

Faculty Handbook

Abilities and Disabilities Studies Professional Education Department College of Education and Human Development University of Southern Maine

Julie R. Alexandrin, Ph.D.

Associate Professor

Abilities and Disabilities Studies Coordinator

jalexandrin@usm.maine.edu

James Curry, Ed.D.

Associate Professor

Professional Education Department Chair

jcurry@usm.maine.edu

Kat Schorr

Program Manager

Professional Education Department

kat@usm.maine.edu

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Welcome

This handbook is designed to support faculty in the Abilities and Disabilities Studies Program, and to educate and inform potential faculty about the Abilities and Disabilities Studies Program. In addition, the handbook explains the program's expectations for faculty, and gives answers or points in the correct direction to access answers of commonly asked questions and concerns. The full-time faculty in the Abilities and Disabilities Studies Program view the part-time faculty as a vital part of the program and the success of the program rests on all who work with, teach, and support the students in the program and in the courses. Hence, this handbook is also written to standardize the Abilities and Disabilities Studies Program, so that all instructors have similar expectations of students' work and consistency in formal assignments. Consistency in standards and expectations is important as it creates a more uniformed program. Assignments from various courses can be used by students in their capstone Professional Portfolio.

The relationship between the part-time and full-time faculty in the Abilities and Disabilities Studies Program is a two-way street, creating an environment among all Abilities and Disabilities Studies faculty where they can share successes and work to strengthen weaknesses in the program. This collaborative environment is created through open communication between part-time and full-time faculty in semester meetings and on the list serve. Full-time faculty also look for feedback from part-time faculty in how the program is running, where courses may need to be revised to stay current in the fields of working with exceptional students, and what new concentrations should be developed as demands in the fields change. In addition, the full-time faculty view the part-time faculty as having a more up-close and personal insight into what is happening in the field of exceptional education, as they are the ones who have the more direct contact with schools than the full-time faculty. Hence, part-time faculty comments and feedback are always welcomed, taken seriously, and viewed as highly valuable.

Therefore, faculty in this handbook refers to all who teach courses in the Abilities and Disabilities Studies Program. In addition, to clarify some terms which USM uses differently than other colleges and universities, here are the definitions for full-time faculty, part-time faculty, and adjunct faculty. Full-time faculty are faculty members who are employed under a long-term contract, covering at least a nine month period, but may not have a full course load of 12 credits per semester. Part-time faculty are faculty members who are employed to teach a certain course

or courses for one semester. Adjunct Faculty are faculty members who teach a course, but are not paid by the college to teach the course.

The Abilities and Disabilities Studies Program at USM houses both the advanced Abilities and Disabilities Studies masters' concentration and the gifted and talented education masters' concentration. In addition, the program has a master's concentration in the interdisciplinary areas of special education, gifted and talented education and English language learners designed for regular and specialty educators. These new and redesigned concentrations are replacing the initial special education certification concentration, which used to be the program's focus. This change in the program focus is a result of the college-wide change to house all preservice teaching programs in the Teacher Education Department. As a result of this change, some of the courses in the Abilities and Disabilities Studies Program will be offered less frequently. The program is starting to develop more advanced courses in special education and run them in the program and through the Professional Development Center (PDC) and also redesign and reintroduce courses in gifted and talented education through the PDC.

The Abilities and Disabilities Studies Program Masters Concentrations

The Abilities and Disabilities Studies Program has three concentrations, course sequences, that are currently active and admitting new students, which result in a Masters of Science in Abilities and Disabilities Studies. All of these concentrations start with core courses, have specialty and/or elective courses in the middle, and end with capstone courses. A Professional Portfolio and presentation are required at the end of all three concentrations. The Professional Portfolio is worked on in two courses totally 3 credits, SED 601: Introduction to Student Programming and Master's Goal-setting and SED 698: Capstone Seminar and Portfolio. These two courses replace the course SED 685: Advanced Seminar in Special Education, which traditionally had been the course to support the Professional Portfolio development. SED 601 is taken as one of the first courses in students' programs of study. In this one credit course, students learn about the Professional Portfolio Process and set up their program of study. In addition, this short course has students starting to consider educational system practices that support or work against the students with whom they work. SED 698 is taken as students' last course for their masters' program and is focused on supporting students in completing their Professional

Portfolio and in studying issues in education that are of interest to them. (See Professional Portfolio Section below for more information about the Professional Portfolio requirements.) As the Abilities and Disabilities Studies Program has advanced concentrations in education, all applicants are required to have a provisional or professional license in any area of education and in any state, to be admitted to any of the concentrations. Most of the Abilities and Disabilities Studies Program courses are taught through the program, with some electives and distance courses being offered through the Professional Development Center (PDC). The Abilities and Disabilities Studies Program works closely with the PDC to make sure courses are run at appropriate intervals, and meet students' needs.

Self-Design in Special Education Concentration

The Self-Design in Special Education is a 36-credit concentration in the Abilities and Disabilities Studies Program. This concentration is designed for educators who work directly with students with special needs in either a special education program or in the regular education classroom. The 24 credits of electives in this concentration allow students to design a program that meets their needs in better supporting and working with students special needs.

Concentration Course Work in Self-Design in Special Education

Core Courses (12 credits)

EDU 600	Research Methods and Techniques (<i>3 credits</i>)
SED 601	Introduction to Student Programming and Master's Goal-setting (<i>1 credit</i>)
SED 697	Universal Design Implemented (<i>3 credits</i>)
SED 698	Capstone Seminar and Portfolio (must be taken last) (<i>2 credits</i>)
SED 699	Directed Study (<i>3 credits</i>)

Electives (24 Credits)

- The elective courses allow students to tailor their master's programs to their interests and the areas they feel they need further study in to become better teachers for students with exceptionalities.
- These courses will be discussed with the student's advisor and written in an agreement between the student and his/her advisor. Any course changes from this agreement will need to be approved, in writing, by the student's advisor.
- At least 15 of these credits need to be directly related to working with students with disabilities. All courses need to be graduate level. They can be taken from any graduate department at USM or through the Professional Development Center at USM with prior approval by an advisor.

