



**Graduate Board**  
**Thursday, April 27, 2023**  
**By Zoom:**

[Join Zoom Meeting](#)

ID: 82686859002

Passcode: 098222

**3:00-4:30 pm**

AGENDA

1. Review/approval of the March 23, 2023 Graduate Board minutes
2. April 4, 2023 Graduate Curriculum Committee report
3. Introduction of new Graduate Board members (please bring them along if they are available)
4. Election of AY 2023-24 Executive Committee
5. Announcements/updates
  - Reminder: Grad Board meetings will be at 12:30pm on Thursdays in AY23-24
  - Graduate Commencement update
  - Centennial update
  - Graduate program assessment
  - Draft policy 15.1.1 (PTO for grad students) – suspended action
6. New graduate certificate proposals
  - multilingual special education – Sarah Howorth
  - outdoor leadership and education – Lauren Jacobs
  - adapted physical education –Jim Artesani
7. 3+2 proposal in athletic training –Chris Nightingale
8. Update from mentoring committee
9. Items arising



**Graduate Board**  
**Thursday, March 23, 2023**  
**By Zoom:**

[Join Zoom Meeting](#)

ID: 82686859002

Passcode: 098222

**3:00-4:30 pm**

**AGENDA**

Attendance: L. Hakkola, P. Agrawal, J. Artesani, J. Bonnet, T. Bowden, M. Brichachek, S. Butler, M. Camire, R. Roberts, J. Chiarell, A. Cruz-Uribe, S. Delcourt, S. De Urioste-Stone, R. Dewan, R. MacAulay, S. Fraver, J. Gill, K. Glover, A. Goupee, H. Greig, N. Hall, K. Huguenard, R. Jarrett, K. Evans, A. Knowles, Z. Ludington, J. McClymer, C. Murphy, S. Nittel, E. Pandiscio, F. Peterson, L. Rickard, B. Peterson, D. Saber, J. Settele, P. Stechlinkski, G. Schwieterman, G. Van Walsum, R. Wheeler, T. Yoo

Guests:

Office of Institutional Research: Deb Allen, Ryan Weatherbee, Mandy Barrington, and Laura Millay

Amanda Ashe, Export Control

Allyson Davis, Graduate Student Employment Manager

Aylah Ireland, Graduate Student Success Manager

Crystal Burgess, Director of Communications, Graduate School

Meeting called to order 3:05pm

1. Review / approval of February 16, 2023 Graduate Board Minutes  
Motion to approve: Jim Settele  
2<sup>nd</sup>: Rob Wheeler  
Unanimous Approval
2. Review/ approval of March 7, 2023 Curriculum Committee Report  
***New Courses:***  
**ELL 572** Second Language Acquisition  
**KPE 501** Clinical Experience I  
**KPE 522** Clinical Evaluation II

**KPE 531** Therapeutic Interventions I  
**KPE 541** Evidence Based Practice and Quality Improvement  
**SED 502** Strategies for Culturally and Linguistically Diverse Students with Disabilities

Motion to approve: Sandy Butler  
2<sup>nd</sup>: Jim Settele  
Unanimous Approval

3. Announcements/updates

- Graduate Commencement update
  - i. So far, there are approximately **475 students** who have indicated participation in the Graduate Commencement
  - ii. Graduate Faculty participation on Friday stands at approximately 87 – with 24 indicating participation with PhD hooding
  - iii. **27 PhD candidates** have ordered regalia to participate
  - iv. [Faculty Participation & Regalia Deadline 3/31](#)
  - v. Graduate Commencement Keynote Speaker: Dr. Suzanne Ortega, President, [Council of Graduate Schools](#)
  
- Graduate School Centennial update
  - i. Centennial webpage: <https://umaine.edu/gradcentennial>
  - ii. Flag is being created for the Commencement stage along with a display of the Centennial Graphic Mark & 2 pull up banners. 200 Centennial posters have been delivered to the Graduate School currently & will be distributed across campus very soon.
  - iii. [Pop up store](#) is being created to offer Centennial t-shirts, hoodies, and mugs with a portion of the proceeds going to the Graduate Centennial Impact Fund. (April 15-May 15 and again in October.)
  - iv. Identify notable alumni – we need help from the colleges
  
- Reminder - time change for GB meetings in AY 23-24:  
New time was proposed for Fall 23: 12:30PM – 2:00PM. We plan to go back to in person meetings.
  
- Scott announced 2023-24 Trustee, Thurgood, and Hunter TA scholarship award recipients on behalf of the Graduate Executive Committee:

**Trustee Scholarship:**

*Full awards:*

- i. Rori Smith - interdisciplinary
- ii. Paulina Torres - anthropology and environmental policy
- iii. Gabriella Fryer - English
- iv. Maya Reda-Williams - anthropology and environmental policy

*Half awards:*

- Katya Rodina - global policy
- Nicholas Neily - global policy

- Luke McKinney - intermedia
- Caitlyn Winn - food science and human nutrition
- McKayla Leary - business administration
- Emma Watras - food science and human nutrition
- Collette Filer - communication sciences and disorders
- Olive Morelli - social work
- Skye Adams - social work
- Taylor Wells - communication sciences and disorders

**Thurgood Marshall Scholarship:**

*Full award:*

- Jieming Li - communication sciences and disorders

*Half awards:*

- Jean Pierre Nizeyimana - social work
- Adrian Labrador - food science and human nutrition
- Ramiya Edward - communication sciences and disorders
- Munira Seidu – global policy

**Atlantic Provinces Scholarship:**

- Sarah Dawe - communication sciences and disorders
- Erin Dumville - communication sciences and disorders
- Brooke Underhill (renewal) - communication sciences and disorders

**Susan Hunter Distinguished Teaching Assistantship:**

- Ethan Geheb - education

- Graduate Writing Course – IEI 99 – offered June 5 – July 24
  - 2 students were enrolled for Spring
  - 6 students are enrolled for Summer – from the following departments:
    - Intermedia, Civil Engineering, Social Work, Chemical Engineering, Communication, and IPhD.
- [Graduate Assistantship Instructions](#) have been added to the Graduate School website – including a sample offer letter and all the steps you need to know in order to appoint a student.  
Reminder – fall appointments should be submitted prior to August 1<sup>st</sup> in order to ensure that students do not have a lapse in health insurance coverage.

4. Export Control restrictions Q&A – Amanda Ashe

- See Powerpoint slides shared in the Graduate Board packet
- Sanctioned countries: Cuba, Iran, North Korea, and Syria
- Rob Wheeler asked about visiting scholars – Because restrictions are often contextual, Amanda is happy to help with individual situations.
- <https://umaine.edu/research-compliance/export-control/>
- Richard Roberts asked about an online student who is living in or visits a restricted area? It may require a license. Provision of education is a service

– there may be licensing agreements. It may require a consultation with IT as well.

- Jacquelyn Gill – what restrictions are on Russian samples and publishing with Russian collaborators. Amanda would want to look at the updated regulations and connect directly on the situation as things are changing frequently.
- Amanda offered to be available for individual consults as needed. Also has a one-pager on the website that may be helpful.

