THE UNIVERSITY OF MAINE
1865

Higher Education Programs
Master's Student Handbook
2022-2023

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Mission

The Higher Education (HED) graduate programs include the doctoral degree in Higher Education, which prepares mid-career professionals for programmatic and institutional leadership roles and the masters in Student Development in Higher Education preparing entry level professionals for work in student affairs in postsecondary institutions. While these programs have distinct goals as described below, they share in the mission to educate competent and visionary professionals and leaders working to support the academic missions of increasingly diverse, complex, and technologically intensive postsecondary institutions in Maine and beyond.

The HED graduate programs also share in the commitment to (1) developing both individual and professional skills and vision; (2) enhancing institutional capacities through more skilled leadership at all levels; (3) developing collaborative networks of professional resources and support through colleagues, faculty, and resource people with whom students have contact; and (4) providing a forum for analysis of regional and national problems in higher education and for advancing solutions to those problems.

Important Information

Support Staff

Asher Reisman
(207) 581-3119~ 118 Merrill Hall
asher.reisman@maine.edu
Asher will help with Merrill Hall needs

Aylah Ireland
(207) 581-1623 ~ 5775 Stodder Hall
aylah.ireland@maine.edu
Aylah is the Student Success Manager in the Grad School and can help with many Grad School-related questions!

Jo-Ellen Carr
(207) 581-2444 ~ 136 Shibles Hall
joellen.carr@maine.edu
Jo-Ellen will help with course registration, forms, and all College-related graduate issues

Higher Education Faculty

Elizabeth Allan, Professor
(207) 581-3166 ~ 335B Merrill Hall
elizabeth.allan@maine.edu

Kathleen Gillon, Assistant Professor
(207) 581-2734 ~ 335A Merrill Hall
kathleen.gillon@maine.edu

Leah Hakkola, Associate Professor
(207) 581-2416 ~ 331 Merrill Hall
leah.hakkola@maine.edu

Cooperating Faculty

Amber Gray
(207) 581-3612 ~ 5729 Fogler Library
amber.gray@maine.edu

Master's Degree Program
in Student Development in Higher Education

Master's Degree Program in Student Development in Higher Education

Program Overview

The Master's Degree in Student Development in Higher Education (M.Ed.) prepares entry-level professionals for positions in student affairs in postsecondary education in increasingly diverse and technologically advanced institutions.

Academic coursework provides solid theoretical and practical grounding for understanding the student services profession in the context of colleges and universities as complex organizations including: student development, socio-cultural identity differences/diversity, ethical professional practice, research, and technological competence. The practical implications of coursework are explored through class discussions of application, internship experiences, and graduate assistantships in a variety of campus offices.

To meet this mission, graduate students in the master's program will demonstrate:

- Analytic thinking
- Problem-solving skills
- Ethics-based decision making
- Understanding dynamics of socio-cultural identity differences
- Ability to understand and evaluate research in the field
- Historical perspectives
- Understanding of colleges and universities as complex organizations
- An understanding of professional responsibilities, networks/communities, and ethics in their chosen fields
- Effective, persuasive, and inclusive written and oral communication skills
- Understanding the social context and complexities of higher education
- Comprehension of the impact of social, economic, political, and legal trends
- Computer literacy and technological innovation
- Flexibility and confidence to provide leadership in times of change

Academic Framework

The 36-credit hour graduate program contains four major components:

1) Student Development in Higher Education core (18 credit hours)
2) Research core (6 credit hours)
3) Concentration (12 credit hours)
4) Social Justice ePortfolio

Students select and develop an individual area of emphasis to prepare for leadership roles in different higher education settings. Structured options for concentrations are available in:

- Educational Leadership
- Women's, Gender and Sexuality Studies
- Individualized areas (designed collectively by the student and the advisor based on university resources and student interests). Examples include: international student services, transitions to college, outdoor education, multicultural student services, disability studies, etc.

Social Justice ePortfolio

You will create an ePortfolio documenting the Social Justice and Inclusion (SJI) work that you do while earning your M.Ed.

Purpose

The purpose of this assignment is for you to track and reflect on your progress toward mastering the ACPA/NASPA Social Justice and Inclusion competencies. This work may happen as part of your classes, professional development sessions, your GA or job, your internship, or independently. As well as providing a way for you to assess your progress, the ePortfolio is a showcase of your SJI professional development that can be presented to potential employers.

The ePortfolio

You will upload examples of SJI work you have completed and provide a brief rationale explaining how each item you upload relates to the ACPA/NASPA SJI competencies. The examples you upload can take many forms. Here are some possibilities:
- Class assignments including, but not limited to:

- the social justice paper you will write for HED: 562 Assessing the Impact of College on Students
    - case studies related to social justice
    - research papers or presentations focused on social justice
- Personal reflections about:
    - A class discussion
    - A work experience
    - A professional development session
    - A book you read
    - A documentary you watched
    - An event you participated in
- Documents you have created for your GA position, or your job related to SJI work.
- Personal social justice statement.

