



**Graduate Board
Room 57, Stodder Hall
Thursday, May 19, 2016
3:00-4:30 pm**

AGENDA

1. Review/approval of April 2016 minutes
2. May 2016 Graduate Curriculum Committee Report
3. Quick items:
 - a. Introduction of new Graduate Board members
 - b. Election of AY 16-17 Executive Committee
 - c. Change in credit structure in Education doctoral programs
 - d. Graduate School orientation program
 - e. GA health insurance
 - f. Special event
4. Suspension of Graduate Certificate in Education Technology Coordinator
5. Item from the Graduate Student Government –Sam Belknap
6. Continued discussion on tracking graduate student progress
7. Items arising

Graduate Board
Room 57, Stodder Hall
Thursday, April 28, 2016

Attending: P. Agrawal, K. Beard, S. Belknap, S. Bennett-Armistead, D. Bousfield, S. Butler, V. Caccese, M. Day, S. Delcourt, J. Ferland, B. Frederick, H. Hamlin, G. Howard, C. Isenhour, S. Jain, C. Kim, A. Knightly, G. Markowsky, S. Marrs, J. McClymer, I. Mette, K. Miner, S. Ohno, A. Reeve, M. Shea, O. Smith, M. Socolow, K. Vekasi, C. Villacorta Gonzales, T. Waring, Y. Zhu

Guests: D. Hummell

Graduate School: C. Burgess, L. Dupee

1. Review/approval of March 2016 minutes
Motion to approve, seconded, one abstention, approved.
2. April 2016 Graduate Curriculum Committee Report
S. Delcourt presented the following courses which had been recommended by the Curriculum Committee at their April 12th meeting for approval by the Graduate Board (GB).

New Courses:

CAN 599 - Internship

ERS 554 - Geomorphology Seminar

Modifications:

ECO 511 - Macroeconomic Theory

Motion to accept, seconded, unanimously approved.

3. Quick items:
 - a. NAGS annual meeting debrief (3MT competition)
C. Kim explained attending the 3 Minute Thesis (3MT) competition which took place in Waterloo, Ontario just before the Northeastern Association of Graduate Schools (NAGS) annual meeting in mid-April. She discussed the components of the 3MT where students present their thesis work in three minutes or less to a lay audience using just one static slide. She further explained that the competition started at University of Queensland in Australia and is now held throughout Canada, and in the U.S, at Boston University and at the University of New Hampshire among other schools. She also stated the possibility of bringing this competition to UMaine. GB members watched two winning 3MT presentations from the Ontario Province competition, and GSG representatives supported further discussion about implementing this competition.
 - b. Hooding Ceremony – May 13

C. Kim reminded GB that the Hooding Ceremony will be held May 13th, a ceremony to recognize doctoral and master's students. She encouraged GB members to let students know about the schedule of the ceremony. S. Delcourt reminded GB to submit the names of outstanding students to be included in the ceremony.

c. Graduate Board membership – last meeting May 19

S. Delcourt reminded GB members that the final meeting of the year will be on May 19. The Dean usually confers special awards and the GSG brings an item for discussion. He encouraged GB members to bring new members who will be joining GB in the upcoming year. He also asked GB members to fill in the final year of their anticipated GB terms on the attendance list for tracking purposes.

4. Review of proposed 4+1 in Electrical and Computer Engineering

C. Kim reminded the Graduate Board that beginning with graduate admissions in the Fall 2016 semester, departments will receive 20% tuition for all students who progress from an undergraduate program into an approved 4+1 program. She described the reasoning as incentive for departments to develop 4+1 programs as well as to encourage enrollment of UMaine undergraduates in these programs. D. Hummell discussed the current Master's degree programs in Electrical Engineering and Computer Engineering, both which have non-thesis and thesis options. He described the 4+1 program proposal in which select undergraduates with a GPA of 3.5 and above and are ready to begin their senior project would apply during junior year. He explained the application process begins by looking at transcripts and determining plan of study, with submission of a formal application during senior year. Admitted undergraduate students would take up to 9 credits, applicable toward the Master's degree. He stated students are currently allowed transfer up to two 400 level courses into their Master's degree program. S. Delcourt explained the 4+1 policy regarding undergraduate and graduate credit for two 400 level courses needs clarification by the Executive Committee, but for now, the courses counted in both degrees must be at the 500 level.

Motion to approve 4+1 in ECE, seconded, unanimously approved.

5. Review of proposed 4+1 in History

J. Ferland explained the History programs efforts to recruit more master's students including the development of the proposed 4+1 program to compete with other institutions which offer a fast track to PhD programs. He discussed the qualified non-thesis master's students are better prepared for PhD programs than undergraduate students who are directly admitted. He stated to reach 30 credits in the +1 year, students will need to take 9 graduate credits during senior year, a summer internship, and three courses per semester during the fifth year. He explained that during junior year, a mentor is selected and the 4+1 application is submitted. He stated the undergraduate program would culminate in an oral

examination in addition to the capstone required in the fourth year. Further discussion will take place regarding the culminating project or examination for 4+1 students. S. Delcourt clarified a clause on the policy for 4+1 programs, where the student must complete within 15 months, allowing students to take courses in the summer following the +1 year. He explained that the financial incentive for students in the 4+1 program is to take 9 graduate credits in the fourth year, but be billed at the undergraduate tuition rate, lowering the number of graduate credits paid at the graduate tuition rate to 21 credits in a 30 credit program. He further explained students who do not complete the program within the 15 month timeframe would no longer be considered in the 4+1 track and would lose the incentive of 9 credits counted towards both degrees. The department would also lose the 20% tuition incentive. S. Delcourt stated the Graduate School will track credits, and the overlapping 9 credits would be transferred at the end of program to ensure students graduate on time.