5. Graduate Program Assessment update – OIRA staff

- Ryan Weatherbee, Mandy Barrington, Deb Allen, Laura Millay – all here as resources to help with the assessment process.
- Laura will be the point person for graduate assessment moving forward.
- OIRA has received about 30 curriculum maps that we have collected thus far and are in the process of reviewing.
- Link is in the OIRA documents provided as part of the Graduate Board packet.
- Links to all of the prior sessions on Program Learning Outcomes are on the OIRA site.
- CiCi asked if there are any suggested Learning Outcomes for research-based PhD programs. Ryan stated that you may have to rely on the thesis more heavily – perhaps relying on the rubric, etc....to align an assessment point with an outcome. If you don't have core courses, it does make it a bit more difficult, but not impossible.
- Shawn Fraver – Forestry is also struggling with the same issue with PhD programs and determining learning outcomes when there are not required courses for all students. Could OIRA identify some graduate PLO exemplars?
- Scott suggested that research/scholarship, ethics and communication would all be overarching themes to focus program learning outcomes for all graduate program.
- Anne Knowles – asked if assessment plan is due in June – by the end of the month. OIRA is trying to have plans in place so assessment data collection may begin next year.
- Deb Allen and Scott will be talking with the Deans' Council to help make sure that all programs are on track and to provide assistance as needed.

6. Draft policy 15.1.1 (PTO for grad students) – version 6 – changes highlighted in red.

**Draft revision to Graduate School policy 15.1.1**

**15.1.1 Graduate Assistant**

A Graduate Assistant is a graduate student who receives compensation (regardless of source) in return for required services in connection with research, instruction or instructional duties (including grading papers, assistance with laboratory sections, etc.), or administrative duties. Graduate Assistants on standard appointments are expected to work 20 hours a week and to perform their duties each week throughout the term of their appointment, unless otherwise

arranged with the faculty supervisor. Supervisors are expected to release their assistants for the 10 days around Christmas to New Year's Day, but may otherwise expect the assistant to perform all assigned duties throughout the term of appointment.

Students and their supervisors should craft a work agreement at the start of the assistantship term. Graduate thesis research (i.e., work specific to the assistant's project, not necessarily related to the source of funding) may require additional time beyond 20 hours per week; such work should be described in the work agreement and should be reflected by student enrollment for graduate thesis research credits. Either students or faculty may appeal to the Graduate Board Executive Committee if a mutually satisfactory work schedule cannot be achieved. Individuals considering an appeal should contact the Dean or Associate Dean of the Graduate School to discuss their case before submitting a written appeal.

#### **15.1.1 Graduate Assistant**

A Graduate Assistant is a graduate student who receives compensation (regardless of source) in return for required services in connection with research, instruction or instructional duties (including grading papers, assistance with laboratory sections, etc.), or administrative duties. Graduate Assistants on standard appointments are expected to work 20 hours a week and to perform their duties each week throughout the term of their appointment, unless otherwise arranged with the faculty supervisor.

Supervisors are expected to provide graduate assistants 60 hours of vacation time over the course of a nine-month appointment, not including university holidays. Graduate assistants on 12-month appointments should receive a minimum of 80 hours vacation. Vacation time for appointments of less than 9 months would be prorated based on the length of the appointment. Except for emergency situations (see sick leave section below), students must submit requests for vacation time well in advance of planned vacations. Vacation time used is applied against the expected number of hours the GA is assigned to work each week. Students and their supervisors should craft a work agreement at the start of the assistantship term which should include anticipated time off and plans for covering work duties if necessary. As long as the requested time does not interfere with critical assistantship duties (e.g., teaching or helping with a class, maintaining the health and vitality of animals, meeting critical research deadlines, etc.), supervisors are expected to grant the time off. Vacation time may not be rolled over beyond the term of appointment nor paid out as salary.

Graduate assistants are allowed a reasonable amount of personal time for sick leave, bereavement leave and other emergencies. In the event of sickness or other emergency graduate assistants should contact their supervisor/department to develop a plan for coverage during the GA's absence.

Graduate thesis research (i.e., work specific to the assistant's project, not necessarily related to the source of funding) may require additional time beyond 20 hours per week; such work should be described in the work agreement and should be reflected by student enrollment for graduate thesis research credits. Either students or faculty may appeal to the Graduate Board Executive Committee if a mutually satisfactory work schedule cannot be achieved. Individuals considering an appeal should contact the Dean or Associate Dean of the Graduate School to discuss their case before submitting a written appeal.

The discussion last month resulted in the removal the line mentioning a specific amount of sick time so that students would not be encouraged to come to work when they are sick.

Keith Evans asked how we are documenting the hours that students are taking. Scott replied that it would not be as formal as a regular university employee. The leave policy is intended to provide some transparency in providing graduate assistants time off. TA's sometimes have the perception that they don't have to be

on campus when classes are not in session so some clarity of expectations may be needed.

Jacquelyn Gill added that we may not want to move to tight tracking – but rather protects a certain amount of time. This may be the wrong solution to the problem. How do we address the “bad actors” – those that abuse power, etc...

Richard Roberts asked – how much time are students currently off? Varies from position to position. Many GAs are off through all University breaks.

Rob Wheeler asked if we could calculate the time we currently give to offset these calculations. In May, we generally release TA's once classes have ended. We also expect that they start during the last week of August in the fall.

Jim McClymer – we may be overthinking this. It might make sense just to get something on paper.

Christina Murphy – wonders if this is better addressed as guidance.

Jim McClymer – we do want to have a floor for everyone. Students don't get to choose time off during many times of the year.

Scott – the question come down to “what is fair?” Leave flexibility between the student and the instructor. We are getting closer to a version that may work. However - there is a union rally on campus on Friday whereby Graduate Assistants may choose to organize and this all becomes a bargaining issue.

## 7. Items arising

- CiCi asked about thesis proposal defense requirements -is this a department or a Graduate School requirement? Scott replied that it is a department requirement.
- Scott noted that the mentoring committee hoped to bring some recommendations to the April Grad Board meeting.
- Jacqueline Gill suggested annual progress reports are a good idea in this respect.
- Laura Rickard noted: “We have an annual review in which all students have to fill out a checklist and 1 PPT slide about their progress in research, teaching, classes, and related “stuff” in the academic year. We discuss all grad students during the last faculty meeting of the year.”

Meeting Adjourned: 4:45pm

## **CURRICULUM COMMITTEE REPORT**

**The Curriculum Committee met on April 4th, 2023 and is recommending the following courses to the Graduate Board for approval at its April 27th meeting.**

### **New Courses:**

**COS 501** Introduction to CIS Research

**COS 503** Professional Research Communication I

**KPE 502** Clinical Experience II

**KPE 532** Therapeutic Interventions

**KPE 601** Athletic Training Clinical Skills III

**KPE 602** Athletic Training Clinical Skills IV Immersion Experience

**NUR 525** Family Nurse Practitioner Management of Reproductive, Gender, and Women's Health (Clinical)

**STS 500** Topics in Graduate Statistics

### **Modifications:**

**NUR 521** Nurse Practitioner Gynecologic and Reproductive Care of Women



**Previously approved at the March Curriculum Committee meeting**

**SPA 514** History of the Spanish Language

**Experimental Courses**

**KPE 533** Therapeutic Interventions III

**KPE 661** Current Topics in Athletic Training Practice

**KPE 681** Leadership and Management in Athletic Training

**Memo**

March 1, 2023

To: Dr. Kody Varahramyan, Vice President for Research and Dean of the Graduate School

From: Dr. Jim Artesani, Associate Dean for Graduate Studies, Research, and Outreach,  
College of Education and Human Development

Re: New Graduate Certificate: Multilingual Special Education Graduate Certificate

---

The attached proposal describes the components of a 15-credit hour Graduate Certificate in Multilingual Special Education offered by the School of Learning and Teaching in the College of Education and Human Development.