Gifted and Talented Education Concentration

Gifted and Talented Education is a 36-credit concentration in the Abilities and Disabilities Studies Program. This concentration addresses how to support and work with

students who are gifted and talented in regular education classrooms and in pull out programs. There are 12 credits in specialized courses in gifted and talented studies, and 12 credits of electives for students to self-design their focus in gifted and talented studies. The last 12 credits are for core and capstone courses which are interdisciplinary with the other concentrations in the Abilities and Disabilities Studies Program.

Concentration Coursework in Gifted and Talented Education

Core and Capstone - 12 Credits of coursework

EDU 600 Research Methods and Techniques

SED 653 Assessment in Special Education

SED 601 Introduction Student Programming and Master's Goal (1 credit)

SED 698 Capstone Seminar and Portfolio – last course only (2 credits)

SED 699 Directed Study

Specialization - 12 Credits of coursework

SED 659 Education of the Gifted/Talented

SED 660 Curriculum and Methods for Teaching the Gifted or SED 618 Programming for Learners with Special Needs

SED 662 Productive Thinking and the Gifted Learner

SED 666 Models in Education of the Gifted

Electives - 12 Credits of coursework

SED 550 Teaching Gifted Students in the Regular Classroom

SED 663 Management in Education of the Gifted

SED 664 Gifted Students in Special Populations

SED 665 Institute for the Program Planners in Education of the Gifted/Talented

SED 667 Social/Emotional Needs of the Gifted

SED 670 Secondary Programs in the Gifted and Talented

Courses as offered through Professional Development Center

Teaching All Students Concentration

Teaching ALL Students is a 39-credit interdisciplinary concentration in the Abilities and Disabilities Studies Program. This concentration specializes in the three areas of education with courses directly related to: special education, gifted and talented education, and English language learners education. Teaching ALL Students has one capstone course that focuses on supporting and working with these three populations of students, while supporting all students in a mainstream education classroom, through using Universal Design and Differentiated Instruction.

Concentration Coursework for Teaching ALL Students

Core - 7 credits of coursework

EDU 600 Research Methods and Techniques (*3 credits*)

SED 601 Introduction to Student Programming and Master's Goal-setting (*1 credit*)

EDU 562 Linguistic and Cultural Diversity in the Classroom (*3 credits*)

Special Education - 12 credits of coursework

SED 614 Methods of Teaching Mathematics for Students with Special Needs (3 credits)

SED 615 Positive Behavioral Interventions and Supports (3 credits)

SED 618 Programming for Learners with Special Needs (3 credits)

SED 679 Consultations and Special Education (3 credits)

Teaching Learners who are Gifted and Talented - 6 credits of coursework

SED 550 Teaching Gifted Students in the Regular Classroom (3 credits)

SED 662 Productive Thinking and the Gifted Learner (3 credits)

Teaching Learners who are English Language Learners (ELLs) - 9 credits of coursework

EDU 559 Aspects of Reading for the Multilingual Learners (3 credits)

EDU 561 Aspects of the English Language (3 credits)

EDU 563 ESL Language Testing and Assessment (3 credits)

Capstone - 5 credits of coursework

SED 697 Universal Design Implemented (3 credits)

SED 698 Capstone Seminar and Portfolio (must be taken last) (2 credits)

Phasing out of Special Education in Elementary and Secondary Education Concentrations

Special Education in Elementary and Secondary Education Concentrations had been the mainstay of the Abilities and Disabilities Studies Program. However, with the moving of all initial teacher certifications to the Teacher Education Department, the program is no longer accepting applications into these concentrations. The phase out of these concentrations started in the Fall of 2007, and expected to be completed by May 2011.

Concentration Coursework in Elementary or Secondary Education

Program Prerequisite

SED 540 Nature and Needs of Teaching Exceptional Learner

Core - 21 Credits of coursework

EDU 600 Research Methods and Techniques

SED 614 Methods of Teaching Mathematics for Students with Special Needs

SED 615 Positive Behavioral Interventions and Supports

SED 618 Programming for Learners with Special Needs

SED 679 Consultations and Special Education

SED 682 Special Education Law

SED 687 Technology in Special Education

Elementary Track - 12 Credits of coursework

EDU 620 Reading Development and instruction

SED 653 Assessment in Special Education

6 elective credits

Secondary Track - 12 Credits of coursework

EDU 514 Improving Teaching in the Content Areas or EDU 620 Reading Develop. & Instruction

HRD 669 Adolescent Development

SED 689 Prevocational/Vocational Assessment and Education

SED 692 Transition from School to Adult Life
Capstones - 6 Credits of coursework
SED 685 Advanced Seminar in Special Education
SED 699 Directed Study

Core Practices of the Abilities and Disabilities Studies Program

To create consistency and to state the practices that the Abilities and Disabilities Studies Program faculty believe are important when working with and supporting all children in educational settings, the Abilities and Disabilities Studies Faculty has developed the core practices of the Abilities and Disabilities Studies Program. These core practices should be the foundation of the interactions between faculty and with students, what is taught in courses and the program and how students are supported, so that students in the program and courses will also use these practices as a foundation for their interactions, teachings and supporting of their students.

Abilities and Disabilities Studies Program Core Practices

- Educators interactions with others is based on their belief in the infinite possibilities of and for human growth and development, in that, all youth have the potential to learn and express knowledge, even though they may have unique styles of acquiring and demonstrating knowledge.
- Educators are responsible to support and guide each student on their journey from potentials to performances through personally meaningful, respectful, and accessible pathways.
- Educators create learning opportunities which honor and enhance the gifts and talents of each individual and make possible contributions from all students to self and to society.
- Educators create learning environments where every child feels welcomed and is accepted, no matter their cultural backgrounds, strengths, and weaknesses.
- Educators always use person first language and thinking, for everyone should be seen as a whole person not as only a label or one characteristic.
- Educators use multiple assessments and evaluations when measuring students' successes and abilities, and in understanding their needs.
- Educators are collaborative, respectful, and supportive to all educators they come in direct and indirect contact with, including people not usually seen as educators, such as parents, maintenance workers, and administrative assistants.

- Educators base all of their behaviors on the belief that each individual has intrinsic and global value to the evolution of human kind.

