

EDUCATION

Program of Study

The University of Maine College of Education and Human Development offers NCATE-accredited graduate study at the master's level: Master of Arts in Teaching (M.A.T.), Master of Education (M.Ed), and Master of Science (M.S.) degrees; the Certificate of Advanced Study (C.A.S.); and doctoral (Ed.D.) level. Program areas include teacher education (M.A.T., M.Ed., C.A.S.) in elementary, secondary, science, and social studies education; literacy (M.A., M.S., M.Ed., C.A.S., Ph.D.); counselor education (M.A., M.S., M.Ed., C.A.S., Ph.D.); educational leadership (M.Ed, C.A.S., Ed.D.), higher education (M.Ed., C.A.S., Ed.D., Ph.D.); kinesiology and physical education (M.S., M.Ed.); instructional technology (M.Ed.); and special education (M.Ed., C.A.S. Secondary education concentrations include English, modern languages, mathematics, science and social studies.

Research-based programs and extensive field experiences and internships are designed to further the scholarship and advance the preparation and continuing professional careers of leaders and specialists in a variety of educational and other professional fields. Innovative technology, faculty mentoring, creative inquiry, action research and strong partnerships with public schools are among the graduate program hallmarks.

Financial Aid

A number of graduate assistantships are available for qualified students at the master's and doctoral levels. Funding to assist doctoral students with professional development pursuits, such as presenting at a conference, is awarded through the Linda N. Lancaster Professional Development Fund.

Students

The College enrolls approximately 960 graduate students. The majority are practicing professionals who bring a variety of valuable life and work experiences to their courses and colleagues.

Applying

Specific program information, requirements and application forms are available from the College of Education and Human Development listed below. Application for admission should be sent directly to the Graduate School by January 15 for the following academic year.

Correspondence

The Graduate School

5755 Stodder Hall Room 42

University of Maine

Orono, ME 04469-5755

207-581-3291

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College of Education and Human Development
5766 Shibles Hall

University of Maine
Orono, ME 04469-5766
207-581-2444

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Graduate Faculty

Anne E. Pooler, Ed.D. (University of Maine, 1975), Interim Dean, Associate Professor. Curriculum development with emphasis on social studies.

Richard Ackerman, Ed.D. (Harvard, 1989), Associate Professor. Educational Leadership. Leadership formation, school organization, professional development.

Elizabeth J. Allan, Ph.D. (The Ohio State University, 1999), Associate Professor, Educational Leadership. Higher education, equity policy, gender and education, policy discourse analysis.

James Artesani, Ed.D. (West Virginia University, 1992), Associate Professor, Special Education. Positive behavioral practices, severe disabilities, transition programs.V.

Susan Bennett-Armistead, Ph.D. (Michigan State University, 2006), Assistant Professor. Early Literacy.

Marcia Nye Boody, C.A.S. (University of Maine, 1998, Literacy Coach Trainer Certificate, University of Arkansas - Little Rock, 2007), Director, Maine Literacy Partnership. Literacy education, leadership teams, continuous school improvement.

Edward N. Brazee, Ed.D. (Northern Colorado, 1975), Professor, Middle level education. Curriculum development, young adolescents.

Phyllis E. Brazee, Ed.D. (Northern Colorado, 1976), Associate Professor, Teacher Education. Curriculum and Foundations with emphases in gender studies and peace education.

Dorothy Tysse Breen, Ph.D. (Wisconsin, 1987), Associate Professor, Counseling Education. Children and adolescents, developmental guidance, rural counseling.

Stephen A. Butterfield, Ph.D. (Ohio State, 1984), Professor, Kinesiology and Physical Education. Adaptive physical education, motor skills development, special education.

Sandra Caron, Ph.D. (Syracuse, 1986), Professor, Family Relations. Human sexuality, AIDS and families, sexuality education and curriculum development.

Julie Cheville, Ph.D. (University of Iowa, 1997), Associate Professor. Language and literacy.

Theodore Coladarci, Ph.D. (Stanford, 1980), Professor, Educational Psychology. Statistics, research methodology.

Nellie Cyr, Ph.D. (University of Pittsburgh, 1997), Associate Professor, Kinesiology and Physical Education. Exercise physiology and epidemiology.

Julie Dellamattera, Ed.D. (University of Maine, 2006), Assistant Professor, Early childhood development and education.

Gordon A. Donaldson, Jr., Ed.D. (Harvard, 1976), Professor, Educational Leadership. Rural school administration, the principalship.

