THE UNIVERSITY OF
MAINE
Graduate School

Graduate Board
Thursday, November 30, 2023
48 Stodder Hall

12:30-2:00 pm

AGENDA

1. Review and approval of the November 2, 2023 Graduate Board minutes

2. Review and approval of the November 13, 2023 Graduate Curriculum Committee report

3. Announcements/updates
    - Graduate School financial awards (round 1)
    - Fall 2024 admissions offers with financial support
    - Graduate student workers union collective bargaining
    - Review of Mentoring Guidelines Draft Adopted by Graduate Board

4. New program proposals
    - Graduate certificate in Athletic Administration – Maria Frankland
    - Graduate certificate in Teacher Leadership – Jim Artesani
    - New PhD concentration in Special Education – Sarah Howorth

5. AI policy for graduate student writing?

6. Items arising

Graduate Board
Thursday, October 26, 2023 – postponed due to campus closure
Meeting date: November 2, 2023
57 Stodder Hall

12:30-2:00 pm

Meeting Called to Order: 12:38 PM

Attendance (in person): K. Ashley, S. Butler, M. Camire, J. Chiarell, S. Delcourt, D. Dryer, N. Emanetoglu, M. Gardner, A. Gray, K. Harding-Heber, P. Libby, C. Marzilli, T. Nunez, E. Pandiscio, J. Riccardi, L. Rickard, D. Sandweiss, G. Schwieterman, J. Settele, P. Stechlinski, T. Yoo.

Zoom Attendance: M. Brichacek, P. Rahimzadeh-Bajgiran, J. Artesani, L. Riordan, K. Evans, R. MacAulay, J. Gill, P. Agrrawal, D. Singh, H. Carter, K. Gillon, S. Marzilli, S. Nittel

Guests: Graduate School: Crystal Burgess, Fiona Libby

Welcome Higher Ed Student Guests: Ono Okeh, Eunice Opare, Timothy Hkruah

1. Review and approval of the September 28, 2023 Graduate Board minutes
    - Dan Sandweiss – Motion to approve
    - Mary Ellen 2nd
    - Unanimous approval – no abstentions

2. Review and Approval of the October 2023 Graduate Curriculum Committee report

    New Courses:
    DSE 503   Systems Foundations of Data Science and Engineering
    MBA 654   International Finance
    MBA 655   Financial Modeling
    MBA 656   Financial Engineering
    MEE 577   Introduction to Structural Dynamics
    SFR 514   Enhanced Forest Inventory & Analysis

    Modifications:
    ELL 591   Multiculturalism and Diversity for English as a Second Language (ESL) Contexts

SVT 512 Survey Business Law and Policy
SWK 580 Adult and Child Psychopathology

Jim Settle- Motion to approve
Nuri Emanetoglu – 2nd
Unanimous approval – with one abstention – Terry Yoo

3. Announcements/updates
   - Graduate Student Workers' Union movement
     i. The bargaining teamfor the University (includes both Scott Delcourt & Laura Rickard from the Graduate Board)
     ii. 5 bargaining team members have been elected from the graduate student body(4 RA's & 1 TA; all from UMaine)
     iii. The graduate student bargaining reps are sending out a survey to students who hold Gas to assess needs to bring to the bargaining table.
     iv. Katie Ashley updated the group on the selection process for the graduate and undergraduate Board of Trustees elected student members. Nominations have been collected – and selections will be made soon with recommendations to be sent to the UMS wide selection committee.

   - Scott reminded GB members to please send any Graduate Student highlights to Amanda Quiring in the Graduate School who manages our digital content. Tyson McHatten, Senior Associate Director of Athletics for Communication is also interested in highlighting graduate student athletes.

   - [Graduate commencement speaker nominations](#) - Graduate programs are encouraged to make nominations for potential graduate Commencement speakers who have connections to UMaine, and preferably to the Graduate School
     i. Scott mentioned that Dr. Graham Carr, President of Concordia University and UMaine PhD recipient in History spoke earlier this week at the Babcock Lecture sponsored by the History department and is being considered as a potential candidate
   - The American Council on Education (ACE) which will be managing the data collection for Carnegie research university rankings has released new criteria. The R1 ranking will be based on the university having at least 70 research doctoral degree graduates per year and research expenditures of at least $50 M. It is unclear as to whether multi-year averages or single year data will be used in these calculations.
     i. Scott noted that given an average time to degree of 5-6 years, UMaine is currently graduating students who started around 2018) – so the doctoral degree numbers will increase over time as our doctoral enrollment has increased.
     ii. Terry Yoo suggested that the University should invest more dollars in TA lines – more grants and filling the pipeline to be able to graduate more PhD's.
     iii. Jacquelyn Gill agreed on the importance of having an adequate number of graduate TAs. They have been useful for grant submission, early career faculty research, etc…
     iv. Given the University's budget limitations and the need to continue to

increase stipend levels to be competitive, we will need to use the graduate assistantship budget strategically to support the University's R1 ranking. This likely means fewer assistantships going to master's students, particularly those in 4+1 programs who have already saved a substantial amount of tuition. Master's only degree programs are an exception in those areas where there is a high undergraduate instructional need.

4. Promoting accelerated degree program options to newly admitted undergrads –VPEM Kevin Coughlin
   - Scott provided an overview of the current status: UMaine has over 20 academic programs with 4+1 options.
   - Tuition revenue from 4+1 students could be used in support of the graduate mission (assistantships, instruction, administrative costs).
   - VPEM Coughlin explained 2 types of accelerated entry points:
     i. Has experience with accelerated graduate programs at Florida International University (FIU).
     ii. First entry point (traditional undergraduate students) – promoting pragmatism and the value proposition are very important. The opportunity to earn 2 degrees in 5 years with a single application. Process must be seamless. They must meet certain milestones in order to remain in the program.
     iii. Students are continuously advised on the types of behaviors needed to meet the requirements for the accelerated programs.
     iv. Students in accelerated master's programs may take advantage of the financial support they are receiving as undergraduates as well as the lower tuition rate to take the graduate courses.
     v. Second entry point – recruits high performing undergraduates into PhD programs by reducing barriers to admission. Has the potential to increase overall doctoral numbers while spending less resources on recruitment.
     vi. Need to go through student records looking for successful current students – and start aggressively pursuing them for admission into graduate programs earlier in their undergraduate careers.
          1. Patty Libby –another consideration is students who have attended Early College when in high school. They may come in with 60 credits. How do we target and market to those students? (4+1 actually becomes a 2+1 in the case of early college credits.)

