



Graduate Board
Thursday, December 15, 2022
48 Stodder Hall
Or by Zoom:

[Join Zoom Meeting](#)

ID: 82686859002

Passcode: 098222

3:00-4:30 pm

AGENDA

1. Review/approval of September 2022 and October 2022 minutes
2. Review/approval of November 2022 and December 2022 Curriculum Committee reports
3. Announcements/updates
 - December 2022 CGS meeting
 - Graduate School staffing
 - Graduate School financial awards
 - Centennial planning
 - Low residency doctoral program status
 - Upcoming program assessment workshops
4. Guest: Erin-Kate Sousa (IEI) – course in academic writing for ESL students in packet)
5. Discussion regarding policies on [Graduate Assistantships](#) (Sec 15.2) - Allyson Davis, Graduate Student Employment Manager
6. PTO policy for Graduate Assistants (draft revised policy)
7. Stipends/housing support for graduate students
8. Use of AI in admissions and retention of graduate students –Yifeng Zhu (see linked example from [Liaison \(Othot\).](#))
9. Managing international graduate applicants (continued discussion)
See [Graduate School FAQs](#)
10. Items arising – Happy Holidays!



Graduate Board
Thursday, September 22, 2022
48 Stodder Hall
Or by Zoom:

[Join Zoom Meeting](#)

ID: 82686859002

Passcode: 098222

3:00-4:30 pm
AGENDA

Attendance: E. Allan, P. Agrawal, J. Artesani, K. Ashley, C. Beitzl, J. Bonnet, T. Bowden, M. Brichacek, S. Butler, M. Camire, S. Campbell, A. Cruz-Uribe, S. Delourt, R. Dewan, D. Dryer, S. Fraver, J. Gill, N. Hall, K. Huguenard, R. Jarrett, S. Klein, A. Knowles, P. Libby, Z. Ludington, S. Hess, C. Murphy, E. Neumann, B. Peterson, E. Pandiscio, F. Peterson, L. Rickard, J. Romero Gomez, D. Saber, J. Settele, S. Smith, P. Stechlinski, J. Stoll, G. Van Walsum, R. Wheeler, T. Yoo, Y. Zhu.

Guests: Mandy Barington, Ryan Weatherbee – Office of Institutional Research
Crystal Burgess – Director of Graduate Communications

Meeting called to order – 3:05pm

1. Welcomes/introductions

- Rebecca DeWan (Music) – new – replacing Stuart Marrs
- Bryan Peterson (Plant, Soil and Env. Sci.) – new – replacing Stom Ohno
- Peter Stechlinski (Mathematics) – new – replacing Andy Knightly
- Erika Neumann – new – Assistant Dean Grad School of Business
- Deborah Saber (Nursing) – new – replacing Val Herbert
- Sam Hess – new – Physics (Jim McClymer is on sabbatical)
- Robert Jarrett – Phd Student, Marine Biology – GSG President
- Katie Ashley – Phd Student, Plant Science – GSG Board of Trustees Rep

Graduate School staff introductions –

Scott introduced the following individuals who joined the Graduate School staff in late August/early September: Allyson Davis, Graduate Student Employment Manager and Aylah Ireland, Graduate Student Success Manager

2. Review/approval of the May 12, 2022 Graduate Board minutes

- Motion to approve – Jim Artesani
- 2nd - Susan Smith / Dylan Dryer
- Unanimous approval

3. September 2022 Curriculum Committee report

- New: COS 578 - Introduction to Private Machine Learning (AI)
- Modifications: PSE 509 – Experimental Design
- Special Note – (minor course modifications approved over summer)
 - i. ACC 608 – Topics in Accounting
 - ii. MBA 649 – Strategic Decision Making

Motion to approve – Sandy Butler

2nd – Mary Ellen Camire

Unanimous approval

4. Announcements/updates

- Graduate enrollment update
 - i. Very strong international enrollment
 - 25% of international applications were from Nigeria & Ghana – social media promotion greatly helped this. Nigeria = 3rd largest student population at UMaine (Canada & India = top 2 in international representation)
 - 15% increase in non-resident graduate student population

GB members had the following comments -

- a. Anne Knowles – question – history saw the trend of Nigeria & Ghana increasing requests – many students looking for financial support & application fee waivers.
- b. Josh Stoll – recruiting a number of grad students – some from West Africa – very qualified applicants. Scott said that many students applying for Fall 2022 admission across multiple programs received full assistantships.
- c. Sandy Butler – social work – enrollment in “on campus” program is way down. SWK received a lot of applicants from Nigeria and Ghana – we accepted 11 – however, none ended up being able to come. Some got money, but couldn’t get their visa in time. Scott noted that this was a common

problem due to the large student demand at US embassies abroad.

