Graduate Board
Room 57, Stodder Hall
Thursday, March 31, 2016
3:00- Refreshments
3:15 - Meeting

AGENDA

1. Review/approval of December 2015 minutes

2. January and March 2016 Graduate Curriculum Committee Reports

3. Quick items:

   a. Graduate School fellowship and scholarship recipients
   b. Graduate and Undergraduate Research Symposium, April 27
   c. Graduate Hooding Ceremony – announcing outstanding students
   d. America East Consortium Hackathon
   e. ETD implementation committee
   f. Faculty Recognition Luncheon

4. Proposals for Master of Arts in Teaching and Graduate Certificate in Teacher Certification – Deborah Rooks-Ellis

5. Proposal for Graduate Certificate in ESL – Shelly Chasse-Johndro

6. 4+1 accelerated program incentive

7. Items arising

AGENDA

Attending: P. Agrrawal, J. Ballinger, S. Belknap, S. Bennett-Armistead, D. Bousfield, T. Bowden, S. Butler, Andrew Goupee (for V. Caccese), S. Coughlan, M. Day, S. Delcourt, J. Ferland, B. Frederick, H. Hamlin, C. Isenhour, S. Jain, C. Kim, M. Kinnison, A. Knightly, G. Markowsky, S. Marrs, I. Mette, K. Miner, D. Neivandt, S. Ohno, S. Oliver, A. Reeve, E. Pandiscio, D. Rooks-Ellis, A. Rosenwasser, M. Shea, M. Socolow, C. Villacorta Gonzales

Graduate School: C. Burgess, L. Dupee

Guest Speaker: J. Wincowski

1. Review/approval of October 2015 minutes
   Motion, seconded, two abstentions, approved

2. December 2015 Graduate Curriculum Committee Report
   S. Delcourt presented the following courses which had been recommended by the Curriculum Committee at their November 3rd and December 1st meetings for approval by the Graduate Board (GB).

   November 3rd
   New Courses:
   COS 540 - Computer Networks
   SFA 672 - Dynamic Technical Presentations

   Modifications:
   SIE 503 - Principles of Experimental Design
   SIE 505 - Formal Foundations for Information Science
   SIE 507 - Information System Programming
   SIE 510 - Geographic Information System Applications
   SIE 512 - Spatial Analysis
   SIE 515 - Human Computer Interaction
   SIE 516 - Virtual Reality: Research and Applications
   SIE 555 - Spatial Database Systems
   SIE 557 - Database System Applications
   SIE 558 - Real-time Sensor Data Streams
   SIE 559 - Geosensor Network
   SIE 570 - Spatial Cognition Computing
   SIE 571 - Pattern Recognition and Robotics
   SIE 590 - Information System Internship
   SIE 598 - Selected Studies in Spatial Engineering
   SIE 699 - Graduate Thesis/Research
   SMS 691 - Marine Science Seminar

   Eliminations:
   SIE 565 - Reasoning with uncertainty in Spatial Information Systems

December 1ˢᵗ
New Courses:
FSN 506 - Nutritional Assessment
SFA 551 - Infectious Diseases and Food Safety-From Plants to Humans
SED 585 - Communication for Students with Autism Spectrum Disorders

Modifications:
ERS 560 - Marine Geology
SMT 507 - Research-related Curriculum Development in Science and Mathematics (title change)

Motion to accept, seconded, unanimous approval

3. Quick items:

   a. CGS Meeting recap
   D. Neivandt, C. Kim, and S. Delcourt attended the Council for Graduate Schools (CGS) annual meeting in Seattle and gave recaps of some of the sessions. D. Neivandt described attending a session focused on using alumni to further programmatic goals with suggestions including involvement on external advisory boards, increased interaction with students such as through judging as deemed appropriate, and for building professional development opportunities for students. S. Delcourt described attending a session which focused on the holistic, inclusive review of graduate applications, a study that resulted from a partnership between CGS and Hobsons. He will disseminate report to GB when it is released. C. Kim described a plenary session focused on the partnerships of graduate schools and businesses. She explained how industry representatives discussed rewarding team based work within industry culture; however graduate students usually earn praise as individuals, creating a difficult transition into industry especially after doctoral work. She further explained that industry partners are looking for strong communication, writing, and analytical thinking skills which graduate students often provide. She described the process at Amazon where all presentations are written as proposals rather than PowerPoint presentations, passed out, read, and followed with discussion.

   b. Speaker list for Graduate Hooding Ceremony
   C. Kim explained Sarah Smiley is the Hooding Ceremony speaker lined up for May 2016. She encouraged GB members to supply recommendations for future speakers and explained that more prestigious speakers require reaching out years in advance to schedule a speaking engagement. She asked GB to think about criteria for hooding speakers and stated a connection to Maine is encouraged while a Masters or Doctorate at UMaine is preferred, but not a requirement. G. Markowsky suggested Bob Metcalf, the inventor of Ethernet, and Paul Stukey, of Peter, Paul, and Mary, both of whom have received honorary doctorates from UMaine. K. Miner suggested a speaker who has solved a complex problem.