   - Terry Yoo – Computer Science isn't as accelerated as they would like.
     4+1 & 4+2 is offered
     4+2 doesn't make as much sense for Computer Science students since it really doesn't save much time or money.
     4+1 has a 15 month time frame (courses only)
     Many of our students are only here for a shorter time period and then want to go off to industry. Many remote students are only taking 3 credits per term.

   - VPEM Coughlin - Observable goals and objectives need to be established for each program. (This cannot be just about generating revenue.)

- Meghan Gardner – MBA - holistic admissions may be a concern. MBA would love to have access to all of this information. Administration of watching students to monitor their performance – not all programs have this support.
- VPEM Coughlin – wanted to take a look at this from different perspectives
- Contextual information from students writing, etc… Convergent / Divergence
  - Entry point 1 – students already have a profession in mind
  - Entry point 2 – students who could be admitted to a graduate program after a year or two.
- Mary Ellen Camire – would like to be a late volunteer for the Food Science program accelerated program. Human Nutrition and Dietetics has gone from 100 to 50 enrolled due to the need to sit for a national exam. If we could tell people that we could guarantee students they would get into the master's program, it may help them get through the first 2 difficult years. Class sizes used to be 40-50 and are now down to 10-this may help. Most of these students have been working. Our online program is more than half of the students in the program.
- VPEM Coughlin suggested that FSN may want to examine the curriculum in the first two years.
- Jacqueline Gill suggested that the accelerated program may not be as successful & option 2 might work better.
- Liam Riordan – suggested that for history – there is more value in the traditional path of higher education.
- Nuri Emanetoglu – Electrical and Computer Engineering department looks at current undergrads and inviting them to Graduate School within the 3rd year. (We invite them to gather & eat pizza and talk about accelerated programs.)
- Scott Delcourt suggested that maybe it would make sense to extend the admissions offer earlier. Meghan Gardner suggested that the business program is doing something similar in inviting undergrads to apply for MBA program.
- VPEM Coughlin suggested that the most difficult retention point is from lower division to upper division – sophomore to junior year.
- Scott Delcourt suggested that we could get a more comprehensive list of accelerated programs after this discussion.
- VPEM Coughlin would like the list and is willing to help promote the programs.

5. Name change for the MS in Nursing to MS in Nursing Leadership (for informational purposes)
    - To meet new criteria for accreditation from the Commission on Collegiate Nursing Education (CCNE)
    - Colleen Marzilli – new Graduate Coordinator for Nursing –the proposed name change is for a Master of Science in Nursing Leadership (currently a Master of Science in Nursing.) This is the first step in several changes that are necessary for graduate nursing degrees to meet accreditation requirements. The current Family Nurse Practioner option will be forthcoming as a proposed new Doctor of Nursing Practice (DNP).

6. Graduate student mentoring guidelines
    - The draft compact was developed by the graduate student mentoring committee. Scott Delcourt has not received any feedback to date from GB members or graduate programs. One concern - do the current guidelines meet the requirements for professional programs? We could move the current guidelines

forward for research graduate programs and add specific recommendation for professional programs at a later date.

- Jim Artesani – observed that some advisors have as many as 50 or more advisees. Making a distinction between doctoral programs and non-thesis programs probably makes sense.
- Rebecca MacAulay – suggested that language be included in the mentoring guidelines about a neutral ombudsperson that students could speak with in confidence if they had a complaint. She noted that the psychology department has a non-clinical faculty ombudsperson for the clinical program. Scott replied that Andrea Gifford, Associate Dean for Student Life does fill that role for graduate students, and he will note this in the guidelines, as well as the role of the Graduate School's student success manager who also meets with students in confidence.
- Nuri Emanetoglu – had a question about whether this implies a binding contract if both parties sign the document. The mentoring committee's thinking was that the signatures helped verify that both parties had reviewed the document, but not to consider this a binding contract as things like funding might change.
- Sandy Butler – mentoring goes on in professional programs – might be helpful to mention the roles of Andrea Gifford and the Graduate Student Success Manager.
- Liam Riordan – wondering if there might be more specific mention of the Graduate Coordinator who could serve as the "ombudsman" in faculty-student disagreements.
- Terry Yoo – when you developed the model, were you considering remote students? Amount of communication we have with the students is limited in those cases. Perhaps in addition to professional programs additional guidelines should be put in place for professional online programs?
- Scott Delcourt – noted that most online programs are non-thesis, but understands Terry's point.
- Laura Rickard – added that she appreciates Aylah's Graduate Coordinator Guidelines and uses them regularly to help define the roles for students and mentors, etc…
- Colleen Marzilli – added that at her prior institution, they did some group advising – to allow folks to meet others within their cohort.
- Dan Sandweiss – motion to approve with the edits we discussed today (adding Andrea Gifford as the graduate ombudsperson; clarifying the roles of the student success manager and graduate program coordinators, and initially adopting the tentative guidelines for doctoral and master's students in thesis programs).
   Colleen Marzilli – 2nd
   Keith Evans would like to amend to add the words "tentative" compact.
   Unanimous approval – with one abstention – Tristan

7. Restarting the 3MT competition – technical difficulties with showing a couple past UMaine 3MT presentation winners. Scott will send out the YouTube videos to GB members directly.

   2024 3MT final to be held during the University of Maine's Research Impact Week with the 3MT finalists presenting at the UMSS.

Meeting Adjourned – 2:01PM

CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on November 14, 2023 and is recommending the following courses to the Graduate Board for approval at its November 30th meeting.