- ii. Level of financial support needed was mixed. Grad School worked with individual programs to give partial scholarships to the most qualified applicants.
 - a. Zach Ludington – a lot of applications from Nigeria & Ghana – a lot of emails were very general and redundant. Questions about financial support and application fee waivers.
 - b. Sharon Klein – Economics – big influx of applicants from Africa since the fee waiver. Overall applicant pool improved as some students were admitted and others were not. (2nd year now) Fiona Libby did help with a pre-review of applicants, and she helped reject those that were not qualified. Still receiving 5-10 emails a day that appear to be copied and pasted.
 - c. CiCi – is wondering if there is a way to translate international transcripts - Fiona and Jason can help with this if needed.
 - d. Dylan Dryer – “Sometimes folks are not necessarily looking for information, though. Of course, for most of our programs (ours included), everything is ‘on the website,’ but sometimes people just want to see if there's another actual human being on the other end. I find all those inquiries tedious, but some particularly unpromising ones have led to very capable applications and currently funded students. It's hard to know from the very beginning which ones will turn out to be productive.”
 - e. Susan Smith – wondering if anyone is able to help with defining what is needed next for the visa, etc...(Debbi Clements is the DSO for international graduate admissions and can help).
 - f. Terry Yoo – had a student who needed financial support and was offered a Thurgood Marshall scholarship & then a TA in biology– but student couldn't get visa. Someone else could have gotten the financial support – there is an opportunity cost involved. This is a contingency that programs should plan for. Have an alternate list of admitted students who might be awarded TAs.
 - g. Anne Knowles – has asked foreign students to explain their grades with help from their undergraduate advisor.

- h. Mary Ellen Camire – has seen the influx from West Africa – and has also seen in influx in students from India via agents – many didn't have the core courses needed.
- i. Jacquelyn Gill – Biology gets a lot of these applicants – 5-10 a day. Set up boiler plate responses – got help with IT to get a separate email address with an auto-reply. Grad School helped with the language. The emails have quadrupled the workload. We have to think about the effort & the reward. We need to be prepared to support these students & preparing the broader communities.

*Grad School has been working to support this population – with an international graduate student liaison who is just starting to help support the growing international graduate student population. We will invite Orlina Boteva, Director of International Programs (OIP) to come to GB next month to discuss ways to support UMaine's international student population.

- j. Laura Rickard – has seen a lot of requests from international students – including one whose laptop broke once they arrived & are struggling financially.

*Graduate School and OIP may be able to help with emergency funds in certain situations.

- k. Juan Romero – earlier this year, was advised that international students are required to provide proof of 2 years of driving and insurance to be able to drive motor pool cars. Scott will discuss this issue with VP Varahramyan.
- l. Terry Yoo – international students trying to get a visa appointment can sometimes be an issue. It makes it difficult to find the support for them.

*Scott encouraged all programs to get admissions offers out as soon as possible since students often pick the first program to make an offer. With regards to international students, an early offer also gives them a heads up to make embassy appointments, send official documents to the Graduate School, etc. Programs should plan on at least a couple months from the admission offer to when students will be able to get a visa appointment, and often longer.

Other New England graduate schools are seeing the same trend in increasing international applications. We need to strategize on how to manage the associated work which hits both the Graduate School and individual programs. One option used by the Graduate School and some programs is to point applicants to a FAQ site which addresses the most commonly asked questions.

The Graduate School will also explore ways of managing applicants through the automated communications in the CRM. Will put FAQs on the agenda for the next meeting.