The Multilingual Special Education Graduate Certificate program responds to a growing need for teachers and other school professionals across the state. The program will equip school professionals to understand relevant educational policies and evidence-based practices to best support multilingual learners with disabilities and other culturally and linguistically diverse students.

More specifically, students will learn how to implement sound assessment procedures and pedagogical practices that enhance the school climate, social-emotional growth, and academic achievement for multilingual students. Learners from a variety of backgrounds and fields will participate in active learning experiences following related ethical and legal guidelines. They will be prepared to address the individual developmental needs of students and use data to inform decision-making in support of language acquisition. Participants will also apply processes and strategies to collaborate with relevant stakeholders, particularly family members.

This proposal includes an overview of the program, learning objectives, rationale, course requirements, and existing resources needed to implement and sustain this certificate.

# College of Education and Human Development Graduate Certificate Proposal Routing Slip

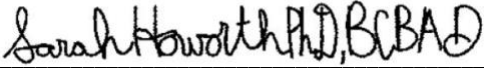
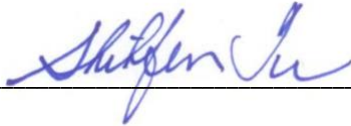

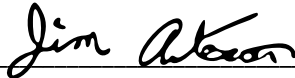
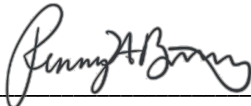
From: **Special Education Program**  
**School of Learning and Teaching**  
**College of Education & Human Development**

Item: **Multilingual Special Education Graduate Certificate**

This certificate supports school professionals so they have the knowledge and skills of evidence-based practices and policies to best support multilingual learners (MLs) with disabilities and other culturally and linguistically diverse students.

*Below are the endorsements to accept the*  
**Multilingual Special Education Graduate Certificate**

\*\*\*\*\*

Signature	Date	
		Sarah Howorth, Program Coordinator
	2/15/2023	Shihfen Tu, School of Learning and Teaching Director
	2/15/23	Tammy Mills, COEHD Curriculum Committee
	2/17/2023	Jim Artesani, Associate Dean of Accreditation and Graduate Affairs
	3/6/2023	Penny Bishop, Dean of COEHD
		Scott Delcourt, Associate Vice President for Graduate Studies and Senior Associate Dean

## Graduate Certification: Multilingual Special Education Graduate Certificate

In the US, enrollment trends for multilingual learners (MLs) who are classified as English learners with disabilities show a steady increase over the past decade. The most recent data from the Office of Special Education Programs (OSEP) for 2020-21 indicate that MLs with disabilities represent 12% of students served under IDEA, Part B. In 2012-13, these students represented 9% of students with disabilities, thereby demonstrating an increase of 30%.<sup>1</sup>

In Maine, the percent increase of MLs with disabilities from 2012-13 to 2020-21 is higher than the national average. As seen in Table 1 below, these students represented 2% of students served under IDEA, Part B, in 2012-13, and in 2020-21, they represented 3%. The number of MLs with disabilities is 50% larger than it was less than 10 years before.

Table 1. MLs with disabilities population in Maine from 2012-13 to 2020-21

US, Outlying Area, Freely Associated State	Percentage in 2012	Percentage in 2020	Percent Change Between 2012 and 2020	Change in Percentage Between 2012 and 2020	Change in Counts Between 2012 and 2020
Maine	2.12%	3.22%	52.16%	1.10%	429

MLs with disabilities also have lower outcomes as compared to all school-aged students with disabilities. They are less likely to not graduate with a regular high school diploma. Instead, they are more likely to receive a certificate upon high school graduation which lowers their chances of post-secondary employment and education and are more likely to drop off out of school as compared to all students with disabilities.

MLs with disabilities are also less likely to receive instruction in a general education setting for 80% or more of their day as compared to all students with disabilities who are school-aged. This is particularly problematic as removal from general education often means a lack of language development services (e.g., ESL, ESOL, dual language), which are needed to access academic content and are mandated by federal law.

Further, the Maine Department of Education and the Maine State Legislature passed updated teacher licensure guidelines in the Summer of 2022. Specifically, Chapter 115 (“Requirements for Specific Certificates and Endorsements;” teacher licensure rules) mandates the following requirement for all teachers pursuing any teaching license through Pathway 2:

“Completed a minimum of three semester hours in diversity-centered content related to today’s classroom (e.g., culturally responsive teaching, multicultural education, intercultural education, second language acquisition or world language teaching methods)” (Chapter 115, for example, 1.2.B2g).

---

<sup>1</sup> <https://sites.ed.gov/idea/osep-fast-facts-students-with-disabilities-english-learners#>

Pathway 2 includes any teacher pursuing a teaching license through a transcript analysis; these may include individuals who have taken graduate-level coursework to meet the requirements for each license, including current graduate students in the COEHD. Not only will the certificate program address a critical need in the state, but the courses also satisfy the above requirement for COEHD graduate students pursuing licensure.

### **Multilingual Special Education Graduate Certificate Program**

The Multilingual Special Education Graduate Certificate program responds to a critical and growing need for teachers and other school professionals across the state. This program supports school professionals so they have the knowledge and skills of evidence-based practices and policies to best support MLs with disabilities and other culturally and linguistically diverse students.

In this certificate program, students will learn how to implement effective instructional practices that enhance school climate and academic achievement for MLs with disabilities. Learners from a variety of backgrounds and fields will participate in active learning experiences. They will engage in professional learning and practice using ethical and legal guidelines, learn to understand and address the individual and developmental needs of each student, and use assessment to understand the learner and the learning environment. Focus will be on making data-based decisions to support learning using effective instruction and language acquisition. Learners will apply processes and strategies to collaborate with stakeholders.

### **Ideal candidates for this program**

- School professionals, including general education teachers and special education teachers, who are in elementary education and secondary education seek knowledge and skills that will enhance their ability to effectively serve MLs within inclusive settings.
- Teachers who are seeking to enhance their professional knowledge and skills in this area. This certificate can be used as a stepping stone to the Master in Education, Special Education program, with a complete transfer of credits to the individualized master's program of study.

### **Certificate program outcomes**

The Multilingual Special Education Graduate Certificate prepares candidates to:

- Understand current issues and challenges related to implementing effective practices and policies for MLs with disabilities.
- Apply the latest research in effective instructional practices and interventions.
- Promote inclusive education and stakeholder collaboration.
- Interpret assessment data across the tiers of a multi-tiered system of support.
- Develop knowledge and skills to better meet the cultural and linguistic needs of students and their families.

**PROGRAM REQUIREMENTS (15 credits).**

The certificate program includes five courses (a total of 15 credits). For students enrolling in one course per semester, the Graduate Certificate will be completed in two academic years.