   c. Research video
   C. Kim explained that the marketing video is a rough cut with significant pieces missing from the social sciences and arts and humanities, and encouraged GB members to provide feedback. After watching the video, she stated the purpose of the video is for recruitment use at open houses, graduate fairs, etc. She discussed the potential for breaking this video into two; one focusing on

graduate and one on undergraduate programs. The Graduate Board as a whole liked the video very much. J. Ferland suggested focusing on Canadian studies due to geographic proximity. C. Villacorta Gonzales wondered if the video might show more diversity representative of the population at UMaine through international students, and he proposed a student speaking in a different language. D. Klimis-Zacas suggested the video focused on agriculture with little representation from biomedical disciplines: Food Science, Biochemistry, and Bioengineering. C. Kim acknowledged the limitation of representing all STEM disciplines. She explained the second rough cut exposed the need for separation of undergraduate and graduate programs potentially represented by two videos. T. Bowden suggested using single shots to target multiple disciplines.

    d.   C. Kim welcomed Mike Kinnison to GB and the EC.

4.   Joel Wincowski, *interim* Vice President for Enrollment Management
C. Kim introduced Joel Wincowski and explained his partnership with the Graduate School in graduate enrollment management with support from J. Ballinger and S. Oliver. J. Wincowski explained how UMaine is his first graduate admissions role with a flagship university and his previous experience was in undergraduate admissions as well as financial aid, IEI, and international programs. He discussed some new initiatives for increasing undergraduate enrollment at UMaine, including the "Maine Matters" program for residents as well as a "Flagship Match" for nonresident students. He stated the importance of building and promoting the academic image of the institution, and explained that enrollment management's focus will be where the student demand is. He encouraged GB members to collaborate with the graduate admissions team to help move graduate marketing and admissions forward. M. Kinnison suggested direct advertisement of specific funded graduate positions to attract students of the highest quality. S. Bennett-Armistead suggested using graduate alumni. J. Wincowski explained the graduate admissions process could be made more efficient and agreed that one "low hanging fruit" is to target undergraduate alumni for graduate programs. He further stated the need for a list of the most important academic components thought to impact graduate admissions decisions in order to build programs with quality students. C. Kim suggested that GB members look at the Faculty Forum presentation on research and graduate studies located on the Provost website. S. Delcourt explained by nature graduate admissions is very department specific meaning direct involvement with Graduate Coordinators and department chairs for planning and development is crucial.

5.   Discussion of recommendations from the *ad hoc* ETD committee
S. Delcourt explained that the ETD committee had presented nine recommendations distributed at the October GB meeting and GB members had been asked to take the recommendations back to departments for discussion and to come prepared to discuss at the December GB meeting. He further explained that D. Butterfield-Nagy in the Library was involved in the committee discussion, and the Library would need to take responsibility for some of the recommendations if approved by the GB. Delcourt noted that he and D. Neivandt attended an informational meeting sponsored by ProQuest which made some interesting recommendations that would be pertinent to implementing the ETD committee's recommendations, including assigning a unique identifier (ORCID ID) to each UMaine graduate student author so that publications unique to that author could be more easily tracked. C. Burgess expressed concern regarding submitting a thesis only electronically because of incorrect information such as spelling errors and incorrect page numbers that would require correction. G. Markowsky stated that the

advisory committee would need to be responsible for accuracy in the document and explained that the Graduate School review is limited to formatting issues. J. Ferland suggested that the final thesis should be submitted through the advisor before being sent to the Graduate School and/or the Library. S. Delcourt explained the online submission would place more responsibility on the faculty advisor and committee rather than the Graduate School. G. Markowsky suggested the creation of templates for different disciplines. O. Smith expressed the value in having some standard expectations for structure and presentation that would lead to some degree of uniformity (at least within a discipline). S. Belknap stated the graduate students, in general, are in support of the recommendations by the committee. T. Bowden supported modernizing the system, stating online indexing increases visibility of work. O. Smith asked that each ETD recommendation be considered and approved by the GB individually. S. Delcourt suggested creating a working committee of all stakeholders to discuss each ETD recommendation, its feasibility, and if feasible, the necessary implementation steps. The working committee would make its recommendation to the GB at a later meeting.

Motion to accept the ETD committee's recommendation to phase out submission of a paper copy and establish an implementation committee to move towards a completely electronic submission process, seconded, approved unanimously.