- Scott provided an update on recent University of Maine administrative searches
 - i. Dean of College of Engineering – Dr. Giovanna Guidoboni
 - ii. Dean of Libraries – Daisy Dominguez Singh
 - iii. VP for Finance and Chief Business Officer - Kelly Sparks
 - iv. VPEM – National search – temp appointment using the Registry – Norm Jones will start next month.
 - v. Associate Provost – to replace Jessica Miller - candidates on campus for interview
 - vi. Associate Provost – to replace Brian Olsen – search is just beginning
 - vii. Hannah Carter- has been appointed as the Associate Provost for Online and Continuing Education and Dean of Cooperative Extension.
 - viii. Associate Dean of Cooperative Extension – search active.
 - ix. Executive Director of Online Learning & Academic Programs – search active.

- PATFA contract update
When the new PATFA contract was negotiated, one provision that was added is that committee service on Honor's thesis committees and graduate student thesis committees should be compensated equivalent to teaching 1 credit (regardless of the number of committees). This was done without checking in with UMaine which has the majority of student committees. Currently trying to define what this means in terms of compensation since it could be a big cost to departments.

- Competency-based education – UMPI has proposed 2 master's degree programs (in history and in diversity, equity and inclusion) that would be competency-based programs where students could learn at their own pace. There needs to be a better way to ensure that individual UMS campuses do not end up competing with one another, but instead that collaborative programs are established (this was one purpose for creating the UMS Graduate Faculty category).

5. TTD for doctoral students and program follow-up

- Question raised by Dr. Varahramyan – number of degrees that we confer. The next rankings will come out in 2024 – based on data collected in the years prior. UMaine granted 84 Doctoral degrees last year (some may have been a backlog from prior years during the pandemic).
- There are 190 doctoral students who have been enrolled in doctoral programs since 2019 and many are post comps. Graduate School will be reaching out to programs to assess if we can help in some way financially or otherwise. (Some students have been here 10-12 years.)

- We will also strive to help highly qualified Master’s degree students transition into PhD programs. (A policy on granting nonterminal master’s, CAS, and EdS degrees was approved by Grad Board this past spring).
 - i. Terry Yoo asked if this would be an issue for international students who would need to enroll in Masters and may need to unenroll in the Phd. Scott said he would check with OIP.
 - ii. Anne Knowles & Jacquelyn Gill requested that this policy be recirculated.
 - iii. Crystal shared: “The non-terminal policy can be found in the April 2022 packet. Now that the minutes from May have been approved (today), we’ll get the policy updated in the policies and regulations: <https://umaine.edu/graduate/resource/april-2022-graduate-board/>.”
6. Graduate curriculum/program update:
- Graduate Certificate in Climate Adaptation (pending Provost approval)
 - i. There is pushback on this because the Climate Change Institute is not an academic unit. Deans, Provost, etc...will be meeting to discuss how to approve and administratively support similar programs.
 - ii. Jacquelyn Gill asked if they were aware that the CCI already has a master’s program and a certificate program. Scott noted that this point had been made by CCI and the Graduate School.
 - Substantive change proposal for SBE (pending Provost approval)
 - i. Jacquelyn Gill, Melody Neeley & Julie Gosse worked on revising the biomedical science concentration in this proposal – it is with the Provost’s office. No apparent concerns – it may go forward to UMS in the next month or so.
 - MS in Engineering Technology (BOT has approved)
 - i. Admissions will likely begin next month
 - ii. We will need a representative from this department to the Graduate Board – (Will Manion or John Allen are the likely candidates).
7. Graduate Program Assessment, Phase 2 (see handouts) – OIRA staff
- Mandy Barrington – Program Learning Outcomes requested of all graduate programs (degrees and certificates). In order for OIRA to consider the PLOs to be submitted, **programs must submit the link to where their PLOs are listed on their websites** which will be recorded in [this spreadsheet](#). (contact Ryan Weatherbee or Mandy Barrington to submit PLO link).
 - Next steps
 - i. Curriculum mapping
 - ii. Building an assessment program
 - June 2024 - when we are expected to report initial data on graduate learning outcomes. This [web page](#) lists all the graduate programs that

have submitted PLOs (those with active links).

Workshops for this year: <https://umaine.edu/oira/graduate-workshops/>

CiCi – question – will there be specific resources for exclusive thesis or dissertation programs without specific programs of study.