We recommend that you use Google Sites to create your ePortfolio. If you would like to use a different platform you may discuss it with your advisor.

Requirements

Social Justice Self-assessment
The purpose of the self-assessment is for you to reflect on the social justice experience that you bring with you as you start the M.Ed. program.

You will upload at least **one item per foundational outcome** and a brief annotation explaining how the item demonstrates experience with that foundational outcome. Items in your portfolio may demonstrate evidence of more than one outcome. If you do work that reaches into the intermediate or advanced outcomes, please upload evidence of this. However, you are only required to show growth in the foundational outcomes, as the intermediate and advanced outcomes are intended for experienced student affairs professionals.

One item uploaded and annotated per semester. Due before the first day of the next semester. For example, you will upload and annotate one example before the first day of your second semester. You are asked to upload at least once per semester, to show that your work toward SJI competency is continual throughout

your degree. You may upload between semesters, as this will give you a chance to reflect on the work you did during the semester. You also may want to use final papers as evidence.

Master of Education (non-thesis)
Sample Program of Study with Dates

Student Name: _____   **Student ID #:** _____

Student Development Core (19 hours required)		**Credits**	**Date Completed**
HED 561	Developmental Theory in Higher Education	3	First Fall
HED 620	Seminar in Higher Education	3	First Fall
HED 690	Higher Education Internship	3/3	After First Semester
HED 630	Higher Education and the Law	3	Second Fall
HED 610	Capstone Seminar in Student Affairs	3	Last Spring
HED 523	American Community College	3	
HED 598	Professional Engagement in Higher Education	1	

Assessment/Research Core (6 hours required)

HED 562	Assessing the Impact of College on Students	3	First Spring
EHD 573	Statistical Methods in Education	3	

OPTIONS FOR INDIVIDUAL CONCENTRATIONS:

Note: Concentration courses are not restricted to those listed, they may also include others in the given area with approval of advisor.

Women's, Gender & Sexuality Studies Option (9-12 hours)

WGS 501	Graduate Topics in WGS	3	
_____			
WGS 510	Advanced Studies in Feminist and Queer Theory	3	
WGS 520	Research Methodologies in WGS	3	
WGS 580	Feminist Pedagogy and WGS Practicum	3	

Individualized Option (9-12 hours)

_____

_____

_____

_____

Professional Development Certificate ☐   **Social Justice Portfolio** ☐

TOTAL HOURS REQUIRED   36

Other focused individualized concentrations may be collaboratively arranged with permission of the faculty advisor and participating faculty. In all concentrations, other courses may be used as approved and available.

Student Signature: _____   **Date:** _____

Program of Study

Within six weeks of the beginning of the first semester, you should contact your advisor concerning the development of a Program of Study. The Program of Study form should be filed with the Graduate Records Assistant in the College of Education and Human Development, Jo-Ellen Carr, for transmittal to the Graduate School by the end of the first semester.

Courses for the M.Ed. in Student Development in Higher Education are defined on the program of study form with the exception of courses in the area of concentration and elective. In planning the program of study, the faculty strongly urge consideration of the student's professional background and goals, prior academic work, and areas calling for professional growth.

Academic Expectations
Only courses receiving a grade of "B" or above are counted in the Program of Study. Grades of B- or below will not be counted. Faculty reserve the right to ask students with one B- or C grade in any core courses to retake the course. Two or more grades of less than a B will result in dismissal from the program.

College Policy on Incomplete Grades in Graduate Classes
A grade of I (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the semester or session. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted. An I remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the allotted time period for removing the incomplete. A request for an exception to regulation to extend an incomplete beyond one year must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. The request should note the circumstances necessitating the extension, the work that remains unfinished, and a specific deadline for completion. An extension will be granted only under

unusual circumstances. For grades of I, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

Academic Integrity

Using another person's words, thoughts or ideas without proper attribution is plagiarism and a form of academic dishonesty. Academic dishonesty is a violation of the University of Maine System Student Conduct Code. It is your responsibility to become familiar with and abide by the University's policy on academic integrity, which prohibits plagiarism, falsification of information, deception and misrepresentation of information. For more information, please see: https://umaine.edu/communitystandards/academic-integrity/

Correct citation and quotation of others' work must be integrated into all coursework. Faculty will utilize online resources to analyze written assignments as necessary. In addition, it is expected that all work will be the result of the *individual* student's effort, unless otherwise explicitly stated. Any evidence of academic dishonesty in this course will result in rigorous application of UMaine's Policy on Academic Misconduct and may result in the failure of the assignment, the course, and possible suspension or dismissal from UMaine.

Time until Degree

All coursework for the master's degree or Ed.S. must be completed within six years.

Residence Requirement

At least 50% of the course credits applied toward the master's degree or Ed.S. must be taken through the University of Maine. Course credit taken in an approved University of Maine graduate outreach program and/or from the University of Maine via distance education technology may be used to satisfy this requirement.