New Courses:

CMJ 640   Critical Communication Pedagogy

MBA 657   Topics in Finance

MEE 553   Aircraft Design

NUR 560   Advanced Nursing Scholarship

NUR 561   Population Health for a Global Society

SFR 526   Dendrochronology

Modifications:

FSN 538   Fermented Foods and Probiotics

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UMaine Graduate Student Mentoring Compact
Adopted by the Graduate Board
11/2/23

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This document, as adopted by the Graduate Board, summarizes the primary roles and responsibilities of the faculty advisor and graduate students engaged in doctoral and research-focused master's degree programs, 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. <u>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.</u> 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.
- 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 others have similar boundaries. The power differential in this dynamic could convolute the working relationship, and both advisor and advisee should discuss and agree on 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.

Additional Principles for Research Programs
- Advisor and advisee are encouraged to work together to identify strategies to resolve conflict should it arise. If a conflict does arise that cannot be resolved without assistance, both the graduate student and their advisor may seek support from other committee members, the Graduate Program Coordinator, Department Chair, Graduate Student Success Manager, and Associate Dean for the Graduate School. The Graduate Program Coordinator and Graduate Student Success Manager both serve as impartial advisors on graduate program and university policies and may offer advice for the resolution of disagreements between faculty mentor and graduate student. Additionally, the Associate Dean of Students serves in an ombuds role for graduate students seeking confidential advice and support.
- 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.

Roles and Responsibilities of All Faculty Mentors
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.
- 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.

Additional Roles and Responsibilities of Faculty Research Mentors
- 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.

Roles and Responsibilities of Graduate Students
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 their graduate education, degree progress*, and demonstrate that commitment through efforts and accomplishments in coursework, research (if applicable), and teaching (if applicable).
- Be responsive to faculty advisor/committee members (if applicable) advice and constructive criticism.
- Contribute to a collegial environment by attending and participating in departmental activities or group meetings and seminars as appropriate.
- Work with their faculty advisor to establish a research topic and timeline and commit to meeting regularly to discuss progress, challenges, and professional goals. Work with their faculty advisor to establish a research topic and timeline and commit to meeting regularly to discuss progress, challenges, and professional goals (if applicable).
- 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 or degree 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 (if applicable) - Master's students typically complete their degree within 2-5 years and doctoral students typically complete their degree within 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 the summer funding rate.

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

AY_____: _____   SU _____:_____

AY_____: _____   SU _____:_____

AY_____: _____   SU _____:_____

Graduate Appointments (if applicable) - 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.

Thesis/Directed Research (if applicable)
- 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.

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.

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 and applicable, in budget management, grant preparation, and report writing.

Faculty Advisor Name & Signature   Graduate Program Coordinator Signature

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Graduate Student Name & Signature   Date

College of Education and
Human Development

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Memo

November 3, 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: Athletic Administration

The attached proposal describes the components of a 9-credit hour, 100% online, Graduate Certificate to prepare Athletic Directors, offered by the School of Educational Leadership, Higher Education, and Human Development in the College of Education and Human Development. The Maine Department of Education (MDOE) revised the certification requirements for the Athletic Director (215). These changes included newly defined coursework standards and building-level administrator certification. The Educational Leadership program at the University of Maine is well-positioned to help candidates meet these certification requirements through already existing online coursework.

Required courses focus on organizational behavior, leadership principles and strategies, legal issues, and ethical leadership grounded in diversity and equity. Students who complete the three-course certificate program and hold an appropriate MDOE administrator certification can immediately apply for an Athletic Director (215) certification. Further, students who do not have the required administrator certification can stack the AA certificate with our Try on Leadership (TOL) certificate. Completing both certificates will enable students to apply for Athletic Director (215) and Assistant Principal (045) certifications from the MDOE.

This certificate responds to a growing need for well-prepared Athletic Directors to organize and manage complex athletic programs in Maine's schools professionally and equitably. In addition, it provides a pathway to meet MDOE requirements.

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

Proposal for a UMaine Graduate Certificate: Athletic Administration

In June 2022, the Maine Department of Education (MDOE) substantially changed the requirements for many certifications. Revisions to the Athletic Director (215) certification requirements are especially noteworthy. In addition to newly defined coursework standards, the renewal of Athletic Director certification now requires building-level administrator certification. The Educational Leadership program at the University of Maine is well-positioned to help candidates meet these certification requirements.

In the Athletic Administration Graduate Certificate program, to be offered 100% online, educators will receive hands-on instruction from scholarly practitioners and instructors who can bridge the theory-practice gap that often occurs in education. Those going through the AA certificate program will work closely with their instructor and school district in coursework that meets the revised MDOE standards. Students will learn about organizational behavior, leadership principles and strategies, legal issues, and ethical leadership grounded in diversity and equity. By the end of the three-course certificate program, students who already hold appropriate MDOE administrator certification can apply for an Athletic Director (215) certification. Students who do not have the required administrator certification can stack the AA certificate with our Try on Leadership (TOL) certificate. Completing both certificates will enable students to apply for Athletic Director (215) and Assistant Principal (045) certifications from the MDOE.

Ideal Candidates for this Graduate Certificate
Ideal candidates for the AA certificate include:
- Educators currently working as athletic directors who need to complete this coursework to qualify for renewal of their certification;
- Educators who may wish to take on a new role as an athletic director;
- Educators who want to make themselves more marketable for potential employees by earning both a UMaine Certificate and a Maine Department of Education certification; and,
- Educators who want to consider using the AA certificate as a stepping stone into the MEd in Educational Leadership program, which would count as nine credits towards their future degree.

Certificate Program Outcomes and Objectives
The UMaine AA Graduate Certificate prepares candidates to:
- Understand the current issues and challenges of athletic administration;
- Apply best practices in leadership around athletic organizational analysis;
- Use a diversity and equity focus to promote ethical practices; and
- Develop strong interpersonal skills needed to lead as an athletic administrator.