Ryan responded that we are talking about program learning outcomes – not specific to thesis or dissertation. We can work with individual department needs. There are some samples in the packet.

Crystal asked if we should alert OIRA when a new program has been approved. Mandy stated that would be very helpful. (Some new programs are not currently listed – i.e. DSE).

8. Discussion of priorities for the upcoming academic year –what does it mean to be a R1 University? (see handout)
 - Dean Varahramyan shared the RI information in the handout. What does it mean to be an RI university?
 - i. Doctoral degree production and external research funding are 2 of the key criteria. How does UMaine’s overall graduate mission (PhD, Master’s and Graduate Certificate programs both support and benefit from UMaine’s R1 designation?
 - a. Anne Knowles – concerned about things happening at the UM System – regarding profitable certificate programs cutting into Masters and PhD programs. Do these programs reach the level of “graduate education” that we wish to offer.
 - b. Competency based education – UMPI proposals for Master’s programs – based on Academic Partnerships relationship – to boost enrollment. (Academic Partnerships is receiving a 10 year contract & 50% tuition revenue) – The new proposed programs are likely the result of the AP presence at UMPI.
 - There is only one Graduate School in the UM System – however, there are increasing numbers of graduate programs proposed at other campuses.
 - NECHE accreditation visit is upcoming- findings will be interesting due to the way in which graduate programs at other UMS campuses are organized.
 - Revenue generating programs (GERS) should also be a part of this discussion.

9. Items arising

Meeting Adjourned: 4:45PM



Graduate Board
Thursday, October 27, 2022
48 Stodder Hall

3:00-4:30 pm

AGENDA

Meeting called to order: 3:05pm

Attendance: K. Gillon, J. Artesani, K. Ashley, J. Bonnet, T. Bowden, M. Brichacek, S. Butler, M. Camire, H. Carter, J. Chiarell, A. Cruz-Uribe, S. Delcourt, R. Dewan, D. Dryer, T. Fremow, S. Fraver, K. Glover, A. Goupee, H. Greig, N. Hall, K. Harding-Heber, R. Jarrett, S. Klein, A. Knowles, P. Libby, Z. Ludington, S. Hess, E. Neumann, S. Nittel, E. Pandiscio, F. Peterson, L. Rickard, D. Saber, S. Smith, P. Stechlinski, G. Van Walsum, R. Wheeler, T.Yoo, Y. Zhu.

Guests:

Orlina Boteva, Office of International Programs
Dean Norm O'Reilly – School of Business
Aylah Ireland – Graduate Student Success Manager
Allyson Davis – Graduate Student Employment Manager
Crystal Burgess – Director of Graduate Communications

1. Review/approval of October 4, 2022 Curriculum Committee report

New Courses:

HUD 505 Infant and Toddler Development
KPE 511 Acute and Emergency Care
KPE 521 Clinical Evaluation I
MEE 591 Offshore Wind Farm Engineering

The two KPE courses are part of the new MS in athletic training that will begin accepting students in fall 2023.

Motion to accept – Andy Knightly

2nd – Dylan Dryer

Discussion: Zachary Ludington – noted typo in MEE 591 course

proposal – in the description – there is a typo – remove “the” from sentence referring to offshore wind...
Unanimous approval with revision to MEE 591.

2. Grad Board Minutes from September will be available at the next meeting.
3. Announcements/updates
 - Graduate enrollment update – 3168 applications for fall, driven by a significant increase in international applications. UMaine has 304 international graduate students enrolled – with a significant portion from Nigeria & Ghana. Also over 500 PhD students enrolled.
Total number of Graduate Student Credit Hours was over 13,000 (off by just 0.6% from last year). Undergrad student credit hours were off by 8%
 - Graduate School staffing update
 - i. Graduate Student Success Manager – Aylah Ireland
 - ii. Academic Records Specialist – Emily Kuhlmann (replacing Aylah; Emily has been a GA in our office). She will be responsible for Graduate Faculty Appointments, Degree Audit, Thesis Review & Programs of Study.
 - Graduate School financial awards – first round of nominations for Waldron fellowships, Chase assistantships, shared Teaching Assistantships, etc...
Nominations will begin shortly, with a deadline of December 9.
2nd Round will be shortly afterwards – GERS (Tuition Revenue Sharing) programs will have some scholarships specifically for DEI.
1st Round of Shared TA nominations is intended for current students
2nd Round will be in February – and will be open to new students as well.
 - Centennial planning – 2023 is the 100 year anniversary of the Graduate School.
 - i. OVRDGS working committee has just started the initial planning phases and has discussed guest lectures, alumni panels and other special events, commemorative pins, etc.
 - ii. First Dean of Graduate School was George Davis Chase (CDRA award is named in his honor).
 - iii. Climate Change institute will be celebrating the 50 year anniversary of the institute. There is a planned reception in November.
Update on CCI's 50th Anniversary - Betty Lee organized this commemorative brochure on the Institute. Virtual version for those interested -
https://issuu.com/umaine/docs/ci_pages_for_web?e=16920463/43802704