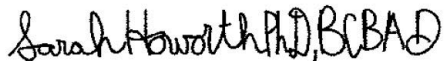
A 15-credit Graduate Certificate Plan of Study include:

1. ELL 591: Multiculturalism and Multilingual Learners (Summer, Literacy faculty Michelle Gumbs and/or Tim Reagan)
2. SED 598/ 502: Strategies for Culturally and Linguistically Diverse Students with Disabilities (Spring, SED faculty Melissa Cuba)
3. SED 545: Intervention for Reading Difficulties (Fall, SED faculty Sara Flanagan)\*
4. ERL 472: Language and Linguistics (Fall and Spring, Literacy Faculty Michelle Gumbs and/or Tim Reagan)
5. ELL 572 Second Language Acquisition (Spring, Literacy Faculty Michelle Gumbs and/or Tim Reagan)

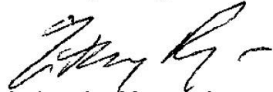
\*Students can replace this course with SED 529: Language Development and Literacy for Diverse Young Learners (Fall, SED faculty Melissa Cuba) if there is an interest in working with children ages birth to five.

Approvals:

Special Education Program Coordinator:



Literacy Program Coordinator:



**Memo**

March 1, 2023

To: Dr. Kody Varahramyan, Vice President for Research and Dean of the Graduate School

From: Dr. Jim Artesani, Associate Dean for Graduate Studies, Research, and Outreach, College of Education and Human Development

Re: New Graduate Certificate: Outdoor Leadership and Education

---

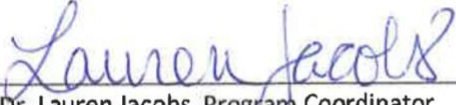
The attached proposal describes the components of a 15-credit hour Graduate Certificate in Outdoor Leadership and Education offered by the School of Kinesiology, Physical Education, and Athletic Training in the College of Education and Human Development.

The outdoors is an essential part of Maine's heritage and an increasingly critical component of its modern economy. Maine ranks among the top five states, with the most significant percentage of the economy coming from the outdoor recreation industry. The outdoor industry is vital for the sustainability of rural Maine communities. Additionally, outdoor activities can help provide and strengthen essential connections between people and place, contributing to reasons for young adults, in particular, to remain in or move to our state. For economic, educational, and environmental causes, Maine requires a skilled cadre of stewards, educators, land managers, and guides to lead others knowledgeably, ethically, and safely in our natural resources.

This graduate certificate will focus on providing the professional skills, content knowledge, and field experience needed for those who wish to lead outdoor programming for P-12 and post-secondary education students or adult participants. The prospective students for this program will be those currently employed or who wish to work in this rapidly expanding field and those, including teachers, who wish to incorporate more experiential and outdoor programming into their existing work.

This proposal includes an overview of the program, learning objectives, rationale, course requirements, collaboration with other UMS campuses, and existing resources needed to implement and sustain this certificate.

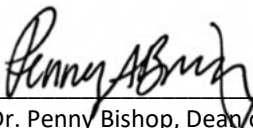
**Approval Page for Graduate Certificate in Outdoor Leadership and Education**

 Date: 3.2.23  
Dr. Lauren Jacobs, Program Coordinator  
School of Kinesiology, Physical Education, and Athletic Training

 Date: 3.2.23  
Dr. Robert Lehnhard, School Director  
School of Kinesiology, Physical Education, and Athletic Training

 Date: 3-26-2023  
Dr. Tammy Mills, Curriculum Committee Coordinator  
College of Education and Human Development

 Date: 3/27/2023  
Dr. Jim Artesani, Associate Dean of Graduate Studies, Research, & Outreach  
College of Education and Human Development

 Date: 3/27/2023  
Dr. Penny Bishop, Dean of the College of Education and Human Development

\_\_\_\_\_ Date: \_\_\_\_\_  
Scott Delcourt, Associate Vice President for Graduate Studies and Senior Associate Dean

\_\_\_\_\_ Date: \_\_\_\_\_  
(Provost)

\_\_\_\_\_ Date: \_\_\_\_\_  
(President)



## Outdoor Leadership & Education Graduate Certificate

February 2023

The outdoors is an essential part of Maine's heritage and an increasingly critical component of our modern economy. Maine ranks among the top five states, with the greatest percentage of the economy coming from the outdoor recreation industry. The outdoor industry is particularly important for the sustainability of rural Maine communities. Additionally, outdoor activities can help provide and strengthen important connections between people and place, contributing to reasons for young people, in particular, to stay or move here. For economic, educational, and environmental reasons, Maine requires a skilled cadre of stewards, educators, land managers, and guides to lead others knowledgeably, ethically, and safely in our natural resources. While this need for "Outdoor Leadership" is great, the labor force is limited. National parks lost 29% of employees between 2010-2020, and Outward Bound canceled unprecedented numbers of programs last year due to severe staff shortages. This Intent to Plan outlines a proposed graduate certificate program in Outdoor Leadership and Education within the School of Kinesiology, Physical Education, and Athletic Training at the University of Maine. We believe this program will benefit our state and that it is directly related to the university's mission to support the well-being of Mainers, our natural resources, and our economy.

### 1. Objectives:

The Outdoor Leadership and Education graduate certificate program will allow students to expand their knowledge and skills to facilitate meaningful, high-quality outdoor learning experiences for participants of all ages. This certificate will focus on providing the professional skills, content knowledge, and field experience needed for those who wish to lead outdoor programming for PK-12 students, post-secondary education students, or adult participants. The prospective students for this program will be those currently employed or who wish to work in the field and those - such as PK-12 educators - who wish to incorporate more experiential and outdoor programming into their existing jobs.

University of Maine Outdoor Leadership and Education graduate certificate program students will be able to...

1. plan and facilitate safe, meaningful, appropriate outdoor activity and outdoor learning experiences for diverse participants and in diverse settings,
2. use and build upon their existing professional knowledge, experience, and skills to incorporate outdoor activities and learning into their instructional practices in dynamic and innovative ways, and
3. thoughtfully and ethically incorporate elements of *place* into learning experiences.

### 2. Need for program/market analysis:

The relevant Lightcast reports were acquired and reviewed in November/December 2022; they showed a gap that this kind of graduate program would fill, but did not show the full story. We

are regularly asked, particularly by educators, if we have this kind of graduate program. Educators in schools and community programs desire this kind of professional development, particularly after the COVID-19 pandemic showed the benefits of outdoor learning and activities.

### **3. Involvement with other universities:**

This Graduate Certificate will be offered through collaboration with UMaine's Outdoor Leadership and Education program in the School of Kinesiology, Physical Education, and Athletic Training and UMaine Machias' Outdoor Recreation and Leadership program.

We are aware of the recent proposal from UMF for a Nature-Based Education (NBE) graduate certificate. We have met with the corresponding faculty members to discuss these proposed certificates and concluded that the two would complement each other well. While both certificates aim to meet the needs of educators, the expertise on each campus and the associated coursework will provide sufficient distinction. Moreover, an exciting outgrowth of the planning process is the possibility of combining these two certificates into one collaborative graduate (Master's) degree program. There is shared interest on all three campuses (UMaine, UMF, and UMM). We believe this would be very feasible and meet the needs of many potential students around the state.

