interpret them. The Assessment Center has a collection of over 475 achievement, behavior, cognitive, and personality tests. For additional information and hours of operation, contact the Assessment Center at 407 Bailey Hall, Gorham, ME 04038; (207) 780-5671 or (207) 780-5220; assessment.center@maine.edu.

Center for Education Policy, Applied Research, and Evaluation

Director: David L. Silvernail

The Center for Education Policy, Applied Research, and Evaluation (CEPARE), provides assistance to school districts, agencies, organizations, and University faculty by conducting research, evaluation, and policy studies. In addition, CEPARE co-directs the Maine Education Policy Research Institute (MEPRI), an institute jointly funded by the Maine State Legislature and the University of Maine System. This institute was established to conduct studies on Maine education policy and the Maine public education system for the Maine Legislature.

More information can be found on the Center's Web site at www.cepare.usm.maine.edu or by contacting CEPARE at the University of Southern Maine, 99 School Street, Gorham, ME 04038; (207) 780-5044.

Multicultural Education Programs

Director: Linda Evans; *Assistant Director:* Satomi Shimada

The Multicultural Education Programs is administered through the University of Southern Maine College of Education and Human Development in partnership with school districts to provide training and outreach to educators who work with limited English proficient students. Its mission is to increase the number of qualified school personnel serving culturally and linguistically diverse students in Maine schools. Participants for this program include immigrants and refugees who have settled in Maine. This program also helps to ensure that pre-service and in-service teachers are able to fulfill the requirements necessary for the Maine State ESL Endorsement.

Within the Multicultural Education Programs is the Newcomer ETEP program that is designed to recruit language-minority candidates with experience and aptitude for teaching and to facilitate their entry and advancement in the profession through provision of appropriate supports, professional development, and certification through the Extended Teacher Education Program (ETEP).

The Multicultural Education Programs also administers the Pathways to Higher Education for Educational Technicians. The program provides financial support and comprehensive individualized education planning for non-certified bilingual educational technicians and language facilitators. The program helps bilingual education technicians and language facilitators complete an associate's degree or 60 college credits, a requirement for all paraprofessionals under No Child Left Behind. For more information about the programs visit www.usm.maine.edu/cehd/Multicultural-education-programs or call (207) 780-5564, or visit 62 School Street, Gorham, ME 04038.

Professional Development Center

Director: George Lyons

The Professional Development Center (PDC) is the inservice agent of the College of Education and Human Development (CEHD). Its mission is to provide sustained, high-quality professional development that enables K-12 educators and human resource professionals to continue learning throughout their careers.

The PDC works collaboratively with CEHD departments, programs, and other centers to complement their outreach missions; the Maine Department of Education to provide resources for teacher re-certification and endorsement; K-12 schools to design and deliver professional development tailored to school district's specific needs; human resource organizations to offer professional development opportunities for counselors, school psychologists and adult educators; nonprofit organizations and professional associations.

The PDC develops, implements, and administers credit and noncredit courses, workshops, and conferences to supplement and expand professional development opportunities.

To learn more about services provided by the Professional Development Center, visit the PDC Web site at www.usm.maine.edu/pdc or call (207) 780-5326. The PDC offices are located on the USM Gorham campus in 8 Bailey Hall. The mailing address is: 37 College Ave, Gorham, ME 04038.

Admission and Academic Policies and Requirements

Admission to the Master's Degree Programs

College of Education and Human Development graduate programs seek candidates whose baccalaureate degree program, scholastic achievement, interest, motivation, and personal recommendations are indicative of success in graduate studies and the chosen profession. To be eligible for admission to a graduate education program, an applicant must meet the following requirements:

- Hold a baccalaureate degree from an accredited institution;
- Have earned a cumulative grade point average of 2.5 (on a 4.0 scale) in a baccalaureate degree program;

Applicants who do not have a 2.5 overall GPA must enclose a letter asking for special consideration, in which they provide evidence of an ability to complete graduate studies successfully. Without such a letter, applicants who fail to meet eligibility requirements may be automatically denied.

- Submit standardized testing scores for graduate admission, based on individual program requirements.
- Submit official TOEFL scores of 550 or higher on the paper-based test, 79 or higher on the Internet-based test, or 213 or higher on the computer-based test if the applicant is an international student whose first language is not English. International students who have received their undergraduate degree from an English-speaking institution may apply for a waiver of this requirement.

Special admission requirements, including testing requirements and scores are listed under the Special Admission Requirements for each program. Please consult the specific CEHD section program pages for special admission requirements and details.

Candidates should submit all application materials to the USM Office of Graduate Admissions, 39 Exeter Street, Portland, ME 04104-9300 by the application deadline.

Application materials must include:

- a) Two completed copies of the Application for Admission to Graduate Study, including an essay on a topic specified by the program, and an application fee of \$50.00 (nonrefundable);
- b) Two copies of official transcripts of all previous college or university work sent directly from the awarding institution;
- c) Three letters of recommendation. These should be from persons in a position to judge the applicant's academic preparation and ability to pursue graduate and professional work. Recommendations must be received either directly from the recommender or forwarded by the applicant in sealed envelopes with the recommender's signature over the seal;
- d) Official scores on the MAT or the GRE, taken within five years of application sent directly from the testing service, if applicable. Please see Special Admission Requirements for each program;
- e) Additional or other special admission requirements specified by the program.