6. Evaluating graduate student progress/satisfaction
   C. Kim stated this item will be moved to the next meeting agenda.

7. Items arising
   S. Belknap announced the GSG is working with the library, career center, and grant development office to make professional development opportunities more robust for next semester.

   C. Kim announced the GSG and the Center for Undergraduate Research are collaborating to hold an Undergraduate and Graduate Student Research Day on April 27th at the Cross Insurance Center in Bangor. She asked faculty to encourage students to participate, explaining the format will feature poster, oral, and multimedia presentations. She also asked that faculty be forgiving of student class attendance for those who will present at the event. I. Mette suggested roundtable discussions as an additional format. D. Neivandt explained that the event is also meant to celebrate graduate students who have mentored undergraduate students. The Graduate Deans' award recognizes outstanding graduate student achievement in this area.
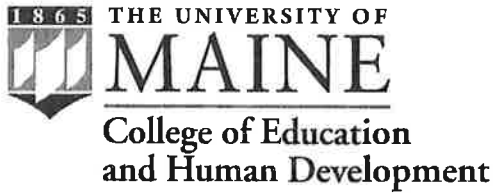
Master of Arts in Teaching (MAT) Program Revision
Approval Form

Program Coordinator

Date

Department Chair

Date

[signature]

College Curriculum Committee Chair

Date 1-7-16

[signature]

Dean

Date 1/9/16

Graduate School Curriculum Committee

Date

Dean of the Graduate School

Date

Provost

Date

President

Date

The review process included:
- Creation and vetting by an internal College committee made up of faculty and administrators on September 10, 2015
- Review by and approval of the faculty of the Department of Teacher and Counselor Education on DATE
- Forwarded to the College Curriculum Committee on DATE for review

Master of Arts in Teaching (MAT) Program Revision

While significant interest exists in a master's degree that leads to certification in teaching in Maine, the College has found that the previous delivery and offerings included in the existing Master of Arts in Teaching (MAT) program became difficult to realize with diminished faculty.

Moreover, the existing MAT program was modeled as a full-time program, which precluded many interested professionals from pursuing the degree.

Below, we provide an overview of the proposed changes to the MAT program that would increase relevancy and access to prospective students.

Proposed Changes to Program

The existing MAT program has traditionally catered to students seeking teaching certification in a content area at the secondary (grades 7-12) level.

Credit Hours
The current program requires 36-39 credit hours, which includes 3-6 credits in the specific content area for secondary specialization (e.g., mathematics, Spanish, physics, music, etc.).

The proposed program will require 36 credits, assuming that the content area has been satisfied with the student's bachelor's degree major. Should additional content courses be required to gain certification, the student would be expected to complete these beyond the program.

Courses
In addition, the proposed program will implement several new courses into the curriculum.

The previous program consisted of the following courses:
EPY 521 - Educational Psychology (3 cr.)
EDU 522 – Instructional Technology Institute (2 cr.)
EDU 590 – Curr/Org Middle School (2 cr.)
EDH 501 – Social Context of Education (3 cr.)
EDU 590 – Teaching and Learning (2 cr.)
ERL 440 – Teaching Reading in secondary Schools (3 cr.)
EDW 472 – Workshop Secondary Ed – Teaching Writing (3 cr.) and Teaching Writing Practicum (3 cr.)
ESS 441 – Teaching Social Studies in the Secondary School (3 cr.) or
ESC 452 – Teaching Science in the Secondary School (3 cr.) or
EMA 551 – Newer Practices in Mathematics Education (3 cr.) or
MLC 466 – The Teaching of Modern Languages (3 cr.)
EDS 510 – Intro to Educational Research (3 cr.)
EDS 520 – Assessment of Learning (3 cr.)
EDU 557 – Educational Practicum (3 cr.)

ERL 537 – Literacy Across the Curriculum (3 cr.)
SED 500 – Adapting Instruction for Students with Disabilities (3 cr.)
EDU 591 – Educational Internship (6 cr.)
Plus 3-6 cr. of content area coursework

The proposed new program will include the following courses, with the newly added
courses designated, noting that many course prefixes and numbers have changed since our
conversion to the EHD prefix last year:

Course Number/ Title	Modality	Frequency of Offering
EHD 501 (3 credits) Social Context of Education	Online	Summer
ERL 537 (3 credits) Literacy Across the Curriculum	Online	Spring
EDT 520 (3 credits) Technology in Education	Online	All terms
EHD 586 (3 credits) – NEW Seminar in Action Research	Online	Fall
EHD 587 (3 credits) – NEW Practicum in Action Research	Online	Spring
SED 500 (3 credits) Adapting Instruction for Students with Disabilities	Online	All terms
Various (3 credits) Methods Courses	Face-to-face	Fall
EHD 601 (3 credits) – NEW Classroom Prevention & Intervention	Hybrid	Summer
EHD 504 (3 credits) – NEW Teaching & Assessing for Student Learning	Hybrid	Fall Summer
EHD 657 (3 credits) Practicum and Seminar	Hybrid	Fall Spring
EHD 693 (6 credits) Student Teaching & Seminar	Face-to-face	Fall Spring
Total Credits = 36		

Program Pacing
The proposed program will offer primarily online courses with some courses offered in
hybrid format. Methods courses may be offered in various modalities, depending on the
instructor's discretion. The internship, or student teaching, must be completed face-to-face.