### **4. Staffing and Resources**

All of the courses in the planned certificate already exist or are currently under review for approval. The matrix below shows the proposed plan of study, the course modalities, alignment with program objectives, and when the courses are typically offered. Very few, if any, additional resources will be required to implement this program. Lauren Jacobs at UMaine and Karen Beeftink at UMM are the primary faculty involved. Additional faculty include adjunct instructors for specific courses.

### **5. Timeline of Graduate Certificate Implementation:**

March 2023: Submission of Program Proposal

Spring 2023: Approval Process

Fall 2023: Admission of first students

### Proposed Program of Study

Program of Study (15 credits total)	Course and Instructor	Campus & Typically Offered Semester and Modality	Program Objective Alignment	Notes
<b>Required Courses</b> All of these courses are required for the certificate (6 credits)	KPE 512 Ethics & Social Justice in Outdoor Leadership (Lauren Jacobs)	UMaine; Fall; Distance asynchronous	Objective 1	The 500-level version of this course is under review (as of 12/22)
	KPE 550 Bringing the Classroom Outdoors (Elizabeth Clarke and Sarah Timm)	UMaine; Summer; Hybrid online and in-person 5-day intensive in the field	Objectives 1 and 2	The 500-level version of this course is under review (as of 12/22)
<b>Pedagogy of Place</b> Students will choose <b>two</b> of these courses (6 credits)	REM 412 Interpretation of Natural and Cultural Resources (Nicole Lazure)	UMM; Varied semesters; Distance synchronous	Objective 3	Alternative: SFR 452 at UMaine
	NAS 401 Advanced Topics in Native American Studies: Teaching Wabanaki Studies	UMaine; Spring; In-person	Objective 3	This is the first iteration of this course; there are plans to provide a distance and possibly graduate level option in the future.
	MES 540 Maine and the Northeast Borderlands	UMaine; Spring; Online asynchronous	Objective 3	
	MES 520 Advanced Topics in Maine Studies	UMaine; Varied; Typically online	Objective 3	
	EHD 590 Topics in Education: Rural & Community Leadership	UMaine; Varied; Online	Objective 3	
	EHD 691 Ed Apprenticeship (Karen Beeftink)	UMM; varied	Objective 3	In conjunction with UMM courses ENV 312 Atlantic Salmon Conservation Projects or REM

				327 Rec Behavior & the Environment
<b>Field Experience</b> (3 credits)	EHD 657 Ed. Practicum during one of the following courses: KPE 396 Field Experience in Outdoor Leadership; KPE 280 Intro to Paddling Inst and Safety; or REM 212 Backcountry Expedition Skills	UMaine and UMM; variety of options; all include field experience in-person	Objective 1 and 3	Graduate students in this course would participate in an outdoor leadership and education field experience while also taking on a leadership role within the course in collaboration with the instructors.

#### 6. Admissions Procedures

To apply, prospective students must complete the Certificate Application to the UMaine Graduate School for department and graduate school review and decision.

- Students must hold a bachelor's degree from an accredited college or university. Official transcript(s) will be required.
- All courses must be passed with a B- or above grade to be applied towards the certificate.
- 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 toward a graduate degree.

**Memo**

April 5, 2023

To: Dr. Kody Varahramyan, Vice President for Research and Dean of the Graduate School

From: Dr. Jim Artesani, Associate Dean for Graduate Studies, Research, and Outreach, College of Education and Human Development

Re: New Graduate Certificate: Adapted Physical Education Graduate Certificate

---

The attached proposal describes the components of a 15-credit hour Graduate Certificate in Adaptive Physical Education (APE) offered by the School of Kinesiology, Physical Education, and Athletic Training in the College of Education and Human Development. The purpose of APE is to provide a comprehensive approach that ensures all students with disabilities receive an individualized and appropriate physical education program.

This certificate in APE responds to a growing need for teachers and other school professionals across the state that are certified to provide this specialized educational service to Maine's students with disabilities. The program will prepare physical educators to understand relevant educational policies and evidence-based practices to best support P-12 students in developing healthy levels of balance, flexibility, muscular strength, body composition, and cardio-respiratory endurance.

More specifically, students in this program will learn how to use sound assessment practices to create individualized curriculum goals, design effective pedagogical practices, and implement data-based evaluation procedures. Learners will also become proficient in following ethical and legal guidelines related to APE and the skills and processes to effectively collaborate with parents/caregivers and relevant service providers (e.g., physical, occupational, and speech and language therapists and special education teachers).

This proposal includes an overview of the program, learning objectives, rationale, course requirements, and existing resources needed to implement and sustain this graduate certificate.



**College of Education and Human Development  
Graduate Certificate Proposal Routing Slip**

**From: School of Kinesiology and Physical Education Program  
School of Kinesiology, Physical Education, and Athletic Training  
College of Education and Human Development**

**Item: Adaptive Physical Education Graduate Certificate**  
This certificate will prepare P-12 physical educators with the knowledge, skills, and experiences required to meet the federally mandated specialized services in adapted physical education for students with disabilities

**Below are the endorsements to accept the  
Adaptive Physical Education Graduate Certificate**

\*\*\*\*\*

Signature	Date	
	<u>4/11/23</u>	Shannon Fotter, Program Coordinator School of Kinesiology, Physical Education, and Athletic Training
	<u>4/11/23</u>	Robert Lehnhard, School Kinesiology, Physical Education, and Athletic Training Director
<u>Tammy Mills</u>	<u>4/11/2023</u>	Tammy Mills, COEHD Curriculum Committee
<u>Jim Artesani</u>	<u>4/11/2023</u>	Jim Artesani, Associate Dean of Graduate Studies, Research, and Outreach
<u>Penny Bishop</u>	<u>4/11/2023</u>	Penny Bishop, Dean of COEHD
_____	_____	Scott Delcourt, Associate Vice President for Graduate Studies and Senior Associate Dean

# **New Graduate Certificate Proposal**

## **Adapted Physical Education**

### **Submitted by:**

**School of Kinesiology, Physical Education, and Athletic Training  
College of Education and Human Development  
University of Maine**

**a. A statement of the educational objectives of the program:**

Preparing P-12 physical educators with the knowledge, skills, and practical experiences required to meet the federally mandated needs of students with disabilities is a critical component of inclusive programming. The University of Maine's Adapted Physical Education graduate certificate program will address these needs by:

1. Offering the coursework mandated by the Maine Department of Education for educators seeking to earn the adapted physical education endorsement (515).
2. Elevating the number and capacity of qualified educators in Maine with the required credentials to provide adapted physical education services.
3. Cultivating a community of educators engaged in meaningful collaboration to support students with disabilities in obtaining the full benefit of a Free, Appropriate, Public Education (FAPE) and appropriate access to general education programming in the Least Restrictive Environment (LRE) (*Individuals with Disabilities Education Improvement Act of 2004*).

Program content will target the needs of practicing physical education teachers. Students who complete the Adapted Physical Education curriculum will:

1. Develop a more robust understanding of legislation directly impacting individuals with disabilities.
2. Conduct accurate and comprehensive assessments of motor skill performance.
3. Design lessons centered on the principles of universal design for learning.
4. Participate in extensive practical experiences by providing direct assessment and instruction to P-12 students with disabilities.