Person-First Language and Thinking

The faculty members of the Abilities and Disabilities Studies Program believe that an exceptionality is only one aspect of a person, and therefore should be considered only in respect to the person as a whole. Hence, in writing and in talking, all instructors in the Abilities and Disabilities Studies program are expected to use person-first language. The practice of using person-first language and thinking is reinforced in the Abilities and Disabilities Studies Program, through the distribution in all courses of a handout on Person-First Language and Thinking (see Appendix A).

Person-first language is when you state the person and then his/her exceptionality. For example, person-first language would state: the girl with Cerebral Palsy, not the Cerebral Palsy Girl. Person First-language and thinking also incorporates the use of nonjudgmental language when describing a person. For example, “the person is confined to a wheelchair” or “the unfortunate girl who lives in the apartments on the east side” both convey that the persons should be pitied and are less fortunate than others. However, a wheelchair gives a person who uses one the freedom to move around and be more included in society, and how does a person really know if someone is less fortunate than others; that is a judgment that is based on a person’s biases and stereotypes. By allowing judgmental language and thinking to continue, stereotypes and biases are reinforced and institutionalized into people’s thinking, governmental and educational policies, and procedures in education. Instead, people should engage in the discussion of people and youth as equals with different strengths and weaknesses by not using judgmental language, discussing the person first, and describing his/her strengths and weaknesses as a part of him/her, not the whole of the person. Think of it this way, if you are the person you are talking about, would you like to be viewed as only one aspect of yourself, which defines your whole self? If you have limited knowledge or would like more information about person first language and thinking, please contact Julie R. Alexandrin, Abilities and Disabilities Studies Coordinator.

APA Formatting and Writing

The faculty members in the Abilities and Disabilities Studies Program have agreed that most formal assignments in any Abilities and Disabilities Studies course will be formatted using

the Publication Manual of the American Psychological Association (APA), 5th edition guidelines. Faculty members should discuss with their students which assignments should be completed using APA formatting, as not all assignments are conducive to APA formatting. The Abilities and Disabilities Studies Program has created a handout on APA Formatting for all courses to be distributed to students at the beginning of each semester. (See Appendix B for a copy of the APA Formatting Handout.) With all faculty agreeing to use APA formatting, students will learn to use these guidelines when writing, which are the guidelines scholarly papers are usually written in for disciplines of special education and gifted and talented education. In addition, it demonstrates the high standards that the program has for writing which can be the main form of communication between teachers and parents and guardians of their students. Students can be referred to the writing center (see Campus Resources Section below) for support in using APA formatting or writing in general, if needed. If a faculty member needs support him or herself in APA formatting or has questions regarding APA formatting he/she may consult Jim Curry or Julie Alexandrin.

Also included in the Appendix C is the handout some instructors use to support better writing called “30 Grievances of the English Language”. These instructors distribute this handout to students at the beginning of courses, and talk with students about what they should focus on in their writing for assignments in the course. Through having multiple instructors using the same handout on writing, the writing requirements for the program become more consistent for the students, and therefore students know more of what to expect when asked to write for assignments. Creating consistencies across the program in writing also creates a more cohesive program which supports the retention of students within the program.

Universal Design and Student-Centered Learning and Assignments

As stated in the Abilities and Disabilities Studies Program Core Practices, the Program Faculty believes in the creation and demonstration of knowledge through various means, which use students’ strengths. This belief is the underlying principle of Universal Design and student-centered learning. The program faculty believes students should be offered multiple ways to gain knowledge and the option of multiple ways to demonstrate knowledge, which is the underlying principle of Universal Design. Through Universal Design, learning and the demonstration of knowledge become student centered, allowing students to learn and demonstrate their knowledge through their strongest avenues. The Abilities and Disabilities Studies Program faculty supports

the principles of Universal Design, in that papers should not be the only method students can use to demonstrate their knowledge of information. All instructors should and are encouraged to assign projects and assignments in their courses that are not writing based. Not only do non-writing assignments allow students to demonstrate their knowledge in different ways, they also demonstrate to students how knowledge can be expressed just as well through non-paper assignments, which will result in students using multiple ways for their students to demonstrate knowledge in their classrooms. As Universal Design is a new concept in education, students need to experience it for themselves to start using it comfortably in their classrooms.

Professional Portfolio Process

All of the concentrations in our program conclude with a Professional Portfolio and Presentation. This is the final requirement for students before they can be nominated for a master's degree and graduate from the Abilities and Disabilities Studies Program. The Professional Portfolio is designed for students to document what they have learned and accomplished in their masters' program and to reflect on how they have become a better educator through their program of study.

The Professional Portfolio Requirement were revised in the Summer of 2008 to follow Universal Design and to be more student centered (see Appendix D for the Professional Portfolio Guidelines). The Portfolio requirements no longer focus on certain papers in certain courses, but instead are guidelines students follow to demonstrate what they have learned, how they have applied what they have learned, and how what they have learned is connected to the Council for Exceptional Children's Teaching Standards. In addition, students co-create their own portfolio goals and objectives with faculty in the Abilities and Disabilities Studies Program, during their first semester in the program in the one credit course: SED 601: Introduction to Student Programming and Master's Goals. In SED 601, students will also learn about the Professional Portfolio Guidelines so that they may work on their portfolios and save completed work more knowledgably throughout their program of study.

Students submit their completed Professional Portfolio at the end of their last semester in their program of study, usually during the semester they take SED 685 or SED 698, and are required to give a presentation based on their portfolio at the Student Presentation Day which occurs at the end of each semester. The Professional Portfolio Guidelines are important for

faculty to review and be aware of when designing and teaching their courses, so they are aware of portfolio requirements that students maybe working on in their courses.

Student Presentation Day

To celebrate what students have achieved and learned in their Abilities and Disabilities Studies Masters Program and to create cohesion in the program among students in the program, alumni of the program, and faculty, the Abilities and Disabilities Studies faculty at the end of each semester hosts a Student Presentation Day. This day is usually planned for the last Saturday of the semester and all faculty in the Abilities and Disabilities Studies Program are encouraged to participate. This day of gathering supports students in demonstrating the work they have done during the semester in research courses, giving them a format to share their research with more than just the other students in their course. In addition, the Students Presentation Day celebrates the students who will be graduating from the program with their Professional Portfolio Presentations. A potluck lunch and snacks are served throughout the day to give the day a celebratory feeling. This event will hopefully create meaningful memories and connections for all who are or were in the Abilities and Disabilities Studies Program. In addition, this day showcases all the wonderful work and successes students have had in all the Abilities and Disabilities Studies Program concentrations.