With the proposed changes, students can participate in the program full-time and complete
it in two years with one or two summers of coursework. Students can also enroll part-time
and complete the program as their schedules and lives allow.

Proposed Changes to Catalog Descriptions

The relevant catalog descriptions for the MAT are included below, with proposed changes in strikethrough.

SECONDARY EDUCATION

Master of Arts in Teaching (M.A.T.):

The Master of Arts in Teaching in Secondary Education program is a 36-45 credit hour program for individuals who have a bachelor's degree in an academic area other than education and wish to pursue grade 7 through grade 12 teaching certification. ~~The M.A.T. is a full-time 12-month program that runs from June to June.~~ It includes all professional education courses and school internships required for Maine state teacher certification. The M.A.T. prepares students for certification in English, mathematics, life and physical sciences, and social studies (7-12) ~~and foreign languages (K-12)~~. Applicants should have their undergraduate transcripts evaluated by the Maine Department of Education to determine if they have taken the academic courses necessary to obtain teacher certification in at least one endorsement area. Applicants must be within two courses of completion of those academic prerequisites and complete them prior to receiving the M.A.T. Prior to admission, applicants must pass the PRAXIS I test, which is required by the State of Maine for certification. Once admitted, and prior to beginning their internships, MAT students must also pass the appropriate PRAXIS II test required for their desired teaching certificate.

Master of Arts in Teaching

The Master of Arts in Teaching (M.A.T.) is a 36-45 credit hour program for individuals who have a bachelor's degree in an academic area other than education and wish to pursue certification for a career in teaching. ~~The M.A.T. is a full-time 12-month program that runs June to June.~~ It includes all professional education courses and school internships required for Maine state teacher certification. The M.A.T. prepares individuals for certification in ~~elementary education (K-8) (not available 2012-213);~~ English, mathematics, life and physical sciences, and social studies at the secondary level (7-12); ~~and foreign languages (K-12)~~. Applicants must submit passing scores, as determined by the State of Maine, on the Praxis II exam. ~~For Elementary Education, students must submit passing scores on the Praxis II exam prior to student teaching. Additionally, applicants who wish to be considered for competitively awarded graduate scholarships are encouraged to submit GRE scores.~~ Applicants should also have their undergraduate transcripts evaluated by the Maine Department of Education to determine if they have taken the academic courses necessary to obtain teacher certification in at least one endorsement area. Applicants must be within two courses of completion of those academic prerequisites and complete them prior to receiving the M.A.T.

Admissions Criteria

In order to be admitted to the MAT program, the applicant must demonstrate the following:
+ Passing Praxis I (CORE) scores
+ Minimum of 3.0 GPA overall in undergrad degree
+ Minimum of 3.0 in Content Area
+30 hours of content subject (at least 24 completed before admitted)
In addition, 3 letters of reference speaking to the candidate's ability to do graduate work and his or her professional potential in teaching should be included in the application materials.

THE UNIVERSITY OF

MAINE

College of Education
and Human Development
Graduate Certificate in Alternative Teacher Certification
Approval Form

Program Coordinator   Date

[signature]   12-03-15

Department Chair   Date

Deborah L Cooks-Ellis   12-01-15

College Curriculum Committee Chair   Date

[signature]   12/3/15

Dean   Date

not applicable (SD - 12-01-15 conversation)

Graduate School Curriculum Committee   Date

Dean of the Graduate School   Date

Provost   Date

President   Date

The review process included:
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- Review by and approval of the faculty of the Department of Teacher and Counselor Education on September 18, 2015
- Forwarded to the College Curriculum Committee on November 3, 2015 for review
- Approved at CCC December 1, 2015
- Forwarded to Scott Delcourt December 2, 2015

Alternate Certification Pathway
Graduate Certificate in Teacher Certification

Need

- The College of Education and Human Development (COEHD) receives inquiries on a weekly and even daily basis from individuals who hold a bachelor's degree and are seeking a pathway to teacher certification without completing an additional bachelor's degree
- Other programs in College of Liberal Arts and Sciences (CLAS) have also expressed interest in such a program as many of their students will only come to realize their desire to teach late in their degree programs
- We lose students regularly to Husson and USM, who have these options
- The need is particularly acute for fields with shortages of teachers (e.g., STEM)