Program Requirements and Financial Considerations (9 credits)
This nine-credit certificate will best support educators to take the next step in their development as leaders of interscholastic athletic programs. It is designed to give the necessary

instruction, with real-world application, by working closely with their school district through assignments to promote leadership skill development. This certificate program is particularly valuable as the three courses also lead to Athletic Director (215) certification by applying through the Maine DOE. There are no new courses required for this certificate.

Students who already hold MDOE administrator certification can be expected to complete the AA Graduate Certificate in three semesters, essentially one academic year. Courses are offered so that students may begin in any semester. Most school districts in Maine pay for nine credits per school year, meaning most students interested in the AA certificate would not have to pay anything out of pocket to enroll.

For students who do not already hold MDOE administrator certification, the UMaine AA Graduate Certificate may be stacked with the Try on Leadership Graduate Certificate. Due to overlapping requirements, completion of both certificates requires six courses. Enrolling in one course per semester, students can be expected to complete both certificates in six semesters, essentially two academic years. Courses are offered so that students may begin in any semester.

As with our Try on Leadership program, students who wish to continue leadership studies can apply credits earned in the AA program to the MEd in Educational Leadership program. This would allow students to complete the MEd program with 28 additional credits. To be clear, completing an AA certificate does not automatically lead to acceptance into an MEd program.

Course Sequence and Delivery
The courses for this certificate will be offered remotely via Zoom and are as follows:

- EAD 560: Functions and Theories of Educational Leadership
  or
  EAD 651: Organizational Behavior
- EAD 656: Social and Ethical Foundations of Educational Leadership
- EAD 567: Stakeholder Engagement

Admission Criteria and Eligibility
A bachelor's degree from an accredited university in education. One letter of recommendation to participate in the graduate certificate program will be required. One grade of a "C" may be earned towards completion of the AA certificate. All other grades must be a "B" or above. No standardized test scores are required to enroll in this program.
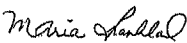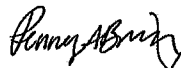
Participating Graduate Faculty Members
Dr. Maria Frankland is associated with the design and teaching of the certificate program.
Dr. Esther Enright will contribute by teaching in the certificate program.

College of Education and Human Development
Graduate Certificate Proposal Routing Slip

From: **School of Educational Leadership, Higher Education, and Human Development**
College of Education and Human Development

Item: **Graduate Certificate: Athletic Administration**

Below are the endorsements to accept the
Graduate Certificate: Athletic Administration

* *

Signature	Date	
Maria Frankland	10-20-2023_	Maria Frankland, Program Coordinator Educational Leadership
Catharine Biddle	_10-23-2023	Catharine Biddle, Director, School of Educational Leadership, Higher Education, and Human Development
	_10-23-2023_	Tammy Mills, COEHD Curriculum Committee
James Artesani	10-28-2023_	Jim Artesani, Associate Dean of Graduate Studies, Research, and Outreach
Penny Bishop	10-28-2023_	Penny Bishop, Dean of COEHD

Hannah Carter (signature)

<u>11.13.23</u>   Hannah Carter, Associate Provost for
Online and Continuing Education,
and Dean of Cooperative Extension

_____   _____   Kody Varahramyan, Vice
President for Research and
Dean of the Graduate School

_____   _____   John Volin, Executive Vice
President for Academic Affairs and
Provost

1 8 6 5 THE UNIVERSITY OF MAINE

Memo

November 7, 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: Teacher Leadership

The attached proposal describes the components of a 12-credit hour Graduate Certificate in Teacher Leadership offered by the School of Learning and Teaching in the College of Education and Human Development.

Nationally, the complex responsibilities of P-12 teachers have expanded beyond classroom leadership and student achievement towards the role of teachers as leaders and drivers of educational reform. In addition to preparing Maine educators to expand their influence as leaders and innovators, the proposed graduate certificate addresses persistent needs related to workforce development, teacher retention, leadership shortages, and the numerous challenges faced by rural schools through the provision of an academically rigorous program for educational professionals in Maine and beyond.

The certificate will be offered entirely online and dovetail with the graduate certificates and programs in Curriculum, Assessment, and Instruction (CAI) and Instructional Technology (EDT). It will provide needed professional development in a growing professional area while strengthening teacher impact and voice. Each course will emphasize the nature of teacher leadership development in rural contexts and communities.

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

Teacher Leadership

Over the last few decades, the educational landscape has changed dramatically. The classroom has moved away from a teacher-centric environment, where the teacher is considered an expert who disseminates information to students (Loyens & Rikers, 2011). The role of the teacher has changed from the provider of information to a facilitator of learning (Beijaard et al., 2000), stimulating inquiry, sparking curiosity, guiding evaluation skills, and challenging students to form their own conclusions (Pratt, 2008). Beyond content knowledge, the examination, evaluation, and reflection upon instruction now includes pedagogical and technological knowledge (Mishra & Koehler, 2006; Shulman, 1986). The role of the teacher has expanded from classroom leadership and student achievement to embrace teachers as drivers of educational reform, and studies around the development of teacher leaders began to grow (Silva et al., 2000; York-Barr & Duke, 2004). The definition of teacher leadership has since evolved to embrace actions and behaviors that influence the community outside the classroom (Katzenmeyer & Moller, 2009) from participation in learning communities (Childs-Bowen et al., 2000), contributions to curricular improvements and school-wide policy (Wenner & Campbell, 2017) to improvements in school culture and education policy (ME DOE, 2020).

In recent literature, concepts and initial studies around leadership during crises and unprecedented challenges have emerged (Chitpin & Karoui, 2021; Kamaruzaman et al., 2020; Peters et al., 2021). COVID-19 exerted significant pressure on the current educational paradigm starting in March 2020, and the ongoing pandemic crisis will most likely continue to do so for the foreseeable future. Francisco et al. (2020) report that this new normal is a "reality and certainty by which everyone seeking to improve education must accept" and term the leadership

required during the pandemic "new normal leadership." They contend that leaders must have the ability to be adaptive while staying firm to original intent and commitment, whereby leadership is about being an effective instructional decision-maker and a good planner, vigilant, and acts as an *initiator*.