Student Feedback and Grading and Correcting Students' Work

In the Abilities and Disabilities Studies Program, we want our students to learn and demonstrate their abilities in many different ways. Besides just growth in a single course, students build on the knowledge they acquire in one course, in subsequent courses. To support students in growth through the program, students need feedback on assignments they complete in a timely fashion. The aim of the Abilities and Disabilities Studies Program is to return work to students within a one to two week period. This includes giving papers back to students that they handed in at the end of the semester. Instructors can leave work for students to pick up after the semester has ended in Bailey Hall, room 221 on the Gorham Campus with Kat Schorr, Program Manager for the Professional Education Department. Students are entitled to have their graded work returned to them in a timely manner, so that they can understand the grade they have earned for the course and can learn about what was strong and good about their work, and where they need to improve in the future.

Positive and negative feedback on work is something students have commented to faculty that they really like, and benefit from, even when it is negative. To just give a student a grade on a paper including a good grade, with no comments, is not fair to the student. Comments and feedback not only show that a instructor read a paper, but that the instructor cared, when he/she read the paper, to point out where he/she thought the paper was strong and where he/she thought the student could improve. Please realize students are not asking for greatly detailed comments, though they do like these also. Even little comments such as: good idea, like what you wrote, this is awkward wording, or run-on sentence; support students in improving their writing as they make their way through their program and show the instructor cared about their work.

The Abilities and Disabilities Studies Program does realize that faculty are not hired to teach writing or other support skills. Hence, when students need support in their writing or projects that is above where the instructor feels comfortable supporting them, the instructor can recommend to the student to use the services of the Writing Center or the Learning Center (for more information see the Campus Resources Section below). As graduate students at USM, our students are entitled to use these two resources at no cost to themselves. If there are students with disabilities who need support, they can be recommend to contact the Office of Support for Students with Disabilities. (For more information see Campus Resources Section below.) Again, these services are provided to students at no cost.

The Abilities and Disabilities Studies faculty are aware that not all students will earn an A in each course. Hence, we will sometimes question instructors who give out all A's in a course all the time. The Abilities and Disabilities Studies Program Coordinator does realize that this can happen legitimately in some courses where an instructor supports and really works with students; however, to have all A's and not a least one A- is rare. In terms of grading, the Abilities and Disabilities Studies faculty should be aware that sometimes students pressure faculty to give them a B, so that they can be reimbursed by their school district for the course, even when the student has not done the work to deserve a B in the course. If a faculty member is feeling pressured to raise the grade of a student, he/she may obtain support from either the Abilities and Disabilities Studies Program Coordinator, Julie R. Alexandrin, or from Kim Warren, Coordinator of Student Affairs for the College of Education and Human Development.

Course Formats – Online, Face-to-Face, or Blended

The format in which a course can be offered may vary greatly, depending on how the instructor feels the material of the course is best presented for students. Courses can be traditional face-to-face class meetings once a week in the evening or can meet on certain Saturdays throughout the semester. In addition, courses can take place fully online or partially online (i.e., “blended courses”). Online segments of the course can be synchronous or asynchronous, depending on the instructor’s teaching style and the material being presented. The format in how a course is delivered to students is up to the discretion of the faculty member as long as the course has a total of 37.5 contact hours with students. The Program Coordinator will discuss with instructors when they want to change the format of the course, or the first time an instructor offers a course to make sure the format of the course is most beneficial for the faculty member and the students. Online courses at USM are usually managed through the online provider, Blackboard. All courses at USM have a Blackboard shell created for them, which an instructor may use, even if it is just for supplemental work in a course. For support on using online learning and Blackboard, please see the Campus Resources Section below for Center for Technology - Enhanced Learning (CTEL).

Course Scheduling

Courses are offered as indicated on the Planned Course Offerings Schedule for the Abilities and Disabilities Studies Program that lists which semesters courses will be offered through the Abilities and Disabilities Studies Program for at least three years (see Appendix E). The planned course offerings will be used as much as possible as a guideline for when courses will be offered, as students use the Planned Course Offering Schedule to plan for when they will take courses. As the Abilities and Disabilities Studies Program is going through a huge change in concentrations and program focus, the Program Coordinator is trying to offer and plan for courses to run so that as few courses as possible need to be cancelled due to low enrollment, or add courses because a large number of students who need to take the course to finish their planned program. The other factor that affects the scheduling of courses in the Abilities and Disabilities Studies Program is the high number of students who take special education courses who are not matriculated into the program, which is always hard to predict.

Course scheduling for the fall is done at the beginning of the spring semester; the spring semester scheduling is done at the beginning of the fall semester; and for the summer semester scheduling if done at the end of the fall semester. Course registration is usually in November for the spring semester and March for the summer and the fall semesters.

To make scheduling predictable, the same instructor who teaches a course is usually given the course again to teach the next time the course is offered. However, if a full-time faculty member can teach the course because of a change in his/her workload, he/she will be given the course first, and the part-time faculty who usually taught the course will be notified of this change. If a part-time faculty member is no longer in good standing with the department, based on poor evaluations or not receiving reappointed by the department, he/she will also be notified why he/she has not been asked to re-teach the course. (See Part-Time Faculty Hiring section below.)

To view the room assigned to a course for face-to-face meetings please go to <http://itms.usm.maine.edu/rooms/roomlookup.asp>. If a n instructor needs specific equipment in a classroom when teaching a face-to-face course, this should be told to the Program Coordinator, Julie Alexandrin, or the Program Manager, Kat Schorr.

Course Caps and Minimums

Course caps are designed around the type of course and the level of the course. Most lecture courses have a cap of 20 students; online, research, and capstone courses usually have a cap of 15 students. When students are registering for a course, and it fills to the course cap, then a waitlist will be created for the course, which is usually handled by Kat Schorr. With consultation with the program coordinator, the instructor of the course is sometimes asked to increase the course cap. Caps of courses cannot increase without the agreement of the instructor and the program coordinator. It is the instructor's choice whether allow additional students into his/her course. If an instructor is willing to increase a course cap, it needs to be clearly communicated to the program coordinator, Julie Alexandrin, as well as Kat Schorr. Kat will then invite the students who are on the waitlist to join the course. Any remaining seats in the course can then be offered to students who directly approach the instructor.