- Upcoming graduate program assessment workshops (registration link: <https://umaine.edu/oira/graduate-workshops/>):
 - i. Curriculum Mapping, November 1, 12-1pm
 - ii. Assessment Planning, November 9, 11am-12pm
4. Guests: Orlina Boteva and Sarah Joughin from the Office of International Programs (OIP) were invited to speak to members of the Graduate Board on conditional admission and supporting the international student community.

Conditional Admission

- a. Intensive English Institute (IEI) provides support for international students who are not native English speakers.
- b. Conditional Admission – student meets all academic requirements, but, not the required English proficiency.
- c. Students with lower English fluency will also tend to have lower GRE scores.
- d. The Graduate School and OIP work together to provide guidance to international students with lower English proficiency.
- e. Erin-Kate Sousa from IEI works with Jason to perform English tests and placement recommendations
- f. Student with a relatively high English score will take one IEI course and one graduate course (This is the bridge program).
- g. Students requiring more English may take 2 courses in IEI for each of their first 2 semesters.
- h. UMaine currently has 6 graduate students who transitioned from the IEI program this semester.
- i. We did have a student go back into the IEI program for additional support to ensure they were successful in their graduate program.

Christina Murphy added that their program had a student go through IEI, and he has been as productive as our traditional full-time students. It has been a great way to get a really amazing student here.

Terry Yoo asked: Conditional admission does mean that students cannot receive financial support? Scott noted that conditional admission for English is different from conditional admission for low grades, so, in some cases, these students are able to hold an assistantship.

UMaine bridge students are considered to be matriculated in their graduate degree programs and are considered full time even when taking one IEI course and one academic course. Full IEI students must finish the IEI program and then convert their visa to their degree program once they pass English proficiency.

Yifeng Zhu commented: ECE department currently has one IEI student. In the past, we had several students who went through the IEI program. It

is a great on campus resource to recruit international students.

Scott noted that the University does have a higher English language requirement for TA's as they need to be able to teach undergraduate students.

Support for Our Current International Student Population

We have had a large influx of students from West Africa – and international students overall. What support can we offer? We are at 501 total international students on campus this year. Common app reported 150% increase in Nigerian applications at the undergrad level.

Nancy Hall shared: “At the on-campus Conley Speech, Language and Hearing Center we work with non-native English speakers on accent reduction/intelligibility improvement. Something to consider if your international students are teaching or conducting work orally, and experiencing difficulty with listeners understanding them. We also can help with language issues, such as understanding idiomatic expressions, etc. Questions? Email Judy Stickles, stickles@maine.edu”

Observations thus far:

We now have students with partial funding – and they have had to prove resources to support themselves for one year – but, many are running out of funding. OIP can help with small financial needs as they arise (\$500-\$1000) but, need more financial support to assist.

We have had more international students attending coffee hours. Let us know if you see international students struggling.

Sandy Butler asked – what is the next chapter for these struggling students? Orlina tries to connect them with community resources, churches, Black Bear Exchange (food pantry resources)

There needs to be more campus conversations around funding – Orlina tries to involve the Graduate Department, Dean of Students, etc...

Sandy Butler asked about proof of finances required for I-20. Orlina stated that they pay the application fee, the SEVIS fees, etc... after we issue the I-20. There are students who never pay SEVIS fees (therefore they are not pursuing their visa appointment).

Some international students have things happen once they arrive that impact their financial situation as well.