Rural schools are uniquely challenged compared to their urban counterparts, including limited resources, lower funding, and a shortage of qualified teachers (National Center for Education Statistics, 2021). These challenges are particularly pronounced in technology integration, where rural schools often lack the necessary resources and training to keep up with rapid technological advancements. This is a significant issue as technology is becoming increasingly integrated into modern classrooms, and schools must prepare students to be competitive in the digital age. Additionally, teacher turnover is a persistent problem in rural schools, with many teachers leaving due to inadequate support and professional development opportunities. Therefore, a graduate certificate program focused on teacher leadership with a technology integration component can help address rural schools' workforce development and teacher retention challenges.

Workforce Development. The rural education workforce is facing a significant crisis. According to the National Rural Education Association (2019), 48% of rural school districts report a shortage of teachers, and 20% have difficulty hiring teachers with adequate qualifications. To address these issues, it is crucial to provide teachers with continuing educational opportunities that help them acquire the necessary knowledge and skills to be active and competent leaders in today's schools and communities. A graduate certificate program focused on teacher leadership will help teachers develop the leadership knowledge and skills

necessary to remain in classrooms and mentor new teachers, contributing to the school district's overall success and teacher retention. This program would also provide rural teachers with the knowledge and skills to effectively integrate technology into their classrooms.

Teacher Retention. Teacher retention is another significant challenge facing rural schools. A lack of support, networked relationships with peers, and professional development opportunities can lead to teacher burnout and dissatisfaction, ultimately resulting in high turnover rates (Education Commission of the States, 2021). Providing ongoing professional development opportunities that are relevant, engaging, and focused on developing networked relationships is crucial to retaining teachers. A graduate certificate program focused on teacher leadership would provide teachers with the necessary skills to succeed in the digital age and create community and support to help retain teachers in rural schools.

This certificate addresses rural schools' workforce development and teacher retention challenges by providing teachers with the necessary skills to succeed in the digital age and developing leadership skills. Teachers participating in this program can gain a sense of community and support that contributes to teacher retention. As such, this program can help rural schools overcome their unique challenges and provide students with a high-quality education that prepares them for success in the modern world.

Proposed Certificate Program

The Graduate Certificate Program in Teacher Leadership seeks to address the situation identified here by providing an academically solid program for educational professionals in Maine and elsewhere in the United States that will focus on meeting the development and impact of teacher leaders across education in Maine state and beyond of learners at all levels, of all ages,

with all capabilities. The program will be taught entirely online and will overlap the certificates and work in both the Curriculum, Assessment, and Instruction (CAI) and Instructional Technology (EDT) programs, yet serve to create a bridge that fills a gap that will strengthen teacher growth and voice. Each course will explore the nature of teacher leadership development in rural contexts and communities.

Courses

EHD 544 Mentoring, Supervision, and Teacher Development is part of a concentration in teacher leadership and seeks to help practicing teachers develop the skills necessary to support the development of their colleagues. The course examines processes and trajectories of teacher development, explores frameworks for understanding teacher knowledge and capacity, and investigates approaches for supporting teacher development through mentoring and supervision. This course will help practicing teachers develop the knowledge and skills they need to be effective cooperating teachers, new teacher mentors, department chairs, or instructional coaches.

EHD 545 Educational Theory allows students to engage with educational theory and the intersections of education with social, economic, and political realms. The course will focus on a critical, socio-cultural, multicultural, progressive, democratic, social justice worldview and view of education. Students will be able to explore theory and how it informs their practice, educational setting, and community.

EHD 546 Teacher Leadership in Schools and Communities focuses on emerging theories of teacher leadership in relation to the P-12 school environment and society at large; methods

that promote equity and justice in P-12 contexts including instructional materials, program curricula, and assessment practice; technology and information resources to research school and community issues related to education; oral and written skills in conjunction with identification and leveraging of appropriate networks, technology tools, and strategies to present plans, create programs, and develop funding streams to support P-12 community members and activities; critical inquiry to obtain, analyze, synthesize, evaluate, and present scholarship related to classrooms, schools, and communities; ethical issues inherent to the relationship between teaching and learning and leadership; analyze, synthesize, and evaluate scholarship related to teacher activism efforts; develop capacity for activity pointed toward equity and justice.

EHD 547 Technology and Teacher Leadership (needs approval) asks students to explore and reflect upon their educational philosophy through the lens of a post-Covid paradigm of education. Students will critically review relevant theories of cognition, issues of access and equity, utilization of technology as an active learning tool, development of voice, professional networking and collaboration, and socio-historical-political contexts of education. The learning environment for the course will model different engagement, instructional, and assessment strategies, including readings, multiple modes of discussion and reflection, practical applications, design projects, and social networks.

Each course will be offered at least once in a 15-month period on a rotating basis. Here is an example course rotation:

Fall	EHD 544
Spring	EHD 546
Summer	EHD 545
Subsequent Fall	EHD 547

Program Faculty and Adjuncts:

The School of Learning and Teaching, specifically the Curriculum, Assessment and Instruction, and Instructional Technology programs, is fortunate to have on its faculty several members with expertise and experience relevant to the Graduate Certificate Program in Teacher Leadership program. Those who will be most involved in the program include:

Dr. Rebecca Buchanan, Coordinator

Dr. Tammy Mills

Dr. Mia Morrison

References:

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College of Education and Human Development
Graduate Certificate Proposal Routing Slip

From: **School of Learning and Teaching, College of Education and Human Development**

Item: **Teacher Leadership Graduate Certificate**

Below are the endorsements to accept this certificate.