- b. A statement of the proposed course sequence associated with the certificate, including titles and course descriptions for both existing courses and any new courses that may be developed:**

Physical educators who complete the Adapted Physical Education Certificate program will progress through a sequence of graduate courses designed to enhance their knowledge and skills of evidence-based practices in adapted physical education. This 15-credit program can be completed in a minimum of two semesters. Coursework includes six credits in education (EHD), at least 3, but a maximum of 9 credits in special education (SED), as well as the option of 6 credits in Kinesiology and Physical Education (KPE). There are three required courses. The proposed program outline is as follows:

Education Courses	Special Education Courses	Electives
<p>EHD 590 Assessment in Adapted Physical Education (3 credits) *</p> <p>EHD 657 Practicum in Adapted Physical Education (3 credits) *</p>	<p>SED 532 Behavior Management and Intervention (3 credits)* or;</p> <p>SED 563 Positive Behavior Support of Students with Autism Spectrum Disorders (3 credits)*</p>	<p>KPE 520 Ethics and Social Justice in Outdoor Leadership (3 credits)</p> <p>KPE 573 Motor Performance and Learning (3 credits)</p> <p>SED 520 Law and Policy Affecting Individuals with Disabilities (3 credits)</p> <p>SED 564 Universal Design for Learning and Assistive Technology in PreK-12 Classrooms (3 credits)</p>
<p>EHD 590 will be offered every fall semester, and EHD 657 will be offered every spring semester. This timing aims to ensure that educators have the skills to conduct the formal and informal assessments required to determine eligibility for adapted physical education (a direct special education service).</p>	<p>The third required course will be selected from SED 532 or SED 563, which addresses methods of behavior intervention and behavioral support methods.</p>	<p>The final two courses will be chosen from the courses above.</p>



**\*Required Courses**

**Course Descriptions:**

EHD (6 credits):

**EHD 590 Assessment in Adapted Physical Education:**

This course is ideal for practicing physical educators reflecting on their teaching students with disabilities. Course participants will acquire the tools to assess, analyze, interpret, report, and recommend an appropriate physical education program for students with disabilities.

**EHD 657 Practicum in Adapted Physical Education:**

This course will be a supervised practicum that will emphasize experiential learning across a diverse population of learners and settings.

SED (3 credits):

**SED 532 Behavior Management and Intervention:**

This course explores approaches to behavior management and behavior change in educational settings. Examines principles of cognitive behavior modification, social skills training, and crisis intervention.

or;

**SED 563 Positive Behavior Support of Students with Autism Spectrum Disorders:**

This course provides preparation in behavior assessment, support, and intervention for students with Autism Spectrum Disorder. Emphasizes evidence-based practices, including functional behavioral assessment and communication training, social skills instruction, self-management, and antecedent and broader environmental interventions.

**Options:**

**SED 520 Law and Policy Affecting Individuals with Disabilities:**

This course examines state and federal laws and policies that affect individuals with disabilities in both schools and the community.

**SED 564 Universal Design for Learning and Assistive Technology in Pre-K-12 Classrooms:**

This course will acquaint PreK-12 educators with principles, theories, research, and policies related to Universal Design for Learning (UDL) as Assistive Technology (AT). The course will examine the historical roots and policies related to UDL and AT, core requirements of UDL and AT, application of UDL and AT within various content areas (e.g., reading, mathematics, social studies, science), and systems issues related to meeting the diverse needs of students.

**KPE 520 Ethics and Social Justice in Outdoor Leadership:**

In this course, students will explore and critically discuss ethical and social justice issues related to outdoor activities, programming, and leadership. Topics will include wilderness travel ethics, diversity, and gender issues in outdoor programming and leadership, and the creation of inclusive and equitable opportunities for all. Students will be asked to examine their beliefs and experiences and consider their importance in shaping outdoor leadership identities.

**KPE 573 Motor Performance and Learning:**

The study of motor performance to aid the instructor in providing a better theoretical framework to structure learning experiences for skillful individual performance.

In addition, we plan to develop a current studies course to expand the opportunities for professional development available to practicing educators. The University of Maine can retain a meaningful connection with educators eager to engage in continuous learning opportunities by offering a current studies course.

**c. A statement of how the proposed course sequences associated with the certificate will meet the state educational objectives:**

The described combination of lecture and practicum-based experiences will equip educators with the knowledge and skills to provide all learners with age- and developmentally-appropriate physical education. Educators who complete the Certificate in Adapted Physical Education will be prepared to fill a critical need amid a national teacher shortage.

Conversations with educators across the state reveal several compliance-based issues that violate the protections provided to students with disabilities under the Individuals with Disabilities Education Act (IDEA):

1. Practicing physical educators report that their school system “does not offer adapted physical education” or that some students with disabilities are being denied the opportunity to access physical education or adapted physical education in any capacity. In other cases, educators report that all students are “mainstreamed” into the general education program even when they do not meet grade-level outcomes associated with the general physical education content or receive individualized instruction. Adapted physical education is a direct service and should be provided to all eligible students with disabilities in their least restrictive environment.
2. Practicing physical educators also report that school-based physical therapists are operating outside their scope of practice by teaching physical education content

(physical and motor skills, fundamental motor skills and patterns, skills in aquatics, dance, and individual and group games). According to the Individuals with Disabilities Education Act (2004), physical therapy is a related service and cannot be substituted for adapted physical education.

3. School districts report challenges in hiring personnel with the required qualifications to conduct formal assessments on motor skill performance. Accurate assessments are a cornerstone of eligibility for special education services. With the appropriate APE training, students could be allowed access to services. The assessment course in this graduate certificate program will address this critical need.

Conversations with administrators and educators across the state reveal a pervasive need for adherence to statutes governing the delivery of specially designed instruction in physical education. We can place highly qualified educators in every school district by providing the appropriate coursework.

Additionally, this graduate certificate may be stacked with graduate certificates in the Graduate Special Education Program (i.e., High Leverage Practices to Promote Inclusion, Positive Behavior Interventions, and Supports or Autism Graduate certificates) towards 30 credits needed for a special education M.Ed. Individualized concentration.

- d. A statement of the need for the proposed program and the basis for such a need, supported by either externally or internally derived data:**

According to the Maine Department of Education (MDOE) (2021), 31,615 students have qualified for special education services under the Individuals with Disabilities Education Act (IDEA). The MDOE could not provide a definitive number. However, it is estimated that less than 25 educators hold the adapted physical education endorsement (515).

The University of Maine's Adapted Physical Education Certificate program will assist the MDOE and students enrolled in Maine public schools by:

1. Providing the coursework mandated by the recent changes to Maine's Chapter 115 and the adapted physical education endorsement (document attached). The revised requirements require assessment in adapted physical education and a supervised practicum in adapted physical education.

\* Note: The University of Maine would be the only educational institution in the state providing these courses.

2. Increasing the number of credentialed adapted physical educators in the state of Maine.
3. Becoming a reliable destination for professional development opportunities.

4. Galvanizing physical educators in Maine to embrace more inclusive educational practices for students with disabilities.