Courses Taken at Other Institutions

A student wishing to take a course offered by another campus of the University of Maine System or by another college or university must obtain advance approval of the course from their advisor. If the course is offered by another campus of the

University of Maine System, the student should complete a [Domestic Study Away Form](), which arranges for the student's course grade to be automatically forwarded to the registrar at the Orono campus by the registrar of the campus offering the course.

Up to six credits of graduate course work taken from another institution may be transferred in upon admission on recommendation of the advisor. A total of 12 University of Maine graduate credit hours, taken within the prior 6 years, may be transferred in upon admission with permission of the advisor. Combined transfer courses should total no more than 12 credit hours.

Master of Arts (M.A.)/Master of Science (M.S.) Degrees
The M.A./M.S. degrees represent research-oriented master's degrees capped by an original research project. Proven M.Ed. students who have demonstrated the research interests and skills to do a master's thesis rather than the Capstone Seminar (HED 610) may apply for transfer to an M.A. or M.S. program after at least 18 hours of graduate coursework to include HED 562, and EHD 573. The application must include a proposal for the research project approved by the Higher Education faculty and signatures of three faculty committed to serving on the supervisory committee. Students in the thesis program are not required to take HED 610.

Master's Thesis
The minimum credit allowed for the master's thesis is six (6) hours but in no case may it exceed fifteen (15) hours. If more than ten (10) semester hours are allowed, at least two (2) academic years must be spent by the candidate in resident graduate study.

Education Specialist Degree (Ed.S)
The Ed.S. degree provides a cohesive program of professional development beyond the master's level for educational specialists. The student and advisor have the responsibility for planning a program of study leading to the Ed.S. degree. A minimum of 30 semester hours of work beyond the master's level is required to earn the Ed.S. Candidates must complete a minimum of 12 semester hours in professional education coursework at the 500- and/or 600-level at the University of Maine. All work for the Ed.S. must be completed within a six-year period. A master's degree in the Ed.S. subject matter is required for admission to the

program and a 3.5 GPA in prior coursework is preferred. The program will typically include a concentration of courses in the student's area of interest and at least two research courses.

Confidentiality Statement

All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please see the following link: https://studentrecords.umaine.edu/home/confidentiality/policies-and-practices-in-handling-student-records/

General Resources

Program Expectations for Students

Respectful Learning Environment

A central tenet of the Higher Education Program is a commitment to respect and inclusion regardless of race, gender and gender identity, sexual orientation, religion, disability, national origin, and socio-economic status. This commitment comes through every aspect of our program and in each of the courses we offer. Therefore, we expect that students honor and respect one another inside and outside of the classroom. We expect students and faculty alike to conform to the [APA Guidelines for bias-free language](). We highly encourage you to ask questions if you do not understand a particular concept or how to address a particular population. Respect of others is inclusive of others' ideas and opinions, even if we do not necessarily always agree with them. We ask that you keep an open mind in all situations and remember that an important part of the learning process is the growth that occurs in how we see what we are studying, each other, and ourselves.

Class Attendance

We expect students to be in attendance and prompt to each class meeting and to stay for the duration of the class. As the majority of the classes offered only meet once each week, class attendance is extremely important. If class attendance will be impossible in a given week, please let the instructor know as soon as possible (ideally no later than 24 hours prior to the class) so that the class is not inconvenienced by unnecessary waiting. Any announcements regarding class changes (e.g., snow cancellations) will typically be e-mailed to students. Students are also advised to check with 581-SNOW if there is a question about the University of Maine being open in inclement weather.

Class Participation

We expect students to fully participate in each course. Participation means being present and prompt, but it also means being prepared to discuss the topic or concepts covered at each class. Such preparation includes completion of required readings and assignments, and any online assignments and listening as discussion proceeds. Thinking through any comments you desire to make in the

class is important, asking yourself if the comment is on topic or related to the topic at hand, and to the preceding thread of discussion. Finally, an important part of communication is listening as well as speaking. Dominating the discussion does not allow others to voice their opinions and does not give you the opportunity to learn from your peers.

Professionalism

At all times, as a student in the Student Development in Higher Education program, as well as any roles you may hold within other campus affiliations (graduate assistantships, internships, etc.), you represent the University of Maine as a whole. As such, you must constantly be mindful of your topics of discussion, surroundings, and behavior. Your relationships with other students, professionals, and any other stakeholders are dependent on your professional dispositions, or, the values and behaviors you exhibit not just as a student, but at all times.

The Student Development in Higher Education program is responsible for ensuring that its graduates demonstrate professional and ethical behavior, including:

- Displaying care and trustworthiness
- Communicating professionally, respectfully, and effectively
- Displaying respect for diversity as an essential curricular component
- Demonstrating that important academic learning can be promoted through group work
- Demonstrating the ability to respond to individual differences
- Demonstrating the importance of adaptability and innovativeness
- Contributing to the broad university community
- Demonstrating professional responsibility and growth

Please refer to the [ACPA Statement of Ethical Principles & Standards](#) if you have any questions or concerns.