* *

Signature	Date	
	10/24/2023	Rebecca Buchanan, Program Coordinator School of Learning and Teaching
	10/30/2023	Shihfen Tu, Director School of Learning and Teaching
	11/1/2023	Tammy Mills, COEHD Curriculum Committee
	11/7/2023	Jim Artesani, Associate Dean of Graduate Studies, Research, & Outreach
	11/7/2023	Penny Bishop, Dean of COEHD
	11.9.23	Hannah Carter,

Associate Provost for Online and
Continuing Education and Dean of
Cooperative Extension

_____   _____   Kody Varahramyan, Vice
President for Research and
Dean of the Graduate School

_____   _____   John Volin, Executive Vice
President for Academic Affairs and
Provost

College of Education and
Human Development

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Memo

November 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 Ph.D. Concentration in Education in Special Education

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The College of Education and Human Development's (COEHD) Ph.D. in Education currently has three areas of concentration: Literacy, Prevention and Intervention Studies, and STEM. The attached document proposes adding a 57-credit hour concentration in Special Education.

The goals of the program include developing scholars, teachers, leaders, and expert practitioners in special education and related fields. The need for more special educators is a persistent challenge in Maine and nationally. Despite this need, there remain insufficient special education teacher training programs. This concentration will also increase the COEHD's capacity to compete for extramural support from the Office of Special Education Program (OSEP) and other larger funding agencies. Furthermore, certificate will strengthen the UM Special Education program's role as a leader commensurate with UM's status as the state's flagship campus while contributing to maintaining its R1 designation.

This proposal includes an overview of the program, learning objectives, rationale, course requirements, collaboration with other programs on campus, and existing resources needed to implement and sustain this doctoral concentration.

**Proposal for a New Online Doctoral Concentration in Special Education
Under the Ph.D. in Education.**

**The University of Maine
College of Education and Human Development
School of Learning and Teaching
October 16, 2023**

Introduction

The faculty of the graduate program in special education proposes adding a Special Education Concentration to the Ph.D. in Education Program, which currently includes concentrations in Literacy, Prevention and intervention Studies, and STEM Education. The program aims to develop scholars, teachers, leaders, and expert practitioners in special education and related fields. Further, graduates will be prepared to utilize multi-disciplinary theories and research approaches that promote inclusive educational opportunities, solve significant challenges within the field, advance social policy, and improve the quality of life for individuals with disabilities.

Objectives

Specific objectives of the program are to,

- Prepare special education personnel who can effectively work in leadership positions.
- Prepare special education faculty to teach in higher education and contribute to special education teacher preparation to address the nationwide shortage of special educators.
- Provide education doctoral students with theoretical knowledge and research skills to contribute to the knowledge base in special education and related fields and expand evidence-based practices to support all students.
- Provide doctoral students with knowledge and skills in special education research.
- Cross-train the next generation of professionals in multi-disciplinary educational research to support special education teacher education programs.

Benefit to COEHD/University:

- Contribute to new and existing doctoral courses offered in the COEHD,
- Enhance the standard of educational excellence in our graduate program,
- Support the bridge between the research to practice gap,
- Increase capacity to compete for extramural support from the Office of Special Education Program (OSEP) and other larger funding agencies,
- Increase research and scholarly activity within the COEHD,
- Increase the faculty available to chair and serve as committee members for current doctoral committees in the COEHD,
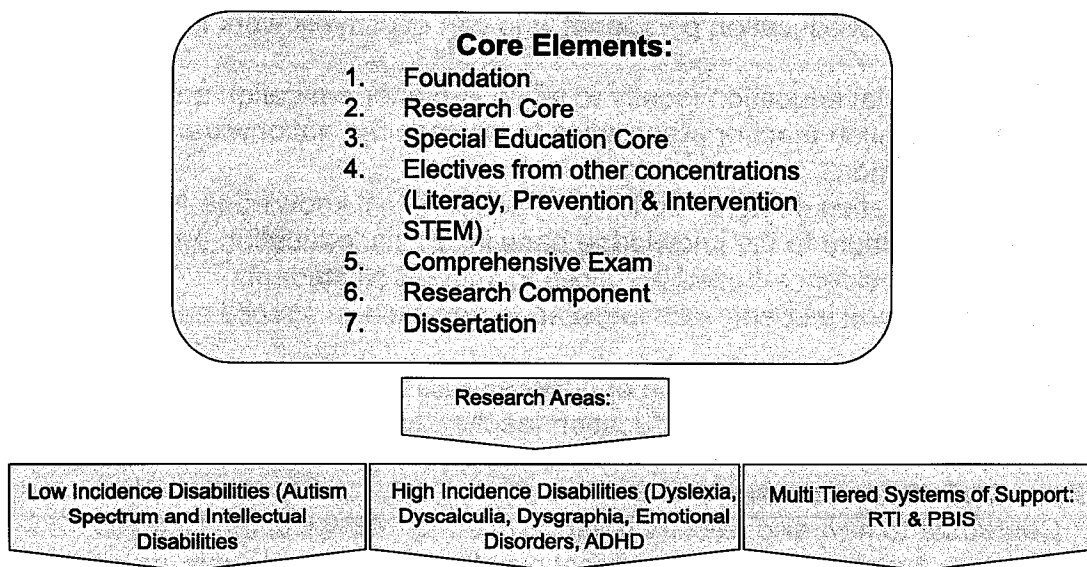- Contribute to UM's R1 status indicator,

- Further, establish the special education program's role as a leader commensurate with UM's status as the state's flagship campus.

Need

Data from <u>Multiple states and the federal Office of Special Education Programs (OSEP)</u> indicate a need to expand doctoral programming to prepare faculty to address the teacher shortages in special education P-12 schools. There are 165 open positions for special education faculty on <u>higheredjobs.com</u> and 230 in the broad category of teacher education. This shortage is due to faculty retirements and the limited number of special education doctoral degrees being conferred, which have not kept pace with the need for faculty and the resulting need for special education teachers in schools nationwide. According to a <u>February 2021 update</u> from the Higher Education Consortium for Special Education (HECSE):

- Even before the pandemic, special education had the most significant teaching shortage in P-12 schools, with 48 states and DC reporting such teacher shortages.
- A shortage of special education faculty in higher education contributes to the special education teacher shortage and further limits the capacity of higher education to address this significant problem.
- Data from 2018 showed that the number of special education doctoral programs, 79 nationwide, dropped to the lowest level in decades.
- With this decline, the number of doctoral graduates available to assume special education faculty and other leadership positions has also dropped to a level lower than in 1998, with a 17% reduction between 2017 and 2021.