In extenuating circumstances, applications completed after the deadline may be reviewed for admission on a space-available basis.

Admission to Doctoral Program

Please see Psy.D. section for specific admission instructions and requirements.

Admission to Post-Master's Certificates of Advanced Study (CAS)

Criteria for admission include successful completion of a master's degree, strong recommendations, documentation of excellent written communication skills, and clarity and strength of professional goals.

Candidates for admission to the CAS programs must file the following materials with the College postmarked by the application deadline. All application materials should be submitted to the Office of Graduate Admissions, 39 Exeter Street, Portland, ME 04104-9300. Applications materials must include:

- a) Two completed copies of the Application for Admission to Graduate Study, including an essay (see below), and a \$50.00 nonrefundable application fee;

- b) Two copies of official transcripts from all previous college/university graduate coursework;
- c) Three letters of recommendation attesting to the applicant's knowledge of current scholarship, capacity to connect theory and practice in posing and solving educational problems, achievement of excellence in educational practice, and demonstrated capability and motivation to engage in advanced graduate study. Recommendations must be received either directly from the recommender or forwarded by the applicant in sealed envelopes with the recommender's signature over the seal;
- d) A brief essay (500-750 words) which includes the applicant's reason(s) for pursuing advanced graduate study; the proposed focus of the applicant's program, including specific courses if known; and an explanation of how the proposed program fits the applicant's personal and professional goals.
- e) Additional or other special admission requirements specified by the program.

Admission to Certificate of Graduate Study

Criteria for admission include successful completion of a bachelor's degree and relevant professional experience. To earn a certificate, students must complete 75 percent of the required coursework at USM, and earn a grade of B (3.0) or better in each course. Candidates must submit all application materials directly to the Office of Graduate Admissions, 39 Exeter Street, Portland, ME 04104-9300. Candidates for admission must submit:

- a) Application for Certificate Program, including a \$15.00 nonrefundable application fee;
- b) Official transcripts or copies of official transcripts from all colleges and universities from which you received a degree;
- c) Current resume;
- d) Personal statement;
- e) Additional or other special admission requirements specified by program.

Credits earned through enrollment in a certificate program are transferrable to the respective graduate programs under the transfer credit policies outlined below. However, acceptance to a certificate program does not constitute acceptance to a master's or post-master's certificate of advanced study program. Applications for degree status must be made under separate cover under the guidelines above.

Application Deadlines

Master's Degree Programs

Abilities and Disabilities Studies	Rolling with priority deadlines for intended semester of matriculation By Oct 1 for spring matriculation By May 1 for fall matriculation
Adult and Higher Education	Rolling with priority deadlines for intended semester of matriculation By Oct 1 for spring matriculation By March 15 for summer matriculation By May 1 for fall matriculation
Applied Literacy	Rolling
Counseling	February 1
Educational Leadership	Rolling with priority deadlines for intended semester of matriculation By Oct 1 for spring matriculation By March 15 for summer matriculation By May 1 for fall matriculation
Educational Psychology	Rolling with priority deadlines for intended semester of matriculation By Oct 1 for spring matriculation By March 15 for summer matriculation By May 1 for fall matriculation

Literacy Education	Rolling with priority deadlines for intended semester of matriculation By Oct 1 for spring matriculation By March 15 for summer matriculation By May 1 for fall matriculation
Professional Educator	Rolling with priority deadlines for intended semester of matriculation By Oct 1 for spring matriculation By March 15 for summer matriculation By May 1 for fall matriculation
Teaching and Learning (ETEP)	January 9 and March 8
Doctoral Programs School Psychology	December 1
Post-Master's Certificates of Advanced Study Adult Learning	Rolling with priority deadlines for intended semester of matriculation By Oct 1 for spring matriculation By March 15 for summer matriculation By May 1 for fall matriculation
Counseling	Rolling
Educational Leadership	Rolling with priority deadlines for intended semester of matriculation By Oct 1 for spring matriculation By March 15 for summer matriculation By May 1 for fall matriculation
English as a Second Language	Rolling with priority deadlines for intended semester of matriculation By Oct 1 for spring matriculation By March 15 for summer matriculation By May 1 for fall matriculation
Literacy Education	Rolling with priority deadlines for intended semester of matriculation By Oct 1 for spring matriculation By March 15 for summer matriculation By May 1 for fall matriculation
Certificates of Graduate Study	Rolling
Certificate in Applied Behavior Analysis	Rolling with priority deadlines for intended semester of matriculation By Oct 1 for spring matriculation By March 15 for summer matriculation By May 1 for fall matriculation

Please note: For those programs using priority deadlines, students must have submitted the completed admission application by the specified deadline to be considered for matriculation in the noted semester.