Impact

- The impact of the proposed certificate will likely be positive on related degree programs, as the College has created this certificate as a pathway to our Master of Arts in Teaching (only 5 additional courses will be needed)
- Similarly, the proposed certificate provides continued pathways for current undergraduates and alumni to pursue graduate education

Staffing and Resources

- As proposed, no new faculty lines would be required to offer these certificate programs
- No new courses are proposed in the certificate; rather, a cross-listing of current undergraduate courses will be utilized or currently approved and offered graduate courses
- No overload teaching will be required as proposed
- The program coordinator for the proposed certificate will fall under the auspices of the Elementary and Secondary Program Coordinator

Proposed Program

The graduate certificate proposed would be offered at the secondary level, implying that the student would enter with a bachelor's degree in a respective content area (e.g., history, physics, Spanish, etc.) and have those state-required courses complete.

- The Secondary Program would include 21 credits and be offered as a hybrid program wherein a combination of courses offered face-to-face as well as online and via distance technologies would be provided.
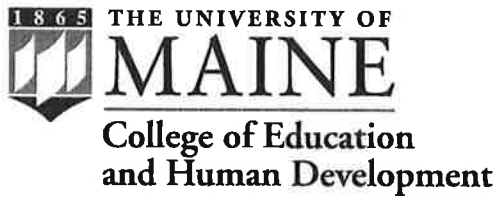
Graduate Certificate in Alternative Teacher Certification
Approval Form

Program Coordinator   Date

Department Chair   Date

College Curriculum Committee Chair   Date

Dean   Date

Graduate School Curriculum Committee   Date

Dean of the Graduate School   Date

Provost   Date

President   Date

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- Courses offered face-to-face would be scheduled after 4pm to allow for students who work full-time to enroll.

- Similarly, full-time professionals may have the option of extending student teaching over two semesters.

- The possibility of waiving Practicum may exist for students who are currently employed full-time as Ed Techs and the like.

Course Number/ Title	Modality	Proposed Instructor	Frequency of Offering
SED 500 (3 credits) Adapting Instruction for Students with Disabilities	Online	Jackson	Every Fall Every Spring Every Summer (Winters?)
Various (3 credits) Methods Courses	Face-to-face	Various	Every Fall
EHD 601 (cross-list EHD 301) (3 credits) Classroom Prevention & Intervention	Hybrid	Artesani	Every Summer
EHD 504 (cross-list EHD 204) (3 credits) Teaching & Assessing for Student Learning	Hybrid	New Faculty Member or Adjuncts	Every Fall Every Summer
EHD 657 (3 credits) Practicum and Seminar	Hybrid	Adjuncts	Every Fall Every Spring
EHD 693 (6 credits) Student Teaching & Seminar	Face-to-face	Adjuncts or New Faculty Member	Every Fall Every Spring

Student Pacing

Should students wish to complete the Secondary Program full-time the sequence would be:

Course	Suggested Term to Complete
(1) Classroom Prevention & Intervention (2) Teaching & Assessing for Student Learning	Summer
(3) Methods (4) Adapting Instruction (5) Practicum	Fall
(6) Student Teaching	Spring

The part-time (i.e., one course/term) sequence would be recommended as follows:

Course	Suggested Term to Complete
(1) Classroom Prevention & Intervention	Summer 1
(2) Methods	Fall 1
(3) Teaching & Assessing for Student Learning	Spring 1
(4) Adapting Instruction	Summer 2
(5) Practicum	Fall 2
(6) Student Teaching	Spring 2

Admissions Procedures

- To apply, prospective students would need to do the following:
  - Apply through the Graduate School website, including an essay speaking to professional and personal goals
  - Complete the Praxis Core exam
  - Submit 3 letters of reference, including 1 from someone who can speak to the candidate's experiences working with children/adolescents
  - Complete the fingerprinting process
  - A completed bachelor's degree with a minimum of 3.0 undergraduate GPA

College of Education and
Human Development

1 8 6 5 THE UNIVERSITY OF
MAINE

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NOV 0 4 2015
GRADUATE SCHOOL

5766 Shibles Hall
Orono, Maine 04469-5766
Tel: 207-581-2441
Fax: 207-581-2423
umaine.edu

September 14, 2015

Below are the endorsements to accept the creation of a Graduate Certificate in English as a Second
Language (ESL) effective Fall 2015.

(Leader, Initiating Department/Unit

10-30-15

Curriculum Committee

10/30/15

Deans

Associate Provost and Dean for Graduate Studies

Graduate Certificate: English as A Second Language (ESL)

The College of Education and Human Development would like to create an English as a Second Language (ESL) graduate certificate effective Fall 2015. The graduate certificate would consist of 15 credits distributed among ESL courses. By offering this curriculum as an official academic certificate the College and University will expand student interest and train multicultural educators who are qualified to be in our changing school systems.