Inclusive Language Policy

The University of Maine, as an equal opportunity educational institution, is committed to both academic freedom and the fair treatment of all individuals. It

therefore discourages the use of sexist language. Language that reinforces sexism can arise from imprecise word choices that may be interpreted as biased, discriminatory, or demeaning even if they are not intended to be. Accordingly, all University communications, whether delivered orally or in writing, shall be free of sexist language. Guidelines of the [American Psychological Association on the use bias-free language](#) provide direction and are recommended because they are brief and list examples, but others may also be used.
https://umaine.edu/studentlife/student-handbook/ (for full policy).

Program Expectations for Faculty

In our efforts to support your education, we commit to the following:

1) We commit to responding to you in a timely manner. During the normal semester, this means that we will normally respond to e-mail or phone correspondence within one week, and will provide feedback on your writing within two weeks.

2) We will provide meaningful and respectful feedback that is intended to help you develop your scholarly thinking and expression. If you would like to receive feedback in a way other than how we are providing it, please let us know.

3) We will remain conversant about our specialty areas within the field, and will be able to guide you to resources (including texts and people) within the larger field. As we cannot know everything, we will welcome your bringing new resources to our attention that are particularly helpful to you so that we may share them with other students.

4) We will respect the knowledge and experience that students bring to enrich the classroom setting.

5) We will work to remain current with technologies for teaching and learning to accommodate different learning styles and mechanisms of access and appreciate student suggestions and support in this exploration.

6) We will attempt to model what we teach: collaboration, ethics, respect for others, rigorous thinking, commitment to a linkage between theory and practice, and responsible communication.

7) We will work to achieve our commitment to inclusive classrooms.

8) We will listen to the experience of students in constantly reviewing and modifying the delivery of our courses.

Program Events

Higher Education Orientation and Second-Year (Re)Orientation
At the beginning of each academic year, traditionally during the first week of classes, the Higher Education faculty hold an orientation for new students to get acquainted with resources and guidelines, as well as a second-year meeting for returning students to prepare to finish the M.Ed. program and prepare for next steps.

Academic Showcase
At the end of the fall semester, the Higher Education program, in collaboration with the Division of Student Life, invites campus partners and community guests to view the work Higher Education students have completed over the course of the semester. Master's students present their work, which is usually tied to one or more academic courses they have taken. This is a great opportunity for students to showcase the work they have done and connect theory to practice, sharing their work with many practitioners in student affairs.

Higher Ed Hello Prospective Student Visit Program
The annual Higher Ed Hello invites prospective students in the Higher Education program to visit the University of Maine, meet faculty and current students, and get a sense of the campus community. This program also allows prospective students to interview for open graduate assistantship positions for the next academic year.

Higher Ed Send-Off
Higher Ed Send-Off is a celebration at the end of each academic year that allows graduating students to reflect on their accomplishments in the company of faculty, supervisors, family, and loved ones.

Mental Health Resources

On-Campus Mental Health Resources

Self-care & Mental Health

- Mind Spa
  - Memorial Union Rm. 149
  - Contact:
    - Email: um.swell@maine.edu
    - 207.581.1423
- Counseling Center
  - Cutler Health Center Rm. 125
  - Contact:
    - 207.581.1392

Crisis Situations/Hotlines

- 911
- UMPD
  - 207.581.4040
- Community Health & Counseling Services Crisis Response Line
  - 888.568.1112
- Suicide Prevention Lifeline
  - 888.273.TALK
- Crisis Text Line
  - Text START to 741-741
- Trans Lifeline
  - 877.565.8860
- Crisis Intervention & Suicide Prevention Online chat, text, and telephone support for LGBTQ+ individuals under 25 years old
  - Trevor Project Lifeline: 1.866.488.7386
- Psychological distress (non emergency)
  - Intentional Warm Line
    - 1.866.711.9276

Check out the Counseling Center's websites for different support groups!
https://umaine.edu/counseling/outreach-education-support-groups/

Diversity Resources

The College of Education and Human Development is committed to creating and sustaining a caring environment that welcomes diverse learners and ideas. We strive to make continuous improvements in that environment by encouraging scholarly activity, thoughtful reflection and the courteous exchange of ideas and information leading to greater understanding of and appreciation for those things that make us different as well as alike.

To encourage this research and dialog, the college has created a library of reading and viewing materials available to students and faculty. You can find these resources here: https://umaine.edu/edhd/students/diversity-resources/

Program Resources

Certificate in Professional Development
The Professional Development certificate is an opportunity for students in the Student Development in Higher Education master's program to engage with a number of different competencies and involve themselves into the campus community. It provides motivation for students to attend professional development booster sessions, workshops, trainings, and speakers both sponsored by the Higher Education program and elsewhere on campus. When students complete ten sessions, at least one from each competency, they will be eligible for a certificate in Professional Development, which will be presented to them at the Higher Ed Send-Off ceremony. Completed sessions are tracked through the use of a Google Form by the HED Programs Graduate Assistant. The completed certificate will also be acknowledged on the student's Program of Study.