Admission and Academic Policies

In addition to the general policies described in the Academic Policies chapter of this catalog, specific policies for education programs are as follows:

Transfer Credit Please refer to the Special Admission Requirements section within each program to see the policy on transfer credits for that program. Graduate students in graduate-level programs at other universities may transfer into our programs, bringing some or all of their credits with them if the program from which they are transferring is an approved program from an accredited university. Requests

for transfer courses must be included on the graduate application, and will be considered on a course-by-course basis at the time of admission. Additional transfer policies may be listed under individual programs.

Admission Credit A maximum of six credits taken during the semester of application may be approved by the appropriate department chair for admission credit. These are in addition to transfer credits. In exceptional cases, students may petition to have additional credits accepted, upon admission to a program.

Admissions Appeals Applicants may appeal an admissions decision by submitting a written appeal to the department chair for the appropriate program within 30 days of notification of rejection. The appeal will be reviewed by the appropriate program faculty and the chair will notify the applicant of action taken on the appeal. Should the applicant wish to pursue the appeal process further, a written appeal should be submitted to the dean of the College of Education and Human Development. Further appeals may be made to the associate provost and dean of Graduate Studies.

Undergraduate Credits Graduate credit will not be given for courses taken to fulfill undergraduate degree requirements. Any other advanced undergraduate-level courses must be approved in advance by appropriate College of Education and Human Development graduate faculty if those credits are to be applied to fulfill graduate program requirements.

Course Waivers Should a student wish to waive course requirements or request course substitutions, he or she must contact his or her faculty advisor to work out program changes. No more than six hours of academic credit may be waived or substituted. Waived courses must be substituted with elective credits. Please see course waiver policy under Special Admission Requirements for individual programs.

Comprehensive Examination/Portfolio/Practicum/Capstone Project All degree students must complete a comprehensive examination/portfolio/practicum/capstone project that will assess the student's breadth and depth of knowledge of the program field. Please consult each program of study for specific information regarding comprehensives, portfolios, practica, or capstone projects.

Degree students will have an opportunity to receive an examination briefing at least two weeks prior to the examination date, and the criteria to be used in evaluating the examination will be available in written form. In addition, students have the right to receive an explanation of the examination results.

Master's Thesis A degree student may earn up to six credit hours for completing a master's thesis. Students are encouraged to consult with their faculty advisor regarding thesis requirements.

Teacher Education Program Policy The faculty of the College of Education and Human Development reserve the right to accept and retain only those students who, in the judgment of the faculty, satisfy the requirements of scholarship, maturity, and personal suitability for teaching. The program maintains the ability to change admission and/or program requirements as needed to meet changes in state certification standards.

Governance The Executive Council, comprised of Department chairs and selected faculty and staff from the College, is the governing body for program review and evaluation for all advanced level professional education programs at USM. The Teacher Education Council, comprised of deans, department chairs, faculty, and school representatives from all programs offering initial teacher preparation, is the governing body for program review and evaluation for initial level teacher education programs at USM.

Technology Standards

Recommended Entry Standards for Students in CEHD

In order to engage successfully in program and department communication and in course learning activities, students should be able to:

- operate a computer system in order to use software successfully
- use e-mail communication applications, e.g., attachments, nicknames, signature; sending, replying, forwarding; cutting and pasting from documents; utilizing a listserv; organizing messages
- access and use appropriate library databases
- use word-processing productivity tools
- access and use the World Wide Web
- use remote access to University (if applicable)

Graduate Assistantships

Students admitted into programs in CEHD who need further training in any of the above areas should use the following resources for computer support:
USM computer workshops (call 780-4029 for more information)
USM computer labs (Portland, Gorham, and Lewiston-Auburn College campuses)
USM HELP!Desk: 780-4029

Graduate Scholarships

A limited number of graduate assistantships are available for graduate students. Assistants must carry a minimum of six graduate credit hours per semester. Duties may involve teaching, research, advising, office administration, and supervision of students/interns. Applications for assistantships are available from the CEHD Dean's Office, 8 Bailey Hall. The recommended application deadline is March 1.

Assessment Center Lab Fees

The College of Education and Human Development has limited tuition scholarships available for continuing CEHD graduate students. Awards are based on academic merit, professional promise, and financial need. Recipients must be currently matriculated students or applicants intending to take six or more graduate credits per semester during the following year. Applications for graduate scholarships are available each January from the CEHD Dean's Office, 8 Bailey Hall, and are due March 1.

The Assessment Center lab fees will be charged to all students who enroll in the specified classes for which Assessment Center materials are required. All students, regardless of campus or location, are expected to pay the fees because the tests are mailed to students who take the courses from a distance. If a course instructor decides to require use of the Assessment Center as part of a course, and that course does not have a lab fee collected at the time of registration, the Assessment Center reserves the right to charge each student in the class a one-time lab fee of no more than \$50 to cover the costs associated with their use of Center materials for that class.

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 USM program should be aware that their host facility may require a criminal background check, finger printing, 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 USM does not guarantee licensure, certification, or employment in the relevant occupation.