Introduction: There is a distinct need to provide services to teachers in districts with new and growing English Language Learner (ELL) populations. The number of ELLs has increased by 53.3% from 1999 to 2009 while the total student enrollment has decreased by almost 8% (NCELA, 2010). As a result of the changing demographics in our nation's classrooms, every teacher who teaches subject matter in English to ELLs is not only a teacher of the content area but is also a language teacher. In 2011, UMaine surveyed over 500 teachers and teaching personnel statewide, 44% of the respondents described their competence in working with ELLs as less than adequate. Language minority students often represent an at-risk population faced with a wide range of challenges in the mainstream classroom. This presents a unique challenge for teachers striving to help all of their students acquire both English and the academic material specified in the content area learning standards. This certificate is designed for three reasons:

1. To support elementary and secondary teachers who are increasingly find themselves in multicultural classrooms working with English Language Learners (ELLs) take the coursework needed for Maine's Endorsement 660: English as a Second Language. (Please note: This is a graduate certificate that supports the coursework requirement for an ESL endorsement but is not a teaching endorsement as defined by the Maine Department of Education.)
2. To help teachers ensure that ELLs accelerate their acquisition of language, literacy and content and meet K-12 State standards.
3. To provide teachers with the opportunity to explore this unique population and examine diversity, language acquisition and culture differences.

Educational Objectives for Certificate:

1. Candidates will understand the theoretical bases and practical application of ESL instruction and be able to create a variety of learning experiences in the targeted language.

2. Candidates will acquire strategies for creating an inclusive classroom, conducive to proficiency-oriented and communicative language instruction and designed to create a learning community.

3. Candidates will understand the importance of drawing on educational research regularly to develop their own teaching, evaluation strategies and techniques.

Supporting Faculty: Candidates pursuing the certificate will be advised by Shelly Chasse-Johndro, the director of Project Reach who has Graduate Instructor standing and Erin Straine, coordinator of Academic Advising and Student Services who has Associate Graduate Faculty standing also serving as coordinator is Dr. Laura Lindenfeld who is full graduate faculty.

Dr. Laura Lindenfeld, Ph.D. (certificate coordinator)
Associate Professor in the Department of Communication & Journalism and Director of the Margaret Chase Smith Policy Center
phone: 207-581-3850, laura.lindenfeld@maine.edu

Erin Straine, M.Ed.

Graduate Certificate: English as A Second Language (ESL)

Coordinator of Academic Advising and Support Services
phone: 207-581-2410, erin.straine@maine.edu

Shelly Chasse-Johndro, M.Ed.
Director of Project Reach
phone: 207-581-3853, shelly.chasse@maine.edu

Proposed Course Sequence: Out of the required coursework, two courses are offered online, and we are reviewing offering more online. All five of the ESL courses have been approved by the graduate school, will be taught by faculty and instructors with expertise in ESL and are offered at least once in a calendar year.

1. ELL 570 Methods the Teaching of English as a Second Language (ESL), existing course, Dr. Jane Smith, Fall offering
2. ELL 575 Curriculum and Development in ESL Context, existing course, Shelly Chasse-Johndro, Fall online offering
3. ELL 580 Testing and Assessment in ESL Context, existing course, Shelly Chasse-Johndro, Spring online offering
4. ELL 591 Multiculturalism and Diversity, existing course, John Mitchell, Summer blended course
5. ELL 585 Applied Linguistics and Second Language Acquisition, existing course, Arthur (Bart) Weyand, Summer blended course

Course Typically Offered and Method:

Fall 2015	Spring 2016	Summer 2016
ELL 570 ELL 575 (online) *	ELL 580 (online) *	ELL 570 ELL 575 * ELL 580 * ELL 585 * ELL 591

*Prerequisite required

Link between Educational Objectives and Course Sequence: The primary objective of this graduate certificate is to prepare K-12 teachers who are working with English Language Learners (ELLs). Graduates of the ESL certificate will have an understanding of (1) the theoretical foundations of ESL programming, assessment and curriculum development; (2) strategies to develop language proficiency through academic content; and (3) the an understanding of the challenges and unique dynamics that this population beings to the classroom. Below the learning objectives for each course are listed and their relationship to the overall goals of the certificate as stated above.