In CEHD, a course enrollment minimum is usually 10 students. Courses that do not reach the course minimum two weeks before the start of the course are usually cancelled. Part-time faculty should read their contract about the compensation they may receive, if their course is

cancelled by the college in the month prior to it running. Full-time faculty will have work reassigned if their course is cancelled, in conjunction with the Department Chair and Dean.

Communication at USM and with Students

Communicating with students on a regular basis is another way that instructors can show students they care about students and their participation and work in courses. USM has an official policy on how to communicate with students. The USM's Communication Policy (http://www.usm.maine.edu/computing/policies/email_communication.jsp) states: "the primary mode of communication for the University is email. Students are required to check their USM emails on a regular basis." Therefore, email should be the primary mode for faculty to use when communicating with students. Since USM is connected to the Universities of Maine System (UMS), all faculty members receive two email accounts, one from USM and one from UMS. Email is the communication medium that USM, the College of Education and Human Development, the Professional Education Department, and the Abilities and Disabilities Studies Program will use to inform instructors of contracts, course availability, and other important information they will need to know. Therefore, faculty members need to check their USM and UMS email accounts on a regular basis, especially when teaching a course, or have their email accounts forwarded to another account. (For more information about forwarding your USM and UMS emails to another email account, please see "New to USM? Things to Know" in Appendix F.) Faculty can access student email address through MaineStreet and Blackboard. (See MaineStreet and Blackboard below for more information.)

When sending group emails to students, you must put all student email addresses under the Blind CC (BCC) heading, so that students cannot view other students' email addresses. Blind CC is used for confidentiality reasons. If instructors would like for students to communicate via email between each other, they need to ask permission first from students to share their email addresses with other students. Only when given permission to share an email address may an instructor share email addresses. One way to avoid this issue is for students to communicate online using Blackboard Discussion Boards. (See Blackboard below for more information.)

MaineStreet

Maine Street is the database program which all the Universities of Maine System colleges and universities use for all information connected to faculty, staff, students, and courses. All faculty

members obtain their class rosters and submit final grades through the MaineStreet System. In addition, students register for courses and check their grades through the MaineStreet System. All faculty members need to make sure their address is current through the MaineStreet System, as this is the address USM will use when mailing contracts and paychecks. If faculty also receive benefits, they will coordinate their benefits through MaineStreet. Username and password for MaineStreet are the same as the one used for Universities of Maine System email and Blackboard accounts. Therefore, it is important to know how to use MaineStreet. The home page for MaineStreet is:

https://peportal.maine.edu/psp/PAPRD89/EMPLOYEE/EMPL/h/?tab=PAPP_GUEST. (See Appendix G for “How to Access and use MaineStreet”.) If someone needs further support in using MaineStreet, he/she should contact Kat Schorr or Julie Alexandrin.

Blackboard

Blackboard is the online course program USM uses for all courses, whether they are partially or fully online. CTEL can support faculty in using and learning about Blackboard. There are CTEL run workshops run throughout the year open to all faculty, and CTEL staff can support you one-on-one in using Blackboard. (See CTEL under Campus Resources below.)

Blueprint System and Course Requirements

All courses in the College of Education and Human Development have been approved by the Curriculum Committee and the Dean based on the course blueprint. Each instructor should have a copy of the Blueprint of any course he/she teaches. If you have not been given the Blueprint for a course you teach, please contact Kat Shorr or Julie Alexandrin for a copy. The Blueprints contains the course description, prerequisites, credit hours, course goals, course outcomes, and the relation of the course to the College of Education and Human Development Core Values. The CEHD core values are: Democracy, Civility and Caring, Equity and Diversity, Ethical Practice, Social Justice, Scholarship, and Professional Learning, and Continuous Improvement. A copy of the CEHD Core Values is in Appendix H.

Blueprints should guide an instructor in the development of his/her syllabus for a course. The blueprints are flexible in nature in that they are an outline of outcomes, and therefore allow for academic freedom in how these outcomes will be acquired and demonstrated by the students. By following the blueprint of a course, consistency is created in courses taught by different

faculty, as the Abilities and Disabilities Studies Program may not be the only program that teaches a course. Blueprints allow instructors of higher level courses to know what students have learned in lower level courses. This consistency across the multiple faculty offering of courses helps support a more cohesive overall program, which helps to retain students and support them in a program of continuous learning.

If an instructor feels that the blueprint for a course he/she is teaching needs to be updated or changed to better meet the needs of students in the course, please contact Julie Alexandrin. As many courses in the Abilities and Disabilities Studies Program are taught by part-time faculty, full-time faculty look to part-time faculty for their expertise in what should be included in a course and if the preset design of a course is appropriate. Julie is very willing to sit down and work to adjust courses so the course best meets the needs of students (and their students). Part-time faculty are viewed to have expertise of course materials coming from their daily contact in the education field.

Syllabi

When creating syllabi, instructors should refer to the Course Syllabus Requirements and Guidelines which are distributed by the College of Education and Human Development and in Appendix I. These guidelines discuss all elements that should be included in a syllabus and other relevant information an instructor should know when setting up a course syllabus. Faculty members should also be aware that a syllabus is a contract between them and the students. A syllabus informs students about what is required of them in a course, how you will structure their learning, and grade their work. Therefore, any policies regarding attendance and handing in of work should be stated in the syllabus and students should be held to the policies stated in the syllabus for a course.

Attendance Policy for Face-to-Face Classes and Participation Online

The Abilities and Disabilities Studies program faculty members believe that student attendance in face-to-face classes and participation in Blackboard courses is a very important aspect of course work and learning. Attendance policies for each course are set by the instructor who teaches the course, and should be discussed with students and written clearly in each course syllabus. If there is no “excused absence” policy for missing a face-to-face class or a make-up policy if students miss a class. This information needs to be included in the syllabus. In addition, include in a course syllabus for online courses what you expect online participation to consist of,

as detailed as possible, so students know what is expected of them. For example, if the instructor expects students to log into the online course multiple times a week, that expectation needs to be stated in the syllabus, or the minimum expectation of how many times a student should post to a discussion board should be stated in a course syllabus. The more clearly these aspects of your course are stated, the better understanding the students in the course will have about what is expected of them in the course. Class and Blackboard participation may be part of the grade a student earns in a course, if the instructor wants, and as many instructors do.

