**Graduate Affairs Committee**

**December 21, 2018**

**9:00-10:30**

**221-A Merrill Hall**

**Old Business and Updates**

1. CAS degree to Ed.S. (Educational Specialist).
2. Graduate Student Appeals Policy – Second Reading & **Vote**
3. RCR reminder

**New Business**

1. 4+1 Program in Special Education in High Incidence Disabilities

University of Maine and University of Maine at Machias ***FYI***

2. CAS in Educational Leadership - District Leadership Specialist Program ***FYI***

New Carnegie Category: Carnegie classification's new category of “professional practice” institutions acknowledges the growing role of non-research-oriented doctoral work in graduate education...

This raises a larger issue as we move to Ed.S. and if programs decide to create more formalized and specialized post-masters programs.

We are still adjusting to dividing the College into departments and then Schools.

New challenges in procedures for administering graduate programs

CAS programs have not had specific subplans. They are designed by the program. This is the first. FYI for graduate board. Did not need to go to curriculum committee.

1. Policy on Incomplete Grades – Update and discussion
   1. This came up in our last meeting.

The college's incomplete policy is that Incompletes need to be completed within a year after they are received unless the student requests and receives approval from a faculty member for an extension. They do not automatically convert to Fs, though. They can remain as permanent Incompletes. JoEllen should have the full policy, and we used to send it out for inclusion on syllabi. I hope my recall is accurate!

The policy regarding Incompletes on thesis credits is different. It is the grad school policy and so we would go by that for thesis credits.

**Additional Items from Committee Members**

**Announcements**

* 3MT
* Graduate Committee on Graduate Student Mentoring – to make recommendations on best practices. Susan Gardner is on the committee.
* National Academy of Sciences Report on Graduate STEM Education for the 21st Century – I have link for report and also slides from a presentation on this.
* Use of standardized test scores (GRE) came up not going to be used for major scholarships/fellowships.
* Meredith Swallow from UMF is the new Coordinator of the Graduate Program in Instructional Technology. Mia Morrison

Happy Holidays

**Next Meeting *January 25 – 159 Shibles Hall***



**Proposal for 4+1 in High Incidence Disabilities**

**University of Maine and University of Maine at Machias**

This partnership will allow both UM and UMM students to articulate into a 4+1 program at UM to earn a Master’s degree in High Incidence Disabilities. Twelve credits, taken at the 400 level through UMM can articulate into the M.Ed. at the University of Maine.

A feeder program for this program exists through a second partnership between UM and UMM. Elementary Education students at UM must complete an 18 credit area of specialization. One such specialization is in the area of Special Education whereby UM students complete one course at UM and 5 at UMM in Special Education. Students majoring in Special Education at UMM take all of the courses included in the partnership agreement as part of their programs, including the 12 credits we propose to bring into a 4+1 agreement.

The required courses in the Area of Specialization are at the 400 level (with 500 level course options available at UM). These 4 courses (12 CH) may be counted as part of 4+1 programs for students whose Area of Specialization is Special Education and who apply to the 4+1 program in Special Education.

Required Courses in the Area of Specialization

SED 302: Adapting Instruction for Students with Disabilities

SED 425 Assessment (articulating as SED 553 UM)

SED 435 Program Planning (articulating as SED 543 at UM

SED 420 Special Education Law (articulating as SED 5 at UM)

SED 355 Transition Issues for Students with Disabilities (\*This course will be revised and re-numbered at UMM to a 400-level course)

Plus, one elective from:

SED 340 Communication & Collaboration in Special Education

SED 362 Typical and Atypical Expressive and Receptive Language

SED 380 Teaching Students with Autism Spectrum Disorders

SED 330 Math in Special Education

SED 340: Communication and collaboration in Special Education

SED 362 Typical and Atypical expressive language

SED 365: Differentiated instructional strategies

SED 370: Teaching reading and writing to children with Special Needs

The undergraduate Elementary Education program at the University of Maine currently has 208 majors and UMM enrolls approximately 20 students in their Special Education undergraduate (through the Bachelor of College Studies degree) and approximately 30 post-baccalaureate special education certificate students matriculated into the program. Additionally, UMM offers a concentration in special education for its elementary and secondary education majors. Special education is an area of high need in Maine. Employment opportunities for completers of this 4+1 program are very high. Out of necessity, many Maine schools have hired minimally-qualified special education teachers with the expectation that they become fully certified within a period of time. This flexibility in hiring less-than-qualified teachers will come to an end in 2018, with changes to Maine Rule Chapter 115, and special education teachers will need to follow a more stringent route to full teacher certification. As such, the timing for this collaboration couldn’t be better.

The 4+1 Master’s degree program in Special Education will allow students enrolled in UMaine’s Elementary Education degree program with an Area of Specialization (18 credits) in Special Education to earn their undergraduate *and* graduate degree (including certifications in Elementary Education and Special Education/high incidence) in five years. This program will enable students with enrolled in the bachelor’s degree in elementary education program with an area of specialization in special education to apply for admission to the 4+1 program at candidacy, then articulate 12 CH of 400- or 500- level coursework in special education into their master’s degree in special education/high incidence. Students who have applied to the 4+1 program may be able to take courses at UMM or UM to fulfill the courses within their area of specialization. Application to the 4+1 program necessitates a willingness to attend the +1 year as a full-time student.

**4+1 UMaine Elementary Education students with Area of Specialization in Special Education**

**DEGREE REQUIREMENTS CREDITS**

Courses coming into the 4+1: (12 Credits)

SED 425 Assessment (articulating as SED 553 UM) 3

SED 435 Program Planning (articulating as SED 543 at UM 3

SED 420 Special Education Law (articulating as SED 520 at UM) 3

SED 355 Transition Issues for Students with Disabilities (\*This course will be revised and re-numbered at UMM to a 400-level course) 3

Upon completing the required shared courses (12 credits) and completing requirements outlined below, students may complete the M.Ed. at the University of Maine in one year.

+1 Courses to be taken at UMaine

EHD 510 Introduction to Education Research 3

SED 520 Spec Ed Regs, Procedures, and Case Mgmt 3

SED 544 Math Methods in Special Education 3

SED 545 Intervention for Reading Difficulties 3

SED 532: Behavior Management and Intervention 3

SED 605: Critical Issues in Special Education 3

SED 598: Intervention of Writing Difficulties. 3

Total 33

Similarly, UMM undergraduate elementary education and secondary education majors with a concentration in Special Education will be eligible to apply for the 4+1 program after completing SED 201 Dimensions of Exceptionality and after successful completion of Praxis Core Series of Assessments. These students will complete the four advanced special education courses (400- or 500- level)within their undergraduate concentration, and articulate these courses into the +1 arrangement, allowing them to graduate in 5 years with certification in Special Education/high incidence and a M. Ed in Special Education. Given that graduate tuition is considerably more expensive than undergraduate tuition rates, the opportunity to earn twelve credits of graduate credit while paying the lower undergraduate tuition represents a significant cost savings for students.

Students who intend to apply for the 4+1 program, and students who have been accepted into the 4+1 program, must work closely with their advisors to ensure course completion aligns with the timeline outlined below.

Below is a typical progression of special education coursework for a full-time BCS student with a concentration in special education. If this student desired to apply to the 4+1 program, they could do so following First year, provided satisfactory completion of the three Praxis Core Academic Skills assessments (reading, writing, and math).

`In the post-baccalaureate Teacher Certification in Special Education program at UMM, students with a bachelor’s degree in a non-education discipline complete a sequence of 30 credit hours plus 12 credit hours of student teaching, at which time they are recommended for Maine initial teacher certification (282 endorsement) by UMM’s Registrar. The student does not receive a diploma or complete a degree through this program. Through the 4+1 agreement, students enrolled in UMM’s Teacher Certification in Special Education program could begin coursework at UMM, then enter the +1 year at the University of Maine and graduate with a Master’s in Special Education plus recommendation of UM for initial special education teacher certification in Maine (endorsement #282).