Two educational institutions in the New England area offer a Graduate Certificate in Adapted Physical Education:

The University of New Hampshire adapted physical education certificate requires 15 credit hours of “specified coursework.” This program has three required courses (KIN 831, KIN 842, and KIN 895) and three elective course options (EDUC 850, EDUC 956, and KIN 881). One course (KIN 831) is listed as a “hybrid” course; the remaining options appear to be in person. According to the (2021/2022) tuition scale, an out-of-state resident would pay \$865.00 per credit hour for \$12,975 to complete the program. New Hampshire residents pay \$785.00 per credit hour (at 15 credits), totaling \$11,775 to complete the program.

SUNY Brockport also offers a 15-credit Graduate Certificate in Adapted Physical Education. This program encompasses five required courses (PES 581, PES 582, PES 683, PES 684, and PES 686), and there are no elective options, and classes are offered in-person only. According to the (2021/2022) tuition scale, an out-of-state resident would pay \$963.00 per credit hour for \$14,445 to complete the program. New York residents pay \$471.00 per credit hour (at 15 credits), totaling \$7,065 to complete the program.

Springfield College offers a Master’s degree in Adapted Physical Education that requires a minimum of 33 credit hours of coursework with at least 12 credits from a list of “program requirements” (PHED 612, PHED 663, and PHED 695) and at least 21 credits from a list of “selectives.” According to the (2023/2024) tuition scale, the cost per graduate-level credit hour is \$1,178.00 per credit hour for a total of \$38,874 to complete the program.

- e. **The names of at least 2 Graduate Faculty members associated with or contributing to the certificate program, either by teaching one or more of the courses associated with the program or participating in the design of the course sequence:**

Dr. Rose Angell, Adjunct Faculty, School of Kinesiology, Physical Education, and Athletic Training

Dr. Sarah Howarth, Graduate Special Education Program Coordinator & Assistant Professor of Special Education

Dr. Sara Flanagan, Assistant Professor of Special Education

Dr. Lauren Jacobs, Lecturer, School of Kinesiology, Physical Education, and Athletic Training

## References

University of New Hampshire. (n.d.). Retrieved December 19, 2022, from <https://catalog.unh.edu/graduate/programs-study/kinesiology/adapted-physical-education-certificate/>

Springfield College. (n.d.). Retrieved December 19, 2022, from <https://springfield.edu/programs/graduate/adapted-physical-education>

SUNY Brockport. (n.d.). Retrieved December 19, 2022, from <https://webapp.brockport.edu/academics/catalogs/2022/programs/kinesiology-physical-education-track-masters.html?pgm=kinesiology-physical-education-track-masters.html>

**Athletic Training 3+2 Accelerated Plan**  
**College of Education and Human Development**  
**School of Kinesiology, Physical Education, and Athletic Training**

**School Director:** Robert Lehnhard

**Program Coordinator:** Chris Nightingale

**Curriculum**

- 1) The required coursework for a 3+2 is already in place at the undergraduate and graduate levels.
- 2) The goal is to add a third concentration to the existing KPE major to have students focus on pre-AT; the content for this concentration would vary as early as year two of the student's undergrad program
- 3) We need to confirm that existing concentrations are advising guidelines and not formal sub-plans of the major
- 4) If they are a formal sub-plan of the major, we need to move this sub-plan through the appropriate college and university curricular committees.

**Registration & Student Classification**

- 1) Students would apply to access the program early in the spring of their second year
- 2) Students would begin taking graduate content in the fourth year
- 3) Students would not receive their undergraduate degree until the end of their fourth year-- meaning they would effectively be both undergraduate and graduate students
- 4) Students who elect to change concentration before the 4<sup>th</sup> year can complete the bachelor's degree in Exercise Science as it is currently laid out. Students who opt out after the 4<sup>th</sup> year will only receive a bachelor's degree in Exercise Science with the Science Concentration. Students must complete the entirety of the program (all five years) to earn the MSAT degree and be eligible to sit for the BOC Certification Exam
- 5) To meet accreditation requirements, students need to be classified primarily as graduate students in their fourth year
- 6) We need a mechanism to differentiate students interested in pre-AT / 3+2 from other KPE students as early as possible.

**Financial Aid**

- 1) We have previously secured a commitment from the Provost to continue merit awards into a student's fourth year-- even if they are no longer primarily an undergraduate student
- 2) We need to confirm that students would be charged the higher graduate rate of tuition

## Program Phases

### Undergraduate Phase of 3+2 Hybrid Exercise Science / Athletic Training program

#### Year One – 1<sup>st</sup> Semester (17 credits)

BIO 100 – Basic Biology	4 cr
ENG 101-College Comp	3 cr
KPE 253 – Lifetime Fitness	3 cr
Gen Ed	3 cr
EHD 100 or RLE	1 cr
KPE 250 – Emergency Care	3 cr

#### Year One – 2<sup>nd</sup> Semester (17 credits)

BIO 208 – Anatomy & Physiology	4 cr
PSY 100 – General Psychology	3 cr
MAT 122 – Pre Calc	4 cr
KPE 262 – Methods of Teaching	3 cr
Gen Ed	3 cr

#### Year Two – 1<sup>st</sup> Semester (16 credits)

CHY 121/123 - General Chem	4 cr
KPE 307 - Anat & Path - LE	3 cr
KPE 376 - Kinesiology	3 cr
Gen Ed	3 cr
Gen Ed	3 cr

#### Year Two – 2<sup>nd</sup> Semester (15 credits)

KPE 270 – Motor Development	3 cr
KPE 308 – Anat & Path - UE	3 cr
KPE 385 - Evaluation of Injuries	3 cr
FSN 101 – Food Science & Nutr	3 cr
Gen Ed	3 cr

#### Year Three – 1<sup>st</sup> Semester (17 credits)

PHY 111 – General Physics	4 cr
ENG 317 – Bus & Tec Writing	3 cr
KPE 304 – Assessment & Tech	3 cr
KPE 378 – Phys of Ex	3 cr
KPE 387 – Therapeutic Exercise	4 cr

#### Year Three – 2<sup>nd</sup> Semester (15 credits)

KPE 367 – Adapted PE	3 cr
KPE 425 – Health Promotion	3 cr
KPE 426 – Exercise Prescription	3 cr
KPE 490 – Nutrition Sp & Ex	3 cr
STS 232 – Statistics	3 cr

Early in the Second Semester of Year Two, students signal their intention to carry on in the hybrid program and prepare to begin the graduate phase of the Athletic Training degree program or transition out of the track and complete the traditional requirements for a bachelor's degree in Exercise Science.

Students wishing to continue into the graduate phase of the program will submit transcripts to the Athletic Training Program Director for review to ensure completion of and minimum grades in prerequisite course work.

**Approvals**

**Program Coordinator**

  
\_\_\_\_\_  
Christopher Nightingale

4/25/2023  
Date

**School Director**

  
\_\_\_\_\_  
Robert Lehnhard

4/25/23  
Date

**College Curriculum Committee, Chair**

  
\_\_\_\_\_  
Tammy Mills Text

4/25/2023  
Date

**Dean**

  
\_\_\_\_\_  
Penny Bishop

4/25/2023  
Date

**Associate Vice President for Graduate Studies and Senior Associate Dean**

\_\_\_\_\_  
Scott Delcourt

\_\_\_\_\_  
Date



## UMaine Graduate Student Mentoring Compact

This document summarizes the primary roles and responsibilities of the faculty advisor and graduate student, and is intended to facilitate conversation regarding financial support, degree requirements, research expectations (if applicable), and professional development. Effective communication can support the development of a positive mentoring relationship and promote student success. Graduate students and their faculty advisors are to review this document, and then meet to discuss, sign, and submit it to the Graduate Program Coordinator within the first four weeks of each academic year. The expectations of this meeting are to give and receive feedback.