Handing in of Syllabi

All syllabi need to be sent to Tammy Guitard, PED Administrative Assistant, before the first week of classes each semester, if not before. Even if an instructor has taught the course previously, the syllabus for each semester a course is taught needs to be submitted. It is preferred that syllabi are handed in electronically to Tammy Guitard at tguitard@usm.maine.edu. Faculty of online courses also need to submit an electronic copy of their syllabus, not just the webpage address of the course, as Tammy does not have access to all Blackboard courses. In addition, if during the semester any major changes are made to a syllabus, the revised syllabus needs to be submitted to Tammy. If an instructor would like to see a syllabus of a course from another instructor or semester, a copy can be obtained by asking Kat, Tammy, or Julie Alexandrin.

Welcome Letter

For courses that are fully online or blended, the College of Education and Human Development asks that you write a welcome letter to students before the course begins. The welcome letter should tell students about what the online course, or part of the course, will be like. In addition, the welcome letter tells students about how to access Blackboard, and how to start using Blackboard. Instructors need to send a their welcome letters electronically to Tammy at tguitard@usm.maine.edu, who will distribute them. Appendix J has a sample welcome letter for instructors to use in creating their own welcome letter.

Office Space

Part-time faculty who would like office space to meet with students and work on campus should talk with Kat Schorr who can make arrangements. There is a workstation at our main office (221 Bailey Hall, Gorham) for the use of part-time faculty members.

Getting Copies of Course Materials

If instructors need to make copies of course materials for a course, they should contact, Tammy Guitard at tguitard@usm.maine.edu. Please realize that our staff needs at least a week to complete copies of any materials for a course. All materials prepared will need to be picked up at the main offices of PED, 221 Bailey Hall. If materials need to be picked up after regular business hours, this arrangement needs to be made with Tammy ahead of time. Overhead transparencies, also, take a week to be made, and should be requested through Tammy.

Ordering Books for Courses

Books are ordered through the USM Bookstore, which can be done online, on the phone, or in person with Kerry Herrick at 780-5476 or kherrick@usm.maine.edu. The sooner that books are ordered, the better the chance the bookstore has of finding them, and having them ready for students to buy them before courses begin. Usually, book orders are submitted about half way through the semester before a class starts. The bookstore will contact instructors directly, if they are continuing to teach the same course the next semester. It is the responsibility of the instructor, to order the books they need. Books can be ordered in two categories, required and recommended. Required books mean that students need the books for course work and readings. Recommended books are more for supplemental materials that students could need for the course, but are not directly needed for course work. The bookstore will try to obtain all required books, but will not always order recommended books.

Course Evaluations

University course evaluations are required at the end of all courses, including face-to-face, blended, and online. The evaluations for face-to-face courses meeting at the Gorham and Portland campuses are collated by Tammy Guitard, and need to be picked by the instructor in 221 Bailey Hall on the Gorham campus before the last class. If the class meets after regular business office hours, arrangements with Tammy will need to be made to pick up evaluation packets. If the class meets at the Lewiston/Auburn Campus (LAC), LAC will put together the evaluation packets and the instructor has to pick them up their mailbox at LAC. Pencils are included in the packets with the evaluation forms, so all you have to do is hand the packet to the students to distribute, collect, and have one student return the completed forms to the Dean's office on the bottom floor of Bailey Hall, if in Gorham, or to the LAC office, if meeting there.

The complete directions of how to complete the evaluations are in the evaluation forms packet. For confidentiality reasons, instructors should not be in the room when students are filling out the evaluations. **Picking up evaluations and assigning a student to return them in confidentially is each faculty member's own responsibility.**

For course evaluations for online courses, the instructor is sent a link which the instructor needs to give to the students of where they can go to complete the evaluations. **It is your responsibility to post this link on your Blackboard Class or email it to students and encourage students to complete course evaluations for the course.** Courses evaluations are one aspects of teaching that is considered when evaluating faculty by the program, department, college, and university.

Processed course evaluations are sent back to the instructor via email and to the instructor's official college address, i.e., office or home. If you do not have an office at USM, evaluation data will be sent to you about a month after the course has ended. Course evaluation can also be viewed by the Dean, Department Chairs, and Program Coordinators. University course evaluations are reviewed each semester by the Program Coordinator, especially when a instructor is teaching for the first time, or when course changes have occurred, i.e., changes to the blueprint or format of the course. In addition, the Program Coordinator will take special interest in university course evaluations when students have had stated concerns about an instructor. University course evaluations however, will not be the only evaluation, which is used to assess an instructor's teaching ability.

Instructors may create and implement their own course evaluations in addition to the University Course Evaluations, if they choose. Many faculty have created mid-semester evaluations to see how the course is going from the students' viewpoint, so that they can make changes before the end of the semester, if needed. Completed instructor-created evaluations can be shared with the program coordinator, if the instructor wishes to, but there is no requirement to share them.

If the Program Coordinator is seeing repeatedly negative or very negative university course evaluations, the Program Coordinator will discuss the results of the evaluations with the instructor, and see if through support to the instructor, the negative evaluations can be improved. The Abilities and Disabilities Studies Program believes in working with instructors who teach in the program, to create strong instructors who will work with the program for many years. If a

faculty member feels that he/she needs support, even with good and strong evaluations, please communicate this need to the program coordinator, Julie Alexandrin.

Canceling or Missing a Class During the Semester

All courses are required to have 37.5 contact hours, whether it is in the format of an online, face-to-face, or blended course (both face-to-face and online). This requirement means that if you need to cancel a class meeting and /or will not be able to attend a class meeting because of an emergency or weather, a makeup class needs to be scheduled or planned. An instructor also needs to inform Kat Schorr, if he/she needs to cancel a class when the college is not closing also for the weather. Kat will assist an instructor in notifying students that the class will not be meeting. Instructors should also use MaineStreet and/or Blackboard to announce the cancellation of a class session via email. By including Storm Line (780-4800) on syllabi, instructors can assist students in knowing whom to call to learn if USM is closed due to bad weather.