Required Courses for ESL Graduate Certificate (15 credits):
ELL 570 The Teaching of English as a Second Language (3 credits)
> Includes the basic principles underlying ESL pedagogy, current ESL trends, techniques for teaching students at different levels and minority students. Students will review published materials, develop activities, plan lessons, and compile a teaching portfolio. Participants will:

- have a clear grasp of the theoretical bases and practical application of ESL instruction as they relate to K-12 education and be able to adapt them to fit their own instructional style and reach a maximum number of students;
- demonstrate that they can create a variety of learning experiences in the target language that address a variety of learner types;
- become aware of possibilities of stereotyping a certain group of people or perpetuating stereotypes if "culture" is divorced from language and taught as a separate entity;
- learn how to evaluate and use websites and identify appropriate authentic and instructional target language video and audio materials;
- acquire strategies for creating an inclusive classroom atmosphere, conducive to proficiency-oriented and communicative language instruction and designed to create a learning community;
- investigate a variety of evaluation strategies and techniques which further learning and communicative language instruction and include all students, regardless of learner-type and/or cultural background;
- learn to recognize the importance of regularly drawing on educational research and scholarship to continually develop their own teaching; and
- investigate ways in which they can assess and demonstrate the effectiveness of their teaching with regards to student learning. □

ELL 575 Curriculum Development in English as a Second Language/English as a Foreign Language Context (3 credits)

Intensively reviews curriculum development principles important in contexts where instructional content is made appropriate for language learners. These principles will be applied to develop or adapt a curriculum for a specific ESL or EFL context. prerequisite ELL 570. Participants will:

- understanding that careful sequencing of course material develops social and academic language, which helps make content accessible to English Language Learners (ELLs);
- comprehend how the eight components and thirty features are used within the framework of the Sheltered Instruction and understand the impact of sheltered instruction on ELLs;
- develop language and content objectives within a grade and proficiency level for ELLs;
- employment of various teaching strategies and methods in the four domains (listening, speaking, writing and reading) that support and increase ELL academic language acquisition while also developing high-level content specific concepts;
- determining the qualities and characteristics of cultural competence and equitable delivery of multicultural education for English Language Learners through readings, experiential activities, and discussions;
- comprehend the interplay of the TESOL, WIDA English Language Development standards, Common Core State Standards, Maine Learning Results, and Next Generation Science Standards when designing and developing lesson plans; and
- identify and employ a variety of methods to help English Language Learners further their language acquisition and understanding of content specific concepts.

ELL 580 Testing and Assessment in English as a Second Language/English as a Foreign Language Context (3 credits)

Develops an understanding of second language evaluation and assessment. Examines the various types of evaluation instruments available, helps students develop reliable and valid evaluation instruments, and explores language minority student placement and diagnosis. prerequisite ELL 570. Participants will:

- understand the purpose of assessments that will support and increase ELL academic language acquisition while also developing high-level content specific concepts;
- increase your insight of the structure and application of the World-Class Instructional Design and Assessment (WIDA) and English Language Development;
- develop effective and reliable assessments to evaluate language acquisition for each language domain (reading, writing, listening and speaking) and levels of English Language Proficiencies in a standards-based environment;
- comprehend how to adapt assessments for each language domain (reading, writing, listening and speaking) and for different levels of English Language Proficiencies;
- understand the rational behind alternative, authentic assessment and identify the multiple and unique linguistics and cultural variables affecting English Language Learners; and
- understand reliability and validity and how they affect formal and informal assessment while seeing the current assessment issues related to language proficiency and academic achievement.

ELL 585 Applied Linguistics and Second Language Acquisition Principles for ESL/EFL Teachers (3 credits)

Focuses on the understanding of the phonological and grammatical aspects of the English language from the perspective of the ESL teacher and the language learner. Students will explore various techniques and methods for teaching English grammar and pronunciation as well as analyze the language of non-native speakers through recorded interviews. prerequisite ELL 570. Participants will:

- be able to read and write the English phonemic transcription system;
- analyze and correct errors in English pronunciation (segmentals and suprasegmentals) and syntactical errors in speech;
- understand the various theories of second language acquisition;
- apply grammatical rules to practical, relevant and communicative teaching situations;
- understand the basic concepts of derivational and inflectional morphology;
- understand variations in language style and register; and
- enjoy learning about the English language through sharing experiences and discussion.

ELL 591 Multiculturalism and Diversity for ESL/EFL Context (3 credits)

Designed for educators to develop an understanding and appreciation of diversity in all its aspects, develop methods to incorporate multiculturalism into curriculum, and explore diverse approaches to pedagogy. Participants will:

- understand multiculturalism and appreciate the impact of a changing multicultural society on the educational system;
- understand prejudices, stereotypes, and values in order to comprehend the experiences, insights, and ways of thinking we bring into the classroom with us as educators;
- learn how to step outside of our framework of thinking in order to better understand, appreciate, and support students from diverse backgrounds;
- integrate materials into our classrooms that adequately reflect the students we teach and help our students learn greater appreciation of others;
- question and disrupt cycles of inequity and prejudice that continue to stratify groups according to race, class, ethnicity, gender, sexuality, religion, culture, socioeconomic status, physical and learning ability, and national identity;
- produce a teaching philosophy that incorporates diversity into its core, and analyze curriculum materials and redeveloped units to reflect newly integrated information and materials; and

- evaluate materials for classroom instruction in order to develop curricula that reflects and respects the range of experiences that students bring with them.