Core Elements:
1. Foundation
2. Research Core
3. Special Education Core
4. Electives from other concentrations (Literacy, Prevention & Intervention STEM)
5. Comprehensive Exam
6. Research Component
7. Dissertation

Research Areas:

Low Incidence Disabilities (Autism Spectrum and Intellectual Disabilities	High Incidence Disabilities (Dyslexia, Dyscalculia, Dysgraphia, Emotional Disorders, ADHD	Multi Tiered Systems of Support: RTI & PBIS

Academic Coursework: The curriculum consists of a *minimum* of 12 required foundational course credits, 18 required research core credits, 12 required program core credits, and three elective credits combined with comprehensive exams, a research practicum, and a dissertation. Courses unique to the concentration in Special Education have an SED designator. Other courses exist within the Ph.D. in Education umbrella.

Plan of Study/ Course List:

Required Courses and Electives (Minimum 57 credits required)			
	Projected Date	Date Completed	Grade
Research Prerequisite: EHD 510 Introduction to educational research (3 credits)			
INT 601: Responsible Conduct of Research (1 Cr.) or EHD 657 Practicum in Doctoral Research (3 Cr.)			
Foundation courses (12 credits)			
SED 598 History of Special Education	Summer		
EHD 661: Sociological Context of Education	Fall		
EHD 662: Philosophy of Education	Spring		
EHD 621:Educational Psychology	TBD		
Research Core (18 credits) (*required)			
* SED 598: Single Case Research Design	Fall		
*SED 598 Systematic Literature Review & Meta-Analysis	Spring		
*EHD 573: Statistical Methods in Education I	TBD		
*EHD 574: Statistical Methods in Education II	Fall/Spring/ Summer		
*EHD 571: Qualitative Research: Theory, Design, Practice	Spring		
Choose one additional course from the list.			
EHD 572: Adv Qualitative Research: Methods and Analysis	Fall		
SED 598 Evaluation Methods for Education Programs (Cuba)	Spring		
EHD 576: Interviewing Methods in Qualitative Research	Fall		
EHD 577 Discourse Analysis	Spring		
Program Core (15 credits)+ Interdisciplinary Elective (3 credits)			
SED 598 Issues and Trends in Special Education	Summer		
SED 598 Policy (internships)	Summer		
SED 598 College Teaching/ Coteaching	Summer		

SED 598 Grant Writing	Summer		
Elective:			
Elective:			
Research Practicum: 3-6 credits pilot study			
Dissertation: 6 credits			

Existing UMaine Research Centers and Institutes that will benefit:
Maine Autism Institute for Education and Research
Center for Community Inclusion and Disability Studies
UMaine Institute of Medicine
Maine Education Policy Research Institute

Collaborators within Maine:
- LEND (CCIDS Maine and NH)
- Maine Division of Vocational Rehabilitation
- Maine Department of Education
- Maine Office of Aging and Disability Services (Dept of Health and Human Services)
- Maine Administrators of Services for Children with Disabilities (MADSEC)

Potential Collaborators outside of Maine:
- Higher Education Consortium for Special Education
- CEEDAR Center
- Early Childhood Technical Assistance Center
- Early Childhood Personnel Center
- Council for Exceptional Children
- National Technical Assistance Center on Transition
- Rehabilitation Research and Training Center (VCU)
- Autism Center for Excellence (VCU)
- Institute for Community Inclusion (UMass-Boston)
- American Association of Colleges for Teacher Education
- Association of University Centers on Disabilities

Potential Committee Members:
1. Jim Artesani, Ed.D.
2. Melissa J. Cuba, Ph.D.
3. Sara Flanagan, Ph.D.
4. Sarah K. Howorth, Ph.D.
5. Craig A. Mason, Ph.D.
6. Shihfen Tu, Ph.D.

7. Alan Cobo-Lewis, Ph.D.

Brief Course Descriptions for Possible Program Core Course Options:

1. **SED 598 University Teaching:** Mentored and guided co-teaching focused on the design, organization, pedagogy, and assessment of university courses in Special Education. Students in this course will work with a faculty member to apply best practices in university teaching with feedback while co-teaching students in a course in the College of Education. Students taking the course must meet the college standards for participation and be approved by the program director and department chair. May be repeated for credit.

2. **SED 598 Research Funding and Proposal Development:** This course is designed to teach various strategies to develop successful proposals that will generate funds to support programmatic work. The topics covered in this course are funding sources, strategies for conceptualizing and writing proposals, collaboration strategies, proposal peer-review process, and integrating proposal development activities into other professional responsibilities.

3. **SED 598 Policy and Program Evaluation Analysis in Special Education:** Practical aspects of policy analysis and program development/evaluation in schools and other social agencies that serve with disabilities and giftedness.

4. **SED 598 History, Context, and Critique of Special Education:** This course is designed to provide special education stakeholders with a general understanding of the history of the treatment of individuals with disabilities and the development of special education law and policy over time. It foregrounds current issues in the post-IDEA organization of the field, highlighting the goals and challenges of democratic leadership and civic professionalism in relation to special education. The course concludes with a final paper and online presentation examining how history, disability, difference, and justice inform special education leadership in theory and practice.

5. **SED 598 Issues and Trends in Special Education:** This course is designed to assist first-year special education doctoral students in organizing and synthesizing a conceptual and substantive map of the field of special education and introducing them to corresponding faculty research interests and resources. Emphasis is placed on the academic writing expectations and resources of the field, university, and department and on building a cohort of students to address common issues and to provide a foundation for peer support throughout the

doctoral program. Prerequisite: Admission to special education doctoral program or permission of instructor.

6. **SED 598 Issues and Trends in Special Education II**: This capstone seminar is designed to assist advanced doctoral students in synthesizing and evaluating information on a broad range of current and historically significant special education issues and trends in preparation for comprehensive examinations and future professional roles. Substantively, its primary focus is issues and trends that affect the entire field or cut across several areas of study and practice. Its secondary focus is significant issues and trends that affect particular categorical or functional sub-areas of study and practice within the field. Prerequisite: Completion of nine doctoral courses in special education, including 4 of 6 departmental Core courses.