Submitting Grades

All faculty are required to submit grades by the deadline given by the Registrar each semester. Grades are submitted through MaineStreet. Once an instructor's paperwork has been completed by the University when he/she is hired, he/she will receive a MaineStreet account. To change a grade that has already been submitted, a change of grade form needs to be completed and signed, Kat Schorr can assist in completing this paper work. (See section above about MaineStreet).

When students are given an incomplete in a course, the instructor and student have until the end of the next semester for the student to complete the course. If an incomplete is not changed in one semester's time, the grade for the students will automatically change to a F.

Faculty Semester Meetings

To have better communication and support for faculty, the Abilities and Disabilities Studies Program has once-a-semester meetings for all faculty members who are connected with the program. These meetings offer a chance for all faculty to get to know each other and to discuss the Abilities and Disabilities Studies Program's issues and concerns. These meetings are usually scheduled for a Saturday, for four hours (with a lunch for provided participants). The agendas of the meetings are flexible in that any faculty member can offer items to be added to

the agendas of the meetings. These meetings are not mandatory, but are highly recommended for all faculty members to attend. Notes and handouts from the meetings are distributed after the meetings to all faculty members who teach in the Abilities and Disabilities Studies Program.

Faculty List Serve

To support faculty and to give a direct connection between all Abilities and Disabilities Studies faculty members, the Abilities and Disabilities Studies Program has created a list serve for all faculty who teach in the program. The main function of the list serve is to create better communication among all faculty members about important issues and concerns of the program, department, and college. The list serve can also be used by faculty to communicate with each other about their concerns and successes they encounter when teaching. With more than half of the courses in the Abilities and Disabilities Studies department being taught by part-time faculty, the list serve is one way for faculty to feel connected to each other and the whole program. The list serve is seen also as a way to give greater voice to part-time faculty members.

How Part-Time Faculty are Hired and Reviewed

When new part-time faculty members are being considered for teaching a course in the Professional Education Department (PED), there is a process that must be followed. First, the part-time instructor must submit his/her vita and any other supporting documentation of his/her teaching credentials demonstrating his/her ability to teach the course he/she is being considered for at the masters level. His/her vita and supporting documentation are then given to the full-time faculty of the Professional Education Department for their review. The full-time faculty member planning to sponsor the part-time faculty member presents to the PED why this instructor is a strong candidate to teach the course. Then the full-time PED faculty vote to approve, or not, the part-time instructor to teach the course. Final approval of a part-time faculty member is by the Dean, Betty Lou Whitford. When an appointment receives final approval, the Dean will assign the ranking at which the faculty member will be hired. Approval of the instructor to teach a course is usually for two years, with a reappointment by the Professional Education Department and Dean.

Reappointments of a part-time instructor is based on many aspects of the part-time instructor's teaching, and interactions with other faculty members and students. These include:

1. Communication between the part-time instructor and other faculty and administrative members in the program and college,

2. The syllabi of the courses taught,
3. The correlation of syllabi to course blueprints,
4. University course evaluations, and
5. Communications between the program coordinator and the instructor.

The part-time faculty are reintroduced to the faculty of the Department of Professional Education, for reappointment, with successes of the instructor and challenges being discussed, before a reappointment vote by the full-time department faculty.

Faculty USM Card

All Faculty are required to obtain an USM Card through Campus Card Services, located on all three campuses. An USM ID should also be registered with the Library, which will enable faculty to use the library services online, off campus. USM cards can also be loaded with money, which can be used at USM food services to buy food tax free. The Campus Card Services website is <http://usm.maine.edu/usmcard/dept.htm>.

Parking Permit and Shuttle Bus Service

All faculty members are required to purchase a parking permit if teaching on the Gorham or Portland campus. A parking permit is obtained through the Parking Services Office on the ground floor of the Parking Garage in Portland. For more information on Parking Services go to their web site <http://www.usm.maine.edu/police/aboutpt.htm>.

All faculty can use the shuttle bus between the Gorham and Portland campuses for free. For a shuttle bus schedule go to <http://www.usm.maine.edu/police/aboutpt.htm>. Be sure to Have your Faculty USM Card with you.

Emergency Procedures and Safety Guidelines

Even though people do not like to talk about emergencies that may happen when on campus or teaching, it is useful for faculty members to have a plan in place in case there is an emergency. The USM police offices are located on the Gorham campus in the basement of Upton Hall and on the Portland campus in the Sullivan Recreation and Fitness Complex, 21 Falmouth St (Formerly 66 Falmouth St). The USM police website is at <http://usm.maine.edu/police/>. A great deal of additional information can be found at this site regarding emergency procedures and safety guidelines.

The USM campus police urge everyone on campus to pay careful attention to the following safety guidelines. As with all communities, each individual plays an important role in the safety

and security of all.

- * Lock the door(s) to your office and vehicle, carry your keys with you, and don't lend/give keys to anyone. Don't prop doors open.
- * Avoid walking alone after dark. Campus escorts are available by calling 780-5211 (from a campus phone, dial 5211).
- * Outdoor emergency telephones are located on both campuses and are easily identified by blue lights on top. These telephones are linked directly to USM Police in order to provide fast and efficient response to emergencies.
- * Report suspicious behavior and individuals to police or staff members.
- * Please familiarize yourself with the USM emergency procedures listed on the following website: <http://www.usm.maine.edu/emergency/>

To report a crime or emergency on the Gorham and Portland Campuses, call the USM Police Department at Emergency number 911, or from off campus or cell phones at 780-5211. The non-emergency number for the USM Police Department is 780-5211. When calling from on-campus telephones, you are only required to dial 911 for emergencies or 5211 for non-emergencies. To report an emergency at Lewiston/Auburn College, call the Lewiston Police Department at: Emergency number 911. To report a crime, USM Police should be called at 780-5211. If an instructor is working on a different campus or outreach center, he/she should research what to do in an emergency situation.