***Application & Matriculation***

UM students will be invited to apply into the 4+1 program at candidacy which typically occurs in their second year. Students may begin taking coursework in the Areas of Specialization prior to candidacy and their success in those courses can strengthen their application to the 4+1 program. UMM students will apply into the 4+1 program

● after completion of 6 CH in SED coursework (specifically, SED 201 (Dimensions of Exceptionality and SED 365/4xx Universal Design and Differentiation); and

● after successful completion of Praxis Core Series of Assessments.

All students must earn B- (3.0 GPA) or better in Area of Specialization courses at UMaine, or special education concentration at UMM, to be considered for the 4+1 program. Interested students complete an application for “early admission” directly to the 4+1 program, rather than to the Graduate School. To be admitted, students must have a GPA of 3.0 or higher overall in order to double-count graduate courses towards both the undergraduate and graduate degree. Grades of B- or lower in 400- or 500-level courses will not be accepted for graduate credit. The Advising Center (UM) or Advisor (UMM) will work with the student to create a plan of study that leads to graduation within 15 months after matriculation in the Master’s program. The program of study and the conditional admission is communicated to the Graduate School, and the student must make a formal application through the Graduate School during the senior year for admission to the Master’s program.

Upon graduation with a bachelor’s degree, and with satisfactory performance (defined as 3.0 cumulative GPA and no grade below “B-” in the courses to be double-counted for the master’s degree), the student may be formally matriculated into the Master of Special Education High Incidence Disabilities program. Students who meet this requirement must matriculate within three months after receiving their bachelor’s degree in order to use the joint credits.

To maximize success for UMM students in this program, we propose a special track for part-time students. UMM students are often part-time and unable to be take advantage of a 4+1 agreement. We propose that qualified part-time students be allowed to double-count the four designated classes and apply them to a Master’s degree if they complete the program in 24 (rather than 15) months.

**District Leadership Specialist Program Overview (DRAFT #3)**

**(Superintendents, Assistant Superintendents, Special Education Directors, Assistant Special Education Directors, Curriculum Coordinators, Instructional Coaches)**

**Program Overview**

* EDS 643 Seminar in District Leadership (3 credits)
* EAD 630 School Finance and Business Management (3 credits)
* EAD 634 School Personnel Management (3 credits)
* EAD 640 Collective Bargaining for District Leaders (3 credits)
* EAD XXX Policy Development and Analysis for Central Office Admin (3 credits)
* EDC 595 Leadership in Curriculum and Assessment Design (3 credits)
* EDS 610 Introduction to Educational Research (3 credits)
* EDS 521 Statistical Methods in Education (3 credits)
* EDS 571 Qualitative Data Analysis (3 credits
* EAD 692 Internship in School District Leadership I (3 credits)
* EAD 693 Internship in School District Leadership II (3 credits)

**(33 credits)**

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| **Semester** | ***Year One*** | ***Year Two*** | ***Year Three*** |
| **Fall** | **EDS 643**  Seminar in District Leadership  (3 credits) | **EDS 521**  Statistical Methods in Education  (3 credits) | **EAD 634**  School Personnel Management  (3 credits)  **EAD 692**  Internship I  (3 credits) |
| **Spring** | **EDS 610**  Introduction to Educational Research  (3 credits) | **EAD 654**  Educational Policy Formation and Analysis  (3 credits) | **EAD 630**  School Finance and Business Management  (3 credits)  **EAD 693**  Internship II  (3 credits) |
| **Summer**  (typically runs through May and June) | **EDC 595**  Leadership in Curriculum and Assessment Design  (3 credits) | **EDS 571**  Qualitative Data Analysis  (3 Credits) | **EAD 640**  Collective Bargaining for District Leaders  (3 credits) |

**Graduate Student Appeals and Complaints**

**1. Appealing Course Grades** Final grades are modified only in exceptional circumstances and must have the approval of the course instructor. The following circumstances provide examples that might lead to a change in grade:

A. The final grade is clearly based on an arithmetic error in computing the grade or an error in the grading procedure (e.g., a completed assignment is not factored into the final grade).