Internship Resources
Students are encouraged to seek out internship opportunities that align with their interests and professional goals. These internships can be on campus at the University of Maine, in the surrounding area, across the country, and internationally. The Higher Education program regularly keeps track of opportunities available to students. All guidelines for the internship requirement and available opportunities are compiled in a Google Drive folder which current Higher Education students can access here.

Guidelines for Independent Study in Higher Education

(HED 697)

Provides graduate students with an opportunity to increase professional competence through independent readings and research. Students plan individual projects to gain competencies in higher education. Once approved by an advisor and independent study professor; consult with the Graduate Records Assistant in the College of Education and Human Development (Jo-Ellen Carr) for a section to be set up.

Introduction

With the approval of a faculty advisor, students may register for graduate credit ranging from 3 to 6 hours under the guidance of a faculty sponsor. Students use this vehicle to fill gaps in their program and to pursue topics of personal interest.

Purpose

The purpose of independent study is to:

      1) Encourage in-depth study of problems germane to the field of study.

      2) Develop independent research and/or problem-solving skills.

Procedures

To assure quality in the efforts of students who pursue independent study, the following procedures should be used:

1) The student will discuss with the potential faculty sponsor the proposed area of study.

2) The student will then prepare a two- to three-page plan of study that addresses the following:

    a. Purpose
    b. Method
    c. Timeline
    d. Expected outcomes
    e. Procedures to be used by faculty in evaluating the study

3) After reviewing the plan with the student, the faculty member may approve and agree to supervise the area of study. If the faculty member is not interested in supervising the proposed plan of study, the student should be notified immediately. All independent studies must be supervised by faculty members duly appointed in the College of Education.

4) After approval of the plan of study by the faculty sponsor, the student should register for HED697, Independent Study in Higher Education.

5) Two copies of the plan of study should be filed with the graduate secretary in the Dean's Office, so that a record can be maintained, particularly when the awarding of credits is involved. One copy will be forwarded to the student's advisor.

6) Faculty should limit to a maximum of five the number of independent studies they agree to supervise in any one semester.

Independent Study/Directed Reading Course Guidelines

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

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

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

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

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

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

In order to register for the Independent Study, the student and instructor should cooperatively complete the attached *Independent Study Registration Form*, which will include an overview of the following:
- Proposed number of credits
- A statement of expectations and requirements
- Method(s) to determine progress

- A timeline for completion
- A schedule of meetings equaling the total number of required contact hours
- Signatures of the student and the instructor agreeing to these requirements

Registration forms should be reviewed and signed by the School Director then forwarded to [Jo-Ellen Carr](#) in Graduate Records.

SAMPLE
Independent Study Registration Form

Student Name _____Sarah Goodstudent_____

Student ID ___XXXXXX_____ Email _____goodstudent@maine.edu_____

Instructor Name ____Dr. D. Brown_____

Title of Independent Study _____The Glass Ceiling_____
(No more than 30 characters in the title)

Number of Credits to be Earned ___1_____ Semester/Year _____

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

Goals:
Three specific goals will be emphasized in the literature review:

1. To learn about psychological processes involved, including stereotyping, norms, gender role development, and prejudice.
2. To gain understanding of the glass ceiling effect by examining the literature regarding causes and effects of, and solutions to, the glass ceiling effect.

3. To explore applications of the above material to the "real world."

Assignments:

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

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

Requirements and Grading:

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

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

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

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

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

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

The student should present the list of selected readings to the instructor for approval prior to beginning reading. The student will read the articles and write an annotated

bibliography consisting of 1-2 pages (double spaced, typed) per article. The page should include the citation, a brief summary of the article, and a critique. Bibliographic entries should also make reference to other articles in the series and to the "big picture."

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

Timeline:

Week	Assignment	Total Meeting Hours
September 1-7, 2014	Read first chapter Meet with instructor to discuss	1
September 8-15, 2014	Read second chapter Meet with instructor to discuss	1
September 16-23, 2014	Read third chapter Meet with instructor to discuss	1
September 24-30, 2014	Read fourth chapter Meet with instructor to discuss	1
October 1-7, 2014	Identify 8-12 articles Meet with instructor to discuss	1
October 15-31, 2014	Write annotated bibliography Meet with instructor to discuss progress and review draft	2
November 1-7, 2014	Identify potential interviewee Meet with instructor to discuss	1
November 8-15, 2014	Conduct interview and write up Meet with instructor to discuss	1
November 16-30, 2014	Begin writing final paper Meet weekly with instructor to discuss progress and review draft	2
December 1-8, 2014	Complete final paper Meet with instructor to review final	1
	Total Number of Contact Hours with Instructor:	12

The signatures below indicate agreement to the above.