There is a "USM Alert" Emergency Warning System that faculty and students can sign up for to receive notice via email or text message about emergencies. For more information, please go to: <http://www.usm.maine.edu/usmalert/>

Getting Around USM

To locate buildings on different campuses, instructors should use the campus maps at <http://usm.maine.edu/discover/maps.html>. For building floor plans, to locate a classroom or meeting room, please use http://itms.usm.maine.edu/rooms/floor_plans/floorplanlist.htm.

Maine Part-Time Faculty Association (PATFA)

All part-time faculty members are represented by PTFA. It is a part-time faculty member's choice on whether they want to join PTFA or not. To learn more about PTFA and the agreement PTFA has with the University of Maine System, visit http://www.maine.edu/system/lr/labor_relations.php.

Associated Faculties of the Universities of Maine (AFUM)

All Full-time faculty members are represented by AFUM. It is a full-time faculty member's choice on whether to join AFUM or not. To learn more about AFUM and the agreement AFUM has with the University of Maine System, visit <http://www.afum.org/>.

People Resources

Below are listed the people and their positions, whom faculty members will come into contact with or will need to work with in the College of Education and Human Development. Because email is the official form of communication at USM, it is recommend this form of communication is used when communicating with these individuals.

Julie R. Alexandrin, Ph.D. – (jalexandrin@usm.maine.edu) Abilities and Disabilities Studies Program Coordinator and Associate Professor in Abilities and Disabilities Studies – Dr. Alexandrin oversees, directly or indirectly, all faculty who teach any Abilities and Disabilities Studies courses through the Professional Education Department. She is the one who creates the scheduling of the courses for the program, examines all University Course Evaluations for Abilities and Disabilities Studies Courses taught through the program, and whom students go to when they are having a problem with an instructor. Julie also supports instructors through discussions about changes that they feel are important to a course, supports instructors in working with a student they may be having trouble with, or discussing other concerns about the Abilities and Disabilities Studies Program an instructor may be encountering. As a professor, she teaches courses in the Abilities and Disabilities Studies program and evaluates Professional Portfolios.

James Curry, Ed.D. – (jcurry@usm.maine.edu) Professional Education Department Chair and Associate Professor of Abilities and Disabilities Studies - Dr. Curry facilitates the programs in the Professional Education Department, while also teaching core courses in the Abilities and Disabilities Studies Program. He also evaluates Professional Portfolios and is involved in the hiring and review of part-time instructors in the Abilities and Disabilities Studies Program.

Kat Schorr – (kat@usm.maine.edu) Program Manager for all the Professional Education Department Programs - Kat is usually the first person to contact when an instructor has questions or concerns. She makes sure that programs are running smoothly and supports the day-to-day

activities of the programs and students in the programs. She handles the administrative side of the running of the Abilities and Disabilities Studies Program.

Tammy Guitard – (tguitard@usm.maine.edu) Administrative Assistant to the Professional Education Department - Tammy supports Kat in the administrative running of the Abilities and Disabilities Studies Program. Some of her main responsibilities include the collection of the syllabi at the beginning of each semester and the coordinating of the course evaluations for face-to-face courses.

Betty Lou Whitford, Ph.D. – (whitford@usm.maine.edu) Dean of the College of Education and Human Development - Dean Whitford oversees the running of the college. She signs all part-time instructors' contracts, and recommends to the provost all full-time faculty for contract renewals. To meet with the Dean, an appointment is made through Judy Letarte (see below).

Judy Letarte – (letarte@usm.maine.edu) Assistant to the Dean and Coordinator of Scheduling of the College of Education and Human Development – As Assistant to the Dean, Judy handles all paper work for courses and faculty at the Gorham and Portland Campuses, and contracts for part-time faculty. Courses held at the Lewiston/ Auburn Campus (LAC), are handled through the LAC office. As Scheduling Coordinator, Judy handles room assignments for courses. Judy also is the contact person when making appointments with the Dean.

Kim Warren – (Kwarren@usm.maine.edu) Coordinator of Student Affairs- Kim handles student issues, whether an instructor is having issues with a student or a student is having issues with an instructor. Kim handles the student affairs side of the college.

Campus Resources

Below are listed free resources for faculty and students that faculty should be aware of, and are located on both the Gorham and Portland campuses.

Center for Technology-Enhanced Learning (CTEL)

<http://www.usm.maine.edu/ctel/services.html>) This center supports faculty in developing and running full, or partial, courses on Blackboard and other online interfaces. CTEL runs workshops throughout the school year for faculty, and also have appointments available on all three campuses to work with instructors one-on-one in teaching and constructing materials for online instruction and learning.

Writing Center (<http://www.usm.maine.edu/lac/writingcenter/>) The Writing Center is a free support center for graduate and undergraduate students at USM in all phases of writing. An instructor can recommend to a student to make an appointment at the Writing Center to receive support in writing on any assignment or any part of an assignment, including organization of the paper through proofreading, and APA formatting.

The Learning Centers (<http://www.usm.maine.edu/lap/gorham.htm> and <http://www.usm.maine.edu/lap/portland.htm>) The Learning Centers are free support centers for students, graduate and undergraduate, in all aspect of studying and learning. Students can make an appointment to meet with a support person to work with them one-on-one on any issue connected to course work including organization of work to study skills.

The Office of Support for Students with Disabilities (<http://www.usm.maine.edu/oassd/index.htm>) This office supports all students, graduate and undergraduate, who have a documented disability. Support for students with disabilities can also assist students in having a disability documented. The office of Support for Students with Disabilities works with students in obtaining and using accommodations and adaptations a student with a disability needs to be successful in his/her course work. Confidentiality is strongly followed in this office, and hence instructors are only notified of a student's disability and accommodations or adaptations the student needs in the course, if the student has requested it.

Registrar's Office (<http://www.usm.maine.edu/reg/>) This office oversees the registration of students in courses and the posting of grades. Class rosters are obtained and student grades are submitted via MaineStreet, which is the database program for the Universities of the Maine System. Appendix G has information on accessing and using MaineStreet.

Library Services (<http://library.usm.maine.edu/services/forfaculty.html>) The library offers many services to support faculty in teaching courses. Please visit the webpage above to see all of the library services, including e-reserves (having reserved readings electronically saved so students can access them remotely via the web) and traditional book reserves. In addition, library support for research can be presented in classes, if an instructor would like.