How are we providing support to students who have financial hardships at home, deaths in the family, political issues, natural disasters, etc...once they arrive?

Student Success Manager – Aylah Ireland can help connect students with resources on campus – counseling services, etc... Connecting with OIP is also important.

Sandy Butler – how to handle students asking for an application fee waiver? Send inquiries to the Graduate School. We cannot have wide-spread application fee waivers at this time as it does help us limit the number of applications we must process as well.

Yifeng Zhu – has a small budget to pay for application fees for highly qualified applicants

Culture Fest – coming up – a great chance to experience other cultures and food, etc... <https://umaine.edu/international/culturefest/>

5. Substantive change proposals for MEd and EdD programs in Educational Leadership
 - a. Scott has requested expedited approval of these programs via Robert Placido – however, there is widespread system impact, so they do need to be fully reviewed.
 - b. Jim Artesani – Eds Degree
 - i. Motion to approve
 - ii. No abstentions

6. Proposal for a new MBA concentration entitled the *Blue Economy*
 - a. Norm O'Reilly – this would be the 13th concentration for the MBA. Students apply to the MBA and then apply to the concentration that interests them.
 - b. All MBA students must complete foundations courses in economics, accounting, etc...
 - c. Biology prerequisites needed to take advanced courses in this area? Most students taking this option would have a background in biology/marine science.
 - d. Sharon Klein asked about economics courses that might be included in this concentration. Diane Rowland and Sue Sullivan were part of the discussion as was Mario who was the acting NSFAD Dean at the time. N. O'Reilly said there should be room for these courses in the concentration.
 - e. Patty Libby asked about modality – in the course listing, it says that the courses are “primarily” listed online – then on pg. 6 – the first two options are in person options. The 3rd option is an internship which can be set up wherever they are located. Some courses do require an on campus presence, but with careful course selection, the concentration may be completed online.
 - f. ECO 564 is listed in the proposal, but is not something that Sharon Klein is familiar with (crosslisted with a SMS course?). This course is taught

be Keith Evans.

- g. Yifeng Zhu asked if the GRE is acceptable in lieu of the GMAT. Yes – it would be interchangeable. Norm O'Reilly will edit the course to indicate such.
- h. Laura Rickard - would a course in stakeholder intervention make sense?
- i. Tim Bowden added: “Just to be clear, I teach and Advanced Aquaculture course on campus AVS411/511 that seems relevant for this concentration.
- j. Mary Ellen Camire commented: Denise Skonberg also teaches FSN 545: Utilization of Aquatic Food Products online and is an option for the MBA Food Technology concentration
- k. Communications courses that might be included are also in question.

Given the number of recommendations, Scott suggested a “conditional, approval” from the Graduate Board as it stands, with the understanding that the Graduate School of Business would add courses to the proposal after its formal approval.

Motion for “conditional approval by Mary Ellen Camire. 2nd – Zachary Ludington. Unanimous approval to move forward to the Provost.

N. O'Reilly will create a process of inquiry to the college deans to see if other courses make sense to add as options.

7. Managing international graduate applicants (discussion)
See [Graduate School FAQs](#)
<https://umaine.edu/graduate/apply/faq>

Crystal also suggested that departments could provide direct links to your prospective students using the buttons at the top (before you apply, app materials, etc)

Mary Ellen Camire noted that she liked the comment about waiting to make a second contact with a faculty member. Some people have emailed us daily even with automatic messages that the professor is away.

Scott asked the Grad Coordinators to take a look at the links above and provide any feedback or other suggestions. Any comments or additions can be directed to Amanda Quiring (amanda.quiring@maine.edu)

8. Needs assessment survey for a low residency doctoral program intended for MS faculty/staff
 - a. President Ferrini-Mundy would like to determine how widespread the need is for a doctoral program / terminal degree within the UM System.
 - b. The survey offers 5 options as well as the option suggest an alternative – including the option to complete a degree they may have already started.
 - c. Sandra De Urioste-Stone noted she may have other ideas to add.