Student	Date
Instructor	Date
Advisor	Date
School Director	Date

Independent Study / Directed Reading Registration Form

Student Name _____

Student ID _____ Email _____

Instructor Name _____

Course Number: _____ HED 697 _____

Title of Study _____
(No more than 30 characters in the title)

Number of Credits to be Earned _____ Semester/Year _____

Study Overview:

Goals:

Assignments:

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

Goal	Activity	Product/Evaluation

Requirements and Grading:
The student's performance will be evaluated based on the following:

Timeline:

Week	Assignment	Total Meeting Hours
Total Number of Contact Hours with Instructor:		

The signatures below indicate agreement to the above.

_____   _____
Student   Date

_____   _____
Instructor   Date

_____   _____
Advisor   Date

_____   _____
School Director   Date

Internship Guidelines and Requirements

Purpose of the Internship

- An internship in higher education involves an in-depth experience in an office or with a program. For 3 credits, students are expected to work an average of fifteen hours per week for a semester for a total of 225 hours. In certain situations, graduate assistantships or work situations may be used to meet this requirement when there is a specific, supervised project designed to function as a professional learning experience in addition to the usual assistantship or job responsibilities.

- Internships should provide students with experience in and understanding of a particular office, program, or type of student services or research related to student services (e.g., student activities, career planning, student conduct, academic advising, new student orientation, athletics).

- The placement of the graduate student should be selected, when possible, to reflect the student's career goals.

- The field supervisor will be clearly identified and will be available for at least one hour per week for critiquing the student's performance and processing the student's experience. Faculty supervision or review will be seen as a complement to the field supervision.

- The internship should provide opportunities for self-evaluation by the intern and motivation for additional training.

Intern Requirements

- Complete at least one semester of graduate study in order to be eligible for an internship experience.

- Arrange an appropriate placement and work with the field supervisor to define the responsibilities or "job description" to be addressed in the internship. Submit the internship agreement with signatures of both intern and supervisor to the faculty supervisor prior to the internship semester.

- Establish a schedule that will complete the necessary clock hours on the job, to be arranged by mutual agreement between the intern and on-site supervisor (15 hours per week per semester).

- Participate as arranged in HED 690 seminars held approximately every two weeks for a group discussion with other internship members or online via Brightspace.

- Keep a daily log of internship activities and time spent. This should be submitted at the end of the course to the instructor.

- Submit a written "thought piece" or "reflection" prior to each on-campus seminar via Brightspace.

- Provide a final report/portfolio on the internship experience. A suggested outline is provided in the seminar syllabus.

- Follow the intern guidelines as indicated below.

Intern Guidelines
- Upon agreeing to the internship, the intern and supervisor will discuss and agree to the elements of the "job description" and expectations of the internship. **Those expectations will be summarized in writing by the supervisor and intern and filed with the faculty supervisor prior to beginning the internship**.

- Fill promptly all assignments by the supervising professional at the internship site and by the faculty supervisor.

- Notify the administrator and supervisor at assigned placement of any intended absences from duty.

- Discuss and conform to professional codes of appearance and behavior and established guidelines for each work setting.

- Follow the procedures at the placement site and the placement supervisor in regard to the protection of confidential materials.

- Assume responsibility for the safekeeping of office materials and related equipment.

- Make a tentative plan for each week's activities and have it approved by the supervising professional at the assigned placement.

Administrative Supervisor Guidelines

The supervising administrator commits to serving as a mentor to an aspiring professional for whom the placement is a key educational experience. Agreement to serve as an intern supervisor is a commitment to a key educational role in the student's graduate program. The role demands weekly attention in meetings with the intern, attention to the assignment and supervision of professional level responsibilities, and attention to regular feedback and communication. The experience typically provides valuable staff support for the office of placement and a rewarding professional experience for both the intern and the supervising professional.

- Prior to beginning the internship, identify, with the intern, the expected responsibilities or job description. The job description should then be submitted to the faculty supervisor. While the placement should provide an exposure to the breadth of responsibilities associated with the office and the professional role, the most successful internships usually include a clearly designated project or area of professional level responsibility for which the intern has primary responsibility.

- Introduce the intern to all office staff with whom the intern will have regular contact while on the job.

- Assure work space and arrangements for communications resources (e.g., phone and computer)

- Provide opportunities for the intern to observe staff meetings and other meetings that may be relevant to the intern's placement.

- Provide the intern with information concerning the policies and procedures of the assigned placement including expectations for confidentiality of information and communications as appropriate.

- Assist the intern in developing a schedule of office duties that reflects the diversity of the placement site. Regularly revisit and modify the schedule with the intern over the course of the semester.

- Ensure that the intern has a tentative plan of action for each week on the job.

- Assist the intern in periodic self-evaluation by using materials provided by the University or other materials available to you in your office setting.