7. **SED 598 Family Outcomes in Special Education**: This course focuses on analyzing and synthesizing research literature focusing on intermediate outcomes (e.g., family-professional partnerships) and long-term outcomes (e.g., family quality of life) related to families of children, youth, and adults with disabilities. Critical family theories are discussed and applied in developing and implementing interventions that can potentially increase intermediate and long-term family outcomes. Prerequisite: Three courses in special education or permission of instructor.

8. **SED 598: Evaluation Methods for Education Programs:** This course explores the development and types of current systems and models for evaluating educational programs. Emphasizes evaluation needs and problems of public elementary and secondary schools and colleges and universities. Also considers the needs of private schools, government agencies, industry, and health-related organizations.

9. **SED 598: Systematic Literature Review & Meta-analysis:** will involve an in-depth analysis of the methods, structure, and content of systematic literature reviews, instruction on how to carry out the methods of such a review, direction in analyzing included studies, an overview of meta-analytical techniques, and instructor and peer feedback and guidance in completing a systematic review. At the beginning of the semester, students will select a research topic and begin to develop a research question. Students will then refine that research question and review the methodology with the instructor and class. This course is recommended for students preparing to build an initial foundation for their dissertation study, but may also be helpful to others.

Faculty Biographies
Initial Planning Committee

Shihfen Tu, Ph. D.
Email: shihfen.tu@maine.edu
Research Areas: Dr. Tu specializes in linking and analyzing large population databases to study developmental issues in the fields of health, education, and developmental disabilities. Dr. Tu is also interested in concept formation associated with STEM learning and using technology to teach mathematics.
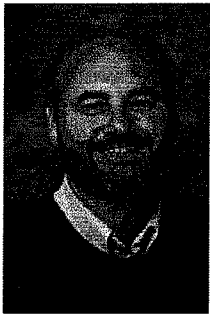

Sarah K. Howorth, Ph.D., BCBA-D
sarah.howorth@maine.edu
Research Areas: Autism, Reading, Educational Technology, Transition, Intellectual Disabilities
- Social Skills for Teens and Adults on the Autism Spectrum or with Intellectual Disability
- Transition to Postsecondary
- Reading Interventions for Students on the Autism Spectrum
- Behavior

Jim Artesani, Ed. D.
arthur.artesani@maine.edu
Research Areas: Jim Artesani is an Associate Dean of Graduate Education, Research, and Outreach and an Associate Professor of Special Education with the University of Maine College of Education and Human Development. His research interests include challenging behaviors, inclusive education, and school-wide discipline.

Sara Flanagan
sara.flanagan@maine.edu
Research Areas: Reading, written expression, high incidence disabilities, assistive technology, educational technology, Universal Design for Learning, teacher preparation

Melissa J. Cuba, Ph.D.
melissa.cuba@maine.edu
Research Areas: Developing and enhancing evidence-based practices and policies to mitigate the disproportionality of multilingual learners in special education and improve student outcomes.

Craig A. Mason, Ph.D.
craig.mason@maine.edu
Research Areas: Research Methods, Quantitative Methods, Developmental
Epidemiology, Informatics, Growth Modeling, Early Hearing Detection and Intervention
for Children with Hearing Loss, Developmental Outcomes in Children with Hearing
Loss.

Potential Collaborative Faculty

Nicole Achey, Ph. D.
nicole.achey@maine.edu
Research Areas: Intellectual and developmental disabilities (IDD), sexual health and
sexuality for individuals with IDD, provider and parent perspectives as they relate to the
sexuality of individuals with IDD, Human Sex Trafficking, vocational rehabilitation and
community employment, and professionalism for undergraduate students in human
services.

Alan Cobo-Lewis, Ph. D.
Email: alanc@maine.edu

Research Areas: Research, education, service, and dissemination that promotes community inclusion, evidence-based policy and practice, and human rights for people with developmental disabilities and their families.

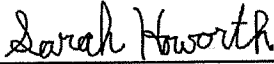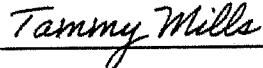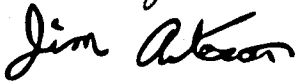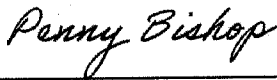**Americans with Disabilities Act (ADA) accommodations**
The doctorate will follow the guidelines presented at the Office of Equal Opportunity for the University of Maine at https://umaine.edu/eo/disability-access/ and more generically defined at https://www.ada.gov/. As this degree is 100% online format, many potential disability issues, such as building access, parking, etc., have been removed. The graduate course content is asynchronous and synchronous, so all lectures have closed caption ability/access.

College of Education and Human Development
Graduate Certificate Proposal Routing Slip

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

Item: **New Concentration in Special Education within Ph.D. in Education**

Below are the endorsements to accept the
Special Education Concentration within Ph.D. in Education

* *

Signature	Date	
Sarah Howorth	10/20/2023	Sarah Howorth, Program Coordinator, Special Education, COEHD
Shihfen Tu	10/23/23	Shihfen Tu, Director, School of Learning and Teaching, COEHD
Tammy Mills	10/30/23	Tammy Mills, Chair, COEHD Curriculum Committee, COEHD
Jim Artesani	10/31/2023	Jim Artesani, Associate Dean of Graduate Studies, Research, and Outreach, COEHD
Penny Bishop	10/30/23	Penny Bishop, Dean of COEHD
Alan B. Cobo-Lewis Digitally signed by Alan B. Cobo-Lewis Date: 2023.11.06 15:50:28 -05'00'		Alan Cobo-Lewis, Director, Center for Community Inclusions and Disability Studies

_____   _____   Kody Varahramyan, Vice
                                      President for Research and
                                      Dean of the Graduate School

_____   _____   John Volin, Executive Vice
                                      President for Academic Affairs and
                                      Provost