Statement of Need: Maine has experienced dramatic changes in its population through the resettlement of refugees and new immigrants, and the state's schools serve close to 5,000 ELLs representing over 100 language groups. In addition to refugees and immigrants, Maine also has significant populations of ELLs from the Franco-American and Wabanaki/Native-American communities, mostly clustered in rural areas. The vast majority of school districts employing an ESL teacher have no content area teachers with any coursework or training in ESL. ELL status impacts students' ability to succeed in content areas of instruction creating a significant performance gap between ELLs and non-ELLs on the state's standardized testing instrument, the Maine Educational Assessment (MEA). The ESL graduate certificate will help increase the number of educators trained to work with ELLs and teachers will benefit from ongoing support for the development and procurement of scientifically-based curriculum and assessment materials to assist ELLs.

Intended Audience: All school professionals who increasingly find themselves in multicultural classrooms and school districts. Individuals working with English Learners (ELs) such as:
- ESL Coordinators, Teachers, and Tutors,
- General Elementary Education Teachers,
- Content Area Secondary Teachers, and
- School administrators.

Impact on existing programs: This certificate should have a positive impact on existing undergraduate and graduate programs within the College of Education and Human Development. Students who enroll may complete the certificate only, or choose to incorporate it into a Master's of Curriculum, Instruction and Assessment.

Fiscal Criteria: Currently, all ESL graduate instructors are paid through the College of Education and Human Development. The College of Education and Human Development will continue to offer the courses as long as there is sufficient demand for courses to be self-supporting. Courses will be taught in a regular rotation and at least one course per semester will be offered. There may be a nominal increase in the Graduate School staff workload.

Eligibility and Admission Criteria for the Graduate Certificate:
- Student must hold a bachelor's degree from an accredited college or university. Official transcript required.
- Students should have the basic computer skills required to participate in online courses. No standardized tests are required.
- All required ESL courses must be passed with a grade of B- or above to be applied towards the certificate.
- Applicants will apply for admission to the English as a Second Language (ESL) certificate program to the Graduate School and submit payment of the required application fee.
- This certificate program must be completed with 24 months of the initial admission or the first course taken, whichever comes later.
- No more than two prior courses may be transferred into the certificate program. To be eligible for transfer, courses must be the equivalent of the certificate course for which they are substituting and have been completed within 3 years prior to admission with a grade of B- or better. Shelly Chasse-Johndro and Erin Straine will make these decisions.

Graduate Certificate: English as A Second Language (ESL)

- Courses taken for this certificate program may be accepted for transfer into a graduate degree program if approved by the student's program advisor.
- Completion of a certificate course does not guarantee acceptance towards a graduate degree.

Accelerated baccalaureate/master's degree programs represent a potential area of growth for both undergraduate and graduate student numbers. In approved accelerated programs, up to nine hours of 500 or 600-level degree credit may be applied to both the undergraduate and graduate degrees, making accelerated degree programs attractive from both a time-to-degree and an economic/student debt perspective. Currently UMaine has the following **accelerated non-thesis 4+1 programs**:

- any computer science-related undergraduate program/spatial informatics
- any computer science-related undergraduate program/information systems
- any computer science-related undergraduate program/spatial information science and engineering
- economics/economics
- food science/food science
- forestry/forestry
- math/math
- international affairs or political science/global policy
- psychology/psychology

Review and approval of new accelerated programs (based upon existing baccalaureate and master's degree programs) is under the purview of the University of Maine Graduate School. Increasing the number of such programs and the number of students enrolled in them is attractive, since typically new courses and additional instructional load are not required; rather, numbers of students in existing courses increase to a modest extent.

In order to incentivize departments to create and populate **accelerated non-thesis 4+1 programs**, a tuition return policy is proposed. Specifically, 20% of all tuition billed at the graduate tuition rate after the student is admitted to Graduate School (typically 21 cr) would be returned to the department offering the program following the student's degree completion. The financial incentive will apply only to students supported on non-institutional funds (e.g. not to students supported on teaching assistantships or Graduate School administered fellowships/scholarships). At this time, only non-thesis 4+1 programs are eligible for this incentive, although other accelerated program incentives will be explored.

Student admission to the incentivized accelerated program will be monitored via the awarding of the 9 dual undergraduate and graduate 500/600 level credits. The Graduate School will verify student accelerated degree program status upon the first enrollment of the student for the master's degree.