

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, middle level, secondary, science, and social studies education; literacy (M.A., M.S., M.Ed., C.A.S., Ed.D.); counselor education (M.A., M.S., M.Ed., C.A.S., Ed.D.); educational leadership/higher education (M.Ed., C.A.S., Ed.D.); kinesiology and physical education (M.S., M.Ed.); instructional technology (M.Ed.); special education (M.Ed., C.A.S.); and an individually designed Ed.D. 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
2 Winslow Hall
University of Maine
Orono, ME 04469-5782
207-581-3219
graduate@maine.edu

College of Education and Human Development
5766 Shibles Hall
University of Maine
Orono, ME 04469-5766
207-581-2444
becky.libby@umit.maine.edu

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), Assistant 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.

Rosemary Bamford, Ed.D. (Georgia, 1977), Professor, Literacy, and Site Coordinator for Reading Recovery. Literature for children and young adults, language arts and writing processes.

Marc D. Baranowski, Ph.D. (Pennsylvania State, 1977), Associate Professor of Human Development. Adolescent and adult development, gerontology, family stress.

Mary Bird, M.Ed. (Harvard University, 1987), Instructor, Science Education and Environmental Education. Learning/teaching science in informal settings.

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 Tyse 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.

James Chiavacci, Ph.D. (University of Colorado-Denver, 1987), Instructional Technologist. Technology in the classroom.

Robert A. Cobb, Ed.D. (Springfield, 1969), Professor of Education. Aspirations of youth and adults, school policy development, educational leadership.

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

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

William E. Davis, Ph.D. (Connecticut, 1968), Director, Institute for the Study of Students At Risk; Professor, Special Education. Issues in special education, at-risk children and families, school reform.

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

John Donovan, Ph.D. (University of Buffalo, 2002), Assistant Professor, Mathematics Education. Secondary, post-mathematics education.

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), Assistant Research Professor. Public policy, school reform, assessment.

Abigail Garthwait, Ed.D. (University of Maine, 2000). Assistant 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), Clinical Instructor, 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), Assistant 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.

Mary Ann McGarry, Ed.D. (University of Maine, 1994), Assistant Professor, Science and Environmental Education. Wetlands, water research for teachers.

Sarah Mackenzie, Ed.D. (Maine, 2002), Assistant Professor. Educational Leadership. Collective efficacy and collaborative climate in Maine high schools.

George Marnik, Ed.D. (Maine, 1997), Clinical Instructor. 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), Assistant Research Professor. Development and education of adolescent girls.

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

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), Assistant Professor, Educational Psychology. Student motivation and low achievement, teacher as researcher.

Gert Nesin, Ph.D. (University of Georgia, 2000), Clinical instructor, Teacher Education. Middle level education, curriculum integration, students at risk.

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

Constance M. Perry, Ed.D. (University of Maine, 1976), Professor, Teacher Education. Values education, moral development, instructional strategies.

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.

James A. Rog, Ed.D. (Massachusetts, 1979), Associate Professor. Teacher Education Staff Development, creating successful working conditions, instruction/assessment.

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), Assistant Professor, Special Education. Measurement and evaluation, research methodology, dyslexia/learning disabilities, early literacy.

Sydney Carroll Thomas, Ph.D. (University of Rochester, 1993), Associate Professor, Counseling Education. Human development in educational contexts, counseling philosophy and theory, politics of social class in schools.

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

Suzanne Tyler, Ph.D. (University of Maryland, 1986), Associate Professor. Kinesiology and Physical Education, Higher Education. Sports psychology, social psychology of sport, athletic administration, women in sports.

Herman G. Weller, Ed.D. (Virginia Polytechnic Institute and State University, 1990), Associate Professor, Science Education. Computer-based science learning, students' misconceptions of science.

Jane Wellman-Little, (CAS, University of Maine, 1997), Clinical Instructor, 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.