Motion to approve 4+1 in History, seconded, unanimously approved.

6. Tracking graduate student progress

C. Kim discussed the importance of tracking student progression through graduate programs with periodic evaluations of both student progress as well as the student's input on his/her advisor and committee. S. Delcourt stated that while thesis credits are graded pass, fail or incomplete, more detailed information about student progress is still missing. C. Kim expressed concern in regard to students in lengthy doctoral programs, stating yearly check-ins would allow students and faculty to work together on making degree progress. T. Waring expressed a useful tool on MaineStreet for undergraduate students called degree progress report, which may be useful for graduate students as well. C. Kim mentioned GSBSE as an example of how student progress is tracked. She noted that a committee meeting is held yearly by June with a written status update for each student. C. Kim explained the GSBSE report goes to the department chair followed by the Dean. She further explained the check-in meeting could be via telecommunication. C. Isenhour mentioned the possibility of using Qualtrics and supported graduate student feedback being sent to a third party. K. Miner suggested written protocol supported by GB and GSG, allowing students to feel comfortable providing honest feedback. C. Kim asked GB to bring this item back to departments for discussion and suggested the Executive Committee might outline a draft policy, after gathering feedback from departments and the GSG.

7. ETD Implementation

S. Delcourt stated the committee has not met since the March GB meeting.

8. Items arising

C. Kim encouraged GB to fill out the Student Research Symposium survey to help guide planning of the event for next year. I. Mette recognized the hard effort of Jack McLaughlin. S. Belknap echoed thanks for support from faculty and

judges. M. Socolow expressed his congratulations for an impressive outreach and community oriented event. S. Jain suggested an online portal such as AGU, currently used for meetings in Earth Science, which encourage all poster presenters to upload posters digitally which can then be accessed by the public. S. Delcourt mentioned that President's Research Impact award, an award given for research having statewide impact, went to Psychology doctoral student Melissa Jankowski and her advisor, Dr. Rebecca Schwartz-Mette, partner of Graduate Board representative Dr. Ian Mette.

S. Delcourt announced that the Graduate School will offer five dissertation writing fellowships, awarding a summer time stipend of \$1500/month along with the benefit of using Stodder rooms for writing space. He encouraged GB members to spread the word to interested students.

C. Kim ended the meeting saying that she hoped to see everyone at the Hooding Ceremony.

Meeting adjourned 4:36pm.

To: Scott Delcourt, Associate Dean of Graduate Studies

From: Jim Artesani, Associate Dean, College of Education and Human Development

Date: April 6, 2016

Re: Proposal to modify the minimum credit requirements for two doctoral programs in the COEHD.

As you may be aware, the doctoral programs in Educational Leadership, Literacy Education, and Prevention and Intervention Studies are organized around a unique dual cohort model. Each program admits students into a discipline-based cohort, which shares research and foundations courses with students from the other cohorts. At this time the minimum, post-masters doctoral credit hour requirements for each program are in place:

Ph.D. in Educational Leadership	60
Ph.D. in Literacy Education	54
Prevention and Intervention Studies	57

I am requesting that the minimum credit count for all three programs doctoral programs be set at 57 credits. This requires reducing the credit count for the Educational Leadership program by three credits and increasing the credit count for Literacy Education by the same amount. The proposed changes will not result in loss of tuition revenue for the University of Maine. Further, virtually all current doctoral students in the COEHD entered with a prior master's degrees and in some cases post-master's credits. The consistency in required credit counts will assist us in planning and implementing our degree programs in a consistent manner. Thank you for considering this request.

College of Education and
Human Development
Office of the Dean



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Date: May 2, 2016

To: Jeffrey Hecker, Ph.D.
Executive Vice President for Academic Affairs and Provost

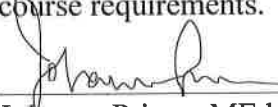
From: Susan K. Gardner, Ph.D.
Interim Dean

Re: Suspension of Graduate Certificate in Educational Technology Coordinator

As the Master of Education in Instructional Technology (MEd in IT) program continues to undergo significant revision as it transitions to a shared degree program among the University of Maine, the University of Southern Maine, and the University of Maine at Farmington, the associated faculty have identified one certificate program that should be suspended moving forward.

I therefore request, on their behalf, a suspension of the Graduate Certificate in Educational Technology Coordinator.


This certificate is no longer needed due to its consistent under-enrollment and outmoded course requirements.



Johanna Prince, MEd in IT Coordinator



Deborah Rooks-Ellis, COEHD Committee



Susan K. Gardner, Interim Dean of the COEHD

Carol H. Kim, Vice President for Research & Dean of the Graduate School

Jeffrey E. Hecker, Executive Vice President for Academic Affairs & Provost