- Advise the faculty supervisor of any questions or problems that arise in connection with the program. One key faculty role is to help facilitate communication if the internship is not going as expected.

- At the conclusion of the internship and prior to the end of the campus' exam week, file a final evaluation with the faculty supervisor, which will be of assistance in determining the final grade and provide additional information for any requested reference letters.

Some Suggested Activities for Interns (Subject to Supervisor Approval)

Contingent upon the nature of the placement, student interns should have an opportunity to participate in the following activities:

1) Attend staff meetings.

2) Conduct interviews of office staff.

3) Observe and participate in student staff interviews.

4) Construct questionnaires.

5) Construct publications.

6) Administer, score and interpret standardized tests where appropriate.

7) Interview students.

8) Provide written summaries of interviews.

9) Help plan and deliver office services.

10) Read and summarize reports.

11) Plan and carry out independent projects.

12) Attend and conduct interviews.

13) Plan follow-up studies or methods of program evaluation.

14) Work cooperatively with staff members in conducting research.

15) Plan with staff in organizing elements of office operations.

16) Initiate referrals (with supervisor's approval).

17) Gain experience in the following areas, where appropriate:

a. Organizational behavior;

b. leadership;

c. formal organizational theory;

d. conflict resolution;

e. needs analysis;

f. the impact of college environments on students;

g. attrition and retention studies;

i. counseling theory;

j. theories of career development;

k. career exploration techniques;

1. history, philosophy and legal aspects;

m. professional standards of higher education;

n. professional ethics;

o. problems and issues in higher education;

p. problems and issues in student affairs functions;

q. research design;

r. beginning statistics;

s. computer literacy;

t. proposal writing;

u. evaluation models and methodologies.

While this list is not all-inclusive, it should serve as a basis for developing opportunities for the intern's participation in the internship experience. The major goal of the internship is to permit the intern a first-hand, well-rounded experience in the area of higher education under the tutelage of a practiced professional.

Important Forms

The following section includes links to forms students might have occasion to use in the course of their graduate careers and explanations of their uses. Students should also regularly visit the [Graduate School's webpage](#) to stay up-to-date on newly released information and forms that might be required.

1)   **Request for On-Leave Status** – If you are a full-time graduate student you must maintain continuous enrollment throughout your program. Continuous enrollment means every graduate student admitted for full-time study is required to register each fall and spring semester for at least 6 credit hours except as noted in the [General Policies and Regulations of the Graduate School.](#) Full-time students must register each semester from the time of the first enrollment in the Graduate School until the completion of all requirements for the graduate degree, including filing the thesis or dissertation and passing the final oral examination.

If you are unable to maintain continuous enrollment, you may remain in good standing and return without reapplication by filling out, with your advisor, [the Request for On-Leave Status form](#).

Note: A graduate student who has been admitted on a part-time basis is required to enroll and register at least once every 12 months from the time of first registration in the Graduate School until the completion of all requirements for the graduate degree. All students must also be registered in the semester in which they graduate.

2)   **Domestic Study Away Form** – If you wish to take a course at another institution to apply to your program, you must review the course, in advance, with your advisor, provide a course description and syllabus, if available, and complete the [Domestic Study Away form](#). Return the completed form to [Jo-Ellen Carr](#) after it is signed by your advisor. Submission of the transcript after completing the course is the final step in assuring the course credit is applied.

Good Scholarly Writing

High quality academic writing advances existing knowledge and exhibits the following content and form characteristics:

Content

- Synthesizes what is already known (i.e., extant literature).
- Evaluates the current base of knowledge as to a) its relevancy to question under study; b) methods used to draw conclusions; c) gaps or unexplored areas; and, d) its significance in advancing theory/practice
- Achieves an appropriate balance of a) description, b) synthesis, and c) analysis or evaluation. Ordinarily, descriptive narratives of literature or another researcher's work should be kept brief and to the point unless there is justifiable reason to go into detail.
- Arguments and conclusions are supported with appropriately cited evidence from the literature. Cited evidence is important in linking the ideas of the writer to the existing base of knowledge. Such a linkage is critical in defining quality research and writing in a field.
- After reading the work, the reader should be clear on its contribution, and why the topic is an important one to study.
- Arguments made are compelling.
- How does this piece of work, or the topic of the work, influence larger contexts? For example, if the topic is an analysis of a particular phenomenon, how might this analysis contribute to our understanding of the phenomenon in similar contexts?

Form

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

Writing Resources

- University of Wisconsin Writing Center: https://writing.wisc.edu/
- Purdue Online Writing Lab (OWL): http://owl.english.purdue.edu/
- UMaine Writing Center: http://www.umaine.edu/wcenter/

Academic Policies

Adding/Dropping Courses

University policy generally rules out adding any course after the first week of classes during the regular semester or after one day in summer session.