- d. There are approximately 985 people within the UM System who have a master's degree but not a PhD.
- e. Could be offered by UMaine or could be a UMS collaborative effort.
- f. Terry Yoo asked is the motivation for this about maintaining R1 status?
Is there some other pressure?
 - i. Yes – granting more PhDs would help UMaine's R1 ranking.
 - ii. Zachary Ludington suggested that we already have the IPhD. S.Delcourt responded that IPhD programs are time-intensive relative to programs with an established curriculum.
 - iii. The survey will help to gauge the level of interest in the various options.
 - iv. If this initiative moves forward, it would have to involve additional faculty to teach courses and advise students.
 - v. Deborah Saber mentioned the initiative to develop a PhD program in nursing. Concerned about the work that has been done for the Nursing PhD program if this option becomes available.
 - vi. All these things must be considered if UMaine decides to move forward with this initiative.

9. Items arising

Meeting adjourned 5:05pm.

CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on November 1st, 2022 and is recommending the following courses to the Graduate Board for approval.

New Courses:

BUA 681 Data Management and Analytics

CMJ 650 Media Psychology

COS 575 Machine Learning

SED 505 Infant and Toddler Development

CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on December 6th, 2022 and is recommending the following courses to the Graduate Board for approval at its December 15th meeting.

Also, please take note that the course proposals from the November meeting are included in this packet for your review and final approval.

New Courses:

EET 597 Graduate Studies for Cross-Listed Courses

EET 598 Selected Graduate Topics in Electrical Engineering Technology

EET 599 Independent Graduate Studies in Electrical Engineering Technology

KPE 500 Foundations of Athletic Training

KPE 551 Research Methods for Allied Health Professionals

Modifications:

BUA 684 Business Data Mining and Knowledge Discovery

BUA 685 Problem Solving and Decision Analysis

EEL 585 Reflective Practice in MPCL Coaching

ERS 542 Atmosphere, Ocean, Ice, and Climate Change

GEE 694 Professional Science Masters in Engineering and Business Internship

SED 546 Interventions for Writing Difficulties

SED 582 Response to Intervention: Targeted Interventions

SPA 515 Seminar in Advanced Grammar



IEI 99- English Composition and Grammar

Course Information

Course description: This course is for graduate students who are non-native English speakers. Students will read and analyze the content, structure, and style of a wide range of academic and professional writing in order to improve their own essays, articles, reports, theses, critiques, and proposals using those features. They will learn to explain, support, compare and argue their ideas effectively through attention to organization, vocabulary, and style. Grammar will be infused into the course as it applies to revision and editing of written work and consistency within various types of writing. Students will use a variety of strategies to improve skills in idea development, organization, word choice, sentence fluency, voice, grammar and mechanics. Writing tasks will be integrated with content, vocabulary, and grammar from various texts.

Prerequisites: Referral from Graduate School

Mode of Instruction: In-Person

Faculty Information: TBA

Name:

Email address:

Office hours:

Instructional Materials and Methods

All students need laptop, internet access, Brightspace

Instructor will choose and provide appropriate materials

Texts: Academic Writing for Graduate Students, 3rd Edition

Essential Tasks and Skills

3rd Edition

John M. Swales & Christine B. Feak

Course Goals

Participants fine-tune writing skills through analyzing models, writing up research and creating professional correspondence. Course topics include effective argumentation, academic style, coherence, conciseness, and clarity. Strategic use of sentence structure and vocabulary is also covered. Students will receive feedback on each writing assignment and individualized discrete grammar instruction.

Student Learning Outcomes

Write fluently and extensively on a variety of topics at the essay level.

Write clear, well-structured text and express points of view at some length in a style appropriate to the reader in mind.

correctly cite academic sources

Paraphrase and summarize linguistically complex technical texts

Use advanced English grammatical structures to accurately and effectively express ideas in sustained written discourse.

Grading and Course Expectations

Grades are based on completion of in class assignments and homework as well as class participation and attendance. Students who receive an F will have to repeat the level, will be placed on academic probation, and will be considered not in good standing. Students who receive LP will be allowed to go on, but will be on academic warning and considered not in good standing. You must be “in good standing” to be considered for the Bridge Program or full UMaine admission.