Suzanne Estler, Ph.D. (Stanford, 1978), Associate Professor, Educational Leadership, Higher Education. Decision-making, change and policy processes, diversity in colleges and universities.

Janet Fairman, Ph.D. (Rutgers, 1999), Associate Research Professor. Public policy, school reform, assessment.

Susan Gardner, Ph.D. (Washington State, 2005), Associate Professor, Higher Education. Doctoral student development, retention, and attrition, new faculty development and socialization processes.

Abigail Garthwait, Ed.D. (University of Maine, 2000). Associate Professor, Instructional Technology. Appropriate integration of technology in K-12 classrooms

Dianne L. Hoff, Ed.D. (University of Louisville, 1998). Assistant Professor, Educational Leadership. School legal issues, special school populations, the superintendency and the principalship.

Walter J. Harris, Ph.D. (Syracuse, 1973), Director, Center for Research and Evaluation; Professor, Special Education. Educational policy, behavior disorders in children and adolescents, issues in special education.

Diane Jackson, Ed.D. (University of Maine, 2000), Lecturer, Special Education. Adapting instruction for students with special needs, math methods in special education.

Edward Jadallah, Ph.D. (Ohio State, 1984), Associate Professor, Social Studies Education. Curriculum and instructional design/evaluation.

Richard Kent, Ph.D. (Claremont, 2002), Assistant Professor. Literacy. Portfolio pedagogy, adolescent male underachievement in literacy, innovative middle school and high school classrooms.

Janice V. Kristo, Ph.D. (Connecticut, 1979), Professor, Literacy. Integration of the language arts, literature, reading development, and classroom-based research.

Robert A. Lehnhard, Ph.D. (Ohio State, 1984), Associate Professor, Kinesiology and Physical Education. Exercise physiology.

Mary Ellin Logue, Ed.D. (University of Massachusetts, 1984), Associate Professor, Early Childhood Education. social development, special education.

Owen J. Logue, Ed.D. (Vanderbilt, 1992), Assistant Dean for Academic Services. Recruitment and retention factors impacting educators, predictors of success among deaf higher education leaders.

Sarah Mackenzie, Ed.D. (Maine, 2002), Associate Professor. Educational Leadership. Collective efficacy and collaborative climate in Maine high schools. George Marnik, Ed.D. (Maine, 1997), Lecturer. Educational Leadership. Change process in high schools, the principalship.

John Maddaus, Ph.D. (Syracuse, 1987), Associate Professor, Teacher Education. Social and historical foundations of education, educational policy, school choice, parent-teacher communications.

Mary Madden, Ph.D. (University of Maine, 2001), Associate Research Professor. Development and education of adolescent girls.

Craig Mason, Ph.D. (University of Washington, 1993), Professor, Educational Psychology. Quantitative/developmental psychology.

Owen P. Maurais, C.A.S. (University of Maine, 1985), Director, Penobscot River Educational Partnership.

Robert M. Milardo, Ph.D. (Pennsylvania State, 1982), Professor, Human Development. Family/domestic violence, social networks, friendship/kin relationships.

Sidney Mitchell, Ph.D. (McGill, 2001), Associate Professor, Educational Psychology. Student motivation and low achievement, teacher as researcher.

Eric A. Pandiscio, Ph.D. (University of Texas at Austin, 1994), Associate Professor, Math Education. Secondary math education, geometric construction

Glenn Reif, Ed.D. (Virginia Tech., 1990), Associate Professor, Kinesiology and Physical Education. Physical fitness of children, pedagogy, psychomotor domain activities, standards-based instruction and assessment.

Mary E. Rosser, M.Ed. (Griffith University, 1992, Reading Recovery Trainer Certificate, Auckland College of Advanced Education 1997), Director, University Training Center for Reading Recovery.

Gary Schilmoeller, Ph.D. (University of Kansas, 1977), Associate Professor, Human Development. Support for families with members with a disability.

Janet E. Spector, Ph.D. (Stanford, 1983), Associate Professor, Special Education. Measurement and evaluation, research methodology, dyslexia/learning disabilities, early literacy.

Shihfen Tu, Ph.D. (University of Washington, 1994). Associate Professor, Educational Psychology. Cognition and perception.

Jane Wellman-Little, (CAS, University of Maine, 1997), Lecturer, Teacher Education. Developmental reading, Reading Recovery.

Lucille Zeph, Ed.D. (Vanderbilt, 1983), Director, University Affiliated Program; Associate Professor, Special Education. Severe disabilities, public school integration, educational leadership.