### General Principles

- Mentoring is a central component to graduate student success. Both parties should agree on the frequency and length of the meetings, agree on how agendas for meetings will be formulated, and keep notes and record of meetings.
- Graduate students and their faculty advisors share responsibility for cultivating positive and productive mentoring relationships, and should communicate to ensure a shared understanding of responsibilities and expectations.
- While the faculty advisor will be the primary mentor during the student's time in the graduate program, one mentor may not be able to provide all the guidance and support needed. Students are encouraged to seek guidance from their committees, other faculty or staff, fellow graduate students, or through programs offered by the Graduate School or other campus resources.
- Open communication is expected when the mentoring relationship or academic progress\* to date is perceived as not satisfactory. Advisor and advisee should use intentional communication, prepare for the meetings, adhere to the previously agreed upon agenda, and determine communication styles, needs and frequency.
- Advisor and advisee are encouraged to work together to identify strategies to resolve conflict should it arise. If conflicts does arise that cannot be resolved without assistance, both the graduate student and their advisor can seek support from other committee members, the Graduate Program Coordinator, Department Chair, Student Success Manager and Associate Dean for the Graduate School.
- Graduate student academic goals, professional goals, and outcomes are mutually beneficial to the student and their faculty advisor, and can advance the interests of the university, the funding source (if different), and an academic discipline as a whole. Commitments made regarding financial support and graduate appointments should include clear expectations and should be honored.
- Both advisee and advisor should be clear and respect one another's personal and professional boundaries. Boundaries are often informed by our culture(s) and we cannot assume other have similar boundaries. The power differential in this dynamic could convolute the working relationship, and both advisor and advisee should discuss and agree to the work that needs to be done and how it will come to completion. The advisee and advisor should also decide when phoning or texting a personal number is appropriate.

### Roles and Responsibilities of Faculty Mentor

Faculty support and oversee the student's scholarly and professional development. To this end, they should:

- Tailor guidance to the individual and their expressed goals, and advocate on behalf of the student.
- Be knowledgeable about [Graduate School](#) and departmental/degree program policies.
- Assist with understanding program requirements and developing a timeline for completion.
- Provide guidance on the thesis/dissertation topic and scope for completion within an appropriate time frame (if applicable to thesis/dissertation track). Advisors should let advisees know how long it will take for them to provide feedback. Advisors should commit to providing feedback in a timely manner based on upcoming deadlines and goals.
- Review graduate student progress, challenges, and professional goals.
- Be aware of on- and off-campus resources that may provide support to graduate students experiencing academic, professional and personal challenges, and that may provide guidance to advisors during these times.
- Model professional and ethical behavior.

- Be knowledgeable about and inform students of UMaine resources for managing stress and maintaining personal well-being.

### **Roles and Responsibilities of Graduate Student**

Students have the primary responsibility for the successful completion of their degree and the development of their career beyond degree completion. To this end, they should:

- Be aware of and comply with the [academic standards and degree requirements](#) of the Graduate School and the academic unit.
- Be committed to your graduate education, degree progress, and demonstrate that commitment through efforts and accomplishments in coursework, research (if applicable), and teaching (if applicable).
- Work with their faculty advisor to establish a research topic and timeline and commit to meeting regularly to discuss progress, challenges, and professional goals.
- Be responsive to faculty advisor/committee member advice and constructive criticism.
- Contribute to a collegial environment by attending and participating in departmental activities or group meetings and seminars as appropriate.
- Engage in the [Responsible Conduct of Research](#) (if applicable).
- Interact respectfully, positively, and professionally with colleagues including fellow graduate students, undergraduate students, lab and field workers, research or lab technicians, UMaine faculty and staff, as well as external collaborators and funders.

\*Academic progress can be defined as any combination of coursework, independent study, research, instruction, etc.

---

Faculty Advisor Name & Signature

Graduate Program Coordinator Signature

---

Graduate Student Name & Signature

Date

## Conversation Starters: Important topics to facilitate shared understanding

**Financial Support.**— Masters students typically complete their degree within 2-5 years and Doctoral students typically complete their degree withing 3-5 years. Faculty advisors are expected to communicate the duration for which funding (stipend and tuition) is secured. If funding is not secured, advisors should be forthright about the likelihood of obtaining additional funding (including application/notification timeframe and funding rates). Clarify that assistantships do not cover mandatory student fees. Clarify summer funding rate.

Complete the fields below to indicate commitment of support (TA or RA; source of RA need not be detailed) and anticipated timeline.

AY \_\_\_\_\_ : \_\_\_\_\_ SU \_\_\_\_\_ : \_\_\_\_\_  
AY \_\_\_\_\_ : \_\_\_\_\_ SU \_\_\_\_\_ : \_\_\_\_\_  
AY \_\_\_\_\_ : \_\_\_\_\_ SU \_\_\_\_\_ : \_\_\_\_\_

**Graduate Appointments.**— Review and discuss the *Graduate Student Guidelines* and the details regarding TA and RA appointments. If supported through an RA, discuss whether the work is associated with or outside the scope of the student's thesis research. Discuss expectations regarding vacations and time away from campus, including the timeframe and what is appropriate notification.

**Degree Requirements.**— Review degree requirements. The *Program of Study* form is to be completed by the end of the first year or after the completion of twelve (12) credit hours. This deadline is intended to keep students on track for a timely graduation and facilitate communication among all parties.

### Thesis/Directed research

- Discuss expectations about the mentoring relationship. Establish a schedule for meetings and discuss what is satisfactory preparation for each meeting. Discuss expectations regarding the timeframe for communications or assessments.
- Define the anticipated thesis/dissertation topic, timeline, format, and potential committee members.
- Clarify standards and norms for authorship. Relevant topics include expectations and commitments around the production of first author publication(s) by the graduate student (whether that occurs before or after degree completion) and expectations around co-authorship (e.g., Will the graduate student be recognized as an author for contributions beyond his/her own thesis work? Are other lab members or colleagues likely to be coauthors on work led by the graduate student)
- Discuss responsible conduct of research (if applicable).
- What permissions will be required (e.g., IRB) and what role may the student have in obtaining those permissions?
- Describe policies on data ownership, management, storage, and sharing.
- Set clear expectations for attending and participating in group meetings (if held), and consider other opportunities for student engagement (e.g., seminars or reading groups).
- Clarify what, if any, research related expenses may be incurred by the student, including the use of their own equipment or vehicle. Discuss compensation pathways for these expenses.

### Professional Development

- Discuss professional goals and opportunities on/off campus (e.g., courses, certificate programs, workshops, partnerships, conferences) that would aid in the student identifying and achieving their goals, and discuss the availability of financial support, where applicable.
- Discuss interest in professional service (e.g., departmental or society committees).
- Involve students, as appropriate, in budget management, grant preparation, and report writing.

---

Faculty Advisor Name & Signature

Graduate Program Coordinator Signature

---

Graduate Student Name & Signature

Date