Grade breakdown:

P= 100-75%

LP= 74-60%

F= 59-0

Course Schedule:

Weekly ongoing assignments will be determined by individual need and group makeup

Week 1- Needs analysis

Week 2- Writing task 1/Grammar focus

Week 3- Writing task 2/Grammar focus

Week 4- Writing task 3/Grammar focus

Week 5- Writing task 4/Grammar focus

Week 6- Writing task 5/Grammar focus

Week 7- Writing task 6/Grammar focus

Week 8- Final Project

Course Policies

- Students in the U.S.A. arrive to class on time and ready to begin. This means you are sitting in your seat before your instructor begins class. If you arrive late, you should enter the classroom as quietly as possible and find a seat quickly.
- Attendance and class participation are mandatory as required by student visa rules. Missed class work must be made up. This is not difficult; you can stay on schedule through the online classroom. All assignments, quizzes and tests must be completed before the end of the session. Make sure you get in touch with your instructor if you have any questions about missing a class.
- If you have missed or are going to miss class you should email your instructor.
- Studying means reviewing work from the day's class and practicing new vocabulary. You should plan on setting time aside to complete homework assignments and review your work from class each day. As a university student you are responsible for your own learning.
- **Computers must be used responsibly in class. Cell phone use should be reserved for breaks.**
- **We must all be respectful to each other. This means coming to class on time, paying attention when our classmates are speaking, waiting our turn to speak, and trying English first.**

Campus Policies

Academic Honesty Statement:

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314: <https://www.maine.edu/board-of-trustees/policy-manual/section-314/>

Students Accessibility Services Statement

[This should be customized to include the instructor's name]: If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (the instructor of the course) privately as soon as possible.

Course Schedule Disclaimer (Disruption Clause):

In the event of an extended disruption of normal classroom activities (due to COVID-19 or other long-term disruptions), the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Observance of Religious Holidays/Events:

The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Sexual Violence Policy

[There are two versions of this statement. You must include either the long version or the short version in your syllabus.]

Long Version:

Sexual Discrimination Reporting

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a faculty or staff member who is deemed a “responsible employee” about sexual discrimination, they are required to report this information to Title IX Student Services or the Office of Equal Opportunity.

Behaviors that can be “sexual discrimination” include sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct, and gender discrimination. Therefore, all of these behaviors must be reported.

Why do teachers have to report sexual discrimination?

The University can better support students in trouble if we know about what is happening. Reporting also helps us to identify patterns that might arise – for example, if more than one person reports having been assaulted or harassed by the same individual.

What will happen to a student if a teacher reports?

An employee from Title IX Student Services or the Office of Equal Opportunity will reach out to you and offer support, resources, and information. You will be invited to meet with the employee to discuss the situation and the various options available to you.

If you have requested confidentiality, the University will weigh your request that no action be taken against the institution’s obligation to provide a safe, nondiscriminatory environment for all students. If the University determines that it can maintain confidentiality, you must understand that the institution’s ability to meaningfully investigate the incident and pursue disciplinary action, if warranted, may be limited. There are times when the University may not be able to honor a request for confidentiality because doing so would pose a risk to its ability to provide a safe, nondiscriminatory environment for everyone. If the University determines that it cannot maintain confidentiality, the University will advise you, prior to starting an investigation and, to the extent possible, will share information only with those responsible for handling the institution’s response

The University is committed to the well-being of all students and will take steps to protect all involved from retaliation or harm.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For *confidential resources on campus*: **Counseling Center: 207-581-1392** or **Cutler Health Center: at 207-581-4000**.

For *confidential resources off campus*: **Rape Response Services: 1-800-871-7741** or **Partners for Peace: 1-800-863-9909**.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For *support services on campus*: **Title IX Student Services: 207-581-1406**, **Office of Community Standards: 207-581-1406**, **University of Maine Police: 207-581-4040** or **911**.

[Visit the Title IX Student Services website at umaine.edu/titleix/ for more information.](http://umaine.edu/titleix/)

Short Version:

Sexual Discrimination Reporting

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a faculty or staff member who is deemed a “responsible employee” about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, they are required to report this information to Title IX Student Services or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For *confidential resources on campus*: **Counseling Center: 207-581-1392** or **Cutler Health Center: at 207-581-4000**.

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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 a minimum of 10 days of personal time off (PTO) over the course of a nine month appointment, not including university holidays. Graduate assistants on 12 month appointments should receive a minimum of 12 days PTO.**

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.** 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.