Drop actions (without academic penalty) will be accepted on the signature of the student's advisor during the first five weeks in a regular semester or the equivalent in a summer session; and thereafter, "Drops" will be considered by the Graduate School and only after consultation with the advisor.

Credit Load for GAs

Students holding graduate assistantships are normally considered to be employed on a half-time basis and are limited to twelve (12) hours of total credit per semester.

Full-time/Part-time Student Status

Graduate students admitted as full-time students must maintain full-time continuous enrollment.

Full-time continuous enrollment for a graduate student is defined to be registration for six (6) or more degree hours per semester and/or registration for at least one credit hour in the Summer Session. Part-time enrollment is defined as registration for fewer than six (6) hours per term. Part-time students must register at least once per year to maintain continuous enrollment, but do not have access to library and other campus resources unless registered each term. The Office of Student Aid defines full-time/part-time status for aid eligibility exclusively by credit load per term.

Doctoral students who have been admitted to candidacy and students in their final semester of study may maintain full-time enrollment status by registering for a minimum of one (1) thesis credit during the Fall and Spring semesters.

Time Limit for Completion of Requirements

All work for a doctoral degree must be completed within four (4) years of admission to candidacy. Students must be admitted to candidacy within four (4) years of registration for the first work presented for satisfaction of degree requirements.

Frequently Asked Questions

What is SDA?

The Student Development Association is the student organization for graduate students in Student Development at UMaine. The SDA provides monthly meetings, social events, philanthropy, and professional development opportunities for the graduate students in the Higher Education program and to link students with professionals in the field.

Are there opportunities for students to get involved in local and national associations?

We highly encourage students to get involved in campus, local, and national professional associations. Involvement at the graduate level is a very important part of the preparation for the professional role as well as a great opportunity to network and meet new friends and colleagues. The SDA (see above) and the Graduate Student Government (GSG) on campus are great outlets for involvement. Both NASPA and ACPA and their local affiliates are also popular choices for involvement. ASHE (Association for the Study of Higher Education, AERA (American Educational Research Association), and other national organizations are also popular opportunities for involvement. Check with other professionals in your area to see about other organizations in which you should become involved.

What other sources of financial aid are available?

You should check out the Office of Student Financial Aid's website for more information on financial aid including scholarships, work study, grants, loans, and other local sources of funding. Students can also view the Graduate School's webpage on financial aid and the COEHD page for the Graduate Affairs Committee, which lists some additional funding sources for COEHD students.

Will I pursue my research as an isolated scholar?

No, a key role of coursework and related activities is to build a web of colleagues among classmates and faculty with whom to share ideas and efforts as you proceed in the program.

What about graduate assistantships (GAs)?

Many higher education students serve as graduate assistants in various student affairs and administrative offices on the campus. Students may seek further information and apply directly to the office in which the assistantship resides. The Higher Education

faculty can provide a list of programs in which our students have previously served with contact information for the various offices. The HED Hello program, hosted annually in February, provides a structured opportunity for admitted students to interview for GA positions.

An assistantship typically consists of a position on campus that provides tuition remission and potentially a stipend for the student who holds the position, in exchange for (typically) 20 hours of work per week. Once awarded a GA position, students are generally contracted to work in that position for one academic year with exact start and end dates varying depending on the department.

If a student plans to continue in their current assistantship and not explore other funding opportunities for the next academic year, it is important for the student to have a conversation with their current assistantship supervisor to sign an intent to return. For many students, the funding is a substantial component for their continued enrollment in the Higher Education program. Signing an intent to return secures funding for the next academic year.

There is a possibility that a contract is not renewed for a second year, or that a student does not feel that they fit well in the assistantship and would like to work elsewhere on campus. Regardless of the circumstances that result in a contract not being renewed, it is important that the student takes the initiative to identify and apply for other assistantships as soon as possible. Otherwise, their tuition remission and stipend benefits are at risk for the next academic year.

If you are planning to change assistantships, it is best to look for assistantships at the beginning of and throughout the spring semester. It is best to explore assistantship opportunities before Higher Ed Hello in February to ensure access to openings for the following academic year. Assistantships will be posted periodically throughout the semester and the summer as well, however; they may not be assistantships that are student focused or even student facing. It is recommended that you prioritize assistantships that are in functional areas of interest, and those are likely in units that typically hire earlier in the semester.

Additionally, be sure to reach out to your faculty advisor for assistance. We are able to help support you in connecting with hiring managers and securing an assistantship.

Due to staffing shortages and gaps, an opportunity for a 30 hour assistantship may arise. This is an opportunity to be fairly compensated for a workload exceeding a typical 20 hour/week assistantship. When considering this opportunity, it is important to have conversations with your supervisor and faculty advisor about your capacity for the semester before making a decision. If you do accept a 30 hour assistantship, there is always the opportunity to reduce hours back to 20 in the following semester, pending the needs of the office and your capacity to continue to work for 30 hours. Increasing your GA hours to 30/week requires approval of your faculty advisor.