B. The faculty member failed to follow to course grading policies (e.g., the instructor failed to follow written and orally communicated policies and procedures concerning assignment and course grading).

\* In instances in which the course instructor that issued the grade under appeal is no longer available and cannot be contacted, the appeal will be referred to the program faculty responsible for the course as the first step toward resolution.

Appeal Process The student should bring the matter to the attention of the course instructor within 14 days of the final grade being posted. If after conferring with the course instructor, the student does not believe the concern has been resolved in a satisfactory manner, they shall discuss the matter with the Coordinator of the program in which the course resides. The program coordinator may request a meeting with the student and instructor to resolve the concern. If the student is not satisfied with the decision of the Program Coordinator, the student will present a formal, written appeal, with appropriate documentation to the School Director. The School Director will issue a written decision to the student within 14 days. If the appeal remains unresolved at the Director’s level, the student shall submit a formal, written appeal, with appropriate documentation to the Associate Dean for Graduate Studies. The Associate Dean will issue a written decision to the student within 14 days.

Note: It is the responsibility of the student, faculty and college administrators to work to resolve the concern in a fair, but also expedient manner. Students should be aware that the appeal process should begin as soon as reasonably possible once the discrepancy or concern regarding the final grade has been identified.

Graduate School Involvement in Appeals As per Graduate School Policy, further written appeal outlining the concern and requesting a review, may be submitted to the Dean of the Graduate School. The Dean or his/her designee will confer with appropriate faculty members and administrators from the college and graduate program and then meet with the student to attempt to resolve the appeal. As per Graduate School Policy, if this resolution is not satisfactory, the Dean of the Graduate School or his/her designee will refer the appeal to the Executive Committee of the Graduate Board for one final review. The decision of the Executive Board shall be binding and the Dean of the Graduate School or his/her designee will provide written communication to the student and instructor.

Incomplete Grades Students may appeal changes to a grade of *I*. The student should bring the matter to the attention of the course instructor within 14 days of the grade change and posting of the final grade.

**College of Education and Human Development Policy on Incomplete Grades**

A grade of *I* (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all the work required to earn credit by the end of the semester or session. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted.

An *I* remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the allotted time for removing the incomplete or a request for an extension is not approved within the allotted time for removing the incomplete. A request for an exception to regulation to extend an incomplete beyond one year must be approved by the instructor, the students' advisor (for degree students), Graduate Program Coordinator and Dean. The request should note the circumstances necessitating the extension, the work that remains unfinished, and a specific deadline for completion. An extension will be granted only under unusual circumstances. For grades of *I*, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

Leaves of Absence Leaves of absence by students stops the clock on incomplete grades. Faculty members should check with the Administrative Assistant for Graduate Studies before making changes to grades of *I* for those students that have not met the deadline to be sure that the student has not taken a leave of absence.

**2. Failure to Adhere to University Policies** Students may bring complaints against faculty for failing to adhere to university policies. Such appeals may concern a wide variety of concerns.

Appeal Process Complaints concerning a failure on the part of a faculty member to adhere to Graduate School or University policies are based on University and Graduate School Policies and Procedures. Within the COEHD, complaints regarding violations of Graduate School and University Policy should be directed to the Associate Dean for Graduate Studies. The Associate Dean will consult appropriate policy manuals and University personnel to address the concern. Depending on the nature of the concern, he/she may meet with appropriate faculty members and administrators, and the student before recommending a process to resolve the matter.

Complaints regarding policy violations of a personal or legal nature, such as sexual harassment or discrimination, may be brought to any trusted member of the University or College community. Faculty and staff members of the COEHD shall follow University Policies in such cases (See Graduate Student Handbook).